

English Reading for Pleasure Key Stage 2

Long curriculum plan





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 English Reading for Pleasure is formed of 4 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Reading for Pleasure Year 3	Year 3	3
2 Reading for Pleasure Year 4	Year 4	3
3 Reading for Pleasure Year 5	Year 5	3
4 Reading for Pleasure Year 6	Year 6	3



3. Lessons

Unit 1 Reading for Pleasure Year 3

3 Lessons

Lesson number	Lesson question	Pupils will learn
1.	To develop reading for pleasure through personal reflection	<ul style="list-style-type: none">In this lesson, we will reflect on what reading for pleasure means. We will spend time thinking about different texts that are important to us and create a 'Reading River' to show our own personal journeys in reading.
2.	To develop reading for pleasure through discussion of favourite characters	<ul style="list-style-type: none">In this lesson, we will develop reading for pleasure through book recommendations and then discuss and describe character traits of our favourite characters.
3.	To develop reading for pleasure through book recommendations	<ul style="list-style-type: none">In this lesson, we will develop reading for pleasure through book recommendations, focusing on non-fiction and poetry. We will explore the concept of genre and pupils will generate their own recommendations to share with others.



Lesson number	Lesson question	Pupils will learn
1.	To develop reading for pleasure through personal reflection	<ul style="list-style-type: none">• In this lesson, we will explore examples of genre in literature. We will explore the different kinds of reading we do each day and create a 24 hour reading log.
2.	To develop reading for pleasure through discussion of favourite characters	<ul style="list-style-type: none">• In this lesson, we will explore how reading builds empathy. We will share recommended reads and explore character traits in order to describe a favourite character.
3.	To develop reading for pleasure through book recommendations	<ul style="list-style-type: none">• In this lesson, we will develop reading for pleasure through book recommendations. We will focus on nonfiction and picture books. We will then generate our own recommendations to share with other people.



**Lesson
number**

Lesson question

Pupils will learn

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|-----------|---|---|
| 1. | To develop reading for pleasure through personal reflection | <ul style="list-style-type: none">• In this lesson, we will explore examples of genre in literature. We will reflect on what reading for pleasure means. We will spend time thinking about different important texts to us and create a 'Reading River' to show our own personal journeys in reading. |
| 2. | To develop reading for pleasure through discussion of favourite characters | <ul style="list-style-type: none">• In this lesson, we will explore how reading builds empathy. We will share recommended reads and explore character traits in order to describe a favourite character. |
| 3. | To develop reading for pleasure through book recommendations | <ul style="list-style-type: none">• In this lesson, we will develop reading for pleasure through book recommendations. We will focus on poetry, picture books and non-fiction. We will then generate our own recommendations to share with others. |
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Lesson
number

Lesson question

Pupils will learn

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- | | | |
|-----------|---|--|
| 1. | To develop reading for pleasure through personal reflection | <ul style="list-style-type: none">• In this lesson, we will explore examples of genre in literature and consider how reading helps build empathy. We will explore the different kinds of reading we do each day and create a 24-hour reading log. |
| 2. | To develop reading for pleasure through discussion of favourite characters | <ul style="list-style-type: none">• In this lesson, we will revise the meaning of empathy and genre. We will share recommended reads and character traits in order to describe a favourite character. |
| 3. | To develop reading for pleasure through book recommendations | <ul style="list-style-type: none">• In this lesson, we will develop reading for pleasure through book recommendations. We will focus on poetry, picture books and non-fiction. We will then generate our own recommendations to share with others. |
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4. Learn More



Contents

Section number	Section contents
1.	Introduction to Oak's key stage 2 English curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through learning
8.	Additional information about key stage 2 writing units
9.	Curriculum sequence guidance

1. Introduction to Oak's key stage 2 English curriculum



English at KS2 comprises several elements that complement each other, and can work together or discretely. These are Writing, Reading, Spelling, Grammar and Vocabulary.

Reading units are 5 day units centred around a specific text, author or genre. These are primarily reading focused. Some of these units link to writing units. However, they are designed to be accessed discretely. Reading is also taught and reinforced through the writing units.

Writing units are centred around a specific text or theme. The units also incorporate the other skills and knowledge within the wider English curriculum: Reading, Grammar, Spelling and Vocabulary building. They build towards written outcomes with a focus on writing for purpose. The writing units are generally in blocks of 2-3 weeks, building towards a written outcome of a specific text type. Within this period, there are at least 6 lessons centred around the text/theme alongside 2 spelling lessons, a linked grammar lesson and a linked vocabulary lesson. Texts/themes may have between 1-3 blocks relating to a specific written outcome. These can be accessed in isolation – however, pupils will benefit the most, if they begin the first block within a unit as they will get to know the context better.

Spelling units are organised into 5 blocks of 2 lessons per term: the first lesson teaches the explicit spelling objective and the second lesson provides opportunities to practise and apply this knowledge and a test. The test takes place at the end of the lesson so that it can be viewed at a later date. There are 10 lessons each term. These align with objectives set out by the National Curriculum. The spelling lessons take place on Tuesdays within the writing units, however, they can be selected by unit in order for teachers, parents or pupils to match their own curriculum requirements. Key stage specific spelling knowledge is also applied and reinforced throughout writing units.

Grammar is taught and reinforced continually through writing and reading units. However, there are 5 lessons per term that can also be accessed discretely – where a teacher might want to direct pupils to practise a specific objective – or address a specific gap in knowledge.

Units are low threshold, high ceiling, so it may be useful to also look at a lower or higher year group to find the most suitable content. Reading units can be selected from the given year group, or from the phase - lower or upper KS2.

2. Coherence and flexibility

We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons

where none can build upon any other. This is particularly important in English where we need to expose students to whole stories or texts and therefore require longer sequences of lessons to build up knowledge and skills.



3. Knowledge organisation

For English at EYFS, KS1 and KS2 we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

4. Knowledge selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is being taught in schools so that we can serve them well and will follow the guiding principles of The National Curriculum.

5. Inclusive and ambitious

We want Oak to be able to support all children. Our units will appropriately scaffolded so that children with different starting points can access them. This is supported by developing children's skills in Communication and Language throughout the Primary English Curriculum. Schools, who know their pupils best, will be essential in directing pupils to the lessons that will most help them.

6. Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching.

7. Motivation through learning

Like all teachers, we recognise that clear presentation and teaching helps pupils keep participating in our lessons. We will build intrinsic motivation through children's success and enjoyment within lessons. However, we are teachers, and not entertainers. As English teachers, we believe in the power of storytelling and language to motivate and inspire children, and we hope to capture this in our video resources.



8. Additional information about writing units

Writing effectively for purpose incorporates significant knowledge and skills: the knowledge of conventions within specific text types, wide ranging vocabulary, awareness of the reader – and using grammar and punctuation precisely and for effect.

Writing units ensure that pupils are first clear on the 'what to write' – the content, the sequencing, the ideas, the vocabulary so that they can then focus on 'how to write' – effective use of punctuation, sentence structure, cohesive and stylistic devices in order to achieve the intended purpose on the reader. Knowledge of spelling, grammar and punctuation is applied in context – with specific rules and conventions taught incrementally, to ensure mastery of application.

9. Curriculum sequence guidance

The KS2 writing units above are sequenced in the proposed order. This allows for logical progression of knowledge and skills across the year - specifically relating to expectations in grammar and punctuation. The reading units can be accessed in any order. They can be interspersed between writing units or sit alongside them.