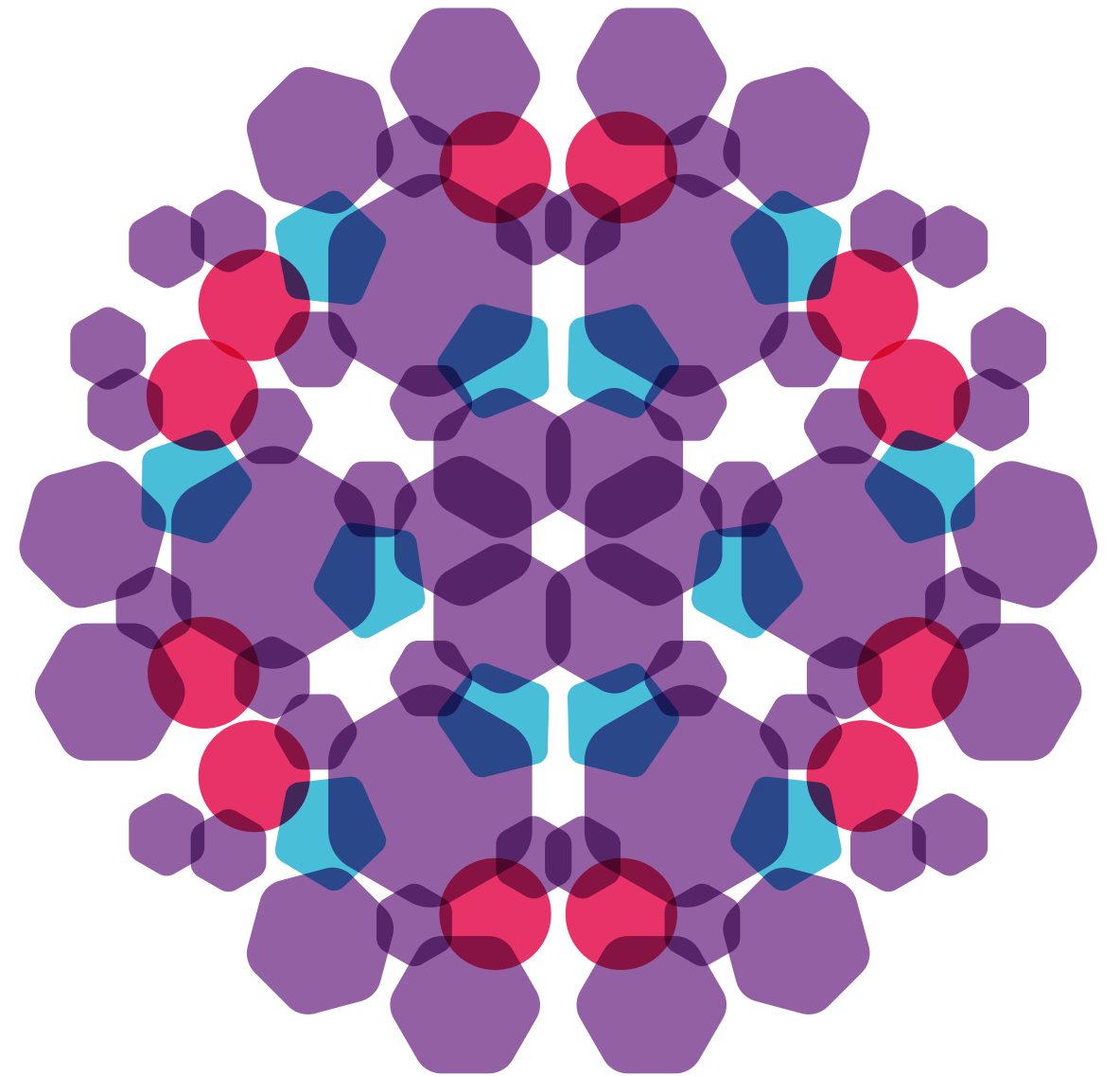


Oxford  
*International  
Curriculum*

# English

Subject Guide



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# I see students who can share ideas and express themselves creatively

The Oxford International Curriculum is a new approach to teaching and learning focused on wellbeing, which places joy at the heart of the curriculum and develops the skills your learners need for their future academic, personal and career success.

English is one of six subjects that make up the curriculum, part of a coherent and holistic approach that ensures continuity and progression across every student's educational journey.

Three strands encompass the full spectrum of literacy skills and understanding that learners will need to develop at the primary and lower secondary level:

- Spoken English
- Reading
- Writing

### What does the Oxford International Curriculum for English offer you?

- Follows the same structure as the National Curriculum English Programmes of Study, with enhanced opportunities to develop skills in spoken English.
- Fosters a love of reading and literature, building the foundations for students to read fluently, and reflect upon what they read.
- Encourages students to build a rich vocabulary to help them to access other subjects and become confident communicators.
- Supports learners to develop and communicate their own ideas and to express themselves through writing.

Choose an English option to support your school's needs. **English as a Second Language** coming soon.

# Curriculum at a glance

The Oxford International Curriculum for English offers end-to-end teaching and learning support with year-on-year progression of learning outcomes from early years and primary up to lower secondary year groups.

The spiral development model means that learning themes are revisited each year, building on previous achievement, and giving coherence and structure to the learning journey.

Compact, concise and accessible learning outcomes are easy to use for today's busy educators.

Strand	Year 1	Year 7
	Students can:	Students can:
<b>1 Spoken English</b>		
<ul style="list-style-type: none"> <li><b>Listen and respond appropriately</b></li> </ul>	<p><b>1.1a:</b> Listen and respond appropriately to adults and other pupils</p> <p><b>1.1b:</b> Develop narratives and explanations by linking ideas or events</p>	<p><b>7.1a:</b> Listen attentively and respond in formal and informal contexts</p> <p><b>7.1b:</b> Communicate information and ideas on familiar topics clearly and logically to a range of audiences</p>
<ul style="list-style-type: none"> <li><b>Present ideas and opinions</b></li> </ul>	<p><b>1.1c:</b> Participate in discussion, taking turns and listening to what others say</p>	<p><b>7.1c:</b> Make clear and relevant contributions to a group discussion, building on others' ideas</p>
<ul style="list-style-type: none"> <li><b>Discussion skills</b></li> </ul>	<p><b>1.1d:</b> Participate in group recitations of rhymes and poems, or listen and join in with predictable phrases</p>	<p><b>7.1d:</b> Rehearse and perform play scripts and poetry, speaking clearly and fluently with appropriate intonation, volume and actions to add impact</p>
<ul style="list-style-type: none"> <li><b>Drama, presentation, role play and debate</b></li> </ul>	<p><b>1.1e:</b> Use past, present and future forms when talking about events</p> <p><b>1.1f:</b> Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words</p>	<p><b>7.1e:</b> Understand key aspects of spoken language, including grammatical features, and how it differs from other language modes</p> <p><b>7.1f:</b> Vary vocabulary according to topic and purpose, and use the main conventions of Standard English when appropriate</p>
<b>2 Word reading</b>		
	<p><b>1.2a:</b> Apply phonic knowledge and skills as the route to decode words</p> <p><b>1.2b:</b> Read common exception words</p> <p><b>1.2c:</b> Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences that have been taught</p> <p><b>1.2d:</b> Read aloud accurately books that are consistent with their developing phonic knowledge</p> <p><b>1.2e:</b> Re-read simple known texts to develop fluency</p> <p><b>1.2f:</b> Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	
<b>3 Read widely for a range of purposes</b>		
	<p><b>1.3a:</b> Become familiar with key stories, fairy stories and traditional tales, retelling them and showing an understanding of the main elements</p> <p><b>1.3b:</b> Distinguish between fiction and non-fiction texts</p> <p><b>1.3c:</b> Listen to and discuss a wide range of poems, stories and non-fiction written for children, at a level beyond that at which they can read independently</p>	<p><b>7.3a:</b> Develop an appreciation of reading and read increasingly high quality and challenging material independently</p> <p><b>7.3b:</b> Read a range of fiction, poetry and non-fiction texts, consolidating awareness of typical features of different types</p>
<b>4 Reading comprehension</b>		
<ul style="list-style-type: none"> <li><b>Comprehension</b></li> </ul>	<p><b>Understand the books they can read accurately and fluently, and those they listen to by:</b></p> <p><b>1.4a:</b> drawing simple inferences (e.g. about characters' feelings)</p> <p><b>1.4b:</b> predicting what might happen on the basis of what has been read so far</p> <p><b>1.4c:</b> explaining their understanding of what is read to them</p> <p><b>1.4d:</b> checking that the text makes sense to them and correcting inaccurate reading</p> <p><b>1.4e:</b> discussing the significance of the title and events</p> <p><b>1.4f:</b> drawing on what they already know, or on background information and vocabulary provided by the teacher</p> <p><b>1.4g:</b> Discuss the meaning of words, linking new meanings to those already known</p>	<p><b>7.4a:</b> Explore layers of meaning within a text, using inference and deduction, drawing conclusions based on different points in a text</p> <p><b>7.4b:</b> Understand some of the ways texts reflect the social, cultural and historical contexts in which they were written</p> <p><b>7.4c:</b> Understand and summarize information and ideas from a text, identifying the main ideas, themes and purposes</p> <p><b>7.4d:</b> Develop and deploy strategies for dealing with unfamiliar words in texts (deciding if they're vital, using contextual clues, etc.)</p>

Sample from English Curriculum at a glance, Years 1 and 7

# Assessment framework

## Year 3

### Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 3.

Year 3 builds on the learning students have covered in key stage 1. From Year 3, in reading the focus shifts from word-reading to comprehension. By the end of Year 3, students will be expected to read widely and listen to a range of different texts, discussing them and using a range of strategies to establish meaning from texts. They will begin to discuss and identify themes and conventions in a range of different texts and discuss the meaning of words in context. In discussions, they will ask questions to improve their understanding. In their writing, they will experiment with interesting words when writing different narrative and non-narrative texts, exploring the use of simple organizational devices. After writing, they will evaluate the effectiveness of their work and make improvements. Students will take part in a wider range of drama, improvisation and role-play activities, demonstrating an increasing command of Standard English.

### Learning outcomes

These learning outcomes set out a programme of study in English for Year 3. During the year, every student will:

- 3.1a:** Ask questions to help understand what a partner is saying in a discussion
- 3.1b:** Gain, maintain and monitor the interest of the listener by staying on topic
- 3.1c:** Agree on and evaluate rules for effective discussion
- 3.1d:** Participate in recitations, improvisations and role play, for example, by taking the role of a character in a story
- 3.1e:** Use colloquial language as well as Standard English
- 3.1f:** Build their vocabulary by using new and interesting words appropriately in different contexts
- 3.2a:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- 3.2b:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- 3.3a:** Increase their familiarity with a range of books, including fairy stories and traditional tales, and retell some of these orally
- 3.3b:** Read books that are structured in different ways and read for a range of purposes, including reading onscreen texts
- 3.3c:** Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Built-in end of year tests support the assessment framework.

Aligned to the requirements of the English examination syllabus, including OxfordAQA's International GCSEs, AS and A-levels.



Understand what they read by:

- 3.4a:** making inferences on the basis of what is being said and done
- 3.4b:** predicting what might happen from details stated and implied
- 3.4c:** identifying main ideas from one paragraph
- 3.4d:** checking that the text makes sense to them, discussing their understanding
- 3.4e:** answering and asking questions to improve their understanding

- 3.4f:** Discuss the meaning of words in context
- 3.4g:** Know that language, structure and presentation contribute to meaning
- 3.4h:** Discuss interesting words that they come across in their reading
- 3.4i:** Learn about themes and conventions in a wide range of books
- 3.5a:** Increase the legibility, consistency and quality of their handwriting
- 3.5b:** Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 3.5c:** Spell words that are often misspelt
- 3.5d:** Use a dictionary and electronic methods to check the spelling of words

### Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

- 3.1a:** Ask questions to help understand what a partner is saying in a discussion

- Developing:** The student gives full attention to a partner in a discussion.
- Secure:** The student, during a discussion, gives full attention to their partner and asks questions to further understanding.
- Extended:** The student, during a discussion, gives full attention to their partner and asks a range of varied and relevant questions to further understanding.

# Lesson plans and worksheets

**YEAR 1, Term 2, Unit 6: Fiction**  
 Week 3, Lesson 4: The world around me  
**Learning outcomes:** 1.1b, 1.6i

**Context**

- In this lesson, children discuss feelings and explore how the stars feel at different parts of the story, 'The Lost Stars'. As part of children's English learning, they should participate in a daily phonics lesson of between 30 minutes and an hour, following a systematic phonics programme such as Floppy's Phonics. Use every opportunity to demonstrate how to apply phonic knowledge in reading and writing.
- This lesson gives children opportunities to work together, to share ideas, and to explore common feelings.
- This lesson should take around 45 minutes to an hour, although the timing is flexible to suit different timetables.

**Resources**

- Supplementary worksheet *The Lost Stars* Worksheet E\_Y1\_T2\_W3\_L4\_WS

**Lesson summary**

Children discuss feelings and explore how the stars feel in different parts of the story, *The Lost Stars*.

**Vocabulary**  
 Feelings, happy, sad, because, stars, felt

**Joy of Learning**

- Global Skills Projects
- 1.4c:** Discuss likes and dislikes of certain activities
- Wellbeing
- 1.2a:** Start to name common feelings

Another word for feelings is 'emotions'.

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**Introductory activity**

- 🗣️ **talk about feelings.** Ask: *How do you feel when it is your birthday?* (e.g. excited, happy) *How do you feel if someone is mean to you?* (e.g. sad, upset) Ask other questions about feelings – can children tell you about other feelings they have? (e.g. frustrated, disappointed, fed up)
- Ask volunteers to recap what happened in the story, *The Lost Stars*. Remind children of all the key elements of the story.
- Tell children that you are going to focus on how the stars feel at different points in the story.

**Main activity**

- Write 'because' on the board. Tell children that this is a tricky word, or common exception word. These are words we use often that contain one or more unusual sounds. The parts that are decodable will depend on where children are with their phonics learning.
- Model how to sound out and blend a common exception word, e.g. be.
  - Sound out the regular part of the word: /b/.
  - Discuss the part of the word where the letter or letters do not correspond to the sounds that children would expect: the 'e' making the /ee/ sound.
  - Read the word: /bi/ee/. be.
  - If children have already learned the 'e' spelling of the /ee/ sound then focus on 'because' and the unusual spelling of the second syllable.
- Give children the worksheet for this lesson. Point to the picture of the star on the beach. Ask children to talk in a group about how the stars felt when they went to have a break and why. Encourage them to use the sentence: *The star felt \_\_\_\_\_ because \_\_\_\_\_.*
- Ask children to complete the first part of the worksheet.
- Now ask children to talk together about the second picture on the worksheet and how the stars felt.
- Remind children to use the sentence: *The star felt \_\_\_\_\_ because \_\_\_\_\_.*
- Ask children to make any notes.

**Additional task**

- Children could draw a picture.

**Learning review**

- Children discuss their work.

**Differentiation**

- Some children writing word bank of feelings.

**Extension task**

- Children could write a story about the star feelings, how they felt.

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YEAR 1, Term 2, Unit 6: Fiction

**YEAR 7, Term 2: Reflection**  
 Week 6, Lessons 1–4: Reflection on 'Catastrophe' and 'Feeding the world' topics  
**Learning outcomes:** Spoken English (7.1a, 7.1b, 7.1c, 7.1d, 7.1e, 7.1f); Reading widely for a range of purposes (7.3a, 7.3b); Reading comprehension (7.4a, 7.4b, 7.4c, 7.4d, 7.4e, 7.4f, 7.4g, 7.4h, 7.4k); Writing skills (7.5c, 7.5f); Writing composition (7.6a, 7.6b, 7.6e, 7.6f, 7.6g, 7.6h, 7.6i)

**Context**

- This week students reflect on their individual learning during the last half term.
- Students work in groups on their project of their choice, practising the skills they have learned and extending their work into areas of particular interest.
- They can plan, research, write, and present their own material in a collaborative way, within a flexible framework.
- Lessons this week will vary, depending on the project that students undertake and the way that they manage and structure their approach. Encourage students to plan their work to fit into the four English lessons this week.

**Resources**

- OEIA Student Book 1 pp.58–91
- Worksheet E\_Y7\_T2\_W6\_L1\_WS

**Vocabulary**  
 Catastrophe, causes, effects, feeding the world, creating a play, planning, discussion

**Reflection**

**Key**  
**Panic zone:** I'd like to revisit this or have extra help.  
**Stretch zone:** This work stretched and challenged me.  
**Comfort zone:** I feel confident about doing this now.

Learning outcome	When I did this	Panic zone	Stretch zone	Comfort zone
<b>Speaking skills</b> I can listen carefully to the reading of a text and respond to questions.				
I can speak clearly about facts and ideas on familiar topics.				
I can talk in a group, adding my own ideas and responding to other people's ideas.				
I can act in a drama and say poems aloud, using my body and voice effectively.				
<b>Reading skills</b> I can read a text and understand deeper meanings.				
I can understand that texts can be shaped by when and where they are written.				
I can write a summary of the main ideas and themes in a text.				
I can explore new words, their origins and links to other words.				
I can comment on how writers use language and I can use appropriate terminology.				
I can comment on the setting, characters, and plot of a story.				

Year 7 Term 2 Week 6 Worksheet © Oxford University Press 2020

**Independent reflection**

- Ask students to think about the English skills they have used over the last few weeks, while working through the units 'Catastrophe' and 'Feeding the world'. Encourage them to think about their Spoken English skills, Reading skills, and Writing skills.
- Give students the worksheet associated with this lesson. Ask students to discuss in pairs when they used the skills. They can assess areas that need further work, what they are comfortable with, and where they feel they were stretched and challenged. Teachers could fill in the second column to support lower-attaining students.

**Main activity**

- Explain that this week, students will work in small groups on a project of their choice. They can extend their learning into an area of particular interest to them, and also practise their English skills in a practical, relevant way.
- Students can choose to focus on a project related to the topic of 'Catastrophe' or 'Feeding the world'. They should work in small groups with shared areas of interest.
- Students could choose their own project, linked to either topic, or they could develop a project from one of the options in the panels below.
- Students should be responsible for the planning and management of their project. This should involve:
  - planning the overall approach
  - suggesting and allocating specific tasks
  - researching and drafting creative work
  - reviewing drafts and contributing constructive ideas and suggestions
  - joint presentation
  - formative self-assessment and peer-assessment.

**Catastrophe: Causes and effects**

- Students could create an exhibition focusing on catastrophic events that have happened all over the world at different times in history. The exhibition could take many forms and be made up of individual or paired contributions, but it will need to be planned as a group to give variety and balance to the topic.
- Students might research different types of catastrophe, such as pandemics, famines, droughts, floods, fires, earthquakes, volcanoes, or tsunamis. They should explain why the event happened, describe what it was like to experience it, and examine the long-term and short-term effects.
- Students could work on individual contributions, such as poems, short stories, descriptions, play scripts, factual accounts, or journals, but should be aware of how all contributions weave into the overall exhibition.

**Feeding the world: Creating a play**

- Students could plan, write, and perform a play linked to the topic of food. They will need to decide on the theme of the play and then discuss ideas for a setting, characters, and plot. The play might focus on a family celebration meal, or some friends growing their own food, or the quest for a very special, rare food.
- Students might work on different aspects of the production, focusing on individual characters, the staging and props, costumes, or writing the script.
- Encourage the staging of a performance in front of an audience.

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YEAR 7, Term 2: Reflection

Every lesson highlights the learning outcomes it covers, linking back to the curriculum-at-a-glance document.

Step-by-step guidance navigates through the delivery of the lesson, with differentiation suggestions provided.

The star felt \_\_\_\_\_ because \_\_\_\_\_

Year 1 Term 2 Week 3 Lesson 4 Worksheet © Oxford University Press 2020

Opportunities to link to the Global Skills Projects and Wellbeing curricula are highlighted.

Includes links to recommended and required resources and worksheets where relevant.

Worksheets accompany lesson plans where appropriate to aid teaching.

# Resources

Oxford International Curriculum schools will use the **Oxford International Primary English** series at Primary level, supported by a synthetic phonics teaching programme such as **Floppy's Phonics**, and **Oxford English: An International Approach** at Lower Secondary.

Together, these series provide a complete and integrated nine-year (Years 1–9) English course, featuring a diverse mix of age appropriate fiction and non-fiction texts from around the world, offering good links to the Global Skills Projects and Wellbeing curricula, with support for students with English as an additional language.

## Primary



**Oxford International Primary English**  
[www.oxfordprimary.com/international-english](http://www.oxfordprimary.com/international-english)

Supported by:



**Floppy's Phonics**  
[www.oxfordprimary.com/floppysphonics](http://www.oxfordprimary.com/floppysphonics)



**Oxford Reading Tree**  
[www.oxfordprimary.com/oxfordreadingtree](http://www.oxfordprimary.com/oxfordreadingtree)

## Lower Secondary



**Oxford English: An international approach**  
[www.oxfordsecondary.com/oeia](http://www.oxfordsecondary.com/oeia)



Find out more at  
[oxfordinternationalcurriculum.com](http://oxfordinternationalcurriculum.com)