

Curriculum Statement:

“He that loves reading has everything within his reach.” William Goodwin
“If you want to change the world, pick up your pen and write.” Martin Luther

The Greenvale Offer:

National Curriculum:

Pupils learn the knowledge and skills required of them to be academically successful, building upon their individual starting points.

Inclusion / Diversity:

At Greenvale we strive to ensure that every member of our school has equal access to our curriculum. Where necessary, activities are adapted to meet these needs so that all are able to succeed in what they do.

Greenvale champions diversity, ensuring that our curriculum is reflective of our community.

Values:

Pupils are able to apply our six school values to all aspects of our curriculum. These values form the foundation of our learning at Greenvale.

Our school values consist of:
Respect, Kindness, Co-operation, Responsibility, Resilience and Courage.

Community:

We are a hub of our local community and seek opportunities to enhance our offer where possible.

This includes links to our Forest School, The ARC Centre, places within our local community as well as the use of visits / visitors to broaden and develop opportunities and experiences for our children.



<p style="text-align: center;">Intent (What do we want our children to know and be able to do?)</p>	<p style="text-align: center;">Implementation (What will it look like in the classroom?)</p>	<p style="text-align: center;">Impact (How will this be measured?)</p>
<ul style="list-style-type: none"> ● To enjoy the English curriculum and develop confidence in their own proficiency with the English language. ● To become real readers and real writers who do so for pleasure as well as practical purposes. ● To build on the skills and knowledge they acquire as they progress through the school, developing deeper understanding and greater proficiency. ● To enjoy the opportunities they are given to perform, speak and develop listening skills. ● To experience a broad and balanced offering of literature that responds to their needs while at the same time offering alternate views of the world in which they live. ● Develop a rich vocabulary of Tier 2 and 3 words that enable them to articulate themselves and be understood more clearly. 	<p>In writing:</p> <ul style="list-style-type: none"> ● A clear focus on fiction, non-fiction or Poetry. ● Working walls showing current learning for children's reference. ● Fiction writing taught using the principles of the Talk for Writing programme. ● Hamilton Trust planning will be used for teaching Non-fiction writing until it is developed using the T4W approach in 2022-2023 (SIP) ● Teaching tailored specifically to the needs of the class following on from a cold write in Fiction. ● Children imitating language orally, before reading it and analysing it. ● Children writing their own versions of the model texts that demonstrate their acquisition of and progress in writing skills. ● Children self editing and improving draft writing. 	<ul style="list-style-type: none"> ● Formative and summative assessment will show attainment and inform each class teacher's future planning. ● Children's work will be celebrated and on display. ● Children's progress through the '10 Before 10' books for their year group is monitored and celebrated. ● Writing is assessed at the end of each half term. ● Termly teacher assessments are informed by a range of tasks and entered on the school management system. ● Reading comprehension is assessed each half term. ● Year 2 and Year 6 complete the statutory SATs test each May. ● Spelling is tested weekly. Teachers monitor progress of their classes.



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<ul style="list-style-type: none"> ● Develop and apply strategies for spelling new and well known words. This includes the application of phonics. ● Develop a cursive handwriting style that allows for unimpeded flow in writing tasks. ● To know the grammatical terms for language and so better understand how to use it. ● Appreciate and write poetry as an expression of feelings and ideas, given intensity by the use of distinctive style and rhythm. ● Perform a piece of work in front of an audience: as a member of class, as an individual for example in our annual Poetry Slam. 	<ul style="list-style-type: none"> ● Shared writing, developing a Toolkit of author skills. ● Vocabulary collections on display for children's use. ● A neat cursive handwriting style. ● VIPERS reading focuses on display to support comprehension development. <p>In reading:</p> <ul style="list-style-type: none"> ● A variety of regular reading opportunities for example, individual, group for with an adult. ● A variety of rich texts related to the theme being studied. ● A comfortable and inviting reading corner that offers a selection of books alongside the 10 Before 10 lists of titles specifically curated for each class. ● Clear indication of what the class reading book is for that half term. 	<ul style="list-style-type: none"> ● Children develop fluency and make progress through the decodable reading scheme used by the school. ● Termly phase assessments show the progress made by each pupil in KS1. ● Pupils in Year 1 are assessed during the summer term using the phonics screening assessment.

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	<ul style="list-style-type: none"> ● Phonics and knowledge about spelling rules and patterns being used to support spelling. <p>In speaking and listening:</p> <ul style="list-style-type: none"> ● Children reciting model texts and poetry with their peers or in front of an audience. ● Children sharing ideas with and working together with writing partners. <p>In phonics:</p> <ul style="list-style-type: none"> ● Children receiving daily phonics lessons using the Essential Letters and Sounds scheme, which helps children to decode and blend sounds together. ● Children encoding, by segmenting words so that they are able to write words accurately. 	<ul style="list-style-type: none"> ● Pupils in EYFS are assessed according to the Literacy goals in comprehensions, word reading and writing.