

At Pickhurst, through recognition of the need to prepare our children for their futures and the world of work, our curriculum is broad, balanced and inclusive. It has defined end points with a clear sequence and progression, with children attaining the crucial knowledge and skills they need by the time they leave our school.

Intent Statements	Aims	
Statement 1: <u>To foster effective learning behaviours (Pickhurst Core Values).</u> To develop the behaviours that learners need to succeed in the world such as: pride, respect, confidence, kindness and inquisitiveness.	<i>To be proud</i>	Evaluating their progress and meeting/exceed age related expectations. Being enthusiastic and motivated readers who are confident. Expressing a love of reading. Celebrating their reading achievements. Evaluating their achievements in writing and celebrating improvements. Celebrating and sharing their achievements and those of others. Taking care in their presentation, including handwriting.
		Being encouraged to love literature and the enjoyment of reading for pleasure whilst being able to express and explain this. Being knowledgeable about the purpose and organisation of books. By reading to themselves or to others (peers and adults). Showing an awareness of the link between reading and writing. Collaborating and sharing ideas with their peers. For example, generating vocabulary banks, narrative sequencing and plot and character development. Taking on roles when editing, including proofreading, checking punctuation and grammar, spell checking and checking for sense and meaning. Coaching and learning from each other. Respecting and learning from each other.
	<i>To be confident</i>	Developing confidence in reading a wide variety of genres and text types which are thought provoking and immersive. Answering questions using the correct format for answering. Developing the confidence to write freely and independently. Developing over time the ability to write autonomously and to take responsibility for their own writing, increasingly taking initiative.

		Being encouraged to write for purpose and for pleasure and to share when appropriate. Developing self-knowledge, self-esteem and self-confidence in writing. Being reflective about their writing development, including proofreading and editing.
	<i>To be kind</i>	Reading and writing improves ability to empathise with others whilst also improving our relationships with others and informing our moral compasses. Reading allows children to be educated and learn about new places in the world and cultures different to their own. This learning enables kindness and understanding to happen.
	<i>To be healthy</i>	Reading and writing improves focus, memory, empathy and communication skills, whilst also reducing stress and improving mental health.
	<i>To be understanding</i>	Reading texts that are thought provoking and will challenge their reading skills whilst allowing them to empathise and tolerate ideas and characters.
	<i>To be respectful</i>	Engaging in texts that are thought provoking and challenge their preconceptions and ideas. Progressing to becoming selective in their choice of reading material Reading regularly and develop a respect for books. Respecting the constraints placed on the writing process within different genres and grammatical structures. Engaging in their writing and moving it forward. Managing their time to produce writing, including editing and publishing. Taking ownership of pen licenses and upholding the expected standard. Accepting responsibility for the quality and presentation of their work.
	<i>To be successful</i>	Experiencing reading in a variety of situations so that it becomes a pleasurable and a productive experience. Embracing the opportunity to write and develop within a variety of genres and striving to meet not only the non-negotiables but to also include all

	<i>To be trustworthy</i>	elements of the increasingly demanding success criteria. Celebrating and sharing their achievements and those of others. Engaging in texts that are thought provoking and challenge their preconceptions and ideas. Progressing to becoming selective in their choice of reading material Reading regularly and develop a respect for books. Respecting the constraints placed on the writing process within different genres and grammatical structures. Engaging in their writing and moving it forward. Managing their time to produce writing, including editing and publishing. Taking ownership of pen licenses and upholding the expected standard. Accepting responsibility for the quality and presentation of their work.
Statement 2: <u>To nurture our children's learning journey.</u> To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. Layering knowledge across subjects so that it becomes embedded and children can flourish, reach and exceed their potential academically, physically, emotionally and artistically.	● Subject specific knowledge and skills, built around objectives within the National Curriculum, identified within Knowledge Organisers. The skills are built upon which activates prior learning. ● Rationale for the way in which Maths has been organised to best layer knowledge and concepts within and across year groups. ● Maths has been used to allow for meaningful links to be made across other subject areas. ● 'Sticky learning' (prior learning and key concepts) is addressed at the start of each unit and lesson. The children are encouraged to recall and retrieve prior learning to support with their new knowledge & skills Reading: In order to support the delivery of the 2014 National Curriculum, metacognition strategies and techniques are explicitly taught and modelled by teachers at Pickhurst during the acquisition and development of reading skills. Metacognition, defined as "thinking about thinking," engages students as active assessors of their own learning. When students use metacognition, they think about their thinking as they read. This ability to think about their thinking is critical for monitoring comprehension and fixing it when it breaks down. This added to cognitive ability (phonological awareness, processing, memory and sequencing) are key to becoming proficient, confident readers who can read fluently and with strong comprehension skills. The Reading Skills Progression Document details the key reading skills that pupils will gain at each stage of the curriculum. It allows for Viper skills to be embedded, layered and built upon. This document is used as a powerful tool to allow all children to make progress in reading. Teachers can activate prior knowledge about what to include in their answers; drawing on their knowledge of the features relevant to the question. As reading underpins many elements of the school curriculum	

	and is an essential life-skill, the knowledge and skills acquired in reading sessions must be transferable to other curriculum areas. This will be achieved through: -careful selection of high quality and engaging texts from ‘The Power of Reading’ which are used as a stimulus for writing across many different genres -children are regularly exposed to texts (both fiction and non-fiction) which link with the wider curriculum to reinforce knowledge and skills are transferable across the curriculum Writing: With all written work, children are encouraged to think about the purpose and audience of their writing and consider how they will approach the task. This will include: -ensuring they understand the intended purpose of the task -activating prior knowledge about what to include in their writing; drawing on their knowledge of the features relevant for a particular genre and identifying the grammatical skills previously taught. -success criteria to assess their own work and determine whether they have been successful and where improvements could be made. As writing underpins many elements of the school curriculum and is an essential life-skill, the knowledge and skills acquired in writing sessions must be transferable to other curriculum areas. This will be achieved through: -careful selection of high quality and engaging texts from ‘The Power of Reading’ which are used as a stimulus for writing across many different genres -children are regularly exposed to texts (both fiction and non-fiction) which link with the wider curriculum to reinforce knowledge and skills are transferable across the curriculum -grammar, punctuation and spelling objectives will be taught within English lessons, but the expectation is that these skills will be applied in all written work -teachers will seek to take advantage of opportunities to make cross-curricular links and will plan for pupils to practise and apply the skills, knowledge and understanding acquired from English lessons to other areas of the curriculum so that they become embedded.
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