


## The Forwards Centre, Bolton Impact Trust – Curriculum Statement

At The Forwards Centre, Bolton Impact Trust **we believe everyone can achieve, we inspire a love of learning and we transform potential into long-lasting success.**

Our curriculum is designed to ensure that we can bring these core beliefs to life in the way that we structure, sequence and plan learning; the knowledge and skills that we deliver, our high-quality teaching and learning and our personalised approach in addressing the unique academic and pastoral needs of each child. Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential.

Through our 'Forwards Centre Five', we ensure that the curriculum goes beyond the academic and that personal development is woven throughout.



### Contribution and Readiness

We provide in-depth subject knowledge and inspire a love of learning to ensure that our pupils can make a positive contribution to the world and are ready to take those next steps on their educational journey.




### Conduct and Morals

We help to build the character attributes needed to be a productive member of our society and to succeed in the modern world, such as resilience, kindness and tolerance. We teach pupils how to conduct themselves in different situations and instil in them a moral compass to help guide to guide them in making good choices



### Celebrating similarity and difference

We celebrate difference and similarity and teach our pupils to respect everyone's right to be themselves. We create opportunities for our pupils to experience people, places, beliefs and cultures which are different to their own.



### Caring for ourselves

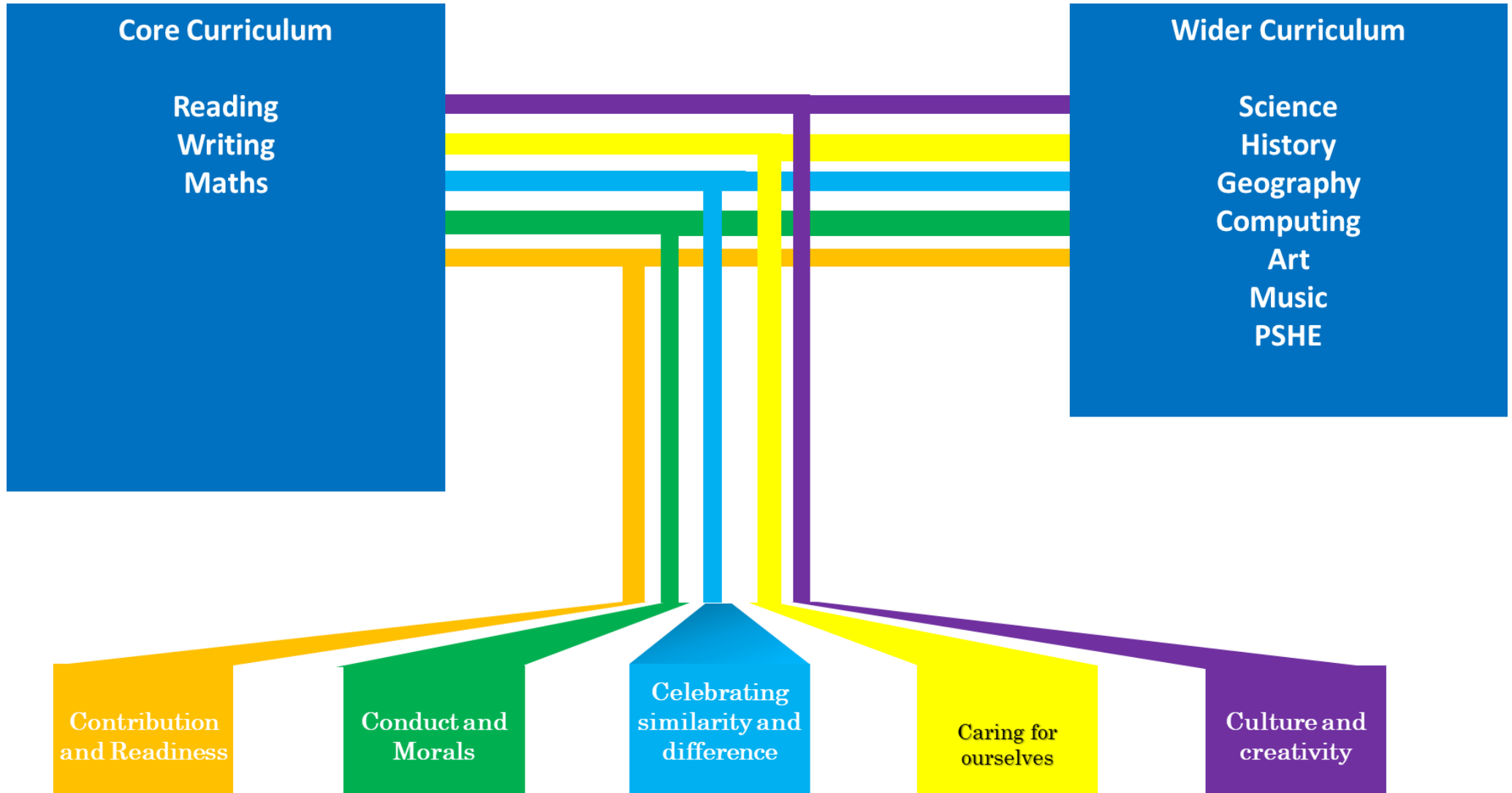
We teach our pupils to care for themselves, to make healthy choices in all aspects of their life and to keep themselves safe.



## Culture and Creativity

We nurture creativity so that pupils become confident creators and develop an understanding and appreciation of 'the best that has been thought and said' We also create opportunities for people to experience

# Curriculum Model



## Context

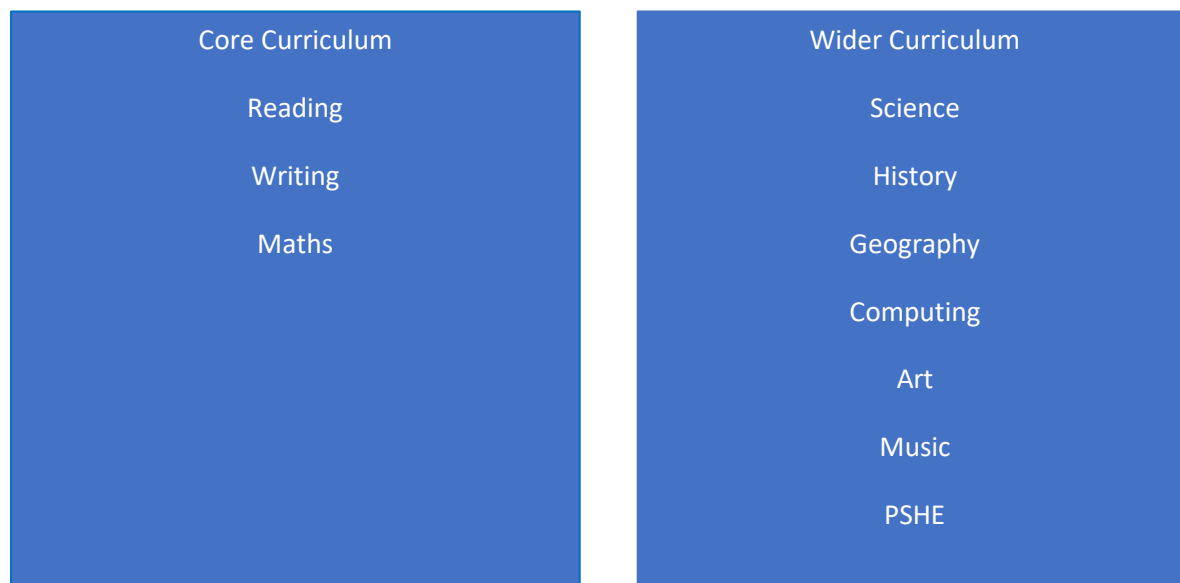
The pupils at The Forwards Centre have been, or are at risk of permanent exclusion from their previous educational setting. Many of our pupils have had a negative experience of learning which has badly affected both their academic self-worth and understanding of their place in society. A large number of our pupils have also missed large chunks of their schooling and consequently have significant gaps in their learning.

We believe in all our children and our curriculum is designed to enable all pupils to experience academic success so that each child also develops belief in themselves over time. We provide a curriculum that is realistic, achievable, relevant and accessible to all. An ambitious curriculum that is carefully planned and personalised promotes the feeling of trust, safety and self-confidence.

The pupils at The Forwards Centre require a curriculum which is specifically designed to meet their needs. They need to:

- Be supported to access a balanced and broadly-based curriculum based upon the National curriculum core and Foundation subjects
- Be taught the fundamental knowledge, skills and understanding that they have not yet fully mastered, to enable them to fully access the curriculum
- Be prepared to access secondary education
- Be supported to develop their social skills and to develop positive relationships with others
- Feel safe in school and to discover a love of learning
- Understand themselves and how to regulate their emotions
- Learn how to keep themselves safe
- Understand and respect the views and cultures of others
- Understand the positive impact that they can have on their community and the wider world
- Learn and experience what possibilities there are for their future careers
- Develop confidence, resilience and self-belief
- Be ambitious in the goals that they set for themselves

The curriculum at The Forwards Centre is split into 2 fundamental components;



**The Core curriculum** – This curriculum includes the National curriculum’s core subjects of Reading, Writing and Maths.

**The Wider Curriculum** - This includes the National curriculum subjects of Science, History, Geography, Computing, Art, Music and PSHE.

Personal Development is also interwoven throughout all subjects in the curriculum and has been designed to address the complex needs of our pupils, helping them to develop positive relationships, understand themselves and others, regulate their emotions and keep themselves safe. This curriculum gives them the tools they need in order to become a happy and productive member of society and to succeed in the modern world. We work on an individual basis with each pupil on the personal, social and emotional skills needed to overcome personal barriers to being successful in life. Each child has a personal provision map based on the end points from their education and health care plans (EHCPs) or from advice from a range of professionals such as educational psychologists and occupational therapists

### Curriculum Sequencing

We know that our knowledge and understanding of the world does not sit separately in compartments in our brain. We understand the world by building schemas of knowledge which are webbed into complex relationships with one another. By developing rich, connected schemas in our pupils’ brains, we help them to know and remember more and we help them to build new knowledge onto their existing knowledge. Therefore, the curriculum at the Forwards Centre has been planned and sequenced both in each subject and as a whole school curriculum. We have sequenced the curriculum from the eyes of the pupil and worked to ensure that where possible knowledge builds upon knowledge across the whole curriculum, often leading to the creation of complex schemas of

knowledge across several subjects to help pupils to know and remember more. We have ensured that knowledge and skills that are used in more than one subject are taught in the same way, using the same vocabulary.

At The Forwards Centre our curriculum begins at the front door and is delivered through our lessons, our safe, nurturing environment and the positive relationships that we build with our pupils. We know our learners well and plan to their specific needs, using highly trained staff and providing the time and space for our learners to develop socially and academically. Our centre runs on a clear set of published SEMH principles designed to create a therapeutic, emotionally regulated environment where children experience and learn the social norms and expectations, they will need to be successful in their next setting. Staff live life alongside each child and consistently model positive ways of coping with the challenges that the school day brings.

We provide a curriculum structure that is clear and has well-defined end points. The structure allows rigorous baseline assessments to inform the planning of an appropriate curriculum 'climbing frame' for each child. Our curriculum then allows children the time and space to climb from a point and at a pace that is right for them and experience the same joy of learning new things that others experience and should be part of every child's life. It is designed so that we can use ongoing formative assessment to track each child's individual progress, treat them as individuals and celebrate their progress on its own merit rather than simply comparing with whole class age related expectations. This individualised approach ensures that no children are disadvantaged due to their academic level, SEND need or what point on their educational journey they are at or what time in the year they arrive. Every child can experience success.








The Forwards Centre has a two-year rolling programme including reading, writing, maths, science, history, geography, computing, art and music alongside working on an individual basis with each pupil on the personal, social and emotional skills needed to overcome personal barriers to being successful in life.

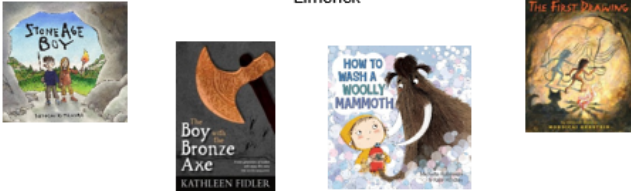


The curriculum has been planned and sequenced so that knowledge and skills build on what has been taught before. It has clear end points for each subject with clearly defined "I know" and "I can" statements defining the knowledge and skills children need to acquire to reach those end point. There is a focus on the 'sticky knowledge' we want children to remember and an emphasis on the use of technical language and vocabulary for each subject. Every pupil is entitled to study the full curriculum and develop the knowledge and skills they need to be successful in their next educational setting.

Our experienced staff have the flexibility to further adapt our curriculum for each child to better meet their SEND needs or to take advantage of their specific interests. This may mean adapting the pitch of a learning activity but may also mean adapting the pace of the lesson, introducing sensory breaks or breaking activities down into small steps in order that a child does not feel overwhelmed. Over time, children may need less adaptation, however, staff are vigilant and recognise that pupils face multiple challenges in their lives and sometimes need more support and adaptation and sometimes less.

## Curriculum Plans

Every subject has a curriculum statement of intent which outlines how the curriculum has been sequenced and planned to ensure that it brings the Trust's core beliefs to life in the five elements of Contribution and Readiness; Conduct and Morals; Celebrating Similarity and Difference; Caring for Ourselves; and Culture and Creativity. Every subject also has curriculum intent which maps out the key topics or themes that will be delivered each term or half term and the key component knowledge that will be delivered in each class.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All About Us	Celebrations	GREAT Britain	Times gone by	Great Fire of London	Oh I do like to be beside the seaside
Maths	Cycle A	Place Value Time and Money (Measurements)	Addition / Subtraction Fractions	Multiplication / Division Shape	Place Value Measurement	Addition / Subtraction Fractions	Multiplication / Division Time and Money (Measurement)
English	Cycle A	<b>Non Fiction</b> Lists, labels and captions Instructions <b>Fiction</b> Character description  	<b>Non Fiction</b> Informal Letter <b>Fiction</b> Story retell Character description <b>Poems</b> Acrostic  	<b>Non Fiction</b> Non chronological report <b>Fiction</b> Simple story plot / setting <b>Poems</b> Calligram/ Shape   	<b>Non Fiction</b> Recount Informal Letter <b>Fiction</b> Story writing – Story with repetitive language  	<b>Non Fiction</b> Non Chronological report <b>Fiction</b> Character and setting description <b>Poems</b> Riddle  	<b>Non Fiction</b> Informal Letter / Postcard Recount <b>Fiction</b> Story writing  
Science	Cycle A	Animals including humans	Seasonal Changes And Everyday materials	Seasonal Changes	Animals including humans	Plants	Seasonal Changes
PSHE	Cycle A	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me / My Feelings and Me
Humanities	Cycle A	Geography Our School	History Why do we celebrate different events  Bonfire night Christmas Remembrance day	Geography Our Country	History Changes within living memory  What was life like for Grandma and Grandad?	History Events beyond living memory  Great Fire of London	Geography Beside the Seaside
Arts	Cycle A		Art Using Materials / Sculptures Drawing / Sketchbooks	Music Exploring the beat/ Let's Get Creative		Art Painting Study of Artists	Music My Feelings and Me
Computing	Cycle A	Digital Citizenship Online Safety	Digital Literacy	Computer Science Algorithm		Information Technology	Digital Literacy / Computer Science Using and Applying

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		A long long time ago		Natural Disasters		Who Rules?	
Maths	Cycle A	Place Value Time and Money (Measurements)	Addition / Subtraction Fractions	Multiplication / Division Shape	Place Value Measurement	Addition / Subtraction Fractions	Multiplication / Division Time and Money (Measurement)
English	Cycle A	<p><b>Non Fiction</b> Instructions</p> <p><b>Fiction</b> Story writing – Character description</p> <p><b>Poems</b> Limerick</p> 		<p><b>Non Fiction</b> Diary entry</p> <p><b>Fiction</b> Story writing – Settings</p> <p><b>Poems</b> Haikus</p> 		<p><b>Non Fiction</b> Newspaper</p> <p><b>Fiction</b> Story writing – Narrative</p> <p><b>Poems</b> Free verse</p> 	
Science	Cycle A	Plants	Light	Rocks		Animals, including humans	Forces and Magnets
PSHE	Cycle A	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me / My Feelings and Me
Humanities	Cycle A	History Prehistoric Britain Stone Age - Iron Age		Geography Volcanos and Earth Quakes (Natural Disasters )		History The changing power of Monarchs over time	History The Victorians
Arts	Cycle A	Music Time Keeping/ Let's get Creative		Art Using Materials / Sculptures Drawing / Sketchbooks	Music Volcano Soundscapes (GarageBand compositions)		Art Painting Study of Artists
Computing	Cycle A	Digital Citizenship Online Safety	Digital Literacy	Computer Science Sequence		Information Technology	Digital Literacy / Computer Science Using and Applying



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Invaders		Americas		Brilliant Bolton	
Maths	Cycle A	Place Value Time and Money (Measurements)	Addition / Subtraction Fractions	Multiplication / Division Shape	Place Value Measurement	Addition / Subtraction Fractions	Multiplication / Division Time and Money (Measurement)
English	Cycle A	<p><b>Non Fiction</b> Instructions</p> <p><b>Fiction</b> Descriptive writing</p> <p><b>Poetry</b> Cinquain</p> 		<p><b>Non Fiction</b> Persuasive (Advert)</p> <p><b>Fiction</b>(Roald Dahl) Descriptive writing</p> <p><b>Poetry</b> Free verse</p> 		<p><b>Non Fiction</b> Non Chronological Report</p> <p><b>Fiction</b> Extended narratives with dialogue</p> <p><b>Poetry</b> Narrative</p> 	
Science	Cycle A	Animals including Humans	Electricity	Living things and their habitats	Light	Evolution and Inheritance	
PSHE	Cycle A	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me / My Feelings and Me
Humanities	Cycle A	History The Romans, Anglo Saxon, The Vikings		Geography Americas		History Local history study	
Arts	Cycle A	Art Using Materials / Sculptures Drawing / Sketchbooks	Music Exploring samples on GarageBand (‘Sample me Happy’ project) Performance piece: Jingle Bells/ We wish you a Merry Christmas (Virtual ‘Festive Advert’ produced)		Art Painting Study of Artists	Music Brilliant Bolton Video/Music project Performance Piece: Eye of the Tiger	
Computing	Cycle A	Digital Citizenship Online Safety	Digital Literacy	Computer Science Selection		Information Technology	Digital Literacy / Computer Science Using and Applying

Knowledge organisers are produced to help pupils to organise and retrieve key component knowledge in individual themes and topics. They are also used as a teaching tool to check for understanding or for what prior knowledge the pupils have before teaching a unit of work.

**What Are Weathering and Erosion?**


Imagine you have a big, strong rock sitting in your garden. Over time, just like how our teeth get worn down if we eat too many sweets, that rock can change.

Weathering is what happens when the rock gets broken down into smaller bits. This can be due to wind, rain, or even ice.

Erosion is when those small bits are taken away by things like wind or water. For instance, think of how a river might carry stones away, or how the waves on a beach can move sand.

Weathering and erosion are like nature's way of tidying up and reshaping the land. Because of these processes, we get beautiful landscapes like mountains, valleys, and coastlines!

**Our Changing World**



**Changes in Our World Since 1800**

A lot has happened since 1800! We've built more cities, cut down trees (deforestation), and caused climate changes. For example:

**Industrialisation:** Factories opened up, creating lots of products but also pollution.

**Urban Expansion:** More people live in cities than before.

All these changes add up and affect the world we live in today.

**How Landscapes Change Over Time**  
Both people and nature change the environment. Think about how:

- Building:** When houses or roads are built, the land changes.
- Farming:** Fields for crops can replace forests or wild areas.
- Mining:** Taking minerals from the ground makes a big difference to the landscape.

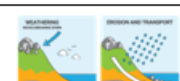
In the UK, changes have happened throughout history. For instance, rivers can erode banks and change their course, but human actions like cities expanding also reshape the land.

**Looking to the Future: By 2050**  
Scientists predict that by the year 2050, we might see even bigger changes, such as:

**Rising Sea Levels:** As ice melts, coastal areas could flood.

**Warmer Temperatures:** Our planet could get hotter.

**Extreme Weather:** We may experience more storms or unusual weather patterns.



**Key Coastal Features**  
When we talk about coastlines, there are important features to know about. For example:



**Cliffs** are tall, steep areas next to the sea where rocks have eroded away.

**Sand Dunes** are hills made of sand that are often found near beaches.

**Beaches** are soft sand or pebbles that you find along the shoreline.

**Headlands** are bits of land that stick out into the sea.

**Bays** are areas of water that are partly surrounded by land.

**I know statements working this term:**

- I know that weathering and erosion are processes that break down and wear away rocks and soil, affecting landscapes like mountains, valleys, and coastlines.
- I know that erosion and deposition shape coastlines by moving materials from one place to another through wind, water, and ice.
- I know that key coastal features include cliffs, beaches, headlands, bays, and sand dunes.
- I know that human activity (building, farming and mining) and natural forces (weathering, erosion) cause landscapes to change over time.
- I know that the UK's borders and landscapes have changed due to natural processes like river erosion and human activities like farming, urban development, and industrialisation.
- I know that, since 1800, Earth has undergone significant changes such as industrialisation, urban expansion, deforestation and climate change.
- I know that future changes by 2050 includes rising sea levels, temperature increases and more extreme weather patterns due to climate change.
- I know that trading involves exchanging goods and services between countries, and key concepts include imports (goods brought in) and exports (goods sent out).
- I know that the UK imports goods like electronics, food, and clothing from countries like China, the USA, and Germany. It exports items like machinery, pharmaceuticals, and vehicles.
- I know that fair trade ensures that producers, especially in developing countries, are paid fairly for their goods.
- I know that trade has evolved over time, from Tudor times (focused on spices, wool) to Victorian times (increased international trade with colonies), to today's globalised economy.

**I can statements working this term:**

- I can compare maps with aerial photographs.
- I can use 8 compass points.
- I can use and 4-figure grid references on maps, and begin to use 6-figure.
- I can formulate questions for investigations using primary and secondary sources.
- I can investigate and compare different places, focusing on larger scales and distant locations.
- I can analyse evidence, identify patterns, and draw conclusions about land use, temperature, and their effects on people's lives.

<b>Weathering:</b>	The breakdown of rocks into smaller pieces through natural processes like rain, wind, and temperature changes.
<b>Erosion:</b>	The movement of weathered materials (not rocks) from one place to another by forces such as wind, water, and ice.
<b>Deposition:</b>	The process where eroded material is dropped off in a new location, forming features like beaches and sand dunes.
<b>Cliffs:</b>	Steep rock faces typically formed by erosion, especially along coastlines.
<b>Beaches:</b>	Areas of deposited sand, pebbles, or shingle, usually found between the land and the sea.
<b>Headlands:</b>	Coastal landforms made of resistant rock that stick out into the sea.
<b>Bays:</b>	Inward-curving coastal areas between headlands, often where beaches are formed.
<b>Sand Dunes:</b>	Hills of sand built by wind or water deposition, often found along coastlines.
<b>Human Activity:</b>	Actions like building, farming, and mining that alter natural landscapes.
<b>Natural Forces:</b>	Elements such as weathering, erosion, and deposition that change landscapes over time.
<b>Industrialisation:</b>	The development of industries on a large scale, leading to urban expansion and environmental impacts.
<b>Urbanisation:</b>	The growth of cities as populations move from rural areas to urban areas, affecting landscapes.
<b>Climate Change:</b>	Long-term changes in global weather patterns, often linked to human activities like burning fossil fuels.
<b>Sea-Level Rise:</b>	The increase in ocean levels due to melting ice caps and glaciers caused by global warming.
<b>Trade:</b>	The exchange of goods and services between countries.
<b>Imports:</b>	Goods brought into a country from abroad.
<b>Exports:</b>	Goods sent out from a country to other nations.
<b>Fair Trade:</b>	A system that ensures producers, especially in developing countries, receive fair prices for their goods.
<b>Globalisation:</b>	The increasing interconnectedness of countries through trade, technology, and cultural exchange.
<b>Deforestation:</b>	The large-scale removal of forests, often for agriculture or urban development, affecting the environment.

**Key Questions**

What are the differences between weathering and erosion, and how do they impact landscapes?

How do erosion and deposition shape coastal features like cliffs, beaches, and sand dunes?

How do human activities like farming, mining, and urbanisation contribute to landscape changes?

How have natural processes like river erosion and human activities affected the UK's borders and landscapes over time?

What significant global changes have occurred since 1800, and how have they impacted the environment and landscapes?

What are the predicted effects of climate change by 2050, and how might they impact landscapes and human life?

What is trade, and what is the difference between imports and exports?

What types of goods does the UK import and export, and which countries are key trade partners?

What is fair trade, and why is it important for producers in developing countries?

How has trade evolved from the Tudors to the present-day globalised economy?

**Understanding Trade**

**Trade:** is how countries swap things they make. For example, the UK buys imports like electronics from China, food from the USA, and clothing from Germany. We also export goods like cars and medicines to other nations.

**Fair Trade**

Fair trade means that people, especially in developing countries, are paid fairly for their products. It helps ensure that everyone gets a fair chance to earn a living.

**Evolution of Trade over Time**

Trade has changed a lot! During Tudor times, people traded spices and wool. In Victorian times, trade grew with colonies, and now we have a global economy where countries interact all around the world.





## Personal Development

Supporting the personal development of pupils is a core part of the Forwards Centre's work. Our intent is to support pupils to grow into healthy, confident, resilient adults who can make a positive contribution to society and be prepared for life in modern Britain. To that end, teachers use opportunities presented by the Forwards Centre curriculum to promote both the Spiritual, Moral, Social and Cultural aspect of pupils' lives and their understanding Fundamental British Values. Opportunities to support each child to develop their character are identified and they are given the opportunity to try lots of new things. Children are taught about helping others to and preparing for the next stage in their education. They are taught to recognise the difference between right and wrong and how this impacts on their own life and on the lives of the others. Opportunities are sought to celebrate similarities, be respectful of our differences and how to keep safe and healthy. Children are supported to develop an appreciation of human creativity and achievement, develop their own skills as artists and musicians and develop the cultural capital they need to go on be successful.

### Personal Development Curriculum Design

Personal Development is woven through our curriculum offer. Each class teacher takes the Forwards Centre Five and identifies how it will be delivered across the school's year. It is broken into five broad categories.

- Contribution and readiness
- Conduct and morals
- Celebrating similarity and difference
- Caring for ourselves
- Culture and creativity

## Contribution and readiness

I have the knowledge and skills I need to be fully prepared for the next steps in my education

I know about a range of jobs and employment and how these will help me play an active role in society as an adult.

I can take part in age-appropriate volunteering and the service of others.

I can contribute to class life

I can work towards an award

I can show commitment to learning something over time and develop expertise.

I can reflect wisely on my own experiences about an event.

I can demonstrate pride in my achievements.

## Conduct and morals

I know why we need rules and routines and can commit to following them.

I can recognise the difference between right and wrong in my own life.

I know the positive and negative consequences of my conduct.

I know and understand the rule of law.

I can contribute to the calm environment in the centre across the whole school day.

I know the importance of acting with honesty and integrity.

I can demonstrate a commitment to attendance and punctuality.

I can demonstrate positive conduct beyond the centre.

## Celebrating similarity and difference

I know the impact of bullying and derogatory language and how to respond to incidents.

I know about protected characteristics.

I can celebrate the strengths of my classmates and others across the centre.

I know about and respect different people's faiths, feelings and values.

I can recognise, and value, the things we share in common across all communities.

I can find out the views of others and listen courteously and politely.

I can make arguments clearly and constructively in order to persuade other people.

I know about voting and Britain's democratic parliamentary system.

## Caring for ourselves

I know how to keep mentally healthy.

I know how to eat healthily and maintain an active lifestyle.

I know about my emotions and how they impact on my own life and the lives of others.

I can stay safe online and recognise the danger of the inappropriate use of technology

I know about risks such as criminal and sexual exploitation, domestic abuse, substance misuse, gang activity, radicalisation and extremism.

I know about healthy relationships with others.

I can use the opportunities I have to be physically active during the school day.

I can represent the centre in a sporting festival or competition.

**Culture and creativity**

I know about and can appreciate the best of human creativity and achievement.

I can develop skills as an artist.

I can develop skills as a musician.

I can develop skills in a sporting activity.

I can use imagination and creativity in my learning.

I can demonstrate pride in being a member of the Forwards Centre community.

I know about and can develop a connection to the local area.

I can visit new places within the town.

## Guiding Principles for Teaching and Learning

The Trust has a set of guiding principles for high-quality teaching and learning. The Forwards Centre expects all staff to abide by these principles in their classrooms.

We believe that pupils learn most effectively when:

- › Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued.
- › They can manage their emotions and have the resilience to make mistakes and persevere.
- › They are engaged and encouraged to think hard about something.
- › Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.
- › Teachers deliver new material in manageable amounts at the right level for each child
- › Teachers model and share what success looks like.
- › Teachers regularly check for understanding and promptly address misconceptions.
- › Teachers create opportunities for pupils to regularly practice and retrieve what they have learned.

## Reading Curriculum

[“Once you learn to read, you will be forever free” – Frederick Douglas](#)

As a Trust we believe that reading is the cornerstone of education. It is the gateway to accessing information across subjects, enabling students to comprehend instructions, absorb new concepts, and engage with the curriculum effectively. By teaching reading to pupils, we provide them with a fundamental skill set necessary for academic success and lifelong learning.

The Forwards Centre curriculum supports pupils who may have missed significant parts of their education. As a result, the Forwards Centre provides a focused learning journey starting with the fundamentals of reading. Our aim is to deliver a flexible reading model that can provide our learners with the keys to unlock their full potential in life. We want children to learn to read fluently, accurately and confidently. We know that reading is the key that unlocks the whole curriculum and enables pupils to access their learning. Therefore, the ability to decode efficiently is essential. We also want children to see reading as not only a task set by teachers in school as part of the curriculum but also as an activity, which provides pleasure and escape from the modern world.



## Reading Curriculum Design

Our reading curriculum includes phonics, word reading and comprehension, which is individualised to our pupils needs. Within this teaching model, pupils will experience a range of programmes such as: Twinkle Toes and PM benchmarking reading scheme.

We strive to encourage and promote a genuine love and interest of reading at the Forwards Centre, therefore, time in the day will be made for pupils to read independently or with a staff member. As a priority, we will develop confidence and motivation in our readers, which is anchored by regular opportunities to hear high quality non-fiction and fiction texts. The cross curricular vocabulary we teach, aims to provide our pupils with a greater understanding of the world around them and their ability to express themselves effectively.

Our ethos is to develop an enthusiasm for reading whilst offering opportunities for our pupils to become fluent, confident readers. We challenge our learners daily to become independent readers with the aim of providing them with the skills to successfully interconnect with society.

## Phonics Curriculum Design

We passionately believe that, with the right support, **all** children can and will learn to read. Therefore, for all children to be successful, we have developed our own phonics programme combining the content of Twinkl Phonics with the systematic structure of Toe by Toe. Our flexible phonics program provides a structured pathway for our pupils to develop their understanding of relationship between the phonemes and graphemes. It is our aim to encourage and promote a genuine love and interest for reading, with the objective of providing our children with the skills to successfully interconnect with society