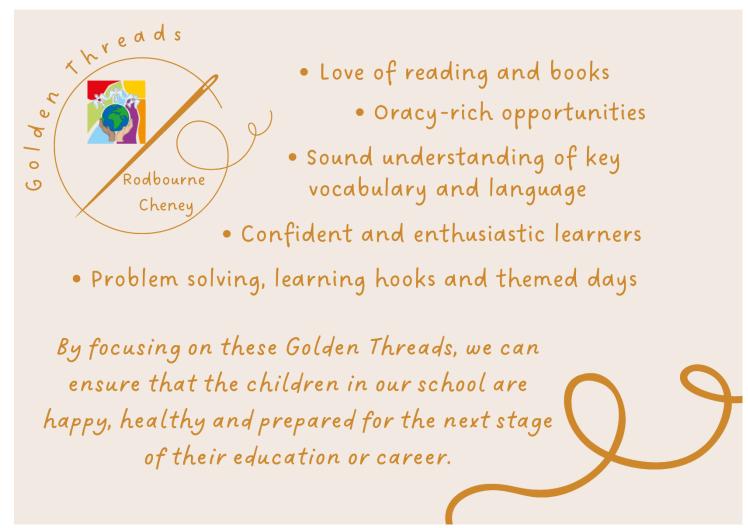


In our whole school curriculum, we have five ambitions for our curriculum intent and these are at the core of what we do across the school. We call these our Golden Threads. It is important that these threads are embedded in our whole school curriculum, and are also a common dominator in all that we do.





School context:

Our FSM is higher than national and Swindon averages. Our children are from predominantly white, working-class families.

Our demographic survey shows:

42% of our children from financially stretched or low-income families. 57% of our families live in the in the most 30% of deprived postcodes in the UK.

Our Acorn study shows that:

There is a higher proportion of single parents than the base. Financial profile shows more families making ends meet/ struggling than the base. Number 1 Dominant Acorn Group titled 'Limited Budgets'. 23% of our families fall into this category compared to 5% base. 20% of our demographic have an income less than 20K (the lowest grade measured).

We have to ensure our children leave our school having had a high-quality, ambitious and well-planned curriculum. This means that all of our children, no matter what their starting points are, will achieve their best not only at our school, but in their future education setting, and then in working and adult life.

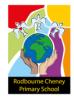
| | Whole School | | Phonics and Early Reading | |
|----|-------------------------------|----------------------------------------|---------------------------------------|-----------------------------------------------|
| | Whole School Golden Thread | Why this is important? | Golden thread in my subject | Impact of this Golden thread in my subject |
| 1. | Love of reading and | We know that we need to develop the | We know that a love of reading in our | - Our children enjoy reading and share a |
| | books | children's reading, language and oracy | school starts in Nursery and | love of reading. |
| | | to ensure they have the best possible | continues throughout our school. Our | - Our children are fluent and accurate |
| | | outcomes. Reading and language is a | Early Reading journey starts in | readers and are able to apply their |
| | | crucial aspect to learning. Studies | Nursery and continues through to | phonics learning when appropriate. |
| | | have proven that reading and | Year 1. Children begin their Little | - Our children learn new language |
| | | language acquisition are key to all | Wandle journey in Reception and are | through our book-based curriculum. |
| | | elements of learning, and later life. | prepared for phonics in Nursery | |
| | | | through oracy and building up of | |



| | | It is essential that we encourage children to love books, teach them to be able readers and ensure they have a good understanding of vocabulary | language through traditional tales and nursery rhymes. The love of reading shines through our book-based curriculum and our 3- | Our children are able to comprehend and share their understanding of what they have read. Our children are confident readers. |
|---|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | and language. | phase planning in English and guided reading. It is important that all of our learning is centred around the text to really immerse the children into their learning. Each classroom has a book display and the class text is clearly displayed. | - Our children can read with intonation and expression. |
| 2 | Oracy-rich opportunities | Research shows that oracy is key to high performers. Research also shows that children, especially boys, benefit from drama and oracy opportunities to plan and gain increased understanding. It is essential that oracy opportunities are across all subjects and all phases. | Our children use and have opportunities for speaking and listening in all lessons. During English, our teachers plan in time for drama- based activities. These immerse the children into their class text. Furthermore, Helicopter Stories are used in Preschool and Reception to set the foundations of story-telling. In Reception, we use Talk for Writing to support Literacy lessons. These are full of oracy-rich opportunities for children to use their talk to expand their understanding. | Our children are confident readers. Our children are confident speakers and listeners. Children are able to share what they want to say through their learnt vocabulary and say what they want to say. Our children are able to confidently express their knowledge and understanding. |
| 3 | Sound understanding of key vocabulary and language | Research has proven that children from lower socio-economic backgrounds have a word gap, and also have less vocabulary than their peers. To ensure cultural capital of our children, we need to enable our | In early reading, children talk about the meaning of new words daily. This is included in teachers' planning and enables children to read new and unfamiliar words using their learnt skills. | Our children leave Rodbourne Cheney with a developed knowledge of vocabulary. All of our children have the same starting point in their learning. |



| | | children to have sound understanding | Teachers teach lessons from a | |
|----|-----------------------|--------------------------------------------|-----------------------------------------|-------------------------------------------|
| | | of vocabulary. | spelling scheme, where the meanings | |
| | | | of words are shared and children are | |
| | | | able to use dictionaries to find out | |
| | | | the meaning of new words. | |
| | | | Our children have a one new word | |
| | | | focus weekly; we call this 'Word of | |
| | | | the Week'. This is displayed in the | |
| | | | classroom and children are | |
| | | | encouraged to use it in their writing. | |
| | | | Part of our 3 Phase guided reading | |
| | | | approach ensure that all children | |
| | | | have the same starting point. | |
| | | | Teachers will plan for pre-phase | |
| | | | learning; this will introduce the next | |
| | | | topic. | |
| | | | Teachers also plan in hooks to | |
| | | | immerse the children in their learning | |
| | | | and develop their vocabulary and | |
| | | | language. | |
| | | | Vocabulary in our school is | |
| | | | everywhere – each classroom shows | |
| | | | vocabulary on displays and an English | |
| | | | working wall. | |
| | | | The current traditional tale or nursery | |
| | | | rhyme is displayed in our Nursery. | |
| 4. | Confident and | Being confident will help our children | Our children have plenty of | - Our children are confident readers. |
| | enthusiastic learners | with their learning; not being afraid to | opportunities to read aloud, to an | - Our children want to pick up a book and |
| | | make mistakes or to give things a go. | adult or in small groups, to build | read independently or with an adult. |
| | | They will be confident with their | confidence and self-esteem. | - Children are confident in reading the |
| | | friends and this will help them achieve | | genre text they would like. |
| | | in their next stage of life. This links to | | |



| | | the children having good self-esteem, | Our 30 reads prize system | - Our children know that it is okay to |
|----|--------------------|------------------------------------------|------------------------------------------|-------------------------------------------|
| | | which will encourage RCPS children to | encourages children to read at home | make mistakes and can use learnt |
| | | try new things and find their passion, | and boosts confidence. | strategies to try again. |
| | | which will allow them to develop a | Teachers plan guided reading | - Our children are happy and enthusiastic |
| | | sense of identity and build confidence | sessions to develop comprehension | learners during Little Wandle phonics |
| | | in facing whatever comes their way. | and reading skills. | lessons. |
| | | It's important that our children are | Children use their phonics and | - Our children enjoy reading books and |
| | | enthusiastic learners, who want to | spelling lessons to help read new | are excited to read their class text and |
| | | know and remember more. If our | unfamiliar words. | are keen to find out what will happen |
| | | children are excited and enthused | Children have regular opportunities | next. |
| | | about their learning, they will be | to share their learning in English and | - Our children enjoy talking about the |
| | | actively engaged and in turn display | Early Reading. Children are taught | book they are reading. |
| | | excellent learning behaviours which | engaging phonics lessons daily and | book they are reading. |
| | | also maximises learning. | review their learning daily too. Each | |
| | | uso maximises rearring. | class text has been chosen carefully | |
| | | | and matched the learning that term. | |
| 5. | Problem solving, | By solving problems, our children will | Our children are given opportunities | - Our children are confident to face |
| | learning hooks and | be happy, confident and independent | to read problems and apply the skill | problems and challenges daily. |
| | themed days. | learners. They will be able to make | of reading to access and understand | - Children are able to apply their oracy |
| | , | sense of, and understand, the world | problems. | and language skills into problem solving. |
| | | around them. They can make | Children use their reading skills to | - Our children all have the same starting |
| | | connections and they can apply this to | make connections in all subjects. | point to start their learning. |
| | | other areas of life through new | Children are given opportunities to | - Our children are engaged and immersed |
| | | experiences. | write to help them problem solve. | in their learning to ensure they make |
| | | Enrichment of learning is key! This | During our three-phase planning in | progress and have great learning |
| | | gives our children cultural capital to | English, teachers plan in hook days to | attitudes. |
| | | their learning, and also means that | immerse the children into their | |
| | | they will enjoy their learning more. If | learning. The pre-phase planning | |
| | | children enjoy their learning, they will | ensures our children are getting their | |
| | | be more engaged and actively | best start and all children are starting | |
| | | participate in lessons and experiences. | at the same starting point. | |



| | | Each class will go on a school trip | |
|--|--|-------------------------------------|--|
| | | each academic year, linked to their | |
| | | learning. | |

By focusing on these Golden Threads, we can ensure that the children in our school are happy, healthy and prepared for the next stage of their education or career.