

Curriculum Intent, Impact & Implementation – Early Reading



Our curriculum has four golden threads which are woven through all we do.

3R's – Respect, Resilience and Responsibility

Within these threads we have our **22 core values** – *understanding, unity and co-operation, freedom, appreciation and simplicity, hope, resilience, responsibility, thoughtfulness, tolerance, trust, friendship, perseverance, patience, peace, quality, love, humility, honesty, caring, happiness and courage.*

<p><u>Knowledge and Skills Intent & Implementation –</u></p> <p>Our intention is to develop lifelong learners who have the skills, knowledge, and curiosity needed to take full advantage of every opportunity in life.</p>	<ul style="list-style-type: none"> • At Haydon Wick Primary School, we believe that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme. • We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. • We use the Little Wandle programme, to plan and provide daily engaging phonics lessons. • We teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. • The children learn to recognise all the different sounds and combinations that they might see when they are reading or writing.
<p>Impact – All children are ready for the next part of their life whether that be the next year at primary or ready for their move to secondary and beyond. They understand the importance of learning and value all opportunities.</p>	
<p><u>Values Intent & Implementation –</u></p> <p>Our intention is that all children recognise and maintain a shared set of values, which will allow them to make a positive difference to themselves and others in a rapidly changing world.</p>	<ul style="list-style-type: none"> • Children are encouraged to work with values such as unity, co-operation, friendship collaboratively and creatively. • Children have a ‘Curiosity’ approach and show resilience to keep exploring and understand that all of their attempts are valid.
<p>Impact - All children have a core set of values which underpin every decision they make. They understand the importance of values and how these make us feel personally and how showing values allows children and young people to live positively in modern Britain.</p>	
<p><u>Language Intent & Implementation –</u></p> <p>Our intention is that all children will acquire the language to allow them to express their thoughts, ideas and learning in a clear and coherent manner.</p>	<ul style="list-style-type: none"> • Children will learn to recognize, read and spell using four new sounds per week. (EY) • By the end of reception children are expected to be able to recognize, read and spell using phase 2 and phase 3 sounds. They will be expected to apply these sounds to polysyllabic words, taught to them through phase 4. • Y1 – Term 1 will be spent embedding prior learning from EY. Term 2 onwards is spent learning phase 5 sounds, and how to recognize and apply alternative pronunciations and spellings. • Y1 outcome – By the end of Year 1 children are expected to be able to recognize alternative ways spellings taught through phase 5 and to be able to apply their learning in the phonics screener to enable them to pass. • Y2 – Term 1 and 2 will be spent embedding prior learning from Year 1. Term 3 onwards children will be taught spelling rules and be expected to apply them in their writing.
<p>Impact – All children have a language rich curriculum where they are encouraged to communicate effectively in full sentences. They are taught the skills to communicate efficiently within a vast range of</p>	

situations and understand the need of listening attentively and responding appropriately to be a successful communicator.

Inclusivity Intent & Implementation –

Our intention is that no child is left behind. Every child, regardless of background, social, emotional, or educational need will achieve well and fulfil their potential.

- Children struggling with blending are given blending practice books which support children with blending by adding sound buttons onto the words.
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- In EY, Y1 and Y2 the focus of interventions is to keep up rather than catch up.
- If children are identified as requiring support or having a misconception within the lesson they receive immediate same day keep up, as an opportunity to review what was taught that morning.

Impact – All children feel valued and consider themselves as equal while also developing a good understanding of the difference between equity and equality. Diversity is celebrated. Children are supported to show resilience and are proud of their achievements whatever their starting points.

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