



Cultural Capital Drivers



The term 'cultural capital' is not new. It is a complex theory that comes originally from the field of **sociology**, which involves **the study of society, including relationships, social interactions and culture**. It is important to recognise that everyone has cultural capital – **knowledge, skills and behaviours** – and that these accumulate over time through many **different experiences and opportunities**. Cultural capital is understood to contribute to **success in life**, for example, being able to **perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career**.

Cultural Capital is not something that is 'given' or 'taught'. It is about **culture, language, traditions and experiences**. At Hunter's Bar Infants, we want to celebrate the uniqueness of us all and **share our differences and individualism**.

<u>Driver</u>	<u>Rationale</u>
<u>Reading and Vocabulary</u>	We know through research that often a 'word gap' can open between disadvantaged children and their peers before school begins (Sutton Trust Report, 2010). In fact, this achievement gap can start early in a child's life and continues to widen as children get older (Hart and Risley, 1995). Research indicates that this has a negative impact on reading success, attainment, a child's behaviour and their mental health. We have a duty to close this gap for our pupils through prioritising phonics and reading, through high quality vocabulary instruction, through engaging parents and developing a love of language. This is evident throughout our teaching. For example, we have a curriculum centred upon quality written and visual texts, we carefully build on pupils' prior knowledge (their schema), teach guided reading and share texts aloud, use semantic mapping and have a phonics and spelling programme founded upon the developing an interest in and attentiveness to words. Across the curriculum, our teaching of active listening, speaking in full sentences, use of 'stem sentences' and 'sticky vocabulary' in maths and the foundation subjects, and progression in Tier 2 and 3 vocabulary exemplifies our systematic approach to vocabulary instruction.
<u>Oracy</u>	For our children to be able to express themselves verbally with confidence and with an awareness of the needs of their audience. Our students are encouraged to be respectful of different cultures and beliefs and how to speak with a variety of people in a mindful, appropriate and mature way. Oracy requires students to consider the content and structure of their speaking and to choose appropriate vocabulary for the task at hand. By improving the students' ability to articulate themselves through spoken language we should also improve their writing, as Britton (1970) suggests 'writing floats on a sea of talk'. Key Concepts that Underpin the Curriculum 1. Story telling 2. Heroism 3. Narration 4. Target audience

	5. Physical – Use of voice including volume, tone and pitch 6. Physical – Use of body language including eye contact 7. Linguistic – Choice of audience appropriate vocabulary 8. Cognitive – Structuring thought in a logical way 9. Social and Emotional – Understanding the needs of the audience 10. Social and Emotional – Working as part of a team
<u>Diversity</u>	We promote an understanding of the value of diversity in our school community and in wider society, exploring ethnic, cultural, religious and linguistic diversity with our pupils throughout our carefully planned curriculum and with quality texts.
<u>Love of Learning</u>	Our aim is for our children to join us on a learning journey, which will equip them for their future. We want our children to leave us at Year 2 with a range of skills, deep knowledge, a love of learning and ambition.
<u>Growth Mindset</u>	Developing a Growth Mindset is interwoven throughout our curriculum and referenced to regularly throughout the children's school experiences. We encourage the children to reflect on where they are as learners and equip them with strategies in order to develop their growth mindset. We encourage the children to be resilient in their learning in order to step outside of their comfort zone and challenge themselves further. Building resilience is an integral part of supporting the children in realising anything is possible. We actively encourage children to 'change their words' and the 'power of yet.'

