

**At Oasis Academy Fir Vale, we believe that every child has the right to a language rich, meaningful and immersive curriculum.**

## Writing Rationale

Pupils are grouped into “stage not age” groups. Children who are accessing the National Curriculum follow a clear teaching sequence, which promotes vocabulary development for a number of lessons and throughout the cycle. **See English Teaching Cycle.** These immersion lessons are fun, practical and engaging for our children. Photographs, comments from the teachers and some writing is used to record learning during these lessons.

We place high emphasis on the use of working walls, Communicate in Print word mats and high frequency words. This gives the children the tools to be independent and successful writers.

High expectations from teachers mean that spellings are displayed in the classroom and these must be written correctly.

The children analyse texts as a class and independently to become familiar with the features of the genre they are learning about. From this a class success criteria is formed. This success criteria then forms the skills that need to be taught by the teacher.

Teachers then provide the opportunity for children to plan their writing before they publish their writing.

After a piece of writing is completed, teachers give the children time to review their work by checking it against the success criteria. This is done as a whole class with a piece of work (not from a child). When the children can do this confidently with a piece of work not by themselves, they move on to reviewing their own work.

## Reading Rationale

Pupils at OAFV will be given the opportunity to develop their language and reading skills through:

- Daily RWI or a Book Study session lasting 30 minutes. RWI focuses on the development of systematic and synthetic phonics and its application through reading.

- Daily 5 day plan (shared reading session) focused on fluency and understanding. In these sessions, children predict, question and use visualisation techniques to understand meaning and answer comprehension questions effectively.

## Handwriting & Presentation – Martin Harvey

Handwriting lessons take place daily. Children learn to form letters correctly first. They progress to join them together by using taught joining strokes.

Children will work on four different sizes of lines. They progress when appropriate and aim to complete work in a plain book with the appropriate numbered line guide. Children in school work towards their ‘pen license and write in pencil until they have achieved it.

Each week we award children Handwriting certificates for successfully joining letter families.

## Spelling Plan

Spelling Plan

Week	Spellings	Monday (Teach)	Tuesday (Practise)	Wednesday (Practise)	Thursday (Practise)	Friday (Apply)
1	List of words	What will you teach? From your year group objective.	Review the spelling rule.	Review the spelling rule.	Review the spelling rule.	Dictation “quizz”. Words applied in sentences. Marks for different parts of the sentence. Include HPW too.
2	List of words	What will you teach? From your year group objective.	Review the spelling rule.	Review the spelling rule.	Review the spelling rule.	Dictation “quizz”. Words applied in sentences. Marks for different parts of the sentence. Include HPW too.
3	List of words	What will you teach? From your year group objective.	Review the spelling rule.	Review the spelling rule.	Review the spelling rule.	Dictation “quizz”. Words applied in sentences. Marks for different parts of the sentence. Include HPW too.

**This is a 15-minute daily programme for Y2 to Y6.**

It uses a proven approach underpinned by phonics through fast-paced lessons and an online package of resources and activities. The programme prepares children for the higher demands of the statutory spelling assessments.

Wave 3

Wave 2

# Phonics and Reading

**Key:**

**COLOUR = RWI Book**

Wave 1 – language strategies

**Cued Articulation – use of hand gestures to show sound (phoneme)**  
<https://www.youtube.com/watch?v=YBJ9-SBe2el>

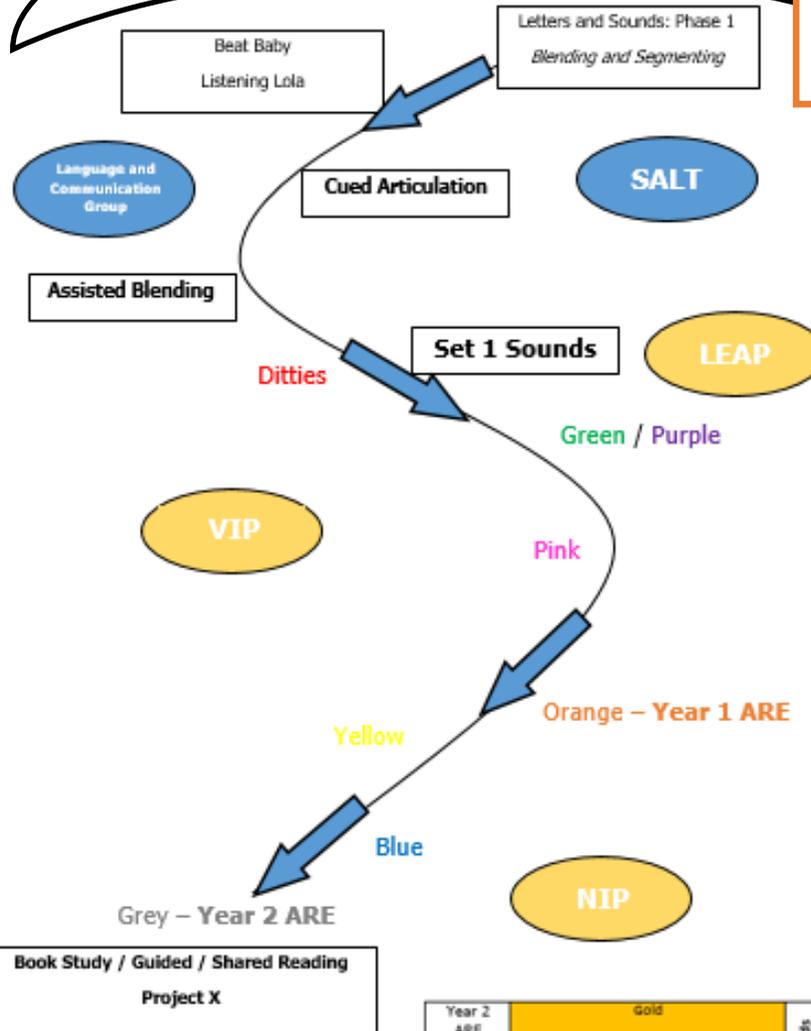
## Read Write Inc

 Read Write Inc. helps children to read and write using a scheme called Read Write Inc. It has been used for many years in other schools and has supported children to enjoy reading and make good progress. It aims to teach children to learn to read as quickly as possible so they can use their skills to read to learn and become lifelong readers. It also helps children to talk about and understand what they have read. Reading helps children develop their vocabulary and learn new things independently. We want all children to enjoy reading. Children are taught in mixed groups.

## Book Study

When children are confident readers they move onto a book study programme. Over a half term the children read at least one longer text. The children identify unknown words (clarify) and answer questions either verbally or on paper (comprehension) as well as completing “think aloud” sessions. These sessions will teach the children the necessary skills to become fluent readers.

The children use the Tower Hamlets language structure questions and answer stems to develop their independence when reading.



## Reading for enjoyment & reading at home

- Each class has a daily story time.
- Children in KS2 have book bags and reading diaries and each classroom has a take home book library.
- Children who need additional support read 1:1 with adults in school throughout the week.

## Shared Reading

week	Text Title (from the white folder)	Monday Fluency (Familiarity of the words)	Tuesday Background knowledge/ Read aloud, Think Aloud	Wednesday Vocabulary	Thursday Visualise	Friday Comprehension Questioning
1		<ul style="list-style-type: none"> <li>• HFV in the text</li> <li>• Link to phonics (not the main focus)</li> <li>• Unfamiliar words</li> <li>• Character names</li> <li>• "I read...with expression."</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the main themes in the text</li> <li>• Read aloud, think aloud, text marking</li> <li>• Make predictions and ask questions (Refer to Tower Hamlets sentence stems).</li> </ul>	<ul style="list-style-type: none"> <li>• Children to identify unfamiliar words</li> <li>• Teacher to encourage them to use the context to understand the meaning</li> </ul> <p>(If unfamiliar words are tier 3 words, teacher to tell the children the meaning)</p>	<ul style="list-style-type: none"> <li>• Check comprehension by filling out the missing box</li> <li>• Share ideas with a partner, then as a class</li> <li>• Teacher to model</li> </ul>	Use Detective time 8 on the text as a comprehension exercise. (Whole Class)

## Library

We have a well-stocked library in the main reception area of school.

Parents can borrow books from the library by attending Reading Morning on a Wednesday from 8.30—9am.

Year 2 ARE	Gold	Project X Book Bands
Year 3 ARE	Lime	
Year 4 ARE	Grey	
Year 5 ARE	Dark Blue	
Year 6 ARE	Dark Red	

# Speaking, listening and writing



## Speak well wheel (Tower Hamlets)

Language function and progression in language structures.

## Question and Answer stems



High expectations of modelling and remodelling questions and answers.

## Scaffolds

Sentence maker  
Vocabulary mats  
Writing frames  
Substitution tables

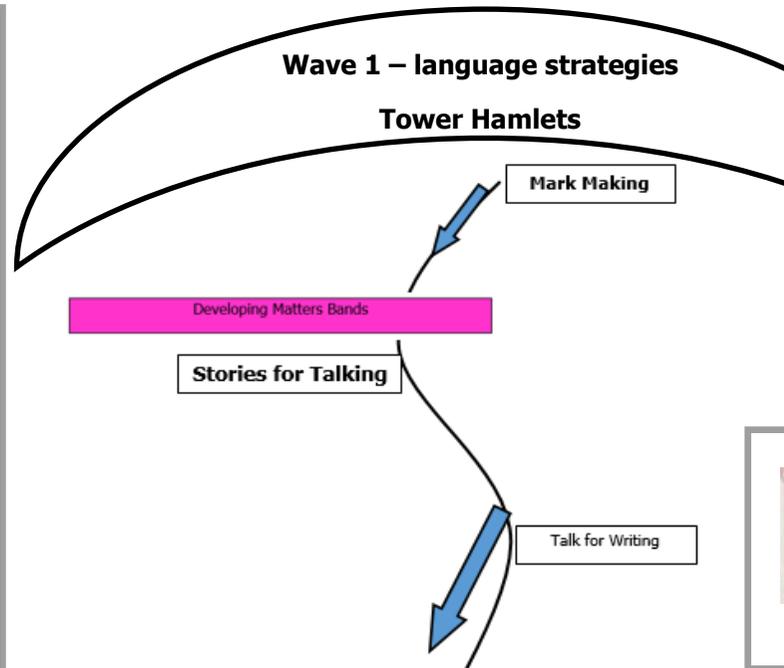


## Stories for talking

We plan early English lessons using the stories for talking concept. This is a way of teaching designed by Speech and Language Therapist specifically for children with inadequate language for learning and has been shown to raise attainment of children learning English as an Additional Language; it also impacts positively on social skills and play. It involves grouping children to teach either vocabulary, sentence building or narrative. It involves choosing repetitive, stories with clear pictures. Children learn 10 nouns, 5 verbs and 2 key concepts in relation to the story. During the rest of the half term children engage with other books from different genres around the same 'topic'.

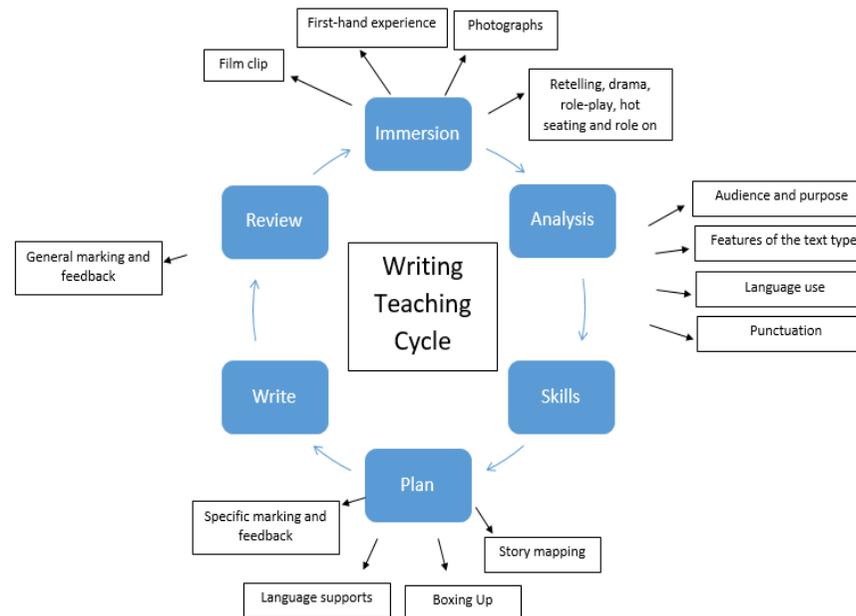
## Wave 1 – language strategies

### Tower Hamlets



## Talk for writing - Pie Corbett

We enhance English lessons using a talk for writing approach. Talk for Writing is based on the principals of how children learn and enables children to practise using language orally before reading or writing. It helps children internalise language structures and therefore supports children learning English as an Additional Language.



## Communicate in Print & Makaton



These should be used as often as possible to support fair access to the curriculum.