

Oaklands' English Curriculum Intent

By the end of Year 6, we want all of our pupils to at least achieve the objectives set out in the 2014 National Curriculum and we strive to offer opportunities to develop skills above and beyond this. In order to achieve this, we appropriately support those that need additional interventions and aim to help as many children as possible to build on their successes in Key Stage One and attain 'Greater Depth' in all areas of the English curriculum. Our curriculum is carefully designed and mapped out to ensure that our pupils acquire the knowledge and skills required in a sequential and progressive manner. It is regularly reviewed and adapted so that it is relevant to the needs of our pupils and reflects the world they live in.

It is our intention that all pupils will be able to read and understand accurately and confidently by the time that they leave us. As a school, we strive to create an environment where reading is seen as a pleasurable and worthwhile activity. We aim to expose children to a wide range of ambitious texts to broaden their experience and increase confidence in reading and writing. The Subject Lead has spent time designing a roadmap of reading books that are used - see appendices. Recently, we have noticed that our pupils' vocabulary has been diminishing, and it has become a priority to widen their lexicon so that they will be able to use a richer range of vocabulary in both oral and in a written form.

Our aspiration is that this focus on reading and vocabulary will then enable our pupils to write competently and with confidence in a range of contexts, using and applying their grammatical knowledge & skills in academic and everyday life. In order to help achieve this, during their time at Oaklands Junior School, we offer the children a wide range of opportunities to apply their 'English' skills in cross-curricular activities and tasks.

At the end of Key Stage 2, we expect that during their time at Oaklands Junior the children will also have acquired a deeper knowledge of spelling rules which they then will be able to apply in their work.

Many of these skills and ways of learning tie in particularly well with our 'Thinking School' philosophy as well as our 'Oaklands' Mindset'. Through the use of 'Thinking Maps', 'P4C' and other 'Thinking Tools', it is our intention that the children will be able to use and apply the English skills that they learn to help develop their knowledge and understanding of all areas of the National Curriculum. Furthermore, during French lessons, we aim to create links between their learning on French with their understanding of English - for example in the use of grammatical terms, reading, speaking, listening and writing skills.

Finally, through lessons, 'special events' and regular assemblies, our ambition is that all children will leave our school not only with a love of language and literature' but also the ability to communicate effectively and understand how important a role their ability in English will play in their future successes.

Following the COVID pandemic, we recognise the impact that the lack of face-to-face teaching has had on the children's progress in English. Although daily lessons were provided as part of our remote learning provision during lockdown, we are aware that we will need to revisit some key concepts from previous year groups.

Nb. A detailed breakdown of the curriculum, some of the texts and books used and what is taught in each 'stage', can be found in the appendices.