



# Mill Hill Community Primary School

## English

### Intent and Implementation

#### Speaking and Listening

Pupils take part in role play situations and develop imaginative play. They develop early literacy skills such as re-telling events or stories and handling and talking about books. They learn active listening skills and are encouraged to ask and answer questions, during discussions as a class; in smaller groups and with 'talk partners'. Pupils are encouraged to speak and listen to a range of audiences, to help them to understand the need to adapt speech to different situations. They are given opportunities to evaluate and reflect on their own speech and encouraged to use the vocabulary and grammar of standard English whenever appropriate.

#### Phonics

All pupils in reception, year 1 and year 2 follow Letters and Sounds programme of phonics. There are daily whole class phonic sessions during which pupils learn to identify the sounds made by different letters and combinations of letters. They learn how to segment (separate) and blend (put back together) the sounds they can hear in a word. They also learn how to count the sounds in a word to help them decode new and unfamiliar words. At the end of Y1 all pupils are screened using the national Y1 Phonics screening test; if pupils do not attain the nationally expected level they repeat the screening test at the end of Y2. Some pupils acquire their phonic knowledge easily but for others it takes a little longer. For pupils who key stage 2 with weaker phonic knowledge we continue to teach specific sounds and we also run small group interventions. Through Y2 pupils will continue the phonics programme and move onto phase 6, which focuses on spelling and move to guided reading groups with emphasis on vocabulary and reading comprehension. Mill Hill School has a phonics policy which runs alongside this document.

#### Common Exception Words

In addition to developing their phonic knowledge pupils must also learn to read and write words that are frequently found but that cannot easily be sounded out such as the, there, said. These are sometimes called 'tricky' words.

#### Spellings

Alongside the acquisition of phonic knowledge and common exception words pupils must start to learn the rules of spelling. This can be challenging as there are many rules to learn and many words that break these rules! At Mill Hill we support pupils with a range of strategies they can use when spelling an unfamiliar word, for example, listening for patterns. The most important point about spelling is that pupils have the skills to 'have a go' and feel able to choose their 'WOW' words to make their writing exciting. Not knowing how to spell a word should never stop anyone from expressing themselves.

## Reading

At Mill Hill we believe that becoming a confident, fluent reader is the key to accessing learning across the curriculum. We therefore encourage all children to read a wide range of fiction and non-fiction books and develop a reading habit; reading regularly with an adult throughout their primary school life. Every pupil has a Reading Record Book to record their reading. Pupils are given opportunities to read in school; reading for pleasure, independently, with a friend or with teachers. They also listen to class stories and poems, often at the end of the day. In this way pupils develop a wider knowledge of authors and genres.

At Mill Hill we provide a wide selection of fiction and non-fiction books for pupils to borrow. These books are broadly categorised by level of difficulty and interest and pupils are allocated a level to choose from. By inviting pupils to choose their own books they develop their preferences as a reader, learning to follow an author, to use illustrations to work out the genre and, of course, to read the blurb to find out more about their book choice. We also have a number of books linked to decoding using phonics, these are used for children who are finding it more difficult to develop their phonic skills.

## Guided Reading

In addition, English lessons include guided group reading and shared reading with the whole class. A lot of emphasis is placed on pupils discussing their reading and understanding how the author has constructed the plot, created the characters and used techniques to engage their readers. Pupils are helped to understand and respond to what they read using inference and deduction where appropriate. In this way, reading promotes high quality writing. If you want to be a good writer, you have to be an enthusiastic reader!

## Writing

### Handwriting

We believe that learning a cursive handwriting style enables children to become confident, fluent writers. Cursive handwriting enables writing to flow and, once mastered, looks beautiful; this helps pupils to feel really proud of themselves and of their learning. In reception children are taught the entrance stroke, in year one the exit stroke and in year 2 they are taught to join their letters together. Mill Hill has a handwriting policy which runs alongside this document.

### Genres

Pupils learn to write a variety of different genres including stories, poems, letters, reports, recounts, plays and diaries. Writing features across all curriculum areas such as writing a newspaper report as part of a historical study, a report of a science experiment or a poem in response to listening to a piece of music. Pupils are also shown how to evaluate and improve their writing. By the end of KS2 pupils need to be able to write independently for a sustained length of time, producing writing that is grammatically correct, well punctuated and interesting to read.

## The School Vision and Values of English

In our school every pupil is given opportunities to be challenged in English through quality first teaching, scaffolded and differentiated learning and pre- and post-teaching. Pupils show **kindness** and **gentleness** by thinking about others and helping them empathetically through talk partners and group activities

### **British Values and SMSC in English**

Spiritual and cultural – pupil's will experience awe, wonder and excitement, through listening to and reading a diverse and wide selection of texts. Examples including, Jack and the Beanstalk, Lila and the Secret of Rain, instructions for mummifying, Roman and Greek myths, Shakespeare, Benjamin Zephaniah poetry.

Tolerance – giving them opportunities to experience, understand and be tolerant of those of different faiths and beliefs. Examples including Coming to England by Floella Benjamin, Anne Frank's Diary

Moral – pupil's will understand and learn how to write for different purposes and audiences. Examples including persuasive letters to the Head, Animal fact files to share with younger age groups, playscripts to perform.

Rule of Law – knowing there are rules and expectations that have to be followed.

Individual Liberty – knowing they can make independent, informed choices within the parameters of the laws.

Social – pupil's will develop skills to be able to work independently, but also with a partner, in a group or class, or in the wider community; in their reading, writing and particularly using speaking and listening skills.

Mutual Respect – understanding they can express their views and listen to the views of others.

Cultural – Pupils will encounter culturally diverse planning and resources and be able to make cross curricular links. Examples including prayers in RE, fact files in Science, presenting learning using ICT, information about Fairtrade, Remembrance poems and prayers, they will become familiar with different forms of performing arts, including theatre visits to school, cinema screenings, author visits.

Democracy – giving them opportunities to have a say, ask big questions and be engaged in topics they want to learn.