

## Curriculum Overview

The purpose of our curriculum at Fowey Primary School is to open the door to the world beyond our town for our children. We want children who leave Fowey Primary School to have a sense of place and to be full of knowledge and wonder for the world they live in and ready to take on challenges with confidence and pride. Core knowledge is identified from our implementation of CELT's Small Schools English curriculum, our reading overview and reading spine (based around the National Curriculum) and revisited in a variety of ways to support children's acquisition of knowledge and skills. We are ensuring children know more, remember more, and make links with prior learning and have the opportunity to consolidate their thoughts and ideas.

### Fowey Curriculum development – 4 pillars

Four Pillars	Development	Reading
Pupils make excellent progress toward ambitious curriculum goals	<p>We think carefully about what the children need to be able to do, know and say at each point in their learning to succeed.</p> <p>This sequenced progression ensures that pupils spiral back to key concepts and ideas throughout their learning within the subject and these concepts get progressively more complex over time.</p>	<ul style="list-style-type: none"> <li>- National Curriculum closely followed with statutory requirements covered in each year group through reading a range of texts including fiction, non fiction and poetry genres.</li> <li>- RWI programme is delivered with fidelity to pupils from EYFS through to YR2 with additional intervention provided where required to ensure children 'catch up'.</li> <li>- Reading diet at KS2 includes an initial vocabulary focus on day one. Day two will be a fluency lesson with introduction (where relevant). Day three will usually be an investigate session including some fluency practice. Comprehension strategy instruction will take place once a week. Links to prior learning and key concepts taught again in a more complex way.</li> <li>- Range of challenging texts have been carefully selected to ensure diversity of author, varied coverage and most importantly high quality text/language.</li> </ul>
Knowledge rich, embedding skills deeply and durably	<p>We ensure that we are developing substantive and disciplinary knowledge throughout the English Curriculum. The knowledge that pupils need is clearly mapped, and regular retrieval ensures that this is learnt and remembered over time.</p> <p>Direct instruction and the use of questioning, alongside opportunities to practice and rehearse ensure the durability and flexibility of the learning.</p> <p>Our teaching and learning, including implementing the 'Ten Teaching Techniques' ensure that teachers have the strategies needed to create change in the pupil's long-term memory.</p>	<ul style="list-style-type: none"> <li>- Knowledge and skills progression documents implemented and used to support children in their Reading journey through the school.</li> <li>- Curriculum supported with high quality schemes of RWI, Accelerated Reader to plan lessons and for teacher CPD.</li> <li>- Questioning prominent in all lessons from staff as well as children setting their own questions.</li> <li>- Variety of teaching approaches (including implementation of 'Ten Teaching Techniques' used throughout learning including: teacher modelling, drama/freeze frames, investigations, using trips and visits as stimulus, watching video clips, researching in books and online.</li> <li>- Subject leader monitors teaching and learning of English through learning walks, pupil voice and book looks at least once per half term.</li> </ul>
Language rich for developing speaking and listening for effective communication.	<p>We think clearly about how we communicate knowledge and information. <b>We 'SHINE' when sharing our information with others, using full sentences to convey our understanding.</b></p> <p>We ensure all learners have clear overviews that support the delivery of the subject. Instructional coaching helps staff to adapt, scaffold and stretch the curriculum resources to ensure it meets the needs of all learners.</p> <p>Where possible visits and visitors are used to help embed the learning. Children have opportunities to celebrate their work with presentations and conversations.</p>	<ul style="list-style-type: none"> <li>- All children are encouraged to 'SHINE' when answering questions/sharing views in lessons.</li> <li>- Each reading session of the week begins with a vocabulary focus and is followed by a fluency introduction session to target link to the four key areas identified for fluency and include expression and volume, phrasing, pace, and smoothness. Children hear teachers say the words and hear themselves through choral and echo reading responses.</li> <li>- Each lesson in all subjects includes vocabulary shared with the children (both written and verbally). This is consistent across the school. This shares vocabulary we already know and vocabulary we will be using in this session.</li> <li>- Reading books/spellings are sent home to parents and in records in children's books.</li> <li>- Adaptive teaching strategies support rich vocabulary development for all- see examples.</li> <li>- Wider curriculum subjects (History, Geography and RE) follow a language rich Opening Worlds programme, to support vocabulary development and enhance reading across the curriculum.</li> <li>- Weekly English Hub/RWI delivery support from JP and HP from RWI Hub.</li> <li>- Work is celebrated in variety of ways- sharing in assemblies, sharing with staff across the school.</li> </ul>
Aspirational, inclusive, and diverse content	<p>We want the best for our pupils and have high expectations for all pupils every year.</p> <p>Our curriculum is diverse across all subject areas both within the units and across them, thinking carefully about not only the knowledge that the children learn but how that is constructed.</p> <p>Our curriculum is inclusive and accessible to all pupils, with careful scaffolding, flexible groupings, adapted teaching and additional support when needed.</p>	<ul style="list-style-type: none"> <li>- Adaptive teaching strategies are implemented to enhance pupils' experience in English lessons and across the curriculum. These include images next to key vocabulary, RWI simple/complex SS chart, Fred Fingers, Dictionary (online), Cloze procedure, Word bank – visual, Laptops, 'Have a go' mat, Widgit picture resources, statutory word bank, dictation resources, speech bubbles, and sticky notes.</li> <li>- Visits and Visitors are encouraged and used effectively e.g. author visits to the school, World Book Day author/illustrator visits, St Austell Festival of Literature, Fowey Festival.</li> <li>- Use of outside school area and local area is encouraged and promoted to strengthen our understanding of the world around us.</li> </ul>

