

Clockhouse Primary School

The Clockhouse Curriculum



Our English Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, we are proud that English learning permeates everything we do across the school; from structured lessons to reading a class novel; from using our best handwriting to write a postcard; to taking part in a class debate, we are always applying our English learning. This is to aim to develop a good moral compass for later life and to equip children with the lifelong skills and knowledge to achieve in modern Britain.

As a school, we provide a stimulating, interactive, fun and challenging English curriculum that appreciates our rich and varied literacy heritage. Whilst following the National Curriculum, our aim is to ensure all children read and write with confidence, fluency and understanding whilst orchestrating a range of independent strategies to self-assess, monitor and improve. We encourage children to develop a keen interest in books of varying genres to widen their knowledge and respect of authors. We see the importance of children aspiring to develop clear powers of imagination, independence, inventiveness and awareness of their own skills and aspire them to become lifelong learners. We understand that many children who enter Clockhouse Primary School, have poor linguistic skills; therefore, we ensure vocabulary acquisition is at the heart of our curriculum and drives children to show an interest in words, their meanings and their origins, as well as developing an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Phonics is key in delivering a curriculum that is progressive in terms of knowledge and skills which ensures children are able to read fluently and with good understanding. Drama is central to our curriculum ensuring children are competent in the arts of speaking and listening and use discussion in order to learn, enabling them to elaborate and explain clearly their understanding and ideas.

We deliver an enriched curriculum so that by the time children leave Clockhouse Primary School, they are able to write clearly, accurately and coherently; adapting their language and style in and for a range of contexts, purposes

Reading

Intent:

Challenge- It is our intention to provide opportunities to develop a range of reading skills that they can apply across the curriculum. We want the children to have a thirst for learning new vocabulary that they can use both orally and in their written work. Children are able to access a range of age-appropriate text that are new to them and read with fluency and expression.

Global Citizenship- Texts have been carefully selected to give children opportunities to develop their understanding of different social eras, historical context and current issues affecting the world, allowing children to develop an understanding of what life is like outside of Collier Row.

Creativity- Texts are selected to motivate and inspire children to learn and provide memorable wow learning moments. Children are exposed to a variety of rich and quality language that they can confidently use. Through exposure to high quality literature, we endeavour to develop children's creativity through stimulating them to a world they may not know.

Aspiration- We believe in developing a reading for pleasure culture in the school and provide opportunities to raise the aspiration. We believe in teaching the children the importance and joy of reading to carry through life with them.

Well-being- It is our intention that children develop strong values, morals and relationships on how to keep themselves and others safe. Through empathy with characters, students develop a growing understanding of how ideology contributes to personal identity.

Cultural Capital- In reading, it is our intention to provide children with books filled with essential knowledge that will prepare them for future success and life in modern Britain.

Implementation:

- The reading curriculum is mapped out by the English lead which meets the requirements of the National Curriculum. High-quality texts are mapped out to ensure children are exposed to a range of authors and genres. These are reviewed yearly with new cohorts in mind and adaptations are made in line with this review.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and the long-term planning to ensure a broad coverage. Weekly planning links to progression, age and phase. This is monitored by the English team half termly.
- Shared reading is pivotal to the reading curriculum and lessons are adapted to the needs of the children to ensure all children are able to access the texts.
- Through monitoring and evaluation, gaps in teaching and learning are identified and targeted through well-planned INSETs, coaching for improvement and video coaching.
- The curriculum is planned thoroughly, starting with the children's current knowledge and skills, so that real progress can be made and measured. In phonics, children are assessed half termly and interventions are fluid and flexible to ensure rapid progress is made by all and planning is personalised.
- Children who are at risk of falling behind in Phonics, including those who did not pass the phonics screening test at the end of Year 1 or Year 2, are assessed more frequently to ensure gaps are quickly addressed and targeted through intervention to ensure they 'keep up' rather than 'catch up'.
- Reading is monitored half-termly to ensure that standards are being met and all children are being given equal opportunities.
- The English leader and co-ordinator look for opportunities for enriched activities and organise events such as World Book Day/week, travelling book fair and library visits.
- As much as possible learning is linked to real-life experiences to provide the children with a context for their learning and how this relates to the wider world.
- The English Leader ensures that the correct resources are available to enable a deepening of children's knowledge, understanding and skills. This is based on up to date research.
- In phonics and reading, our approach allows for the repeating/developing knowledge of skills and in doing so develops children's knowledge, understanding and skills.
- Book 'treasure chests' are available in every classroom to develop a love for reading. The children take an active role in deciding the books that go into the treasure chest and they are changed half termly.

Impact

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain well.
- In reading, they will develop a love for reading.
- Children will be able to apply their reading skills to all aspects of life such as inferring within a real-life context.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenges.
- They will develop a sense of self-awareness and become confident in their own abilities.
- Pupils will be ready for the next stage in their learning and life in modern Britain.

Writing

Intent:

Challenge - In writing, it is our intention to provide opportunities for children to explore words, develop phrases, play with sentences and paragraphs meaning that they learn to consider the impact on the reader when they write. We encourage children to become effective not formulaic writers and draw on models from reading and manipulate them for their own purposes. Children are taught how to improve their work, using proof-reading, to check for accuracy, spelling and grammar.

Global Citizenship - In writing, students develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns and feelings and commitments of others through poetry, imagery, drama, role-play, myth and historical narrative in order to build their own understanding of world events.

Creativity – In writing, it is our intention to provide a broad and engaging curriculum to ensure that children develop a love of learning and strong grounding for future success. It is taught daily, to allow children to reach their potential academically and personalised planning and wow opportunities allow children to develop their creativity and write outside of the box to develop a strong desire for their learning.

Aspiration – In writing, it is our intention to provide a variety of inspiring writing opportunities that are mostly based on real-life contexts and life beyond Clockhouse through the use of, but not limited to, visual literacy and wow experiences such as trips and visitors. Visual literacy, such as films, are used to engage and motivate all pupils. This gives all children the experiences to build upon and use original ideas whilst developing their own and expose them to the endless possibilities open to them. The teaching of writing has a robust structure to allow time for planning, proof-reading and editing to instil in them a desire to achieve.

Well-being – In writing, texts are selected that extend children's ideas and their moral and emotional understanding. Students are given the opportunity to explore and analyse appropriate texts which furnishes them with the knowledge and ability to question and reason which will enable them to develop their own values system and to make reasonable decisions on matters of personal integrity. Children explore how choice of language and style affects implied and explicit meaning.

Cultural Capital – In writing, it is our intention to encourage children to write widely and for a range of purposes and inspire them to have a strong grounding for future success. We expose children to a range of high-quality literature in order to provide them with the essential knowledge to interpret and explain a range of genres and be able to write using appropriate technical vocabulary in many of these forms in order to prepare them in life beyond Clockhouse.

Implementation

- The writing curriculum is mapped out by the English Leader which meets the requirements of the National Curriculum. Genres are mapped out to ensure a wide coverage is met. These are reviewed yearly with new cohorts in mind and adapted where necessary.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and the long-term planning to ensure a broad coverage. Weekly planning links to progression, age and phase. This is monitored half termly by the English Leader.
- Lessons are carefully scaffolded and adapted to meet the needs of all children and provide a challenge for all.
- The EYFS and Year 1 curriculum is heavily developed based on the research from the updated writing framework published in July 2025.
- Through monitoring and evaluation, gaps in teaching and learning are identified and targeted through well-planned INSETS, peer reviews, lesson studies and video coaching.
- Where possible, the writing curriculum is thematic and links to the school's Golden Threads which allows children to make links in their learning. When opportunities arise, writing across the curriculum is encouraged.
- The curriculum is planned thoroughly, starting with the children's current knowledge and skills, so that real progress can be made and measured. Writing journeys are used for every writing genre so that children understand what they are trying to achieve and the journey it will take to achieve it.
- Writing is monitored half-termly to ensure that standards are being met and all children are being given equal opportunities
- The English leader looks for opportunities for enriched activities and organises events such as 'Creative Writing' weeks.
- As much as possible learning is linked to real-life experiences to provide the children with a context for their learning and how this relates to the wider world.
- The English Leader ensures that the correct resources are available to enable a deepening of children's knowledge, understanding and skills. This is based on up to date research.

Impact

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain well.

- In writing, they will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- In writing, they will take pride in all that they do, always striving to do their best.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenges.
- They will develop a sense of self-awareness and become confident in their own abilities.
- Pupils will be ready for the next stage in their learning and life in modern Britain.