

WAT Aspire Curriculum – our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Teaching and Learning Cycle



Long Term Overview

EYFS, KS1 and KS2

- Early reading is taught in EYFS and Year 1 in line with our phonics policy..
- [Whole Class Reading](#) is taught in line with [the WAT WCR Spine](#) for each year group.
- Twice weekly '[Formal Domain Sessions](#)' are delivered to learners.



"Our aspirations are our possibilities – believe you can and you will!"

Medium Term Plans

Planning for Whole Class Reading is recorded by annotations inside the teacher's copy of the text that the class is reading.

Formal Domain Sessions are planned using slides based on the 'Hinterland' of the Whole Class Reading text or on the wider curriculum. A new domain focus is chosen every four weeks based on assessment data.

Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

Formative assessment:

These assessments take place in lessons as part of our teaching cycle. It can take many forms, such as Key Learning Tasks, multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which frequently take the form of low-stakes retrieval quizzes. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver appropriately timed feedback that focuses on moving learning forward eg:

- Retrieval practice
- Evaluating 'What a Good One Looks Like'.
- Modelling, explaining and whole-class learning checks
- Use of our High Challenge for All framework to support scaffolding and high expectations for all

Summative Assessment:

- NTS Assessments
- Big Cat Collins Reading Assessment Tool

High Challenge for All

Challenging and interesting work is an entitlement for All our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

High challenge is a focus for us at Manor Way and this is our [High Challenge For All Our Model](#) rational which sits alongside our Teaching and Learning cycle.



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SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- the use of visual and written prompts
- sentence stems
- text-to-speech tools
- speech-to-text tools
- talking tins
- pre-teaching of vocabulary
- sound buttons added to texts
- texts chunked into smaller sections
- key vocabulary mats
- sensory audits
- task management boards to chunk tasks
- reading rulers, concentration cushions, fidget toys, sand timers
- Overlays etc.

All staff have high expectations of all pupils. By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

Reading Learner Tools

Each classroom has a reading learning/working wall. This is reflective of current learning and displays key vocabulary, 'Hinterland' work and/or information, information about the author and the text that is currently being used. Please refer to [English Learner Tools Display Guidance](#).

Dictionaries and thesauruses should be available for learners to refer to.

In KS1 and for learners who are still receiving phonic intervention, phonics mats should be made available.



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Evidence Collection and Presentation

Before a new text is read, a poster detailing knowledge collected from 'Hinterland' exploration and key vocabulary should be recorded in each learner's reading journal. Whole Class Reading sessions should be mostly verbal; it is not necessary for learners to record in exercise books in these sessions if it does not support moving learning forwards. At the end of every Whole Class Reading text, each learner should review the book in their reading journal. Formal Domain Sessions should be recorded twice weekly in reading journals using this [template](#) .