

Teaching Sequence

Weekly provision

English lessons are taught daily during the morning session, alongside daily phonics/spelling/vocabulary sessions and afternoon guided reading.

| | |
|-----------------------|-------------|
| P/S/V | 10:35-11:00 |
| English | 11:00-12:00 |
| Guided reading | 12:50-13:15 |

At least two lessons each week focus on reading objectives, taken from the PoS and outlined in the curriculum maps/medium-term planning.

Extended reading, shared reading, vocabulary instruction and comprehension strategy instruction are built into the teaching sequence of whole-class English lessons, alongside the explicit teaching of reading domains.

'Reading as a writer' lessons cover both reading and writing objectives, with a focus on structural and language features of texts.

A writing task is completed each week within English lessons.

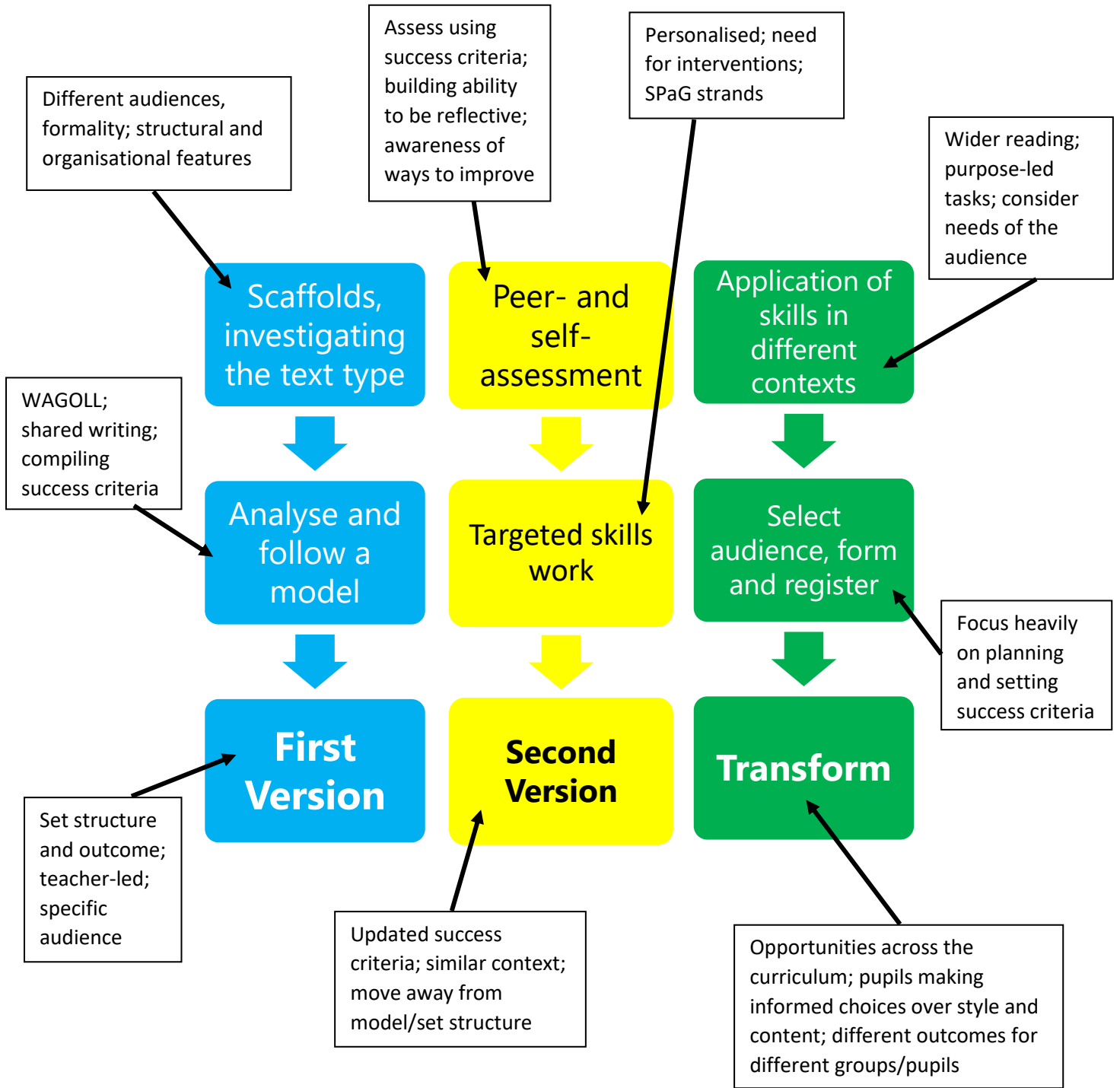
An example of a three-week unit is outlined below.

| | Mon | Tue | Wed | Thu | Fri |
|---------------|--|--|------------|----------------------------------|------------|
| Week 1 | Reading as a writer | Reading | Reading | Modelling; planning and drafting | Writing |
| Week 2 | Peer- and self-assessment; skills work | SPaG; skills work; planning and drafting | Writing | Reading | Reading |
| Week 3 | Reading as a writer | Planning and drafting | Writing | Reading | Reading |

The writing elements of the unit are expanded upon in the graphic overleaf. The 'transform' sequence seeks to develop pupils' literacy skills through genre-led units.

Each class will cover a fiction and non-fiction text unit each half term. These are outlined in the curriculum maps for each year group.

'Transform' sequence



The final 'transform' piece may be cross-curricular. At least one cross-curricular write is completed each half-term (this may be in addition to the 'transform' pieces).

Text types

Coverage of non-fiction text types alongside narrative units:

- Explanation
- Instructional
- Reports
- Persuasive
- Recount
- Discussion

There is emphasis on pupils being able to identify different text types (and therefore the purpose, structure, audience etc.), and being able to write independently for a specific purpose.

Narrative units also provide wide coverage:

- First person
- Third person
- Non-linear (e.g. flashback)
- Specific genres
- Chapter stories
- In the style of...
- Writing in role