



English Curriculum Intent

INTENT

At Oakfield Primary Academy, our intent is to provide an inspirational English curriculum for our children. We understand that strong literacy skills are needed to successfully navigate the later years of school life and, indeed, the years beyond education.

When our children leave us, we expect them to be avid readers, children who read fluently and widely and who are able to express their preferences and opinions about the texts they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors. We want our children to write with confidence and accuracy for a variety of purposes and audiences whilst still developing their own, individual flair. We teach our children to write with grammatical accuracy and to be able to spell correctly using a neat, handwriting style. We expose our children to a wide range of vocabulary so that they are able to use new words in their writing or when speaking both formally and informally.

In English, we have high expectations for all learners, regardless of their needs or starting point. Our aim is to immerse children in a fun, engaging curriculum that is tailored to their needs. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion.

At the heart of everything we do, is the intention that all staff at Oakfield instil a love of reading and writing into our children - one that will have a positive impact on their development during their time here and a lasting impact on their lives.

This is underpinned by:	
High Expectations	All children are expected to succeed and make progress from their starting points.
Modelling	The skills needed to succeed in English are taught and modelled. Examples of good practice are provided with the highest of expectations.
Fluency	Children use and apply English skills across the curriculum.
Vocabulary	Ambitious vocabulary is taught explicitly and is expected to be used in their own independent work.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, for both pleasure and information;
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Appreciate our rich and varied literary heritage;
- Write clearly, accurately and coherently, adapting their language and style in, and for, a range of contexts, purposes and audiences;
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Implementation

Reading and Writing : The English Process

1.Immersion - In English lessons, we immerse the children in high-quality 'root' texts which lend themselves to rich writing opportunities. Comparative 'leaf' texts are drawn upon, exposing them to a range of genres, authors and themes. Children are introduced to model texts to support them with their own writing. **2.Audience and Purpose-** The audience and purpose for their writing is clearly established and scaffolded success criterias are built for the children to use. **3.Planning-** We understand the importance of the planning stage. Creative freedom is encouraged but templates and planning tools are provided to support the children. Opportunities for GPS are also explored and taught at this stage to allow children to include the relevant features required for specific genres of writing. **4.Write** – When the children are ready to write, the teacher will model small chunks using 'The Write Tools' approach. **5.Edit** – The skill of editing is taught and modelled. Children are encouraged to make revisions and corrections as they go using their purple pen.

Phonics and Accelerated Reader

Our pupils develop their early reading skills through the Read Write Inc phonics programme, from Reception – Year 2. Sessions take place for 20 minutes in Reception and build towards 40 minutes in years 1 and 2. In KS1, lessons take place on top of their daily English lesson. The Phonics Lead does not take her own group; this enables her to provide support and coaching in lessons. Regular training ensures all staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. A clear progression document outlines the expectations of where children should be at, at different points in the school year, so teachers have a clear understanding of expectations. The children read decodable books that match their phonics level. When they have completed the RWI programme, they move on to choosing and reading books from the school library that match their AR level. This level (ZPD) is assessed on a termly basis to ensure that the children are reading books matched with their comprehension ability.

Book Club

Reading is an integral part of most English lessons at Oakfield but it is also taught in additional reading sessions that occur twice a week. In KS2, whole-class reading lessons take place in the form of 'Book Club'. Teachers pick from the suggested 'leaf' texts on the whole school text map to plan discrete reading lessons, picking learning objectives from the termly reading progression document which has been mapped out in line with the KS1 and KS2 reading domains. Through whole-class discussion, and shared reading activities, these guided sessions provide an opportunity for children to develop their comprehension skills. We encourage the children to become book detectives. A big focus of these sessions is also on developing pupils' abilities to read aloud with fluency, intonation and expression; teachers use activities such as chorus and echo reading, as well as performing within the classroom in termly reading theatres.



Spelling, Punctuation and Grammar

As soon as they join us in Reception, spelling is taught alongside early reading using the Read Write Inc phonics programme. In KS1, children continue to learn spelling largely through their daily phonics sessions. In KS2, spelling is taught in discrete, 30 minute sessions, four times a week, using Kent's termly progression document. For each new spelling rule, teachers follow a four-step process: 1. Teach/Investigate 2. Recap/Practise 3. Words in Context 4. Assess. Spelling tests take place across the whole school on a Friday and parents/carers support the children in preparing for this as part of our school's homework policy. Children are also encouraged to use and apply their knowledge of the weekly spelling rules in their independent writing. We celebrate children's achievements and pick out examples in their work using a gold pen.

Punctuation and grammar is taught within English lessons as part of the planning stage. Teachers carefully link their teaching to their 'root' or 'leaf' text to ensure that children learn the correct use of punctuation and grammar whilst engaged in the book. We avoid grammar being taught as a detached, abstract part of the writing process and we find that children retain what they have learned when they can see it in action in the texts they read.

Teachers plan lessons using our SPAG Knowledge and Skills organisers. These map out the new SPAG learning required for each year group as well as highlighting their prior learning. Children will revise their prior learning through daily 'Little and Often' English starters. The purpose of these is to keep revisiting foundational knowledge so that they can build upon this and learn trickier concepts as they progress through the school. Children have the Knowledge and Skills organisers to refer to in their English lessons.

Handwriting

Cursive handwriting is taught using the Letter Join programme. This sequential and progressive approach, from Reception to Year 6, gives consistency and a clear expectation of how letters should be formed and joined. In Reception, our focus is on ensuring that children can sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. Children are closely observed to ensure that their letter formation is correct and corrections are modelled where necessary. Pupils are introduced to a pre-cursive style in Year 1 and cursive handwriting is expected from KS2. Teachers and support staff model using the appropriate Letter Join font for their key stage and all worksheets use the Letter Join font. We expect children to apply their learning in their exercise books and to show care for the work they produce. We believe that children's self-esteem, and pride in their work, can be raised by good quality presentation. Handwriting sessions are taught discretely, across the whole school, three times a week. Letter Join resources are also incorporated into lessons.

Spoken Language

This underpins the development of reading and writing at Oakfield and is vital for pupils' development across all aspects of our curriculum. We provide our children with a wide range of opportunities to hear and use good quality and adventurous vocabulary. Correct, standard English is always modelled by teachers and support staff. Children are encouraged to ask questions, discuss in pairs and groups, and to use full sentences when providing an answer. Opportunities for role-play and drama are encouraged across our curriculum. In English lessons, teachers model how to orally rehearse a sentence before writing it down and the children are encouraged to use the same strategy before writing independently.



Reading and Writing Culture

We aim to create a culture of reading and writing for pleasure across our curriculum. We celebrate events such as World Book Day and National Poetry Day. We host regular book fairs and have reading ambassadors across the school who conduct pupil voice and who support leaders in choosing new, engaging texts for the school library. We invite children in to choosing new reading material for the classrooms that factors in their interests. We run competitions and clubs which promote poetry recital and take children on trips to our local library as well as Shakespeare's Globe theatre in London. We promote our children's writing achievements through indoor and outdoor displays and, at playtime, we have reading and writing sheds which encourage the children to partake in such activities in their free time. We invite authors, poets and illustrators into school to inspire our children and we promote our 'recommended reads' through corridor displays and termly newsletters. During National Story-telling Week, and in the build up to Christmas, we share story-telling videos on our Class Dojo page. We also invite families in for parent workshops and reading cafes. We prioritise our most vulnerable groups by taking them on trips to Waterstones and providing them with vouchers to spend at the book fair.

IMPACT

By immersing children in high-quality texts and focusing on skills but also the enjoyment of English, children develop an enthusiasm for the subject. In class, and through pupil voice, they enjoy talking about books, discussing the texts they have read and sharing their achievements with each other. They can make book recommendations and encourage one another to read for pleasure.

Children's books show that they continually adopt new writing skills as they progress through the school, drawing inspiration from the rich texts they read in class. They can make links between different texts and genres and the different themes within them. They enjoy the writing process and feel supported by the journey.

Children are taught progressively and at a pace appropriate to the individual child. Teachers follow a robust English curriculum which ensures all children are taught skills matched with the National Curriculum objectives. They can write for a range of purposes and are equipped for future education and beyond.

At the end of each year, the vast majority of children will have reached Age Related Expectations (ARE) for their year group. Some children will have progressed beyond this and will be working at the Greater Depth standard. Others, those who fall into the lowest 20% category, may be working below ARE but their progress is measured from their starting point and, as with all pupils, their progress is celebrated. Children's reading and writing is assessed on a termly basis through the use of reading and writing checklists. This formal assessment complements the day to day assessment that takes place in class and in books. Children are also encouraged to assess their own work and their progress is discussed in pupil conferencing sessions three times a year. Children have the opportunity to talk freely and enthusiastically about their achievements and targets.