

**The English Curriculum**  
**at**  
**Oasis Academy Ryelands**  
**14<sup>th</sup> November 2023**

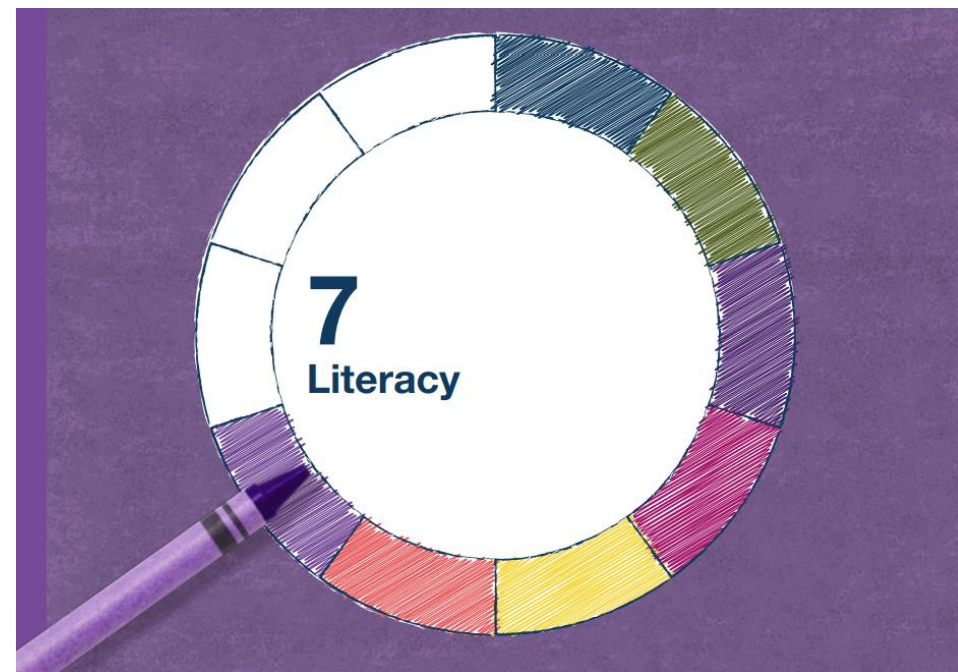


Department  
for Education

# Development Matters

Non-statutory curriculum guidance  
for the early years foundation stage

First published September 2020  
Revised September 2023



# English in the Early Years- Nursery- 3 to 4 years old

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

## Development Matters

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

# English in the Early Years- Nursery- 3 to 4 years old

Engage in extended conversations about stories, learning new vocabulary.

**Development  
Matters**

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

# English in the Nursery

- Word rich environment- pictures and vocabulary .



- Writing equipment and opportunities within the provision.



- Writing opportunities in the role play area.



- Writing/Mark making area both indoors and outdoors.



- Phonics Friday- letter a week (Spring and Summer)

- Vocabulary rich carpet sessions. Linked to themes.

- Musical Bumps- Phase 1 Phonics



# English in the Early Years- Reception- 4 to 5 years

Read some letter groups that each represent one sound and say sounds for them.



## Development Matters

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

# English in the Early Years- Reception- 4 to 5 years

Read a few common exception words matched to the school's phonic programme.

**Development  
Matters**

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

**Development  
Matters**

Spell words by identifying the sounds and then writing the sound with letter/s.



# English in the Early Years- Reception



- Word rich environment- picture and vocabulary.



- Writing opportunities within the provision.

- Daily Phonics- Book Wings.



- Daily Write Away (writing session).



- Writing opportunities in the role play area.
- Designated writing area both indoors and outdoors- activities linked to the weekly theme.

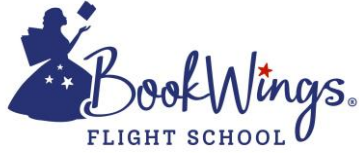
- Vocabulary rich carpet sessions- linked to theme. .

- Musical Bumps



# Phonics and Early Reading

## Phonics



- Taught daily.
- Using the Book Wings scheme.
- Graphemes are taught one at a time, through high quality story books.
- High Flying Words (common exception words) taught weekly, building up a word bank.
- Daily practice videos uploaded to Seesaw, to support learning at home.

## Book Bands



- Linked to children's reading ability.
- Changed regularly- class teacher/teaching assistant.
- Promote High Flying Words (common exception words).



## Monster Phonics

- Online eBooks.
- Specifically linked to the sound the child has learnt that day.
- May be at the children's reading ability- adult support is recommended as the books progress.



## Library Books

- Changed weekly.
- Stories to enjoy as a family.
- Read, enjoy and discuss.

# English in the National Curriculum

***‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’***

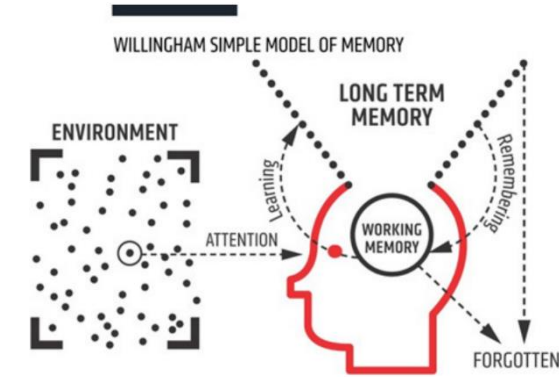
*NC 2014*

*English has 3 NC strands –*

- 1) Reading*
- 2) Writing*
- 3) Speaking & Listening*

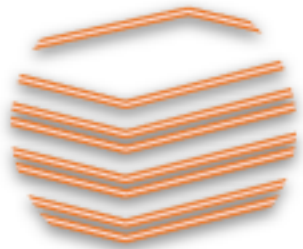
# OCL Blended Approach to English

Reading is delivered using varied structures to ensure the mechanics of reading are developed, comprehension is explicitly taught in reading lessons but also practiced across all subjects and, perhaps most importantly, there is a culture which develops a love of literature and exposure to high quality literature for all. Wherever possible, and without compromising the quality of the literature, the texts have been linked to the thematic content to further enhance knowledge and provide a purpose and content to writing, particularly for non-fiction.



Rosenshine's Principles of Instruction:

Reviewing - Retrieval  
Questioning -  
Sequencing concepts and modelling -  
Stages of practicing – I Do, We Do, You Do



## Reading

- Read aloud - Adult-led whole class texts.
- Independent Reading using accelerated reader to track.
- Comprehension taught using the VIPERS approach.
- Reading as a Golden Thread across the subject areas.



## Phonics:

- Immersive experience promoting a love of reading and high quality literature.
- Storytime phonics in EYFS and KS1.
- Comprehension taught using the same texts.
- Home readers linked to phonic knowledge.



## Vocabulary:

- Taught as a golden thread with specific pedagogy used in all lessons.
- Tracked, revisited and linked over both keystages.
- Tier 2 and Tier 3 vocabulary explicitly shared and taught using cognitive science to embed knowledge.










## Writing

- 'The Write Stuff' approach to instructional teaching of writing.
- Mixture of fiction and non-fiction.
- Grammar taught within writing lessons.
- Handwriting and spelling continually revisited.

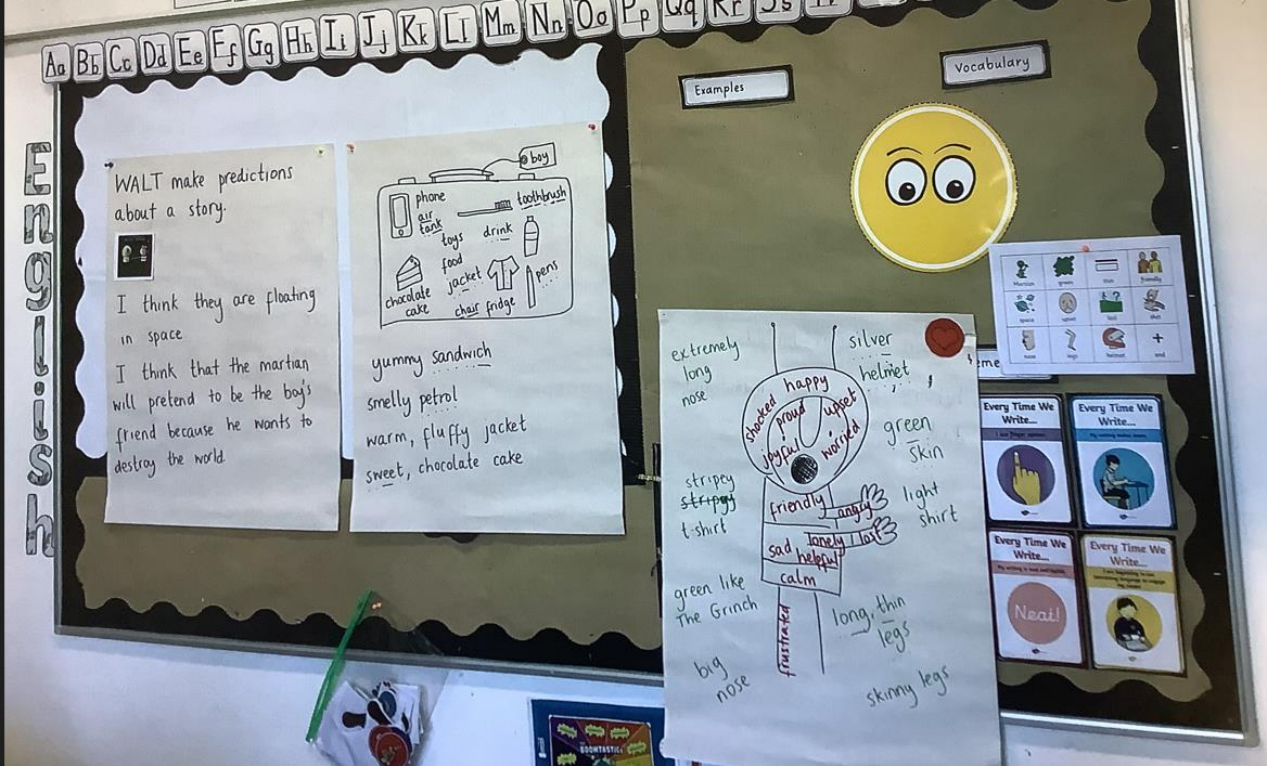


# Year 6 Writing Overview

	am I becoming?	World	Heritage and Culture	STEAM	Community	Performance
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<b>THE BOY IN THE GIRLS' BATHROOM</b> Louis Sachar	<b>THE ARRIVAL</b> Shaun Tan	<b>ROSE BLANCHE</b> Christopher Gallaz	<b>HARRY POTTER</b> J. K. Rowling	<b>CLOCKWORK</b> Phillip Pullman	<b>PAPERMAN</b> Film
						
YEAR 6	<b>BEAUTIFUL AMBITION</b> Karl Nova <b>POETRY</b>	<b>THE ARRIVAL</b> Shaun Tan <b>PERSUASIVE LETTER</b>	<b>LETTERS FROM THE LIGHTHOUSE</b> Emma Carroll <b>DIARY ENTRY</b> <b>NEWSPAPER REPORT</b>	<b>HARRY POTTER</b> J. K. Rowling <b>NON-CHRON REPORT</b>	<b>CLOCKWORK</b> Phillip Pullman <b>EXPLANATION</b>	<b>DAVID ATTENBOROUGH</b> <b>BIOGRAPHY</b>
						
						<b>I AM GRETA</b> Film
						

Subject	Writing	Year Group	6	Unit title	Narrative – The Arrival
		<ul style="list-style-type: none"> <li>● <b>Character:</b> To develop an understanding of characters and how to construct a journey narrative around them.</li> <li>● <b>Competence:</b> Children will revisit and build upon the knowledge and skills they gained previously. Children will develop their own authorial voice and use their own ideas to innovate an emotive story.</li> <li>● <b>Community:</b> To explore the concept of an effective character description and building emotions in writing.</li> </ul>			
Previous Core Knowledge		New Core Knowledge		Habits Focus	
<ul style="list-style-type: none"> <li>▪ Colons are used for listing ideas and semi-colons to join independent clauses and make them part of one sentence.</li> <li>▪ Integrated dialogue can be used to convey character and advance the action.</li> <li>▪ Passive voice is when the subject of the sentence is the 'passive' person or thing that receives the action.</li> <li>▪ Active voice means the subject of the sentence (who or what the sentence is about) performs the action expressed by the verb.</li> <li>▪ A subordinate clause helps to expand and link ideas in our writing by adding more information to a main clause.</li> <li>▪ Parenthesis can be demarcated by commas for clarity and more detail.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Write for a range of purposes and audiences, selecting language that shows good awareness of the reader.</li> <li>▪ Pathetic fallacy is the attribution of human feelings and responses to inanimate things or animals, especially in art and literature.</li> <li>▪ Personification is the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.</li> </ul>		<ul style="list-style-type: none"> <li> Being kind towards others and seeing the effect it has.</li> <li> Hoping that situations can change for the better.</li> <li> Knowing that change can take time.</li> </ul>	
Previously learnt lenses:  Onomatopoeia		New lenses / embedding of previous lenses:  Personification  Pathetic fallacy			
Literature Links		Curriculum Links		Subject Specific	





# English working walls – I Do

- Modelled example – narrative provided
- Questioning to extend understanding
- Vocabulary word banks
- Linked to The Write Stuff
- Star Writer/Writer of the Week

# Feedback and Response

Year 1 text transcript:

The Martian likse his new friend. That was a long time for the boy too be gon\_

The Martian is in space (edited) watinge for his friend.

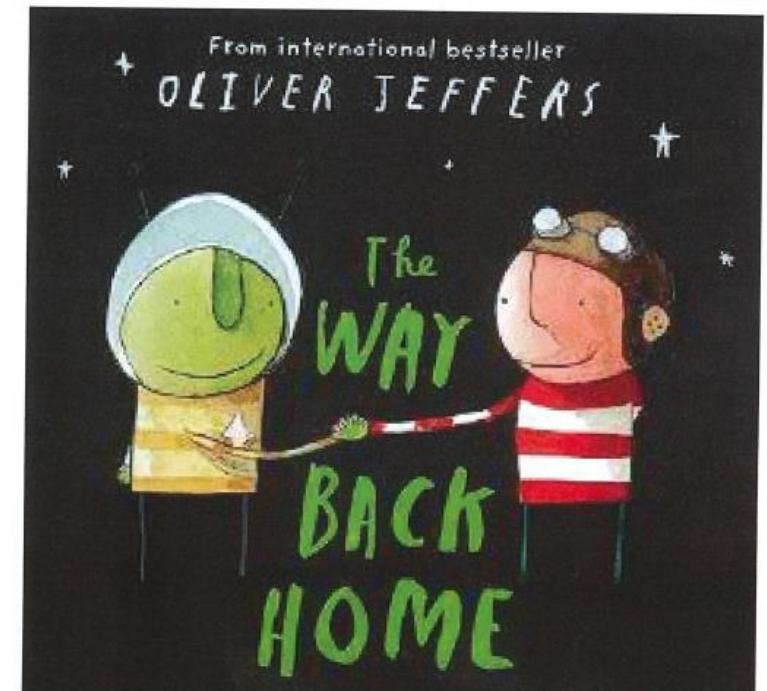
The boy is getting the tols becuds they veacalls are brokin.

Pink means take another look

Green means well done, impressive!

The child responds to the teacher in purple

The Martian <sup>likes</sup> likse his new friend. That was a long time for the boy too be gon\_  
The Martian is in space watinge for his friend.  
The boy is getting the tols becuds they veacalls are brokin.





# The Writing Rainbow

<b>FANTASTICS</b> The Ideas	Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking
									
<b>GRAMMARISTICS</b> The Tools	Adverbs/ Adverbial Phrases	Basic	Complex	Dialogue/ Contractions	Purpose	Paragraphs	Passive/ Active Voice	Tenses	Punctuation
									
<b>BOOMTASTICS</b> The Techniques	Onomatopoeia	Alliteration	Rhyming	Repetition	Simile	Metaphor	Pathetic Fallacy	Pun	Personification
									

The Write Stuff is the Writing component of our curriculum; also encompassing Grammar, Punctuation, Spelling and Handwriting

Spelling	Grammar	Handwriting
10 minutes of daily practise focusing on weekly spelling rule. Weekly spelling rule and CEW (challenge words) assigned to EdShed student accounts to enable home learning.	30 minutes per week focusing on one aspect of the grammar curriculum. Grammar content supported through Grammaristics in Sentence Stacking lessons and Grammar themed Do Now activities.	10 minutes of daily practise focusing on four strands (Strength, Letter Formation, Pencil Hold, Flow). Many activities such as Crawling or Clapping games are cross-curricular and can be used in other subjects such as PE, Art, Music, D&T etc.

# Grammar – I Do

Complete the sentence by adding a **comma** after the **fronted adverbial**.

From somewhere in the distance a voice was singing.

The 'I' here is the teacher.

The teacher will read the sentence aloud and then annotate with the correct punctuation.

Providing a narrative throughout the process to explain their thinking.



# Grammar – We Do



Modelled  
practice 'We do'

English

Complete the sentence by adding a **comma** after the **fronted adverbial**.

Without warning there was a sudden rush of  
water.

The 'We' here are the children and the teacher.

This activity is completed together...

- on show-me boards
- on i-pads
- calling out the answer
- working with a partner
- Beat the Teacher
- Clap hands

# Grammar – You Do

The 'You' here are the children.

Lots of ways to complete this activity...

Complete each sentence by adding a **comma** after the **fronted adverbial**.

1. Just a few metres above them there was a spaceship.
2. Later that night the wizards gathered for a meeting.
3. Shortly after the war William started a new business.
4. With great enthusiasm the children set to work building a den.

- Working with a partner
- Recording voice notes on the i-pad
- Show-me boards
- Calling out the answer
- Working with a partner
- Beat the Teacher
- Clap hands to show the position of the comma



# KS1

Phonics and Fluency	Comprehension	Read Aloud	Independent Reading
<p><b>10 minutes per day:</b></p> <p>Phase 1 to phase 5 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate for those children who still require this. During Autumn 1, an additional 10-15 minutes of phonics (separate lessons) is built into the 'writing' lesson 4 x weekly.</p> <p>Speed reading and sight vocabulary planned as the introduction to the following 20-minute comprehension session.</p>	<p><b>20 minutes per day:</b></p> <p>Daily comprehension session which will focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval and Summarising/Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed.</p>	<p><b>15 minutes per day:</b></p> <p>Mapped Read Aloud entitlement shared with children daily</p>	<p><b>15 minutes per day:</b></p> <p>Dedicated time allocated for developing independent reading behaviours through Accelerated Reader.</p>

# Read Aloud offers

A varied approach using quality texts—

- Teacher reads aloud
- Children partner read
- Cross year group pairings
- Access to books in class and library
- Entitlement books to take home
- Different list for every Year group

## Independent Reading

Independent reading texts are selected from a range of physical and e-books in the correct range of texts from the zone of proximal development determined by the Star Reader test and checked using AR quizzing. Children may also chose complimentary texts and audio books to develop a love of readings and access of a range of texts.

Year 2 – Autumn 1	Year 2 – Autumn 2
Leaf by Sandra Dieckmann If I were in Charge of the world	Meerkat mail Emily Gravett The Lighthouse Keeper's Lunch Ronda Armitage
The Owl and the Pussy Cat by Edward Lear	The Proper Way to Meet a Hedgehog - Various
The Monster Crisp Guzzler by Malorie Blackman	The HodgeHeg by Dick King-Smith
The Hairy Toe by Daniel Postgate	The Fox and the Star by Coralie Bickford-Smith
The Lonely Beast by Christ Judge	Azzi in between by Sarah Garland
BEwARE by James Carter	Little People - Rosa Parks
I (don't) Like Snakes by Nicola Davies	Coming to England by Floella Benjamin
Hummingbird by Nicola Davies	Dear Greenpeace by Simon James
Caterpillar Butterfly by Vivian French	Dear Mr Blueberry by Simon James
The Owl who was Afraid of the Dark by Jill Tomlinson	Leah's Star by Margret Benson-Hill
Home in the Rain by Bob Graham	Little Robin Red Vest by Jan Fearnley
Imaginary Fred by Oliver Jeffers	Pattan's Pumpkin by Chitra Soundar
Dare by Loran Guitierrez	A dark <u>dark</u> tale by Ruth Brown
Amazing Grace by Mary Hoffman	I Want my Hat Back by Jon Klassen
Grace and family by Mary Hoffman	Mr Scruff by Simon James
	Tusk <u>Tusk</u> by David McKee
	The Man who Wore all his Clothes by Alan Ahlberg
	<b>Winter's Child by Angela Mcallister</b>
	The Jolly Christmas <u>Postman</u> by Janet and Alan Ahlberg
	<b>Grandpa's Christmas by Michael Morpurgo</b>
	Snow by Walter De La Mare

# Comprehension – example is Year 4

Term	Unit 1	Unit 2	Unit 3
Autumn 1	Maggie Dooley and What is Bullying?	The Skeleton and Journey to the Centre of Your Body	The Raven and the Crow and A Letter Home
Autumn 2	Ancient Greece and The Troy Ploy	Violent Volcanoes and Pompei	VIPERS - Skills Surgeries
Spring 1	Inventions that Changed the World and The Telephone	Hero Twins and The Maya	Anatomy of a Bee and Save the Bees
Spring 2	Religious Festivals and Dragon Boat festivals	Hidden Creatures and Heading Down	VIPERS - Skills Surgeries
Summer 1	Mae C Jemison and Sau Lan Wu	Weapons Through Time and Battle of Hastings	Culture in India and The Taj Mahal
Summer 2	<b>Book Study 1</b> - Charlotte's Web (3weeks)	<b>Book Study 2</b> - Shackleton's Journey (3 weeks)	<b>N/A - There are only 2 Book Study Units for this term as they are 3 weeks each</b>

# Comprehension example-

## VIOLENT VOLCANO

May 19th 1980.

The most destructive volcanic activity in American history rocked the state of Washington yesterday. Fifty-seven people lost their lives, and tens of thousands more have been impacted by the devastating eruption of Mount St. Helens. Located in the south-west of the state, there have been warnings of seismic activity for the past few months.

Scientists at the University of Washington have been monitoring earthquake activity near to the site since March. An earthquake measuring 4.2 was logged below the volcano on 20th March. Another was recorded three days later. This was the start of a series of continuous tremors. These continued until 27th March. Then, a large explosion at the peak of the volcano released steam nearly 2,000 metres into the air. More eruptions were observed over the following weeks until they stopped abruptly on 22nd April.

Two days ago, scientists noticed that the north side of the volcano had bulged out by nearly 140 metres. A scientist at the university told us that this indicated magma was rising towards the summit.

Volcanologist, David Johnston, had been stationed on the side of the mountain to check for any changes. He woke up just before dawn yesterday and radioed in his daily report. There was no new information to report.

Less than two hours later, a magnitude-5.1 earthquake shook the volcano. Mr Johnston radioed through a final message saying, "This is it!" The earthquake caused a crack in the rock within minutes and Mount St. Helens exploded. Mr Johnston was one of the first casualties.

It is our understanding that the build-up of pressure led to a more powerful explosion. The eruption caused a glowing cloud of superheated gas to blow out of the mountain face at supersonic speed. According to our contacts at the United States Geological Survey, everything within 8 miles of the blast would have been killed immediately. Anything within 19 miles would have been flattened by the shock-wave that followed. In total, an area of roughly 230 square miles was devastated by the initial blast.

Even as people were coming to terms with the initial eruption, a second was occurring at the summit. This explosion sent a cloud of ash 10 miles into the atmosphere. It is predicted to travel over a considerable distance in the coming days. Members of the public have been urged to avoid the ash wherever possible. It is estimated that hundreds of tons of ash could be produced in total.

It is unlikely that scientists will be able to determine the full extent of the damage to the local area until the aftermath of the eruption passes. Early reports indicate that a large portion of the mountain has been removed by the explosions.

Volcanologists are currently monitoring the area but do not expect any further activity from the volcano.



Photo credit: USGS/Robert Krimmel

### VOCABULARY FOCUS

1. What does the word "impacted" mean in the first paragraph?
2. Which word tells you that tremors happened over and over again?
3. Why has the author described it as a "devastating eruption"?
4. If you were a member of the public, what impact would the use of the word "urged" have?
5. Find a word closest in meaning to "work out" or "find out information".

### VIPERS QUESTIONS

- |          |  |
|----------|--|
| <b>R</b> | Where in Washington is Mount St. Helens?   |
| <b>V</b> | Which word was important in finding the previous answer?                                   |
| <b>P</b> | Why hasn't the author given a precise measurement for how high the steam was released?     |
| <b>R</b> | What was the job of the first person killed by the eruption?                               |
| <b>E</b> | The author has used lots of scientific language. What effect does this have on the reader? |





## Oasis Poetry Spine 2023-24




This overview shows the poems that have been identified to learn by heart for each half term in each year group. There is time allocated within the Reading Curriculum timetable and these poems are included in the 'teaching decks' for Lesson 5 and Lesson 10 of the planned units. However, this is not 'mandated' as the time when these poems should be learnt so that there is some flexibility for teachers to deliver this when it is best suited to their pupils and timetables.

[The Power of Poetry Research Summary 2017.pdf \(clpe.org.uk\)](#)

Term	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn one	A Big Green Crocodile by Jane Newberry	The Owl and the Pussycat by Edward Lear	Isn't My Name Magical by James Berry	Augustus Gloop by Roald Dahl	Everyone comes from Somewhere by Michael Rosen	Vegan Delight by Benjamin Zephaniah
Autumn two	In the Park and In the Park 2 by Eloise Greenfield	The North Wind Doth Blow by Anonymous	George's Marvellous Medicine poem by Roald Dahl	Beautifully Different, Wonderfully the Same by Joseph Coelho	And <u>Still</u> I Rise by Maya Angelou	Beautiful Ambition by Karl Nova
Spring one	Ride by Matt Goodfellow	Walking with my Iguana by Brian Moses	The Months by Sarah Coleridge	The Mrs Butler Blues by Alan Ahlberg	<u>Strest</u> by Matt Goodfellow	Night Mail by W H Auden
Spring two	What is Pink by Christina Rosetti	My Gran Visits England by Grace Nichols	Goldilocks on CCTV by John Agard	Windrush Child by John Agard	Tyger, Tyger by William Blake	What do we do with a Variation? by James Berry
Summer one	Cat-rap by Grace Nichols	Billy McCool by Aofie Mannix	Scissors by Alan Ahlberg	Sonnet for a Sphere by Rachel Rooney	Eastbourne by Joseph Coelho	The Poet by Rachel Rooney
Summer two	Where Teachers Keep their Pets by Paul Cookson	Seagulls by Michael Rosen	Sun is Laughing by Grace Nichols	The Way through the Woods by Rudyard Kipling	My Face is a map by Jackie Kay	Aleppo Cat by Philip Goss

Classic	
Black and global majority author	
Female author	

# Pupil decks on Showbie

 <b>I have learned</b>	 <b>I am learning</b>	 <b>I will learn</b>
To link what is being read to other texts, films and stories link this.	To use prior knowledge (what I already know) to make simple inferences.	To locate and understand single words and phrases that the author uses to stimulate inference.

## Strategies:

Echo reading

Vocabulary grid

Odd One Out

Likes, Dislikes, Puzzles and Connections

