



Bevendean Primary School and Nursery

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A place for everyone to succeed and thrive

At Bevendean Primary School and Nursery, we are committed to providing our children with a curriculum that has a clear intention and impacts positively on developing them as a learner.

Curriculum statement for the teaching and learning of Reading

Intent	<p>At Bevendean, we aim to implement a consistent and effective approach to reading by embedding reading into the core of everything we do. This includes core subjects as well as foundation subjects, working on a cross-curricular level. Throughout our teaching of reading, we enable children to read easily, fluently and with good understanding, offering provision for children who are not making expected progress. We want to ensure all children have access to reading opportunities that are suitable for their level and ability, meaning they are able to make progress and achieve their full potential.</p> <p>The range of texts, both in English lessons, Guided Reading and other areas of the Reading curriculum, that our children are exposed to allows them to develop culturally, emotionally, intellectually, socially and spiritually; therefore reading for pleasure and information becomes embedded in their lives. Developing oracy is a key focus for our children, which we enable them to develop through rich texts (fiction, non-fiction and poetry), high quality questioning and discussions around what they read allowing them to form opinions and decisions around their reading. Enhancing children's vocabulary allows children the opportunity to encounter words they would rarely hear or use in everyday speech. A key priority is to establish a relationship between school and home reading. We actively encourage and promote the use of home-school reading journals to record this to monitor the effectiveness of combining reading at home and school.</p> <p>In EYFS, early exposure to a range of books is important to begin to develop their love and understanding of reading. Children will experience to a range of books, introducing them to similarities and differences, different structures, be able to retell stories and begin to develop their understanding of new vocabulary.</p>			
	Underpinned by..	Phonics	1:1 Reading	Whole Class Reading
	Phonics is taught from EYFS to end of Key Stage 1. The programme that we use ensures that children are ready to progress and transition from EYFS to Year 1 and from Year 1 to Year 2. Phonics knowledge supports children with their early reading but this also impacts on reading throughout their school journey.	Children at Bevendean will experience 1:1 reading to ensure they are confident when reading aloud, develop a good reading pace, increase their reading stamina and that children have the opportunity to read aloud to an adult.	Whole class reading at Bevendean will give children opportunities to share in cultural experiences, develop vocabulary and increase stamina. Oracy will be a focus to encourage children to share their learning, develop their spoken language and learn skills to work effectively with their peers.	Reading at home will give children the tools to find a love for reading. They will grow in confidence, increase their stamina and ability. The involvement of key stage specific incentives will encourage the love of reading within each phase. Involvement of stakeholders throughout the school will drive children to become regular and motivated readers.

Implementation	<p>How do we implement this?</p> <p>At Bevendean, we teach English throughout the school day: in English lessons, daily Guided Reading lessons, live marking and targeted interventions. For both English lesson and Guided Reading, these lessons are created by each year group and are based around age-appropriate texts linked to their termly topics. We follow the National Curriculum to ensure there is coverage for each year group, as well as delivering a targeted bespoke curriculum for those children who are working significantly below their age-related expectations.</p> <p>Through the lessons, children are exposed to and are given opportunities to discuss new vocabulary, pre-read sections of writing to have a 'first-look to prepare them for reading with an adult, within their group. Throughout this cycle, children are given opportunities to develop a range of reading skills, build on their strengths and have their areas of developments identified and interventions put in place. These interventions will be planned for and discussed as part of pupil progress meetings.</p> <p>Throughout all reading at Bevendean, children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class.</p>
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Supported by...	<p>Guided Reading Sessions</p> <p>Guided reading is taught every day and in KS1 follows the structure of: phonics sheet, pre-read (children read their book independently), reading with teacher (children read in a group with their teacher), comprehension (Year 2 only), and activity (children complete and independent activity based on what they have read).</p> <p>KS2 follows the structure of: vocabulary (children find the definitions of words they might not recognise), pre-read (children read the chapter independently), reading with a teacher (children read in a group with their teacher), comprehension (children answer comprehension questions independently based on the VIPERS), independent activity (children complete an independent activity based on what they have read).</p> <p>Comprehension consists of children in all ages becoming familiar with their National Curriculum statements. We use a VIPERS (vocabulary, inference, predict, explain, retrieve, summarise). Establishing these skill and continuing to expand on these throughout their school journey enables children to respond to texts. As the children progress through the school, their level of challenge increases within each year group based on the complexity of the texts they are reading and the depth of the questions they are being asked to answer.</p>	<p>Cross-Curricular Opportunities</p> <p>Cross curricular opportunities to explore and discover a wide range of books are given to children across every year group. Whilst children have the book that they are reading as their 'every day reader', books are the central theme of our English curriculum. Children use books in Guided Reading and they are also given time to look at a variety of books and use these for research within their topic lessons.</p> <p>We have a library that each class are able to visit weekly and children are encouraged to take a book to read and then return the following week in exchange for a new book.</p> <p>We have taken the steps to become a 'reading school' and now involve reading in the centre of everything we do. Using the new English Framework, we have turned our 'book corners' into mini 'libraries' that revolve twice weekly. Books are represented all around our school on stands and favourite book quotes, which were chosen by the children, are displayed throughout the school.</p>	<p>Developing Vocabulary</p> <p>As a school, we develop vocabulary through an oracy approach. The National Curriculum reflects the importance of spoken language in children's development and therefore this is at the forefront of everything we do. Children participate in group work, specifically working in threes, to allow room for rich discussion. During English lessons, children are presented with high quality texts, which are used in three week bursts, exposing children to new vocabulary at a higher level. Drama underpins many lessons within our English curriculum, as well as in some foundation subjects, and this is another way for the children to develop their oracy. In each weekly sequence of Guided Reading, children begin their learning on a vocabulary pursuit, where they explore new vocabulary looking at unfamiliar words and discovering their meanings before using them in context.</p>
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<p>Thoughtful Questioning</p> <p>Children are asked thoughtful questions throughout their learning. We teach the National Curriculum, supported by a clear skills and knowledge progression when participating in Guided reading and when children are reading on a 1:1 level. Children are encouraged to ask each other thoughtful questions when participating in whole class/small group discussions too. This allows for children to demonstrate their oracy in practice.</p>	<p>Interventions</p> <p>All children are read with at least once a week on an individual basis and again with their class teacher during Guided Reading. Additional interventions happen for children working below their year group curriculum, which happen every day for these specific children. If the child is accessing their year group curriculum, they become regular readers and read 2-3 times weekly. Their progress is tracked and assessed with individual reading sheets to ensure progression.</p>	<p>Support and Challenge</p> <p>We support and challenge our readers with relevant interventions, supporting those who are working below age related expectations with targeted reading interventions and we help our rapid graspers develop their reading with opportunities for them to read and explore texts with other Greater Depth children. Where needed, children participate in bespoke Guided Reading groups tailored to each individual child's level.</p>
<p>Home/School Reading</p> <p>Each child is given a Reading Record to take home. In KS1, these are on a paper proforma that is dated and given out each half term. These Reading Records include key vocabulary for each year group to practice. In KS2, these are in books. The expectation is that these are brought into school and taken home on a daily basis for children to read at home at least 3 times weekly. These are checked off by the class teacher each day.</p> <p>Children are encouraged to read at home with help of multiple incentives. Each week, children have a Reading Assembly and a child from each class is presented with a certificate. In KS1, each class has a suitcase and a child is selected each week to take home their class 'pet', a small cuddly toy, to read to. Children then complete a page in their class journal about their experience together. In KS2, children come to the Reading Lead's classroom and select a novelty mug and a sachet of hot chocolate to take home and read with. The children are expected to complete a page in their class journal about what they have read.</p>	<p>1:1 Reading</p> <p>We ensure that every child is given the opportunity to read in school with an adult at least once a week. Children are read with an additional time with their class teacher in their Guided Reading sessions. Any child working below age related expectations is read with once a day (daily readers) and any child working within their year group curriculum but not at age related expectations are read with 3 times a week (regular readers).</p>	<p>Early Years</p> <p>Children grow a knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Adults model the application of the alphabetic code through phonics in shared reading. Children are exposed to enhanced phonic activities within the indoor and outdoor environment available for the children to explore independently throughout the day (in the Nursery and Reception classes). Phonics provision is also supplemented by a wide range of speaking and listening, English, spelling and grammar activities.</p>

Impact	<p>How do we measure this?</p> <p>Each child is formatively assessed against the National Curriculum each day during Guided Reading lessons whilst reading and during group discussions. Whenever a child is read with on a 1:1 basis, notes are made on their individual readers sheet and in their Reading Records for parents/carers to see – this also applies to any interventions that happen throughout the school day. At the end of each term, each teacher completes summative assessment for each of the children in their class. Regardless of background, ability or additional needs, by the time children leave Bevendean Primary School and Nursery, they will be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types, have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read, be inspired by literature and will read for pleasure.</p>	
Measured by....	<p>Pupil Voice</p> <p>"I have improved my reading, got better with my retrieval skills and am now more confident at reading" - Year 6 child.</p> <p>"I am so much more confident reading in front of others now. I have even learnt to read between the lines" - Year 6 child.</p> <p>"I've learned how to pronounce tricky words and find the meanings of words I don't know" - Year 4 child.</p> <p>"It's so nice to read with your teacher, when the words are tricky it means your teacher can help you" - Year 3 child.</p> <p>"It's so good to learn about different books!" - Year 3 child.</p> <p>"I can now read words I couldn't read before!" - Year 3 child.</p>	<p>Evidence in Knowledge and Skills</p> <p>Children at Bevendean will be independent, fluent and enthusiastic readers who read widely and frequently and they will have developed vocabulary beyond that used in everyday speech. In KS1, children will have decoding skills that are secure and hence their vocabulary will be developing. In KS2, children will read sufficiently, fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school.</p>

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Curriculum statement for the teaching and learning of Writing

Intent	<p>At Bevendean, we value writing as a life skill, whether this be in books, on computers and through conversation. Through the writing we do at Bevendean, we want to ensure that:</p> <ul style="list-style-type: none">• Children are able to confidently communicate their knowledge, ideas and emotions through their writing;• Children understand the purpose and importance of writing but also enjoy the writing process;• We provide a range of exciting writing opportunities and experiences, across the curriculum, that will engage and enhance all pupils and this then has an impact on their vocabulary and ultimately their writing;• All children acquire new language to widen vocabulary bank;• The teaching of spelling will enable them to use and spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school, from EYFS to year 6;• All children to develop and use a solid understanding of grammar and apply it effectively to their writing;• All children will write clearly, accurately and coherently, and are able to adapt their language and style in and for a range of contexts, purposes and audiences;• All children will be encouraged to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the time they move to secondary school;• Every child to have a learn and develop a sound knowledge of phonics, taught from EYFS, to springboard children to becoming able to apply this to both decoding in spelling and reading;• Ultimately, we want to ensure all of our children develop a genuine love of language and the written word, through a text-based approach. <p>In EYFS, teaching will focus on children developing the early skills of communication and language. Children need to be able to say what they think before they can write it. Within the programme of study, sequencing of events, asking questions, re-telling stories and demonstrating use of new vocab are early skills that children are given time to develop. This then works alongside mark making, give meaning to marks, progressing onto forming letters and having an awareness of what those letters are and be able to apply them to independent work. We want children to be able to write words and simple phrase, applying the knowledge they have gained during their time in EYFS.</p>
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	Vocabulary	Transcription	Composition	SPAG
Underpinned by..	For all of our children, we want them to have a rich and varied vocabulary that they are confident at using. We aim to build on this throughout our wide and varied curriculum, identifying topic specific vocabulary as well as developing their understanding of familiar words. We also want children to develop their ability to share their learning with their peers and stakeholders of the school.	All children are expected to learn and develop a legible, cursive handwriting style. This will ensure that presentation across the curriculum is high and is consistently produced. In EYFS, letter formation is focussed to help with the recognition of letters and how these are formed.	All children at Bevendean, will have opportunities to write different genres, for different audiences, writing for different purposes and use trip and experiences to inform these. We want all children to be able to produce writing that meets the expectations of their curriculum and will give them a range of writing opportunities to achieve this.	All children at Bevendean will follow a phonics/spelling programme that is progressive from EYFS to Year 6. With regards to grammar, children in Year 1 to Year 6 will be exposed to explicit grammar teaching, which again is progressive and in line with the National Curriculum.

Implementation	<p>How do we implement this?</p> <p>At Bevendean, writing is taught every day through our English lessons. The daily lessons are based on rich, diverse texts with a unit of work that is taught over 2/3 weeks. With the lessons, there is a specific focus on 3 types of writing opportunities: skills based, short burst and a success criteria write. For each of these types of writing, children are able to develop and apply specific skills that enable teachers to confidently moderate and level writing accurately as well as identify gaps in learning.</p> <p>Within each lesson cycle, spellings are either introduced, revisited or practised, linked to the spelling programme that is followed. Each lesson key skills are rehearsed, whether it be a grammar element of the curriculum or a writing skill focused, such as handwriting. Across all areas of the curriculum, that include writing, oracy and developing vocabulary is key: new vocabulary is introduced across the curriculum, which is linked to specific lessons and topics, opportunities are given for all children to use this vocabulary in both speaking and writing, stem sentences are given in a range of subjects across the curriculum to support children's responses and develop their ability to record their understanding and ideas and share these confidently in a variety of ways.</p> <p>Within all lessons, children will be exposed to high quality teacher modelling that will demonstrate use of vocabulary, implementation of year group expectations and the thought process of writing. This modelling will be a combination of live modelling as well as some pre-written examples. Children are then encouraged to use the insight gained from this modelling to write independently.</p> <p>In Early Years, opportunities to write are planned for throughout many elements of the curriculum, whether it be through explicit writing based English lessons, topic lessons or targeted interventions. Children in EYFS are exposed to writing, to build confidence, enjoyment and a genuine interest in learning how to write.</p>
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Supported by...	<p>High Quality Texts Throughout all English lessons, children are exposed to a diverse range of authors, with a specific focus on representation. All texts used are linked to the current text and are planned over at least a 3-week block. Throughout the year, teachers review suitability of the text and look for other opportunities to introduce new texts.</p>	<p>Cross-Curricular Opportunities All texts used within English lessons are based around the topic that the children are learning about. These texts also have some cross-curricular links, for example Year 2 learn about Amelia Earhart from History and Year 4 learn about Rainforests linked to Geography. Within all of these activities, vocabulary is build around these topics, which the children can then use in a variety of lessons within the topic. All writing expectations that are taught within English lessons, are expected to be transferred to foundation subjects, when writing within those lessons.</p>	<p>Developing Vocabulary Within all lessons, explicit vocabulary teaching occurs, including foundation subjects. Key vocabulary, that the children need, is highlighted and discussed with the children, to enhance their knowledge and vocabulary of that specific subject. Opportunities to gather vocabulary within activities are given, looking at synonyms and antonyms. Misspelled words are identified for children, focussing specifically on high frequency words or topic specific vocabulary that is accessible for the children.</p>
	<p>Thoughtful Questioning Within planning of lessons, specific questioning is identified and pre-thought to ensure children are supported and challenged within their learning. Stem sentences are included in lessons to support children with their oracy, ensuring that all children have a sentence starter when prompted with a question. Children are targeted with questioning, to ensure children develop confidence when sharing ideas within a class discussion and are challenged and supported at the right level.</p>	<p>Interventions Within all year groups, children experience a range of interventions to support them with their writing or challenge them to learn and apply new skills. Class teachers spend time with each child, within each unit, conferencing their writing and discussing targeted feedback for them to edit within their work and apply to their next piece. Within each year group, targeted groups take place, including bespoke spelling, targeted phonics and regular spelling interventions.</p>	<p>Support and Challenge Within our whole curriculum, we aspire to support and challenge all of our children to 'keep up, not catch up' with their learning. In our English curriculum, lessons and activities are designed to enable all children to access the learning at their own pace and level, whilst providing opportunities for deepening understanding through challenge. This may be seen through task/resources, questioning, levels of support, presentation of work and representation of findings.</p>
	<p>SPAG SPAG is explicitly taught in Years 2 and 6, with SPAG activities being used as Key Skills within other year groups. These activites can be linked to the year groups expectations for spelling and grammar.</p>	<p>Phonics We use a programme called 'Phonics Shed' to run explicit phonics lessons from EYFS to Year 2. Children take part in a 20-30 minute lesson daily, learning and rehearsing phonics sounds. In Key Stage 2, phonics interventions are run for those children who continue to need support.</p>	<p>Moderation Throughout the whole school, there are many opportunities to moderate writing: within phases, whole school staff meeting, within our school partnership group and LA moderation sessions. Within these sessions, children's class work can be used as well as the 'I am a writer' pieces created termly.</p>

Impact	How do we measure this?			
	<p>The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.</p>			
Measured by....	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Support and Challenge
	<p>Through discussion and feedback, children talk enthusiastically about writing and understand the importance of this subject. They can talk about the texts that they learn and write about, and specifically about what they have enjoyed.</p>	<p>Pupils can make links between text types and different genres that they have written in. They can recognise similarities and differences and discuss their writing journey.</p>	<p>Children are taught writing progressively during their school journey and at a pace appropriate to each individual child. Teacher's subject knowledge ensure that the skills are matched to National Curriculum objectives.</p>	<p>At the end of each year, we expect the children to have achieved ARE (Age Related Expectations) for their year groups. Some children will have achieved GDS (Greater Depth) and some children will have made expected progress within their bespoke curriculum.</p>



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