

TEA & TARGETS

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AGENDA

Introduction by Lisa Atkins

Children discuss their learning so far this year



‘WITHOUT WORDS, HOW CAN ONE THINK?’

- A: The headteacher **prioritises** reading.
- B: Staff foster a **love** of reading.
- C: The content and sequence of the **phonics programme** supports pupils' **progress**.
- D: Reading **books match** the sounds that children know.
- E: Children are taught phonics from the **start of Reception**.
- F: Pupils who fall behind are supported to **catch up quickly**.
- G: Staff are **experts in early reading**.



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BUILDING KNOWLEDGE



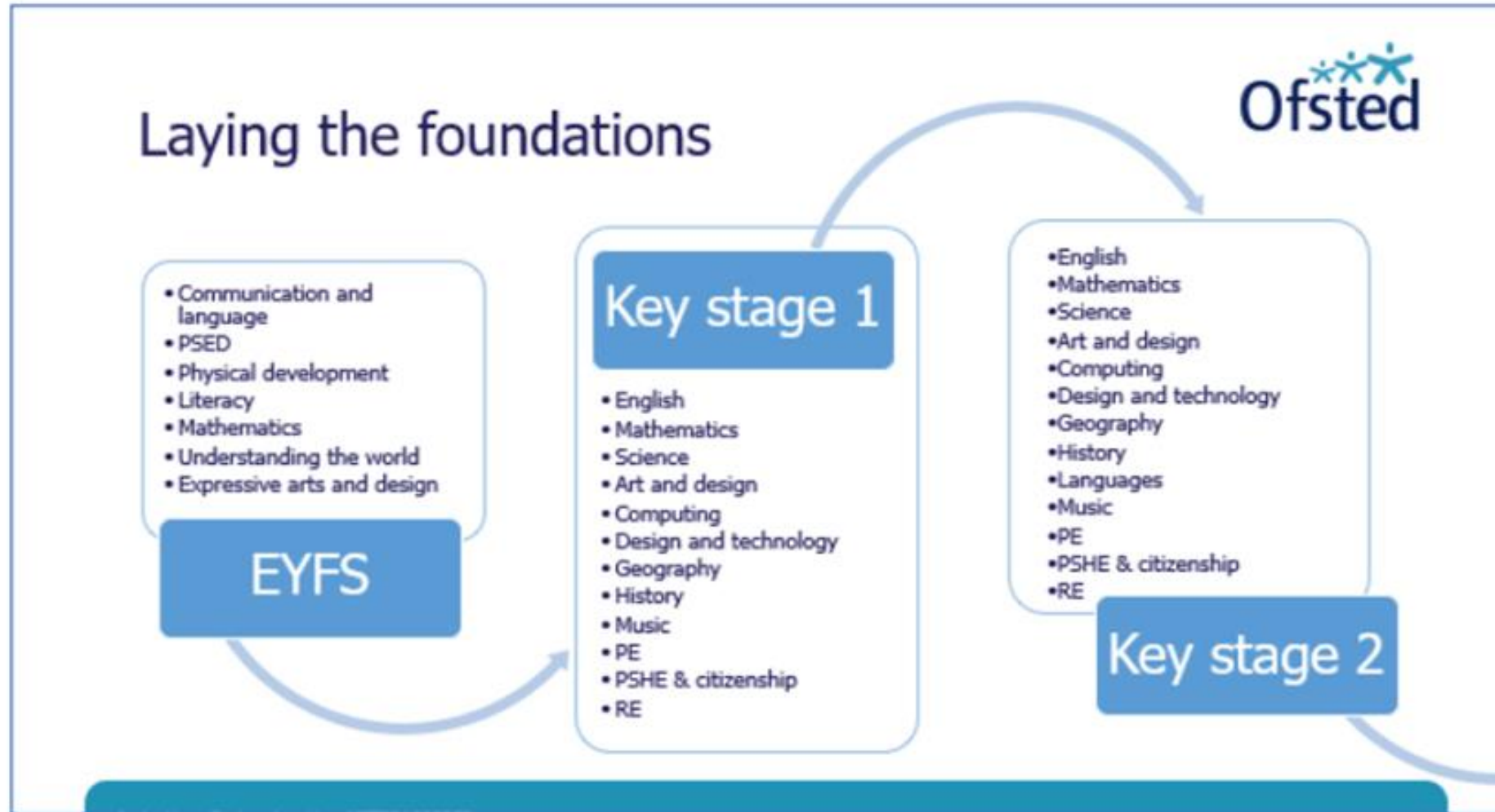
Knowledge allows...

- **Communication and language development:** relevant knowledge allows successful inferences in written or oral communications between strangers.
- **Listening and attention:** it is hard to listen and respond when you do not know the meaning of words or social cues.
- **Understanding:** rich background knowledge allows mental space to think about what has been encountered.
- **Speaking:** children need the words to express themselves effectively.

SACRED HEART PEDAGOGICAL MODEL

- **Flashback questioning(4) from prior lesson/learning....**
- **Explicit LO**
- **Misconceptions raised by the teacher**
- **Subject specific vocabulary talk**
- **Plenary revisits lesson end point.**

Laying the foundations



A HIGH QUALITY CURRICULUM

Consider:

Intent

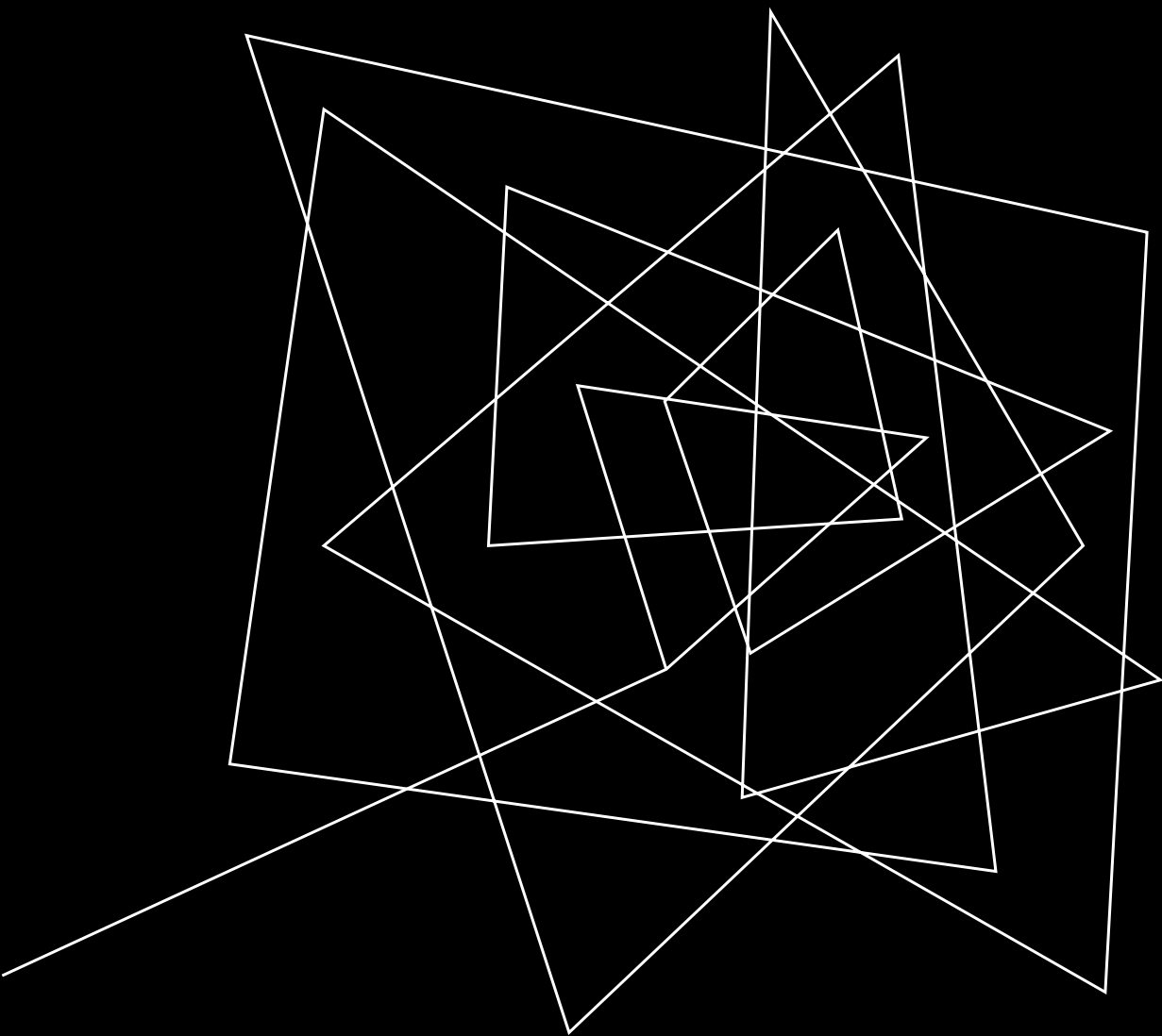
- ✓ high ambition for all pupils, including SEND
- ✓ scope, components, sequencing, rigour
- ✓ addressing gaps in knowledge

Implementation

- ✓ subject knowledge
- ✓ presenting information clearly
- ✓ checking understanding/use of assessment
- ✓ long-term memory

Impact

- ✓ all pupils learn the intended curriculum, reflected in results
- ✓ preparation for next stage
- ✓ reading



QUESTIONS TO ASK

What did you need to know
before to do this lesson?

What happens if you get stuck?

What does this word mean?

What can you remember
about...



THANK YOU

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