

# EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM STATEMENT

At Eynesbury Church of England Primary School, our curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart. We aim to deliver a curriculum that provides our children with rich knowledge and skills. It gives them the opportunities to develop into well rounded individuals ready for each stage in their learning journey.

## World Citizens

## Healthy Advocates

## Confident Communicators

## Resilient Individuals

## Resourceful Learners

## Reflective Reasoners

## Powerful Connectors

DRIVERS

- where we live
- the wider world
- our role in society
- respect for communities, religions and the environment

- mental strength
- physical strength

- Speaking well
- Listening respectfully

- Problem solvers
- Don't give up
- Learn from mistakes

- Ready and willing to learn in different ways
- Use imagination, take risks, choose resources wisely

- understanding ourselves as learners
- understanding our learning
- explain and reason thoughts/processes

- making connections in lessons/subjects
- prior learning links

## PHONICS CURRICULUM STATEMENT

We aim to ensure all our children can read well, and quickly. This is why we teach reading through Essential Letters and Sounds (ELS) which is a systematic and synthetic phonics programme. We start teaching phonics in Pre-School using the seven aspects of Phase 1. In Reception, phonics is taught from the very beginning following the ELS progression which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. In Year 1, our children will continue to be taught phonics following the ELS progression. With ELS, phonics does not end at the end of Year 1 but continues as our children move throughout the school with links being made between their GPC knowledge and spelling through our wider reading, spelling and writing curriculum.

INTENT

We value reading as a crucial life skill. We are aspirational for our children; therefore, by the time our children leave us, we aim for them to be able to read confidently for meaning and regularly enjoy reading for pleasure.

We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Teaches children to decode by identifying each sound within a word and blending them together to read fluently and to encode by segmenting each sound to write words accurately.

We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

IMPLEMENTATION

- A whole-class approach ensures that all children benefit from the full curriculum.
- Minimum cognitive load is placed on the learner
- Structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success.

- Consistent terminology is used throughout the school
- Children will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes).

- Designed to be used as part of an early learning environment that is rich in talk and story
- Progressive and aspirational
- Whole school approach

- Revisit key skills and with increasing complexity
- revision of prior knowledge and build on previous learning
- Decodable reading books match specifically to each individual child's phonic knowledge

- Children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.
- Three interventions ensure that any learning gaps are quickly filled

IMPACT

Through the teaching of systematic synthetic phonics, our aim is for our children to become fluent readers by the end of Key Stage One. This way, our children can focus on developing their fluency and comprehension as they move through school.

Our readers are equipped with the tools to tackle unfamiliar vocabulary and we encourage our children to see themselves as readers for both pleasure and purpose.

- By following a progressive and aspirational systematic and synthetic phonics programme in time our children will be able to:
- decode by identifying each sound within a word and blending them together to read fluently
  - encode by segmenting each sound to write words accurately.