

# Eastbrook School Curriculum



## Intent: A Character and Academics approach through English

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### End Point (Key Stage 4)

At Eastbrook we identify endpoints for our pupils as distant points in time, beyond school, where learning is brought to fruition. In broad terms, for us this means that all pupils who study our curriculum acquire the knowledge, skills and character virtues that lead to success in university, in work and life beyond. In subject specific terms, these endpoints are captured in the question, 'what do we want our pupils to remember about our subject, be informed by and utilise in ten years' time?'

Further to this, we identify waypoints along the path to these endpoints. These are points in the near distance defined by 'readiness' for the next (key) stage of learning or, at key stages 4 and 5, by readiness for work. Having discerned these waypoints, the specific knowledge, skills and virtues pupils require to progress to the next stage are defined for each subject.

### Waypoints

The English Curriculum is focused and targeted to each phase of primary education in order for pupils at Eastbrook to gain skills and understanding to become literate and articulate individuals with a life-long enthusiasm for learning and the problem-solving abilities to deal with daily challenges.

### By the end of Early Years

Reception pupils are expected and supported to meet the Early Learning Goals of Communication and Language and Literacy.

Pupils are taught according to Read Write Inc. Phonics daily. Following regular assessment, learners are streamed into ability-appropriate groups with a mix of EYFS, KS1 and KS2 peers. To further support learned letter, sound and word recognition, pupils are given RWI and their corresponding book-bag books to read at home. They are also given access to e-book versions of the RWI storybooks studied in school.

Reception pupils follow the Power of Reading, Power of Pictures and Power of Poetry . Pupils learn literacy in small groups enabled by structured daily lesson plans. Students explore a range of themed texts rich in rhythm and rhyme to form awareness that the text carries meaning and with time, children begin to form an opinion of their favourite books. Non-fiction books linked to PoR support development in building confidence and speaking and listening in a range of situations.

The learning of common exception words and simple sentence building is a verbal exercise carried out through role-play, structured carefully to produce meaningful transcription where students' ideas are expressed and they begin to communicate their needs to others using conjunctions and increasingly correct grammatical structures.

Pupils are part of a learning environment where respectful communication is fostered, social communication skills are modelled and opportunities to find out about people and places created through engaging and stimulating literature. The majority of pupils begin to read and write at RWI Set A sounds and progress through the RWI phases as appropriate. The learning environment promotes reading and writing through displays, resourced activity areas and teacher modelling so that early learners continue to develop English skills during free-flow time.

## **By the end of Key Stage 1**

### **Reading**

Phonics sessions are taught daily and learning is consolidated outside of school hours with book-bag books and access to the RWI virtual classroom and e-book versions of the RWI storybooks read in school. Regular assessment (at least half termly) allows for pupils to be supported and challenged by the correct Read Write Inc. colour band. Within the Eastbrook dynamic, our visual and repetitive phonics approach supports the learning of reading as well as language development so that new and existing pupils are given the tools to achieve the end of Key Stage 1 targets.

Eastbrook Supported Reading is our approach to Guided Reading in KS1. In the same small, targeted groups from their phonics sessions, pupils learn to predict, infer, question and summarise events in a range of fiction and non-fiction texts. Letter, word and sentence recognition tasks develop understanding of meaning, grammar and word functions. Using the appropriate colour banded RWI books that link directly to the children's morning phonics sessions, enables pupils to consolidate letters and sounds within one adapted method.

Oxford Owl's access to the e-book versions of the RWI story books are further used for home-reading as an online resource. Through independent reading, being read to and targeted questioning, learners develop upon their curiosity and love of reading. The children are given select access to their appropriate level of RWI books to correlate age-appropriate experiences through a wide range of real, tangible and online digital content.

Fluent, confident learners are challenged with Accelerated Reader books targeted to their ability with a Reading Level. Students read their chosen book outside of learning hours and complete a quiz before repeating the process. Reading-skills targeted quiz questions partnered with a competitive approach accelerate children's exposure to language which results in a mature, author-influenced use of language in Speaking and Writing. This is further supported by MyOn which provides further access to online e-books that have been approved for Accelerated Reader quizzes.

The English curriculum is rich with genre and culture diverse texts to develop confidence, language and understanding through role-play, book talk and descriptive phrase collection. Stories with repetitive patterns provide a supportive framework of meanings and language structures enabling the ability to read familiar texts not known by heart whilst decoding phonemes and graphemes. Students will be able to use learned self-correction strategies, reflect on their reading and respond to what they have read by drawing on personal connections and making inferences from the text.

### **Writing**

Power of Reading offers a wide range of fiction and non-fiction texts with extensive cross-curricular links. Students work through pictures and text to produce stories, letters, diaries, poetry, instructions, diagrams, recounts, non-chronological reports and explanations. Through these genres, students gain the skills to rehearse ideas orally prior to writing – expanding on ideas and beginning to edit work in order to build confidence and familiarity inclusive of experimenting with a wide range of punctuation. Students are able to use common conjunctions to build sentences and sequence in their writing – which demonstrates phonetic spelling attempts.

The Nelson scheme is used for handwriting, grammar and spelling. This is timetabled each week. Through structured and progressive sessions, pupils develop joined, consistent, legible handwriting and the ability to write exception words correctly by building on their phonetic knowledge.

## **By the end of Keys Stage 2**

### **Reading**

Students with EAL and those working towards KS2 targets are included in the teaching of Phonics. Daily support is given to develop reading skills, word recognition and spelling. Pupils take home reading books to support regular practice of learned sounds and words. Where it is more appropriate, these children are also provided with intervention in the form of RWI's accelerated catch up programme, *Fresh Start* which is built upon the same principles as the daily phonics sessions but with more age-appropriate material for the older children to access.

Bug Club Comprehension is our approach to Guided Reading. Pupils work through a wide range of texts and workbooks which target predicting, understanding, questioning, summarising, inferencing and making real-life links. An in-depth approach to exploring texts evolves pupils' contextual understanding and equips students with the skills required for testing.

Accelerated Reader is used across KS2 to promote a love of learning and exposure to language through levelled books for students to progress through at their chosen pace. Power of Reading books are included in the Accelerated Reader scheme so that pupils can complete comprehension quizzes on books that they have read during lessons. This is further supplemented by the offer of MyOn which provides further access to online exclusive reading material and features as part of the Accelerated Reader quizzing programme.

The Reading Curriculum exuberates culture diverse and creatively immersing texts which vary in challenge in order to engage and progress readers. Pupils take on more challenging texts to become fluent and experienced readers. Students make inferences, predictions, form critical opinions on texts and discuss the effect that writing has on them as a reader. Students discuss organisational structures and language, including figurative language and how this impacts a reader. By forming own views about literature and language use, students are able to courteously challenge views that differ to their own.

### **Writing**

Power of Reading is used in KS2 to offer an enriched range of picture, chapter books and anthologies. Students begin Power of Reading learning with actions, pictorial and discussion based practice. Word

banks are created to build vocabulary knowledge which is applied and developed across a sequence of lessons. Students use read fiction and non-fiction texts to create, with scaffolding upon previous learning – poetry, stories, explanations, instructions, reports, letters and e-mails, lists, biographies, myths and legends, newspapers, arguments, scripts and blogs.

Books such as *Oliver and the Seawigs*, *Hot Like Fire* and *The Ice Palace* provide cross-curricular links intertwined with the International Primary Curriculum topics. The application of learned subject-specific words equips students with a varied vocabulary and language acquisition beyond their own life experiences. By the end of Key Stage 2 learners will have gained the skills to talk and write about cultures, countries and world locations. For example, *Oliver and the Seawigs* is taught to target the English National Curriculum objectives whilst simultaneously harmonising with the IPC topic *Island Life*. A further Science link is achievable as pupils read about sea life and create food webs based on the Galapagos Islands. The concept of English as part of an inclusive curriculum reinforces the association of language across all learning areas.

Nelson Grammar, Spelling and Handwriting continues on in KS2, where timetabled sessions guide learners to create presentable, fluent, cohesive sentences with the ability to spell polysyllabic words. Students build and consolidate drafting and editing skills, evaluating their work and suggesting improvements. Students choose the appropriate voice to suit purpose and audience, being able to select effective language for a formal and informal tone.

The use of educational visits, educational theatre and author or subject-experts visits act as an additional tool to inspire written ideas based on local geography through exposure to the outdoors or indoor attractions.

### **Sequencing**

Each subject's curriculum is planned and sequenced so that new knowledge, skills and virtues build on those that have been taught before, and toward our clearly defined waypoints and endpoints. We think carefully about the sequence of knowledge, skills and virtues at each key stage, for each of the subjects that make up our curriculum. We look at each concept, each skill and each virtue, and ask 'why this; why now?' As an all-through school we are particularly well placed to ensure a well sequenced learning journey supported by consistency in the language of learning and the language for learning.

In order to track learning and target learning needs - from Reception to Year 6 – The Daily Phonics Session, Eastbrook Supported Reader (KS1) , Bug Club Comprehension (KS2) and aspects of the Power of Reading (across the school) are assessed both through their own provided assessment system as well as against objectives drawn up closely alongside the national curriculum. This triangulation of programmes and formative assessments offers clear insight into progression in decoding, understanding and comprehension of a wide range of texts.

The Power of Reading texts link to the International Primary Curriculum Milestones from 1 to 3. This cross-curricular approach is designed to support the development of thinking skills; diminish subject barriers; increase empathy and exposure to the world; develop critical

thinking through sorting and classifying and build learners' confidence by scaffolding learning based on a world that is familiar.

## **Adaptation**

Our curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. Significant factors impacting on pupils' knowledge and skills with regard to our local context are:

- The number of pupils in school with English as an Additional Language (EAL).
- The number of pupils in school with Speech, Language and Communication needs (SLC).
- The number of pupils in school with Social Emotional and Mental Health needs (SEMH).
- The high level of economic deprivation amongst pupils.
- The variation in cultural experience amongst pupils.

Adapting our curriculum to address these typical gaps involves considered selection of materials to interpret the National Curriculum – for example our adoption the Power of Reading in Key Stages 1 and 2 to promote the cultural diversity of our community whilst ensuring that the rich literary heritage of the UK is promoted and preserved in equitable measure.

### *Curriculum and pedagogic adaptation*

Curriculum adaptation at pupil level is indistinguishable from pedagogic adaptation and is a matter of implementation rather than intent. It is an ongoing dynamic process that modifies and adapts the prescribed programmes of study to meet the learning requirements of each pupil. It enables the teachers to teach learners of all abilities and ensures that every pupil is challenged throughout the changing cohorts of the academic year.

Some of the ways in which the curriculum is adapted and enriched are as follows:

- Now>Press>Play
- Daily Supported Bug Club Reading
- Theatrical productions such as Goblin Theatre's Legend of the Jazz Penguin
- IntoFilm Festival
- Educational Visits to landmarks and local area
- Author Visit – Ian Macdonald World Book Week 2020
- Scholastic book fair
- We Are Writers – students will meet one of their 50 Things by having their work published
- Published work as part of our homework offer

## **Transferable skills and knowledge**

Within each subject there are 'subject-specific' knowledge and skills and 'transferable' knowledge and skills. Mapping transferable knowledge and skills within and across curricula ensures that opportunities for repetition and reinforcement are capitalised upon. Numeracy and Literacy are a common way of identifying Maths and English's transferable knowledge and skills. It follows that

opportunities to teach numeracy and literacy in each 'base' subject are noted. As are opportunities to teach knowledge and skills from other subjects within the base-subject and opportunities for base-subject knowledge and skills to be taught in other subjects.