

Whole School Curriculum Vision

Our rigorous, ambitious and relevant curriculum is designed to serve each child within our richly-diverse community, ensure the 'highest standards of learning for all' and prepare all children for a joyful life in the modern world.

Our commitment to the Christian faith and our six core values underpin our curriculum:

Friendship

Hope

Thankfulness

Forgiveness

Compassion

Endurance

Aspiration, Diversity and Inclusivity

Our values act as drivers for a curriculum which responds to, and embraces, an evolving community. Cranleigh welcomes more than 20 ethnicities, including a significant population of children from the Gypsy/Roma and Travellers of Irish Heritage communities, a greater than average number of children accessing the pupil premium grant, and a higher than average number of children with SEND.

The support we offer our community aims to overcome some low literacy skills, increase understanding in the power of education and ensure all minorities are celebrated. We adapt our provision accordingly, ensure we provide our children with the demanding work they both deserve and seek, and ensure all children are provided with enrichment opportunities to enable them to learn about the world around them.

Communication

We pride ourselves on our commitment to nurture and communicate effectively, and hold exceptionally high expectations of ourselves, each other and our community. Our children are empowered to use their literacy, oracy, and digital communication skills, with scaffolding and support, to purposefully share and articulate their learning with others.

Evaluation

Our reflection procedures which include subject leadership time, responsive professional learning, both summative and formal assessments, and half-termly pupil progress meetings enable us to refine our curriculum offer.

Purpose of Study

National Curriculum

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Development Matters (EYFS)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-

fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The Importance of English

At Cranleigh C of E Primary, it is our belief that our children are entitled to a language rich English curriculum where they learn to appreciate the power of the spoken and written word. We recognise that the foundations for teaching the English National Curriculum begin in Early Years, with the development of a high-quality programme planned with Communication, Language and Literacy at its heart. Teaching children to communicate is vital from the very early stages of their journey with us; our curriculum recognises the varied needs of our children and aims to ensure that every child maximises their learning potential and achieves in English. Our aim is to prepare our pupils to be able to apply their English knowledge and skills across the whole curriculum, ensuring success in their lives beyond education. Reading is a vital part of each child's development, not only in English but across the whole curriculum. We believe reading is a passport to the world and strongly feel that cultivating a "reading for pleasure" culture in our school is vital, which is why we use the Literacy Tree, which puts high quality texts at its core, to support the teaching of reading and writing.

"Reading for pleasure is the single most important thing that will make a child successful in life." (UNESCO)

The Concepts

The National Curriculum places reading for pleasure at the heart of the English curriculum and, at Cranleigh C of E Primary School, reading and writing are intrinsically intertwined. Our text-based approach, using Literacy Tree, allows our children to immerse themselves in great literature, opening them up to ideas, experiences, places and times they might never otherwise experience - giving them the chance to develop culturally, emotionally, intellectually, socially and spiritually. These experiences then form the stimuli, motivation and purpose for their writing. We always aim for our writing opportunities to be meaningful and to feel authentic. Whether these are short or long and that the audience is clear. Books offer this opportunity: our aim is that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area.

High quality adult-child interactions enable children to develop their knowledge of words. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum. To help pupils to retain and use new vocabulary, we focus on providing pupils with repeated exposure to new vocabulary, including modelling and scaffolding of its use. It is our aim that children leave Cranleigh C of E Primary School 'word-rich'.

To achieve these concepts we use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Aspiration, Diversity and Inclusivity

"Books create belonging. They help us see each other and understand one another. They shine a light on the world. It's vital that the books we read in our formative years reflect the rich diversity of the society we live in." (Penguin Random House – Lit in Colour)

Aspiration in our curriculum at Cranleigh C of E Primary is seen in our high expectations of pupils, and the depth we expose our children to in lessons. We know that in order for our children to be fluent readers, who are ready to access the broad range of texts within our curriculum, our approach to phonics and reading needs to be aspirational, allowing all children to succeed.

Books can prove to be an invaluable aid in helping to teach children about different cultures and experiences and understanding a character's point of view. We have thought carefully about diversity and inclusion in regards to the texts chosen. We aim to ensure that our students see themselves, their communities and cultures in the texts we expose them to.

We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, adapting teaching according to our assessment for learning to help more pupils learn.

Communication

Children actively engage in discussion during sessions, sharing ideas and opinions with their peers. We also believe in a strong sense of community and provide opportunities for children to display and share their English knowledge, skills and achievements to a wider audience through planned special events e.g. learning showcases and Reading Extravaganza days. At the heart of our curriculum, the principal aim is that children leave our school as confident, imaginative and accurate readers, writers and communicators who are able to successfully use the knowledge they have gained in speaking, reading and writing to communicate effectively and further their learning.

Evaluation

We aim for all children within our richly-diverse community to develop a love of reading, writing and discussion and prepare them for life as successful and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. We believe that a secure basis in literacy skills is crucial to a high-quality education across the curriculum. We whole-heartedly, *'promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.'* (National Curriculum 2014).