

*Appendix to Curriculum Policy 2019/20*

**Academy Curriculum Rationale & Approach**

*Phoenix Academy*

**Rationale**

The rationale behind our knowledge-rich curriculum is the understanding that many of our pupils may not otherwise encounter or have opportunity to learn that which will empower them to join the community of educated citizens, to live fulfilling lives and to be prepared for the next stage of their education.

**Intent**

- A curriculum designed for children to acquire powerful knowledge in its own right and the knowledge necessary to become successful in their next stage of education and beyond.
- Reading must be prioritised, every child must be a skilled reader by the time they leave the academy
- A curriculum designed to provide all children, including those with SEND, with the cultural capital to be successful in the future
- A curriculum that provides children with a deep understanding of the local, regional and international context

**Implementation**

- We use the latest in academic research to inform the delivery of our curriculum. Our pedagogical approach is based on cognitive science research and is proven to be an effective method to move knowledge and skills into the long term memory.
- Teachers attend bi-weekly training sessions where they learn about and practise the best methods to ensure effective learning of the curriculum by the pupils.
- All of our curriculum, including the wider curriculum, is delivered following an Instructional teaching method – an evidence based approach that is proved to be effective in delivering knowledge and skills. Modelling is a priority - ‘I, We, You’
- High quality texts are used to support the development of reading skills and to tether knowledge and skills from History and Geography to a narrative
- Children are supported in improving their ability to self-regulate through developing their understanding of the zones of regulation
- Amplification activities including trips outside the academy, visitors and attendance at local events are used to deepen the understanding of curriculum subjects

**Impact**

- The impact of our curriculum is that pupils are well-educated, well-informed and possess the personal capital to reach their full potential.

### **Our approach to teaching Phonics**

We teach reading through Linguistic Phonics. The rationale for Linguistic Phonics is that children are taught to understand the relationship between spoken language and written words. It starts with what the children naturally acquire, spoken language, and teaches them the relationship between sound-spelling correspondences. Teaching children to read through Linguistic Phonics allows them to develop their decoding skills; this supports children in learning to blend graphemes (letters) for reading, segment phonemes (sounds) for spelling and manipulate phonemes (sounds) to develop accuracy in reading and spelling.

Phonics teaching begins the day the children start in Reception and continues throughout KS1 and KS2. Focused interventions are planned through diagnostic testing that provides formative data related to coding, automaticity and fluency.

### **Our approach to teaching Reading**

The same high-quality text is used in the whole class reading lessons. Across the whole school, specific reading techniques are used to ensure that all children join in with reading aloud. Additional scaffolding may be required for the slower graspers, for example, the teacher informs the child in advance which part they are expected to read. Teachers plan in advance which child reads which part of the text in order to push the faster graspers with more complex vocabulary or allowing opportunities for fluency for the slower graspers. As well as whole class reading aloud there are regular opportunities for 'close reading' and 'art of the sentence' where children are expected to answer questions and write specific sentences about the passage of text they have just read. After writing, the class then have an in-depth discussion about the passage they have just read. We run our reading lessons in this way in order to expose children to high-quality literature and develop their fluency and prosody.

### **Our approach to teaching Writing**

Using the same text, teachers plan a learning sequence for writing. This begins with identifying the purpose for writing – to entertain, to inform, to persuade or to discuss. The skills needed for each writing purpose are built and the children have time to practice and consolidate this learning in their English books. They are reminded that their work is in draft form so they are ready to edit and improve. If after professional discussions with year group colleagues the teachers feel they need to return to the skills building, they are able to stop the writing process and return to the skills building element at any time during the writing process. We do not give teachers a time frame on how long a writing sequence may take.

### **Our approach to teaching Maths**

We take a mastery approach to the teaching and learning of mathematics. Fundamentally, this rests on the belief that all children can – and, indeed, must – be successful in the study of mathematics. We do not accept that 'some people cannot do maths'; we do not accept that mathematical study is boring or unnecessary; we do not accept that prior attainment should limit what a child is capable of learning. Mathematics is for everyone.