

## Mill Hill Intent, Implementation and Impact English Curriculum Statement

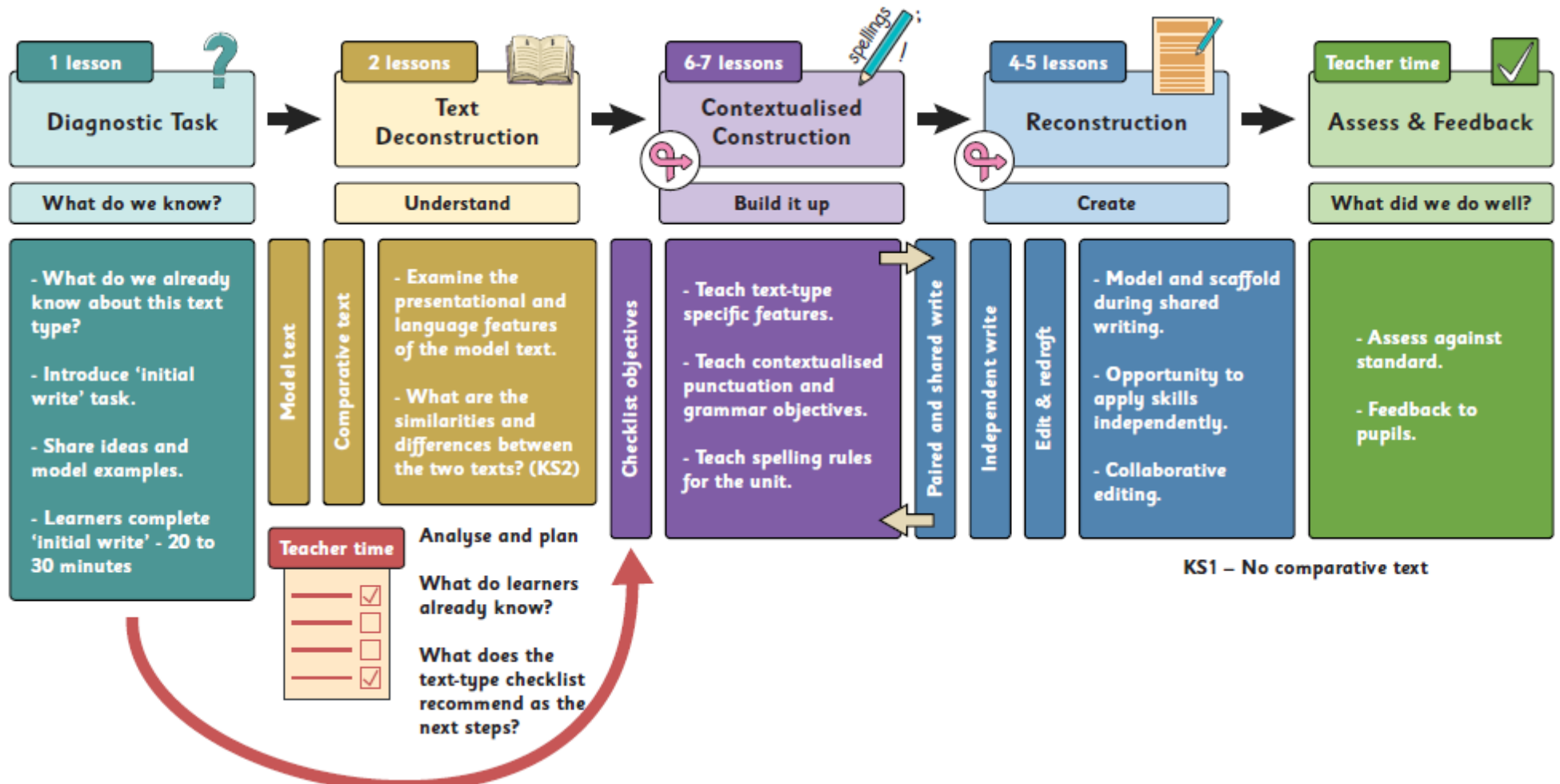
Intent	At Mill Hill, English is at the heart of our curriculum; it is the foundation on which every subject is built. We value reading and writing as key life skills, and are dedicated to enabling our pupils to become lifelong readers and writers, ensuring children read fluently and widely when they leave. The reading and writing journey begins in the Foundation Stage, where a multitude of learning activities are available for children to experience books, mark making and phonics, igniting a passion for these skills at an early age. As the children's journey continues into KS1, the teaching of phonics continues and there is a greater expectation that this knowledge will also be applied to their written work. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination, which is then transferred to their writing. We believe reading is key for academic success and so we ensure that there is a holistic approach to the teaching of reading. In writing, we want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they can decipher unfamiliar words and then use them when speaking and writing both informally and formally.			
	Underpinned by			
	High Expectations	Modelling	Fluency	Vocabulary
	It is our intention that all children will succeed and make progress.	Teachers model good spoken English and model a passion for the enjoyment of reading and writing.	Children will apply their skills from English across the curriculum.	Children will be immersed in a vocabulary rich environment with the expectation that this new, acquired knowledge of words will be applied in different situations.

Implementation	<p><b>Phonics</b></p> <p>We follow the synthetic phonic scheme Little Wandle Letters and Sounds Revised. This is a method of learning letter sounds and blending them to read and segment to spell.</p>	<p><b>Bug Club</b></p> <p>To support reading at home. Children use the Active Learn Platform – Bug Club. Children can enjoy reading books onscreen and can complete fun quiz questions found in the eBooks. The quiz questions will help the children practise their reading skills.</p>	<p><b>Cross-Curricular</b></p> <p>Reading and writing, in collaboration with aspirational vocabulary, are taught during English lessons with the intention that skills acquired are then transferred to other subjects across the curriculum. Vocabulary is explicitly taught across the curriculum.</p>
	<p><b>Reading Squad</b></p> <p>In Reception and Year 1, children read fully decodable books to match their current phonics level. Children are in small groups with a member of the reading squad and have three sessions a week within this group. The three sessions are based on a fluency, prosody and comprehension cycle. Groups are fluid ensuring rapid progress for all children.</p>	<p><b>Enabling Reading</b></p> <p>Once children have completed the Little Wandle phonics programme, they then begin our reading journey, which we call enabling reading. Children working at the expected level or above work at their current year group level. They read texts designed for their reading age and staff activate prior knowledge, use echo reading, a timed read and focus on vocabulary to continue to build fluency and comprehension. Content domains are taught explicitly and children learn to do this from modelled, shared and paired examples before applying their skills independently. Children, who are not working at age related expectations, are in focused small groups to close gaps rapidly. They are assessed to check impact regularly and groups are fluid.</p>	<p><b>Writing Journey</b></p> <p>Our writing journey ensures children recap text types in different year groups to build on previous skills taught by ensuring text specific features are consistent. Units generally last three weeks consisting of a diagnostic task, text deconstruction using a model text and contextualised teaching of grammar and spelling based upon gaps identified during diagnostic tasks. Writing is then chunked into sections for children to apply their learning from contextualised grammar during reconstruction. Children can edit their work using purple pen and redraft. The children then complete a final write, which is assessed to inform future planning.</p>
	<p><b>Interventions</b></p> <p>If a child appears to be falling behind or has a specific reading or writing need, swift interventions are introduced ensuring that needs are met and gaps in learning are closed. This is identified in lessons through assessment for learning strategies and live marking.</p>	<p><b>Reading Rewards</b></p> <p>Children are expected to read at home at least four times a week. Once this expectation is achieved, they are entered into a raffle. First prize from each year band will receive a book and second prize is a personalised Mill Hill bookmark. Children are then entered in a termly raffle to have an opportunity of receiving a book of their choice and they enjoy a hot chocolate and cake with the Principal and have their book presented to them.</p>	<p><b>Reading Zones</b></p> <p>We have two reading zones for the children to access with the class teacher and for Key Stage Two to access throughout break and lunch times. Our indoor reading zone operates as a library for the whole school to access fortnightly allowing children to choose a book to read for pleasure in school and at home.</p>

	<p><b>Whole School Events</b></p> <p>We celebrate National Poetry Day, Roald Dahl Day, World Book Day, and Pyjama Rama. We also plan whole school competitions. These events unite the whole school to concentrate on one theme.</p>	<p><b>Reading for Pleasure</b></p> <p>Several times a week, we have DEAR time - 'Drop Everything and Read.' This is when the staff read to the children modelling the excitement and expression that story telling brings. This could take the form of a different book each time or a novel for the children to enjoy.</p>	<p><b>Assessment for Learning</b></p> <p><b>Self/peer assessment</b></p> <p><b>Use data to bridge gaps and plan interventions</b></p> <p>Assessment for learning is an on-going process by the teacher, pupil, and peer reflection throughout a lesson. Collaboration, through sharing of work, allows editing (in the form of a purple pen) and improvement to take place "in the moment of learning." This may then lead to group or whole class intervention accordingly.</p>
	<p><b>Time to Listen</b></p> <p>Time to Listen is an intervention to support children with listening skills and hearing different sounds in nursery.</p>	<p><b>Time to Talk</b></p> <p>Time to Talk is an intervention to support children with communication and vocabulary delay in nursery. This is a programme advocated by Stoke Speaks Out and Speech and Language Specialists.</p>	<p><b>Early Talk Boost</b></p> <p>Early Talk Boost is a targeted intervention aimed at three and four-year-old children with delayed language helping to boost their language skills and to narrow the gap between them and their peers. The intervention lasts for nine weeks with a baseline and end assessments taking place, aiming to improve their communication skills by six months during the programme.</p>

Impact	<p><b>PUPIL VOICE</b></p> <p>Through discussion and feedback, children talk enthusiastically about reading and different genres of writing, thus understanding the importance of this subject. In addition, they can talk about books and authors they have enjoyed, can make connections with their own experiences, and make reading recommendations.</p>	<p><b>EVIDENCE IN KNOWLEDGE</b></p> <p>Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.</p>	<p><b>EVIDENCE IN SKILLS</b></p> <p>Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers' subject knowledge ensures that skills taught are matched to National Curriculum objectives.</p>	<p><b>OUTCOMES</b></p> <p>At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.</p>
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# Overview of Writing Learning Journey



# Overview of Reading Learning Journey

