

The English Curriculum at Millfield Primary School

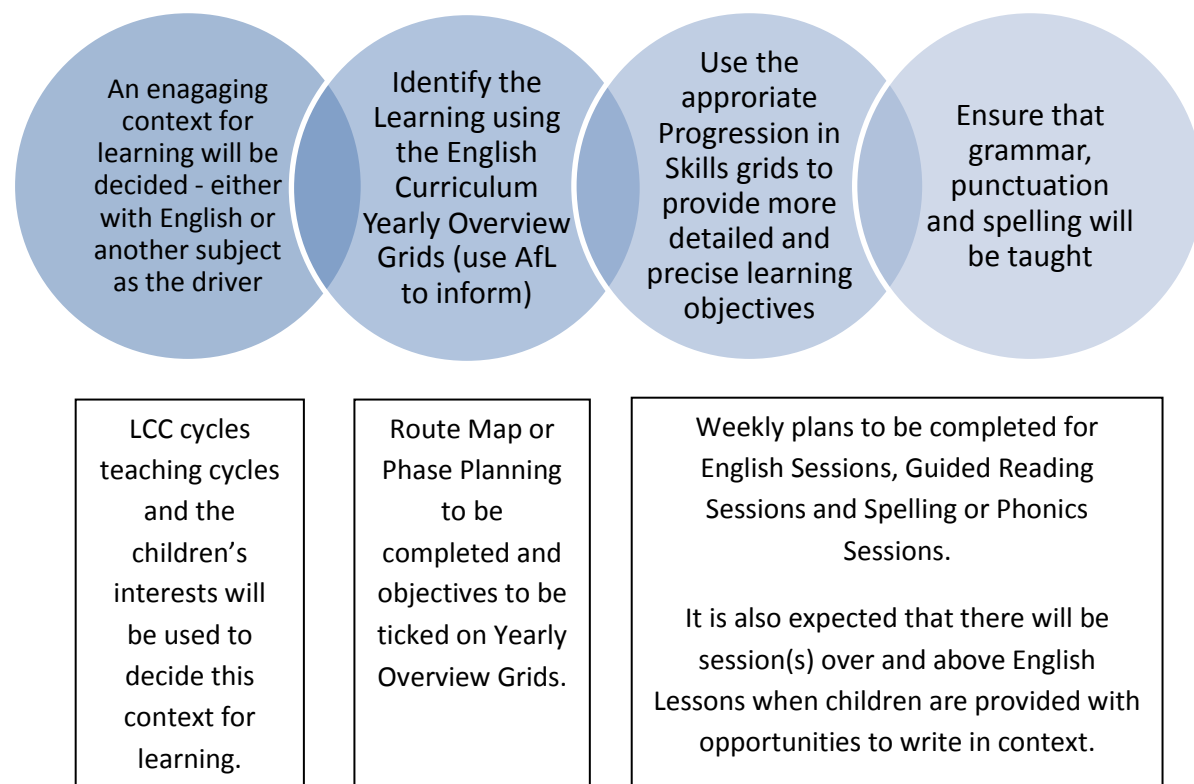
Aims

At Millfield we believe that it is our duty to ensure that all of our children develop the skills to speak, read and write confidently and fluently. We believe that children need to develop a love of books and need to be provided with opportunities in which they want to write through engaging approaches to the teaching of English which are relevant and fun. It is important to us that children develop a solid foundation of basic skills to enable them to succeed in their further education and into their adult life. Teachers need to be skilled, knowledgeable and adventurous to ensure that they provide a rigorous, well planned and aspirational English curriculum that will captivate and engage children in learning.

Planning for Engagement

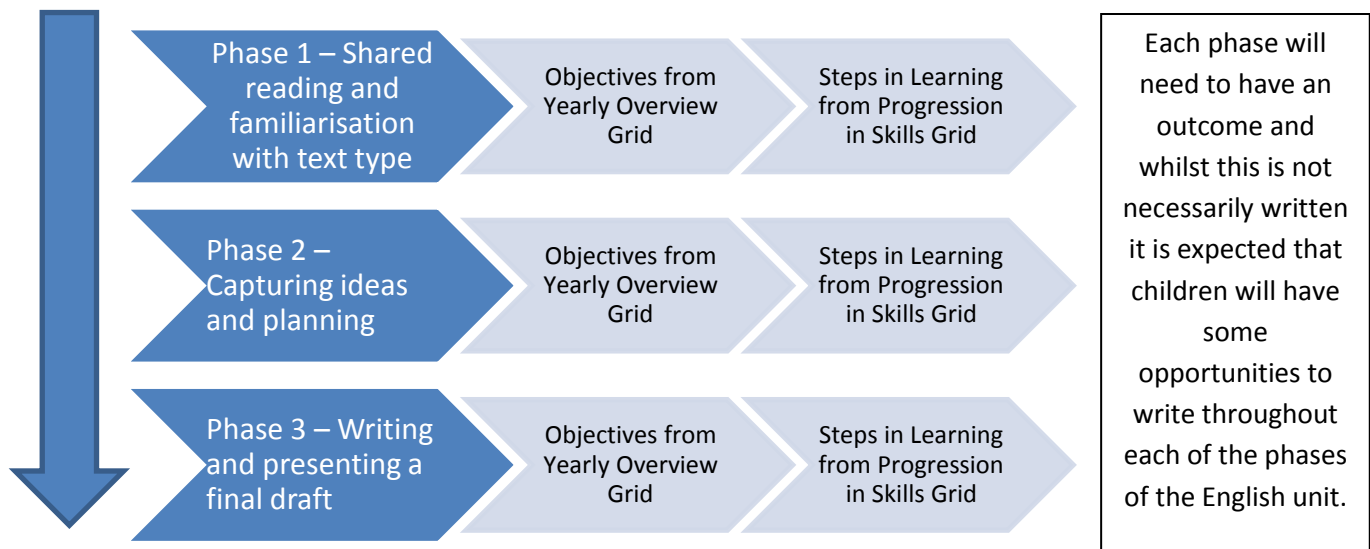
English learning is embedded in our Learning Challenge Curriculum in order that children are immersed in a context and so engaged in their learning. Teachers will need to use a variety of planning tools to ensure that all learners develop their skills in spoken language, writing and reading.

Detailed below is an overview of the planning sequence used in school



Phase Planning

Medium term planning will be undertaken by teaching teams in PPA sessions and will take the form of a phase plan or route map through a unit of English teaching and learning. The plan has three phases.



The Teaching of Reading at Millfield

Initially, children at Millfield learn to read using synthetic phonics combined with the opportunity to experience and explore high quality texts through small group and whole class shared reading with adults. This shared reading continues throughout the school and forms part of our English curriculum.

Additionally, across the school, children are taught in small ability based groups for guided reading. Guided reading is planned for KS1 and KS2 using a combination of Assessment Foci (AF's) and Reading Comprehension Strategies (taken from Teaching Reading Comprehension Strategies – a classroom guide, Sheena Cameron) This enables us to have a shared language about 'What do skilled readers do?' across school which supports children's learning in reading. It provides a language for us to talk about reading comprehension which is readily understood by all children. This structured development of reading comprehension and fluency ensures all children become skilled and independent readers.

As children develop their reading skills and preferences, with the guidance of their teacher, we encourage them to read for pleasure each day in daily ERIC (Everyone Reading in Class) sessions.

Engaging Contexts and High Quality Texts

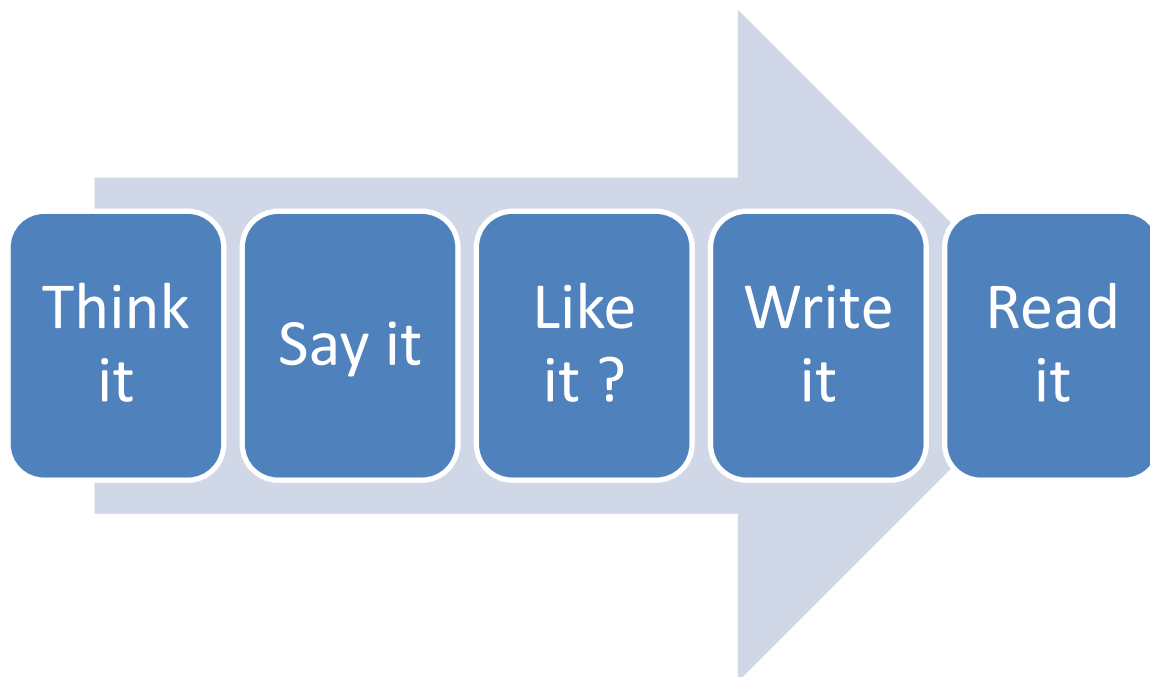
Children need to be provided with high quality whole texts that stimulate and motivate them to read and write. We use 'The Power of Reading' texts as a starting point for providing this for our learners. These texts are available in school and a supporting website with ideas for 'ways in' through reading is subscribed to by the school.

The Teaching of Writing at Millfield

'Children write best when they write about something they know about or are interested in. Offer them a subject that immediately engages their imagination, and they will think about it, talk about it and finally, write about it' Pie Corbett

Talk for Writing

Children need to be able to say a sentence before they are able to write a sentence. At Millfield we use the following 'saying' to help children to rehearse sentences before they write them.



It is important that children engage in dialogue with each other (talk partners) and the teacher in order to orally rehearse their writing. The power of the oral retelling of stories, poems and nonfiction texts in the Early Years and Key Stage 1 should not be underestimated in developing confident writers.

Scribing, Modelling, Shared and Supported Writing

Teachers need to teach children to write by showing them how to do it! Whilst this seems an obvious statement many teachers do not fully use the power of modelled, shared scribed or supported writing to develop their children's writing skills.

It is expected that teachers will use these strategies to develop the writing skills of the children in their class.

Brief Definitions

Modelled Writing – teacher writes and talks about the decisions that they are making as a writer to show the children how to think and act like a writer.

Scribing / Shared Writing – the teacher writes and takes contributions from the class and group encouraging a high quality dialogue and suggestions for the text being produce.

Supported Composition – the children write and the teacher supports as a guide to improve their writing (often but not exclusively with mini whiteboards).

Teaching of Spelling at Millfield

There are two main approaches to spelling teaching at Millfield. In EYFS and Key Stage 1 all children have a systematic introduction to spelling through synthetic phonics. Children in Y2 who are reading at a {2a level} follow a spelling programme published by Read Write Inc entitled 'Get Spelling'. This programme is phonics based and covers rules associated with spelling in more detail as well the etymology of words. To support the teaching of spelling each classroom has an interactive spelling display.

Children are ability grouped for daily phonics / spelling lessons to ensure accurate and focused learning. Teachers regularly review these groupings to make sure that children make good progress in the acquisition of skills.

Teaching of vocabulary, grammar and punctuation at Millfield

Through the use of high quality texts children are explicitly taught rules of grammar, use of vocabulary and punctuation that will enable them to become good writers. Whilst some aspects of grammar, vocabulary and punctuation are taught discreetly it is the expectation that this learning will take place mainly within a relevant context to support children's application of skills. The use of Alan Peat Sentence Types supports children in developing their skills in using a range of punctuation and sentence structures. These sentence types are linked to year groups and text types and are an important element of the school's English Curriculum.

To support the understanding of word classes each classroom has a display of important words that is referred to in lessons.

Teaching of Handwriting at Millfield

Handwriting is taught on a regular basis. Beginning in Early Years where the focus is on developing accurate letter formation through taught sessions. In Year 2 children are expected to begin to develop a joined handwriting style. The Nelson Handwriting Scheme is used in school to support the development of a fluent and legible style.