



## **BROOKLAND JUNIOR SCHOOL INTENT FOR ENGLISH**

**English is a vital way of communicating in school, public life and internationally. High standards in English skills are crucial for lifelong learning, citizenship, happiness and working life.**

**At Brookland Junior School, through teaching the National Curriculum, we seek to provide the teaching and learning to develop a wide range of skills in each of the areas of: Spoken Language, Reading, Writing and Spelling, Punctuation and Grammar (SPAG)**

### **Intent**

Brookland Junior School systemically grows children's knowledge and skills of the English language through speaking, listening, reading and writing. As a result, Brookland children leave as confident communicators with depth of understanding and an appreciation of reading a variety of diverse texts and writing a range of genres. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

At Brookland Junior School we believe that literacy and communication are key life skills. Through the English curriculum, children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We believe in fostering a love of reading: our children and staff enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. As literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### **Aims**

- To develop the habit of reading widely and often; both for pleasure and information.
- To develop pupils' abilities to communicate effectively in speech and writing and become good listeners.
- To help pupils understand the function and importance of standard English: use grammar and punctuation accurately and understand spelling conventions.
- To develop pupil's understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers and readers

- To foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- To enjoy and engage with and understand a range of text types and genres, making informed and challenging choices to broaden their reading experiences;
- To be able to write in a variety of styles and forms showing awareness of audience and purpose.
- To develop powers of imagination, inventiveness and critical awareness in all areas of literacy.
- To make cross curricula links and provide high quality literacy experiences outside English lessons.
- To encourage the production of effective, well-presented written work.
- To enable pupils to use language to express ideas, feelings and experience.
- To involve parents as partners in helping their children to become readers and developing writers

## **Spoken Language**

### **Intent**

**To ensure the development of effective spoken language so that pupils can:**

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate, role play and drama in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- use with increasing confidence, the vocabulary and grammar of standard English
- Formulate, clarify and articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

## **Reading**

### **Intent**

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills (known as the Brookland Reading Skills) as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies to improve their abilities to analyse, evaluate and criticise texts
- read a range of diverse texts reflecting our community

## **Writing**

### **Intent**

**To develop pupils' writing skills so that they can:**

- express themselves clearly and precisely and write for enjoyment
- demonstrate their understanding that writing enables them to record, communicate organise and develop their ideas and information
- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling

- plan draft and edit their writing to suit the purpose; use dictionaries, thesauruses, ICT and other writing resources independently
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation, use ICT as a literacy medium for presenting work and manipulating text

### **Implementation**

Pupils at Brookland Junior School are proud of their learning and progress in English. Our pupils say that:

*'I have made progress in writing because I can remember things from previous years. Writing builds up over the school and becomes more challenging.'*

*'We read every day and it has helped me to get better. Our teachers ask questions to help improve our understanding.'*

Our annual Literacy Focus week in the autumn term provides pupils an opportunity to immerse themselves in reading and writing for the week. Previous foci have included: designing and writing a Mr Man book based on the school values; creating a class island and basing a fantasy story there; collecting interesting and unusual vocabulary; classic poetry and sports writing. Our children are exposed to the cultural capital of English through author visits and talks.

### **Spoken Language:**

At Brookland Junior School, all pupils, regardless of their individual ability and needs, will develop the ability to listen and respond appropriately to adults and peers. Through drama, discussion and debate, pupils will develop their skills in articulating and justifying answers and opinions. Class plays, sharing assemblies and the Year 6 production offer regular opportunities to participate in performances to peers and our families. Adults in the school encourage pupils to ask relevant questions, extending their understanding and knowledge. Pupils are encouraged speak with an increasing command of Standard English in all lessons developing their ability to gain the attention of their audience and explain their views and ideas fluently.

### **Reading (including early reading and phonics):**

*'I like when we focus on a book so we can dive deeper into the story. It is like the book is a pool and we all start at the shallow end. By the end [of the book] we have swum to the deep end because we have explored the book much more deeply and our understanding is great.'*

Brookland Junior School pupil

At Brookland Junior School we have a broad and engaging reading curriculum. We believe that instilling a love of reading in children is essential and that reading across a range of subjects is crucial for future success. Research from the Centre for Literacy in Primary Education (CLPE) shows that *'being a literate child who reads for pleasure has more impact on your future life chances than any other factor.'* (CLPE January 2022)

Brookland pupils talk about reading passionately and confidently with adults and peers. They are offered opportunities to take part in book groups, read with their buddies and adults. One such opportunity led to a group of Year Six pupils being filmed for Blue Peter on World Book Day 2021. World Book Day is celebrated annually in March with pupils immersing themselves in stories and book-based activities.

Alongside developing a positive attitude to reading, we teach reading comprehension through our Brookland Reading Skills (Its)

These are:

- **Find it!**
- **Understand it!**
- **Infer it!**
- **Summarise it!**
- **Explain it!**
- **Predict it!**
- **Compare it!**
- **Connect it!**

Pupils are able to use these key reading skills across a wide variety of texts and the complexity of their responses develop as they progress through the school. Pupils at Brookland Junior School have access to a wide range of fiction, poetry, graphic novels, non-fiction and reference books. Pupils develop their skills in discussion these texts with increasing maturity and depth. Class teachers model how to justify inferences and predictions using evidence from the texts and wider contexts.

As a Junior School, we recognise that some pupils will still be at the early stages of learning to read. We use Little Wandle Letters and Sounds phonics scheme to provide lessons to pupils who need this catch up, alongside other early reading interventions. This scheme is also taught to pupils in Brookland Infant School. Pupils who are part of phonics intervention also read books where the sounds match those they are being taught weekly. Pupils who join Brookland with little to no English are offered EAL provision in small groups to meet their needs. Learning is differentiated using a personal approach for each pupil. Pupils are provided with word banks, sentence frames and offered opportunities to pre-read key texts.

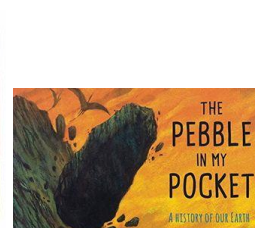
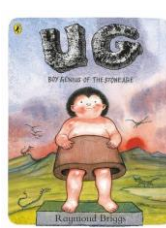
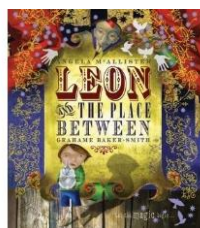
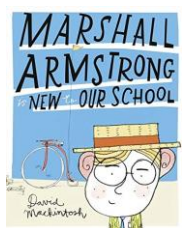
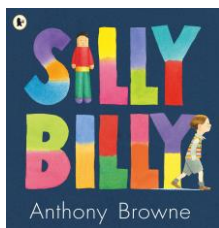
All pupils are taught to apply their knowledge of spelling patterns and exception words to their reading using a range of strategies to overcome challenges. Pupils with diagnosed additional needs are supported to read texts at their level independently and offered additional support to access class texts.

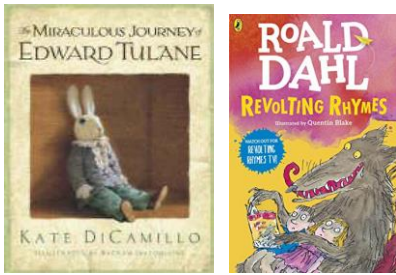
Our English curriculum is inspired by the Power of Reading (CLPE) and includes a variety of rich literature to inspire pupils. Pupils also take part in daily Guided Reading group sessions where they are exposed to a wide range of texts that reflect the diverse community of which they are a part.

### **Our core books 2024-25:**

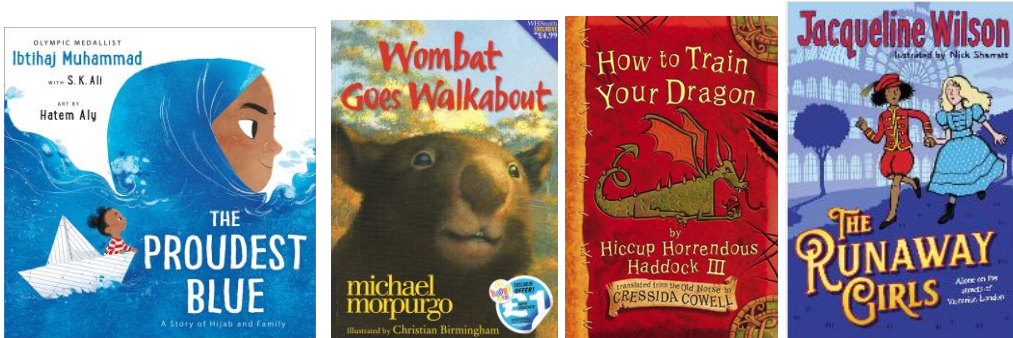
*'I love reading because I am travelling with the characters and can explore new worlds and different places.'*

Year 3:





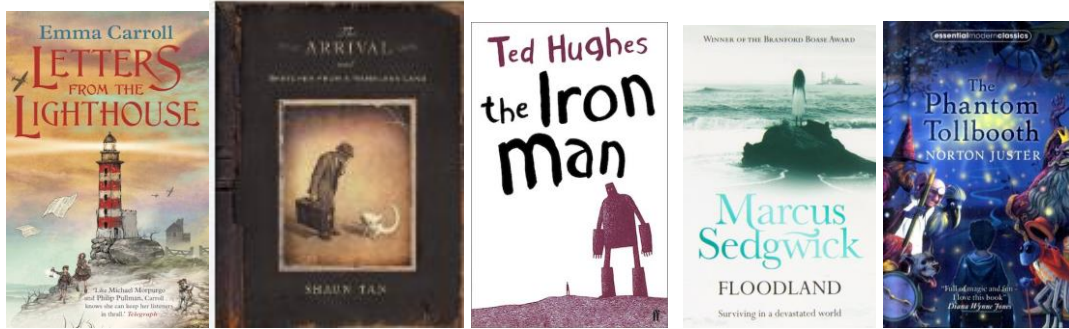
Year 4:



Year Five:



Year Six:



### Writing:

Pupils leave Brookland Junior School as confident and fluent writers who enjoy writing creatively and for information. They are taught both transcription and composition skills; writing a wide range of genres with interesting stimuli. Our pupils say:

*'Writing is fun. You can make it as descriptive as you can and use all the words you know but put them in the right place. But writing non-fiction is harder because you have to know the facts and be an expert in the topic.'*

*'Since Y3, I have developed my own writer's voice. I have improved a lot. My grammar has improved and this makes it easier to write better.'*

Writing takes place over a two weekly cycle. Pupils are exposed to the genre and offered the opportunity to analyse example texts. The planning stage is modelled so that good habits are formed and pupils draft their writing during Big Writing lessons (usually on Friday morning) Following feedback from their teachers, pupils edit and redraft their work. The editing process is taught from Year 3 and pupils build their evaluation skills carefully as they progress through the school. Pupils at Brookland Junior School are proud of their writing and can recognise how they have improved. In 2021, our writing was celebrated with a virtual Writing Festival which was also presented to a group of Barnet Headteachers and network inspectors.

Grammar, punctuation and spelling rules are taught weekly in all year groups, aligned to the National Curriculum. Children recognise that their writing needs to follow the conventions of Standard English and are able to apply the taught grammatical features to their work with increasing independence.

Children with additional needs are offered differentiated spellings to apply to their work. For children receiving phonics interventions, these spellings match the sounds they are taught in a specific week.

### Impact

How do we know how well our children are learning more and remember more in English during their time at Brookland?

Pupils work in reading and grammar is recorded in their English books. Big Writing books are passed up through the school with Year 6 starting new books. Pupils reflect daily on their work in English through green pen comments, editing of a piece of writing, an oral discussion with a partner and much more. They are provided with feedback following the draft of an extended piece

of writing which then allowed them the opportunity to edit their work with increasing independence.

Key skills for each half term are identified on the curriculum map and teachers' assess pupils regularly. Termly assessment is recorded on Target Tracker for reading, writing and spoken language. Weekly assessment of Reading Skills takes place in guided reading sessions. Class teachers provide a written report statement on English, incorporating spoken language, reading and writing at the end of each year.