

ENGLISH INTENT STATEMENT

At Oldbrook we have a rich, multi-cultural community and it is the intent of our English curriculum to provide a curriculum that meets the needs of all of our children. It is our intention to develop literacy and language in order to equip each child with the skills to enable them to become active members of society. We will teach the children how important their reading, writing, speaking and listening skills will be to support them in their future ambitions. We will develop children's vocabulary and communication skills in order that they communicate with confidence and clarity. We will foster a love and pleasure in reading through providing a rich environment which stimulates and encourages children's reading; they will develop phonic and comprehension skills through systematic teaching that will enable them to read and discuss books with understanding. We want to support our children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair and using a neat handwriting style. An English curriculum that promotes and develops the literacy and language skills of all of our children.

ENGLISH IMPLEMENTATION

The English curriculum aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and phonics. We use the 'Talk for writing' approach along with a wide variety of quality texts and resources to motivate and inspire our children. To ensure that phonics teaching is effective we consistently use 'Letters and Sounds' and teachers ensure that children who need extra support and interventions are supported effectively. Teachers promote the love of reading through 1:1 reading sessions, guided reading and whole class reading sessions. New vocabulary is planned for and extended in all lessons across the curriculum. We provide a range of enriching activities including 'Everybody Writes' and 'Book' weeks and trips to the Pantomime. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

ENGLISH IMPACT

Children at Oldbrook first school make strong progress in all aspects of English, they have a love of reading and writing. They apply their skills to all areas of the curriculum and use their skills to develop their learning in the wider world. They read for pleasure and can talk about favourite books and authors. They write creatively for a range of purposes using a well-developed vocabulary. Most importantly they are well equipped to move forward confidently into the next stage of their learning.

ENGLISH OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation	Daily Phonics Guided Reading Retelling stories-Elmer and Large Family Non-fiction Elephants Rhyme of the week	Daily Phonics Guided Reading Sound story-Peace at last Story sequencing owl Babies Diwali poems	Daily Phonics Guided Reading Jack Frost-story settings and characters Non-fictions captions and sentences	Daily Phonics Guided Reading Pi Corbet The Ugly Duckling Writing labels and captions- swan life cycle	Daily Phonics Guided Reading Traditional story-Jack and the Beanstalk Bean diary-days of the week	Daily Phonics Guided Reading What the ladybird heard-story sequence, speech bubbles setting comparison
Foundation	Daily Phonics Guided Reading Retelling stories-brown bear/brown bear	Daily Phonics Guided Reading Non-fiction captions-space Role play whatever next	Daily Phonics Guided Reading Traditional story red riding hood Predictions/storytelling Gruffalo Story setting Gruffalo	Daily Phonics Guided Reading The odd egg story sequence	Daily Phonics Guided Reading Pi Corbet bear hunt Traditional story Goldilocks Non-fiction writing bears	Daily Phonics Guided Reading speech bubbles setting comparison comic strip write our own story
Year 1	Fiction- Percy the park keeper (Nick Butterworth) information books Bear Snores On Pumpkin soup Pipkin of Pepper (Pi?)	Stories and Rhymes with predictable patterns- the gingerbread Man and recipes. Jolly postman (Pi Gingerbread man)	Traditional Tales Panto story Little red riding hood Biography- Van Gogh (Pi- Red Riding Hood)	Instructions Non-Fiction Dictionaries	Julia Donaldson Information fact sheets/posters (Pi-Class 2 at the zoo- J.Jarman/ Monkey Puzzle?)	Tales from around the world Paddington- South America/ Europe Tinga Tale- Africa Australia? North America? Asia- (Willow Pattern) Write non-fiction
Year 2	Non-Fiction Diary and Newspapers Poetry Instructions	Tradition tales- Cinderella, Shrek	(Jane Hissey) Non-Fiction explanation Use dictionaries/thesaurus Stories with patterns- Aliens wear underpants	Significant Author- Beatrix Potter /peter rabbit Information books- rabbits Use dictionaries/thesaurus	Roald Dahl Character description- grandma The enormous crocodile- information text-crocodiles	Shirley Hughes Bonting Poetry Stories by the same author(Katie Morag) Postcards/Letters

CULTURAL CAPITAL OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery		Everybody writes		Book week		
Reception		Everybody writes	Panto	Book week		Farm Animal Visit
Year 1		Everybody writes	Panto	Book week		Zoo trip
Year 2		Everybody writes	Panto	Book Week		Seaside trip

ENGLISH PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two	Next Steps
Phonics	<p>Phase 1 Children will have experienced a wealth of listening activities. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally.</p> <p>Phase 2</p> <ul style="list-style-type: none"> • GPC for 19 phase 2 letters • Be able to orally blend and segment CVC words • Be able to blend and segment in order to read and spell (using magnetic letters) VC words and silly names such as 'ip', 'ug' and 'ock' • Be able to read the five tricky words the, to, I, no, go <p>Phase 3</p> <ul style="list-style-type: none"> • recall and recognise all phase 2 and 3 phonemes • Be able to blend and read CVC 	<p>Phase 4 and 5</p> <ul style="list-style-type: none"> • Be able to blend and read words containing adjacent consonants • Be able to segment and spell words containing adjacent consonants • Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what • Be able to spell the tricky words he, she, • to read and write words with split diagraphs <p>In year one pupils should Respond 'speedily' with correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes for any given sound, write the</p>	<p>Phase 6</p> <ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the graphemes as above • Spell common exception words accurately • Apply their phonological, morphological and graphic knowledge if they become stuck on a spelling e.g. to be able to select the right long vowel grapheme • Recognise tricky bits in words e.g. the unusual spelling of /oo/ in beautiful 	

	<p>words</p> <ul style="list-style-type: none"> • Be able to segment and make phonetically plausible attempt at spelling CVC words <p>Be able to read and write some words with the long vowel sound</p> <ul style="list-style-type: none"> • Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are • Be able to spell tricky words the, to, I no, go 	<p>common graphemes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name letters of alphabet in order and use letter names to distinguish between alternative spellings of the same sound. <input type="checkbox"/> Read and spell common exception words (tricky words), noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> Spell days of the week <input type="checkbox"/> Read and spell phonically decodable two-syllable and three-syllable words 		
<p>Grammar</p>	<ul style="list-style-type: none"> <input type="checkbox"/> be able to write simple sentences with spacing, capital letters and full stops 	<ul style="list-style-type: none"> <input type="checkbox"/> Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) <input type="checkbox"/> Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings <input type="checkbox"/> Use spelling rules for -s, -es as the plural marker for nouns and the third person singular marker for verbs <input type="checkbox"/> Use prefix un- when spelling <input type="checkbox"/> Use -ing, -ed, -er and -est where no change is required in the spelling of the root words. •Joining words and joining clauses using and •Separation of words with spaces •Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences •Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> • Spell words with contracted forms • Use the possessive apostrophe (singular) • Distinguish between homophones and near-homophones • Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly, -tion. • Apply suffixes where change is needed to the root word –s, -es, -er, -est –ing, -ed, -y. • Apply rules and guidance as listed in English Appendix 1 • Subordination using when, if, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of 	

			<p>verbs in the present and past tense to mark actions in progress</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling • Apostrophes to mark singular possession in nouns 	
Writing- Narrative	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Attempt own writing for various purposes, using features of different forms, including stories. • Attempts to write own texts that show understanding of features typically found in books read <ul style="list-style-type: none"> • Retells aspects of well – known stories e.g. Once upon a time. / I'll puff and I'll puff. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> • Write own version of a familiar story using a series of sentences to sequence events. • Use patterns and language from familiar stories in own writing. • Write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events. 	<ul style="list-style-type: none"> • Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. • Include descriptions of characters and setting and some dialogue. • Use phrases drawn from story language to add interest. 	
Writing- Poetry	<ul style="list-style-type: none"> • shows awareness of rhyme and alliteration • listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Enjoys rhyming and rhythmic activities. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. <input type="checkbox"/> joins in with class 	<ul style="list-style-type: none"> <input type="checkbox"/> talk about favourite words or parts of a poem; <input type="checkbox"/> notice the poem's pattern <input type="checkbox"/> be aware of a significant poet and be able to join in with some of their poems <input type="checkbox"/> perform in unison <input type="checkbox"/> following the rhythm and keeping time <input type="checkbox"/> imitate and invent actions <input type="checkbox"/> read aloud clearly enough to be heard by peers and teachers <input type="checkbox"/> create ideas, e.g. magical 	<ul style="list-style-type: none"> • Talk about their own views and possible meanings; • comment on which words have most effect, noticing alliteration • discuss simple poetry patterns • be aware of more than one significant poet and recite one or more of their poems (or sections of their poems) • perform individually or in groups • use actions and sound effects to add to the poem's meaning • read aloud with 	

	<p>rhymes and poems, <input type="checkbox"/> copy actions <input type="checkbox"/> Continues a rhyming string.</p>	<p>wishes; <input type="checkbox"/> observe details of first hand experiences using the senses and describe; <input type="checkbox"/> list words and phrases</p>	<p>appropriate intonation to make the meaning clear <input type="checkbox"/> experiment with alliteration to create humorous and surprising combinations; <input type="checkbox"/> make adventurous word choices to describe closely observed experiences; <input type="checkbox"/> create a pattern or shape on the page; use simple repeating phrases or lines as models</p>	
<p>Writing- Non-fiction Non-Chronological Report</p>	<ul style="list-style-type: none"> • Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else. • Links statements orally and sticks to a main theme or intention • In a shared reading context read information books and look at/re-read the books independently • Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, a child wrote a report on fossils for the dinosaur museum 	<ul style="list-style-type: none"> • Find out about a subject by listening and following the text as information books are read, or from a range of sources • Contribute to a discussion on the subject as information is assembled and the teacher writes the information • Assemble information on a subject from their own experience e.g. food, pets • Write a simple non-chronological report by writing sentences to describe aspects of the subject 	<ul style="list-style-type: none"> • After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations • Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used • Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. • Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; The As have x..., but the Bs etc. • Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas 	
<p>Writing- Non-fiction Instructions</p>	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence • Give oral instructions when playing • Writes own name and other things 	<ul style="list-style-type: none"> • Plan and give clear single oral instructions • Routinely read and follow written classroom labels carrying 	<ul style="list-style-type: none"> • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams 	

	<p>such as labels, captions</p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions 	<p>instructions</p> <ul style="list-style-type: none"> • Read and follow short series of instructions in shared context • Contribute to class composition of instructions with teacher scribing • Write consecutive instructions independently 	<ul style="list-style-type: none"> • Analyse some instructional texts and note their function, form and typical language features: • Include: a statement of purpose, list of materials or ingredients, sequential steps, • Use direct/imperative language • As part of a group with the teacher, compose a set of instructions with additional diagrams • Write extended instructions independently e.g. getting to school, playing a game 	
<p>Writing- Non-fiction Explanation</p>	<ul style="list-style-type: none"> • Talk about why things happen and how things work; ask questions and speculate • Listen to someone explain a process and ask questions • Give oral explanations e.g. their own or another's motives; why and how they made a construction • Explain own knowledge and understanding, and asks appropriate questions of others • They develop their own explanations by connecting ideas and events • Use labels and captions on simple diagrams e.g. parts of the body 	<ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process • Draw pictures to illustrate a process and use the picture to explain the process orally • Asks questions to extend their understanding and knowledge • Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog 	<ul style="list-style-type: none"> • Draw on and use new vocabulary from reading explanatory texts • After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process • After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately • Read flowcharts or cyclical diagrams explaining other processes • Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced • Write a series of sentences to explain the flowchart 	
<p>Writing- Non-fiction Persuasion</p>	<ul style="list-style-type: none"> • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations e.g. their 	<ul style="list-style-type: none"> • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective 	<ul style="list-style-type: none"> • Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why • Continue to explore persuading 	

	<p>or another's motives; why and how they can persuade or be persuaded.</p> <ul style="list-style-type: none"> • Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy • Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away 	<ul style="list-style-type: none"> • Write simple examples of persuasion e.g. in the form of a letter to a character in a book 	<p>and being persuaded in a variety of real-life situations through role-play and drama</p> <ul style="list-style-type: none"> • Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text <p>Select information that supports the chosen viewpoint</p>	
<p>Writing- Non-fiction</p> <p>Recount</p>	<ul style="list-style-type: none"> • Experiment with writing in a variety of play, exploratory and role-play situations • Write sentences to match pictures or sequences of pictures illustrating an event • Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip 	<ul style="list-style-type: none"> • Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that' • Listen to other's recounts and ask relevant questions to find out more about the event being recounted • Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when • Write simple first-person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person 	<ul style="list-style-type: none"> • Discuss the sequence of events recounted in texts at a level beyond which they can read independently • Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day • Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? • Create simple timelines to record the order of events • Write narratives about personal experiences and those of others, in role (real and fictional) 	
<p>Reading-vocabulary and sentence structure</p>	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Learn new vocabulary. • Use new vocabulary throughout the day. 	<ul style="list-style-type: none"> • Can identify and discuss differences between/fiction and non-fiction including poetry • Can identify presentational features of different text types • Some awareness of meaning of simple text features e.g. font style, 	<ul style="list-style-type: none"> • Identifies different grammatical features of fiction and non-fiction e.g. the use of questions, exclamations, statements and commands • Identifies different uses of grammar in texts e.g. the tense the 	

	<ul style="list-style-type: none"> •Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. •Use new vocabulary in different contexts. •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>labels, titles, pictures, photographs</p> <ul style="list-style-type: none"> • discusses the title of the book and pictures before reading • Talks about why significant words/ phrases or rhymes are used and the effect it has on what is read •can suggest alternatives words/ phrase or rhymes that could be used to add interest 	<p>story is written in</p> <ul style="list-style-type: none"> •Some awareness of use of features of organisation, e.g. beginning and ending of stories, types of punctuation •Can find verbs, adverbs and adjectives in texts and say why and how they are used • Discuss their favorite words and phrases and how they have been used • Recognise simple recurring literary language in stories and poetry. •Some familiar patterns of language identified e.g. once upon a time, first, next, last 	
<p>Reading-retrieving</p>	<ul style="list-style-type: none"> •Listen to and talk about stories to build familiarity and understanding. •Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. •Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> • Explain clearly their understanding of what is read to them. •Some simple points from familiar text recalled <p>Some pages / sections of interest located e.g. favourite character / events / info / . Picture</p> <ul style="list-style-type: none"> •Children role play different stories •perform poems with some expression • Become very familiar with key stories, fairy stories and traditional tales, retelling them, recognising and joining in with predictable phrases. • Discuss the significance of the title and events. 	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Discuss the sequence of events in books • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Participate in discussion about books, poems and other works that are read to them and those that they have read themselves, taking turns and listening to what others say • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. 	

<p>Reading-inference and deduction</p>	<ul style="list-style-type: none"> •Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. •Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far. •Reasonable inference at a basic level drawing on own knowledge, knowledge of the text or text type •compare well known stories/poems- discussing similarities and differences of characters/language used/ patterns/ and events • Make inferences on the basis of what is being said and done e.g. who is speaking in the story • Participate in discussion about what is read to them, taking turns and listening to other views. •identify key characters from well know stories and compare (e.g. good/bad character) 	<ul style="list-style-type: none"> •Inference based on a single point of reference in the text, e.g. ‘he was upset because it says’ he was crying” •make links between books they have read and talk about generalisations e.g. is the wolf always bad? <p>In a book they are reading independently they can make a plausible prediction about what might happen on the basis of what has been read so far.</p> <p>In a book they can already read fluently, they can answer questions and make some inferences.</p> <p>In a book they can already read fluently, they can explain what has happened so far in what they have read.</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher to make sensible predictions • Answer and ask questions. 	
<p>Reading Behaviors</p>	<ul style="list-style-type: none"> •Blend sounds into words, so that they can read short words made up of letter-sound correspondences. •Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. •Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. •Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. •Be able to express a point of view and debate when they disagree with an adult or a friend, using words as 	<ul style="list-style-type: none"> • Read accurately using phonic skills and sight vocabulary • self-correct inaccurate reading • Some awareness of punctuation marks e.g. pausing at full stops • Begin to use a balance of phonic skills and sight vocabulary when reading aloud • Re-read books to build up their fluency and confidence in word reading. • Discuss word meanings, linking new meanings to those already known. • Discuss and ask questions about unfamiliar vocabulary with support •Discuss authors /characters they like/dislike and why 	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation with growing expression. • Check that the text makes sense to them as they read and correcting inaccurate reading. • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary 	

	<p>well as actions.</p> <ul style="list-style-type: none"> •Compare and contrast characters from stories, including figures from the past. •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<ul style="list-style-type: none"> •Some simple comments about preferences, mostly linked to own experience •answer simple questions about what they like/dislike about a book they have read or is read to them 	<ul style="list-style-type: none"> • Reads with fluency and some expression understanding the effect of punctuation when reading aloud • Reads with growing pace •Some awareness that writers have view points and purposes, e.g. 'it tells you how to do something,' 'she thinks it's not fair' •Discuss preferences of genres of texts •compares books by different authors discussing styles they have used •discuss how a poem or story makes them feel and how they author has achieved this 	
Speaking and Listening	<p>To listen to others one to one or in small groups, when a conversation interests them.</p> <p>To focus attention – still listen or do, but can shift own attention.</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	

