

**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

In the EYFS, English (early reading and writing) forms part of the three Prime Areas and four Specific Areas of learning. To create cohesion between these areas, Little Wandle phonics is used to guide sentence writing and ensure children receive various opportunities throughout the day to revisit and review their learning from reading lessons such as focus phonemes, graphemes and decodable and tricky words. This is further embedded through the class text.



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## **KS1 and KS2**

Across Manor Way, teachers use 'The Write Stuff' approach to writing. [Long-term plans](#) are provided to ensure genre coverage across school. Each unit of work is aligned to the expectations set out in the National Curriculum (DfE, 2014) for each year group which are tracked for each genre in this document: [Progression through Genres](#).

Grammar and punctuation are taught in context in 'Sentence Stacking' lessons. SMART Starts for writing lessons focus on SPaG questions to revisit knowledge which has already been taught. Where deemed necessary, teachers may plan discrete grammar and punctuation lessons. Skills that need to be taught in each year group are mapped out on the long term plans for writing.

From year 2, learners are taught spelling patterns in line with the National Curriculum requirement for each year group following the Spelling Shed scheme. Each week, children are introduced to spelling patterns, rules and common exception words in a way that encourages mastery and application in their writing. The programme also provides opportunities for practice at home.

On entry, our EYFS learners are involved in varied activities to develop essential pre-writing skills in line with the Early Learning Goals. There is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. We use 'Dough Disco', 'Funky Fingers' and many playdough activities to increase muscle strength. Children are also introduced to the individual letters through 'Kinetic Letters' and rigorously taught correct formation from the very beginning of their time in the Early Years Foundation Stage and then throughout their time in Key Stages 1 and 2. 'Kinetic Letters' is an approach to teaching handwriting that builds up the learner's core strength for writing through the animal movements, the use of the brave monkey and scared monkey to ensure that letters are the correct size and the three friends hold to teach the correct pencil grip.

At Manor Way, we use 'Kinetic Letters' to teach handwriting. Handwriting is taught daily from Year 1 to Year 6. All children initially write with a pencil, moving on to using a pen when they are ready.

For more information about how handwriting is taught, please see [our website](#).

## **Medium Term Plans**

Across Manor Way, teachers use 'The Write Stuff' approach to writing. Teachers plan lessons in line with the [long-term plans](#) to cater for the learning needs of the children in their cohort.

## **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.



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### **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:**

- **Independent writing process** – children plan, draft, edit and publish a text after a series of sentence stacking lessons focussed on one particular text type.
- **No More Marking** – Once per academic year, writing is submitted to a national moderation bank to be moderated and assessed nationally. Find out more at [No More Marking](#)
- **WAT Writing Framework** – Writing is assessed termly against a set of statements agreed across WAT primary schools in line with the National Curriculum. Have a look at our assessment framework [here](#).

### **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](#)' rationale which sits alongside our Teaching and Learning cycle.

### **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



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- text-to-speech tools
- speech-to-text tools
- talking tins
- 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.

## Writing Learner Tools

Each classroom has a writing learning/working wall. This is reflective of current learning and displays sentence stacking, a writing map, key vocabulary and the stimulus that is currently being used.

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.

## Vocabulary

### Spellings

To encourage learners to spell the words listed in the National Curriculum for their year group, we set the [#WATaSpeller Challenge](#) to KS1 and KS2. To achieve a #WATaSpeller badge, the children will need to be able to read the words and learn the spellings for their year group. They do not need to be learnt all at once but can be spaced throughout the year, using each 'Spelling Rocket' as a guide.

### Spelling Shed

We use the Spelling Shed programme to deliver an engaging and systematic approach to teaching spellings. Each week, children are introduced to spelling patterns, rules and common exception words in a way that encourages mastery and application in their writing. The programme also provides opportunities for practice at home. For a detailed outline of our spelling curriculum, please refer to the [Spelling Shed Medium Term Plans](#).

### Developing Vocabulary Through 'The Write Stuff'

As part of 'The Write Stuff' method of teaching writing, learners take part in 'sentence stacking' lessons.



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'Sentence stacking' lessons are broken into three chunks. Each chunk is initiated with time for learners to identify, develop and explore vocabulary that is appropriate to the context in which they are writing.