English Policy

Inspire – Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT
"Promoting learning excellence – Inclusion beyond the barriers".

Moral Purpose
"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	S Mannion A Ellis
Policy to be reviewed:	Summer 2024
Summary of changes	· changes to the curriculum content

Aims of Teaching and Learning at Oakwood;
Inspire – Impact – Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which inspires, has a positive impact on all young people and results in fostering independence, preparing them for the future.
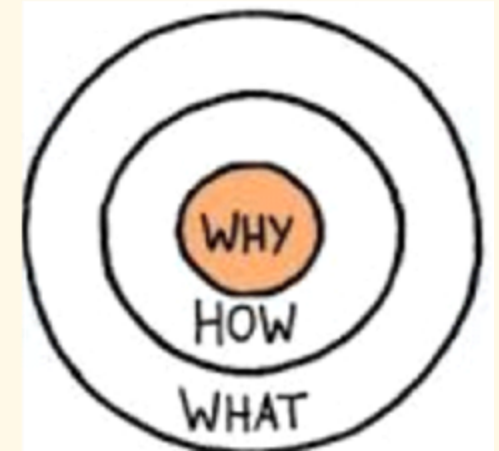
Policy Development (How)
The policy has been developed through:
- Review of the English policy Autumn 2021
- English curriculum review days Summer 20/21 / Autumn 21/22 Spring 22/23
- RAG of action plan for academic year 2020 2021/ 2021 2022/ 2022 2023

Subject information

ENGLISH

Aims of this policy

- To introduce the **vision** of the English department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in English

Our vision for English

"The guiding principle behind our curriculum is Emily Style's notion (1996) of the "curriculum as mirror and window" – a mirror for students to be able to identify their own experience with, but also a window to see beyond their own experience to a greater, richer understanding of the world around them. This balance has been integral to our choice of texts and topics."

To foster an **enduring love** of language and literature through high quality stimulus.

To support pupils to become **active** readers, writers and communicators.

To foster practical and functional **skills for life**.

To foster in pupils the **confidence, desire and ability** to express their views and opinions both orally and in writing.

To value and **celebrate diversity** in culture and language.

Main aims of the Oakwood curriculum
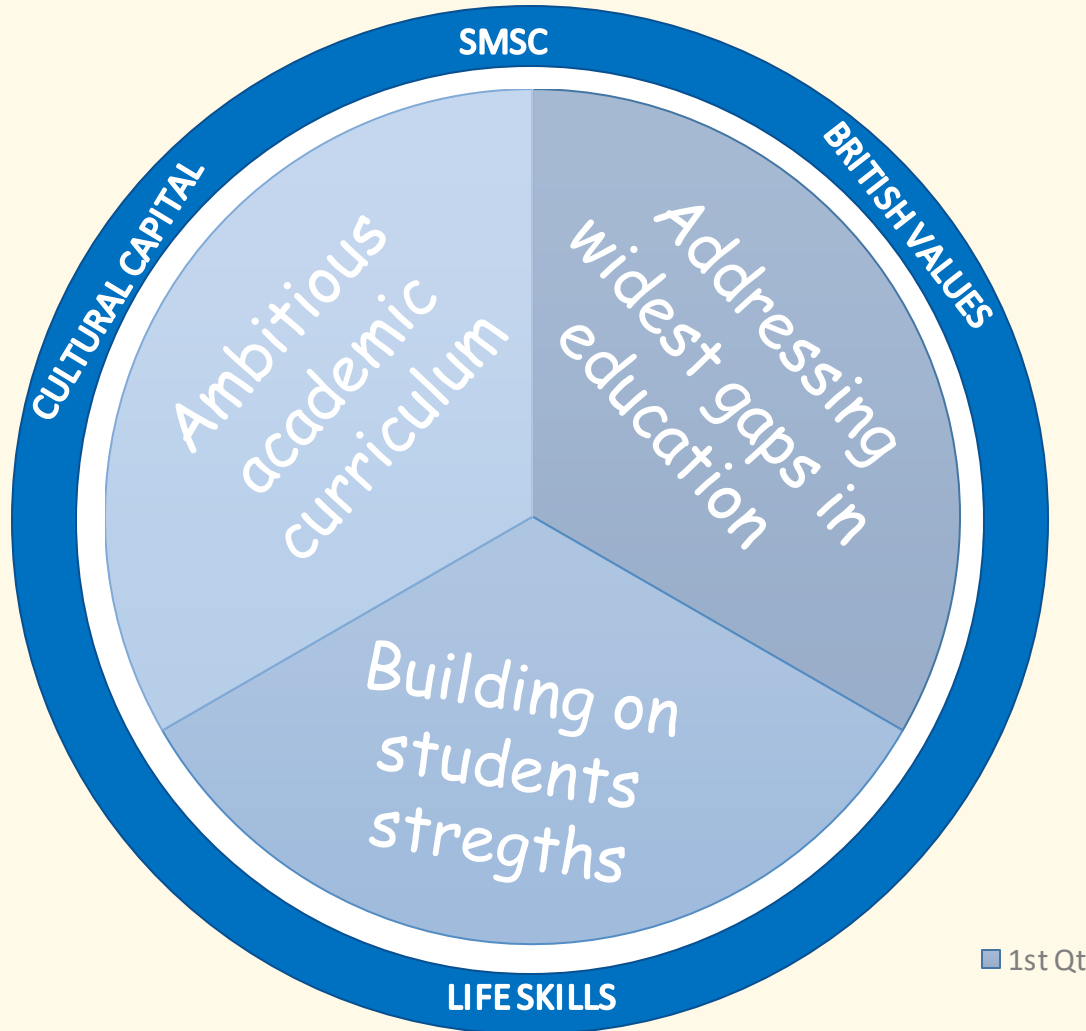
To provide an **ambitious academic curriculum** so that students can access a wide range of qualifications that can support and impact on their further education and their employability.

To address pupils' widest gaps in education by developing basic skills in **literacy and numeracy** across the curriculum in order to prepare our students for the opportunities, responsibilities and experiences of later life.

To ensure that we have a **broad and balanced offer** for our students to build upon students' strengths and interests to inspire them to hold high aspirations for their future

To develop our students **cultural capital**, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils' physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to **prepare our students for the opportunities, responsibilities and experiences of later life**

The guiding principles of our curriculum through English

Inclusion

- We have selected texts / authors / poets / visual resources that are representative of our school community. Reading for pleasure lists are selected to ensure that we are diverse in our coverage.
- All students should see representations of themselves or people likes themselves in the resources that we expose them to.
- Current affairs topics are chosen because they are meaningful for our school population.
- We select whole school write topics that are pertinent to including all.
- Our pedagogical approaches are selected based upon their inclusive nature.
- Our teaching process is designed to gradually build up pupil knowledge and confidence so that eventually pupils could work towards producing substantial independent pieces of work.
- We follow the principles from our T & L policy to create inclusive classrooms and to deploy inclusive pedagogical approaches.

Locality

- Where we can, we have identified poems / poets / texts who are linked to our locality.
- We have found inspirational people from our locality to focus upon when students are learning to write biographies.
- We invite local authors into school to inspire our students.

Research informed

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research. We have used DfE approaches for the teaching of reading as an example.

Appropriate

- The curriculum content has been chosen specifically for it's appropriateness for our students, this is driven by rigorous assessments of student starting points across all areas of English.
- We have designed pathways to allow us to ensure that the English curriculum is appropriately tailored to those who it is delivered to.
- Teachers have flexibility to choose the pathway best suited to their learners based on the evidence they have collected.

Curriculum intent

- The intent for the English curriculum is laid out in the Curriculum framework and progression mapping documents. These are the things that we intend our students will study over their time at Oakwood. The progression mapping documents detail the steps of progress that we want our children to achieve.

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be individualised based on their starting points. We use historic data from our school and others in order to make predictions about progress for each student.

Breadth and Depth of the Curriculum

Reading	Writing	Communication
- Phonics delivery – Read, Write, Inc - Comprehension skills – Hooked on books - Reading for a purpose – daily in form time - Reading for pleasure - Individual reading - Through books sent home - Reading Hub - Access to the library - Exposure to a wide range of written texts including: - Whole books - Extracts - A range of diverse authors - Poetry - Modern text - Pre 1900 hundred texts - Information text - Current affairs - Fiction - Non-fiction	- Providing a wide range of contexts for writing - Expository writing reports, journals, recounts, instructions - Descriptive writing Scripts, poetry, fiction - Narrative writing Characterisation, setting, theme, plot, atmosphere, figurative language and literary devices, point of view, autobiographies - Persuasive writing Advertisements, promotional materials, reviews, discussions - Journal and letter writing - Diaries, journals, blogs, emails - Paying increasing attention to punctuation, grammar and spelling: - As children become more fluent and confident - Encouraging a process of drafting and redrafting, often revisiting work to improve - Through the use of live marking - The use of VCOP to help structure writing - Spelling rules - Including Spell zone - Use of vocabulary board - Explicit grammar activities	- Providing a wide range of opportunities for children to talk and listen in formal and informal settings - The use of drama and role play to explore thoughts and feelings - Imagined situations - Group and talk partner work, when pupils are encouraged to speak, listen and respond to each other - More formal occasions when pupils are encouraged to speak in a more formal manner to their assembled classmates or to the wider school community - Class discussions and debates on topical or contentious issues, both parochial and worldwide to encourage pupils to put across a point of view coherently, and to listen and respond to the views of others - A 'no hands up' approac' to try to encourage active engagement from all pupils during question and discussion times. 'Say it like a . . . . . .' – to turn initial thoughts and responses into fully formed sentences.

The English Curriculum

Knowledge

Substantive Knowledge (specific factual content for subject)		Disciplinary Knowledge (how we gain substantive knowledge)	
Writing	**Reading**	**Writing**	**Reading**
• Spelling • Vocabulary • Grammar • Evolution and etymology of English • Rhetoric • Structure • Non-fiction genres (e.g. biographies, autobiographies, speeches, essays, polemics)	• Characters • Plot • Themes • Quotations • Theatrical terminology • Poetic techniques • Literary devices • Authors' biographies • Literary, social and historical context • Grapheme – phoneme correspondence	• evaluate and edit text • apply substantive knowledge to effectively write for a range of purposes. • thinking critically and creatively using the automaticity of substantive knowledge.	• interpretation and comparison of themes and conventions • using text to back up arguments and discussions • evaluating the intentions of the author • thinking critically and creatively using the automaticity of substantive knowledge.

The concepts through literacy:

Power & Conflict	Inclusion & diversity	Our voice matters	Time and place
		Our students needs to know that they have a right to express their opinions and be heard by others. They will look at a range of topical and global issues and consider their impact. Students	

The concepts identified in reading, writing S&L:

Reading	Writing	Communication
Developing fluency	Developing fluency	Developing fluency
Personal response	Personal response	Personal response
(De)constructing sentences	Constructing sentences	Constructing sentences
Comprehension		Comprehension
Intent (author)	Intent (author)	Intent (speaker)
Effect on audience	Effect on audience	Effect on audience
Purpose / features	Purpose / features	Purpose / features
Vocabulary	Vocabulary	Vocabulary

English key concepts defined:

Developing fluency	Pupils will be encouraged to demonstrate fluency in reading and writing. This will start with the basics of phonetic awareness, decoding, blending and segmenting. Opportunities will be provided across various contexts for students to practise and improve their reading and writing skills to develop fluency.
Personal response	As readers, we are connected to these universal and timeless themes and ideas that have, and continue to influence, the intentions of writers/speakers. Students will be encouraged to recognise that as a reader/listener you are entitled to have and share your personal response to what you have read/heard.
Constructing /Deconstruct sentences	Students will focus on their sentence-building skills encompassing punctuation and grammar. In addition, they will look to build increasingly complex sentences over time to elicit the desired responses from the reader.
Comprehension	Students will look in detail at various texts and engage with them through the Hooked on books' lens' so they can process a text to understand its meaning and more profound messages. They will be encouraged to use inference and deduction skills, make predictions and discuss author choices and their effects.

Intent	Behind every text, there is writer intent. Students need to understand that all writers are influenced by the time, place and social positioning from which they write. Pupils need to be taught to tune in to recognise the aims of the writing they are presented with.
Effect on audience	Students will be taught to recognise that information they are presented with has been chosen to elicit an effect on the audience. They should start to examine the personal impact on them alongside the author's intended effect. While writing, students should carefully consider their word choice, structure and grammar to produce their desired effect on their audience.
Purpose / features	When dealing with presented information, it is key to develop students' understanding of the purpose of the text and the expected response from the audience. Knowing the purpose and the features widely used in supporting the identified purpose, will enable students to replicate effective strategies in their work, to maximise the effect of the written work.
Vocabulary	Vocabulary knowledge is central to immersion in and understanding of a topic. As such, it is vital for our pupils that there is explicit vocabulary teaching to allow them the best engagement opportunities. Explicit vocabulary teaching will occur through the use of vocabulary boards, word banks and consolidated through memory review.

	Reading	Writing	Speaking & Listening
Developing fluency	This will start with the basics of phonetic awareness, decoding, blending, and segmenting. Opportunities will be provided across various contexts for students to practise and improve their reading and develop fluency.	Writing fluency refers to a student's ability to write with a natural flow and rhythm. Fluent writers use level-appropriate word patterns, vocabulary and content. Students will be encouraged to proofread their work to check for fluency.	Fluency refers to the smoothness or flow with which sounds, syllables, words and phrases are said when talking. All children will be asked to contribute to lessons and will be given thinking time to plan an appropriate response. Teachers will ask students to consolidate their answers if a verbal response lacks fluency.
Personal response	As readers, we are connected to these universal and timeless themes and ideas that have, and continue to influence, the intentions of writers. Students will be encouraged to recognise that as a reader, you are entitled to have and share your personal response to what you have read or heard. This can be different from the views of others. Students will be encouraged to reflect upon and share their responses to a shared stimulus. The Hooked on Books personal opinion lens encourages students to reflect on their response.	Students will be taught to understand that their writing can provide a personal response to their readers. They should consider what response they wish to evoke and use techniques to help them achieve this. Students should also be encouraged to use their writing as a platform for personal expression, for example, giving their views and opinions in a persuasive writing task.	As with reading, we are entitled to have a response to the things that we hear. This is personal to us and we have the right to share our response. Students should also recognise that what they say can evoke a reaction in others. If, for example, delivering a speech or presentation, students should think about their desired response in the planning stages and plan for this end outcome.

	Reading	Writing	Speaking & Listening
Constructing /Deconstruct sentences	Students will be encouraged to investigate and appreciate the devices used by an author to create their desired effect for the reader. Students will deconstruct sentences and look at the grammatical features chosen and the impact. Hooked on books lens' 'author assessment' 'language' & 'accessing phonics and grammar' will allow students to interact with their texts in this way.	Students will focus on their sentence-building skills encompassing punctuation and grammar. In addition, they will look to build increasingly complex sentences over time to elicit the desired responses from the reader.	Students will be taught to consider their sentence choices verbally when presenting information, considering their audience. They will recognise that tone must reflect formal language choices when the task demands it.
Comprehension	Students will look in detail at various texts and engage with them through the Hooked on books' lens' so they can process a text to understand its meaning and deeper messages. They will be encouraged to use inference and deduction skills, make predictions and discuss author choices and their effects.	Students will use their comprehension knowledge to help them make educated choices about their writing style.	Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognising speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented.

	Reading	Writing	Speaking & Listening
Intent	Behind every text, there is writer intent. Students need to understand that all writers are influenced by the time, place and social positioning from which they write. Pupils need to be taught to tune in to recognise the aims of the writing they are presented with. They should also look at the features present in a text that make it suitable for its purpose.	Knowing, through reading, the features an author has used to make a text successful in its purpose will allow students to replicate successful features in their writing. Students will be taught to be very clear in their understanding of the intent of a piece before committing anything to paper.	Students need to know the intent of their communication to consider how to deliver this most effectively. They will look at the communication of others and establish the intent for their communication and techniques used to reach this end.
Effect on audience	Students will be taught to recognise that information they are presented with has been chosen to elicit an effect on the audience. Therefore, they should start to examine the personal impact on them alongside the author's intended outcome.	While writing, students should carefully consider their word choice, structure and grammar to produce their desired effect on their audience.	When communicating with others, speakers usually want their words to have an effect, as with written text. Therefore, students will be taught to examine the spoken word and what the speaker intended with their word choices and presentation style.

	Reading	Writing	Speaking & Listening
Purpose / features	Students will be taught to identify the purpose, goal or aim of the works that they are reading. Knowing the purpose will allow students to be prepared to identify specific techniques that the author has used to make their piece suitable for its purpose. Finally, students should be taught to pick out and comment upon the effect of these choices and how they can implement them in their work.	Students will be taught to identify the purpose, goal or aim of a piece of writing: for example, to express oneself, to provide information, to persuade, or to create a literary work. Knowing the purpose will allow students to be taught what specific features they should implement in their writing that will make it suitable for the identified purpose.	Spoken language can be used for different purposes in both formal and informal situations. Understanding the purpose of speech in a given moment helps students to make decisions on their word choices, formality and grammar, for example. Students will be taught to use their spoken language skills to present for various purposes and to change their style appropriately.
Vocabulary	Vocabulary knowledge is central to immersion in and understanding of a topic. Therefore, identified knowledge linked to substantive and disciplinary knowledge will be explicitly taught to all students to allow them to fully engage with their topics.	Vocabulary knowledge is central to immersion in and understanding of a topic. Therefore, identified knowledge linked to substantive and disciplinary knowledge will be explicitly taught to all students to allow them to fully engage with their topics.	Vocabulary knowledge is central to immersion in and understanding of a topic. Therefore, identified knowledge linked to substantive and disciplinary knowledge will be explicitly taught to all students to allow them to fully engage with their topics.

Curriculum Organization

- **National Curriculum** - See English curriculum overview National Curriculum coverage. Oakwood Academy follows the National Curriculum set out by the government from Key Stages 2 to 4, while considering a stage-over-age approach. The curriculum has been carefully structured to build opportunities for consolidation and repetition of key learning.

- **Lessons per week** - Students have four English lessons timetabled per week. English strands of the curriculum are also delivered in the daily intervention slots through phonics, guided reading and Spell zone.

- **Coverage** - English lessons are centered around a text/extracts from a text / visual literacy prompt. Learning opportunities have been carefully selected to cover the strands of our key concepts, with a purpose identified that links to the text identified. The focus is on two or three linked styles appropriate to the topic. The styles identified and studied are repeated across a key stage to best support student retention and the consolidation of knowledge.

- **SPaG** - SpaG strands are delivered at pertinent times throughout a scheme of work, linked and appropriate to the work being studied. Our students also benefit from stand-alone lessons on SPaG to further consolidate their understanding and as such, SPaG weeks are identified on the Curriculum map.

- **Whole school writes -** Whole school writes are also completed; these are allocated on the curriculum maps. A focus is taught and delivered throughout the school and students' independent outcomes are used for assessment purposes and staff moderation.

Curriculum Map

- The curriculum map provides staff with a brief unit theme/title.

- The curriculum map is broken down by Year groups, further differentiated by pathway. There are different pathways for the students based on their starting points in English. All students need firm foundations before new learning can take place. The provision of pathways tailored to the specific needs of cohorts within our school allows us to build on their prior knowledge and eliminate the chance of gaps in learning.

- Teachers are provided with a scheme of work detailing the activity types and how to link to the central theme of the unit by the HoD.

- The wide-ranging needs of students in each of our classes mean that the main activities must be delivered at a level suitable to those in a class. Teachers use their knowledge and assessment of students alongside the progression documents and writing genre level guides to provide the content at an appropriate level.

Reading

Read Write Inc.

- Initial assessment - On entry to Oakwood, all students complete a phonics assessment to determine their phonetical gaps.

- Phonics - Students requiring phonics instruction follow the Read, Write, Inc program. This involves the discrete teaching of phoneme-grapheme correspondence and the shared reading of phonetically matched reading books to apply this learning in context.

- Timetabled intervention - These sessions take place in daily lessons entitled 'intervention.'

- Targeted Interventions - As a general rule, these sessions are needed by most of the students on our 'Pine' pathway. For students on other pathways, phonics is taught in small groups or through targeted intervention.

- Assessment: repeated phonics screening and monitoring of progress through SIMS data, assessment of spelling through written work.

Comprehension

- **Hooked on Books** - Comprehension skills are taught using the 'Hooked on Books' approach. This is used in lessons and intervention slots where guided reading takes place.

- **Modelling** - the teacher models the reading process to the whole class as an expert reader, also modelling the reader's mind and interaction with the text.

- **Comprehension strands** - Appropriate comprehension strands are identified from the reading rainbow that encourage student's engagement with and analysis of the selected text. Sentence starters and questions are selected based upon student's levels and focusing on different strands of comprehension. The sentence stems increase in complexity when working down the bank and as such allow progression.

- **Recording** - Sessions require high levels of collaborations and oral responses for the students. The final output may be discussion based (recorded on EfL) or recorded in writing by the students.

- **The stimulus** - These session will focus upon either the class reader that is being shared during form time or on the curriculum text.

- Independent comprehension skills are also developed using schemes during intervention lessons.

- Assessment: through record of written work or evidence uploaded to EfL. Progress should be evident through student's reading data on SIMS.

Reading for pleasure

- **Reading for pleasure** - Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this.

- **Text selection** - We ensure that students are exposed to high-quality, engaging texts that interest them. We provide opportunities for students to experience enjoyment from readers above their phonetic reading level; as such, teachers lead the daily reading for pleasure.

- **Diversity** - Books have been carefully selected for each of the pathways. They include a wide range of genres and main protagonists that represent many of the students in our school – we want all students to find characters like themselves in the books they read and a wide representation of authors. 'Children should see books as mirrors and windows' – mirrors so that they can see characters like themselves and windows so they can see into the lives of others who differ from them.

- **Cultural capital** - We see the selection of books for our students as an opportunity to develop 'cultural capital.' We want to expose pupils to authors and titles that allow them to converse with their peers about the most significant trends and issues relevant to young people.

- **BV & SMSC** - We provide texts that cover a wide range of topical and up-to-date issues to encompass British values and SMSC strands.

- **Selection of text** - Students are involved in selecting the text from the wide range on offer for their pathway. Teachers are welcome to use their professional judgment where students come to class with their suggestions and form teachers are also encouraged to let students form their own opinion of a text and request a swap if their selection is not living up to expectations.

- **Library**- We have invested significantly in our library to make this a warm and welcoming space for students to want to read for pleasure.

Individual Reading

- **Banded reading books** - Children have access to banded reading scheme books to support the development of their individual reading skills. These books are chosen for students based on their reading age.

- **Phonetically matched books** – Students who are receiving phonics teaching and sent home with books from the Read, Write, Inc Book bag scheme. These books are closely matched to students phonics stage.

- **Recording** – Recording of home reading is done through our reading record log, which is returned to school weekly. Teachers keep a record of the books students have read.

- **Reading for pleasure** – students are invited to choose a book from our library that they take home to read for pleasure. This is a free choice for the students as we believe it is important for them to be able to select books that are of a real interest to them. We communicate with parents/carers that the book may be above the students reading level, but we encourage the adults at home to engage with reading these books with their child.

- **Guided reading** - Intervention sessions are used for the delivery of guided reading to our Fir and Sycamore pathways. There are books selected based on their appropriateness for students of different Oakwood levels. Maple and Fir students engage in guided reading in their phonics sessions with books matched to their phonetic level.

Fluency

- We believe in the power of practice. We encourage our students to read regularly, choosing materials that match their interests and reading levels. Whether it's in the classroom or at home, we create an environment that promotes frequent reading.

- We model fluent reading by reading aloud to our students. We understand that hearing what fluent reading sounds like helps students grasp the rhythm and flow of language.

- During guided reading sessions, we guide our students as they read aloud, offering constructive feedback and support. We emphasize the importance of reading with expression, paying attention to punctuation and tone.

- We also advocate for repeated reading, where students read the same text multiple times. We know that this practice helps build confidence and automaticity in word recognition, ultimately leading to improved fluency. We use choral reading.

- Our commitment goes beyond the mechanics of reading; we encourage our students to explore new words and expand their vocabulary. We emphasize comprehension, ensuring they read for meaning and understanding.

- We foster a positive reading environment where our students feel safe to take risks and make mistakes. Building their confidence is at the core of our approach.

Writing

Stimulus

- At this stage the students are introduced to the stimulus that will form the basis for their writing. This will be the class test / poem / newspaper article/ clip etc.
- Hooked on books questions should be used to encourage pupil engagement and understanding of the text.
- In some schemes a context lesson may be needed in which to teach students more about the subject they will write about.

Completed example

- All students will be provided with **a minimum** of one example of what their successful piece of writing should look like (more than one is better). This can be an example linked to the stimulus or separate from it.
- Hooked on books should be used to engage with this piece of writing with a focus upon author choices, language choices and the layout and features.
- This is the time in which students get an understanding of what a successful finished piece of writing should look like.

Discrete Teaching

- In order to be successful in their later attempts at independent writing there may need to be discrete teaching of some of the language features that students will need to use in their writing.
- For example, before attempting to write their own poetry a discrete lesson on similes may be needed.
- Isolated practice of the individual components will help students when they later embed this into their wider work.

The live feedback and purple polishing pens will inform students at all stages of the process.

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Model

- The teacher will complete a modeled example of the piece of writing.
- This should be completed live in the class.
- Students should contribute ideas and suggestions to this modelled piece.
- The teacher should model verbal rehearsal.
- Teachers will verbally explain their thought process during this activity using the 'writer's mind'. Explaining certain word choices, punctuation choices, layout etc.
- The teacher should model re-drafting and improvement. 'I'm not happy with x, I'm going to do y and z instead'.
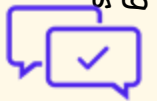- The finished piece should be printed and stuck in books so students can refer back to it.

Scaffolded draft

- Students should be provided with a scaffold to help them complete a first draft of their writing. The form of this scaffold will be dependent on the ability of the students in the class.
- Structure strips work well for our mid to high ability students, helping students to form their writing in paragraphs with appropriate prompts..
- Sentence stems work well for our LA students.
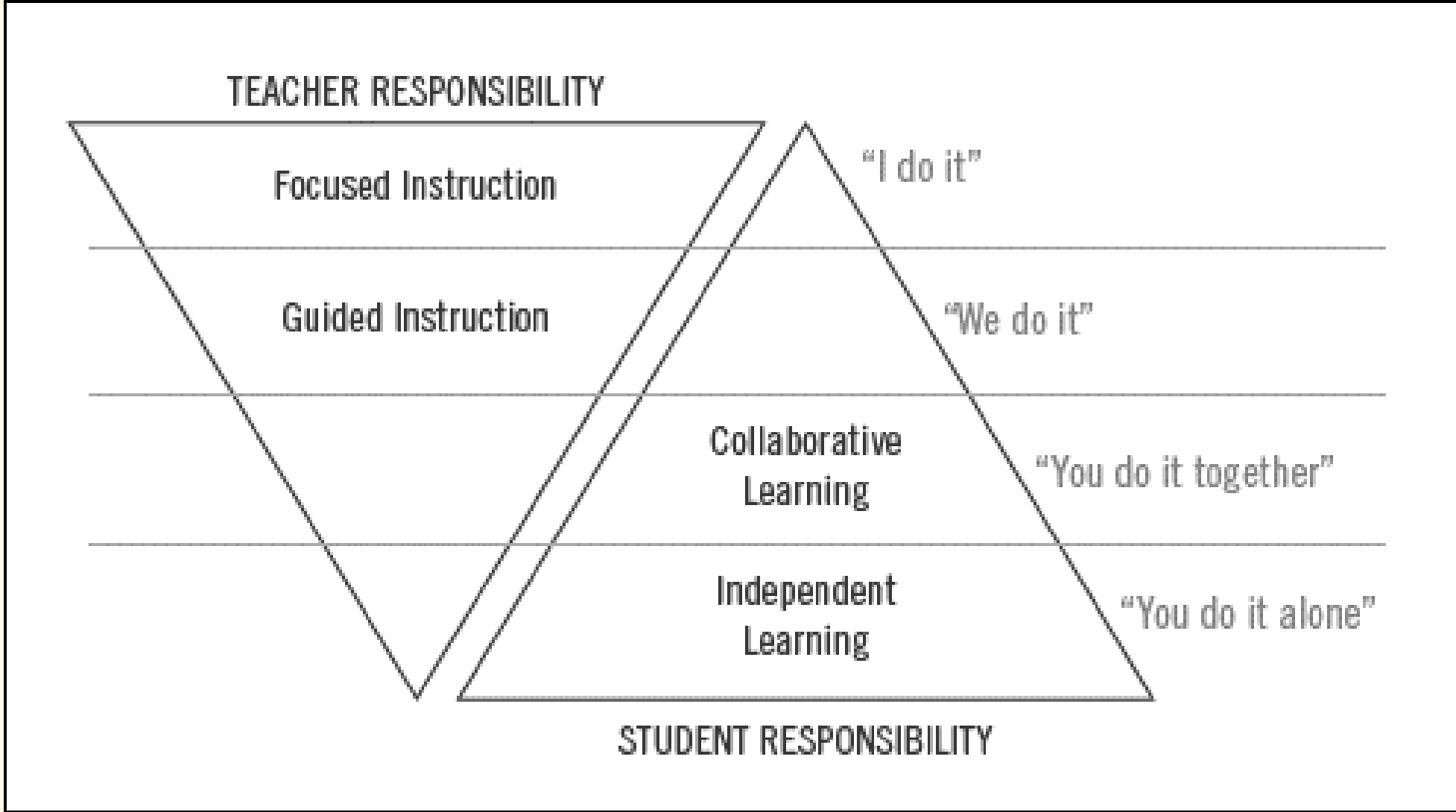- Students should be encouraged to use verbal rehearsal.

Final piece

- At this stage students apply their learning from the previous stages.
- Students respond to feedback and make improvements in their writing.
- Scaffolds are removed to promote independence.

The live feedback and purple polishing pens will inform students at all stages of the process.

	What does it look like?	Adult	Children	Gradual Release of Responsibility
Modelled writing	The adult models the writing process, explicitly teaching writing behaviours.	Controls the writing experience.	Listen actively.	I do
Shared writing	The adult models the writing process with input from pupils. The writing is co-constructed.	Has overall control of the writing experience but gives children the opportunity to make choices and take some control.	Contribute ideas and make choices.	We do
Guided writing	The adult guides key aspects of the writing process appropriate to the needs of the pupil group. This may include elements of modelled and/or shared writing.	Guides the writing experience focused on a particular aspect of writing.	Follow the adult's guidance. Contribute ideas and make choices.	I do/ We do dependent on need
Independent writing	The pupils write independently of the adult, applying their knowledge to their writing. This may be done individually or in pairs/groups.		Control the writing experience.	You do together You do alone

TEACHER RESPONSIBILITY

Focused Instruction
"I do it"

Guided Instruction
"We do it"

Collaborative
Learning
"You do it together"

Independent
Learning
"You do it alone"

STUDENT RESPONSIBILITY

When modelling writing, it is good practice to:

- Talk about the reason, audience and tone of the writing determines its structure, content and features.
- Focus in on specific concepts to demonstrate composition and effect.
- Orally rehearse sentences and other language choices, before modelling how to write them down.
- Re-read your writing, checking for sense.
- Explain your choices.
- Model automatic use and checking of basic skills, e.g. sentence demarcation.
- Make errors and be vulnerable as a writer. Use these as opportunities for teaching.
- Check and address misconceptions.
- Model meta-language – how to talk and think about language.
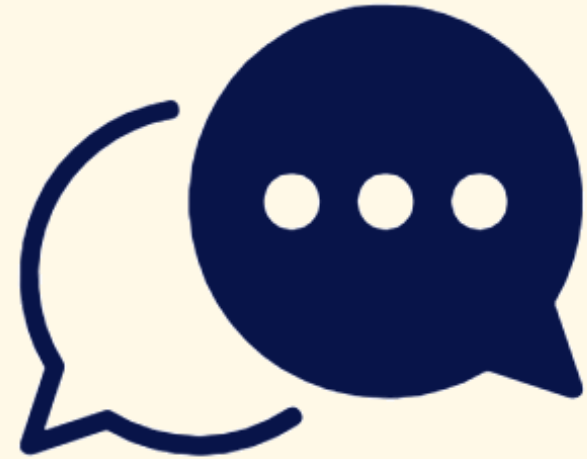
Communication

Speaking and listening

- **Depth & breadth** - It is our intention to develop children's ability to speak with confidence, clarity and fluency in a variety of situations, for a variety of audiences and for a range of purposes. Also, to develop their capacities to listen with attention and understanding.
- **Modelling** - Teachers model correct use of Standard English and accurate speech to improve grammar in children's writing.
- **Verbal rehearsal** - Speaking is the passage to writing and students are encouraged, through our approach to the teaching of writing, to verbally rehearse what they want to say before committing this paper.

Specific vocabulary teaching

- **Vocabulary** - We see vocabulary as a currency that students exchange in almost all aspects of their life. The more they have in the bank, the better their chances of success. With this in mind, a key piece of vocabulary is taught at the beginning of a lesson and regularly referenced throughout. This is a method that is repeated across all areas of the curriculum.

Promoting the highest standards of oracy

- **High expectations** - the biggest thing we can do to improve pupil's levels of oracy is to have continuous high expectations about the ways pupils speak across English and all curriculum areas. **Rephrasing and paraphrasing** – if a child gives a poorly formed answer, or a one word answer. This isn't accepted in the first instance. Phrases such as 'You have the start of a great answer there, can you just try and finish off the sentence / put into a sentence / add a little bit more detail can be used.

- **Contributions from all** – oracy will improve with regular practice and feedback. We expect that there will be responses from all during English lessons. This will be achieved by using 'no hands up' approach or by providing students with the opportunity to develop answers in partners or small groups before feeding back to the whole group.

- **Practice makes perfect** – we know that answers do not jump into our heads fully formed, in a grammatically correct sentence. Pauses and fillers help our students fill gaps while their brain works out the sentence they are trying to build. Where possible we provide students with the opportunity to repeat in a full sentence once formed.

- **Provide feedback** - our teachers provide feedback on verbal responses; 'That was a great answer because . . . . .'

- You spoke clearly and at a great volume

- You didn't speak too quickly

- You answer was in a complete sentence

- You spoke like an . . . . . .!

Our approach to teaching English

Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

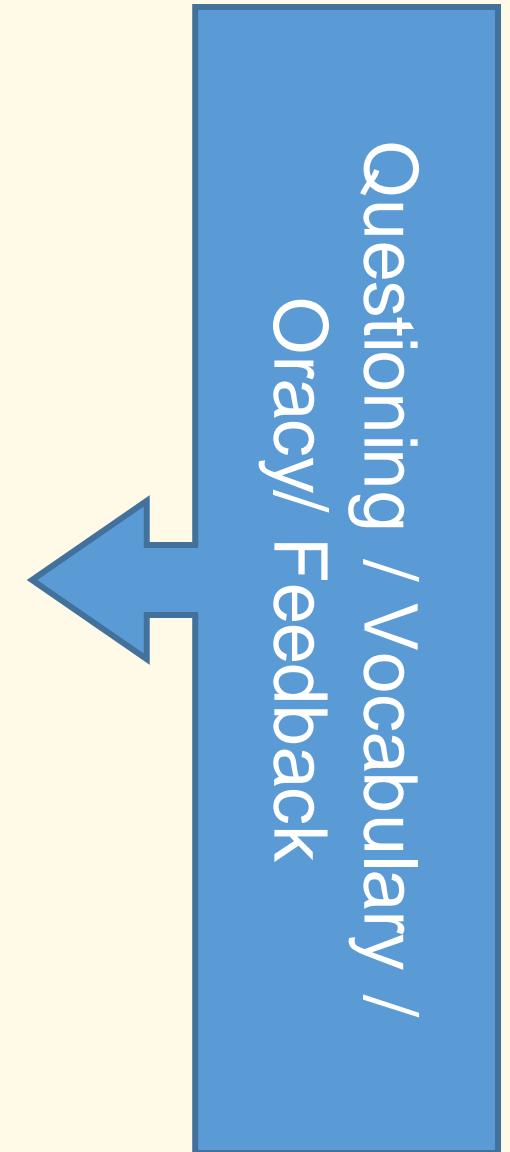We have divided these strategies into main sub categories:
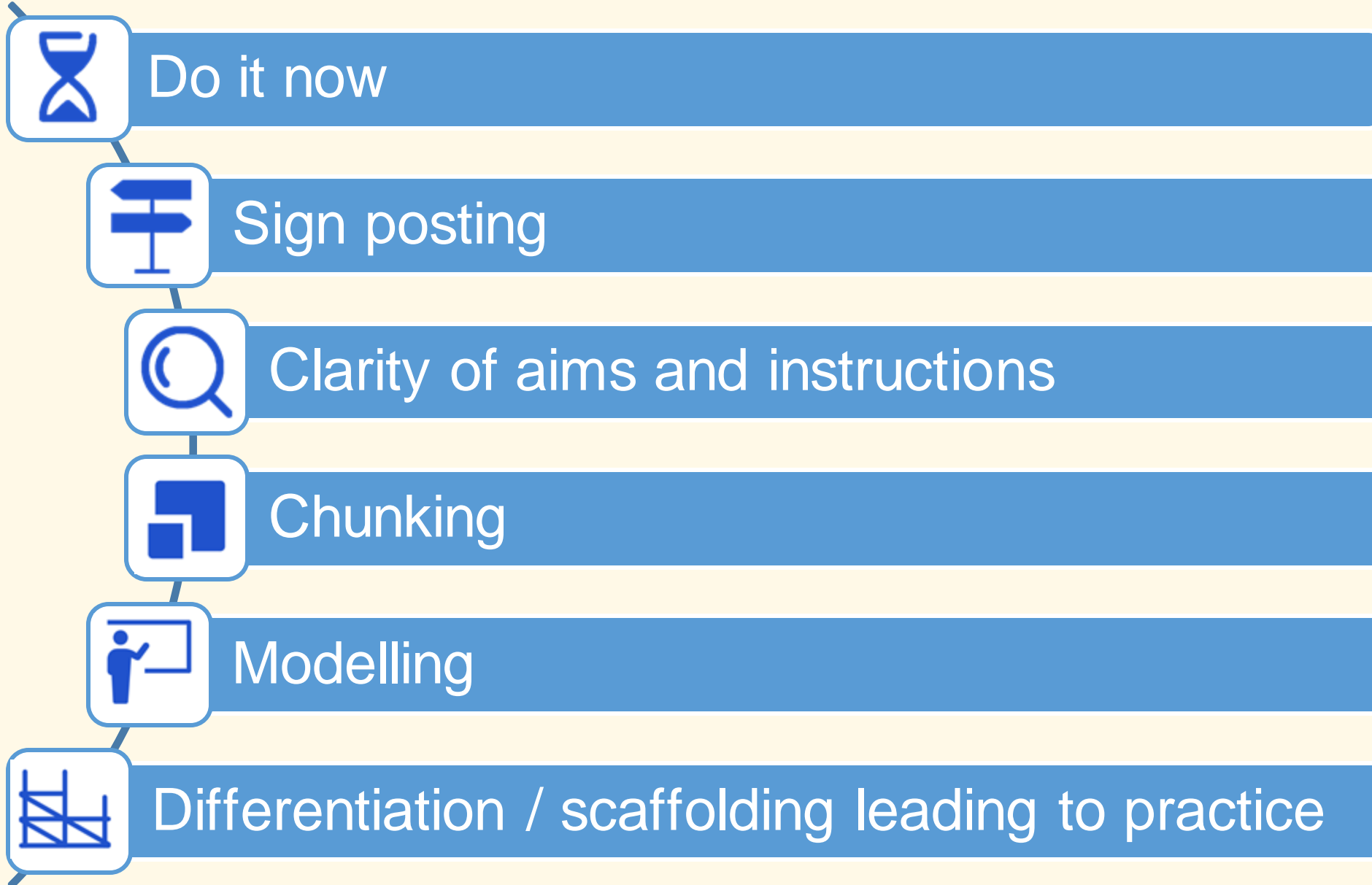
Foundations

Lesson structure

Foundations

Classroom environment		Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment
Knowing students and developing relationships		Developing relationships with students cannot be under estimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.
High expectations		'The higher the expectations of teachers, the better students perform' – (Rosenthal & Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.

Lesson structure

Do it now

Sign posting

Clarity of aims and instructions

Chunking

Modelling

Differentiation / scaffolding leading to practice

Questioning / Vocabulary / Oracy/ Feedback

Assessment

Assessment Type	Details	Frequency
Reading and Spelling ages	Summative	Once per term.
Punctuation & Grammar	Summative – on entry to provide a starting point for the years curriculum content.	On entry – repeated as necessary.
Whole school write	Formative – all pupils in the school completed adapted version of the same task. This provides information on their writing abilities and allows us to moderate and standardise out assessment of writing.	Once per term.
Curriculum Intent	Each unit has I can and I know statements for teachers to assess against.	Ongoing
Phonics assessment	RWI phonic assessment tools. Used for streaming phonics groups.	One per half term.
Data capture	Formal data captured across all strands of the curriculum using formative and summative methods.	Once per half term (+ baselining new students)
Target sheets	Recording of day to day progress against particular strands chosen for pupils in the back of exercise books	Ongoing

Qualification Pathways

Class	Typical Oakwood Entry Point	Qualifications
Sycamore	Oakwood 2+	IGCSE Functional skills 1 & 2
Fir	Oakwood 1 / Oakwood 2	Functional skills 1 & 2 Entry Level 3
Pine	Working towards / Oakwood 1	Entry Level 2/3
Maple	Working towards	Entry Level 1/2

The table above indicates the intended outcomes for each Oakwood class. This is based upon pupils' entry points to Oakwood. Discretion is applied, students capable of achieving higher level qualifications will always be pushed to do so.

Enhancements

At Oakwood, we believe in providing a comprehensive English education that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous authors throughout the curriculum. These enhancements aim to deepen students' understanding and appreciation of literature, develop crucial speaking and listening skills/transactional skills that they will need in later life. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Trips: Trips offer students the opportunity engage in cultural experiences which enhance their understanding of the world we live in. They help to foster a love of language, literature and an appreciation of diversity and other cultures. They engage our pupils in experiences that they may not have access to outside of school, further deepening their understanding and empathy of the world and other cultures.

In-School Visits: In-school visits bring experts and external organizations to our students, providing hands-on experiences and fostering problem-solving skills. The following table showcases the in-school visits and their focus:

Year	Visits	Focus
Year 9	Poet visit	War poetry
Year 10	Poet visit	Romantic poetry
Year 11	Poet visit	Performance poetry

Theme days

Year group	Visit/theme	Focus
All	World Dyslexia day	Study of dyslexic famous people – cross curricular links
All	Author visits	Engaging pupils with a love of reading and the opportunity to meet real authors.
All	Shakespeare day	Celebrating the bard on his birthday and his significance to the English language/literature curriculum
All	Inclusivity day (cross curricular)	Neuro-divergent, LGBTQ and authors from different cultures – representing the diverse range of authors/poets and representations in literature
All	Black history month	Celebrating black authors and poets in form time and English lessons

Trips

Year group	Visit/theme	Focus
Willows	TBC	
Year 7	• Manchester museum	Looking at evolution and the past – link to Stig of the dump
Year 8	• Blackpool zoo • Pankhurst centre • Ordsall Hall	• Orangutan, deforestation • Suffragette movement
Year 9	• Imperial war museum • Peckforton castle	• Social context of the war to inform learning of war poetry. • Gothic imagery – social context of Frankenstein and The Gothic genres for both pathways.
Year 10	• A Christmas Carol – Salford museum of art – Victorian street	
Year 11	• The Portico Library	Reading skills

Subject enhancements

Projects and Theme Days: Projects and theme days allow students to delve deeper into specific mathematical topics and engage in interactive and collaborative activities. The following table highlights the projects and theme days conducted throughout the year:

Year	Theme Day / Project	Focus
All years	Author visit	Engagement with literature and personal aspirations
All years	World Book Day	Celebrating the theme of World book day
All years	Shakespeare Day	Celebrating William Shakespeare and his significance to the curriculum and English language/literature.
Successful student applicants	Salford book awards	Engaging with authors, reading and awards ceremony

Inclusion and Cultural Capital: We value inclusivity and aim to provide a diverse and representative curriculum. To celebrate inclusivity, we have incorporated the study of texts which represent diversity and most importantly our pupils. It was very important, when making curriculum choices, that our pupils saw themselves in literature they study and read for pleasure. Therefore, a diverse range of texts were used as curriculum stimulus to inform planning with a range of representations to inspire and engage pupils. (Please refer to the next slide for curriculum enhancements)

Additionally, on Inclusivity Day (March 23rd), students study a famous author who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

Curriculum enhancements

Year	Text choices	Inclusive theme
Willows	Aesops fables	Morals
	Fairytales retold	Modernised and diverse characterisation to challenge the stereotypes of the past.
	Greta Turnberg Year 2	Autism, activism, feminism
Year 7	Boy at the back of the class	Refugee, other cultures
	Short stories Shaun Tan	Focus on diverse social issues and indifferences of youth
Year 8	World burn down	Deforestation, other cultures
	Women who changed the world	Feminism, equality
	Once	Friendship and war
Year 9	The boy with the butterfly mind	ADHD, blended families
	Frankie's world	Autism
	White bird	War and the holocaust
Year 10	A Christmas Carol	Poverty, disability, social responsibility
Year 11	Poems from other cultures	Representing cultures from around the world, displacement and migration.

Subject enhancements

Additionally, on Inclusivity Day (March 23rd), students study a famous writer or actor who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

Year	Author/poet	Potential events
Year 7	Study of a specific author or poet who has overcome challenges	Author/actor zoom/letter/video
Year 8	Study of a specific author or poet who has overcome challenges.	Author/actor zoom/letter/video
Year 9	Study of a specific author or poet who has overcome challenges.	Author/actor zoom/letter/video
Year 10	Study of a specific author or poet who has overcome challenges.	Author/actor zoom/letter/video
Year 11	Study of a specific author or poet who has overcome challenges.	Author/actor zoom/letter/video

Accessibility and inclusivity

We are committed to ensuring that all students have equal access to high-quality English education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed in English. This section of our English policy outlines our approach to inclusivity and the provision of adapted English resources to support students with disabilities or special education needs.

1. **Inclusive Teaching Strategies:**

      a. The Oakwood T&L principles are based upon inclusive teaching strategies to meet the diverse learning needs of students.

      b. Modifications to instructional methods, assessments, and assignments will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of English concepts.

2. **Adapted English resources:**

- Our curriculum is designed with 2 pathways at KS2/3 and 3 pathways at KS4 to engage our pupils with high quality texts and stimulus that allow them to access the National curriculum and achieve their expected outcomes for their level.

- We have a range of abridged versions of the curriculum texts that are taught to Pathway 2 and 3 pupils to facilitate the participation and learning of students with disabilities or special education needs.

- Dyslexia friendly paper, fonts and resources are used to support those who require them. These are inclusive of, but not limited to: coloured overlays, wide lined paper, pen grips and in some instances laptops to allow for wordprocessing on Clicker or Microsoft Word.

- The use of Communicate in print to provide supported resources with visual aids to support our lower level pupils.

- For students with mobility impairments, adjustable-height tables are available to ensure they can comfortably participate in lessons.

- Braile, enlarged texts and other sensory aids will be used to enhance the learning experience for our students with visual impairments.

5.Accessibility of English Facilities:

- Vocabulary boards are used whole school to develop vocabulary and decodeing skills to aid language accessibility for students with disabilities or special education needs.

- Classroom accessibility so that all pupils can see the board, there is space for those who use mobility aids and that all pupils can easily move around the classroom.

- Consideration will be given to the placement of equipment, ensuring that it is accessible and adjustable to accommodate students with varying physical abilities.

- Every classroom is set up with dictionaries to allow pupils to access vocabulary and word meaning cross curricularly to aid their comprehension and understanding.

Cross-curricular links

Cross Curricular links

Design

- Our whole school curriculum has been designed with collaboration between all subject leads at its core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with retrieval, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- We have been provided with the opportunity to familiarise ourselves with the content from different subjects and the plan and build upon any links established.

British Values & SMSC

Design

- **Extremism and radicalisation** - All subject teachers in the English department are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons in English we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the English curriculum.
- **Promoting values** - During lessons in English we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** – we have looked at all areas of our English curriculum and have pre-planned the coverage of the British values through the topics that we have selected.

- British Value and SMSC coverage is considered throughout the planning stages of the curriculum and plotted in our coverage grids.