


Reach for the Stars

English Intent:


At Oakridge, we believe that being an accurate, confident and enthusiastic reader is the foundation for a strong command of language and prepares children to become life-long learners. Our English curriculum reflects this by immersing pupils in practical and exciting learning opportunities underpinned by a wide range of high-quality class texts. These experiences inspire pupils to become accurate and imaginative readers, writers and speakers who are prepared to communicate their ideas to the world with clarity and passion.



English Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
<p>Developing lifelong learners</p>	<p>Metacognition through the canopy of The Oakridge Way</p> 	<ul style="list-style-type: none"> • Children know that effective reading and writing are integral to lifelong learning. Children read to learn. • We promote our children to embrace mistakes and know that they are used as a tool to improve learning. This leads to more effective and deeper learning. • Children reflect on writing feedback from staff and practise and work on areas they need to improve on. • Our children independently reflect on their writing through adaptive checklists. • In phonics children use feedback to work on consolidation of phonemes in order to improve and broaden their phonic knowledge independently. • Our children use metacognitive reading strategies in which they take charge of reading, monitoring comprehension while reading to demonstrate that they have understood what they have just read. This is assessed through questions in RWI and AR assessments.

	<p>Unique discipline in each subject</p>	<p>Knowledge and skills within the English disciplines are promoted so we therefore rely on the acquisition of underpinning key skills (for example phonics) and knowledge. We promote and encourage our children to think, speak, read and write in all subjects. Reading and writing like historians, geographers, scientists etc. These English skills are integral to all learning.</p> <p>Develop readers who can:</p> <ul style="list-style-type: none"> • read and understand various types of texts, including fiction, nonfiction, poetry, and drama. Children develop skills to analyse and interpret literary elements, themes, character development, and author's craft. <p>Develop writers who can:</p> <ul style="list-style-type: none"> • learn to write coherent and well-structured outcomes including persuasive, letters, explanations, poetry, biographies, narratives, and other forms of writing. They develop skills in organising ideas, constructing points and using appropriate language and style. • Have an understanding the mechanics of language, including grammar and vocabulary. Children learn to use language accurately and effectively.
	<p>Secure fundamental basic skills in Reading Writing and Maths</p>	<ul style="list-style-type: none"> • Our English curriculum is centred on developing these skills. We know reading ability has considerable impact on both educational attainment and wider life outcomes as well as being a enjoying and stimulating hobby. We regard the teaching of reading and reading for pleasure as key curriculum drivers in English. Reading improves vocabulary, develops critical thinking skills in addition to imagination and creativity. • Children are encouraged to read non-fiction texts to develop their fingertip knowledge across the whole curriculum and disciplines. Written sources require children to use their reading skills to understand and read for meaning. To learn. • Our English curriculum promotes effective oracy. We recognise the need for children to have a broad vocabulary, understand what words mean and use them in the correct context in an age-related manner as a lifelong skill.
<p>Key Driver</p>	<p>Promoting</p>	<p>Rationale and Evidence</p>
<p>Enrichment</p>	<p>Education visits, visitors, theme days, after school clubs, paired year group work</p>	<ul style="list-style-type: none"> • Enrichment brings reading and writing to life. • Across the English curriculum we plan relevant enrichment chosen specifically to maximise children's learning whether that be educational visits or authors and poets visiting the school. We also have library visits and celebrate world book day every year. • Children interact with experts (poets/authors/writers) visit local theatres and libraries inspiring them to read

		<p>more for pleasure, enjoy a wider range of reading/writing experiences and be culturally fulfilled.</p> <ul style="list-style-type: none"> • No trip is too ambitious e.g. Ireland – Patrick Pearse • Enrichment brings English to life where children can experience the inspiration behind books and poems. Whilst experiencing live performance children experience a range of characters, settings and periods of history. In addition to rich and varied language experiences. • Vocabulary, in context, is developed through first hand experiences. • Children develop their own first hand, fingertip knowledge outside of planned lessons to heighten & deepen their writing outcomes. Writing flows on a sea of words. • Speaking and listening skills are developed through interacting with unfamiliar people. • Children exposed to experiences and worlds they otherwise would not have been via their parents at home.
Key Driver	Promoting	Rationale and Evidence
Making a positive contribution	<p>The roots of 'The Oakridge Way'</p> 	<ul style="list-style-type: none"> • When discussing and exploring a range of texts/themes in English topics explicit references are made to the roots of the tree and whether they have shown those values such as 'kindness' in the array of books we use in our curriculum and when reading for pleasure.
	<p>British Values</p>	<ul style="list-style-type: none"> • Children become culturally rich in the range of texts we read and explore across the curriculum. Many of these texts encompass and promote the British values. Texts in each of the areas include: <p>The Rule of Law</p> <ul style="list-style-type: none"> • Atticus claw breaks the law • Mr creep the cook <p>Democracy</p> <ul style="list-style-type: none"> • The accidental prime minister • The election <p>Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> • Proudest blue • When the stars are scattered • The arrival • Celebrations around the world <p>Individual Liberty</p> <ul style="list-style-type: none"> • Books about famous citizens who have had impact on the world or changed the world – David Attenborough • Mr Stink • The boy at the back of the class

	Healthy Relationships	<ul style="list-style-type: none"> • Children are reminded on how to act safely in enrichment activities and through shared book experiences when they can relate to characters and situations. • We use a range of texts in our English lessons to develop empathy and enable them to see things from others perspectives, sympathise with emotions and build stronger relationships. We also have books which focus on honesty and trust. • Texts include: The Name Jar; The boy at the back of the class; Ruby's Worry; The perfect Fit; What happened to you? Incredible You and All about friends.
Key Driver	Promoting	Rationale and Evidence
Developing character	Resilience	<ul style="list-style-type: none"> • Children encouraged through retrieval practise (phonics/spelling/red/jumping words) to develop resilience and make key literacy knowledge & skill become permanent. • Children are reminded when completed outcomes that making mistakes is normal and a learning point. • Promoting resilience through English activities provides children with the tools they need to respond to challenges and to direct life successfully beyond the school gates. Through a clear what/why/how we promote that reading and writing are lifelong skills and resilience in learning English skills underpins this. For example – the resilient process of learning to read and then comprehend to aid learning.
	Independence	<ul style="list-style-type: none"> • Children choose books to read independently in class libraries including reading their topic books in their classroom. • Children complete extra research at home on their current learning • Children on AR choose to read and quiz on non-fiction books • Writing reflections using adaptive checklists are completed independently to identify successful learning but also navigate and take ownership of next steps in English learning.
	A celebration of effort and hard work	<ul style="list-style-type: none"> • Subject specific golden books are given out for reading, spelling and writing. • Positive notes to recognise effort for example speaking and listening, spelling grammar etc. • Children regularly share writing, at all levels, the Headteacher and Deputy Headteacher celebrating effort, attainment and progress. • Children read regularly with the Headteacher and Deputy Headteacher at all levels, celebrating effort, attainment and progress. • Handwriting certificates. • Millionaire reader certificates.

		<ul style="list-style-type: none">• Children are rewarded for writing using the disciplines (like a Historian) through verbal praise, house points and sharing their work with staff members• Selected children submit their work for poetry and writing competitions.
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