A creative way to teach the new curriculum

Encouraging imagination and originality

Children write in Daily Logs to:
- Record their own responses to what they have read, thought and talked about
- Experiment with vocabulary and text structures
- Make notes, mind and story maps, diagrams and plans
- Collect and paste related artefacts – tickets, photos, leaflets and drawings from home

‘What if not?’ activities provide an opportunity for children to speculate on how a story would change if the writer altered any one aspect of character, plot or setting. These questions develop children’s awareness of how a small change can have a big impact on a text. Children use ideas from this activity in their own writing.

Allowing time to reflect critically

Children are asked a ‘Big question’ at the end of each day. Children know there are no ‘right answers’ to these questions, so they become confident expressing their opinions and justifying ideas with reasons. The debates teach children to select an appropriate register for effective communication and to think in a deeper way about the more abstract issues that come from the text.

Read Write Inc. Literacy and Language is a complete English programme for years 2 to 6 that uses a creative approach to instil a love of literacy and meet the requirements of the new curriculum. The programme uses a variety of fun activities to embed key literacy skills, including comprehension, writing, grammar, punctuation, spoken language and discussion, in an engaging and creative way.

‘I like doing ‘What if not?’; we play it now in the car with my brothers when we go on long journeys.’

PUPIL, BOURNE ABBEY PRIMARY SCHOOL, LINCOLNSHIRE

‘I really enjoy Read Write Inc because we do writing autobiographies, drama, radio reports, film reviews, newspaper reports and lots more.’

PUPIL, TARKLEY PRIMARY SCHOOL, ESSEX
Giving space for thinking and choice

Teachers use ‘Think out loud’ to show the children how to analyse, plan and organise their ideas effectively. A ‘Think and link’ activity ensures children question what they are reading and connect it to their wider reading and own experiences.

Collaborative learning

Children work frequently with a partner to answer questions, comment on and clarify each other’s thoughts and build up ideas together.

Provoking lines of enquiry

Literacy and Language uses a three layers of text approach to teaching reading and writing. This gradual approach builds suspense and excitement and provides plenty of opportunity for analysing, exploring and making connections.

Vivid, meaningful and direct experiences

The Story store helps children make connections between texts and their own experiences.

Children use drama to empathise with particular characters and explore scenarios that will be used for writing.

Using talk to build vocabulary and develop writing

 Powerful, evocative vocabulary is explained and explored before children encounter it in the focus text. Teachers and children use these ‘Power words’ outside of the text to ensure they become embedded in the children’s own vocabulary store. Children orally rehearse what they will write before putting pen to paper.