

Strong Foundations at St Lawrence CE (A) Junior School

Year 3 – Year 6 Provision

Vision and Values

Our vision is for every pupil to **achieve** the best they possibly can, **believe** in themselves and others and **care** for the world around them. This underpins the design, sequencing and implementation of our curriculum from the moment our children join us in Year 3, right up until they leave us in Year 6.

Our values of **aspiration, courage, perseverance, faith, self-esteem, community, generosity, forgiveness and compassion** directly shape pupils' attitudes to learning, interactions with each other, and the culture of the school. These values are embedded through strong, predictable routines, direct teaching and clear modelling from all staff.

Curriculum Intent

Across Year 3, Year 4, Year 5 and Year 6, our curriculum prioritises:

- secure foundations in language and communication
- reading, including phonics, fluency and comprehension
- writing, including transcriptional fluency
- mathematical fluency, including times tables and arithmetic
- personal, social and emotional development
- equitable access for all pupils, particularly those who are quieter, disadvantaged or have SEND

We focus on a small number of high value components that must become automatic. This ensures all pupils keep up and do not rely on later intervention. Pupils that do need additional intervention are provided with one-to-one tutoring and catch up sessions with a trained SEND Champion, in addition to high quality whole class teaching with a teacher.

Year 3 Provision

The strong transition programme in place between the incoming Year 2 pupils and St Lawrence allows for a coherent and well-planned start to our Year 3 provision. Alongside many informal opportunities to discuss each new pupil, a well-structured

formal handover enables both school leaders and class teachers to develop a strong understanding of the needs of each child before they start in Year 3. Alongside these meetings, pupils from both The Orchard and external infant schools have a bespoke programme of visits to the school throughout Year 2 to enable a strong sense of belonging prior to starting.

On entry, all pupils are baselined within the first two weeks of starting at St Lawrence in all core subjects in order to clearly assess any gaps in foundational knowledge.

Following this, the children are supported to catch up quickly through:

- Daily Quality First Teaching across the core and wider curriculum following our QFT Toolkit (appendix 1)
- Strong focus on oracy with 'every child speaking every lesson, every day' mantra
- Shrek oracy techniques used by all adults
- PP First Strategy for all DA pupils
- Daily Quality First Behaviour following the principles of Tom Bennet
- Data-driven flexible groups in mathematics with bespoke teaching strategies
- Targeted evidence-informed interventions run by SEND Champions
- Early identification of additional needs with SENCO, teacher and parent

Reading including phonics, fluency and comprehension

The Little Wandle Rapid Catch Up phonics programme is delivered to any child that needs it on entry. Assessment is used to identify gaps quickly, and additional practice is delivered 1:1 or in small groups by our Little Wandle trained Champions.

Teaching includes:

- Systematic progression of GPCs
- Regular revisiting and rehearsal
- Matched decodable reading books
- x 3 adult-led reading sessions per week (decoding → prosody → comprehension)

Writing:

We explicitly teach:

- Letter formation
- Tripod pencil grip through the Nip-Flip-Grip method
- Transcriptional accuracy through daily dictation
- x 3 weekly handwriting

Mathematics

We teach strong foundations in mathematics through:

- Structured mathematical talk
- Manipulatives
- Daily fluency routines, including rolling numbers
- Consistent number formation instruction
- Fine motor strengthening activities to support grip, control and stamina.

Where needed, during additional intervention sessions, children learn secure understanding of number, subitising, and early composition and comparison relationships. Number formation rhymes and visual prompts are used consistently to support pupils in learning correct number formation, providing clear, memorable cues that strengthen accuracy, fluency and independence in early mathematics.

Beyond Year 3 (Years 4, 5 and 6):

Oracy: *'Oracy isn't just about speaking, it's about feeling heard'*

We follow many of the principles of Voice 21 Oracy and embed daily speaking and listening opportunities through:

- Daily Turn and Talk with consistent talk guidelines
- Thinking Time
- Probing Questions
- Say It Again Better techniques
- Expectation of responses in full sentences
- No Opt Out techniques
- Oral rehearsal prior to writing
- Word banks and sentence starters for pupils needing support
- ShREC approaches used by all staff

This develops confident, articulate pupils and promotes respectful discussion.

Reading including phonics, fluency and comprehension

Phonics intervention, using Little Wandle Rapid Catch Up, continues throughout Year 4,5 and 6 where necessary, including for in-year admissions. We use the Little Wandle Rapid Catch Up assessment tracker to identify precisely:

- Which GPCs are secure
- Which require further teaching
- Which pupils require additional practice

Fluent readers move onto progressively appropriate texts; those who need more practice receive targeted support, including small group and one to one reading intervention.

Whole class reading is delivered to all groups of children x4 weekly

Whole

Writing: Transcription and Composition

We prioritise transcriptional fluency to avoid cognitive overload during composition. Provision includes:

- x2 weekly handwriting using Letter Join
- Explicit teaching of letter families and number formation
- Continued focus on pencil grip and posture (Nip-Grip-Flip)
- Daily dictation sessions
- Writing that is modelled, orally rehearsed, scaffolded and gradually released to independence

This sequencing ensures pupils learn to compose sentences securely before moving to longer pieces.

Although there is a range of text types children are supported in writing, the focus is on securing strong sentence construction, accurate transcription and fluency before extending to longer pieces.

Mathematics

We follow a mastery approach. Teaching centres on:

- micro steps that avoid gaps
- concrete, pictorial and abstract approach

- daily vocabulary and sentence stem oral rehearsal
- precise use of representations
- precise teacher explanations using accurate mathematical vocabulary
- daily Rolling Number sessions
- structured rehearsal of number facts to strengthen automatic recall of key facts such as number bonds and other maths facts. Where needed, number formation continues to be supported through visual prompts and targeted practice.

Targeted Support and Inclusion

We maintain sharp focus on pupils who are:

- Disadvantaged (Pupil Premium, LAC/PLAC and Young Carers)
- Have SEND
- Are quiet, passive or reluctant to contribute
- Have delayed language or fine motor development

Strategies include:

- Cold Calling and Pre-Calling to ensure targeted questioning
- Targeted vocabulary support
- Structured partner talk to encourage full participation
- Extended wait time- to support quieter pupils
- Scaffolds and task steps to reduce cognitive load
- ‘Think Aloud’ strategies used during scaffolding, so children are clear on the process
- Precision teaching for targeted skills
- Use of concrete manipulatives before pictorial/abstract tasks
- Chunked instructions supported with visuals
- Structured interventions (Literacy for All, Pre-Teach, TEACCH activities)
- Regular review of phonics, reading, fine motor and speech progress

Support is designed to help pupils keep up, not catch up.

Recall and Retrieval

Across all subjects, teachers:

- check prior learning from the previous week, term and/or year in a ‘Memory Moment’
- revisit core knowledge and core vocabulary to secure long-term retention using knowledge organisers, mind-maps, low stakes quizzes, and structured written recall tasks
- explicitly teach and rehearse vocabulary, every lesson
- ensure learning intentions are clear and manageable

Behaviour and Personal Development & Wellbeing

Staff explicitly teach routines and expectations, including:

- How to show compassion with peers and adults
- How to resolve conflict and show forgiveness
- How to show perseverance when learning feels challenging
- How to manage emotions and seek help where needed
- How to care for equipment

Zones of Regulation are used to support children to manage their emotions, and these are displayed in every class and strategies are shared with the children. Our values (**aspiration, courage, perseverance, faith, self-esteem, community, generosity, forgiveness and compassion**) are reinforced in daily interactions and celebrated in assemblies and classroom practice.

Visuals, such as the Behaviour Ladder and the QFB Charters are used consistently throughout classrooms and across the school to support pupils’ understanding of learning expectations, routines and behaviour, providing clear, accessible prompts that enable all children to access the curriculum and regulate their conduct effectively.

All children receive targeted teaching and modelling of this desired behaviour through behaviour reboot assemblies and lessons. Children with additional needs are targeted using a bespoke approach, for example by using regular check-ins, social stories and Cartoon Conversations.

Impact

- Pupils leave Year 6 with strong foundations in reading, writing and mathematics.
- Early identification and rapid intervention ensure very few pupils fall behind.
- Curriculum sequencing results in secure knowledge and increasing independence.
- Children demonstrate resilience, confidence and positive attitudes to learning.
- Pupils are articulate, compassionate and have high levels of self-esteem; they understand and embody the school values.
- Children transition to Key Stage 3 ready to access the full curriculum successfully.

Appendix 1:

 <p>Discuss LI & SC MT/YT vocab Sentence stems Reference WW</p>	 <p>I do. We do. You do. Think Alouds Clear Explanations</p>	 <p>Thinking Time Turn and Talk Think, Pair, Share</p>
 <p>Check For Understanding Cold Call No opt Out Say It Again Better Hinge Questions</p>	 <p>Check For Understanding 3,2,1, Chin It Compare Slow down Move on</p>	 <p>Resources Visuals Word banks Scaffolds SEND support</p>
<h2>QFT Toolkit</h2>		
<p>Quality First Behaviour underpins all of this. Ensure consistent, slick routines in place.</p>		