



Our Curriculum Intent, Implementation and Impact Model

Our P.U.R.P.L.E. Curriculum Intent, Implementation and Impact Model

P.U.R.P.L.E. is an acronym that stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.' ...and that they keep shouting it for the rest of their lives! Our Curriculum Intent, Implementation, and Impact Model for 2020-2021 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document

How do children become P.U.R.P.L.E in Writing?

<u>PROUD: I am Proud. I am proud of my work and the effort that I have made to produce it.</u>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To provide lots of opportunities to celebrate very high quality work To provide lots of opportunities to celebrate effort 	All children are taking pride in the work that they are producing and the effort that they have put into achieving it. This is being celebrated by all adults.	We will use Class Dojo, P.U.R.P.L.E. assemblies and Open Days to celebrate work and effort.	Children and adults will be proud of the work produced at LGCS and the efforts that the children have made. Work scrutinies, pupil interviews and 'Chequebook' walks will show that all children and adults demonstrate the Proud value in every lesson.
		Hold moderation meetings once a block to ensure that high standards of presentation are maintained in Writing.	
		Use Class Dojo, P.U.R.P.L.E. assemblies and a termly Celebration Exhibition to celebrate work and effort. Authentic Author awarded every 6 weeks.	

<u>UNIQUE: I am Unique. I am an individual who offers many talents. Everybody is good at something.</u>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To deliver a curriculum that offers children a chance to develop a wide range of skills in all areas of learning To devote plenty of time to all areas of learning, so children can showcase their talents 	All children are being taught a broad and balanced curriculum, which recognises and celebrates their individual strengths but also identifies and addresses any gaps that they may have.	We will use children as experts in all subjects in every class.	Every class will use child experts in each subject. Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Unique value in every lesson.
		We will deliver a curriculum that provides enough time for knowledge and skills to be developed in all subjects.	
		We will provide interventions to ensure that all children become the best that they can be	

<u>REFLECTIVE: I am Reflective. I learn from my mistakes and get better at things as a result.</u>



Intent		Implementation	Impact
What are our aims?	What do we want to see?	What will we do?	What will success look like?
<ul style="list-style-type: none"> To provide opportunities for children and adults to reflect on learning and then provide opportunities to act upon it 	All children are reflecting on their learning and benefitting from high quality adult pupil dialogue, which is based on accurate AFL.	We will train all teachers and Learning Support Assistants to provide high quality feedback.	Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Reflective value in every lesson.
		We will recap learning to ensure that knowledge is remembered and skills applied.	
		We will teach children to peer and group mark work successfully and reflect on their work.	
		Teach children to peer edit as the new scheme uses this.	

POSITIVE: I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.

Intent		Implementation	Impact
What are our aims?	What do we want to see?	What will we do?	What will success look like?
<ul style="list-style-type: none"> To provide lessons which really challenge a child's understanding by delivering an age related curriculum to all children all day, every day To teach higher order thinking skills and an "it's good to be stuck" ethos To provide praise, praise and more praise! 	All children using appropriate strategies to achieve learning objectives, which challenge them.	We will plan, deliver, and assess using RWI Spelling and Language and Literature to ensure that the level of challenge is appropriate for all children in in all lessons.	Work scrutinies, pupil interviews, and 'Chequebook' walks show that all children and adults demonstrate the Positive value in every lesson.
		We will hold regular staff meetings to understand how children approach challenges that they are stuck on.	
		Use word books, word banks and Learning Walls to enable the children to be positive.	

LOVING: I Love. I respect and love the world that I live in. I respect and love other people. I respect and love myself.

Intent		Implementation	Impact
What are our aims?	What do we want to see?	What will we do?	What will success look like?
<ul style="list-style-type: none"> To provide a curriculum that places a high degree of emphasis on building mutual respect To provide a curriculum that enables a child to recognise that they can influence local, national and international communities To have high expectations about the quality of the learning environment and of the child's actions and attitudes within it 	All children are profiting from a climate of mutual respect in which Positive Behaviour Intervention Strategies are applied at all times. They feel seen, safe, soothed and secure.	We will follow a Behaviour Policy which encourages Positive Behaviour Intervention Strategies for all.	In Interviews children and staff can demonstrate that they feel seen, safe, soothed and secure at school.
		'Love where we live' by completing topics on our school and our mining heritage.	Pupil Interviews and Ambassador led learning walks indicate that the children are 'loving'.
		We will teach children how to support one another by working in mixed ability pairs and take care of the school.	In pupil interviews, children enjoy working in mixed ability pairs and have the skills to support each other successfully.



EMPOWERED: I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> To equip children with a wide range of skills that they can use throughout their life To ensure that every single stakeholder at the school's sole focus is making sure that every single child leaves our school being 'the best that they can be' 	All children are fully focused on their learning and either acquiring new knowledge/skills or applying knowledge/skills that have been previously taught.	We will ensure that all teaching and support staff complete a research project designed to improve subject knowledge.	Knowledge and skills are progressive, demanding and match the aims of the P.U.R.P.L.E. curriculum for all pupils in all classes.
		We will hold regular Subject Leader, R.A.P And Link Governor Meetings to ensure that high standards are maintained and to ensure that the development of knowledge and skills is progressive in all subjects.	Children make good progress in all subjects.
		We will ensure that every child in the school completes a P.U.R.P.L.E. Passport.	Children increase the range of P.U.R.P.L.E. experiences that they have had.
		We will teach children how to be P.U.R.P.L.E.	In pupil interviews, children can talk with confidence about being P.U.R.P.L.E.

How do we teach Writing?

- During Writing lessons, children are referred to as Writers.
- Writing in EYFS** In EYFS, children spend a daily session in the Writing zone. In this session, children take part in an adult led session focusing on Early Writing. They also choose from a selection of activities and games designed to promote early Numeracy
- Writing in Years 1 to 6**
Writing is taught daily using the Language and Literacy scheme; 2 weeks fiction with a big write; 2 weeks non-fiction with a big write; two weeks topic based writing with an applied write, for which the Authentic Author Award will be awarded. Children are given the skills to write confidently and expressively for a range of different purposes. Children spend time learning to retell a text. They are immersed in this text and spend time looking at its structure, the vocabulary and the plot. The children then use this text to support them with their writing.

In each year group children explore a range of genres and text types across the year, including fiction, poetry, information texts, dialogue and plays, biography and so on.

Teachers give guidance and instruction to children to improve writing skills. This includes grammatical accuracy and correct use of punctuation. We involve pupils in their own learning by sharing assessments with them, agreeing individual targets and sharing success criteria.

We use Read Write Inc. Spelling to support the teaching of spelling rules and the children practise and improve handwriting daily.

Progression of Knowledge and skills

EYFS

<u>Birth to 11 months</u>	<ul style="list-style-type: none"> Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).
<u>8-20</u>	



<u>months</u>	
<u>16-26 months</u>	<ul style="list-style-type: none"> • Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).
<u>22-36 months (3)</u>	<ul style="list-style-type: none"> • Distinguishes between the different marks they make
<u>30-50 months (4)</u>	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
<u>40-60 months+ (5)</u>	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt</p>

<u>Year 1</u>	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught; common exception words; the days of the week. • Name the letters of the alphabet in order and using letter names. • Add prefixes and suffixes (s or es; un; ing, ed, er, est). • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • How words can combine to make sentences. • Joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Write sentences by re-reading what they have written to check that it makes sense. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters • Form digits 0-9. • "Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter; word, singular, plural; sentence; punctuation, full stop, question mark, exclamation mark"
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<u>Year 2</u>	<ul style="list-style-type: none"> • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Develop their understanding of the concepts set out in English Appendix 2 (Year 2): Formation of nouns and adjectives using suffixes such as –ness, –er –ful –less and by compounding. • Develop their understanding of the concepts set out in English Appendix 2 (Year 2): Use of the suffixes –er, –est
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	<p>in adjectives and –ly to turn adjectives into adverbs.</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Expanded noun phrases for description and specification. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list. • Apostrophes to mark where letters are missing (contracted forms) in spelling and to mark singular possession in nouns. • Develop positive attitudes towards and stamina for writing by writing for different purposes. • Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-read to check for errors in spelling, grammar and punctuation. • Form lower-case letters of the correct size relative to one another. • Use spacing between words that reflects the size of the letters. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • "Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: compound, suffix; tense (past, present); noun, noun phrase; statement, question, exclamation, command; adjective, adverb, verb; apostrophe, comma."
<p><u>Year 3</u></p>	<ul style="list-style-type: none"> • Spell words that are often misspelt. • Use further prefixes and suffixes and understand how to add them. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by expressing time, place and cause using conjunctions, adverbs, or prepositions • Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by use of the present perfect form of verbs instead of the simple past. • Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by introduction to paragraphs as a way to group related material. • Place the possessive apostrophe accurately in words with regular plurals. • Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by introduction to inverted commas to punctuate direct speech. • Draft and write by using simple organisational devices [for example, headings and sub-headings] in non-narrative material. • Draft and write by creating settings, characters and plot in narratives. • Proof-read for spelling, grammar and punctuation errors and suggest improvements. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • "Use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; inverted commas (or 'speech marks')."
<p><u>Year 4</u></p>	<ul style="list-style-type: none"> • Spell words that are often misspelt. • Use further prefixes and suffixes and understand how to add them. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Appropriate choice of



	<p>pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Use of paragraphs to organise ideas around a theme. • Fronted adverbials. • Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Standard English forms for verb inflections instead of local spoken forms. • Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Use of commas after fronted adverbials. • Draft and write by using simple organisational devices [for example, headings and sub-headings] in non-narrative material. • Draft and write by creating settings, characters and plot in narratives. • Proof-read for spelling, grammar and punctuation errors and suggest improvements. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • "Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading: determiner; pronoun, possessive pronoun; adverbial."
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<p><u>Year 5</u></p>	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use further prefixes and suffixes and understand the guidance for adding them. • Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by: Converting nouns or adjectives into verbs using suffixes. • Using expanded noun phrases convey complicated information concisely. • Devices to build cohesion within a paragraph. • Linking ideas across paragraphs using adverbials of time, place and number. • Indicating degrees of possibility using adverbs or modal verbs. • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Use of commas to clarify meaning or avoid ambiguity. • Brackets, dashes or commas to indicate parenthesis • Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions. • In narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action. • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining]. • Proof-read for spelling grammar and punctuation errors and suggest improvements. • Evaluate and edit by assessing the effectiveness of their own and others' writing. • Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • "Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; cohesion, ambiguity."
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<p><u>Year 6</u></p>	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use further prefixes and suffixes and understand the guidance for adding them. • Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by how words are related by meaning as synonyms and antonyms. • Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by use of the passive to affect the presentation of information in a sentence.
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| | <ul style="list-style-type: none">• Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.• Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by the difference between structures typical of informal speech and structures appropriate for formal speech and writing.• Use of the semi-colon colon and dash to mark the boundary between independent clauses• Use of the colon to introduce a list and use of semi-colons within lists.• How hyphens can be used to avoid ambiguity.• Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions.• In narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action.• Précising longer passages.• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].• Proof-read for spelling grammar and punctuation errors and suggest improvements.• Evaluate and edit by assessing the effectiveness of their own and others' writing.• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.• "Use and understand the grammatical terminology in English Appendix 2 (Year 6) accurately and appropriately when discussing their writing and reading: subject, object; active, passive; synonym, antonym; ellipsis, hyphen, colon, semi-colon, bullet points |
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