

## 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 from the CLPE's Power of Reading (POR) project. Teachers refer to the termly topic maps for the text to be covered and the writing genre that they will focus on. 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.

Teachers may use the POR plans to support them when planning if they wish. However, if these plans are used, they need to be adapted to ensure that the units follow the phased approach outlined below.

We plan out Literacy units in three phases:

Phase 1 – text immersion. In this phase, we focus on reading skills to be taught through the key text. Any incidental writing produced during this phase is planned to support the teaching of reading skills and to consolidate basic skills that have been already been taught in writing.

Phase 2 – In this phase, we focus on the writing outcome of the unit. We spend time unpicking the structural and grammar features of the genre that is being taught. We read texts as writers and pupils are encouraged to think about what tools they need to use in their final written outcome.

Phase 3 – In this phase, pupils produce their final written outcome. They write, redraft, edit and publish their work.

When planning, teachers work backwards starting with the unit outcome and then planning out how many sessions they will need for each phase.

At the heart of our learning journeys is the final written outcome. During each phase, the children are aware of what they are building up to and what the purpose of their learning journey is.

## 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
- Book-based reading games
- Readers theatre
- Diagrams and comparison charts
- Make a PowerPoint book
- Writing in role
- 'Tell me' book talk
- Debate and argument
- Drawing, annotating and mapping
- Visual approaches
- Drama and role play
- Helicopter stories (EYFS)
- 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.

We believe that pupils should view themselves as real authors. As a result of this, it benefits the children to read and examine authentic texts. If they are able to do this critically they will be able to take a more metacognitive approach to their own work, knowing what they need to include to make their writing a success.

We also think that children should be given the chance to publish their work and feel proud of their final outcomes. They should be aware of what their learning journey is leading to and what the purpose of their journey is.

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.