

English Intent

When each student leaves the Academy, we would like them to be provided with the skills and capabilities to become successful within their own right and have a love and appreciation for English. Life after Oakfield should mean a wholehearted desire to take a story book off the shelf and become fully immersed within the pages or pick up a pencil and create a masterpiece to be enjoyed by an anticipating audience.

Writing

Intent

At Oakfield Academy, we want all pupils to be able to confidently communicate their knowledge, ideas and emotions through their writing and reach their full potential.

Our aims are to:

- To plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each pupil's needs are met to reach their full potential.
- Guide and nurture each pupil on their own personal journeys to becoming successful writers.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- We want all pupils to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in our academy.
- We want all pupils to have a solid understanding of grammar and punctuation and apply it effectively to their writing.
- We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a legible, individual handwriting style by the time they move to their next school.

Implementation

At Oakfield Academy, writing is taught 4x per week in ks2 and is embedded with the KS3 curriculum. We endeavour to ensure that each class study high-quality text types. We passionately believe that reading and writing are inextricably linked therefore curriculum embeds many writing skills with in reading lessons. This model encourages pupils to make links and become empathetic and ambitious writers. The use of progression road maps ensure that a variety of genres are progressively taught and built upon both throughout the year and throughout the academy. Writing is also a key focus in the wider curriculum, especially in humanities lessons. Pupils are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons and apply their learning across the academy. Through our writing process, pupils will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing using PLOT stickers and marking as self-assessment tools. Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches/opportunities:

- Opportunities to participate in drama & spoken language activities
- Exploring the features of different text types and modelled examples (E.g. Spotting features in a WAGOLL – What a good one looks like)
- Handwriting practise
- Vocabulary practise
- Shared writing (modelled expectations)

- Discrete Spelling, Punctuation and Grammar lessons
- Independent writing
- Planning, drafting, editing, up-levelling and presenting
- Performing

Handwriting

It is paramount that pupils are rigorously taught correct letter formation from the very beginning of their time in school and Oakfield Academy will continue this ethos. During lessons and handwriting interventions, the pupils are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style. We use the Toe to Toe scheme during interventions which takes a holistic view of teaching handwriting, developing both a pupils' Key Strengths (Gross & Fine Motor Skills) and Key Abilities (Knowledge). It is a systematic, differentiated and progressive approach which supports pupils of all ability levels. These interventions are available in all year groups. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

Spellings

During all English lessons (including weekly spelling pattern lessons) Pupils are taught to:

- Spell accurately and identify reasons for misconceptions
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses

Impact

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the pupils' next steps. Constructive marking with 'next steps' and 'modelling' where appropriate. Teachers leave next steps in books when marking to ensure that pupils know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in green pen. The use of PLOT stickers are used to encourage self-assessment. The KS2 pupils produce six pieces of writing for their perfect piece book whereas KS3 produce four to five pieces.

The impact on our pupils is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of their Oakfield Journey, pupils' have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Reading

Intent

At Oakfield Academy, we believe that the teaching of reading is integral to a pupils' understanding and appreciation of the world around them; a platform that allows our pupils to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through the use of the Accelerated Reader Scheme, home reading, and reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that pupils are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between a pupil's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home via journals, AR rewards and reading records.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving pupils' opportunities to read in English lessons, but in the wider curriculum too.

Implementation

All pupils use the AR system to obtain a book from our well stocked library, books are grouped into colour bands, and focus widely on reading comprehension skills using the pupils' zone of proximal development. A regular Star Reading assessment will ensure that the pupils are choosing books that not only challenge but also allow their reading skills to progress. The assessment will evaluate pupils regularly on their comprehension skills and the pupils will move through colour banded levels at their own learning pace.

In addition to AR scheme, pupils are encouraged to read a book of their choice. This is to promote a love of reading and encourage pupils to read books for their own pleasure. This book of choice can be from home and may sit outside of the AR reading scheme. We encourage families to share these books together with pupils and support where necessary.

During reading lessons, a class reader will be used as a basis for teaching a variety of both reading and writing skills. In KS2, reading activities will be set for homework including reading comprehensions with a focus on the VIPERS reading areas.

- Vocabulary- discuss words and phrases
- Inference - inferring character's thoughts, feelings and motives and finding evidence in the text of this
- Predict what might happen from details stated and implied
- Explain- Identify or explain how information or narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
- Retrieve information from the text.
- Summarise or sequence the main ideas from more than one paragraph

Above all else, we want our pupils to enjoy reading and have the confidence to read independently, exploring a range of genres and authors. All pupils have access to a library within school, whether this be in the lessons or at social times. We have designed these spaces carefully to ensure they are inviting for all pupils. Across the curriculum, teachers carefully choose high quality texts linked to their topics, interests and to include a range of diversity.

Extra-curricular

We will endeavour to provide additional activities to promote reading enjoyment:

- Live book workshops with authors
- Library Visits
- World Book Day – dressing up as book characters and taking part in book day themed activities.
- Reading challenges both in school and at home.
- Teachers and KS3 pupils visit different classes to read their favourite text or to listen to readers.

Impact

We want to install a love of reading in all our school community. By using engaging texts in English lessons and in learning across the curriculum, pupils are exposed to a range of genres and styles. By creating reading rich environments and celebrations across the school year, we want pupils to see that we are all readers and it is a skill we all need to learn.

As a result of this ethos and a rigorous approach to the teaching of reading, our pupils will:

- Read widely and often across the curriculum and be able to extract information from different genres of text. Pupils will be able to apply their knowledge to decode unknown words and by re-reading texts, will gradually build their fluency.
- Reach their potential in all areas of the curriculum as they will be able to apply their reading skills to different subject areas.
- Learn new pieces of vocabulary and gain creative ideas from fiction texts. After listening to inspiring stories, pupils will be able to transfer ideas into their own writing and be motivated to use higher level vocabulary.

Oracy

Intent

Our aim in oracy is to develop pupil's speaking and listening skills, to make sure that they develop a rich and varied vocabulary, learn to listen attentively and speak clearly and confidently. We intend for oracy to be part of the Academy's pedagogy, not a discrete lesson, but a thread running through daily school life. We know language development is an area of key importance for our pupils, which has an impact on all wider subjects. We believe oracy to be an imperative; fundamental to achieve success.

By the time pupils leave school, they will be able to:

- express issues and ideas clearly,
- speak clearly, using formal language, varying expression, tone and volume,
- listen carefully, to understanding a speakers' conclusion or opinion
- respond to others with questions and comments
- contribute purposefully to group discussion
- show agreement or disagreement, giving reasons in a respectful manner
- use a wide and interesting vocabulary, appropriate to the topic being discussed, or the audience that is listening.

Pupils will be able to effectively communicate their understanding, enabling them to work cooperatively with their peers and will become independent learners and take responsibility for their learning. They will develop resilience when dealing with challenging concepts, which can be applied to other aspects of life.

Implementation

Within English, the national curriculum states that: 'The curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.'

The English Department has created a framework for oracy, incorporating all year groups, where all pupils will be exposed to talk-rich environments; additionally, we have produced a progression map demonstrating oracy skills across the English curriculum.

Oracy is threaded through all planning and teachers take oracy opportunities in every lesson, by using discussion, groupings, performance and other strategies.

Pupils are immersed in a talk-rich environment. Within each classroom our lessons give year group specific discussion guidelines, such as: listen with curiosity; share your own thoughts; look at the person talking to you; be confident to agree or disagree; challenge by asking questions, and so on. Children are guided to use all of these to reflect upon their own and their peers' oracy skills. Teachers are aware of pupil's next step and of any gaps they have in their knowledge. The department will then use this data to monitor progress and plan actions.

Impact

Pupils will be able to express issues and ideas, speak clearly, listen carefully, contribute to discussion, respond to questions and comments and use a wide and interesting vocabulary. When pupils explore learning through the varied oracy strategies, and are exposed to new vocabulary, they retain this knowledge. This leads to pupils using higher level language with a deeper understanding when presenting or writing.