



# Curriculum Statement for English



**English is the heartbeat of learning—nurturing confident speakers, passionate readers, and creative writers through a rich, purposeful curriculum.**

At Red Oaks, we believe that English is at the heart of all learning. Through a rich and varied curriculum, we aim to develop confident communicators, enthusiastic readers, and imaginative writers. Our approach combines creativity, structure, and purpose to ensure every child can thrive.

## Intent

Our English curriculum is designed to:

- Foster a love of storytelling and imagination through **Talk4Writing**
- Develop confident speakers and presenters via **The Oracy Project**
- Provide access to high-quality literature through our **Reading and Poetry Spine**
- Teach technical language and structure for non-fiction using **Grammarsaurus**
- Build strong foundations in **spelling, punctuation, and grammar** through our bespoke roadmaps
- Inspire writing through media such as film, podcasts, and songs in our **“Take One...”** units
- Broaden global understanding through our **whole-school global text** (launching Summer 2025)

## Implementation

We teach English through three main strands:

### *1. Oracy and Language*

- **Talk4Writing** is used across the school to develop language through imitation, innovation, and invention. Children learn model texts, adapt them, and eventually create their own. This process includes drama, actions, and rich vocabulary, helping children internalise story structures and language patterns.
- **The Oracy Project** gives children regular opportunities to speak and present in front of others, building confidence and communication skills.

### *2. Reading*

- Our **Reading Spine** is a carefully selected collection of high-quality books, displayed in beautifully decorated class book boxes and read aloud daily. (See photo)
- **Guided Reading** takes place daily in 20–30-minute sessions. Children read books matched to their ability (tracked using PM Benchmarking) and develop comprehension using the **DERIC** approach (Decode, Explain, Retrieve, Interpret, Choice).
- We also run **fortnightly buddy reading sessions**, where children of different ages share books together.
- Our school libraries are well-stocked with a wide range of genres, including the **Oxford Reading Tree** and a variety of authors in KS2.



### 3. Writing

- **“Take One...”** units use a stimulus (book, film, image, or podcast) to inspire writing for different purposes and audiences.
- **Non-fiction writing** is taught using ambitious model texts from **Grammarsaurus**, focusing on explanation, persuasion, and recounting.
- **Spelling and grammar** are taught both discretely and in context. Spelling follows the National Curriculum Appendix 1, and grammar is embedded in rich texts (Appendix 2). Weekly spellings are sent home from Year 1 to Year 6.

### 4. Phonics

- We follow our own **bespoke phonics roadmaps**, using **Supersonic Phonic Friends** and **visual phonics** to support learning. (Please see additional curriculum statement for Phonics at Red Oaks).
- Phonics is taught daily in EYFS and KS1, building up to an hour by the end of Reception.
- Weekly assessments identify children as **emerging, developing, or secure**, and guide the use of mapped-out **booster groups** for targeted support.

### Impact

By the time children leave Red Oaks, they will:

- Be confident speakers, readers, and writers
- Have internalised a wide range of stories and language structures
- Be able to write for a variety of purposes and audiences
- Understand and apply key grammar, punctuation, and spelling rules
- Read fluently and with understanding across a range of genres
- Be prepared for the next stage of their education with strong literacy foundations

Our English curriculum ensures that children not only meet national expectations but also develop a lifelong love of language and learning.

## Whole school writing map:

Year ...	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Talk for Writing			Non-fiction		Poetry	Non-fiction	
Term 2	"Take one book"			Assessment week	Non-fiction			
Term 3	Talk4Writing			Poetry	Non-fiction			
Term 4	'Take one film'			Assessment week	Non-fiction			
Term 5	Talk for writing			Non-fiction				
Term 6	"Take one media" e.g. song, film, podcast,			Poetry	Whole School Global Citizenship text			

### Useful links

- [Oxford Owl](#) – Free eBooks, phonics guidance, and reading tips for parents
- [Teachpal Literacy Links](#) – A comprehensive list of reading, writing, spelling, and grammar websites for home use
- [Twinkl Reading Resources](#) – Printable reading comprehension packs, phonics games, and eBooks for EYFS and KS1
- [BBC Bitesize KS1 English](#) – Videos and activities covering storytelling, grammar, and reading
- [Pobble 365](#) – A daily image prompt to inspire creative writing at home

### Phonics and Early Reading (EYFS & KS1)

- [Phonics Play](#) – Interactive phonics games and resources aligned with Letters and Sounds
- [Phonics Bloom](#) – Online games for each phonics phase, ideal for home practice
- [Time for Phonics](#) – DfE-validated phonics programme with structured lessons and decodable texts
- [Teach Your Monster to Read](#) – A fun, game-based phonics app for early readers

### Reading Challenges & Comprehension Practice

- [Reading Eggs](#) – Interactive reading lessons and games tailored to your child's level
- [Read Theory](#) – Free comprehension quizzes that adapt to your child's reading ability
- [Children's Library Lady – Reading Challenges](#) – Bingo boards and trackers to motivate reading at home
- [Comprehension Engine](#) – A free programme offering structured reading lessons and progress tracking