



English Curriculum Intent

At Brookland Junior School, we believe that language, literacy and communication are foundational to success in education, employment, citizenship and life. Through a carefully sequenced and ambitious English curriculum, all pupils develop the knowledge, skills and dispositions required to become confident readers, articulate speakers and effective writers.

Our curriculum is inclusive and built on the principle that every pupil can achieve highly. We identify and remove barriers to learning through adaptive teaching, explicit instruction, carefully chosen texts, rich oral language opportunities and targeted support, enabling every child, including those with SEND and disadvantaged pupils, to access and succeed within the full curriculum.

The English curriculum is designed to ensure pupils acquire, secure and apply both substantive knowledge and disciplinary knowledge in reading, writing, spoken language and grammar. Pupils develop a deep understanding of how language works, how meaning is constructed and how communication can be shaped for different audiences and purposes.

Foundational Knowledge and Skills

The curriculum systematically develops the foundational components that underpin attainment across the curriculum:

Reading

Pupils develop:

- Fluent and accurate reading through automatic word recognition and prosody.
- A broad and ambitious vocabulary.
- Knowledge of a diverse range of literary heritage texts, contemporary literature, poetry and non-fiction.
- Understanding of language, authorial intent, structure and themes.
- Strategies for inference, analysis, evaluation and critical response.

Writing

Pupils develop:

- Secure transcriptional skills, including handwriting, spelling and sentence construction.
- Knowledge of grammar, punctuation and language structures.
- Understanding of genre features, purpose and audience.
- The ability to plan, draft, revise, edit and improve writing independently.
- Stamina and fluency in writing across a range of forms and subjects.

Spoken Language and Oracy



Pupils develop:

- Confidence in speaking clearly and purposefully.
- Active listening and discussion skills.
- Oracy, reasoning and debate.
- The ability to articulate ideas, justify opinions and engage respectfully with others.
- Control of Standard English in appropriate contexts.

Curriculum Breadth

The English curriculum provides pupils with a rich range of experiences and encounters with language. Pupils read widely across:

- Classic and contemporary fiction.
- Poetry from different periods and cultures.
- High-quality non-fiction and media texts.
- Diverse authors, voices and perspectives.
- Texts that reflect both local, national and global contexts.

Pupils write for a wide variety of purposes, including:

- Narrative.
- Explanation.
- Persuasion.
- Description.
- Discussion.
- Reporting.
- Reflection and creative expression.

These experiences ensure pupils encounter the breadth of knowledge, vocabulary, ideas and perspectives needed to thrive in modern society.

Curriculum Depth

Knowledge and skills are deliberately revisited, connected and refined over time. Through carefully sequenced learning, pupils move beyond surface-level understanding towards increasingly sophisticated application.

Pupils develop depth by:



- Exploring high-quality texts in detail.
- Understanding how grammatical choices influence meaning.
- Analysing authorial craft and language choices.
- Making connections across texts, genres and themes.
- Applying previously learned knowledge automatically and independently.
- Using increasingly precise vocabulary and sophisticated language structures.

This cumulative approach enables pupils to remember more, know more and do more over time.

Attainment and Achievement

We aim for all pupils to attain highly and to leave Brookland as fluent readers, capable writers and effective communicators. Attainment is secured through the acquisition and application of carefully selected knowledge and skills, alongside regular opportunities for practice, retrieval, feedback and purposeful application.

Pupils demonstrate achievement through:

- Reading with fluency, comprehension and enjoyment.
- Writing accurately, coherently and effectively for a range of audiences and purposes.
- Speaking with confidence and clarity.
- Applying vocabulary, grammar and language knowledge independently.
- Drawing upon prior learning to solve increasingly complex linguistic and literacy challenges.

Wider Impact

By the end of Key Stage 2, pupils will have developed a strong command of spoken and written language, a love of reading, intellectual curiosity and the cultural knowledge needed to participate successfully in modern Britain and the wider world. They will leave as thoughtful readers, skilled writers and confident communicators, equipped with the foundational knowledge and skills necessary for the next stage of their education and beyond.

English Curriculum Implementation

At Brookland Junior School, the English curriculum is implemented through a carefully sequenced, ambitious and inclusive programme of learning that enables all pupils to develop the knowledge, skills and understanding required to become fluent readers, confident communicators and successful writers. The curriculum is designed to ensure that pupils acquire secure foundational knowledge and skills, build deep disciplinary understanding and apply their learning effectively across the wider curriculum.



Learning is organised cumulatively so that pupils revisit, practise and apply previously taught knowledge in increasingly sophisticated contexts. This enables pupils to develop fluency, automaticity and independence, ensuring they remember more and can do more over time. High expectations are maintained for all pupils, and learning is adapted to ensure every child can access the full ambition of the curriculum.

Pupils are proud of their learning in English and recognise how their knowledge and skills build progressively throughout Key Stage 2:

"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."

Foundational Knowledge and Skills

The curriculum prioritises the development of foundational knowledge and skills that underpin future attainment across the curriculum. Reading fluency, oral language, vocabulary, spelling, grammar, handwriting and sentence construction are taught explicitly and practised regularly. As these skills become increasingly secure and automatic, pupils are able to focus their attention on comprehension, composition, reasoning and communication.

Teachers provide regular opportunities for retrieval, rehearsal and application to ensure learning is retained over time. Assessment is used responsively to identify gaps in learning and secure the foundations needed for future success.

Inclusion and Adaptive Teaching

Our English curriculum is inclusive by design. Teachers anticipate potential barriers to learning and use adaptive teaching approaches to ensure all pupils can participate, achieve and succeed within the same ambitious curriculum.

Adaptive practices include:

- Explicit modelling and guided practice.
- Pre-teaching of vocabulary and concepts.
- Visual scaffolds, graphic organisers and worked examples.
- Structured discussion and oral rehearsal.
- Vocabulary banks and sentence stems.
- Chunked learning sequences to manage cognitive load.
- Assistive technology and alternative methods of recording where appropriate.
- Carefully targeted interventions that complement, rather than replace, classroom learning.



- Responsive adaptations informed by ongoing assessment.

Pupils with SEND, pupils learning English as an additional language and disadvantaged pupils are supported to access the full curriculum while maintaining high expectations for achievement and attainment.

Spoken Language and Oracy

Oracy is recognised as a fundamental component of literacy and learning. Pupils are explicitly taught to listen attentively, speak clearly and communicate effectively for a range of audiences and purposes. Through discussion, drama, debate, storytelling, presentations and collaborative learning, pupils develop confidence in expressing ideas, justifying opinions and responding appropriately to others.

Adults model high-quality spoken language and Standard English while valuing and celebrating the diverse linguistic experiences pupils bring to school. Opportunities such as assemblies, performances, class presentations and the Year 6 production enable pupils to develop confidence, audience awareness and effective communication skills.

Talk is used purposefully to support reading and writing. Pupils are encouraged to articulate ideas orally, rehearse language structures and refine their thinking before recording their ideas in writing.

Reading

'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.'

Reading is central to the curriculum because it enables pupils to access learning across all subjects and develop the knowledge required for future success. Reading instruction develops pupils' fluency, accuracy, automaticity, vocabulary and comprehension through regular opportunities to read, discuss and respond to high-quality texts.

Pupils experience a rich and diverse range of literature, including:

- Classic and contemporary fiction.
- Poetry.
- Non-fiction and reference texts.
- Graphic novels.
- Texts reflecting diverse cultures, experiences and perspectives.

These texts are carefully selected to broaden pupils' knowledge of language, literature and the world while fostering a love of reading.

Reading teaching combines:

- Teacher read-aloud and modelled expert reading.



- Explicit vocabulary instruction.
- Fluency practice and repeated reading where appropriate.
- Structured comprehension teaching.
- High-quality discussion.
- Independent reading for pleasure and information.

Reading comprehension is taught explicitly through the Brookland Reading Skills:

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

These strategies enable pupils to develop increasingly sophisticated comprehension, interpretation, evaluation and analytical skills as they progress through Key Stage 2. Teachers model expert reading behaviours and support pupils in justifying opinions and interpretations using evidence from texts.

Our Core Books 2026-2027

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

Year 3:





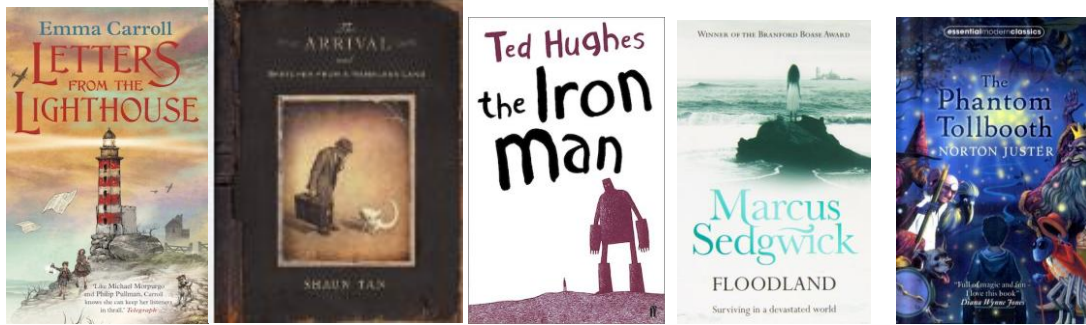
Year 4:



Year Five:



Year Six:



Reading Fluency

Reading fluency is recognised as a crucial foundation for comprehension and curriculum access. Teachers explicitly model prosody, expression and phrased reading. Fluency is monitored and developed through guided reading, paired reading, independent reading and targeted intervention where required.

Reading for Pleasure

Developing lifelong readers is a priority. Pupils regularly visit the library, participate in reading communities, engage in book discussions and access a wide range of reading materials. Reading is promoted through World Book Day celebrations, author visits, book recommendations, reading buddies and opportunities to share reading experiences with others.

Early Reading and Reading Intervention

As a junior school, we recognise that a small number of pupils may continue to require support with early reading. Pupils identified as needing additional support access Little Wandle Letters and Sounds Revised and other evidence-informed interventions to secure phonics knowledge, decoding, fluency and comprehension. Reading materials are closely matched to pupils' current stage of development.

Pupils new to English receive tailored support through vocabulary instruction, language-rich interaction, pre-teaching and structured opportunities to develop speaking, listening, reading and writing.

Vocabulary Development

Vocabulary development is a central feature of our English curriculum. High-value vocabulary is identified, explicitly taught and revisited across reading, writing and spoken language. Pupils are taught word meanings, morphology, etymology and contextual application, enabling them to understand and use increasingly ambitious language with accuracy and confidence.

Vocabulary is displayed, discussed and applied across the curriculum to strengthen communication, comprehension and writing outcomes.

Writing



‘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 is taught as a purposeful process through which pupils develop both transcriptional and compositional knowledge. Pupils learn to write accurately, effectively and creatively for a broad range of audiences and purposes.

High-quality texts provide the stimulus for writing and expose pupils to ambitious vocabulary, authorial craft and effective language structures. Teachers explicitly model the thinking and decision-making processes of successful writers, including planning, sentence construction, vocabulary selection, drafting, revising and editing.

Through carefully sequenced units of work, pupils learn how to:

- Generate and organise ideas.
- Draw upon knowledge gained through reading.
- Write for different audiences and purposes.
- Construct increasingly sophisticated sentences.
- Select vocabulary with precision.
- Use grammar and punctuation accurately and effectively.
- Evaluate and improve the impact of their writing.
- Develop independence, stamina and authorial voice.

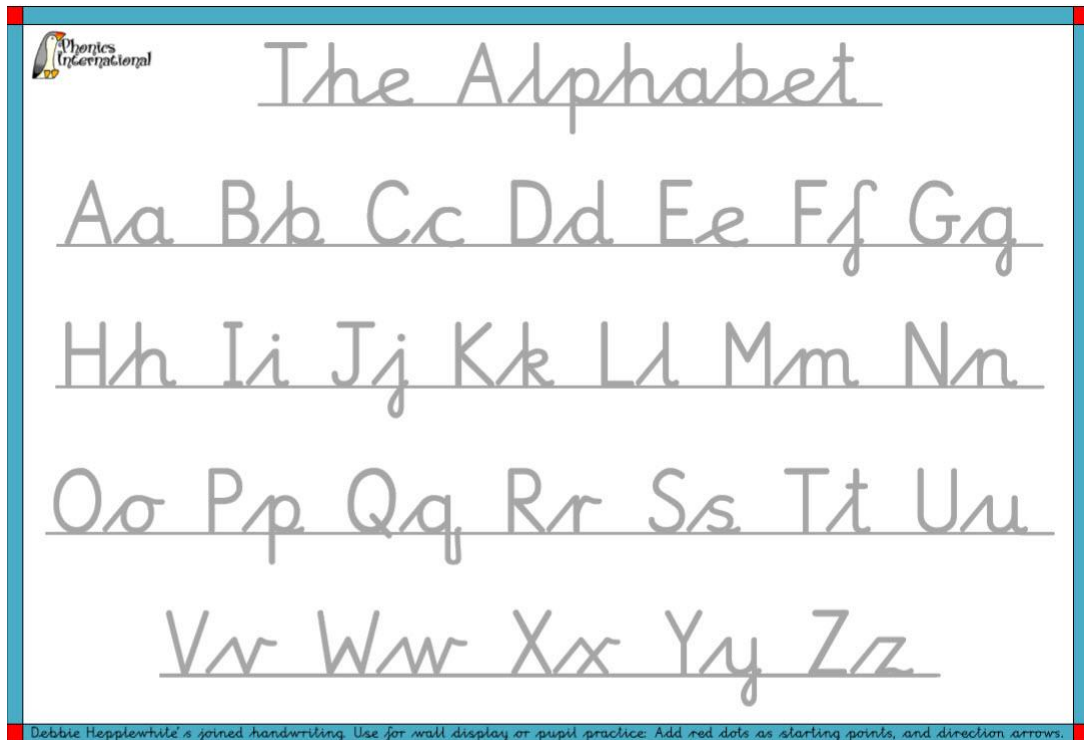
Writing follows a recursive process in which pupils analyse models, plan, draft, edit, proofread and publish their work. Editing is taught explicitly from Year 3 onwards so pupils develop increasing independence and confidence in improving their own writing.

Grammar, punctuation and spelling are taught systematically and in line with National Curriculum expectations. Pupils are expected to apply their knowledge in meaningful writing contexts so that learning becomes embedded and purposeful.

Handwriting

Handwriting is taught as an essential component of writing fluency. Brookland follows the Debbie Hepplewhite approach to letter formation and joining. Through regular practice, pupils develop automaticity, legibility and presentation, enabling them to focus increasingly on composition and communication.

Additional support is provided where necessary through fine motor interventions, adaptive resources and technology to ensure physical barriers do not prevent success.



Enrichment and Cultural Capital

The English curriculum is enriched through a wide range of experiences designed to deepen engagement, broaden cultural knowledge and inspire a lifelong appreciation of language and literature.

These opportunities include:

- Annual Literacy Focus Week.
- Author visits and workshops.
- Poetry and storytelling events.
- Theatre and performance opportunities.
- World Book Day celebrations.
- Reading buddies and book groups.
- Library experiences.
- Publishing and celebrating pupils' writing.

Through these experiences, pupils encounter diverse voices, perspectives and experiences that extend beyond their immediate environment and strengthen their understanding of the wider world.

Assessment and Responsive Teaching

Assessment is integral to effective implementation. Teachers use questioning, discussion, retrieval practice, writing outcomes and reading responses to identify pupils' strengths, misconceptions and



next steps. Assessment information informs responsive teaching, enabling staff to provide timely support and ensure pupils secure the foundational knowledge necessary for future learning.

Staff Development and Quality Assurance

The successful implementation of the English curriculum is supported through a culture of continuous professional learning. Staff engage in evidence-informed professional development, instructional coaching, moderation activities, collaborative planning and subject-specific training to ensure secure subject knowledge and consistent classroom practice.

Professional development focuses on:

- Reading fluency and comprehension.
- Vocabulary development.
- Oracy.
- Writing instruction and composition.
- Grammar and transcription.
- Adaptive teaching.
- Effective assessment practices.
- Inclusion and SEND.

Leaders evaluate the quality of implementation through lesson visits, work scrutiny, pupil voice, assessment information and professional dialogue. Findings are used to refine curriculum delivery, strengthen subject expertise and ensure all pupils experience a consistently high-quality English education.

Through the consistent implementation of an ambitious, inclusive and knowledge-rich curriculum, pupils develop secure foundational knowledge, disciplinary expertise and a love of language and literature. They become fluent readers, confident communicators and capable writers who can apply their literacy knowledge and skills successfully across the curriculum and are fully prepared for the next stage of their education.

Impact

At Brookland Junior School, the impact of the English curriculum is demonstrated through pupils' growing attainment, fluency and confidence as readers, writers and communicators. Pupils successfully acquire and retain the foundational knowledge and skills that enable them to access the wider curriculum and achieve success in the next stage of their education. Over time, pupils know more, remember more and can do more as a result of the carefully sequenced English curriculum.

Pupils demonstrate increasing independence in applying their knowledge of reading, writing, spoken language, grammar, punctuation and spelling across a range of contexts. They are able to draw upon



previously taught learning, make connections between concepts and apply their understanding with growing accuracy, fluency and sophistication.

The impact of the curriculum is evident in the quality of pupils' work, classroom discussions, reading responses and writing outcomes. Pupils talk confidently about books, authors and texts they have studied, using appropriate subject-specific vocabulary and evidence to justify their thinking. They demonstrate an enjoyment of reading and engage with an increasingly broad and challenging range of literature.

As writers, pupils produce work that reflects their secure understanding of audience, purpose and genre. They increasingly apply grammatical knowledge, spelling patterns and ambitious vocabulary independently and effectively. Pupils routinely edit, refine and improve their work, demonstrating resilience, self-regulation and a commitment to producing high-quality outcomes.

The curriculum is designed to be inclusive, enabling all pupils, including those with SEND, EAL and disadvantaged pupils, to achieve ambitious outcomes. Assessment information demonstrates that pupils make strong progress from their individual starting points and are supported to secure the foundational knowledge and skills required for future attainment.

Teachers evaluate learning through ongoing formative assessment, including questioning, discussion, retrieval practice, reading responses, written work and pupil reflection. Pupils are encouraged to reflect on and improve their learning through feedback, self-assessment, peer discussion, editing and redrafting, enabling them to become increasingly independent learners. English learning is evidenced in reading books, English books and writing portfolios which demonstrate progression over time.

Curriculum end points are monitored through a range of assessment processes. Teachers assess reading, writing and spoken language regularly against the planned curriculum and National Curriculum expectations. Assessment outcomes are recorded termly and used to inform responsive teaching, intervention and curriculum refinement. Weekly assessment of reading comprehension skills supports teachers in identifying strengths, misconceptions and next steps in learning. End-of-year reporting provides a holistic evaluation of pupils' achievement across spoken language, reading and writing.

The success of the curriculum is also reflected in pupils' attitudes towards literacy. Pupils read widely and for pleasure, participate enthusiastically in discussions, value literature and recognise themselves as readers and writers. They leave Brookland Junior School as fluent readers, confident communicators and capable writers, equipped with the knowledge, skills and cultural understanding necessary to thrive in Key Stage 3 and beyond.

How We Know Pupils Learn More and Remember More

We evaluate the impact of the English curriculum through:

- The quality and progression of work in reading, writing and English books.
- Pupils' ability to recall and apply previously taught knowledge and skills.
- Regular formative assessment and responsive teaching.



- Informal termly assessments in reading, writing and spoken language.
- Ongoing assessment of reading fluency and comprehension.
- Pupil voice, discussion and verbal articulation of learning.
- Work scrutiny and evidence of cumulative curriculum progression.
- Moderation processes and attainment outcomes.
- Participation in enrichment opportunities that strengthen literacy, vocabulary, confidence and cultural knowledge.

This evidence enables leaders to evaluate the effectiveness of the curriculum, ensure that all pupils achieve well and continually refine provision so that every child can fulfil their potential as a reader, writer and communicator.