



## Curriculum Intent Statement for Science

### Our School Vision

*"Our school is a church school with strong Christian foundations. We aim to provide the very best for every child in our school and to help them to reach their potential within a safe and secure Christian environment. Our current Vision is based on the school needs at the current aim and is based on:*

*"Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you."*

*Ephesians 4:32*

*St George's Church of England Primary School - supporting each other to courageously flourish, within our community, armed with our shield of Christian values. Be Kind. Be Compassionate. Be Forgiving."*

### Curriculum Intent

At St George's Primary School, we believe that the curriculum should:

- deliver a depth and breadth of learning
- excite and engage children
- be relevant to the school's improvement journey
- allow children to embrace challenges with resilience
- develop children who show compassion to all

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

## **Phonics Intent**

At St George's we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations for learning, enabling fluency within both reading and writing across the curriculum. Through phonics, children learn to blend sounds to read words and use segmentation to support spelling. These fundamental skills not only support learning throughout the wider curriculum, but also have a huge impact on the children's self-esteem and future life chances.

## **Implementation**

Our curriculum is shaped by our school vision, which aims to enable all children to engage and flourish within learning.

Phonics is taught daily throughout the Foundation Stage and Key Stage 1. Within these sessions, children have the opportunity to revisit prior learning, learn new graphemes and phonemes, and practise and apply new skills in structured but engaging ways. They also practise reading and spelling of both the tricky words and the common exception words.

Children are set by ability across the year groups and progress through the phases following the 'Letters and Sounds' structure and using the National Curriculum guidance. This ensures that knowledge and skills are built on year by year, using clearly sequenced lessons.

The children are assessed termly to inform the next steps within planning and teaching.

Interventions are also set up for children within Key Stage 2 who have not met the age related expectations by the end of Key Stage 1, or for those who need additional support with reading and spelling.

## **Impact**

Through the teaching of systematic phonics, our aim is for children to become confident in both reading and spelling by the end of Key Stage 1. This allows them to develop greater fluency and understanding as they progress through the school.

Attainment in phonics is measured using the termly phonics assessments for both reading and spelling and using the national Phonics Screening Tests at the end of Year 1.