

Key report messages	How the Teach Through a Text approach addresses these
<b>Text choice</b>	
<p>“The choice of texts for English lessons should be based on <b>literary merit</b>. These texts should also increase in complexity over time.”...“too often, schools choose texts to study in English lessons based on their link to other curriculum areas, rather than on how they might advance pupils’ knowledge of English language and understanding of literature.”</p> <p>“Schools can build pupils’ ‘readiness’ for future encounters with texts by introducing them to <b>high-quality whole texts in different forms and genres</b>.”</p> <p>“In the majority of schools, the sequencing of literature is not <b>deliberate</b>. Although texts get harder... it is less clear how this is intentionally sequenced so that pupils build on what they have read before. This includes thinking about the <b>themes, genres, forms and background knowledge</b> that pupils need to access these texts. As a result, pupils are not able to understand new texts and <b>make connections between these and the texts they have studied previously</b>.”</p>	<p>Children build their <b>literary repertoire</b> through <b>high-quality text choices</b> with clear <b>rationales</b> and <b>deliberate sequencing of literature across the school</b>. High-quality, award-winning texts by new and significant authors are chosen for their <b>literary merit</b>.</p> <p>Texts are linked <b>thematically</b> rather than by topic in order to support children to make strong <b>connections</b> between texts studied. Themes have links across year groups to allow children to make connections with texts previously studied.</p> <p>Quality Book Talk takes place from Reception. <b>Themes, conventions and connections</b> are explored and <b>background knowledge</b> is carefully considered.</p> <p>Curriculum mapping is a <b>whole-school approach</b> so that there is <b>deliberate sequencing</b> through texts from one year group to the next.</p>
<b>Pedagogy</b>	
<p>“Schools typically do not provide enough explicit teaching or opportunities for pupils to <b>practise</b> the knowledge and skills that are not yet secure...Schools teach grammar, sentence structure and punctuation explicitly. However, pupils do not always get enough <b>practice</b> to secure this knowledge.”</p> <p>“Pupils at the earliest stages of learning to write have limited opportunities to practise, which in turn affects their ability to write coherently. This is because they are <b>not given sufficient time to plan and consider sentence construction, grammar or vocabulary orally before being asked to write</b>.”</p> <p>“Pupils need to remember what they have learned previously. They need to have <b>opportunities to practise applying this knowledge until they become fluent</b> and incorporate it into their emerging interconnected schema (the connected knowledge pupils have of the subject). This knowledge then becomes <b>flexible, meaningful and easy to use</b>.”</p>	<p><b>Layered learning</b> with <b>practice</b> and <b>application</b> of skills within a <b>range of purposeful outcomes</b>.</p> <p><b>Snowballing of learning</b> with <b>repeated practice of skills</b> across individual sequences, terms and across the year across a range of contexts.</p> <p>Previously taught skills from both current and previous year groups are <b>regularly revisited</b> with <b>repeated opportunities to practise</b> in purposeful contexts through shorter writing opportunities.</p> <p>Regular <b>sentence construction rehearsal and manipulation</b> of sentences with <b>oral rehearsal</b> and <b>use of manipulatives</b> like sentence strips to secure understanding of sentence sense and grammar.</p> <p>Regular <b>oral rehearsal</b> and <b>drama</b> techniques built into sequences as a key component of the Teach Through a Text approach.</p>
<b>Modelling</b>	
<p>“Some schools use <b>high-quality models</b> to help pupils to practise. In one school, subject leaders have written examples of sentences, as well as lengthier pieces, that teachers can use. These examples are high quality, appropriate and engaging for pupils. This supports teachers in delivering the curriculum, increases consistency and reduces workload, especially for teachers new to the profession or the school.”</p>	<p><b>High-quality, engaging models</b> are included within planning as well as exploring examples taken from quality texts. These are carefully designed to demonstrate the use of relevant skills taught within the sequence, supporting consistency and teachers’ professional development.</p> <p><b>High-quality visual models</b> are used consistently throughout the Teach Through a Text pedagogy – this ‘classroom toolkit’ becomes familiar to children, reducing their cognitive load.</p>
<b>Adaptive teaching and scaffolding</b>	
<p>“Teachers <b>limit what pupils are expected to write</b> by asking them to fill in gaps on worksheets...this fails to address weaknesses in pupils’ writing...At times, pupils who are not fluent in their writing are supported in lessons with <b>heavily scaffolded worksheets</b>... While this helps them to take part in the lesson, it does not enable them to learn what is needed for success in the subject as a whole.”</p> <p>“Most schools do not <b>identify common misconceptions in curriculum planning</b>. This means that teachers are less prepared to address them in lessons when they arise, or when they revisit the content to tackle these misunderstandings”</p>	<p>The Teach Through a Text approach is <b>inclusive</b> and emphasises the need to <b>personalise planning</b> to suit the needs of cohorts and individuals. This is supported through the use of the app to annotate planning easily.</p> <p><b>Mixed-age planning suggestions</b> and suggestions for quality <b>scaffolding</b> are included in sequences to support adaptive teaching. Children at all stages are supported with sentence construction through oral rehearsal and manipulatives to increase independence as opposed to the use of worksheets.</p>
<b>Vocabulary and spelling</b>	
<p>“Schools use a range of approaches to introduce new vocabulary. This includes <b>teaching vocabulary through the texts studied to improve comprehension</b>.”</p> <p>“Leaders in all schools recognise the importance of vocabulary, and many are teaching this as part of the English curriculum. In most schools, this <b>links to the texts that are being studied, which helps pupils to develop a broader and richer vocabulary</b>. In schools where this is not considered so carefully, pupils focus on learning individual words, which they do not go on to use in a range of contexts.”</p> <p>“Primary pupils are not given sufficient teaching and practice to become fluent with <b>transcription</b> (spelling and handwriting) early enough.”</p>	<p>Clear emphasis on <b>vocabulary</b> and <b>literary language</b> within the approach, explored through the quality texts and <b>applying these meaningfully</b> within purposeful writing opportunities.</p> <p><b>Specific strategies for vocabulary teaching</b> are embedded throughout the approach with models for these included within the Classroom Toolkit, supporting children to develop a <b>broader and richer vocabulary</b>.</p> <p>Spelling Seeds from Year 1 provide opportunities for <b>practising and applying spelling skills</b> in context.</p>

### Teaching of reading

“Provide pupils with **lots of opportunities to read aloud and be read to**, so they learn how to control the pace and intonation in their reading.”

“It is important to ensure that pupils read **increasingly complex texts** to develop reading comprehension...comprehension comes from accessing a **wide range of texts and encountering different forms and concepts and includes having a wide knowledge of the world..** Encourage pupils to read a **wide range of books** once they are fluent readers, and so build a reading habit.”

“Plan a reading curriculum that **over time builds pupils’ reading fluency, linguistic knowledge and knowledge of the world**, and that does not limit them to responding to exam-style questions”

“It is essential that schools devote time to pupils **reading a lot of stories, using background knowledge and vocabulary to explore literary texts in analytical and evaluative ways**. Such a curriculum builds pupils’ readiness for future encounters with **complex texts, critical views** and ways in which we read in a disciplinary way.”

“In many schools, pupils who cannot read fluently have to complete written reading comprehension tasks from extracts...this is at the expense of other kinds of work, such as reading the text repeatedly, being monitored by an adult when reading aloud, rehearsing reading with prosody or reading more **whole texts to build fluency**”

Literary Leaves offer the opportunity for all children to read **whole texts rather than extracts** to develop comprehension and fluency.

Suggestions are included throughout for the modelling of reading with regular opportunities for children to **read aloud and be read to** with a range of strategies.

A **wide range of texts** are encountered with clear thematic links to build children’s literary repertoires.

Quality Book Talk is embedded throughout both Literary Leaves and Writing Roots to develop critical readers.

Children are supported to **explore and respond** to texts in a **variety of analytical and evaluative ways** with collaborative approaches to rich discussions about texts rather than just test-style questions and answers.

### Writing opportunities

“The curriculum should develop pupils’ knowledge of writing and their capacity to **produce increasingly complex texts of their own**, learning how to make **apt choices of vocabulary and linguistic and literary features**.”

“The English curriculum needs to provide opportunities for pupils to **write frequently for a range of purposes and audiences**. Pupils also need to be taught how **to plan, draft and revise their work, to reflect** on the choices they make as writers, and to draw on the **increasingly complex models** they study and encounter in their reading.”

Clear focus on **purpose and audience** with **authentic writing opportunities** which develop independence.

**Frequent writing opportunities** for a range of **purposes and audiences** are presented through the cycle of short, longer and extended writing outcomes, supporting children to **practise and apply** their skills to become more independent writers.

Extended outcomes within every sequence follow a **plan, draft and editing cycle** to support children to **reflect** on choices they have made.

Clear focus on discussing, exploring, practising and applying **literary language, vocabulary and techniques** encountered through **quality texts** to children’s own writing.

### Spoken language

“In most primary schools, there are opportunities for **debate and discussion** in different subjects and for speaking in assemblies and annual productions. Not all pupils are able to take advantage of these experiences though. The **components which underpin effective spoken language**, such as knowledge of the difference between spoken and written language, are not taught. Therefore, some pupils do not develop the confidence that comes from having the **knowledge they need to speak clearly and express their ideas**.”

“The curriculum should provide opportunities for pupils to **practise, refine and apply their spoken language knowledge and skills**. Pupils’ study of spoken language should become more formalised over time, including using **appropriate grammar and register for different audiences and purposes**.”

“Make sure that the national curriculum requirements for spoken language are translated into practice, so that pupils learn how to become competent speakers. This should include **opportunities to teach the conventions of spoken language, for example how to present, to debate and to explain their thinking**.”

Regular opportunities for **oral rehearsal** and a **range of spoken outcomes** and publishing opportunities (such as presenting, debating, discussing, performance poetry, rich Book Talk)

**Debate and discussion** are woven into Writing Roots and Literary Leaves as a fundamental part of the approach to allow children to practise, refine and apply their spoken language knowledge and skills.

**Grammar and register** for different audiences and purposes, including for spoken language forms are explored.

### Subject knowledge and CPD

“Beyond phonics, there is little training for primary teachers to **build their professional knowledge about English literature and language**.”

“In both primary and secondary schools, continuous professional development (CPD) focuses mainly on assessment and moderation practices. As a result, some teachers have a disjointed and narrow understanding of the subject.”

A **wide range of CPD and network opportunities** are offered through the Literacy Tree platform including subject leader support, planning surgeries and training on specific pedagogical approaches and topics such as shared writing, effective approaches to reading comprehension and spelling and vocabulary. Teach Through a Text training supports primary teachers through in-depth explorations of pedagogy using high-quality exemplified texts.

All training centres around **quality literature** therefore building teachers’ professional knowledge around English teaching pedagogy, subject knowledge and children’s literature.