

**COOMBE BISSETT CoE PRIMARY SCHOOL
CURRICULUM STATEMENT**

VISION	VALUES	
<p align="center">Together we can: “Soar on wings like eagles, Run and not grow weary, Walk and not be faint.” Isaiah 40:31</p>	<p align="center">Care (love & service) Commitment (friendship & respect) Creativity (solving problems & doing your best)</p>	<p align="center">Belief (trust & hope) Bravery (courage & justice) Brilliance (wisdom & truth)</p>
INTENT – Our children will...	IMPLEMENTATION – We will deliver a whole curriculum that will...	
<p>be the best they can be</p>	<ul style="list-style-type: none"> • provide a broad and balanced curriculum • provide a sequenced and progressive curriculum that builds the retention of knowledge and the development of skills • develops a love of learning • encourage the development of our core Values • encourage a joy in ‘rising to the challenge’ • be personalised to meet the specific individual needs of the child • be delivered by knowledgeable and enthusiastic Teachers who identify personalised next steps for each child • be rigorously monitored and reviewed • be developed through focused CPD and rigorous personalised appraisal for staff • hold to account teachers and leadership to ensure the best outcomes for each individual 	
<p>flourish into, and be recognised as, a unique and special individual</p>	<ul style="list-style-type: none"> • explore opportunities for each child to find success and reward • personalise the next steps for each child • provide the opportunity for a child too know ‘I am special at ____’ • provide performance opportunities for each class, each year 	
<p>have the knowledge, skills and characteristics to equip them for their time in the world</p>	<ul style="list-style-type: none"> • provide specific learning about British Values (democracy, rule of law, individual liberty, mutual respect and tolerance) • provide opportunities to develop their personal understanding and development of our core Values • provide access to the specific cultural capital needed for the children in modern Britain – a strong vocabulary / a knowledge of music and the arts / an understanding of key stories and texts / introducing them to the best that has been 	

	<p>thought and said, helping to engender an appreciation of human creativity and achievement</p> <ul style="list-style-type: none"> develop our children's diamond 9 growth mindset learning powers <table border="1"> <tr> <td>PERSEVERE</td> <td>ASK QUESTIONS</td> <td>SET A GOAL</td> <td>CHALLENGE YOURSELF</td> <td>ORGANISE</td> </tr> <tr> <td>FOCUS</td> <td>COLLABORATE</td> <td>IMAGINE</td> <td>PRACTICE</td> <td></td> </tr> </table> <ul style="list-style-type: none"> encourage a joy in 'rising to the challenge' 	PERSEVERE	ASK QUESTIONS	SET A GOAL	CHALLENGE YOURSELF	ORGANISE	FOCUS	COLLABORATE	IMAGINE	PRACTICE	
PERSEVERE	ASK QUESTIONS	SET A GOAL	CHALLENGE YOURSELF	ORGANISE							
FOCUS	COLLABORATE	IMAGINE	PRACTICE								
feel dignity about themselves, have self-confidence, and know how to manage their wellbeing	<ul style="list-style-type: none"> provide specific learning about PSHE, RSE, mindfulness, spiritual health provide high quality PE, regular competitive sports, regular outdoor learning (forest school), and daily opportunities for physical activity provide opportunities for outdoor adventurous activities at residential encourage the development of our core Values develop children's ability to accept that things do not always go right, go the way they want them to – and to adapt to this acceptance 										
have the courage to stand up for what is right and make a positive difference to others and the world	<ul style="list-style-type: none"> encourage the development of our core Values provide opportunities for pupil leadership (e.g. school council, team captain, worship council, class ambassador, peer leadership) provide opportunities for pupils to take a lead in worship provide opportunities for commitment to charities – 3x year pupil charity develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures 										
know that they are loved and cherished within a caring Christian environment	<ul style="list-style-type: none"> provide opportunities for spiritual reflection deliver high quality RE 										

PHONICS
"Reading is the gateway skill that makes all other learning possible." Barack Obama
INTENT
At Coombe Bissett Primary School, phonics is taught in Reception and Key stage 1. Phonics is timetabled and develops the early reading and writing skills needed for children to become confident, creative and enthusiastic skilled readers, and then writers. Most children pass the Government Y1 phonics test, some SEN children may be re-tested in Y2.
IMPLEMENTATION
We follow the structured, planned programmes of both Song of Sounds, Stage 1, for YR, Stage 2 for Y1, and Stage 3 for Y2, and the Government's Letters and Sounds programme. In Reception children work on Phases 2, 3 and 4 and Y1 children work on consolidating Phase 4, moving to Phase 5 and Y2 work

on consolidating Phase 5, moving onto Phase 6. These 2 programmes are tailored to best meet the needs of our pupils in each year group, whilst following a structured approach. Phonics is taught every day and supported by teachers and LSA's. Up to date training is given to LSA's to equip them with the skills needed to deliver the phonics support needed to all children. YR, Y1 and Y2 are taught separately for the phonics input. Phonics lessons are delivered through songs and games and a variety of resources are used. Children participate in speaking, listening, reading and writing activities that are matched to their developing needs. The Song of Sounds programme provides formative assessment opportunities throughout the year and the LSA is able to highlight the letters and sounds the children have learnt. This then informs the teacher for future groups and planning purposes to enable children to receive more support or more challenges.

Reading books are organised to support the sounds taught each week and children are able to take these home. Parents are able to sign and make comments in the Reading Diary. Each child has a Sound Bag to practise their sounds at home. These bags are added to on a regular basis, as and when the new sounds are taught. Children also have bookmarks, dictations and spellings which support the teaching of phonics. Parents are shown how we teach phonics to their children during the Parent Information evenings in Term 1.