



English
Coordinator: Mrs Gheftar Jan-Ahmed



Important Terms

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.

For each threshold concept a number of **Milestones**, each of which includes the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.

Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts.

Knowledge webs help students to relate each topic to previously studied topics and to form strong, meaningful schema.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept.



Our Curriculum Drivers

Specialist
Pedagogies



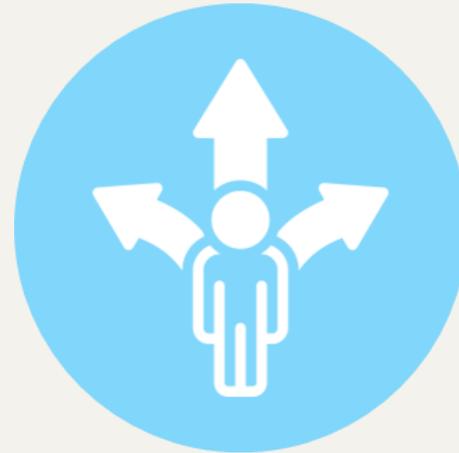
Powerful
Knowledge



S.M.S.C.



Flexible
Curriculum
Pathways



Vocabulary





Flexible Curriculum Pathways

At Melland we have Flexible Curriculum Pathways. These pathways at their core are the Pre-formal, Semi-formal and Formal pathways. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive.

Each pathway has its own curriculum but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Skills for Life, careers education, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood.

Students can move between the pathways or experience elements of more than one.



Specialist Pedagogies

We use research and training to ensure our staff are equipped with specialist pedagogical knowledge to meet the needs of all our students. All staff understand the needs of students with SEND and they use informed specialist methodologies to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject.



Powerful Knowledge

Powerful knowledge refers to the essential knowledge and cultural capital that students may not typically acquire from everyday life. It requires expert teaching and explicit content delivery to prepare students for adulthood and life beyond education. It introduces them to the best that has been thought and said and will help engender an appreciation of human creativity and achievement. Students acquire bespoke and targeted powerful knowledge based on their pathway or personalised curriculum.

Vocabulary

Vocabulary is important as it helps shape our thinking. The explicit teaching of vocabulary is essential for our students as they may not acquire vocabulary incidentally through indirect exposure. All our students benefit from developing their vocabulary. Our curriculum strikes an appropriate balance between functional vocabulary and enriching vocabulary. The development of vocabulary is not restricted to academic development but also enriches personal development.



S.M.S.C.

Students and their well-being are at the core of our school curriculum. Having SMSC as a driver allows us to bring into focus how our curriculum helps encourage our students to become successful learners, confident individuals and responsible citizens and ensures we do not lose sight of it. Our overarching ethos for SMSC encompasses personal development across the whole curriculum and supports us in providing opportunities for students to explore themselves and discover their identity. Additionally, it equips them with strong values for living in an increasingly diverse world.





Quality of Education

Intent, Implementation, Impact



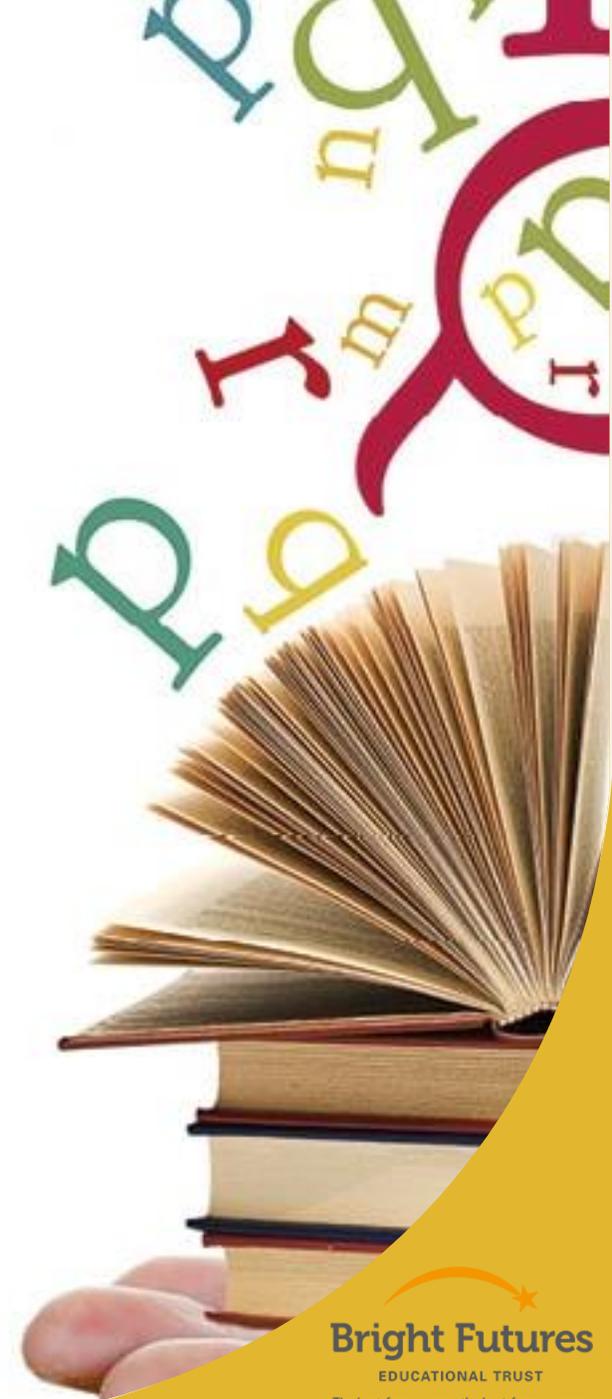


Intent - Implementation - Impact

Vision

Our vision is to provide our learners with opportunities to develop their enjoyment for English. Experiences will help the students to engage with the world around them.

Skills acquired will enhance their learning, their life and their future. Our passionate and enthusiastic English team use every opportunity to nurture transferable English skills throughout school life.





Intent - Implementation - Impact



Aim

English is the foundation for being able to communicate and understand the world around us.

English at Melland High School encompasses the development of all skills needed for: Reading, Writing, Speaking & Listening.

These skills are fundamental to enhance the students' knowledge and understanding in all subject areas.

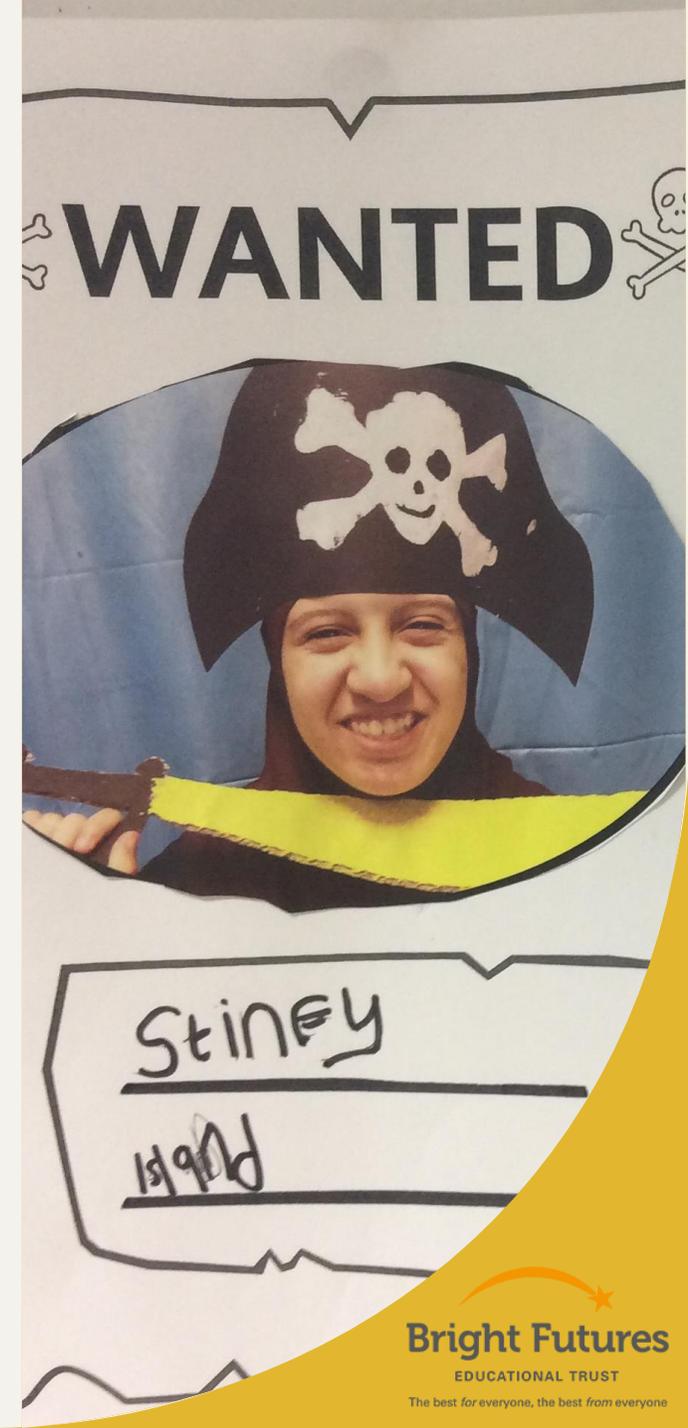
Key aspects of English

Think Independently - Students respond to a variety of fiction and non-fiction texts so that they develop an informed opinion.

Read & Write Confidently - Students understand a range of texts to craft their own ideas using appropriate language and to write for a specific purpose and audience.

Speaking & Listening - Students to become active listeners and comprehend the ideas of others and to articulate the view of the world around them.

To Question & Challenge - To inspire students to ignite curiosity and a spirit of enquiry through language and literature.





English Curriculum

The MHS English curriculum has been developed internally and informed by:

- The National Curriculum:
 - Pre-Key Stage Standards
 - Key Stage 1 - 2
 - Key Stage 3- 4
- Chris Quigley Essentials Curriculum
- Skills for Life Manchester City Council
- DFE Letters & Sounds
- AQA Step Up English



Reading

Students will be encouraged to read and engage with words and texts on a daily basis, developing their ability to:

Read words accurately

This concept involves decoding and fluency.

Understand texts

This concept involves understanding both the literal and more subtle nuances of texts.



Reading

Engaging English lessons with a multi-sensory approach will allow students to experience:

Word building using a phonics approach using interactive games, ICT, board games, flash cards and books.

Reading and listening to a wide range of texts of different lengths including whole books.

Individual reading personalised to meet the needs of the students.

Guided reading using a range non-fiction texts and books.

Familiarity with different genres of books, including poetry, traditional stories, modern fiction, classic British fiction and books from other cultures.

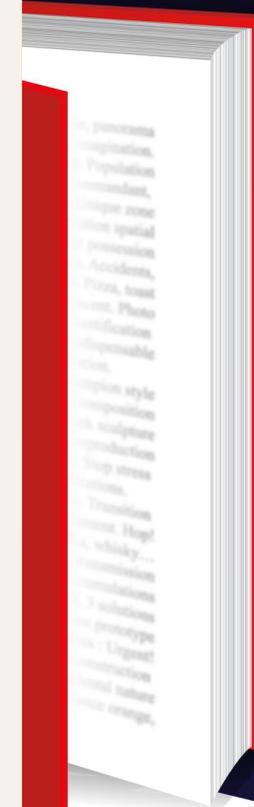
Using assisted technology and resources to enhance and support reading skills..



Reading

At MHS we continually assess progress in reading using formative and informative assessment.

- Recognise and read letters and sounds of the alphabet.
- Read a variety of texts closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Ask and answer questions about the text. Be able to predict and make inference.
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Transferring reading skills across the curriculum.





Writing

Students will be encouraged to be creative with writing using a variety of media across all subjects

Write with purpose

This concept involves understanding the purpose or purposes of a piece of writing.

Use sentences appropriately

This concept involves using different types of sentences appropriately for both clarity and for effect.
This involves understanding that punctuation adds clarity to writing.

Present neatly

This concept involves developing an understanding of handwriting and clear presentation.

Spell correctly

This concept involves understanding the need for accuracy.

Writing

Engaging English lessons with a multi-sensory approach will allow students to plan, edit, write and present.

Lessons will include:

Brainstorming ideas, use of vocabulary and different types of writing.

Building narratives in an individual or group activity.

Individual personalised writing tasks encompassing students interest and experiences.

Guided writing to develop different writing forms such as letters, list or stories.

Use phonic knowledge and word building activities, games and ICT to develop accurate spellings.

Fine motor activities to develop legible handwriting.

Using assisted technology and resources to enhance and support writing skills.





Writing

- At MHS we continually assess progress in writing using formative and informative assessment.
- Write so that other people can read and understand the meaning of sentences.
- Apply knowledge of spelling rules in writing.
- Compose and transcribe text.
- Organise writing in line with purpose and audience.
- Use a range of punctuation correctly.



Speaking

Spoken English Receptive & Expressive Language

At MHS Communication underpins all learning. Students are encouraged to speak and listen in all areas of school life.

Listen carefully and understand

This concept involves understanding how to engage with what others are saying.

Develop a wide and interesting vocabulary

This concept involves building a rich, sophisticated vocabulary with which to express oneself.

Speak with some clarity

Hold conversations and discussions

This concept involves understanding how to engage with others.



Speaking

Spoken English Receptive & Expressive Language

Students will have opportunities to continue to develop speaking and listening skills during focused English lessons and within the whole school environment.

To take part in conversations on a given topic or during role play.

Join in activities led by adults giving verbal instructions.

Listen and respond activities and games.

Tell and listen to stories, share news and instructions.

Guided speaking and listening lessons encouraging speaking clearly and turn taking.

Individual presentations to the class on topics of interest.

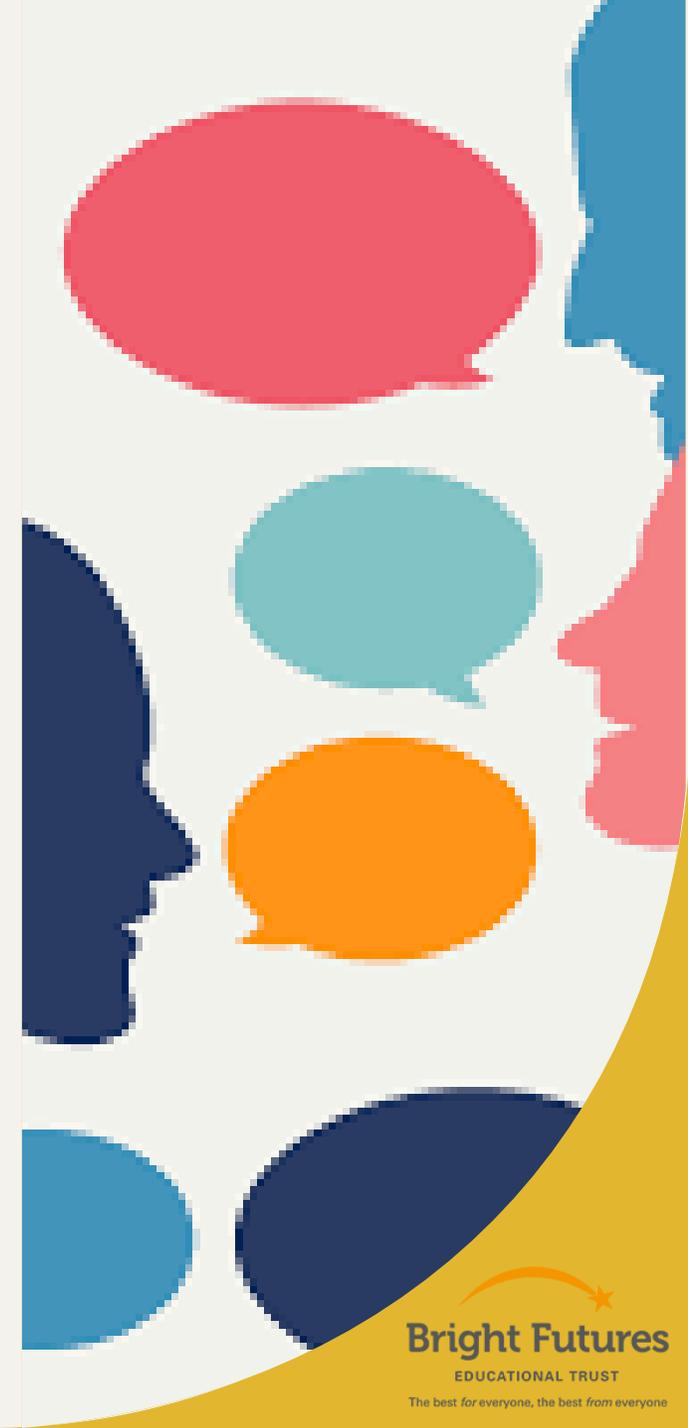
Using assisted technology and resources to enhance and support speaking and listening skills.

Speaking

Spoken English Receptive & Expressive Language

At MHS we continually assess progress in Spoken English using formative and informative assessment.

- To initiate and hold conversations on a given topic or during role play.
- Listen to the speaker, retain key information and respond appropriately.
- Understand and follow verbal instructions.
- Build vocabulary through modelling, group work, student interest and focused literacy tasks.
- Engage in discussions, speak with some clarity and take turns to speak.

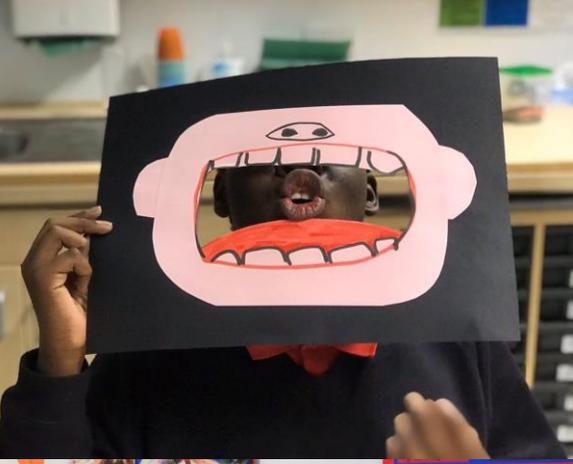




Intent - Implementation - Impact

English Long-term plan

	<p>Our goals within the Formal Curriculum are to: Provide students with a curriculum, which is exciting, creative and fosters a commitment to learning. Enable students to achieve, develop and remember their skills, knowledge and memory to the best of their ability utilising a wide variety of strategies to embed learning. Promote high standards and achievement in communication, reading and writing. The English curriculum has a number of key 'building blocks' which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time, allowing learners to meet the complexities of the workplace with confidence and competence. Students re-visit essential learning as they move through the school to build, develop and refine their skills. Careful timetabling and personalisation ensures that these key components work together to meet the needs of each individual.</p>				
Term	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
Autumn	<p>Literature and Text Romeo & Juliet Writing Narrative Speaking & Listening Drama/Role Play Core Skills Alphabet / Core Vocabulary/handwriting</p>	<p>Literature and Text Macbeth Writing Poetry Speaking & Listening Drama/Role Play Core Skills Alphabet / Core Vocabulary/handwriting</p>	<p>Literature and Text A Christmas Carol Writing Writing to Analyse/Review Speaking & Listening Drama/Role Play Core Skills Alphabet / Core Vocabulary/handwriting</p>	<p>Literature and Text A Midsummer Night's Dream Writing Narrative Speaking & Listening Drama/Role Play Core Skills Alphabet / Core Vocabulary/handwriting</p>	<p>Literature and Text Greek Myths/Aesop Fables Writing Recount and Descriptive Form Speaking & Listening Speaking/Listening/Responding Core Skills Alphabet / Core Vocabulary/handwriting</p>
Spring	<p>Literature and Text Journalism/Media Writing Writing to Persuade Speaking & Listening Speaking/Listening/Presenting Core Skills Spelling Grammar Punctuation Phonics</p>	<p>Literature and Text Roald Dahl Writing Narrative Speaking & Listening Speaking/Listening/Responding Core Skills Spelling Grammar Punctuation Phonics</p>	<p>Literature and Text Treasure Island Writing Writing to inform Speaking & Listening Speaking/Listening & Responding Core Skills Spelling Grammar Punctuation Phonics</p>	<p>Literature and Text Frankenstein Writing Recount and Descriptive Form Speaking & Listening Speaking/Listening/Responding Core Skills Spelling Grammar Punctuation Phonics</p>	<p>Literature and Text Contemporary Author Writing Writing to Analyse/Review Speaking & Listening Speaking/Listening/Presenting Core Skills Spelling Grammar Punctuation Phonics</p>
Summer	<p>Literature and Text Dr Suess/Revoltng Rhymes Writing Poetry Speaking & Listening Speaking/Listening/Responding Core Skills Sentence Construction/Vocabulary/Spelling</p>	<p>Literature and Text Stories from Different Cultures Writing Writing to Inform Speaking & Listening Speaking/Listening/Presenting Core Skills Sentence Construction/Vocabulary/Spelling</p>	<p>Literature and Text Michael Morpugo Writing Narrative Speaking & Listening Speaking/Listening and Presenting Core Skills Sentence Construction/Vocabulary/Spelling</p>	<p>Literature and Text The Iron Man Writing Writing to Analyse/Review Speaking & Listening Speaking/Listening/Presenting Core Skills Sentence Construction/Vocabulary/Spelling</p>	<p>Literature and Text Robin Hood Writing Narrative Speaking & Listening Drama/Role Play Core Skills Sentence Construction/Vocabulary/Spelling</p>



Enrichment

Reading - celebration of reading including world book days, poetry week , national story telling week, staff story telling videos, Manchester 10 minute read, links to community libraries, author visits.

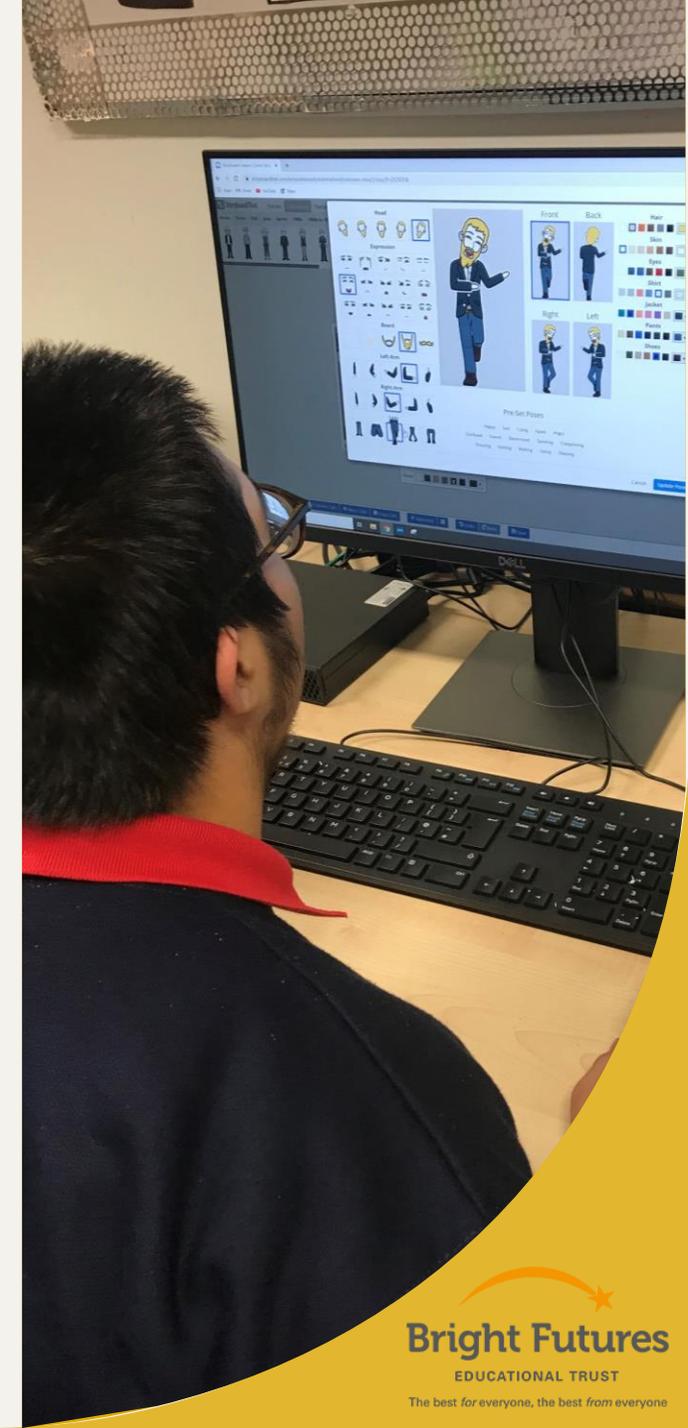
Writing - developing writing skills by using imagination and creativity: letters to members of the community, school flyers, posters, scripts and questionnaires.

Speaking and listening - a variety of opportunities for students to work with peers, members of the school community and creative partners to perform, take part in drama, role play and assemblies.

Use of technology

In English lessons technology is used to assist students to access their English knowledge and skills this includes:

- Rapid Readers
- Teach your monster to read
- Sumdog grammar and spelling
- Pocket phonics
- Storyboard that
- Boardmaker
- Assisted technology





Assessment

Formal Assessment

We use the B Squared Connecting Steps Assessment to assess our students in English using P level and National Curriculum Steps. Progress is shown as a percentage of a level with a full level being achieved at 75%. Progress can be broken down into levels of engagement and achievement as the students make progress within and through the levels.

Students are set personalised targets for the end of each key stage and their progress is formally assessed each term.

External moderation for AQA Step Up English.

Informal Assessment

Marking and assessing with students using AFL. Verbal feedback and written feedback is given to students immediately following completion of a task.

Reading analysis scores for student's reading skills using Individual Analysis Sheet.

Online tracking of reading skills using Rapid Readers Teachers Reporting Tool.

Internal moderation for all stands across the key stages.



Accreditation

In KS3 students following the accreditation pathway will be prepared for the rigor and expectations of an entry level qualification. This includes taking short practice assessments in reading, writing, speaking and listening.

At KS4 students will work towards AQA Step Up English qualifications.

Silver Step - Entry Levels 1 & 2

Gold Step - Entry Level 3



AQA Step Up English

COMPONENT 1

Literacy

What's assessed:

Spoken language task

- Presenting
- Responding to questions and feedback

Reading tasks

- Three transactional texts

Writing task

- Transactional writing

COMPONENT 2

Creative reading and writing

What's assessed:

Section A Reading

- Two literary texts

Section B Writing

- Creative writing



Personal Development



British Values and English

DEMOCRACY

Student voice is celebrated when making decisions about the curriculum topics and choice of books.

Reading and research is encouraged to learn about significant figures in society who contributed to democracy, education and freedom, such as Nelson Mandela, Malala Yusuf or Greta Thunberg

RULE OF LAW

Students study a number of texts that focus on the consequences of transgressing the law, both for the individual and for society as a whole.

INDIVIDUAL LIBERTY

Students develop their voices through producing persuasive speeches, and debating philosophical questions about liberty

TOLERANCE

Through discussion and debating students learn about different traditions and background.

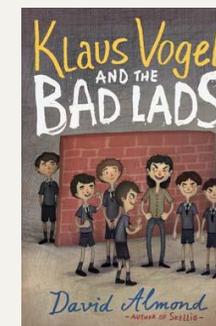
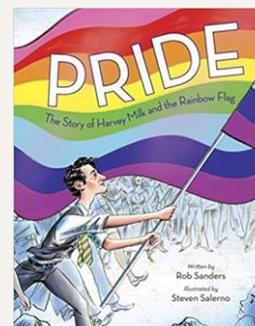
Listening to others and exploring different points of view in literature.

MUTUAL RESPECT

Students are taught to voice their opinions in a respectful way and we foster an environment where children are safe to disagree with each other during class discussions.

Students explore issues related to respect for different:

- Cultures
- Races
- Genders



SMSC and English

SPIRITUAL

Experiencing fascination, awe and wonder

Exploring the values and beliefs of others

Understanding human feelings and emotions

Using imagination and creativity in learning

MORAL

Exploring, understanding and respecting diversity

Participating in and responding to cultural activities

Understanding and appreciating personal influences

SOCIAL

Investigating moral values and ethical issues

Recognising right and wrong and applying it

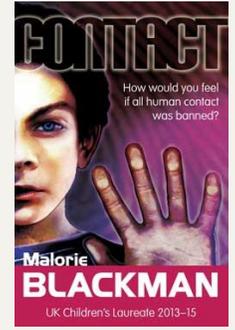
Understanding the consequences of actions

CULTURAL

Developing personal qualities and using social skills

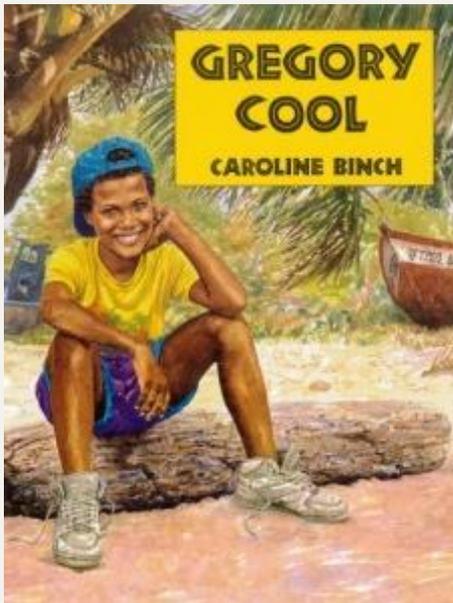
Participating, cooperating and resolving conflict

Understanding how communities and societies function

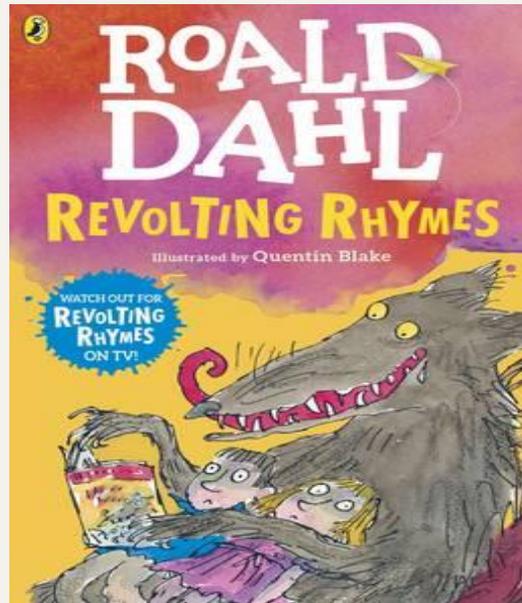




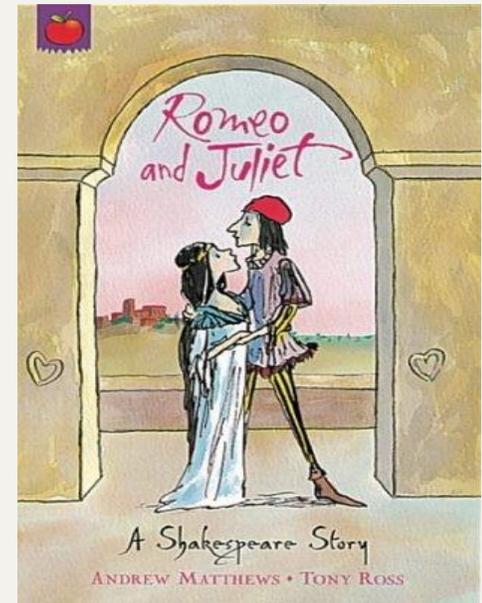
Cultural Capital



**STORIES
FROM OTHER
CULTURES**



POETRY



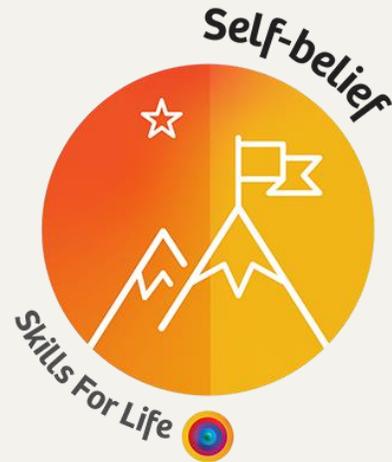
**WILLIAM
SHAKESPEARE**

Skills for life

The Manchester City Council 'Skills for Life' is a universal approach that promotes the use of a common language to describe five key skills and a commitment to increase opportunities for children and young people to practice, reflect and record these skills.

In Manchester, Skills for Life is not only needed for young people and employers but also, for the cultural capital of our city.

The development of this work is as a way of supporting our children and young people to have the skills to be able to grow up happy, healthy, safe and successful.





Student Voice

I am getting better at reading. Funny stories are my favourite.

Rapid readers is a good way to read. I like how the books move up.

Spelling words is the hardest bit. We can check on the computer.

We can play board games about talking. It's a good way to learn especially when I win.

I'm good at English. I listen to the stories and I always answer the questions.