

Mill Hill Intent, Implementation and Impact English Curriculum Statement

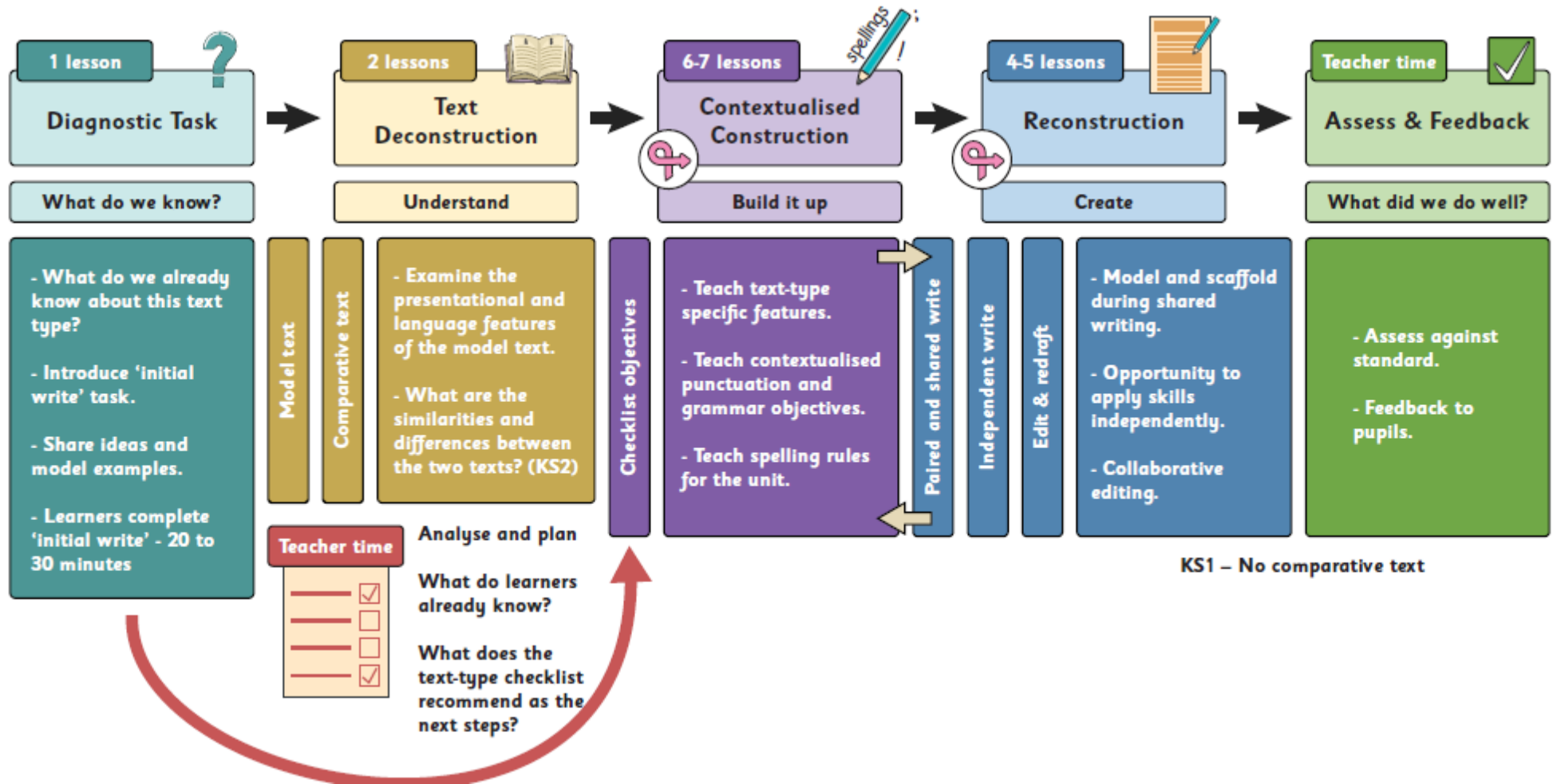
Intent	<p>At Mill Hill, English is at the heart of our curriculum; it is the foundation on which every subject is built. We value reading and writing as key life skills, and are dedicated to enabling our pupils to become lifelong readers and writers, ensuring children read fluently and widely when they 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.</p>			
	<p>Underpinned by</p>			
	<p>High Expectations</p>	<p>Modelling</p>	<p>Fluency</p>	<p>Vocabulary</p>
	<p>It is our intention that all children will succeed and make progress.</p>	<p>Teachers model good spoken English and model a passion for the enjoyment of reading and writing.</p>	<p>Children will apply their skills from English across the curriculum.</p>	<p>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.</p>

Implementation	Phonics	Bug Club	Cross-Curricular
	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.	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.	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.
	Reading Squad	Enabling Reading	Writing Journey
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.	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 in sessions called ‘Comprehension Crushers’. 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 in either phonics knowledge or fluency. They are assessed to check impact regularly and groups are fluid.	At the beginning of the year, the children are taught the Place Value of Punctuation and Grammar to embed their grammar knowledge before moving on to extended writing. This is mapped across our key stages to ensure progression. In Autumn 2, our writing journey commences. Our writing journey ensures that children recap text types, genres and story structures in different year groups to build on previous skills: text-type specific features, grammar, punctuation and syntax. Units generally last three weeks and consist of a diagnostic task, text deconstruction using a model text, and contextualised teaching of grammar, punctuation and spelling based upon gaps identified from assessment for learning. In addition to this, the explicit instruction of grammar, punctuation, spelling and syntax is delivered as prerequisite learning for each unit. Writing is then organised into sections and children use this application opportunity to cohesively organise new and existing grammar, punctuation, spelling and syntax learning. Children are taught to edit and redraft their work before writing a final version, which is assessed to inform future planning.	
Interventions	Reading Rewards	Reading Zones	
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.	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 from our vending machine 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.	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>Whole School Events</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>Reading for Pleasure</p> <p>For 20 minutes a day, 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. We have mapped key texts across the year to enhance different areas of the curriculum and to focus on specific authors. For example, the text could be linked to history or science that they are currently learning or have previously learnt. This is to excite and engage children, deepen their knowledge and understanding and to help them know and remember more. Teachers and children also have the opportunity to choose their own texts.</p>	<p>Assessment for Learning Self/peer assessment</p> <p>Use data to bridge gaps and plan interventions</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>Time to Listen</p> <p>Time to Listen is an intervention to support children with listening skills and hearing different sounds in nursery.</p>	<p>Time to Talk</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>Early Talk Boost</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>
	<p>Drawing Club</p> <p>Reception implement Drawing club daily. This is where children experience new and extra vocabulary around a story, tale or animation. They then move on to draw their own parts of the story including codes they have made up adding exciting twists to the story. As the children progress, their codes will move on from letters to words and then to captions/sentences that they add to their pictures.</p>		<p>Reading Magic</p> <p>Nursery have begun Reading Magic. Reading Magic reading is designed to inspire a love of books through shared reading and linked play-based activities based around high quality, engaging, real-life texts. It gives the children the opportunity to work on reading skills, such as predicting, sequencing and retrieval, through the use of engaging characters – Predicting Penguin, Word Wizard, Sequencing Snake and Find It Fox. Each half term, they have six different texts, which have been chosen for a particular focus. The six areas of focus are rhythm and rhyme, patterned and repetitive language, exploration, journey, growth mindset and just for fun.</p>

<p style="text-align: center;">Impact</p>	<p style="text-align: center;">PUPIL VOICE</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 style="text-align: center;">EVIDENCE IN KNOWLEDGE</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 style="text-align: center;">EVIDENCE IN SKILLS</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 style="text-align: center;">OUTCOMES</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

