



English at Brownlow Fold

Mission Statement

Our mission is to improve educational outcomes for all pupils at Brownlow Fold and to ensure that pupils leave us well prepared academically, socially and emotionally for the next stage of their education.

At Brownlow Fold our aim is to:

- Provide a stimulating, child-centred curriculum which inspires pupils to learn.
- Promote challenge in a safe and nurturing environment.
- Develop pupils that are confident, resilient, self-assured learners with excellent attitudes to learning.
- Work collaboratively with all stakeholders (home / school /child / governors / community).
- Ensure that pupils are safe and feel safe at all times.
- Encourage curiosity, enthusiasm and independence.
- Engender within school a caring and sharing ethos where children, parents and staff feel welcome, valued and respected.
- Teach children to respect each other and themselves.

At Brownlow Fold we want our pupils to:

- Love the challenge of learning and develop resilience.
- Be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Thrive in lessons and regularly take up opportunities to learn.
- Recognise the difference between right and wrong.
- Discuss and debate issues in a considered way, showing respect for different ideas and points of view.
- To make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Make consistently high rates of progress in relation to their starting points.

To achieve all of the above we must engage with those in the school community and beyond, to build a learning community which supports achievement and attainment because:



Together we Fly



Brownlow Fold Early Years

The Curriculum

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

It is important that children know **how** to learn just as much as **what** to learn. They learn best by **doing**. They need first-hand experiences and learning that makes sense to them. In fact, they learn best through **play**.

Within continuous provision there are planned weekly opportunities linking to our themes/key texts where children can further develop and apply the skills they have learnt during their learning during Art. Children will have daily opportunities to access a variety of materials to create and mark make, both adult-led and child-initiated.

Each half term the children draw their self-portrait. This is used as an informal assessment tool to support children's fine motor and drawing skills.

Writing

Immerse	Analyse	Plan	Write
			

Immerse

- Expose children to high-quality models of the text type.
- Teach and practise key writing skills needed for the final outcome.
- Include mini-writes focusing on specific skills (e.g., dialogue, expanded noun phrases).

Analyse

- Analyse model texts with children:
 - Identify features.
- Discuss structure, language, and effect on the reader.

Plan

- Children must be given time to plan:
 - Can be oral, using planning frames, story maps, role play, or written.
 - Encourage discussion of ideas before writing.

Write

- Children complete their full piece of writing.
 - Use modelled/shared writing to support.
 - Scaffold appropriately.
 - Proofreading and editing
 - Publish outcome

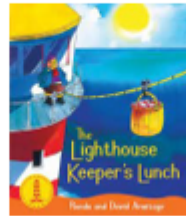
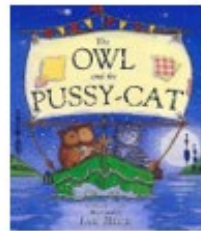
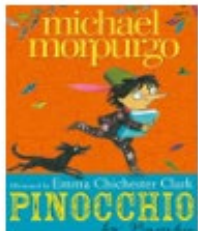
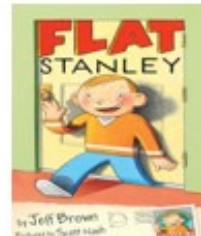
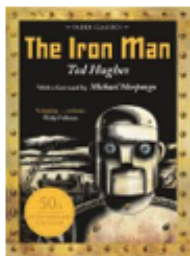
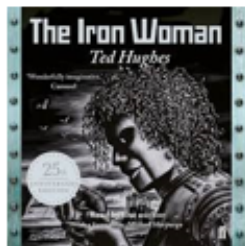
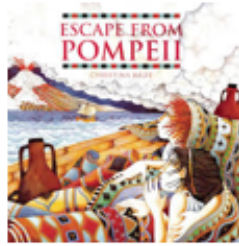
Oral composition will be used in all areas of our writing curriculum.

Writing Toolkits

Year 3		
Punctuation	Sentence Structure	Purposes
Capital letters in a list for singular possession for contraction , subordinate clauses " " inverted commas	Basic sentence Finger spaces 'and' join phrase (I like fish and chips. Join clause (I went swimming and I saw my friends.) 4 sentences – statement; question; command; exclamation Co-ordinating conj (but, so, and) Sub-ordinating conjunctions (when, if, because) Noun phrases Past, present, future, past progressive tenses More tenses 'a' and 'an' begin to introduce paragraphing/ content is organised Subordinate clause/phrase	Entertain – poem, story, diary Instruct- leaflet, letter, speech Recount – diary, letter, newspaper Report – brochure, web page, leaflet Inform- Explain- songs, comic strips Persuade- advert, letter, leaflet Discuss -

Year 4		
Punctuation	Sentence Structure	Purposes
Capital letters commas in a list for contraction for singular possession , subordinate clause " " introduce , fronted adverbial for plural possession	Basic sentence – I go shop. 'and' to join phrases (I like fish and chips.) and clauses (I went swimming and I saw my friends.) Noun phrases 4 types of sentence – s, q, c, e Co-ordinating conjunctions (and, but, so) Sub-ordinating conj (because, if, when) Future, past, present and past progressive Introduce speech/ paragraphs Subordinate clause Fronted adverbials	Entertain – narrative, poem, diary Persuade – letter, advert, leaflet Report – brochure, web page, information Explain – songs, comic strips Instruct – letter, email, leaflet Discuss -argument Recount- newspaper, diary

Our Key Texts

Autumn			Spring			Summer	
							
							
Autumn		Spring			Summer		
							

Reading

We want all children to continue developing their **fluency and expression when reading aloud**. To support this, and to build on the "Voice Choice" work already established through Read Write Inc, pupils in KS2 use three consistent strategies to practise reading aloud:

- **Echo Reading** – the teacher reads a sentence or short passage and pupils echo it back, focusing on intonation, phrasing, and expression.
- **Choral Reading** – the teacher and pupils read together in unison, helping to build fluency, confidence, and rhythm.
- **Paired Reading** – pupils read alongside a partner, supporting one another to improve accuracy, fluency, and expression.

These strategies are simple to use, grounded in evidence, and keep oracy at the heart of our reading practice. They provide pupils with regular opportunities to rehearse language, develop confidence, and enjoy the shared experience of reading aloud.

ECHO READING:

the teacher reads aloud using proper pacing, prosody, and intonation, and students repeat to sound like the teacher



PAIRED READING:

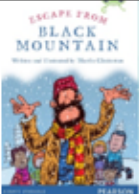
students are paired with a purposeful partner to read a text repeatedly (they can take turns, or do choral reading).



CHORAL READING:

students read a text aloud together with the teacher as the "lead" to promote fluency



Year Three	  		 
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- **Texts as Anchors:** Each unit is centred on a rich text (fiction or non-fiction), which forms the basis for vocabulary study, discussion, and written outcomes. Texts are chosen to challenge pupils, broaden their knowledge, and develop cultural capital.
- **Structured Five-Day Cycle**
 - **Day 1 – Vocabulary and Clarifying:** Pupils are introduced to key words and phrases to remove barriers to comprehension (see section about [Explicit Teaching of Vocabulary](#) for more information)
 - **Day 2 – Pre-Reading and Questioning:** Pupils access the text independently, in pairs, or with adult support, recording responses to three core questions (*looking, clue, and thinking*) and generating their own questions.
 - **Day 3 – Talk and Discussion:** The class engage in whole-group discussion, speaking directly to one another and building on ideas. Teachers use prompts to extend talk and formatively assess comprehension.
 - **Day 4 – Reflection and Application:** Pupils revisit the core questions, showing how their understanding has developed. Independent or paired tasks in workbooks consolidate strategies.
 - **Day 5 – Writing for Comprehension:** A follow-up written activity targets key comprehension strategies. Differentiated tasks ('support' and 'extend') ensure that all pupils are challenged appropriately.
- **Explicit Teaching of Strategies:** Pupils are taught and apply **eight key learning strategies:** clarifying, predicting, summarising, questioning, making connections, visualising, inferring, and evaluating. These strategies are revisited and reinforced across the cycle to embed understanding.
- Three-question approach to prompt deeper thinking

Year Six				  
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Reading for pleasure



Brownlow Fold Primary

Brownlow Fold Book Exchange

Reading for Pleasure



Brownlow Fold Primary

Together, we can grow a generation of readers so that no child is left behind.

A Little Free Library is a “take a book, share a book” free book exchange. Anyone may take a book or bring a book to share. Little Free Library book exchanges have a unique, personal touch.

When children enjoy reading, they read more, helping to build vital reading skills and bringing wider benefits for wellbeing, confidence and learning. Therefore, reading for pleasure is VERY important

Got a book that you don't need, leave it here for others to read. |

