



English at Meir Heath Academy



INTENT

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that aims to give all pupils an extensive vocabulary and oral proficiency.

READING

Early literacy is the development of young children's skills in moving from learning to read, to reading to learn; these skills include word recognition and language comprehension – the essential components of reading.

Children do not automatically learn how to read and skills need to be specifically taught. Providing high-quality learning experiences creates the necessary foundation to help children master essential early literacy skills.

Once children have these necessary foundations, their journey in reading continues through rich experiences that both engage and further develop their skills as a reader.

Reading is at the heart of the Meir Heath curriculum with explicit learning through English curriculum experiences and implicit learning experiences through the whole school curriculum.

WRITING

Writing is an integral part of our curriculum that will enable pupils to write for a variety of purposes and audiences and to communicate effectively.

Children begin their writing journey through developing their physical ability (gross and fine motor skills), refining these enables them to begin to communicate through recognisable marks. From letters, to words, into sentences, children will become confident and fluent writers. They will plan, revise and evaluate their writing.

Writing is the fundamental tool which enables children to fulfil their curriculum outcomes, developing effective transcription and composition, showcasing a wide knowledge of vocabulary and grammar. As with reading, writing is taught through both explicit learning in English and implicit learning through the wider curriculum to encourage enjoyment and purpose to writing.

Spoken language

- English at Meir Heath reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing.
- Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills, developing their capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
- Discussion is used daily to celebrate successes and remedy misconceptions in English.
- All pupils will participate in and gain knowledge, skills and understanding of drama. Pupils will also be given opportunities to adopt, create and sustain a range of roles, responding appropriately to others in role. In addition, children are encouraged to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances

Implementation

- The Supersonic Phonic Friends program is followed in school. This is a progressive scheme that supports the children from an early stage with their reading and writing.
- English is taught throughout the school and is text based, engaging children and immersing them into exciting and captivating stories, introducing them to a wide vocabulary.
- Teachers model a love of reading through class story time which takes place daily.
- Reading areas have been created/developed in classes and in the EYFS and KS1 there is the opportunity for children to borrow books from the Lending Libraries which are situated outside, inspiring children to engage with reading at home.
- Home readers are regularly changed and follows the progression in Supersonic Phonics.
- Children in Key Stage 1 and Key Stage 2 are encouraged to develop their oracy skills and vocabulary through conversations, discussions and debates.

- EYFS – has a Graphics/writing/role play areas where children are witnessed to be actively choosing writing activities, inside and out. As well as speaking and listening times for EYFS children to support/develop oracy skills and comprehension skills. As well as developing their ability to create sentences verbally before writing them.
- In Year 1 children take part in the Year 1 Phonics Screening check.
- In Lower Key Stage 2 children take part in a weekly Phonics club which reinforces phoneme recognition in accordance with the different Phoneme Phases.
- In Lower Key Stage 2 children develop their comprehension skills weekly, using a wide Fiction and Non-Fiction books.
- In Upper Key Stage children will have a selected piece of text and they focus on or more of the following the following aspects; Vocabulary, Inference, Prediction, Explanation, Retrieval, Compare and Sequence.
- In Upper Key Stage 2 the children are asked to **Answer, Prove and Explain** their answers.
- All children will write for purpose. In Year 1 to Year 6 the children will produce a WOW Work piece of work, at least once a half a term or at the end of a unit. This is where the children edit and ‘polish’ their writing, celebrating their progress and learning.

Impact

- There is a growing love of reading amongst the children, evidenced in pupil voice answers, reading captured in class, as well as the enthusiasm for story time at the end of each day.
- Phonics Screening Check results are showing an increase in pass rate.
- Good progress made by children attending phonics sessions, shown in half termly assessments and children identified for 1-1 support, if needed.
- We use a variety of formative and summative assessments such as: NCT Rising Stars
- The use of Supersonic Phonics will identify gaps and progression smoothly across EYFS and Key Stage 1.
- Using carefully selected texts that promotes wide and enriched vocabulary and the opportunity to develop oracy skills.

SEND in the English Curriculum

We identify children who need support and provide intervention in the most effective and efficient way we can. We run intervention groups across the school, supporting children with their phonic recognition, segmenting and blending, as well as supporting their writing and comprehension skills. Teachers plan and teach English lessons which are differentiated to the particular needs of each class. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need. Children are provided with tools to support their English including but not limited to writing templates, word mats, sound buttons and iPads.

CULTURAL CAPITAL AND ENRICHMENT

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

In English at Meir Heath, we aim to provide, Cultural Capital in many ways:

- Opportunities to read a wide range of genres/text type, discover many great authors and encounter diverse cultures.
- The opportunity to meet, interview and learn from authors.
- The chance to explore poetry both modern and classic.
- Planned opportunities to enrich vocabulary.
- Writing for a purpose and studying global issues.
- Planned trips and enrichment activities.