

Curriculum Aims for English

Oaks Primary Academy has worked as part of a project to develop a cross-curricular delivery of the curriculum, which ensures that every lesson is an opportunity to learn, develop and master English through a flexible timetable.

Children are assessed as working below the expected standard, at the expected standard or working at greater depth (mastery). Our aim is to provide a curriculum that will enable children to achieve greater depth by mastering the curriculum skills for English at each stage of their learning.

Lessons are carefully planned to provide cross-curricular learning opportunities for pupils that give real reasons for writing. They follow a teaching sequence that allows pupils not only to learn new skills and acquire new knowledge, but also to apply what they have already learned from previous teaching.

Topics from other curriculum areas are linked to a range of high-quality books and literature which can be thoroughly explored. This in turn provides opportunities for pupils to extend their reading and comprehension skills, whilst at the same time nurturing a love of reading.

Once children know a book really well and have looked at how writers use language and words to engage the reader, they are then able to use them as models for their own writing, enabling them to become more confident writers who are equipped to master the curriculum.

We believe that every child can be a successful writer.

Achieving Mastery in English

- Pupils are given regular opportunities to write for a range of cross-curricular purposes and audiences, and are encouraged to show control of word choices and writing structures by drawing on models from given texts and their own reading which they learn to manipulate for their own purposes.
- Pupils are given daily opportunities to increase stamina in the quality and quantity of texts written or to demonstrate an understanding of different sentence types and word choices needed for different purposes and audiences.

- Children are given time to verbalise their ideas and plan their writing in depth using a style that best suits them. The process of editing and redrafting allows them time to develop their ideas in greater depth.
- Providing opportunities for pupils to publish final pieces of writing encourages them to take a pride in the content and presentation of their written work.
- Shared Writing, Model texts and pictorial resources are widely used to promote children's understanding of text types and provide a stimulus for their writing.
- Cross-curricular lessons are used to engage pupils in their learning and provide a purpose for writing.
- Grammar, spelling and handwriting are taught both discretely and in context to ensure that, whilst the skills are learned in depth, writing does not become formulaic.
- Children are supported to understand that they need to make choices about the sentences and words they use in their writing and are given time to explore words, develop phrases and play with sentences and paragraphs to help them consider the impact on the reader when they produce their own writing.
- An emphasis on teaching pupils in greater depth ensures that children are secure in the text types taught and can write them in any context with increased confidence.
- Proofreading is taught and used effectively to check for accuracy in spelling, punctuation and grammar to ensure that writing is not only effective but accurate.
- Adult support and feedback is given through the use of pupil conferencing, which allows pupils time to discuss their work with a teacher prior to making improvements or additions.
- Rigorous assessment through the tracking of pupil's ability to understand and apply English skills throughout the curriculum, as well as regular moderation of the standards being achieved, allows teachers to plan lessons that consistently challenge and extend the learning of all pupils with the aim of helping them to master the curriculum.
- As with other areas of the curriculum, tasks are planned to provide 'intelligent practice' - ensuring that fundamental skills are

consolidated, that fluency is secured, that misconceptions are addressed, and to allow pupils to make rich connections across the subject that deepen their understanding.

- Reading and spelling skills are taught through a combination of discrete and cross-curricular lessons