



English at Oxenhope C of E Primary School

We provide the rich soil allowing children and adults to flourish and develop deep roots. We nurture **growth**, enabling children and adults to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



How we teach English at Oxenhope C of E Primary School.

WRITING

Intent - We provide all our children with the experiences and opportunities to write across a range of genres and for different purposes. We want our children to be confident and fluent writers at each stage of their development. We encourage creativity and flair whilst ensuring that children use their knowledge to demonstrate the correct skills appropriate for their current learning stage.

Implementation - We use the Philip Webb phased method of teaching writing. Each half term is split into 3 phases – Reading, GPS and Writing. Each half term has a lead text and a focus genre. Children begin each half term with a cold write. This gives the children the opportunity to write in the new genre for the half term and gives the teacher an initial assessment of the children’s ability in this genre. Target cards are used to assess children’s work and to feed back to them. These target cards have genre specific features as well as year group GPS targets on them. Children self-assess their work on the target card too. The text is then introduced and children work for approximately 2 weeks unpicking this new text. They look at vocabulary, make predictions, and cover comprehension work. The next phase, GPS, is where the children learn the GPS skills they need to succeed in their hot write at the end of the unit. These skills may be year group specific e.g. adjectives or fronted adverbials but genre specific skills are also taught here e.g. imperative verbs or captions. The third and final phase is the writing phase. This is where children employ all the skills they’ve learnt to create their hot write. They plan, draft, edit and publish their work in this phase. The hot write is produced as a final piece of work and another target card is filled in, completing the assessment process for the unit.

We use incidental writes every 2 weeks to support our children’s writing stamina. These are stand alone pieces of writing, assessed against a set criteria which link to the lead text or other curriculum area e.g. History or Science.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----|---|--|---|---|--|--|
| Rec | <p><u>Our house</u> Core texts – the suitcase, the 3 little pigs Supplementary books – goldilocks, Home, Supertato Literacy - Recognises and begins to write own name Draw and label your home</p> | <p><u>Let’s celebrate</u> Core texts – Let’s celebrate, Kipper’s birthday Supplementary books – Cake, the Christmas story Literacy - Write an instruction to stay safe around fireworks - Write a list of ingredients to bake a cake Write a letter Create a class Diwali book. Take photos of the children’s Diwali activities and together write fact cards about what they have learnt about Diwali. Write cards for different occasions</p> | <p><u>What a wonderful world</u> Core texts – Welcome, the tiger who came to tea. Supplementary books – India, Lost and found, Leaf, Festival of colours Literacy - Write a fact about a penguin Write a short letter to an Inuit Write a sentence about the best way to melt ice · Provide the children with some white plastic balls and three buckets. On each ‘snowball’ write a rhyming word that will form part of one of three rhyming strings. Can the children sort all the words that rhyme and place them in the same bucket? · Draw around a child on the ground and ask the children to use chalks to add winter clothing to the outline. Can the children then label each item of clothing using their sound and letter knowledge?</p> | <p><u>Home sweet habitat</u> Core texts – Wild, stickman, Jack and the beanstalk Supplementary books – Titch, The gigantic turnip, it starts with a seed Literacy - Draw and name a terrible creature Label a woodland animal Write a letter to stick man</p> | <p><u>Once upon a time</u> Core texts – Hansel and Gretel, Princess Smartypants Supplementary books – Prince and Knight, Nen and the lonely fisherman, Jim and the beanstalk, the princess and the pea. Literacy - Using describing words to describe characters Designing our own characters How can we help the giant? Make a friend for Princess Smarty pants Design a dragon</p> | <p><u>Fabulous figures</u> Core texts – At school Supplementary books – Police officers, doctors Literacy – Read people who help us themed books to the children. Encourage them to join in with repeated refrains. You will find some great book suggestions in this People Who Help Us Book List. Children can be introduced to themed vocabulary through this lovely People Who Help Us Sensory Story. Once the children are familiar with the concept of the story, you might like to say the different words introduced and see if they can think of their own actions to demonstrate their understanding. Encourage the children to be ‘super helpers’ around the setting. Can they make themselves a belt with the initial sound from their own name as a uniform? Once they wear their uniform, they can complete special jobs, such as helping give the milk out or watering the plants. As a group, make a list of all of the adults who help us each day. Children might be able to help you write initial sounds or recognise when you write down a letter from their name. Model writing a letter to someone who helps in your local community. If the children want to, you could scribe their letters and help them to post their letters to different people who help us. · Play this Nurse Initial Sound Game: Letter n. Can the children hear the initial sounds and feed them to the nurse if they begin with an n? Encourage children to have a go at writing their own name and drawing a self-portrait on these Police Role-Play Badges.</p> |

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| Y1 | <p>What the ladybird heard</p> <ul style="list-style-type: none"> - sentences - full stops - finger spaces - capital letters - adjectives - character descriptions <p>Key writing genre - Recount</p> | <p>Beegu</p> <ul style="list-style-type: none"> - sentences - full stops - finger spaces - capital letters (including names, names of places and 'I'). - adjectives - writing <p>Key writing genre- Letter</p> | <p>The Queen's knickers</p> <ul style="list-style-type: none"> - sentences - full stops - finger spaces - capital letters - adjectives <p>- use conjunction 'and' to form compound sentences. Diary entry POEMS - The Queen Key writing genre- Diary entry</p> | <p>One Spring day</p> <ul style="list-style-type: none"> - sentences - full stops - finger spaces - capital letters - adjectives <p>- use conjunctions 'and' and 'because' to form compound sentences. Key writing genre- Narrative</p> | <p>The great fire of London</p> <ul style="list-style-type: none"> - features of non-fiction texts - sentences - full stops - finger spaces - capital letters - adjectives - use of 'and' and 'because' - question marks - exclamation marks <p>Key writing genre Non chronological report</p> | <p>Paddington</p> <ul style="list-style-type: none"> - sentences with 'and' and 'because' - full stops - finger spaces - capital letters - adjectives - question marks - exclamation marks <p>Key writing genre- Postcards</p> |
| Y2 | <p>Annie the story of a Victorian mill girl</p> <p>The Brontes: Children of the Moors</p> <p>Key writing genre - Diary</p> | <p>Polar Express</p> <p>The Christmas story</p> <p>Key writing genre - Setting Description</p> | <p>Can Sophie change the world?</p> <p>Key writing genre - Persuasive letter writing</p> | <p>Pirate Cruncher and the lost</p> <p>Lost</p> <p>Follow that map</p> <p>Key writing genre - Non-fiction</p> | <p>Man on the moon</p> <p>Look inside space</p> <p>Key writing genre - Non-chronological report</p> | <p>The storm whale</p> <p>At the beach</p> <p>Key writing genre - Narrative</p> |
| Y3 | <p>The railway children</p> <p>Key writing genre - Diary writing</p> | <p>The true story of the 3 little pigs</p> <p>Key writing genre - newspaper article. Persuasive writing.</p> | <p>The Egyptian Cinderella</p> <p>Key writing genre - Narrative</p> | <p>Escape from Pompeii</p> <p>Key writing genre - Recount</p> | <p>The matchbox diary</p> <p>Key writing genre - Soliloquies</p> | <p>Iron Man</p> <p>Key writing genre - Narrative</p> |
| Y4 | <p>Mama Miti</p> <p>Key writing genre - Narrative</p> | <p>Flotsam</p> <p>The Mousehole cat</p> <p>Key writing genre - diary</p> | <p>1066 the Norman Conquest</p> <p>Key writing genre - Non-fiction.</p> | <p>How to train your dragon</p> <p>Key writing genre - Character descriptions</p> | <p>The legend of Podkin one ear</p> <p>Key writing genre - non-chronological reports.</p> | <p>The crow's tale</p> <p>Key writing genre - persuasive letters</p> |
| Y5 | <p>Skellig</p> <p>Key writing genre - Fantasy Narrative</p> | <p>Coming Home</p> <p>Key writing genre - Poetry</p> | <p>Room 13</p> <p>Key writing genre - newspaper reports</p> | <p>Jane Eyre</p> <p>Key writing genre - Adventurous narrative</p> | <p>Goodnight Mr Tom</p> <p>Key writing genre - Newspaper report</p> | <p>Butterfly Lion</p> <p>Key writing genre - Non-chronological report.</p> |
| Y6 | <p>Holes</p> | <p>Shackleton's journey</p> | <p>The arrival</p> | <p>The water tower</p> | <p>Boy 87. Transition text</p> | |

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| | Key writing genre - narrative | Key writing genre - Non-fiction, Non - chronological report | Key writing genre - Letters, narrative. | Key writing genre - horror/suspense narrative | Key Writing Genre narrative/diary entries | |
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READING

Intent - We use quality and varied texts and genres to encourage children to develop their reading skills alongside those linked to their personal, social, spiritual and emotional well-being. Across curriculum areas, children use reading as a springboard tool into wider learning.

Implementation – In Rec and Y1, children use the Read Write Inc phonics scheme as the main driver for their reading curriculum. Year 2 acts as a bridge for the children from Early Years to KS2. Children who have reached blue or grey RWI, work on whole class guided reading using the KS2 model. Those pupils who require further phonics support, join Y1 and Rec children to complete the scheme. In KS2, we use the Philip Webb whole class guided reading approach. A class text is used for guided reading and a section or page is focussed on each week. Children sit in mixed pairs based on their fluency. A variety of activities around the focus text are covered each week. A variety of genres are covered each half term and children have exposure to fiction, non-fiction and poetry over the year. Over the key stage, the children will read classics from notable authors and playwrights such as Dickens, C Bronte and Shakespeare. Each day, the children have the opportunity to read with their partner and also to listen to the teacher model good reading fluency, expression and comprehension. 3 guided reading sessions are taught each week. The other 2 days are used for the children to read their individual reading book. Children are heard read by an adult during this time. The library is visited weekly and is seen as an integral part to the children’s week. They select their free choice book here and reading for pure pleasure is encouraged. Children are given the opportunity to talk about books they’ve read and to make recommendations to their peers. Reading across the curriculum is encouraged and children are taught the value of reading through the real purpose it holds within the curriculum for internet-based research and accessing learning in all areas.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----|---|----------|----------|----------|----------|----------|
| Rec | Read Write Inc phonics | | | | | |
| Y1 | <p>Word reading through Read Write Inc phonics</p> <p>Comprehension:</p> <ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct To draw on what they already know or on background information and vocabulary provided by the teacher To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently To link what they have read or have read to them to their own experiences To retell familiar stories in increasing detail To join in with discussions about a text, taking turns and listening to what others say To discuss the significance of titles and events To explain clearly their understanding of what is being read <p>Inference and Deduction</p> <ul style="list-style-type: none"> To begin to make simple inferences based on what is being said and done To predict what might happen on the basis of what has been read so far <p>Words in context</p> <ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known <p>Class readers – Mr Creep the crook, but why can't I?, Dogs don't do ballet, for every child, Amma's Sari, Splash</p> | | | | | |
| Y2 | <p>Word reading through Read, Write Inc phonics</p> <p>Comprehension</p> <ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher To check that the text makes sense to them as they read and to correct inaccurate reading To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding, and expressing their views To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry To ask and answer questions about a text To make links between the text they are reading and other texts they have read (in texts that they can read independently) <p>Inference and Deduction</p> <ul style="list-style-type: none"> To make inferences on the basis of what is being said and done To predict what might happen on the basis of what has been read so far in a text <p>Words in context</p> | | | | | |

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| | <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary To discuss their favourite words and phrases</p> <p>From Christmas, with an aim of having the vast majority of the class ready for guided reading, Year 2 use white book band level books for guided reading. They also study SATs papers in preparation for their testing.</p> <p>Class readers – The election, I want my hat back, Mr Stink x2, Listen, the proudest blue</p> | | | | | |
| Y3 | <p>Cracking comprehension - non-fiction</p> <p>Railway children</p> | <p>Florence Nightingale Book</p> <p>Cracking comprehension - poetry</p> | <p>Poetry - Assessment</p> <p>Astronomy</p> | <p>Non-fiction - volcanoes</p> <p>Cracking comprehension - Poetry</p> | <p>Poetry</p> <p>Cracking comprehension - narrative</p> | <p>Poetry</p> <p>Cracking comprehension - narrative</p> |
| | <p>Comprehension To continue to clarify unknown words and phrases using context and own prior knowledge To ask questions during reading to self-monitor understanding To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks To use appropriate terminology when discussing texts (plot, character, setting)</p> <p>Inference and deduction To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives To justify predictions using evidence from the text.</p> <p>Words in context To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To discuss authors' choice of words and phrases for effect</p> | | | | | |
| | <p>Class readers – how to be a lion, Atticus claw breaks the law, 2 monsters, We are Britain – poems, The accidental Prime Minister, Rumaysa – a fairy tale</p> | | | | | |
| Y4 | <p>Great Expectations</p> | <p>Poetry – “Please Mrs Butler”</p> <p>Cracking comprehension - fiction</p> <p>Cracking comprehension - non fiction</p> | <p>Non-fiction texts</p> <p>Poetry – Autumn assessment text.</p> | <p>Non-fiction</p> <p>Cracking comprehension - fiction</p> | <p>Poetry – Spring assessment text</p> <p>Nonfiction text - Mayans</p> | <p>Non-fiction</p> <p>Everest Adventure</p> |
| | <p>Comprehension To continue to clarify unknown words and phrases using context and own prior knowledge To ask questions during reading to self-monitor understanding To discuss and compare texts from a wide variety of genres and writers To read for a range of purposes To identify themes and conventions in a wide range of books To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) To identify how language, structure and presentation contribute to meaning To identify main ideas drawn from more than one paragraph and summarise these</p> <p>Inference and deduction To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text To justify predictions from details stated and implied.</p> <p>Words in contexts Discuss vocabulary used to capture readers' interest and imagination</p> | | | | | |

Class readers – Bad dad, Opal Plumstead x2, Amazing Grace, the last white rhino, Sona Sharma looking after planet Earth.

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| Y5 | Skellig Cracking comprehension poetry. | Non-fiction – 100 things to know about space | Poetry – Autumn assessment text. Treason | Dr Jekyll and Mr Hyde | Poetry – Spring assessment text Goodnight Mr Tom | Butterfly lion “Grandad Mandela” |
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Comprehension
 To continue to clarify unknown words and phrases using context and own prior knowledge
 To ask questions during reading to self-monitor understanding
 To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.
 To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously
 To identify main ideas drawn from more than one paragraph and to summarise these.
 To recommend texts to peers based on personal choice
Inference and Deduction
 To draw inferences from characters’ feelings, thoughts and motives
 To make predictions based on details stated and implied, justifying them in detail with evidence from the text
Words in context
 To discuss vocabulary used by the author to create effect including figurative language
 To evaluate the use of authors’ language and explain how it has created an impact on the reader

Class readers – Skellig, The boy in the dress, Treason, Aubrey and the terrible Yoot, Goodnight Mr Tom, We fell from Space

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|----|---|---|-----------------------------------|---|---|
| Y6 | Cracking comprehension poetry. Holes | Shackleton’s Journey Rain forests – the burning issue. | Girls at war 1 Week Poetry | Macbeth Cracking comprehension poetry. | Poetry – Spring assessment text Great speeches |
|----|---|---|-----------------------------------|---|---|

Comprehension
 To continue to clarify unknown words and phrases using context and own prior knowledge
 To ask questions during reading to self-monitor understanding
 To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
 To recognise more complex themes in what they read (such as loss or heroism)
 To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions
 To draw out key information and to summarise the main ideas in a text
 To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views
 To compare characters, settings and themes within a text and across more than one text
Inference and Deduction
 To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)
 To discuss how characters change and develop through texts by drawing inferences based on indirect clues
Words in context
 To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect

Class readers – Holes, The Christmas Pig, The Hobbit, The island, Boy 87

PHONICS AND SPELLING

Intent – We provide a spelling curriculum which equips children to understand how words work. We work systematically and progressively to build on prior knowledge and ensure children have the skills they need to spell well.

Implementation – In Rec and Y1, children use the Read Write Inc phonics scheme as the main driver for their spelling curriculum. Year 2 acts as a bridge for the children from Early Years to KS2. Children who have reached blue or grey RWI, work on whole class guided reading using the KS2 model. Those pupils who require further phonics support, join Y1 and Rec children to complete the scheme. In KS2, we use SCODE spelling. SCODE is taught in Year 2 from January. This scheme builds on the phonics work that children have covered in KS1 and looks at the advanced phonic code. Children each have a work book with activities linked to each day’s learning. This scheme was new to the school in Sept 2023.

For further documents for SCODE and Read Write Inc, please see the tabs in the English section of our website.