



English Policy **January 2021**

Introduction and Aims.

English is at the heart of the curriculum at Brockwell Junior School and books play a central role. We recognise that a high-quality education in English will teach pupils to speak and write fluently, so that not only are they able to communicate effectively with others, but through their reading and listening, others can communicate with them. Language skills enable success and full participation as a member of society. Therefore, our English curriculum encompasses the following:

- Reading (including the appreciation of literature and the skills of decoding and comprehension)
- Speaking and Listening (including drama opportunities)
- Writing (including composition, grammar, spelling, punctuation and handwriting)

Our aim is to ensure that every child leaves Brockwell as a confident orator, reader and writer, fully equipped for the demands of the secondary curriculum and life beyond that. Our aspiration is that pupils will also take with them a lifelong love of books and the written word.

Reading

The ability to read and the enjoyment it brings allow pupils to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils to both acquire knowledge and to build on what they already know.

There are two dimensions involved in the skill of reading: word reading (decoding and fluency) and comprehension (both listening and reading).

Skilled reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (fluency). Work at Brockwell Infant school underpins much of the early development of learning to read, and we aim to build on this by further developing these skills and providing opportunities for those children who may need extra support to catch up with phonic de-coding and fluency. Comprehension skills are developed through high quality discussion and reading a wide range of stories, poems and non-fiction. By providing stimulating, relevant and high-quality resources, we aim to broaden pupils' knowledge of the world and themselves, and extend their vocabulary.

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Our aim is to foster a love of reading. Our reading scheme is colour banded and dovetails with the scheme at the infant school. It is regularly audited to ensure that books are relevant, smart and sufficiently varied. Our scheme consists of books from both published reading schemes and other high quality literature. Pupils select from the structured scheme throughout their time with us but are invited to read other books, from either home or our library, as they become more confident. Books with a focus on phonics are available for those pupils who require a phonics boost as they enter Key Stage 2.

Our school library is a vibrant space run by members of the school staff, experienced volunteers and a group of librarians/reading ambassadors. We have a large selection of fiction which is categorised by genre. The non-fiction section is catalogued using the Dewey system and many of the books are linked to our learning challenge questions. The library space is open every day to change reading books, sit and become absorbed in a book, or to research and work quietly. Year 3 and 4 have timetabled sessions to change books under the guidance of teaching staff; year 5 and 6 visit independently.

Reading is taught explicitly every day and is embedded across the curriculum. The school has invested in a variety of resources, including an online resource with eBooks called Wordsmith. Providing high-quality literature is a top priority, and the books that we read, feed into many other areas of the curriculum. We aim to host author visits at least once a year. Books are woven into our daily English lessons, and class novels (with one copy between two pupils) are read in directed whole class reading sessions. Fluency and comprehension are developed through individual, group and whole class practice. The strategies are based around the acronym VIPERS – vocabulary, infer, predict, explain, retrieve and sequence or summarise. Pupils record their thoughts, practise skills and collect examples of new vocabulary. All pupils have the opportunity to read independently at school and are encouraged to practise at home, recording entries in a personal reading diary or on the school learning platform. These diaries are monitored and celebrated weekly.

Phonics

We implement Read, Write Inc. and Fresh Start to support children developing reading and writing skills including phonics. We also have a range of book schemes to support children with specific learning difficulties in order to ensure they become successful readers.



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The Spoken Language

At Brockwell, we understand that oracy underpins the development of writing and therefore in all subjects across the curriculum, pupils are encouraged to listen, think, discuss, and voice opinions. Regular opportunities are given for paired and group discussion. Role-play and drama opportunities are woven through the English curriculum. Pupils have opportunities to record their work using Seesaw (our learning platform). Theatre companies perform at least once annually. Our annual public speaking competition, judged by an external panel, offers every child the opportunity to prepare and deliver a speech on a subject of their choice. Alternatively pupils can perform a poem as their entry to the competition.

Writing

As in reading, there are two main threads involved in the teaching and learning of writing: these are composition (communicating and structuring our ideas in writing) and transcription (spelling and handwriting).

At Brockwell we understand that writing is a complex process, one that involves weaving many threads together. We promote writing for a purpose but also writing for pleasure as a philosophy, and we aim to provide an exciting stimulus for each writing project. Reading feeds directly into our writing, and writing projects are often linked to other curriculum areas. We integrate the teaching of grammar and punctuation into our reading and writing sessions. When teaching writing, we follow a process made up of the following seven components:

- Planning
- Drafting
- Sharing
- Evaluating
- Revising
- Editing
- Publishing

Pupils are encouraged to be fully involved in the process of completing a piece of work, understanding that writing must be planned, edited and revised to make it the best that it can be. They are also involved in planning which elements will make each piece of writing successful and how they can improve as individual writers.



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Handwriting and presentation are important to us all, and particular focus is placed on developing a fluent, joined style in lower school. Pupils write in pencil or pen, depending on age, stage and task.

Spelling Shed is our online spelling programme, tailored to each year group. This involves a weekly spelling lesson, time to practise at school and at home and a test to measure progress. Non-negotiable spellings in our writing include a list of agreed core words and those that have been previously learned.

At Brockwell we believe in championing English, and reading and writing are regularly celebrated in our Friday assembly. Newly published books are discussed and examples of pupils' work are shared.

Assessment

At Brockwell Junior School, ongoing assessment takes place throughout the year. This is a combination of formative assessment (ongoing teacher assessment) and summative assessment (more formal termly tests). Formative assessment will inform teachers' planning and day to day delivery of the English curriculum. Summative assessment will be used to back up teacher judgements of pupil attainment and to show progression. Pupils who are not making expected progress will be monitored closely and appropriate interventions (for example Read, Write Inc. and Fresh Start/Toe by Toe) will be put in place in order to support these pupils. Dyslexia screeners are carried out where appropriate. Data is collected, analysed and discussed by staff at regular meetings with the SLT. Parents are advised of attainment and progress in English at parent consultation evenings, in end of year reports, and more often if deemed necessary. Within lessons children are encouraged to evaluate their own learning and progress.

Monitoring

The monitoring of English is carried out by the English coordinator (deputy head) and head. Governors, through the Teaching & Learning Committee, are also actively involved and work with the English lead, monitoring standards and coverage. English is monitored through discussion around planning, lesson visits, looking at books and talking to staff and pupils. Staff are actively involved in the shaping and the content of the English curriculum through informal discussion, staff meeting time and INSET.

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Policy Review

This policy will be reviewed as part of the school's annual policy review system.

Emma Crutchley

English Coordinator

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To be reviewed: June 2022