

English

How we structure a unit of work

All the objectives and units for our literacy work are based on the suggested Tower Hamlets curriculum. For the majority of our units we follow the suggested texts and teaching sequences from the CLPE's Power of Reading project. We extend some of the units to include non-fiction work and writing across the curriculum. Other units which are not drawn from the Power of Reading are structured according to the phases outlined by the Tower Hamlets literacy team. Wherever possible links are made with other subject areas to provide real life contexts and opportunities for reading and writing across the curriculum.

Planning and Key Supporting Documents

- **Termly Topic Maps**

These set out the units/ texts that are to be taught each term in each year group.

- **Tower Hamlets English National Curriculum Unit Overviews**

These documents give details of all the learning objectives for each year group, suggested units/ genres to be covered and suggested time frames and phases for each unit.

- **London Borough of Tower Hamlets Reading and Writing Tools**

Ideas for activities and assessment opportunities can also be taken from the Tower Hamlets Reading and Writing Tool kits that is provided on the server in: *Assessment folder- LBTH Tools*

Frequent techniques we use

- Bookmaking
- Literature circles
- Book-based reading games

- Readers theatre
- Diagrams and comparison charts
- Make puppets
- Make a PowerPoint book
- Writing in role
- 'Tell me' booktalk
- Debate and argument
- Drawing, annotating and mapping
- Visual approaches
- Drama and role play
- Reading aloud
- Storytelling
- Reading journals/ working walls
- Shared writing
- Talk for writing

Why we have decided we teach this subject in this way and how is this benefitting our children

The Power of Reading, which is part of our whole school approach to the literacy curriculum, engages teachers and children in the literacy curriculum through using high quality whole texts and proven teaching approaches. It draws on the Centre for Language in Primary Education's (CLPE's) highly regarded classroom-based research and experience working in schools. It fosters an English curriculum that is creative, engaging and develops a love of literacy for all involved.

In Power of Reading project schools children in all year groups have made nearly twice national expected progress in reading and writing. In the project schools the increased rate of progress for boys has narrowed the attainment gap between boys and girls. Project data shows children are also developing more positive attitudes to reading.

In addition to this, we have also adopted Pie Corbett's 'Talk for Writing' approach, which enables our children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

In our school we believe teachers' deeper knowledge of children's books, combined with innovative teaching approaches, increases children's enjoyment of reading and writing and raises achievement.

