

BROCKWELL JUNIOR SCHOOL



English Policy **September 2025**

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, reading with fluency and prosody, and comprehension)
- Oracy (including drama opportunities)
- Writing (including composition, grammar, spelling, punctuation and handwriting)

Our intent 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, fluency and prosody) 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



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stimulating, relevant and high-quality resources, we aim to broaden pupils' knowledge of the world (and themselves) and extend their vocabulary.

Our aim is to foster a love of reading. Our collection of books is regularly audited to ensure that books are relevant, smart and sufficiently varied. Our selection includes books from both published reading schemes and other high-quality literature. Books with clear phonic progression (Little Wandle 7+) 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 Y6 librarians. We have a large selection of fiction which is categorised by genre. The non-fiction section is catalogued using a simplified 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 as a quiet workspace. All classes have timetabled sessions to change reading and library books.

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. 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, prosody (expression and intonation) 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.

Phonics

Any child who needs a phonics boost will receive rapid catch-up sessions (using the Little Wandle scheme) - initially in Year 3 and then into Year 4 and beyond if necessary. We also have a range of book schemes to support children with specific learning difficulties, 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).

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:

- 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, how they can improve as individual writers and how they can write appropriately for the chosen audience.

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

Weekly spelling lessons ensure that children learn spelling rules and patterns outlined in the National curriculum. There are three key elements to spelling sessions – direct instruction, demonstrating and modelling and pupil practice. Lists, rules and patterns are taught in fun sessions and are explored to widen children's written and spoken vocabulary.

Policy Review

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

Emma Crutchley

English Coordinator