

And whatever you do, in word or deed, do everything in the name of Lord Jesus, giving thanks to God the Father through Him.



Colossians 3:17

Reading

Intent

English is essential for the educational and social progress of our children, allowing them to make sense of our rapid and ever-changing world and understand their place in it. It is through language, story, and text that children learn to form concepts, connect ideas, and express themselves.

At Medlar with Wesham we understand that the development of vocabulary is fundamental to learning and so we place heavy emphasis on developing children's vocabulary across the whole curriculum.

English is taught using a text-based approach, thus ensuring that children are encouraged to be curious by immersing in high quality literature. Texts have been carefully selected to act as mirrors, windows and sliding doors. Books are mirrors when readers see their own lives reflected in the pages. Books are also windows when they allow readers a view of lives and stories that are different from their own to develop their confidence in the world. Books become sliding glass doors when readers feel transported into the world of the story and when they feel empathy for the characters.

It is through this approach that we intend to make our children proficient in oral language, reading and writing and equip them to be resilient citizens of the future.

Curriculum Coverage





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Expectations

Learning Model

Connected



Our work is built around cognitive load theory principles of instruction evidence informed practice

Cumulative



We believe learning isn't an event. It must be knowledgerich, vocabulary-rich and skilful

Coherent



Sequence matters systematically planned explicit instruction supports acquisition of curriculum content

Books

- Knowledge organiser at the beginning of each new topic
- Knowledge note for each lesson
- Key vocabulary identified and highlighted in each lesson.

Assessment

- Retrieval practice activities
- Assessment for learning during lessons
- Half-termly summative teacher assessments

Examples of Work

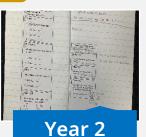


Year 1



Year 3







Year 6