



The Partnership of Springfield and The Meadows

The Meadows English Curriculum Policy

Aims & Objectives:

At the Meadows we aim to sustain and continue to enhance each student's development in their language and literacy abilities. Students have opportunity to continuously develop their reading, writing, listening and speaking skills through a varied curriculum that develops their knowledge and understanding of spoken and written English.

Through KS3, KS4 and KS5 we intend:

- To enable all pupils to have a means of communication.
- To promote reading for enjoyment as well as information through a broad range of reading materials and experiences.
- To develop suitable vocabulary for students verbally or non-verbally.
- To enable all students to progress to their full potential in literacy.
- To make the literacy experience enjoyable and enriching.
- To have opportunities within the curriculum for students of all abilities to be able to progress and achieve within written and spoken language.
- To foster the enjoyment of writing, and a recognition of its value
- To encourage accurate and meaningful writing, be it narrative or non-fiction
- To link English across the curriculum

The Statutory requirements for teaching and learning in the new English Programme of study (2014) outlines four broad areas of need; Reading, Writing, Spoken Language, Spelling, Grammar, Punctuation and Glossary.

At the Meadows we ensure:

- The curriculum is holistic and is designed to enable all students to progress and feel secure in their learning.
- The curriculum supports pre-national curriculum work linked to Q Scales and Personal Progress. Students across KS3, KS4 and Post 16 work in ability groups. Each class works towards accredited certificates and awards.
- The curriculum supports higher ability KS3 and KS4 students who will make progress based on the appropriate National Curriculum level appropriate to their learning needs.

- Post 16 students follow a Functional Skill curriculum from Entry level 1- Level 2 that supports the knowledge and skills relevant to everyday life. Some KS5 students have opportunity to study a more advanced curriculum of *GCSE English Language*.
- All students have individualised literacy targets linked to their EHCP needs. These targets support the differentiation of tasks set and are used to support teaching and learning for individual students during lessons.
- Due to the needs of the students placed at The Meadows School, it is necessary to modify National Curriculum requirements to suit the needs of groups and individual pupils. National Curriculum targets have been broken down into small steps that allow students to "achieve" and move forward.
- Students should have the opportunity to work in groups as well as being encouraged to become independent learners.

The English curriculum aims to support the Meadows curriculum pathways leading to three broad outcomes: Learning for Life, Learning for Independence, Learning for Employment.

For the lowest ability student, outcomes might include ASDAN programmes of learning, for the more able students a pathway leads to Entry Level qualifications and then Functional Skills Entry Levels and finally the most able students achieve *GCSE* qualifications and Functional Skills level 1. The proportion of students on each pathway can vary from year to year.

In English we provide the following accreditations:

- ASDAN Personal progress
- AQA Step up to English entry level/ pre-*GCSE*
- AQA *GCSE English Language*
- AQA Functional Skills Level 1 and Level 2
- Edexcel Functional Skills Entry level 1-3

The three pathways lead to distinct outcomes in terms of accreditation but there will also be wider outcomes we aspire to see in the adults who leave the school. The first pathway will aim to develop adults who can care for themselves, keep themselves safe, be healthy and have the communication skills to experience some level of independence including independent living. The second pathway will aim to develop adults who as well as the former also have some functional skills and the life skills to live independently, some of whom may continue their education by accessing specialist colleges. The third pathway will aim to develop adults who have functional skills and the accreditations to go onto to access education placements in colleges, who will live independently and secure employment. All the pathways will seek for the individual to maximise their potential and be successful members of their local community.

Curriculum Planning and Organisation

- Long term planning is based on the Meadows English Progression Map that includes Q scales, ASDAN personal progress, National Curriculum levels, functional skills entry level 1- level 2 and *GCSE English Language* levels.
- Medium term planning sheets are copied to the Co-ordinator and the Head teacher.
- All students have opportunities to continue to develop their communication, language and literacy skills on a daily basis in adult led and student-initiated activities.
- Phonics, spellings and reading are taught daily in class groups and small intervention

groups.

- Literacy skills are developed across the curriculum.

Intervention Groups

Currently we have a number of focused Intervention Groups to help students develop their speaking, listening, reading and writing further.

- Reading Intervention (Rapid Readers)
- SULP (Social Understanding of Language)
- Read Write Inc phonics (to be implemented Sept 23)
- Accelerated reading

Cross-curricular Literacy Opportunities

- Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for students to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.
- ICT is used to enhance the teaching of literacy and to give all children the opportunity to experience, read and write texts and develop visual literacy.
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Learning Outside the Classroom is an important part of the English curriculum. We seek to take learning beyond the classroom as it increases engagement and allows students to develop wider skills. Some activities we use outside the classroom include:

- Following instructions and using speaking and listening skills using the orienteering routes
- Accessing shops and cafes in the community using speaking and listening skills
- Story telling in different settings
- Writing to describe using nature and the surrounding environment
- Learning letters and spellings in the community and in the surrounding environment
- Visiting the local library and accessing a more varied range of books
- Looking at bus and train destinations and times and reading signs when travel training

Resources

- Training and updates delivered through staff meetings and inset sessions or disseminated information through school e-mail system and paper or ICT based communication.
- A wide variety of reading and writing resources are available within the reading intervention room.
- Students have access to MyOn by Renaissance, this is a student-centred, personalised literacy platform that offers every student unlimited access to an enhanced digital library

Assessment and Target Setting

Each student is assessed by a range of methods

- Assessment is through end of key stage requirements and ongoing teacher assessment.
- Termly assessment appropriate for the subject and the accreditation method.
- Work will be assessed in line with Assessment Policy and recorded within the schools database.
- Students will have Reading and Writing Targets where appropriate and will know their 'next steps' to ensure progression.

Students are assessed against National Curriculum Levels, Entry Levels, evidence for learning descriptors and GCSE criteria where appropriate to their achievement and level of progress. Class teachers are responsible for base lining, updating and recording this information.

For Students that are working towards GCSE, Entry level or Functional Skills qualifications, examination criteria are used as appropriate and students' work moderated in accordance with each board's requirements.

Monitoring and Review

Delivery of English will be reviewed and monitored through -

- Lesson Observations
- Book Scans
- Learning Walks
- Moderation of work.

Annexes

Approaches to Speaking and Listening

- Staff use speaking and listening strategies throughout the whole curriculum. These include group discussion, interaction, role play, modelling, total communication approaches.
- Interactive teaching strategies are used to engage all pupils.
- Students are encouraged to develop effective communication skills which is streamlined in accordance to their learning needs and abilities

Approaches to Reading

- Teachers model reading strategies during lessons and reading sessions
- Students have the opportunity to develop reading skills and discuss texts in detail during lessons, interventions and reading sessions
- Students have opportunity to read independently, in pairs, in groups and on a 1:1 basis.
- A range of levelled reading schemes are available to suit the varying needs of all students. These include Wellington Square, Dockside and Rapid Readers. Students have access to MyOn which is an online digital reading library which is tailored to their reading age. Students are able to progress on to free reading once they have achieved sufficient reading level of age 10.
- Students are assessed using the Accelerated reading program. This tracks students' independent practice and promotes progress with their reading.
- Comprehension activities and questions are available to support and develop pupils understanding of texts. Comprehension activities are available through the Rapid Reading program, MyOn and Accelerated reading as well as teacher created.
- Most classrooms have a Reading Corner with a selection of books for the children to enjoy to promote reading for enjoyment.

Approached to Phonics and Spelling

A Phonics programme- Read Write Inc (RWI) will be implemented into the Meadows curriculum in September, this is currently in process. Policy will be updated when the phonics programme is in place.

Approaches to Writing

- Opportunities to develop writing skills are provided daily through all areas of the curriculum
- Students have the opportunity to develop their handwriting skills daily
- Students are taught grammatical detail, punctuation and spelling through all areas of the curriculum.
- We aim to develop the student's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader.
- Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions
- Students are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences.
- Students have many opportunities for children to improve their writing inspired by drama, role play, hot seating and film clips.
- Students will have opportunities to write independently and as part of a small group
- Students will also be given the opportunity to use ICT for their writing.

Policy renewed: April 2023	Policy agreed:
Signed:	Chair of Teaching, Learning & Outcomes Committee
Signed:	Headteacher
Review date:	(2 years)

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