

English at The Mead Academy Trust

‘English has a preeminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’ (The National Curriculum Programme of Study for English)

‘When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.’ (James Earl Jones)

English Intent	<ul style="list-style-type: none"> • Children are exposed to high quality texts that reflect and include diverse themes and issues. They become fluent and enthusiastic readers. • Children become confident, creative and skilful writers across a range of genres • Children develop a wide vocabulary which supports their acquisition of knowledge concepts across the curriculum. Children apply this vocabulary readily in conversation and in writing. • Children demonstrate an interest in words and etymology • Understand process of writing and constantly strive to improve/better performance • The skills learnt in English lessons are applied across the curriculum deliberately to ensure connections are made in wider learning • Frequent opportunities are planned to revisit and embed key skills in a range of purposeful/meaningful/real ways.
English Implementation	<ul style="list-style-type: none"> • Staff have strong subject knowledge and passion for texts and good understanding of prior knowledge. • Children will think and behave like an author through the use of rich and engaging texts and opportunities to plan, draft, edit and publish writing for a real purpose. • Through the use of VIPERs children learn about specific skills and knowledge for reading • Children are provided with regular opportunities to read for pleasure and develop fluency • Individual reading journeys are valued and celebrated. Teachers have an awareness of and interest in children’s individual reading profile and provide personal guidance about book selection. • There are deliberately planned opportunities to read fiction and non-fiction texts across the curriculum. • Read Write Inc. strategies are used across the school to build on children’s early reading experiences. • Reading and writing are celebrated in the learning environment and high value placed on them. • Regular and timely guidance and feedback is given to children to improve as readers and writers. • Knowledge organisers are used to support children apply new knowledge and vocabulary in their writing. • Independent learning is encouraged and scaffolded through the use of personalised resource folders with supporting resources. • High quality, time-limited interventions are run to support children to overcome barriers to learning in reading and writing. • Teach Handwriting is used to develop consistent continuous cursive writing across the school.

	<ul style="list-style-type: none">• Through 'STAR vocabulary lessons' children are taught new vocabulary with the expectation that it is used and applied in a range of contexts. This method is also used across the curriculum to teach subject specific vocabulary and concepts.
Resources	High quality texts and resources to support (WSLR) Access to dictionaries Teach Handwriting scheme Babcock spelling resources Independent learning resources/folders High quality reference material for staff