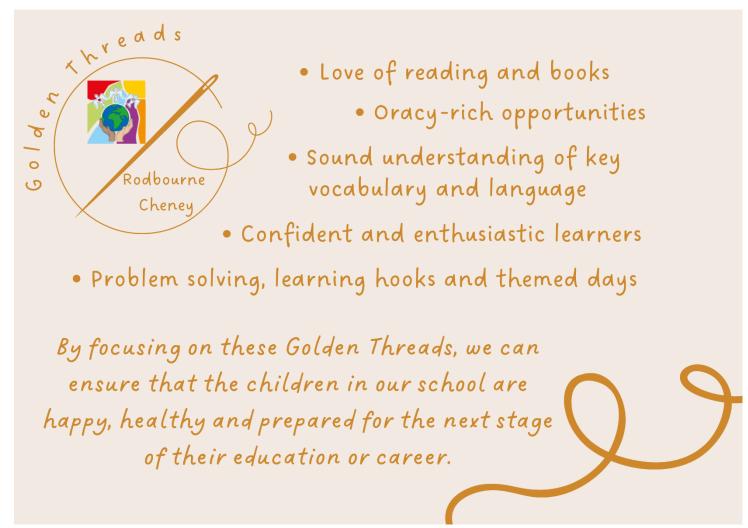


In our whole school curriculum, we have five ambitions for our curriculum intent and these are at the core of what we do across the school. We call these our Golden Threads. It is important that these threads are embedded in our whole school curriculum, and are also a common dominator in all that we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

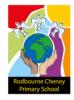
	Whole School		Phonics and Early Reading	
	Whole School Golden Thread	Why this is important?	Golden thread in my subject	Impact of this Golden thread in my subject
1.	Love of reading and	We know that we need to develop the	We know that a love of reading in our	- Our children enjoy reading and share a
	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-	<ul> <li>Our children are able to comprehend and share their understanding of what they have read.</li> <li>Our children are confident readers.</li> </ul>
		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.	<ul> <li>Our children are confident readers.</li> <li>Our children are confident speakers and listeners.</li> <li>Children are able to share what they want to say through their learnt vocabulary and say what they want to say.</li> <li>Our children are able to confidently express their knowledge and understanding.</li> </ul>
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.	<ul> <li>Our children leave Rodbourne Cheney with a developed knowledge of vocabulary.</li> <li>All of our children have the same starting point in their learning.</li> </ul>



		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.