Non-fiction and literacy: unlocking the wider curriculum

Reading, writing and talking non-fiction is complex. Children need to know how to navigate the multiple ways in which information is presented (learning TO). Reading, writing and talking to learn across the whole curriculum, grows knowledge so that children know more and remember more (learning THROUGH). Tier 3 vocabulary is a feature of non-fiction texts. Mastering this is fundamental for children to confidently read, write and talk like experts.

This programme explores how both knowledge of the wider curriculum and literacy skills can be enhanced and strengthened through non-fiction. It will provide delegates with opportunities to build their knowledge of research evidence, whilst providing relevant practical support for the classroom.

This programme is aimed at primary practitioners with a responsibility for English, overall curriculum or a specific curriculum area.

The course will take place across 3 days, 9:15am-4pm. The cost for all three sessions is £300. If you are interested in attending, please contact info@townendtsa.co.uk

NON-FICTION		
Module 1: Oracy and non-fiction across the curriculum	Module 2: Reading to learn: non-fiction texts	Module 3: Writing non-fiction
Thursday 21st October 2021 1-4pm	Thursday 4th November 2021 1-4pm	Thursday 25th November 2021 1-4pm
Vocabulary is the golden thread that underpins this training. Each module explores a repertoire of activities that ensure pupils know more, remember more and use more!		
OVERVIEW of MODULES		
* Why does speaking and listening matter? * What does the evidence say about vocabulary instruction? *Is there a model for teaching vocabulary? * What strategies enable collaborative learning? * How can we use oracy activities to develop knowledge across the curriculum? * How do we ensure children learn to and through talk?	* How can we increase fluency in non-fiction? * What are the common non-fiction structures? * How do good readers tackle complex texts? * Can the reading strategies be taught to improve comprehension of non-fiction texts? * Why does background knowledge matter for reading comprehension? * How do we move children from **learning to read** to **reading to learn** for purpose and pleasure?	* Why do purpose, audience, tone and format matter? * How can writing be used to deepen pupils thinking and knowledge about topics? * What is a process approach to writing? * How writing fictional non-fiction can be effective? * How can we foster motivation and positive self-concept in young writers?

We hope that these sessions will be able to take place at Town End Associate Research School, Borodin Avenue, SR5 4NX, however depending on the National picture they may need to take place online.