



Curriculum Statement for the Teaching and Learning of English

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is paramount. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Intent	<p>At Buckton Vale, our English curriculum is carefully designed to develop children's love of reading, writing and discussion that will have positive impact on their development.</p> <p>We provide a rich and stimulating reading environment to enable children to read with confidence, accuracy, fluency, understanding and enjoyment. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum. We believe that children need to have a secure knowledge-base that allows them to develop into confident, creative writers, readers and communicators so that they become lifelong learners.</p> <p>Our English curriculum is carefully planned to expose children to a wide range of texts, stories, poems and authors from different cultural and contextual backgrounds, so that children can both see themselves reflected in, and develop an appreciation of the diversity of the world, through their learning.</p> <p>We ensure that our children apply their English skills to all areas of the curriculum.</p>
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	High Expectations	Modelling	Fluency	Vocabulary
Underpinned by	At Buckton Vale, we have the highest expectations of all children, providing a broad range of learning and experiences to enable every child to fulfil their full potential.	Teachers provide examples of good practice across English and consistently model high expectations through written and spoken language.	Children apply English skills across the curriculum with ease.	Children are exposed to ambitious vocabulary. New vocabulary is discussed so that pupils understand meaning and context. Pupils are encouraged to apply new vocabulary into their own work.

	Phonics	Guided Reading	Class Texts
Implementation	We teach phonics through Read, Write Inc. Staff are trained to deliver the programme and throughout the year will work with a RWI consultant and the RWI Lead to develop and update practice. Children are assessed every half term on their phonic knowledge and grouped according to their ability. The children read decodable texts that match their phonic level. Phonics is taught daily in Reception and KS1.	We follow a whole class guided reading approach teaching skills through VIPERS. This method is to expand pupil's vocabulary and deepen their understanding of the texts that they are reading. Children are exposed to a wide range of texts, media, genres and authors appropriate to the age and key stage of the pupils.	We teach through a text following Literacy Tree, Writing Roots. Every class covers two to three focus texts each half term. The book-based planning sequences provides comprehensive curriculum coverage and engages children to write with a clear audience and purpose.



	SPaG	Golden Writing	Handwriting	Interventions
Implementation	Spelling, Punctuation and Grammar is taught through Read, Write Inc Phonics in Reception and KS1 and Read, Write Inc Spelling in KS2. Specific lessons will also be taught in English lessons linked with the current writing unit. Pupils will acquire strategies to enable them to become independent learners in English.	Each year group has the opportunity to write in a range of genres building on previous knowledge and skills. Children learn to re-read, edit and improve their work following our school editing code. Final writing pieces from Literacy Tree units are displayed in golden writing books.	We place a high focus on the presentation of work and consider it vital that children develop a fluent style of handwriting that allows greater focus to be placed on the content of the writing. In handwriting sessions, letter formation and cursive joins are modelled by the class teacher and practiced by the children in their handwriting books. Teachers follow 'Achieving Excellence in Handwriting'. Children are taught letter families and use guidelines to ensure that writing is consistent across all subjects. In Year 4 and 5, all children have the opportunity to earn a pen licence for demonstrating consistently good presentation of their work.	Read, Write Inc tutoring is used to support children and address gaps within their reading. SCODE spelling is taught to groups of children to address gaps in spelling.

	Reading for Pleasure	Cross Curricular	Whole School Events
Implementation	Children take home a reading for pleasure book alongside a reading book based at their reading level. Reading for pleasure books are chosen from our school or classroom libraries. Staff read to the children modelling expression, intonation and excitement that bring stories to life. Each year children are encouraged to take part in the Tameside Libraries Summer Reading Challenge to continue their love of reading over the summer. Every classroom has a Reading Corner, where children have access to a wider range of books, linked to class learning where appropriate.	Reading and writing is taught across the curriculum ensuring that skills are applied and consistent in other subject areas.	Each year we celebrate World Book Day to bring the whole school together. Other events such as book fairs, plays, author visits, Tameside library zoom sessions and competitions are also organised.

KS1 – This is a Reading lesson or This is a Writing lesson

KS2 – This is an English lesson. English is the language we use in our school. In English lesson, we learn how to speak, read and write effectively so we can express our ideas and find out new things.



	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
Impact outcomes	<p>Through discussion, children talk confidently about reading and writing and understand the importance of the subject. With others they can share their views and opinions on what they have read and enjoyed.</p>	<p>Children understand our reading and writing process. They can make links between texts and discuss genres, themes and authors choices within them. Additionally, they recognise similarities and differences.</p> <p>Children in school enjoy English and develop into fluent readers and confident writers, which is reflected in children's work.</p>	<p>Children are taught National Curriculum objectives for their year group.</p> <p>Children develop skills from their starting points to achieve their full potential.</p> <p>Pupils will be able to succeed in all English lessons because work will be appropriately scaffolded.</p>	<p>At the end of each year we expect the children to have achieved Age Related Expectations for their year. Some children will have progressed further to achieve Greater Depth. Children who have gaps in their learning will receive appropriate intervention to support their learning further.</p> <p>We measure the impact in a range of ways, including:</p> <ul style="list-style-type: none">• Learning walks• Lesson observation and feedback• Book looks• Pupil voice conversations• Team planning and teaching• Staff meeting training and discussion• Termly summative assessments• In-house and local cluster moderation• External testing