Reading

High quality teaching of Read Write Inc in KS1. **Skilled teachers and teaching assistants** delivering the lessons**. Early intervention** for those children who are falling behind. **RWI strategies used** in other areas of the curriculum. **Engaging texts used** throughout school. Reading materials that **closely match the children's phonics knowledge**. **Frequent opportunities to read**. **High quality planning** of reading in KS2, **developing the children's understanding** of what they've read and a **love of reading**. **Exciting and interesting books** continually **available to all children**.

Writing

Immersive experiences to spark the children's **interests and imagination**. Well thought out and **high-quality planning** to develop the children's **skills to write coherently and effectively**. Children taught the key skills for **writing** at an **early age**. Opportunities to **write for different purposes**, across the curriculum. **Frequent assessment** to **identify gaps in attainment** before planning next steps. **High quality discussions** about writing. Children being provided with the **opportunities and skills** to **edit & improve** their own writing. Opportunities across the curriculum to **develop the children's vocabulary**. Children displaying a **high standard of handwriting and presentation**. Children who **take pride in their writing**.

Maths

Opportunities identified when **mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas** or to anticipate practical problems they are likely to encounter in adult **life**. Opportunities planned to **revisit previously learned knowledge**. Children demonstrating **rapid and accurate recall of key number facts**. Children gaining **enjoyment in Maths** through a **growing self-confidence in their ability**. **Regular assessment** and **rigorous monitoring of progress**. **Early intervention** for those children falling behind. **Cross-curricular** planning.

Outcome

Happy children. Children who are **moral citizens**. **Honest** children. Children who have had **exciting learning opportunities.** Children who can **read fluently**, but also children who have a **love of books** and **read for pleasure**. In Maths, children who can not only complete calculations, but children who can **reason and problem solve**. Children who can **communicate confidently through both the spoken and written word**. Children who have a **thirst for knowledge** who have **developed the skills they need to succeed in the future**. Children who **remember more**. Children who have felt **included in every lesson**.

How can our curriculum ensure all children enjoy the primary phase and an increasing number are secondary ready?

*A **big** school, with a **big** heart and **big** ambitions…*

BECK Primary School

Wider Curriculum

A curriculum that **inspires children** to have a **thirst for knowledge**. **High quality lessons** that are **differentiated appropriately**. Teachers with **excellent subject knowledge** and a **clear awareness of what to teach**. **Exciting learning opportunities** and **purposeful learning outcomes**. Children leaving primary school with the **desired skills and knowledge to succeed in secondary** school. Children's work being of **equal quality to Maths and English**. **Knowledgeable subject leads** who have a **passion for their subject**. Teaching identifies **recall of previous content**, **children's misconceptions,** and is **designed to help pupils remember more over the long-term.** Children accessing **extra-curricular activities** across a range of subjects.

Our Families

Families being **aware of what their children are learning in school** through frequent and effective communication. Opportunities for our families to **develop their knowledge** of how to **support their children with their learning**. Families **welcomed into school frequentl**y to **share the children's learning experiences**. A **high-quality online blog** to be shared with our community.

Our children

Children taught **compassion, empathy and other similar values**. **High quality PSHE and RSE lessons**. Children **supported when they make mistakes**. Teachers engaging in **restorative conversations** with children. Teachers acting as **role-models** for our children. Children with **positive attitudes** towards their learning. Children with SEMH needs taught **strategies to cope with the challenges of school**. **Positive relationships** between children and staff. Children **engaged in every lesson.**

Remembering more

Frequent opportunities for **children to recall prior knowledge**, in every subject. Teachers who **connect personally with our children and organise their teaching in a way that makes it interesting and easy to understand**. A passion and commitment from teachers to **improve our children's working memory**. Lessons that **make children think**. Children who are **skilled in planning, monitoring and evaluating their own learning**. Children **asking questions** and **discussing their learning frequently**. Children acting as **critical friends, evaluating the learning of their peers**. Classroom environments that **stimulate learning**. **Background knowledge** activated in lessons. **Retrieval strategies well embedded** throughout school

Cascade Multi Academy Trust