

## English at Frettenham

At Frettenham Primary School, we teach English through an Inquiry-approach curriculum. Each half term, teachers plan a fictional context where the students take on the responsibilities of an expert team. As the team, they are commissioned by a client to work on an assignment, which has been planned to generate tasks and activities that will involve them in studying and developing wide areas of the curriculum. These contexts will often link to other areas in the curriculum, such as History, Geography, Art and DT.

This approach makes learning meaningful and relevant. It engages children and makes their learning exciting. As a result, children are empowered in their learning, being active and interested.

Some contexts will last a whole term, others may last for a half term and some may be shorter, lasting just a week or two. Throughout each context, teachers provide opportunities for children to practise writing in a range of forms such as narratives, recounts, poetry, posters and signs, captions, explanations, instructions, letters, diaries, information texts and persuasive texts. Books will be used that link to the context, sometimes as a starting point, sometimes for research or as a teaching tool to learn more about a subject.

Teachers have undertaken in depth training on Mantle of the Expert and a Dramatic-Inquiry approach with leaders in this area: Tim Taylor, Jenny Lewis, Hywel Roberts and Debra Kidd. More information about this approach can be found at [www.mantleoftheexpert.com](http://www.mantleoftheexpert.com)

Each term, we also hold a reading week across the whole school. Each reading week will have a theme i.e. World War 1 or the environment. Each class will study a set book relating to the theme. Teachers plan activities based around the book during the week and these may be cross-curricular. Sometimes our reading weeks are stand alone weeks. Sometimes they link to an Inquiry context or provide a starting point to a longer unit of work.