

# **Nettleham Church of England (Voluntary Aided) Junior School**

## **Curriculum**

### **Our School Vision**

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

### **Our Curriculum Vision**

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.



# Rationale

## Intent

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

## Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.

### **Impact**

As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.

The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



# Writing

Year Three	Year Four	Year Five	Year Six
<b>Composition</b>			
<b>Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely organised.</b>	<b>Organises paragraphs around a theme: paragraphs/ sections help to organise content.</b>	<b>Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.</b>	<b>Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b>
<b>In non-narrative material uses simple organisational devices – eg headings and sub headings</b>	<b>In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).</b>	<b>In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.</b>	<b>In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.</b>
<b>Proof reads for spelling and punctuation errors.</b>	<b>Proof-reads for errors in spelling and punctuation.</b>	<b>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</b>	<b>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</b>
Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	<b>Ensures the consistent and correct use of tense throughout a piece of writing</b>	<b>Ensures the consistent and correct use of tense throughout a piece of writing.</b>
Discusses and records ideas	Discusses and records ideas.	<b>Proof-reads for errors in spelling and punctuation.</b>	<b>Proof-reads effectively for spelling and punctuation errors.</b>
Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.	Makes notes and develops initial ideas, drawing on reading and research where necessary.	Makes notes and develops initial ideas, drawing on reading and research where necessary
In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.	Assesses the effectiveness of their own and others' writing and suggests improvements.	When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.	When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
Assesses the effectiveness of their own and others' writing and suggests improvements.	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.	Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.
Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proof-reads for errors in spelling and punctuation.	Attempts to précis longer passages.	Integrates dialogue to convey character and advance the action.
Reads aloud their own writing, to a group or the whole class using appropriate intonation	Reads aloud their own writing, to a group or the whole class, using appropriate intonation	Uses a wide range of devices to build cohesion within and across paragraphs.	Can shape and précis longer passages to adapt material appropriately for selected

Year 3	Year 4	Year 5	Year 6
and controls the tone of voice so that the meaning is made clear.	and controls the tone and volume, so that the meaning is clear.		form.
		Assesses the effectiveness of their own, and others' writing.	Uses a wide range of devices to build cohesion within and across paragraphs.
		Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).
		Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	Assesses the effectiveness of their own and others' writing. Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
<b>Vocab, Spelling, and Punctuation</b>			
Limited use of inverted commas to punctuate direct speech	Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").	Uses commas to clarify meaning or avoid ambiguity.	Uses the colon to introduce a list and uses semi-colons within lists.
Attempts to use paragraphs as a way to group related materials.	Uses paragraphs to organise ideas around a theme.	Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Punctuates bullet points when listing information.
Makes some use of the present perfect form of verbs instead of the simple past – eg "He has gone out to play". In contrast with "He went out to play".	Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).
Express time, place and cause using conjunctions. Eg when, before, after, while, because. KPI	Uses fronted adverbials (eg 'Later that day, I heard the bad news')	Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)	Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').
Uses the forms "a" or "an" according to whether the next word begins with a consonant or vowel. Eg a rock, an open box.	Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').	Uses brackets, dashes or commas to indicate parenthesis.	Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter).
Shows and awareness of headings and sub headings to aid presentation.	Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).	Uses the colon to introduce a list and uses semi-colons within lists

Year 3	Year 4	Year 5	Year 6
Expresses time, place and cause using adverbs. Eg then, next, soon, therefore.	Understands the grammatical difference between plural and possessive –s	Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').
Expresses time, place and cause using prepositions eg during, after, in, because of.	Uses commas after fronted adverbials	Knowledge of verb prefixes (e.g. dis–, de–, mis–, over– and re–).	Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.
Shows understanding of the formation of nouns, using a range of prefixes eg super, anti, auto.	Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).		Use a wide range of clause structures, varying their position within the sentence.
Shows knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble.			Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).

### Transcription/Spelling

Uses prefixes and suffixes to understand how to add them (app 1)	<b>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</b>	Uses further prefixes and suffixes and understands the guidelines for adding them.	<b>Uses dictionaries to check the spelling and meaning of words.</b>
Spells further homophones.	Uses further prefixes and suffixes and understands how to add them (Appendix 1)	Spells some words with 'silent' letters, e.g. knight, psalm, solemn.	Uses further prefixes and suffixes and understands the guidelines for adding them.
Identifies commonly misspelt words and attempts to correct them. (App1)	Spells further homophones.	Continues to distinguish between homophones and other words which are often confused.	Spells some words with 'silent' letters, e.g. knight, psalm, solemn.
Understands how to place the apostrophe in words with regular plurals eg girls' boys'.	Identifies commonly misspelt words and corrects them. (See Appendix 1)	Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.	Continues to distinguish between homophones and other words which are often confused.
Uses the first two or three letters in a word to check its spelling in a dictionary.	Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).	Uses dictionaries to check the spelling and meaning of words.	Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1
Writes from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far.	Use the first two or three letters of a word to check its spelling in a dictionary.	Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
		Uses a thesaurus.	Uses a thesaurus.

### Transcription - Handwriting

Uses diagonal and horizontal strokes that are needed to join letters and	Uses the diagonal and horizontal strokes that are needed to join letters and	Writes legibly, fluently and with increasing speed by	Writes legibly, fluently and with increasing speed by choosing which shape of a
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Year 3	Year 4	Year 5	Year 6
understands which letters, when adjacent to one another are best left unjoined.	understands which letters, when adjacent to one another, are best left unjoined.	choosing which shape of a letter to use when given choices.	letter to use when given choices.
Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.	Decides, as part of their personal style, whether or not to join specific letters.	Decides, as part of their personal style, whether or not to join specific letters.
Increases the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
		Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).	Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).

