

Yesoiday HaTorah Girls' Academy

Curriculum

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Introduction

The Yesoiday Hatorah Girls' Academy curriculum has been designed to reflect current curriculum expectations. Our curriculum is rolled-out using a three-tier strategy, focussing on the following:

1. Curriculum content in terms of knowledge and skills.
2. Attitudes and values with which we imbue our children e.g. humility appreciation, respect for others and honesty.
3. The underpinning links between attitudes, values, knowledge and life-skills to prepare children for their next stage e.g. resilience, problem-solving, collaboration, self-improvement and reflection.

Yesoiday Hatorah Early Years Foundation Stage

Our School

Yesoiday HaTorah is a Jewish Orthodox multi academy trust comprising of a two – form entry girls academy and a three form entry boys academy. Our school's vision statement states 'a commitment to securing excellence in its academies, by supporting our pupils as they develop an ethos in a learning environment based upon Torah values and principles'.

The children are from predominantly White, British, English speaking backgrounds, with a percentage of bi/multilingual children. Most children will have attended the on-site feeder nursery and come from large families, having siblings in the school.

The children's day consists of both National Curriculum and Jewish studies classes. The children explore all seven areas of the EYFS through focused activities and continuous provision within the classroom and outdoor areas. The children learn to read and write using the Hebrew and English alphabet, giving them a solid foundation to build on throughout the school.

The adults in each classroom comprise of Early Years Teachers, Teaching Assistants and LSAs as needed, and are supported by our SLT, SEND, Pastoral and Behaviour teams. The school provides some SALT, play therapy, social integration support, occupational therapy and sensory provision.

Our Community

Yesoiday Hatorah Multi Academy is a central educational establishment of the thriving Manchester Jewish Community. We have a very supportive parental body, as well as our mothers committee who fundraise to enable extra curriculum activities. Most of our staff members are also part of the community.

Many of the children come from large extended families who all lead a life according to Torah Law, with some being multilingual. Access to media and the internet is restricted and so we ensure that a broad and balanced curriculum is provided to ensure good knowledge and understanding of the world. Jewish festivals and synagogue attendance are key parts of the children's lives and form the basis of their Jewish Studies curriculum.

We are a committed, passionate and enthusiastic EYFS team. Our practice is continuously evolving as we strive to provide the best for the children within our care. In partnership with parents and carers, we want to ensure that each child blossoms to their full potential by paying close attention to their individual personalities and interests.

Motto:

חנוך לנער על פי דרכו

Educate every child according to their needs.

Our underpinning curriculum

The Characteristics of Effective Teaching and Learning

- **Playing and exploring**—children investigate and experience things and ‘have a go’.
- **Active learning**— children concentrate and keep on trying even if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically**—children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our enabling environment

Overarching principles Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. (Statutory Framework for the Early Years Foundation Stage (2021))

Continuous provision

Indoors: sand, water, construction, role play, home corner, malleable, small world, writing, maths, reading mark-making, loose parts, snack, self-registration, investigative, funky fingers.

Outdoors: Water, large construction and den-building, role play, music, large mark-making, gross motor, fine motor, texture kitchen, small world, writing, maths, gardening, investigative.

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The predictable curriculum

The rhythm of the year: Seasons and weather, festivals and celebrations, key events.

Interests: Ourselves, stories and rhymes, seasons, the world, space,, mini beasts, birthdays and parties, buildings (homes, towers, bridges, castles, etc), light and dark; bears, woodland animals, zoo animals, wild animals, transport, journeys, emergency services, people who help us, our community, fantasy, shopping, floating and sinking, festivals—Jewish holidays, weddings etc, new babies, grandparents and extended family, shul, holidays, community events, days out, other adults in school and older children/siblings, Israel.

Our Broad Curriculum Aims

We want our children to be good citizens, who are considerate and respectful to others and property.

We want our children to be well-settled, happy and content in school.

We want our children to develop their self-confidence, to thrive and reach their full potential.

We want our children to be independent in their self care and to be able to understand how to stay fit, healthy and safe.

We want our children to be independent and confident in making choices in their learning and play.

We want our children to understand and celebrate their own Jewish faith, whilst also respecting and understanding other cultures.

We want our children to become good communicators in all areas of their life and experiences.

We want our children to be proud of all their achievements, even when they find things challenging.

We want our children to develop a broad knowledge and understanding of the world around them.

We want our children to express themselves through different mediums, developing imagination and creativity.

We want our children to be good observers, explorers, investigators, problem-solvers, and decision-makers.

We want our children to grow as confident readers, writers, story tellers and mathematicians.

We want our children to demonstrate a love for learning, and a thirst for knowledge.

Communication and Language

By the end of Reception we want our children:

- To be good listeners when learning, sharing stories and rhymes, when listening to adults and to their peers, and in social play interaction.
- To show attention in a wide range of situations.
- To value others' contribution and have quality conversations.
- To understand why listening is important.
- To increase and to introduce new vocabulary.
- To hear and interpret information from others.
- To understand meaning and instruction.
- To become good communicators with the ability to hold conversations in different contents.
- To confidently share their own ideas, thoughts and feelings.
- To be able to describe events and retell stories.

Component skills

- Attentive listening.
- Responsive listening.
- Active listening.
- Receive information and develop understanding.
- Be able to remember what has been told.
- Be able to respond to others and answer questions.
- To pay attention and show that they are listening.
- To provide feedback and respond appropriately.
- Develop understanding through playing and exploring.
- Develop thinking skills.
- Develop social skills.
- To understand social rules when using language and adapting to the listener.
- To be able to take turns and stay on topic.
- To understand non-verbal clues- facial expressions, gestures and tone of voice to develop self-confidence when speaking.

Physical development

By the end of Reception we want our children:

- To have a strong foundation in gross and fine motor control.
- To develop good posture and core strength.
- To be able to move confidently in different ways.
- To be physically active daily inside and out.
- To understand how important physical activity is to health and wellbeing.
- To develop the foundations of handwriting.
- To confidently manipulate and use small tools.

Component skills

- Core skills—balance, strengths, body awareness, co-ordination, special awareness.
- Movement skills—stretching, walking, running, jumping, skipping, hopping, crawling, climbing etc.
- Ball skills— aiming, throwing, catching, kicking , bouncing.
- Large apparatus work—balance, push, pull, climb, scoot.
- Hand– eye co-ordination — pre-writing skills, threading, manipulating dough, tweezers.

- Fine motor/ small apparatus — pencil grip/control, scissor skills, paintbrushes and other tools.
- Handwriting.
- Self help—dressing, changing, drinking, eating , using knives and forks, toileting.

PSED

By the end of Reception we want our children:

- To have a positive sense of self.
- To have respect for others.
- To develop their social skills and behave in appropriate ways.
- To develop emotional wellbeing and a positive disposition to learning.

Component skills

- To develop confidence and independence.
- To make friends and get on with others.
- To learn about right and wrong.
- To develop self regulation skills with their emotions.
- To understand about their own and others' feelings.
- To feel good about themselves.
- To be interested, excited and motivated to play and learn.
- To gain self respect.
- To develop respect for their own culture, belief and those of others.

Literacy

By the end of Reception we want our children:

- To enjoy books—independently, through shared, guided and reading for pleasure.
- To be able to talk about what they have read, retell stories in sequence and have ideas for their own writing choices.
- To have a secure knowledge of phonic phases to Phase 4 using the Little Wandle program.
- To be able to hear initial, middle and end sounds of words.
- To continue rhyming strings.
- To be able to blend and segment sounds to read and write words.
- To read and write some common tricky words.
- To form lowercase and some capital letters correctly.
- To write their own full name.
- To write labels and captions independently.
- To write simple sentences using phonetically plausible spelling attempts.
- To use a capital letter to start, to use finger spaces between words and to use a full stop to finish a sentence.
- To read simple sentences independently and to read their own simple sentences.
- To demonstrate a good pencil grip and to write with control over letter shapes.

Component Skills

Reading	Writing
<ul style="list-style-type: none"> · Good phonological awareness. · Secure knowledge of phonics. · Developing use of vocabulary and good oral language. · Increasing fluency. · Comprehension skills. 	<ul style="list-style-type: none"> · Motivation to write. · Own ideas and confidence in self. · Pencil grip and control. · Ability to draw, write, copy and colour. · Secure pre writing skills. · Oral sentence fluency . · Developing word choice. · Improving corrections including spelling and sentence structure.

MathsBy the end of Reception we want our children:

- To develop a strong grounding in number sense.
- To be able to count accurately and confidently and to be able to develop an understanding of the relationships and patterns within number, including addition, subtraction , doubling, halving, sharing and grouping.
- To be able to represent their mathematical ideas through pictures, symbols, using objects and by learning to write numbers.
- To have spatial awareness through manipulating shape and making patterns and models.
- To understand and use the simple vocabulary of measure when explaining mass, height, length, capacity and time.
- To begin to problem solve.

Component skills

- Accurate counting forwards to and back from 10 and beyond.
- To subitise groups to 10 using objects, pictures, dots and using 10 frames.
- To match numeral to cardinal value.
- To compare numbers.
- To understand one more/one less.
- To explore the composition of numbers to 10.
- To recall number bonds to 5 and then to 10.
- To explore pattern making.
- To use 2D and 3D shapes to manipulate rotate and develop spatial reasoning skills.
- To recognise shape in the environment.
- To compose and decompose shapes.
- To make comparisons in measure., exploring and developing language.
- Working to develop an understanding of length, weight and capacity.
- To understand time — times of the year, seasons, days of the week, times in the day and when timing actions or events.

Understanding the world

By the end of Reception we want our children:

- To be able to talk about themselves and their families, including an understanding of past and present.
- To describe similarities and differences between people around them.
- To develop an understanding of simple geography and how the world differs from place to place, including aspects of life.
- Understand the idea of life–cycles through observation of plants and animals.
- Explore and talk about the natural world around them using their senses.
- To compare seasons and different environments.

Component skills

- To describe features that make us special—similarities and differences.
- To know parts of the body.
- To name and talk about family members.
- To understand that things have happened when they were younger or before they were born.
- To look at very simple time lines.
- To know that a globe or map shows different countries around the world and ways in which they differ.
- To know how they and other people celebrate special occasions.
- To understand how plants and animals grow and change.
- To describe through observation what they can see during real time ‘growth’ of plants and animals.
- To compare different environments around them.
- To notice and describe seasonal changes.
- To use photos, videos and observation to develop an understanding of the natural environment.

Expressive arts and design

By the end of Reception we want our children:

- To be able to express themselves creatively and imaginatively through art, music, dance, drama and role play.
- To be able to explore a wide range of media, materials and techniques.
- To talk about their creations and about the work of others, including becoming familiar with recognised artists in the different fields.

Component skills

- To have their own ideas about what they want to create.
- To develop observation skills and listening skills.
- To follow techniques modelled by an adult.
- To mix colours.
- To sculpt using malleable and found materials.
- To understand and explore texture, pattern, colour and form.
- To develop skills and explore aspects of drawing, painting, printmaking, collage, sculpture and textiles.
- To explore and make music using simple percussion instruments to understand rhythm, pulse, dynamics, pitch and tempo.
- To know and sing songs of different styles and cultures.
- To develop topic related vocabulary to inform role play.
- To develop confidence to participate in creative activity.
- To engage in imaginative play with others.
- To act out stories using puppets and props.
- To respond to different music and stories through dance and movement.
- To perform in front of an audience.

Maths

The Yesoiday HaTorah Girls' Academy Maths curriculum is underpinned by the principles of Mastery, as recommended by the Department for Education. The Maths curriculum will be delivered using the White Rose programme of study with learning targets taken from the National Curriculum 2014. Full details of our maths policy are attached.

English

The Yesoiday HaTorah Girls' Academy English Curriculum will be delivered through cross-curricular English Writing Journeys. The learning targets will be taken from the aims and subject content set out in the National Curriculum 2014. Full details of our English policy are attached.

Science

The Yesoiday HaTorah Girls' Academy Science Curriculum will be delivered both through cross-curricular Writing Journeys based around a Science "Big Question" and the holding of regular Sensational Science Days. In both cases, the learning targets will be taken from the Programmes of Study set out in the National Curriculum 2014. In all classes, there is on-going evaluation of the implementation and impact of our Science curriculum to ensure progression through the building of core Science skills and knowledge.

Geography

The Yesoiday HaTorah Girls' Academy Geography Curriculum will be delivered through cross-curricular Writing Journeys around a Geography "Big Question". The learning targets will be taken from the aims and subject content set out in the National Curriculum 2014. In all classes, there is on-going evaluation of the implementation and impact of our Geography curriculum to ensure progression through the building of core Geography skills and knowledge.

History

The Yesoiday HaTorah Girls' Academy History Curriculum will be delivered through cross-curricular Writing Journeys around a History "Big Question". The learning targets will be taken from the aims and subject content set out in the National Curriculum 2014. In all classes, there is on-going evaluation of the implementation and impact of our History curriculum to ensure progression through the building of core History skills and knowledge.

Art

The Yesoiday HaTorah Girls' Academy Art Curriculum will be delivered through cross-curricular English Writing Journeys. The learning targets will be taken from the aims and subject content set out in the National Curriculum 2014. In all classes, there is on-going evaluation of the implementation and impact of our Art curriculum to ensure progression through the building of core Art skills and knowledge.

D&T

The Yesoiday HaTorah Girls' Academy D&T Curriculum will be delivered through cross-curricular learning journeys. The learning targets will be taken from the aims and subject content set out in the National Curriculum 2014. In all classes, there is on-going evaluation of the implementation and impact of our D&T curriculum to ensure progression through the building of core D&T skills and knowledge.

Computing

The Yesoiday HaTorah Girls' Academy Computing Curriculum will be delivered primarily through Purple Mash. The learning targets will be taken from the aims and subject content set out in the National Curriculum 2014. In all classes, there is on-going evaluation of the implementation and impact of our Computing curriculum to ensure progression through the building of core Computing skills and knowledge.

PE

The Yesoiday HaTorah Girls' Academy PE/Games Curriculum will be delivered through external PE/Games coaching specialists "Little Sports Coaching" together with class teachers. This is a skills-based scheme with learning targets taken from the aims and subject content set out in the National Curriculum 2014. In all classes, there is on-going evaluation of the implementation and impact of our PE curriculum to ensure progression through the building of core PE skills and knowledge.

Music

The Yesoiday HaTorah Girls' Academy Music Curriculum will be delivered to through cross-curricular learning Journeys. Our Music Curriculum will be used to support both academic and personal development. Music and song will be used to develop

expression and emotional well-being, as well as being used to support our learning and understanding across the whole curriculum. Our Music Curriculum is closely linked to performances both in assemblies and annual shows as well as our festivals. In each case, the learning targets will be taken from the Programmes of Study set out in the National Curriculum 2014. In all classes, there is on-going evaluation of the implementation and impact of our Music curriculum to ensure progression through the building of core Music skills and knowledge.

PSHE/SMSC

At Yesoiday HaTorah Girls' Academy we recognise that the personal development of pupils, spiritually, morally, socially, emotionally and culturally play a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, emotional wellbeing, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We aim to ensure that, in an age-appropriate way, our children have an appreciation of the concept of unity within diversity and the importance of respect for all.

Jewish values, principles and spirituality are explored in the curriculum. The integrity and spirituality of other faith backgrounds are respected and the diversity of spiritual traditions recognised.

All adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children learn to differentiate between right and wrong in as far as their actions effect other people. They are encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Our intention is that all curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

Yesoiday HaTorah Girls' Academy Maths Policy

White Rose

Planning

Create a topic plan for each topic. This will include:

- Prior knowledge
- Opportunities for assessment – link targets to lessons
- Misconceptions that may come up in your lesson
- Progression of learning
- Non-negotiables for this topic
- Appropriate resources/manipulatives for the lesson
- Vocabulary for this topic

Also consider

- Target method(s) – taking into account the school calculation policy, assessment grids.
- Questioning – see Scheme of Learning document for each topic

Structure of Lessons

- In focus task (exploration)
- Discussion
- Journal
- Reflection (Powerpoint)
- Guided practice
- Independent practice

Exploration – In Focus

Practical resources must be easily accessible to the children throughout the maths lesson.

Every lesson starts with an In-Focus task, which is an opportunity to solve a problem because that is what mathematics is all about. During this part of the lesson, the children work in mixed ability pairs/groups to solve the problem using as many methods as possible. The aim is to solve the problem, as a class, having found at least 2 methods. If it is a clever day, then the problem will be solved in 3 or more ways.

During the In-Focus task, the teacher (and / or TAs or LSAs) will be observing, assessing and looking at the different methods being used, in order to inform the discussion part of the session and decide the order in which to call upon the different groups, to enable the methods to unfold systematically.

Discussion – In Focus

This is the discussion part of the session, where the children feedback on their working. The teacher chooses the methods to be discussed (based on what has been seen during the exploration stage) and orchestrates the discussion to develop progressively towards the target method.

Each method is written on the board in a different colour but with some of the answer missing. The harder the method the more information should be omitted by the teacher when scribing it onto the board. Mistakes can make excellent learning points and Spiky, Curly or Smiley can be used to bring out or correct misconceptions or direct towards the target method. However, the teacher does not correct the children, rather relies on peer or self-correction.

During the discussions, the children should be encouraged to explain everything - notations, technical language and calculations – fully changing it all into child speak and making the connections to the 'lazy' maths way of writing. Connections should also be made to the correct mathematical vocabulary explaining it in child-speak but encouraging the use of the 'special maths language'.

A variety of questioning should be used:

- Explain
 - Why?
 - How do you know?
 - Give a reason
- Self-checking
 - Is it possible?
 - Are you sure?
- Visualisation
 - Can you imagine....?

Journaling

At this stage in the lesson the children now answer the problem in their maths journal.

The journaling and reflection stage can be swapped if the children have not come up with the target method.

The journal MUST include:

- Lesson number
- Date
- Title / Learning Target – can choose their own as a form of self-assessment
- Problem (sometimes provided by teacher to be stuck in – can be drawn or written)
- Completed task

The teacher will use the journal entry, in conjunction with the independent work, to assess the level of achievement of the child. By looking at which method was chosen or how detailed an explanation, the teacher can analyse and assess a child's sense of number or level of understanding.

There are 4 types of journal task that can be set. A variety should be used, with most being descriptive or reflective.

- Descriptive
 - Write 1 method (I choose/you choose)

- Note to absent friend
- Explain how...
- Reflective
 - Compare 2 methods
 - Which is better here?
 - Which is better for you?
 - Which is better in general?
- Creative
 - Create a more exciting version of this / a problem using the same calculation
- Investigative
 - Research
 - Different question with the same answer?
 - How many possibilities?
 - Other research questions... (can be based on methods that children have come up with)

(KS2 can take a few days to research and write it up as a research document. It should include, title, authors, school name, supervisor, problem, findings and recommendations.)

All marking is done in accordance with the marking policy.

When marking the journals, it is important to allow the pupil to self-correct and pick out where the mistake is. So, an error should be marked but not specifically identified. A comment should be written to compliment creativity or for going above and beyond the task given, for example, writing more methods or an explanation when it was not required. VF and a comment to capture the discussion should be used if a detailed conversation has taken place or, where appropriate, a picture could be drawn. Year 1 and 2 teachers may wish to use stem sentences to be filled in in order to scaffold the explanation process – for those who need it.

Reflection - Powerpoint

The powerpoint can be introduced as a friend's journal. Using the 'Lets Learn' part in the Powerpoint the children now study and reflect on how my friend has solved the problem and the methods used.

Some example points of discussion or focus for paired discussion are:

- Compare methods with ours; are there any we didn't use?
- Which method/s do you prefer? Why?
- Did we have any that are not in the powerpoint?
- Is it a good method for people struggling? Why?
- Get children to explain methods to teacher 'I don't understand method...'

This is the reading for maths and provides opportunity for the students to 'magpie' ideas or methods to use in their own work.

Guided Practice

The word guided refers to being guided by peers, the powerpoint or the learning wall NOT by the teacher (if possible). This is the section of the lesson where the children answer the guided practice questions that are from the powerpoint, orally or on white boards, in pairs or groups. Concrete materials should be readily accessible for those that need them.

It should be noted that intervention at this stage, by a teacher or TA, to 'help them along' or 'tease the ideas out' may do more harm than good as children need time to process and work through the problems. The teacher should sit with the children who are struggling with the work but should try NOT to help, as this builds reliance on the teacher and not independence. If absolutely necessary, the teacher should adapt the numbers used in the questions to make it more accessible BUT this should always be followed by attempting to build back up to the level of the lesson.

The children should be taught to try to help each other by directing or questioning but not by telling their friend the answer.

Worksheets – Independent Practice

This section of the lesson is done independently. The children work through the worksheets answering the questions to the best of their ability.

The children should be encouraged to use the method/s that they are most comfortable with – do NOT insist on formal methods, some children find them confusing so allow less formal methods as long as they are conceptually the same. The teacher should spend this time with the struggling learners – they need the expert help. During this part of the lesson any misconceptions should be addressed. The questions can be modified for the extremely weak learner e.g. by crossing out numbers –it is better to use the same workbook (not a lower year group) to enable you to scaffold them back up towards the work that the class is doing.

The core of the class should be working on their own with no adult intervention as this could ruin their thought process.

The pupils' progress should be assessed based on how far they get through the worksheet. If they can't do the first part – they are struggling conceptually, if they can't do the second part – they can only use simple methods, if they can do the 3rd part they are secure. Gaps can then be addressed promptly.

A menu of independent next step/challenge activities should be prepared for when the children have finished early. Some examples are:

- write a note for a friend who is absent
- invent another method – name it after yourself
- write a challenging problem for me – include the answer
- Investigate this with your friend and write a research paper – teacher should create the investigative task (before the lesson)

Teachers should make use of the challenge stickers, reasoning and problem solving questions from White Rose, nRich or NCETM Mastery resources.

Assessment

Specific assessment criteria/targets should have been identified during the planning stage. Opportunities for assessing these should be taken, by teachers, TAs and LSAs during each lesson, particularly during the Exploration, Discussion and Independent Practice parts. It may also be seen at other times and evidence for other targets may also be noticed, so staff should be aware of this throughout the lesson. The assessment grids should be annotated and updated with this information on a regular basis. A teacher may choose to do a more formal assessment using relevant SATs style

questions a few weeks after a topic is taught. This can be done as a starter and could consist of 1 or 2 questions.

Yesoiday HaTorah Girls' Academy English Policy

Writing

At Yesoiday HaTorah Girls' Academy, all of our English teaching and learning will be linked to our cross-curricular topics (see 'cross-curricular' below). As such, each piece of writing that we do will be connected to a topic that the children will have been learning about. These will be our 'Writing Journeys'. When preparing the long-term topic plan in each year group, teachers will consider the most appropriate genre of writing that the topic will support. For instance, a Year 4 topic will be 'What is it like to live in the Arctic?' which will lead to writing an Arctic setting, whilst in year 5, one of the topics will be 'How do we get day and night?', which will lead to writing an explanation text.

It is expected that over the course of a year, each year group will write a range of fiction and non-fiction pieces. The choice will be left to the year group to decide, although it is essential that genre is selected that is not only best supported by the topic, but will also enable the teachers to teach the specific GPS and vocabulary learning targets that have been identified for their year group. These learning targets are set out in the year group band – a series of 'I can' statements.

A long-term topic plan will be completed by each year group and will be monitored by English Team to review all of the genres proposed to be covered across the school to ensure both progression and range in genres taught. Teachers will ensure that on-going short writing tasks will be set, as part of the build-up to the final piece. The purpose of these tasks is to help scaffold the learning, to ensure that children are writing on a more regular basis and to provide additional assessment opportunities. Further guidance will be given by the English Team.

Each 'Writing Journey' begins with an overarching question, which is answered through the piece of writing; a breadth of knowledge, within the context of the question is developed as the journey progresses. This immersion should provide opportunities for drama, hot-seating, presentations, use of video-clips and cross-curricular activities together with educational visits where appropriate (see 'cross-curricular' below). Following the initial immersion stage, the children are taught the text features for the piece they are going to write, which will include the GPS elements again. To support teachers in this, we use 'Writing For Purpose', which sets out all the features relevant for a text for each of KS1, LKS2 and UKS2 to ensure all aspects of the text are covered throughout key stages. This is read together with the year group band to plan the teaching. The teaching of text features should also include looking at good examples of the genre and identifying the relevant features.

The idea behind this is that that the children are taught a specific area of grammar, or particular piece of punctuation, and are then immediately able to apply this in a piece of writing. So, in the year 4 example of writing a setting linked to their topic 'What is it like to live in the Arctic?', the National Curriculum Year 4 requirements of the teaching of noun

phrases, as well as the use of pronouns and nouns to aid cohesion, were able to be taught within the text feature stage.

Once the children have been thoroughly immersed in a topic and all features have been taught, then a shared write will take place. This should be the same genre on a slightly different, yet similar topic. When choosing a topic for a shared write, teachers will ensure that it will provide the children with plenty of transferable skills for their independent write e.g. if the final piece is a historical piece then the shared write should similarly be a historical piece. Following the shared write, the planning of the final piece should begin. Planning skills must be taught to aid the chosen piece of writing and this should form part of the teaching. Once the children have independently planned, they should write their first draft. This then goes through an editing process, including a peer edit, appropriate to the year group and is then written up as a final piece. It is intended that the general teaching process continues throughout.

Each of the stages of the writing journey should be evident on the learning wall, which will similarly support children during the independent writing process.

At the end of a piece of writing, a year group marking grid will be used which will include all the learning targets that should have been taught as part of the writing journey and which could be assessed in the final piece of writing.

It is also expected that at each stage of the writing journey, the children are able to share their experiences and offer their own pupil voice. This will be identified in the writing journals with a red pen and often with an accompanying photograph and caption.

Cross-curricular planning.

Alongside planning our writing journeys, we will also plan cross-curricular learning opportunities which will enhance our writing journeys and continue to ensure that our pupils are fully immersed in their topic/Big Question. These will be determined by the year group/key stage curriculum as set out in the National Curriculum 2014 and will include educational visits, where appropriate.

An example of this cross-curricular approach is with the Year 6 topic of Volcanoes. The Big Question is “Why do Volcanoes erupt?” Pupils will be expected to write an explanatory text at the end of the writing journey, answering the Big Question. Alongside this, cross-curricular links will be made with Geography (locating volcanoes around the world using lines of latitude and longitude), Art (using clay to create a sculpture of a volcano) and Science (creating volcanic eruptions). These will be linked with the relevant National Curriculum learning targets. This will enable children to have full immersion in the topic and enhanced their subject knowledge. In turn, this enable them to feel more confident to produce a higher quality final piece of writing.

A long-term cross-curricular plan will be completed alongside the long-term writing topic plan. This will enable our staff to note exactly which Foundation subjects are being taught and when they are being taught over the whole school year. Over the course of the school year this will ensure that relevant elements of all of the Foundation Subjects are taught.

Teachers will refer to the National Curriculum to ensure their cross-curricular learning targets are very focused and age-appropriate.

Once the long-term plan has been completed, a medium-term plan will be written by teachers each half term.

By the end of the writing journey, it is intended that not only have the children been able to write a high quality, independent final piece of writing but that they have also been able to answer the Big Question.

Reading

Yesoiday HaTorah Girls' Academy will follow the programmes of study for reading at key stages 1 and 2 as described in the National Curriculum for England and Wales.

It consists of 2 dimensions.

- word reading
- comprehension (both listening and reading)

We know that it is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are given for each. We have therefore identified key year group learning targets in the form of 'I can' statements which have been linked to the key areas of ready for both KS1 and KS2 (see appendix 5).

Reading at KS1

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised, using the Little Wandle program, in the early teaching of reading to our Reception, Year 1 and Year 2 classes. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Our pupils are encouraged to read across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds our pupils' imagination and gives background to all areas of the curriculum.

Reading at KS2

As children enter KS2 in Year 3, most children have become confident with decoding what they read at the appropriate level for their age and reading books are not usually sent home. At this point the emphasis in reading lessons changes from decoding to comprehension. It is skill in comprehension, which involves increasing their vocabulary and working out unknown words from the context and their own experience, that stimulates children's interest and opens up the world of books and reading for learning and pleasure. *If children in Year 3 or above find decoding challenging, the Special Needs department will*

work with their teacher and parents to provide support and books and other resources will still be sent home.

Reading lessons in KS2 will concentrate on making children familiar and comfortable with many different types of literature including stories, non-fiction and poetry. Some of the material will be based around the current class topic, but others will introduce children to the variety of texts which the National Curriculum prescribes. Children's fluency and reading stamina will be supported in KS2 lessons, using strategies which will develop stamina through gradual increase in the amount of material and question type and difficulty and fluency by different activities which encourage children to prepare their reading, such as choral reading and Reader's Theatre.

Lessons will combine a variety of **modelled, shared** and **guided reading**.

Modelled Reading : The teacher will model the way a text should be read and sometimes the questions which it might arise in the mind of a reader, e.g. What might happen next? What does that word mean in this context? What is this telling me about the character from the way he or she speaks? Why is the author making that comment? These 'think-alouds' help by example, to train children to be fully engaged with text. This modelling may be explicit in a lesson, or simply arise from regularly reading chapters of a class book for pleasure at a convenient point in the lesson.

Shared Reading : This involves the children more directly, as they work in class or group discussion, supported by the teacher, to bring out the learning from a particular book or text.

Guided Reading : This occurs in groups and gives children more responsibility for exploring the text, supported by activities and discussion with the teacher.

All these sessions should develop children's ability and confidence in answering a variety of questions. They learn to retrieve facts accurately; use inference or deduction; show their understanding of vocabulary; prove their thoughts and opinions with evidence from the text; gain the ability to sequence and summarise texts; recognise the features of different genres and recognise the language and devices that authors use to achieve the effects they want.

Lessons will not consist solely of reading a text and answering written questions on it. Discussion combined with oral and written activities to provide background knowledge across the curriculum and relate the texts to the children's own experience, while also furthering their interest, learning and enjoyment. There will be opportunities to reinforce science, maths, history, geography, music, P.E., art and design, technology and British Values to enrich text-based learning.

Our aim for our children is always the same: to instil their lifelong enthusiasm for reading so they will gain the pleasure and the rewards of knowledge it provides.

Grammar and Punctuation

Grammar and punctuation will be taught through catchy songs and a kinaesthetic approach. It will be taught through the topic that is being taught rather than in discrete lessons. When planning for the end of topic writing, the teachers will choose the grammar and punctuation that links to this and add this into their lesson plans. For example, when teaching the topic

of Romans and subordinate clauses, the sentences they write with subordinate clauses will be about Romans. Shared writing should be used to help improve grammar and punctuation before pupils do their own writing.

During guided reading lessons, grammar and punctuation should also be taught by identifying particular grammar in the texts and editing part of a text to add in the grammar they have learnt.

Teachers can refresh their grammar knowledge through using the green oxford grammar book handed out to all classes.

Grammar and punctuation will be assessed through termly tests, book scrutiny, learning g walls, planning and discussion with pupils.

Spellings

At Yesoiday HaTorah Girls' Academy we aim to enable all pupils to achieve in spelling and this is reflected in our approach and teaching in early years, KS1 and KS2.

Spelling aims at EYFS and KS1

In Key Stage 1 pupils will follow the Little Wandle programme as guidance to help them segment phonemes for spelling. We will encourage all pupils to use their phonic knowledge when spelling. The programme begins in Nursery where Phase 1 is taught. This helps the children develop an awareness of sounds and rhythm. Once the children start Reception they enter phase 2 of this programme. This is when the children begin to blend for reading and segment for spelling. Phase 3 is also covered in the early years and the children will be applying their knowledge to spell CVC words and simple captions. Phase 4 and 5 are taught in KS1. This phase is when children consolidate their knowledge of graphemes in reading and spelling. In these phases they will learn to choose the appropriate graphemes to spell independent. The spelling objectives for Year2 correspond with Phase 6 of Letters and Sounds. If children are not secure with using this programme, they are given an intervention program to follow and offered support. Children will follow the SNIP programme to help bridge the gaps.

In KS1 children we will focus on the prefixes of words to change meaning and many suffixes such as s, es, ed, er, ing, ment, ness, ful, less and ly. They should be able to accurately spell the days of the week and spell appropriately dictated sentences from memory. The children should spell most common contractions correctly such as can't, hasn't, didn't, it's, I'll and couldn't. A few common homophones are taught to spell in KS1; these are: there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.

Children will also be taught the age-related words in line with the National Curriculum and are given weekly spelling tests. These tests are differentiated and are taken from the Rising Stars Scheme (this will be explained later on in this document). Spelling patterns and rules are also taught alongside the weekly spelling tests and grammar sessions. Activities that this includes are: look, say and cover dictation, dictionary work and homework – all of which are set at the pupil's level. The New Edition Oxford First Dictionary (2011) is used by pupils in KS1.

KS1 children will be encouraged to use a multi-sensory spelling approach. All classes will be provided with spelling bags. These bags include whiteboards, beads, playdough, magnet boards and pipe cleaners. Opportunities will be given for children to become familiar with both spelling patterns and the statutory words set out in the National Curriculum 2014.

Spelling aims at KS2

By Year 3, it is expected that most pupils will have a secure understanding of phonics which will be used to support their spelling. Phonics will not be taught explicitly but rather rehearsed and consolidated through the teaching of spelling, reading and handwriting. Spelling is taught through weekly spelling lessons, grammar lessons and additional time will be given to practice spelling patterns in the form of homework tasks. Spelling tests will take place weekly, with differentiation used where necessary to support learning. Phonics practice will also be given when necessary, in the case when a spelling intervention is required.

By KS2 we will put particular emphasis on the statutory word lists as outlined in the National Curriculum 2014. At the start of a new academic year, all spelling activities will be planned and delivered to ensure pupils are able to spell the statutory words from previous years. Both spelling lessons and homework will be sent to consolidate the correct spelling of these words. There will be a Spelling Bee in the Autumn Term to support this. From November each year, all teachers will use the Rising Stars Spelling Scheme (see appendix 4) to support the teaching of spelling in both KS1 and KS2. The weekly tests comprise of 6 – 10 spellings per week, including the teaching of spelling rules, words with the same spelling patterns, and words from the statutory word list. In KS1, the tests also include Common exception words, high frequency words and Reception review words. In KS2, the words from the statutory word list are mixed in throughout the weekly tests, and are clearly indicated, so pupils know the importance of these words. Where a word from the statutory word list fits the spelling pattern of the words covered in the weekly test, it will be included, e.g., the word 'eight' is a statutory word and will therefore be included in the test covering the sound 'ei', 'eigh' or 'ey'.

In Key Stage 2- pupils will revise spelling from KS1. They will focus on prefixes and suffixes, apostrophes for possession, homophones, words ending in cious or tious, ance, ancy, ent,ence or ency, able, ible, ably and ibly. Words with ei, eigh or ey, and cial and tial. Hyphens for prefixes, words with silent letters, words with ei after c and words containing the letter string- ough. Pupils will also be taught the relationship between meaning and spelling where relevant e.g. medicine, medical. Spelling patterns will be taught through the 'Rising Stars' spelling programme in accordance with the statutory requirements of the National Curriculum 2014. The details of all the spelling rules and patterns taught can be found in the spelling section of our writing grid bands. A Spelling Bee event which focuses on the statutory word lists takes place twice yearly. (November and July) to both consolidate and practice key words from the previous, and current word list. The November one focuses on the consolidation of statutory words from the previous year group, e.g. a child in Year 4, will revise words from the Year 3 list. By the summer term, it is expected that pupils are now able to spell most of these words independently, and the focus now shifts to the word list of the year group the pupils are currently in, e.g. Year 4 pupils would focus on the learning of the Year 4 statutory words.

Spelling lessons will be taught to meet the needs of all pupils, with a particular focus on multi-sensory spellings. This will include teaching spelling through games, art and craft

activities. The intention is that this will encourage pupils to use their senses in an attempt to make spelling lessons fun, creative and engaging. Spelling Frame, an interactive computer programme, will also be used to support the teaching and learning of key spelling rules.

At Yesoiday Hatorah Girls' Academy pupils will be taught dictionary skills in order to look up the meaning of unfamiliar words, word origins and the correct spelling of words. We currently use the 'Oxford English Dictionary for Schools 2013'. Dictionary use is encouraged during all aspects of our curriculum, especially within our writing journeys and guided reading sessions. In addition to this, classes will be encouraged to display a word wall as part of their writing journey. This will give pupils a further opportunity to increase their vocabulary, find the definition of unfamiliar words and aid the spelling of a range of words associated with the topic or 'learning journey' that the pupils are currently on. Links to a 'word of the day' or 'word of the week' are also encouraged.

Handwriting

The National Curriculum 2014 provides guidance for developing children's writing, not only emphasising their comprehension skills but also ensuring they produce *fluent, legible and, eventually, speedy handwriting*. Details are provided for each year group which build up into a competent joined style.

At Yesoiday HaTorah Girls' Academy, we will be using resources from the Penpals handwriting scheme, which is approved by the National Handwriting Association. Penpals aims to teach letter formation and joins of letters through interactive CDs, workbooks and practice books from Reception until Year 4 and Years 5 and 6 practice for fluency and developing an individual's style.