Increasing pupils’ rates of progress in English

Course handbook

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.
Increasing pupils’ rates of progress in English

Course handbook
Acknowledgements

We are very grateful to all the teachers and pupils of the schools that feature in the video (see ‘Acknowledgements’ in Curriculum Continuity-Effective Transfer between Primary and Secondary Schools (DfES 0116-2004 G) and to Sheffield LEA for their contributions.

Disclaimer

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Aims and outcomes of the course

**Course aims**

- To increase pupils' rates of development in English by ensuring clear expectations for pupils' progress of between one and two levels over Key Stage 3
- To develop effective strategies to accelerate progress
- To embed these strategies into schemes of work, lesson plans and classroom approaches

**Session 1**

**Improving our pupils’ chances**

- To assert that action needs to be taken to accelerate progress in Key Stage 3 English
- To identify key markers of progress in English from Key Stage 2 to Key Stage 4
- To show ways of assessing pupil performance better to inform and evaluate teaching and learning

**Session 2**

**Planning teaching for learning**

- To identify progression through framework objectives
- To plan teaching objectives to increase the pace of learning
- To structure lessons to support the increased pace of learning
- To improve consistency of teaching to ensure learning

**Session 3**

**Introducing the matrices**

- To make links between:
  - key objectives;
  - teaching and learning approaches;
  - evidence of pupil progress.

- To look at the 'matrices' for reading and for speaking and listening
**Session 4**
Meeting pupils' needs through planning

- To explore how to personalise lesson plans
- To illustrate ways of supporting pupil entitlement

**Session 5**
Next steps

- To explore the role of subject leader in sustaining improvement
- To support subject leaders in following up the course
Context of the course

The Key Stage 3 Strategy is producing training in English, mathematics, science and ICT that is designed to support teaching and learning and promote the expectation that more pupils can make two levels of progress during Key Stage 3. This is part of a suite of training which consists of:

- How to get more pupils from level 3 to level 5 in English Part 1 (half-day summer term 2004);
- Increasing pupils’ rates of progress in English (one day autumn term 2004);
- How to get more pupils from level 3 to level 5 in English Part 2 (half-day spring term 2005).

The course includes a pre-course task and a post-course task for teachers. Schools should take opportunities to link this training with current whole-school priorities such as Assessment for learning and with previous English training such as the suite of Years 7, 8 and 9 materials. Departments may also link this course to consultant support where allocated.

The DVD

The video sequence used in Session 1 of this course is a selection from the DVD on Curriculum Continuity – Effective Transfer between Primary and Secondary Schools (DfES 0116-2004 G).

Pre-course task

The tasks seek information about progress in English in the school and ask you to bring along some short-term lesson plans which will be worked on during the day.

Post-course task

In Session 5 there is an opportunity to explore how aspects of this course can help you in your role as head of department. Other Key Stage 3 English materials can help you further develop teaching and learning to raise standards. The course concludes with a selection of activities that are common across mathematics, science and ICT. Your school senior managers will be able to support you in developing the outcomes of this course.
Increasing pupils’ rates of progress in English - Pre-course task  

Autumn 2004

Participants should prepare for the course by completing this task.

1 Discuss the *How to move pupils from level 3 to level 5 Part 1* half-day core training with the teacher from your department who attended during the summer term. Take a brief look at the materials but, in particular, become familiar with:
   - the objectives of the course (Session 1);
   - the learning needs of pupils at level 3;
   - key markers for progress charts;
   - the case study.

2 Think about specific learners working in English at each of the four levels from 4 to 7. What are their strengths and weaknesses? Your senior managers can help you.

3 Gather some specific data from your school to bring to the course using the grid below to record your data.
   - a How many pupils came into your school with an English test/teacher assessment level 3, level 4, level 5 or level 6 in 2001?
   - b What numbers and percentages of those pupils moved no level, one level, two levels or three levels by the end of Year 9?

4 Bring with you some short-term lesson plans such as:
   - a a selection of three or four lessons from a unit of work, preferably a small set from each year;
   - b selections from the same kind of unit (such as media, a novel, non-fiction, a type of writing) that is done each year.

The purpose is to have some short-term lesson plans that can be looked at from the viewpoints of individuals or groups of pupils and to explore planning for progress in particular skills across a sequence of lessons and across the key stage.
Session 1: Improving our pupils’ chances

1.1 Introduction

This session focuses on:

- the ‘bigger pictures’ of progress;
- the role that achievement in English plays in GCSE outcomes;
- an overview of English from Key Stage 2 to Key Stage 4;
- an evaluation of the available range of evidence about pupil performance.

The aim of this training is to ensure that all English departments have clear expectations of pupils’ progress of between one and two levels over Key Stage 3 and are able to deploy specific strategies for accelerating progress in the subject. This should lead to higher proportions of pupils improving by two levels by the end of 2005, 2006 and 2007.

This course follows on from the first part of *How to get more pupils from level 3 to level 5 in English* that a member of the department attended in the summer term. There are parallel courses in mathematics, science and ICT. Both courses address the issues listed in OHT 1.2.

Notes

Achievements of English departments in implementing the Strategy

- Standards rising
- Best results ever at Key Stage 3
- Rates of progress already improving
- Ofsted reporting
  - impact in classrooms in quality of teaching and learning
  - improved use of data
  - improvements in boys’ engagement
  - improvements in planning

OHT 1.1
Ofsted identify the following areas for continued improvement

- Lower achievers
- Consistency of teaching across and between departments
- Pupil independence
- Commitment to even more lively, engaging, interactive teaching and learning

Course aims

- To increase pupils' rates of development in English by ensuring clear expectations for pupils' progress of between one and two levels over Key Stage 3
- To develop effective strategies to accelerate progress
- To embed these strategies into schemes of work, lesson plans and classroom approaches

Aims of Session 1

- To confirm action that needs to be taken to accelerate progress in Key Stage 3 English
- To identify key markers of progress in English from Key Stage 2 to Key Stage 4
- To show ways of using assessment to evaluate and refine teaching and learning
1.2 Improving our pupils’ chances

This session of the course emphasises that to plan for progress we need to have a clear view and analysis of standards in our school. We need to know what our pupils can and cannot do, and what we should expect from our pupils. The session explores current standards, allowing us to compare these with the data from our own schools (and to use pre-course task figures).

Activity 1

The 2002 test data show pupils’ chances of success based on their Key Stage 3 attainment in 2000. The data show how crucial level 5 and 6 results in core subjects at the end of Key Stage 3 are, as indicators of pupils’ chances of success at GCSE.

Refer to OHT 1.5 to guess the percentage of pupils gaining five GCSEs at A*–C depending on their Key Stage 3 attainment.
Notes

1.7

OHT 1.6

Key Stage 3 National Strategy
Increasing pupils' rates of progress in English

Pupils making good progress in Key Stage 3

At least two levels of progress
- 26% of pupils entering at L3 achieved L5 or better by the end of the key stage.
- 27% of pupils entering at L4 achieved L6 or better by the end of the key stage.
- 32% of pupils entering at L5 achieved L7 by the end of the key stage.

At least one level of progress
- 68% of pupils entering at L3 achieved L4 or better by the end of the key stage.
- 79% of pupils entering at L4 achieved L5 or better by the end of the key stage.
- 48% of pupils entering at L5 achieved L6 or better by the end of the key stage.
- 87% of pupils entering at L6 achieved L7 by the end of the key stage.

Pupils not achieving one level of progress
- 23% of pupils entering at L3 remained at L3 or below by the end of the key stage (24,000 pupils).
- 17% of pupils entering at L4 remained at L4 or below by the end of the key stage (14,000 pupils).
- 15% of pupils entering at L5 remained at L5 or below by the end of the key stage (26,500 pupils).
- 12% of pupils entering at L6 remained at L6 or below by the end of the key stage (34 pupils).

National data on pupil progress in English 2000–2003

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OHT 1.7
1.3 Images of development and progression in Key Stage 3

Having looked at what the figures show about rates of progress, this session considers in broad terms a picture of the progress that pupils can make as they move through Key Stage 3.

Handout 1.1 shows the progression characterised in the framework objectives. For pupils it is a path towards greater independence as learners.

Activity 2

Work in groups of three, each taking on a different role, A, B or C.

Think about the progress that pupils have to make if they are to move two levels. Such progress is essentially a process of language development during which certain barriers will have to be overcome.

- As focus on pupils travelling from level 3 to level 5;
- Bs on level 4 to level 6;
- Cs on level 5 to level 7.

Work individually for 5 minutes to produce a brief list of bullet points that characterises the most important changes in pupils' use of language that will be needed for pupils to complete their two-level move.

Then share your ideas within your group and come to some agreement about how to summarise and capture progress.

(You may wish to refer to Handout 1.1 which is a set of conclusions based on QCA's feedback from the 2003 tests.)

Notes
Progression in the Key Stage 3 framework

Year 7 is characterised by:

- revising and securing Key Stage 2 learning
- the explicit teaching of speaking and listening
- developing an understanding of the features of particular types of texts
- developing the ability to organise and plan

Year 8 is characterised by:

- investigating, exploring and experimenting, combining and integrating in order to develop new understanding
- applying the skills they have learned in new contexts and forms
- reflecting on their own learning

Year 9 is characterised by:

- developing a critical stance to their own use of language and that of others
- being able to identify, analyse, explain and comment on writers’ choices
- being able to compare effects in similar and dissimilar texts
- being able to make their own independent choices as writers to gain the effect they wish
- building towards the skills required for Key Stage 4
**In writing**

**L3-5**

Sustain writing matched to purpose and organise it by:

- demarcating sentence boundaries
- structuring writing in paragraphs

**L4-6**

Make choices with the intended reader in mind in particular by:

- varying sentence structure
- using stylistic devices (for example, repetition)
- using cohesive devices (for example, topic sentences)

**L5-7**

Consciously attempt to affect the intended reader by:

- varying form and style
- using a range of stylistic features
- linking paragraphs to shape the text
In reading

L3–5
Identify a writer’s choices by:
• recognising word choices for effect
• recognising the ways in which sentence structure affects meaning, for example, by expressing cause and effect
• recognising text structures and their appropriateness to audience and purpose
• being able to trace an argument through a text

L4–6
Explain a writer’s choices:
• of language, especially in terms of connotation and imagery
• of appropriate sentence structure in a text, for example, persuasion
• recognising that texts often mix genre, such as explanation or discursive text
• of beginning with narrative text features

L5–7
Comment on the effectiveness of a writer’s choices:
• by selecting independently at word or sentence level and explaining its effect on the reader both orally and in writing
• by selecting independently a word or sentence and using it to support a point of view in both fiction and non-fiction
• by explaining how a point is supported by quotation and its effect on the reader
1.4 Investigating evidence bases

This session looks at the uses and features of different assessment evidence and when different evidence might be used to inform planning. The session complements the Assessment for learning materials already in schools since the summer term of 2003.

Activity 3

Review the usefulness of a range of information sources about pupil performance and the contribution each might make in the context of increasing rates of pupil progress.

In pairs, use Handout 1.2 to decide which information makes the most powerful contribution to increasing rates of progress and how that information might be used to support planning for progress.

Notes
## Evidence bases

<table>
<thead>
<tr>
<th>Key Stage 3</th>
<th>Uses and features</th>
</tr>
</thead>
</table>
| Raw Key Stage 2 marks for reading, writing, spelling, and sub-levels | - Standardised to national levels  
- Early identification of pupils for focused intervention programmes  
- Information about strengths and weaknesses across the aspects, e.g. differences between reading and writing; the contribution of spelling to the overall writing level |
| Key Stage 2/Key Stage 3 breakdown of individual assessment focus/pupil data Key Stage 2 available from feeder primaries | - As above but a detailed break down by assessment focus in graph and diagram  
- Provides information for curricular and personal targets |
| Pupil Achievement Tracker | - Takes in the information from above  
- Predictions of future achievement as in the autumn package, i.e. based on prior attainment in English  
- Levels provide benchmark for value-added and expected progress |
| Year 7 and 8 Optional tests and Test base analyses | - As above  
- Diagnostic/formative assessment at AF and individual pupil level  
- Measure progress towards target level at individual group class or year level and inform future planning and teaching as per Key Stage 2 and Key Stage 3 data analysis  
- Diagnose weaknesses and strengths at all levels and can provide analysis by question type  
- Provides clear staging posts between key stage tests |
| Year 7 Progress tests | - As above  
- Evidence of the impact of teaching and intervention delivery on test performance, can help evaluate curriculum and intervention plan  
- Raw scores for the aspects for diagnostic/formative assessment as per Key Stage 2 mark sheets  
- Level thresholds for each AT can inform future planning and support arrangements |
| Reading test results | - Standardised reading ages  
- Mainly vocabulary based, not a reflection of range of strengths and weaknesses  
- Upper ceiling may not differentiate in high-achieving cohorts |
<table>
<thead>
<tr>
<th>Uses and features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work scrutiny and moderation</strong></td>
</tr>
<tr>
<td>• Impact of schemes of work or specific focuses/changes to them, on pupil attainment and progress over time</td>
</tr>
<tr>
<td>• Whether there is a range of work as demanded by the National Curriculum</td>
</tr>
<tr>
<td>• Pupil attainment and what needs to happen next</td>
</tr>
<tr>
<td>• Whether agreed marking and assessment procedures are being implemented</td>
</tr>
<tr>
<td>• Whether targets are being set, monitored and attained</td>
</tr>
<tr>
<td>• Agreed, shared, consistent understanding of what constitutes a particular level</td>
</tr>
<tr>
<td>• Whether a range of work is being done to enable all assessment focuses to be addressed</td>
</tr>
<tr>
<td><strong>Individual's accumulated portfolio of work</strong></td>
</tr>
<tr>
<td>• As above</td>
</tr>
<tr>
<td>• Individual record of progress and attainment over time</td>
</tr>
<tr>
<td>• Whether individual targets are being set, monitored and attained</td>
</tr>
<tr>
<td>• Agreed, shared, consistent understanding of what constitutes a particular level</td>
</tr>
<tr>
<td>• Whether a range of work is being done to enable all assessment focuses to be addressed</td>
</tr>
<tr>
<td><strong>End of term/unit exams or assessments</strong></td>
</tr>
<tr>
<td>• Measure of progress and attainment against term or unit teaching objectives in timed or unaided conditions</td>
</tr>
<tr>
<td>• Diagnostic and formative assessments against the objectives</td>
</tr>
<tr>
<td>• Not nationally standardised, hence limited predictive value, and will reflect any imbalance in the curriculum</td>
</tr>
<tr>
<td><strong>CATs data</strong></td>
</tr>
<tr>
<td>• Quantitative, non-verbal scores and averages</td>
</tr>
<tr>
<td>• Designed to give broad predictions for future performance based on potential identified through the tests</td>
</tr>
<tr>
<td>• Discrepancies in performance, e.g. <strong>verbal</strong> and <strong>non-verbal</strong></td>
</tr>
<tr>
<td>• Does not identify what pupils can/cannot do, or factor in teaching</td>
</tr>
<tr>
<td>• Takes no account of prior attainment</td>
</tr>
<tr>
<td>• Should only be used to identify possible under-achievement and to challenge upwards</td>
</tr>
<tr>
<td><strong>Day-to-day marking and assessment</strong></td>
</tr>
<tr>
<td>• Evidence of work in progress and towards targets</td>
</tr>
<tr>
<td>• Provides support in closing the learning gap</td>
</tr>
<tr>
<td>• Is task-specific and objective-referenced</td>
</tr>
<tr>
<td>• Informs short-term planning</td>
</tr>
<tr>
<td>• Reflects school marking/assessment policy</td>
</tr>
<tr>
<td>• May be more subjective</td>
</tr>
</tbody>
</table>
### Key Stage 3 National Strategy

**Increasing pupils’ rates of progress in English**

<table>
<thead>
<tr>
<th>Uses and features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer- and self-assessment</td>
</tr>
<tr>
<td>• All of above</td>
</tr>
<tr>
<td>• Builds pupils’ self-esteem</td>
</tr>
<tr>
<td>• Involves pupils in their own learning</td>
</tr>
<tr>
<td>• Encourages greater pupil responsibility</td>
</tr>
<tr>
<td>• May be pupil subjective</td>
</tr>
<tr>
<td>• Requires training for pupils</td>
</tr>
<tr>
<td>• Requires planning into schemes of work</td>
</tr>
</tbody>
</table>
OHT 1.9 summarises the key actions for a head of department.

**Progression in the Key Stage 3 framework**

Year 7 is characterised by:
- revising and securing Key Stage 2 learning
- the explicit teaching of speaking and listening
- developing an understanding of the features of particular types of text
- developing the ability to organise and plan

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- developing a critical stance to their own use of language and that of others
- the ability to identify, analyse, explain and comment on writers' choices
- the ability to compare effects in similar and dissimilar texts
- the ability to make their own independent choices as writers to gain the effect they wish
- building towards the skills required for Key Stage 4

**Assessment for learning in English – the role of the subject leader**

Establish:
- what information most helps teachers track their pupils' progress
- how best that information is collected and analysed
- how to evaluate and adjust teaching and plans in the light of the analysis
1.5 A flying start in Year 7

Video

As you watch the video of Year 6 and 7 pupil interviews, use the criteria listed on OHT 1.10 to consider the ways in which these pupils' attitudes to their learning have changed or developed as they have moved schools. Compare these pupils to those in your own school.

Notes

When watching the video, identify:
- similarities and differences in the pupils' views of their learning
- the factors that have influenced their views of learning
- similarities between their views and pupils' views of learning in your own school
Activity 4

OHT 1.11 addresses the potential for different kinds of learning that pupils can have, from awareness to secure learning.

Discuss strategies that teachers in your departments use to ‘unlock’ the recursive and sometimes hidden nature of learning at the beginning of Year 7. Focus on one of the following:

- a teaching strategy that supports revision of shaky learning without repeating from the beginning;
- a teaching strategy that ensures pupils apply what they know in new contexts (for example, grammar, terminology, punctuation, paragraphing).

Notes

Considerations for designing Year 7 units of Key Stage 3 scheme

English teachers should consider the National Literacy Strategy Framework and what their pupils:

- have been taught
- have forgotten but can be reminded of
- have awareness of
- have some understanding and grasp of
- can speak about as a strength or weakness
- can do
- can sustain
- have secured and can apply readily
Conclusion

OHT 1.12 summarises the key messages of the session.

In Sessions 2, 3 and 4 you will look more closely at how to address these challenges.

Notes

**Key messages of Session 1**

- Pupils’ learning in English influences their chances of success at GCSE.
- Teachers and pupils need to share full understanding of the nature of progression in Key Stage 3 English and how it relates to Key Stage 2 and GCSE.
- Pupils’ progress should be assessed and tracked so that teaching can meet their developing needs.
- Schemes of work, plans and teaching approaches over the key stage should reflect the recursive nature of learning in English.

OHT 1.12
Session 2: Planning teaching for learning

2.1 Introduction

This session focuses on:

- progression through English framework objectives;
- key pedagogies;
- teaching and assessment.

Notes

The session will support you in raising standards in your department and provide further ways of working with your teachers, especially non-specialists and new staff, to ensure high expectations are met. The session is designed to look at detail after the broad overview in Session 1.

Aims of Session 2

- To identify progression through framework objectives
- To plan teaching objectives to increase the pace of learning
- To structure lessons to support the increased pace of learning
- To improve consistency of teaching to ensure learning
2.2 Using objectives to make progress

Activity 1 Sorting out progression

This activity looks at progression across the key stage. We shall look at mapping a particular set of framework objectives from Year 7 to the beginning of Year 10. This will give us another picture of progression. To do this we shall use the objectives from the Transition and Progression in non-fiction writing: Years 7 to 10 (DfES 0053-2004).

Take the cut-up objectives you have been given and, in pairs, sort them into objectives for Years 7, 8, 9 and 10, using Handout 2.3. They are objectives to help pupils progress in writing non-fiction, supported by reading and speaking and listening objectives.

Try to ensure you put the writing objective at the top and each supporting objective underneath the relevant writing objective.
### Framework objectives addressed by the non-fiction writing units

<table>
<thead>
<tr>
<th>Year 7 - Year 8 units</th>
<th>Year 8 - Year 9 units</th>
<th>Year 9 - Year 10 units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key writing objectives</strong></td>
<td><strong>Key writing objectives</strong></td>
<td><strong>Key writing objectives</strong></td>
</tr>
</tbody>
</table>
| Year 7 Wr10
Organise texts in ways appropriate to their content, e.g. by chronology, priority, comparison and signpost this clearly to the reader | Year 8 Wr14
Develop and signpost arguments in ways that make the logic clear to the reader | Year 9 Wr16
Present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions |
| Year 8 Wr11
Explain complex ideas and information clearly, e.g. *defining principles, explaining a scientific process* | Year 9 Wr14
Make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives | *Year 10*
Write a critical review of a literary text or film, applying key features used by writers to analyse, review and comment and conclude by making your viewpoint clear |

<table>
<thead>
<tr>
<th><strong>Supplementary objectives</strong></th>
<th><strong>Supplementary objectives</strong></th>
<th><strong>Supplementary objectives</strong></th>
</tr>
</thead>
</table>
| Year 7 S9
Identify the main point in a paragraph, and how the supporting information relates to it, e.g. *as illustration* | Year 8 Wr13
Understand the implications when a word is in quotation marks or is used ironically | Year 9 Wr7
Recognise layers of meaning in the writer’s choice of words, e.g. *connotation, implied meaning, different types or multiple meanings* |
| Year 7 S&L4
Give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid | Year 8 R10
Analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used* | Year 9 S4
Integrate speech, reference and quotation effectively into what they write |
| Year 8 S7
Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. *choice of connectives, reference back, linking phrases* | Year 9 S1
Review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing | Year 9 S6
Compare and use different ways of opening, developing, linking and completing paragraphs |
| Year 8 R10
Analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used* | Year 8 S&L5
Ask questions to clarify understanding and refine ideas | Year 9 S&L3
Develop interview techniques which include planning a series of linked questions |
| Year 9 R11
Analyse how an author’s standpoint can affect meaning in non-literary as well as literary texts | | Year 9 R11
Analyse how an author’s standpoint can affect meaning in non-literary as well as literary texts |

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**Key Stage 3**

*National Strategy*

Increasing pupils’ rates of progress in English
2.3 Teaching approaches

Activity 2  Aspects of pedagogy

This activity focuses on the teaching strategies which can help ensure that progression is achieved by as many pupils as possible.

Handout 2.4 is a reminder of the key stages and teaching strategies of a lesson.

- The possible stages of a lesson will not appear in every lesson, but they will need to be planned in as appropriate to ensure need is met.
- The aspects are designed to support pupils in moving from dependence to independence through modelling, shared and guided work.

The key point is that lessons should be designed to maximise learning and that this must be an active process for teachers.

Take 5 minutes to read Handout 2.4 and then 5 minutes to discuss it, in pairs or groups, using the points listed on OHT 2.2.

Notes

Strategies
- Which teaching strategies are most frequently represented in your schemes of work and why?
- Which strategies are most effective across your department?
- Which strategies are most consistently used by teachers in your department?
### Lesson stages and their key principles

<table>
<thead>
<tr>
<th>Stages</th>
<th>Key principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starter</strong></td>
<td>Will usually introduce the lesson through a contextualising activity and/or check on the previous lesson’s learning. It can be useful at times to give pupils the text for shared reading to read independently. It can also be a good way to revise sentence types required for the specific text which pupils may be about to learn or revisit.</td>
</tr>
<tr>
<td><strong>Modelling</strong></td>
<td>Useful to demonstrate a new aspect or revise an aspect which all the pupils have yet to master. The key point is that the teacher does the modelling, explaining why decisions are made but does not invite contributions from the pupils. That way, the thinking behind reading and writing and how and why decisions are made become explicit. The level of challenge here can be extremely high, because the pupils are being shown how, explicitly, with detailed explanation.</td>
</tr>
<tr>
<td><strong>Shared work</strong></td>
<td>Useful when all the pupils need to be taught something or reminded of something they have not yet fully grasped. Pupils contribute to shared work and it should be aimed at the most able with differentiated support for all through targeted questioning, appropriate to need. Questions need to be planned and the focus needs to be clear. This is an ideal opportunity to use <em>why, tell me more about, prove it</em> questions when reading and/or to require explanations of grammatical or lexical features when writing, which make the thinking and learning clear to all. The pupils explain their thinking, just as the teacher does during a modelled session.</td>
</tr>
<tr>
<td><strong>Guided work</strong></td>
<td>Essential to address group needs. Objectives may be adapted from those being addressed by the rest of the class. It can be used to catch pupils up or to push them on. The groupings are never fixed: pupils are grouped according to need, NOT ability, so that a group who can craft and vary sentences very well would receive focused teaching as often as a group who writes less well.</td>
</tr>
<tr>
<td><strong>Independent work</strong></td>
<td>Useful when the task has sufficient challenge to reinforce or provide the next step unsupported, e.g. <em>applying a checklist agreed in the shared session against another text or writing a section of a text previously shared or modelled</em>. Pupils can also work in pairs or groups on the task: independent means without teacher support, not necessarily pupils working alone. The task should be linked to the objectives for the session.</td>
</tr>
<tr>
<td><strong>Plenary</strong></td>
<td>Useful at any stage throughout a lesson to review progress and reflect on learning. The final plenary is used to find out what the next step in teaching should be, e.g. <em>how many pupils have grasped the principles of deduction: does it require a shared session on another text or a guided session for a small group?</em> The plenary, like the shared session, is an opportunity to assess specific pupils through their feedback or response to questions. This helps teachers decide who might benefit from some specific guided teaching in future sessions.</td>
</tr>
</tbody>
</table>
2.4 Questioning

In many stages of lessons considered in the previous activity, the use of questioning is a critical technique which underpins successful teaching and learning. This session looks at the effective use of questioning.

Further information and support on questioning, explaining and modelling is available in the *Training materials for the Foundation Subjects* (DfES 0350/2002).

When working with your department it is worth making the following points.

- Asking questions is probably the most difficult aspect of teaching.
- Questioning is the key to targeting progression.
- You may already use approaches based on Bloom’s taxonomy to structure questioning, but non-specialists and NQTs may be less familiar with the implications of the hierarchy for progressing learning.
- Questioning is frequently used for discipline and for recalling pupils to the lesson. This introduces the risk of not targeting questions for improved learning. A ‘no-hands-up’ policy ensures that pupils are targeted to respond and increases the pace of the lesson.

**Activity 3**

With a colleague, look at the questioning section of *Handout 2.5*, if you need to, as you consider the criteria listed on *OHT 2.3*.

---

**Notes**

- The part questioning plays in each stage of the lesson
- The kinds of question that may be required in each stage of the lesson, for example, recall might feature in a starter which recaps and contextualises work
- How participants support non-specialists in setting questions for differentiated learning
- How participants develop consistency of good questioning skills across their department

You could use the stages in a lesson handout displayed on the department’s office wall and/or give a copy to each member of your department as a reminder.
Pedagogy and practice

Lesson design

Each subject strand and whole-school aspect of the Strategy will reaffirm the Strategy’s advice on effective lesson design. Effective lesson design involves careful consideration of a number of factors, as shown below. It starts from learning objectives, encompasses a ‘climate for learning’, then focuses on pedagogic approaches, teaching and learning strategies and techniques and classroom organisation.

In these factors, two things are fundamental: the Strategy’s commitment to interactive teaching and learning and the need to develop the independence of the learner.

Learning objectives

The nature of a learning objective will influence a teacher’s choice of pedagogic approach and of teaching and learning strategies. Categorising a learning objective should guide this choice. For example, an objective that involves the development of a concept may be best suited to an inductive approach, while appreciation of an aesthetic or a moral issue might suit an exploratory approach. The Strategy will provide further guidance on this aspect of lesson design.

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Climate for learning

To create an effective climate for learning, two aspects are important:

- **Learning style.** Constantly working outside a pupil’s preferred learning style can lead to boredom, frustration and a lack of motivation. This doesn’t mean that every lesson should cater for the full spectrum of different learning styles, but rather that pupils should have regular opportunities to learn in their preferred learning style.

- **Prior attainment and knowledge.** Pupils need to work in advance of their actual development level, but not to a degree where they become stressed by the learning opportunities. In 2003–04 the Strategy will provide specific support for schools facing challenging circumstances on catering for pupils’ different learning styles.

Pedagogic approaches

To support effective lesson design, as a minimum, the Strategy promotes the use of direct, inductive and exploratory approaches. All teachers can benefit from proficiency in these teaching styles, varying and adding to their repertoire as they gain confidence and experience. They are not the only approaches, but they are a good foundation. The key elements of these three approaches are summarised in the table below.

<table>
<thead>
<tr>
<th>Pedagogic approaches</th>
<th>Direct</th>
<th>Inductive</th>
<th>Exploratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To acquire new knowledge or skills.</td>
<td>To develop a concept or process.</td>
<td>To use, consolidate or refine skills and understanding.</td>
</tr>
<tr>
<td>Key features</td>
<td>A structured sequence, often beginning with whole-class work with modelling, demonstration or illustration. Typically, this is followed by individual or group work. The sequence often ends with whole-class review.</td>
<td>A structured set of directed steps. Pupils collect and sift information, then examine data. They construct categories, and generate and test hypotheses.</td>
<td>Testing a prediction or hypothesis based on the understanding of a concept. Pupils decide what information to collect, obtain the data and analyse it.</td>
</tr>
<tr>
<td>Examples</td>
<td>Developing communication skills, such as using different writing text types; listening to argument: constructing sentences orally in French; in mathematics, drawing to scale; using a spreadsheet to model the impact of light intensity on plant growth.</td>
<td>Generating spelling rules, e.g. when to use -sion rather than -tion; collecting visual and other information in order to understand the use of materials and processes to make a sculpture; assessing the usefulness of portraits as sources of historical information.</td>
<td>Exploring the best method of making a light, crispy batter; exploring the likely causes of flooding in a particular area; exploring the best method of removing grease from clothes.</td>
</tr>
<tr>
<td>Key questions</td>
<td>• How could you ...? • Why am I doing this?</td>
<td>• Can you group these? • Can you see any pattern?</td>
<td>• What might affect ...? • What possible reasons are there for ...?</td>
</tr>
</tbody>
</table>
Teaching and learning strategies and techniques

An effective teacher has a wide-ranging repertoire of different teaching and learning strategies and techniques. The choice is determined by the pedagogic approach. The Strategy will provide guidance on the relationship between pedagogic approaches and teaching and learning strategies to inform and enrich lesson design.

Teaching and learning strategies and technique, and different types of teacher talk are vital in:

- presenting key concepts and ideas;
- demonstrating skills and processes;
- engaging and supporting pupils in active learning and higher-order thinking;
- establishing an interactive, well-paced dialogue with the class in which both teacher and pupils articulate ideas, express opinions and build on each other's ideas to develop knowledge and understanding;
- creating the right level of challenge and moving learning forward so that pupils can make good progress and reach high standards.

The Strategy has already provided guidance for teachers on a range of teaching and learning strategies and techniques and will continue to reinforce its key messages about the range. Some examples are given below.

Common teaching skills

1 Questioning

- Questions need to be planned in a sequence that guides pupils towards and reinforces the main objectives of the lesson.
- Certain types of question have inbuilt challenge and require pupils to think deeply:
  - open-ended questions that have no single obvious answer;
  - questions that demand and develop higher-order thinking skills such as analysis, synthesis and evaluation;
  - questions that encourage pupils to speculate and take risks.
- Teachers should build in 'wait time' so that pupils can reflect on a challenging question before answering it.
- Questions can be used to promote active listening and engagement, especially when the 'no-hands-up' rule is used. Active listening skills can be developed further by building variety into a teacher's questions and expecting pupils to generate their own questions.
- Teachers can encourage pupils to give extended answers using questions and other strategies, such as inviting pupils to elaborate or speculate on a topic.
2 Explaining

- Many things, such as abstract concepts, events outside pupils' experience, principles, rules and important ideas, are difficult or impossible for pupils to understand without explanation.

- Common types of explanation deal with:
  - concepts;
  - purposes;
  - similarities and differences;
  - processes;
  - cause and effect;
  - reasoning and proof.

- Explanations contribute to pupils' learning when they enable pupils to connect new information to what they already know.

- Teachers can improve their explanations through using a range of techniques, such as illustrating or animating their verbal explanations, the use of props or voice and body. These can contribute to improved pupil engagement and understanding.

- Asking pupils to explain their thinking and reasoning helps them to crystallise and consolidate their learning.

3 Modelling

- Modelling helps to make explicit the thinking behind or support important concepts, skills, relationships, decisions and processes.

- Modelling plays a significant role in helping pupils to learn independently. It represents ideas in ways that pupils can understand, change and use again to support their thinking. It can be visual or kinaesthetic.

- Modelling is more than demonstrating a skill or technique. Demonstrating shows pupils how to do something; modelling helps pupils to understand underlying structures and embedded ideas. A good demonstration does not have to be supported by discussion; modelling without discussion is ineffective.

- Modelling is most effective when the teacher:
  - is specific;
  - explains underlying principles;
  - shares thinking;
  - involves pupils increasingly by encouraging them to ask questions;
  - provides opportunities for pupils to practise the new skill or process while it is fresh;
  - supports first attempts with prompts and other support to build pupils' confidence and expertise;
  - builds in time for pupils to reflect on what they have learned.

Each strand will provide further advice and exemplification on these strategies and will increasingly consider their use in the context of the three pedagogic approaches. In addition, the Strategy will exemplify further the use of a wide range of teaching and learning techniques such as scaffolding, concept-mapping and the use of role-play.
2.5 Designing the teaching

Having discussed progression, the possible stages in a lesson and the use of appropriate questioning to support the teaching, we can now move on to consider how to design the teaching to accelerate pupils’ progress.

Activity 4 Accelerating progress through the Framework objectives

Handout 2.6 lists the top non-fiction writing objectives from the earlier card sort task. You are now going to look at ways of teaching the objectives you sorted, with a view to moving pupils on rapidly in what they know, understand or are able to do.

Complete Handout 2.6. The Key objective banks may help with this.

Before starting the task, think of a class you teach and the various skills, knowledge and levels of understanding within it. If you use the task with your department, the following points may help.

- It is vital that approaches to teaching are matched to the objectives.
- Designing teaching leads to secured learning and ensures rapid progress.
- The aim is to take pupils from insecurity to secure independence through modelled, shared and guided work according to need.
- When thinking of their class and designing learning, teachers should think of what all pupils need, what some need and what individuals might need.

Notes
### Designing the teaching

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<td><strong>Objectives</strong></td>
<td>Wr 10 Organise texts in ways appropriate to their context, e.g. by chronology priority, comparison and signpost this clearly to the reader. Recognise that this will be revision and ascertain what pupils understand, know and can do before embarking on a prolonged scheme of work.</td>
<td>Wr 18 Present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinion.</td>
<td>Write a critical review of a literary text or film, applying key features writers use to analyse, review and comment. Conclude by making the viewpoint clear.</td>
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<td><strong>Designing the teaching</strong></td>
<td>Use shared and guided reading to look at argument and discursive writing according to need. Note the use of connectives across paragraphs and sentences and within sentences. Teach the ways in which supporting evidence is introduced and discussed in the text. Look at introductions and conclusions to teach how writers cue the reader into the argument and how they conclude it with a point of view or a summary of the discussion. Ask pupils independently to investigate argument in a range of texts and look at similarities and differences.</td>
<td>In shared and guided reading look at: 1 a piece of literary criticism of a Shakespeare play, a leading article; 2 contrasting leading articles from a newspaper on a current topic. Teach the way the texts are organised and how argument is signalled through use of connectives and conjunctions. Look at introductions and conclusions. Draw up a conventions sheet as a point of reference.</td>
<td>Check pupils’ understanding of critical, analyse, review and comment in a starter. Use shared and guided reading to exemplify techniques, being very clear about the differences between the terms, include evaluate for all pupils. Pay particular attention to the way the examples work towards a conclusion and use quotes to support opinion and evaluation. Draw up a conventions sheet to support.</td>
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### Key Stage 3 National Strategy

**Increasing pupils' rates of progress in English**

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<td>Teach pupils how to implement what they have learned through modelled, shared and guided writing. Ensure a task is completed independently.</td>
<td>Teach pupils how to do the same through modelled, shared and guided writing according to need. Ensure a task is completed independently.</td>
<td>Share the writing of a conclusion which expresses a point of view, demonstrating how evidence is introduced linked to the point. As part of a media assignment or response to a GCSE text, share the planning of a review and ask pupils to complete it independently; stage guided work through the writing appropriate to need. More able pupils should be given similar texts to include comparisons in their work. Encourage self-assessment through sharing mark criteria.</td>
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<tr>
<td>Lower-attaining pupils will contribute to shared and guided writing sessions and will use chronological connectives with ease and sentence connectives such as however and on the other hand. Most pupils will also use complex sentences, but these may be longer than necessary and use of subordinating conjunctions less secure.</td>
<td>Lower-attaining pupils will be able to write text which expresses an opinion clearly. Opinions will be supported by evidence but links between opinion and evidence will be stilted. When discussing, they will alternate paragraphs rather than integrate arguments within paragraphs.</td>
<td>Lower-attaining pupils will be able to review a text but may find it harder to evaluate evidence and come to a considered viewpoint. They will express themselves clearly but possibly lack metalanguage for efficient expression. Evidence and support for ideas will be heavy-handed and overlong but pertinent.</td>
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## Key Stage 3
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#### Increasing pupils' rates of progress in English

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<td>More able pupils will be able to structure text with ease and signpost organisation to the reader. Use of subordinating conjunctions may occasionally be insecure, especially <em>what if</em> and <em>although</em> constructs. Sentences may still lack some variety.</td>
<td>Most pupils will be able to link opinion and evidence clearly and will begin to use <em>however</em>, yet in complex sentences to deal with opposing points of view in one paragraph. It will be stilted rather than fluent and sentences may lack variety. More able pupils will be able to combine opposing views in one paragraph, though it may still be stilted.</td>
<td>Most pupils will express themselves clearly and work towards a clear viewpoint, though this may be a reiteration of key sentences rather than a fluent paragraph. Evidence or support for ideas may be too long and not be integrated into sentences. Expression may be stilted when sentences contain several subordinate clauses. More able pupils will write fluently and combine objectivity with a personal evaluation of ideas and evidence. They will use some metalanguage with confidence. They will integrate evidence into their sentences and their conclusion will approach a fluent paragraph.</td>
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#### How could you ensure good pace and secure rapid progress?

For modelled and shared reading and writing, ensure demanding texts: pitch them to the more able.

In Year 7, ensure that the text lends itself to Year 7 and 8 objectives so that the reading and questioning can deal quickly with chronology and then move to signposts for argument within and across sentences and paragraphs.

Use guided work to support chronology for those still insecure, signalling argument for the bulk of the class and working contrasting ideas within one paragraph for the more able. Independent work will ensure pupils can apply what they have learned without teacher support. Regroup for guided work at the next planned opportunity for those struggling or needing greater progression.
### How could you ensure good pace and secure rapid progress?

In Year 8 attend to Year 8 and Year 9 objectives; the more able will be able to cope with Year 10 objectives. Teach argument and analysis within argument. In shared work begin with texts which argue one side along side texts which argue both sides on the same topic. Consider the differences in style and structure between the two. Offer texts which are objective and argue towards a conclusion based on evidence and teach the difference between objective and subjective judgements.

In guided work, encourage the lower-attaining pupils to express one point of view clearly. Most pupils need to address a balanced view and the more able need to take two opposing points of view and create a balanced argument in speaking and listening and writing. Plan further shared or guided work to ensure most pupils have grasped the principles described in the objective for the year group: consider fulfilling it as a minimum requirement for all pupils.

In Year 9 attend to Year 9 objectives and GCSE criteria. Ensure that shared texts are challenging for the most able and differentiate the questions to ensure all pupils are engaged. Ensure modelled and shared work looks at comparisons in texts in reading and writing. Develop the use of 'point, evidence, explanation' so that all pupils can do it independently to the best of their ability, particularly explanation. Ensure that all pupils have a chance to work on comparisons in guided work; for the lower-attaining pupils that be an oral response in the first instance.

In Year 10 ...

In all cases, use plenaries to ascertain rate of progress, e.g. invite the class to evaluate independent work against a checklist or invite a guided group to explain what they have learned to the rest of the class.
### Designing the teaching

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<td>Wr 10</td>
<td>Wr 14</td>
<td>Wr 18</td>
<td>Write a critical review of a literary text or film, applying key features writers use to analyse, review and comment. Conclude by making your viewpoint clear.</td>
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<td>Organise texts in ways appropriate to their context, e.g. by chronology priority, comparison and signpost this clearly to the reader. Recognise that this will be revision and ascertain what pupils understand, know and can do before embarking on a prolonged scheme of work.</td>
<td>Develop and signpost arguments in ways that make the logic clear to the reader.</td>
<td>Present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinion.</td>
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<td>Use starters, shared and guided reading to revise narrative and non-narrative chronological text if necessary. Show the ways in which writers condense time at some points, e.g. One month later and then offer more detail on short spaces of time, which are significant to the action or events. Use examples of narratives which are circular or start halfway through or have parallel narratives and teach how these are structured to maintain the chronology, develop this in guided groups for the more able.</td>
<td>Use shared and guided reading to look at argument and discursive writing according to need. Note the use of connectives across paragraphs and sentences and within sentences. Teach the ways in which supporting evidence is introduced and discussed in the text. Look at introductions and conclusions to teach how writers cue the reader into the argument and how they conclude it with a point of view or a summary of the discussion. Ask pupils independently to investigate argument in a range of texts and look similarities and differences.</td>
<td>In shared and guided reading look at: 1 a piece of literary criticism of a Shakespeare play, a leading article; 2 contrasting leading articles from a newspaper on a current topic. Teach the way the texts are organised and how argument is signalled through use of connectives and conjunctions. Look at introductions and conclusions. Draw up a conventions sheet as a point of reference.</td>
<td>Check pupils' understanding of critical, analyse, review and comment in a starter. Use shared and guided reading to exemplify techniques, being very clear about the differences between the terms, include evaluate for all pupils. Pay particular attention to the way the examples work towards a conclusion and use quotes to support opinion and evaluation. Draw up a conventions sheet to support.</td>
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### Key Stage 3 National Strategy

#### Increasing pupils’ rates of progress in English

### Designing the teaching

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<tr>
<td><strong>Check pupils’ knowledge of explanations and reports and how these are prioritised to give major information first. If needed, teach topic sentences and supporting information. Look at contrasting connectives in arguments and how these can occur at the start of paragraphs or within them. Use modelled, shared and guided writing to encourage pupils to do the same in their work. Ensure they complete a task independently.</strong></td>
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<td><strong>Teach pupils how to implement what they have learned through modelled, shared and guided writing. Ensure a task is completed independently.</strong></td>
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<td><strong>Share the writing of a conclusion which expresses a point of view, demonstrating how evidence is introduced linked to the point. As part of a media assignment or response to a GCSE text, share the planning of a review and ask pupils to complete it independently; stage guided work through the writing appropriate to need. More able pupils should be given similar texts to include comparisons in their work. Encourage self-assessment through sharing mark criteria.</strong></td>
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### How you will know when pupils have learned it?

<p>| Lower-attaining pupils will contribute to shared and guided writing sessions and will use chronological connectives with ease and sentence connectives such as however and on the other hand. Most pupils will also use complex sentences, but these may be longer than necessary and use of subordinating conjunctions less secure. |
| Lower-attaining pupils will be able to write text which expresses an opinion clearly. Opinions will be supported by evidence but links between opinion and evidence will be stilted. When discussing, they will alternate paragraphs rather than integrate arguments within paragraphs. |
| Lower-attaining pupils will be able to assemble their ideas and prioritise them. They will write introductions and conclusions but sentences will lack variety and hence fluency. Ideas may be based on literal meanings and they will find complex arguments difficult to handle and express clearly because of a limited range of connectives and sentence structures. |
| Lower-attaining pupils will be able to review a text but may find it harder to evaluate evidence and come to a considered viewpoint. They will express themselves clearly but possibly lack metalanguage for efficient expression. Evidence and support for ideas will be heavy-handed and overlong but pertinent. |</p>
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<td>More able pupils will be able to structure text with ease and signpost organisation to the reader. Use of subordinating conjunctions may occasionally be insecure, especially <em>what if</em> and <em>although</em> constructs. Sentences may still lack some variety.</td>
<td>Most pupils will be able to link opinion and evidence clearly and will begin to use however, yet in complex sentences to deal with opposing points of view in one paragraph. It will be stilted rather than fluent and sentences may lack variety. More able pupils will be able to combine opposing views in one paragraph, though it may still be stilted.</td>
<td>Most pupils will be able to construct the text and use appropriate connectives. They will be able to express a balanced argument though it may lack fluency and may consist of alternate paragraphs or even a text of two halves. Conclusions may not sum up the arguments. More able pupils will express the arguments clearly and fluently. They will be able to argue points within a paragraph and argue towards a conclusion. The conclusion may consist of more of a list of points rather than a fluent summative conclusion.</td>
<td>Most pupils will express themselves clearly and work towards a clear viewpoint, though this may be a reiteration of key sentences rather than a fluent paragraph. Evidence or support for ideas may be too long and not be integrated into sentences. Expression may be stilted when sentences contain several subordinate clauses. More able pupils will write fluently and combine objectivity with a personal evaluation of ideas and evidence. They will use some metalanguage with confidence. They will integrate evidence into their sentences and their conclusion will approach a fluent paragraph.</td>
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| How could you ensure good pace and secure rapid progress? | For modelled and shared reading and writing, ensure demanding texts: pitch them to the more able. In Year 7, ensure that the text lends itself to Year 7 and 8 objectives so that the reading and questioning can deal quickly with chronology and then move to signposts for argument within and across sentences and paragraphs. Use guided work to support chronology for those still insecure, signalling argument for the bulk of the class and working contrasting ideas within one paragraph for the more able. Independent work will ensure pupils can apply what they have learned without teacher support. Regroup for guided work at the next planned opportunity for those struggling or needing greater progression. | | | |
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**How could you ensure good pace and secure rapid progress?**

In Year 8 attend to Year 8 and Year 9 objectives; the more able will be able to cope with Year 10 objectives. Teach argument and analysis within argument. In shared work begin with texts which argue one side along side texts which argue both sides on the same topic. Consider the differences in style and structure between the two. Offer texts which are objective and argue towards a conclusion based on evidence and teach the difference between objective and subjective judgements.

In guided work, encourage the lower-attaining pupils to express one point of view clearly. Most pupils need to address a balanced view and the more able need to take two opposing points of view and create a balanced argument in speaking and listening and writing. Plan further shared or guided work to ensure most pupils have grasped the principles described in the objective for the year group: consider fulfilling it as a minimum requirement for all pupils.

In Year 9 attend to Year 9 objectives and GCSE criteria. Ensure that shared texts are challenging for the most able and differentiate the questions to ensure all pupils are engaged. Ensure modelled and shared work looks at comparisons in texts in reading and writing. Develop the use of ‘point, evidence, explanation’ so that all pupils can do it independently to the best of their ability, particularly explanation. Ensure that all pupils have a chance to work on comparisons in guided work; for the lower-attaining pupils that be an oral response in the first instance.

In Year 10 ensure first that you have clear curricular targets from an analysis of Key Stage 3 tests and teacher assessments. Texts used as examples in shared work should now be specialised such as adult film reviews or book reviews. In shared reading, note the linguistic features and how they are typical of their type. Teach the way reviewers argue their case and/or use subjective views and intertextual knowledge to support their comments. In modelled and shared writing show how this is done, how writers incorporate short, pithy quotations into their work and how pupils can draw on their knowledge of their Key Stage 3 Shakespeare play to make intertextual links. In guided work, encourage lower-attaining pupils to continue to use point, evidence, explanation on their GCSE texts and to evaluate text and effect in more detail. Expect the more able to use intertextual references and integrate evidence into their sentences rather than using introductory phrases; guide them as appropriate.

In all cases, use plenaries to ascertain rate of progress, e.g. invite the class to evaluate independent work against a checklist or invite a guided group to explain what they have learned to the rest of the class.
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**National Strategy**

*Increasing pupils’ rates of progress in English*

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2.8 (1) **HANDOUT**
### Key Stage 3

**National Strategy**

Increasing pupils' rates of progress in English

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### Key Stage 3 National Strategy

**Increasing pupils’ rates of progress in English**

<table>
<thead>
<tr>
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<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you know when pupils have learned it?</td>
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<tr>
<td>How could you ensure good pace and secure rapid progress?</td>
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How could you ensure good pace and secure rapid progress?
2.6 What next?

Now take 5 minutes to discuss, in pairs, what you have just done and how you will use it back in your departments. You will be asked to complete an OHT, but you may want to keep your own notes too.
Session 3: Introducing the matrices

3.1 Introduction

- This session shows how you can link teaching objectives and teaching and learning approaches with pupil targets and learning outcomes.
- The session is designed to build upon the work departments have already done using the ‘writing matrix’ which was part of the Improving writing training.
- This work has been extended to reading and to speaking and listening. The matrices offer illustrations of these links and show the relationship with assessment focuses in reading and writing. The speaking and listening matrix links objectives and teaching strategies to ‘areas of focus’ based on sections of the framework. The matrices complement Assessment for learning materials and the English subject-specific exemplification (DfES 0043-2004 G and 0738-2004).

Notes

Aims of Session 3

Making links between:
- key objectives
- teaching and learning approaches
- evidence of pupil progress
- to explore using the matrices for reading and for speaking and listening
3.2 Teaching, learning and assessment – reading

Activity 1

Using Handout 3.1 (and referring to OHT 3.2) read through the Year 7, 8 and 9 sections for a particular assessment focus, noting the way progression is tracked through the key stage. In pairs, look through the rest of the handout, considering ways in which you might use it to help the department to increase pupils’ rates of progress. Focus particularly on how you might use the reading matrix to support:

- a review of progression in schemes of work;
- a response to analysis of test papers and teacher assessments for particular classes, groups or individuals;
- particular teachers or pupils where rates of progress in reading are a concern.

Notes

The reading matrix

- Teaching objectives clustered around a key objective, related to one of the five assessment focuses
- List of helpful teaching approaches
- Suggestions for pupil targets
## Reading improvement matrix

### Reading: Year 7

<table>
<thead>
<tr>
<th>Year 7 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7R1</strong> Know how to locate resources for a given task, and find relevant information in them, e.g. skimming, use of index, glossary, key words, hotlinks.</td>
<td>• Use grids and tables such as the KWL or QUADS grids to support reading for a purpose.</td>
<td>• Before beginning research, note what is already known and what is needed to find out, to help to sharpen the focus (KWL, QUADS).</td>
</tr>
<tr>
<td><strong>7R2</strong> Model/revise appropriate reading strategies to extract particular information, e.g. highlighting, scanning.</td>
<td>• Model reading for different purposes (skimming, scanning, close reading) during shared reading sessions.</td>
<td>• Be able to use indexes, contents pages and dictionaries quickly and efficiently.</td>
</tr>
<tr>
<td><strong>7R3</strong> Compare and contrast the ways information is presented in different forms, e.g. web pages, diagrams, prose.</td>
<td>• Use text marking and annotation to support information retrieval.</td>
<td>• Ensure understanding of vocabulary in a text so that it makes sense, especially when it might be specialised.</td>
</tr>
<tr>
<td><strong>7R4</strong> Make brief, clearly-organised notes of key points for later use.</td>
<td>• Teach a variety of note-making strategies as aide-memoires to appeal to different learning styles, e.g. mind maps, using pictures as well as text, using key words and phrases.</td>
<td>• Skim-read to get the gist of a passage to decide whether it should be read more closely, e.g. to compare or find details.</td>
</tr>
<tr>
<td><strong>7R5</strong> Appraise the value and relevance of information found and acknowledge sources.</td>
<td>• Devise short, pacy activities as starters to revise and hone dictionary and scanning skills, e.g. revise using the quartiles of a dictionary; dictionary races in teams.</td>
<td>• Be able to decide what is relevant in a text.</td>
</tr>
<tr>
<td><strong>7W15</strong> Use a dictionary and thesaurus with speed and skill.</td>
<td>• Use plenaries to discuss how pupils tackled information retrieval tasks in order to consolidate explicit strategies.</td>
<td>Keeping purpose for reading in mind:</td>
</tr>
<tr>
<td><strong>7W21</strong> Read accurately, and use correctly, vocabulary which relates to key concepts in each subject distinguishing between everyday uses of words and their subject specific use, e.g. energy, resistance.</td>
<td>• Use ICT to support teaching, e.g. present text on-screen highlighting, deleting and ‘find and replace’ facility.</td>
<td>• Use highlighting to identify key words and phrases in texts.</td>
</tr>
</tbody>
</table>

**Related QCA Assessment focus**

AF2 Understand, describe, select, retrieve information, events or ideas from texts and use quotation and reference to text.
<table>
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<th>Possible graduated pupil targets</th>
</tr>
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</table>
| 7R6 Adopt active reading approaches to engage with and make sense of texts, e.g. visualising, predicting, empathising and relating to own experience. | - Model inference and deduction during shared reading, e.g. using statement cards, searching for evidence in the text to support or disprove the statement and annotating the text appropriately.  
- Use the first paragraph of a piece of text to model finding clues as to what the whole text will contain.  
- When doing shared reading, use ‘time out’ to give pupils the opportunity in pairs to find clues and evidence in text.  
- Ask pupils to predict mood, time, place, etc. from pictures, e.g. wedding or football photographs, and show why they are able to do this through a similar process to that in which readers predict text (knowledge about conventions, genres, etc).  
- Investigate the use of connotation and emotive language through a study of adverts.  
- Use drama techniques, e.g. freeze-framing, tableaux, to explore depictions of character and relationships, recording opinions and evidence, e.g. on a sociogram or ‘character on the wall’. | - Make sure the difference between inference and deduction is known.  
- Read back as well as forwards in a text to find links between key events and themes. Think about how this affects a response as a reader.  
- Link comments clearly to the evidence.  
- Begin to recognise the way in which aspects of a multi-media text combine to make meaning for the audience.  
- Begin to discuss how sound, pictures and words affect a response to and understanding of the text.  
- Check the question or task to make sure a full answer has been given. |
| 7R7 Identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer. |                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |
| 7R8 Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.       |                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |
| 7R11 Recognise how print, sounds and still or moving images combine to create meaning.                           |                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |

**Related QCA Assessment focus**

AF3 Deduce, infer or interpret information, events or ideas from texts.
### Year 7 Selected Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>7S13 Revise the stylistic conventions of the main types of non-fiction:</td>
<td>• Revise knowledge about structure and organisation of main genres of non-fiction texts through shared reading of appropriate texts, asking pupils to predict structure before reading, annotating the text accordingly and drawing up lists of features which can then be used as criteria for their shared writing (see <em>Sequence for teaching writing</em>).</td>
<td>• Know and use the terms that are used for describing how texts are structured.</td>
</tr>
<tr>
<td>a) Information, which maintains the use of the present tense and the third person; organises and links information clearly, incorporates examples;</td>
<td>• Revise and extend knowledge about organisation of paragraphs in a text and organisation of sentences within a paragraph through sequencing activities, e.g. identifying topic sentences, sequencing paragraphs to make a text; sentencing sentences to make a paragraph; giving sub-headings to each paragraph and asking pupils to sequence the subheadings before reading the text.</td>
<td>• Know the writing styles and features used in particular non-fiction text types.</td>
</tr>
<tr>
<td>b) Recount, which maintains the use of past tense, clear chronology and temporal connectives;</td>
<td>• Have pupils in pairs give subheadings to paragraphs in a piece of text and challenge another pair to reassemble subheadings and paragraphs into a coherent text.</td>
<td>• Recognise how writers organise paragraphs in non-fiction, i.e. the way in which topic sentences are supported by evidence later in the paragraph.</td>
</tr>
<tr>
<td>c) Explanation, which maintains the use of present tense and impersonal voice, and links points clearly;</td>
<td>• In shared/guided writing, model how to link opinions with textual support.</td>
<td>• Remember to comment on the effect of word choice and sentence structure as a feature of the writer’s organisation of the text.</td>
</tr>
<tr>
<td>d) Instructions, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance;</td>
<td></td>
<td>• Begin to discuss why a writer chose that way of organising a text.</td>
</tr>
<tr>
<td>e) Persuasion, which emphasises key points and articulates logical links in the argument;</td>
<td></td>
<td>• Be able to discuss the ways in which writers prepare readers for the ending of a text.</td>
</tr>
<tr>
<td>f) Discursive writing, which signposts the organisation of contrasting points and clarifies the viewpoint.</td>
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### Related QCA Assessment focus

| AF4 Identify and comment on the structure and organisation of texts including grammatical presentational features at text level. |  |  |

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*Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.*

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*Key objective banks for more detailed guidance.*
### Year 7 Selected Framework objectives

| 7W16 | Work out the meaning of the unknown words using context, etymology, morphology, compound patterns and other qualities such as onomatopoeia. |
| 7R12 | Comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure. |
| 7R14 | Recognise how writers’ language choices can enhance meaning, e.g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects. |

### Related QCA Assessment focus

AF5 Comment on writers’ uses of language, including grammatical and literary features at word and sentence level.

### Helpful teaching approaches

- Model ways of working out meanings of words and offer activities where pupils do this independently.
- In shared and guided reading, look closely at words and phrases that evoke mood or setting, e.g. extract words and phrases from a passage that successfully evokes a mood and ask pupils what sort of mood is evoked; rank a collection of words or phrases on a continuum, e.g. from depressing to hopeful, or hot to cold, or inviting to forbidding.
- In shared and guided reading, point out the ways in which sentence structures affect meaning and prioritisation of ideas. Look closely at why writers vary these aspects for effect.

### Possible graduated pupil targets

- Recognise links between words and explain the relationship between them, making reference to work families and roots.
- Understand how context can change the meaning of words.
- Know and use the terms for analysing language usage, e.g. simile, metaphor, alliteration, personification.
- Be able to discuss why writers choose specific effects to affect the reader’s response.
### Year 7 Selected Framework objectives

<table>
<thead>
<tr>
<th>Key objective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7R17</td>
<td>Read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e.g. sharing views, keeping a reading journal.</td>
</tr>
<tr>
<td>7R9</td>
<td>Distinguish between the views of the writer and those expressed by others in the text, e.g. the narrator, quoted experts, characters.</td>
</tr>
<tr>
<td>7R16</td>
<td>Distinguish between the attitudes and assumptions of characters and those of the author.</td>
</tr>
<tr>
<td>7R20</td>
<td>Explore the notion of literary heritage and understand why some texts have been particularly influential or significant.</td>
</tr>
<tr>
<td>7R18</td>
<td>Give a considered response to a play, as script, on screen or in performance, focusing on interpretation of action, character and event.</td>
</tr>
<tr>
<td>7R10</td>
<td>Identify how media texts are tailored to suit their audience, and recognise that audience responses vary, e.g. popular websites.</td>
</tr>
</tbody>
</table>

### Helpful teaching approaches

- Instigate a system of individual reading journals and/or whole class journals, e.g. on the wall to record reading. Record views under headings such as genre/plot/character/style.
- In shared and guided reading discuss text in terms of the author’s intention, e.g. ‘what did the author want us to think about this character when he made him act this way?’ as well as ‘why did the character act this way?’
- Compare a piece of text where the difference between the author’s viewpoint and that of others in the text is clear, e.g. a passage about a villain in fiction; a piece of persuasive writing, and one in which it is less clear, e.g. discursive text where the writer produces a balanced argument and his own views are not entirely clear until the conclusion.
- Model a reading of a media text, e.g. an advertisement and demonstrate how a director or editor caters for intended audience and purpose.
- Model a reading of a play performance or film version to focus on the reasons for directorial decisions and the effect on audience.
- In shared reading, look at how a text from the literary heritage portrays its time and discuss why.

### Possible graduated pupil targets

Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.

- Keep a record of your independent reading. Comment on your response to a text, trying to give reasons for your thinking.
- In a first-person text, distinguish between the views of the narrator and those of the writer.
- Look for the clues a writer gives about the way they feel about what they are writing.
- Be able to comment on the choices a director makes when staging a play to ensure their ideas are clear to the audience.
- Begin to discuss how a director of a media text puts together and designs that text for the intended audience and purpose.

### Related QCA Assessment focus

AF6 Identify and comment on writers’ purposes and viewpoints, and the effect of the text on the reader.
# Reading improvement matrix

## Reading: Year 8

<table>
<thead>
<tr>
<th>Year 8 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
</table>
| **8R2** Undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources. | - Revise use of contents, indexes and search engines as a starter activity.  
- Model question setting focusing on precision to seek the required answers.  
- Model the planning process with pupils using a KWL or QUADS grid to acknowledge sources.  
- Be clear about the reading strategy pupils should use and why the approach is appropriate to the task.  
- Model various note-taking strategies explaining their strengths and weaknesses for the task as you go.  
- In guided reading, ensure pupils are clear about text organisation and how to locate information.  
- Model ways of drawing various pieces of information together to summarise a text.  
- Model how to use support information when making points. | Describing and selecting:  
- Use key words to locate and retrieve information. Use a KWL or QUADS grid to activate prior knowledge and to decide upon precise research questions.  
- Choose from a range of reading strategies, e.g. skimming, scanning according to the task set.  
- Use key words to locate information in a range of sources, including ICT.  
- Use highlighting to locate information about different topics.  
- Choose a note-taking format appropriate to the task.  
- Use point-evidence analysis grids to ensure that quotations and comments are included when discussing text.  
Using evidence:  
- Decide on key points which are common to all sources and those which are completely opposing. Record these in a suitable format.  
- Use appropriate quotations and supporting evidence when discussing text. |
| **8R3** Make notes in different ways, choosing a form which suits the purpose, e.g. diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval. | | |
| **8Wr17** Integrate evidence into writing to support analysis or conclusions, e.g. data, quotation. | | |
| **8R1** Combine information from various sources into one coherent document. | | |
### Year 8 Selected Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8R4</td>
<td>Review their developing skills as active, critical readers who search for meaning using a range of reading strategies.</td>
</tr>
<tr>
<td>8R5</td>
<td>Trace the development of themes, values or ideas in texts.</td>
</tr>
<tr>
<td>8R6</td>
<td>Recognise bias and objectivity, distinguish facts from hypotheses, theories or opinions.</td>
</tr>
<tr>
<td>8R7</td>
<td>Identify the ways implied and explicit meanings are conveyed in different texts, e.g. irony, satire.</td>
</tr>
<tr>
<td>8R13</td>
<td>Read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique.</td>
</tr>
</tbody>
</table>

### Helpful teaching approaches

- Model the role of the critical reader. Ask questions of the text during shared reading. Focus on subject matter, style and technique.
- Use a reading journal as a way of recording responses to texts so that themes can be traced as the text is read (especially the class novel). Engage pupils in reflections upon subject, style and technique.
- Model the construction of a timeline or chapter grid.
- In shared reading, model with key passages how to trace patterns of language use. Annotate the repetition of key words and images. Show how different symbols and colours can be used to refer to different themes.
- In shared reading show how writers use irony and how it can be recognised, e.g. through exaggeration.
- In shared and guided reading demonstrate the ways in which connotations and layers of meaning work.
- Model the tracing of themes through mind-maps and flow charts.
- Provide chapter segments (based on themes) to sort in pairs into the main themes conveyed.
- Use starters and plenaries to model how to use sticky notes as a means of tracing themes through a text.
- Provide pupils with a tracking chart. Use visual representations such as flow charts or graphs.
- Hot-seat or interview the writer: check for an author’s website and use it critically as supporting material to a text.
- Interact with the text, using techniques such as letters, problem pages, diaries and news reports.
- Create annotation cards/chart for pupils to identify techniques in a text they are reading, e.g. powerful verbs show how a character feels; short dramatic sentences increase the tension.

### Possible graduated pupil targets

Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.

- Be able to discuss what the text is about rather than simply retelling it.
- Be able to pick out key events or ideas by making links, highlighting and annotating.
- Identify imagery which suggests a theme.
- Demonstrate an ability to pick out relevant repetition which traces developments.
- Show awareness of vocabulary choices which indicate a writer’s point of view.
- Be aware of changes of setting, narrative perspective and chronology.
- Explain some of the methods writers use to influence the reader.
- Be able to follow a theme in a fiction text, recognising how it is developed through character, narrative commentary and the writer’s use of language.
- Make points, provide evidence and explanations when interpreting a text.
- Make a series of points about the subject matter of the text, showing how ideas change and develop through different parts of the text.
- Use appropriate vocabulary when discussing the writer’s style and techniques.

### Related QCA Assessment focus

AF3 Deduce, infer or interpret information, events or ideas from texts.
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</thead>
<tbody>
<tr>
<td><strong>8R13</strong> Read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique.</td>
<td>• Share the reading of part of a novel and a film clip of the same section: discuss the differences between telling and showing.</td>
<td>• Begin to describe what writers need to do when transforming a book into a film or a film into a book.</td>
</tr>
<tr>
<td><strong>8R10</strong> Analyse the overall structure of a text to identify how key ideas are developed, e.g. <em>through the organisation of the content and the patterns of language used.</em></td>
<td>• Develop pupils' understanding of sonnet, and Gothic horror, for example, as a subset of horror through shared and guided reading, pointing out features at text, sentence and word. Draw up checklists of features.</td>
<td>• Be able to describe the reasons for book and video cover choices and how they relate to the text as a whole and their effect on the reader.</td>
</tr>
<tr>
<td><strong>8R8</strong> Investigate how meanings are changed when information is presented in different forms or transposed into different media.</td>
<td>• Ensure pupils have opportunities to investigate the accuracy of the checklists independently through further examples.</td>
<td>• Begin to recognise particular types of poem or genre and describe some of their features.</td>
</tr>
<tr>
<td><strong>8R14</strong> Recognise the conventions of some common literary forms, e.g. sonnet, and genres, e.g. Gothic horror, and explore how a particular text adheres to or deviates from established conventions.</td>
<td>• Model looking at endings of substantial texts and trace back the way the reader is prepared for them through clues, and stylistic devices such as images and symbols.</td>
<td>• Begin to recognise what effect the choice of form has on the way the content is organised.</td>
</tr>
</tbody>
</table>

**Related QCA Assessment focus**

AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
### Key Stage 3

#### National Strategy

**Year 8 Selected Framework objectives**

<table>
<thead>
<tr>
<th>8W7</th>
<th>Review and develop their ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>recognise links between words related by word families and roots;</td>
</tr>
<tr>
<td>b)</td>
<td>work out the meaning of unknown words using context, syntax, etymology, morphology and other factors;</td>
</tr>
<tr>
<td>c)</td>
<td>understand and explain exactly what words mean in particular contexts.</td>
</tr>
</tbody>
</table>

| 8W8 | Understand and use key terms that help to describe and analyse language, e.g. word class, noun phrase, subordinate clause, syntax, conditional. |

| 8W13 | Understand the implications when a word is in quotation marks or is used ironically. |

| 8S11 | Understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions. |

**Related QCA Assessment focus**

- AFS explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level.

**Helpful teaching approaches**

- In pairs, create a word web (see Vocabulary and spelling unit in Literacy across the curriculum file and Year 7 spelling bank).
- Use card sorts and matching activities as paired activity, e.g. one word with two or more meanings as starter activities.
- Offer clear and concise explanations of key terms and make classroom posters, word banks, etc.
- Model deconstruction of appropriate texts in shared reading, focusing on analysis of specific grammatical forms, e.g. effect of adding subordinate clauses, positioning within sentences, effect upon meaning.
- Model process by which readers question texts to analyse meaning.
- Alert pupils to specialist use of vocabulary as they encounter this in class texts especially in semantic fields. Consider this as an indicator of audience, e.g. specialist or non-specialist.
- Model process of making word choices through shared writing.
- Model how to comment clearly on an author’s word choice when demonstrating to pupils how to write about the effect of language on a text’s meaning.
- Where appropriate and with sensitivity, invite pupils to share regional variations in their speech.
- Investigate older forms, e.g. Shakespeare and Chaucer.
- Select poems or dialogue with a regional variety or other variety i.e. black or American English.
- Investigate ways in which standard English with a regional accent is easier to understand than regional dialect forms.
- Investigate the influence of American and Australian varieties on British television. What have we adopted and why?

**Possible graduated pupil targets**

- Be able to apply prior knowledge of words to support understanding of a text.
- Be aware of key terms which describe and analyse language within texts, e.g. ellipsis, rhetorical questions, assonance, imagery.
- Be aware that certain words have specialist meanings in addition to more general meanings.
- Recognise ironic use of language with some reference to intended effect on the reader.
- Comment upon the use of non-standard forms of English in texts and why writers choose non-standard forms.
### Year 8 Selected Framework objectives

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<tr>
<td>8R12</td>
<td>Record and review the development of their independent reading, and identify ways of increasing its scope and challenge.</td>
</tr>
<tr>
<td>8R11</td>
<td>Investigate the different ways familiar themes are explored and presented by different writers.</td>
</tr>
<tr>
<td>8R15</td>
<td>Identify links between literary heritage texts and their times, e.g. the social context of a nineteenth century novel.</td>
</tr>
<tr>
<td>8R16</td>
<td>Recognise how texts refer to and reflect the culture in which they were produced, e.g. in their evocation of place and values.</td>
</tr>
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</table>

### Helpful teaching approaches

- Use reading journals to record themes and responses.
- Model how to trace developments of themes through mind-maps, sticky notes, character charts, flow charts. ICT would be useful.
- Model comparison of approaches to themes – whereas one author – the other, however, it can seen, is noticeable, etc.
- As starter or plenary session organise pupils to read responses from journals, recommend books, ‘sell’ books as possible class novels.
- Have a If you liked this ... try this list of recommendations.
- Liaise with the history department over what they are teaching and read texts from the period, discussing how far the texts and topics are accurate in their reflection of the times.
- Share the reading of texts from different cultures to show how they represent the culture. Invite pupils to read such texts as part of their private reading.
- Use ICT, photographs and artefacts to discuss links between text and visual images.
- In shared and guided reading, discuss how writers are often advocates for social change through their writing, e.g. Dickens, charity leaflets, campaigning websites.

### Possible graduated pupil targets

Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.

- Continue to develop different vocabulary and expressions to describe your responses to reading.
- Keep an up-to-date detailed reading journal to record the range of reading and experiments with different texts and authors. Give reasons for your opinions and feelings.
- Seek recommendations for future reading.
- Show how to follow up a genre, author or theme in private reading.
- Compare the treatment of a theme by two different authors independently.
- Be able to discuss how writers represent the time and culture through style and content.
- Be able to discuss that writers might be advocates for a cause and how they do this in their writing.
## Reading improvement matrix

### Reading: Year 9

<table>
<thead>
<tr>
<th>Year 9 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
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<tbody>
<tr>
<td><strong>9R1</strong> Review and extend their own strategies for locating, appraising and extracting relevant information.</td>
<td>• Ensure pupils have opportunities to research independently. Ensure they have clear reasons for the research and a clear outcome, e.g. to turn information from a variety of written sources into a radio programme.</td>
<td>• Use a KWL or QUADs grid to direct research, keeping the purpose for reading in mind.</td>
</tr>
<tr>
<td><strong>9R4</strong> Evaluate the relevance, reliability and validity of information available through print, ICT and other media sources.</td>
<td>• Model the process of establishing if something is fact or opinion.</td>
<td>• Select, highlight and annotate parts of the text relevant to purpose or audience as speedily as possible.</td>
</tr>
<tr>
<td><strong>9R2</strong> Synthesise information from a range of sources, shaping material to meet the reader’s needs.</td>
<td>• Use a grid to compare texts dealing with the same subject for audience, purpose, language and style.</td>
<td>• Match reading strategy to reading purpose, e.g. skim and scan when trying to locate specific bits of information.</td>
</tr>
<tr>
<td><strong>9S4</strong> Integrate speech, reference and quotation effectively into what they write.</td>
<td>• Create with the class a checklist of critical and evaluative questions to ask about research.</td>
<td>• Identify appropriate sources of information in relation to research topics.</td>
</tr>
<tr>
<td><strong>9Wr17</strong> Cite specific and relevant textual evidence to justify critical judgments about texts.</td>
<td>• In shared and guided writing model ‘Point-evidence-explanation’ paragraph organisation in writing about texts.</td>
<td>• Quickly decide upon and use a strategy for note taking which is appropriate to the task and the learning style.</td>
</tr>
<tr>
<td><strong>Related QCA Assessment focus</strong></td>
<td>• Use a shared writing session to demonstrate how to marshal and categorise information for a specific audience and purpose.</td>
<td>• Acknowledge and evaluate sources and quotations accurately.</td>
</tr>
<tr>
<td>AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</td>
<td>• Amend an existing text by inserting deliberate factual errors or by introducing inappropriate stylistic features – ask the class to identify these errors and to explain them.</td>
<td>• Use evidence to support arguments by making a point. Back it up with ideas and then explain how this reinforces the point.</td>
</tr>
<tr>
<td></td>
<td>• Compare a web page with the same information stripped of its presentational and graphical devices and show what graphical elements add to a text in terms of clarity and impact.</td>
<td></td>
</tr>
</tbody>
</table>
### Year 9 Selected Framework objectives

<table>
<thead>
<tr>
<th>Key objective</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>9R18</td>
<td>Discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.</td>
<td>Be able to sustain reading of a longer text and to discuss interpretations and preferences with others.</td>
</tr>
<tr>
<td>9R8</td>
<td>Compare the presentation of ideas, values or emotions in related or contrasting texts.</td>
<td>Be able to decide quickly and confidently how to read a text for a purpose.</td>
</tr>
<tr>
<td>9R10</td>
<td>Comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis.</td>
<td>Experiment with different ways of reading a speech aloud to show character, feelings and attitude.</td>
</tr>
<tr>
<td>9R18</td>
<td>Discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.</td>
<td>Examine ways in which writers express ideas, values and emotions through character, setting, dialogue and word choice.</td>
</tr>
<tr>
<td>9S&amp;L13</td>
<td>Develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists.</td>
<td>Identify how the writer uses evidence to support their arguments or to attack the arguments of a rival.</td>
</tr>
</tbody>
</table>

**Related QCA Assessment focus**

AF3 Deduce, infer or interpret information, events or ideas from texts.
### Year 9 Selected Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9W8</td>
<td>Recognise how lines of thought are developed and signposted through the use of connectives, e.g. nonetheless, consequently, furthermore.</td>
</tr>
<tr>
<td>9S6</td>
<td>Compare and use different ways of opening, developing, linking and completing paragraphs.</td>
</tr>
<tr>
<td>9S7</td>
<td>Analyse and exploit the stylistic conventions of the main text types, e.g. parody.</td>
</tr>
<tr>
<td>9R8</td>
<td>Investigate the organisation and conventions of ICT texts, e.g. CD-ROM, e-mail, web pages.</td>
</tr>
</tbody>
</table>

### Helpful teaching approaches

- Share the reading of a text with key connectives and pronouns blanked out – ask pupils to suggest suitable words and phrases.
- Model annotation of a text for cohesive links between paragraphs.
- Demonstrate skimming and scanning of paragraphs for connectives and text-mark purpose and/or effect.
- Share the reading of a teenage magazine article, showing how far language, layout, text and pictures fulfil different purposes, e.g. entertain, inform, persuade.
- Model what happens to meaning and cohesion if paragraphs are moved round.
- Offer examples of poorly organised text and model or share ways of improving them.
- Use moving images to discuss how verbal and pictorial information is combined with sounds to meet audience and purpose.
- Use a web page and a printed leaflet on similar topics, e.g. health issues and compare layouts, use of pictorial elements in terms of meeting intended audience and purpose.
- Ask pupils to do the same as above independently. Use the plenary to compare their findings and see if common features can be identified.

### Possible graduated pupil targets

- Analyse the order and presentation of ideas by, for example, commenting upon the structuring and linking of paragraphs.
- Recognise when texts are not well-organised to support the reader through poor signposting or prioritisation and be able to suggest appropriate changes.
- Be able to describe the ways in which a text exploits the features of a text type for, e.g. comic effect.
- Be able to identify the ways in which the same information is presented in different media; suggest why the differences are there both from the demands of the text type and the needs of audience and purpose.

### Related QCA Assessment focus

AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
### Year 9 Selected Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9W6</td>
<td>Know and use the terms that are useful for analysing language, e.g. type of phrase or clause, conditional verb.</td>
</tr>
<tr>
<td>9W7</td>
<td>Recognise layers of meaning in the writer's choice of words, e.g. connotation, implied meaning, different types or multiple meanings.</td>
</tr>
<tr>
<td>9W8</td>
<td>Recognise how lines of thought are developed and signposted through the use of connectives, e.g. nonetheless, consequently, furthermore.</td>
</tr>
<tr>
<td>9S10</td>
<td>Explore differing attitudes to language, and identify characteristics of standard English that make it the dominant mode of public communication.</td>
</tr>
<tr>
<td>9R12</td>
<td>Analyse and discuss the use made of rhetorical devices in a text.</td>
</tr>
<tr>
<td>9R14</td>
<td>Analyse the language, form and dramatic impact of scenes and plays by published dramatists.</td>
</tr>
<tr>
<td>9R16</td>
<td>Analyse ways in which different cultural contexts and traditions have influenced language and style, e.g. black British poetry, Irish short stories.</td>
</tr>
</tbody>
</table>

### Helpful teaching approaches

- Ask pupils to change key words in a poem to alter its mood significantly.
- Introduce range of texts capable of different interpretations, e.g. Vernon Scannell’s ‘A Case of Murder’ and show how different interpretations are supported by a text.
- Model process of text interrogation to show how the validity of different interpretations can be tested.
- Annotate texts to identify words which may have more than one meaning – identify meaning in context.
- Delete five or six key words from a short text. Ask pupils to select from a list of synonyms the words they think have been deleted. Pupils justify choices.
- Ask pupils to mark rhetorical devices on a persuasive speech such as Martin Luther King’s ‘I have a dream’.
- Model on OHT how to analyse rhetorical devices, circling and highlighting changes in pace by varied syntax.
- Use an old GCSE anthology to explore poems from a range of cultures. Compile grid under headings such as: language (including non-standard dialect), history, politics, traditions, customs, ideas, religion, beliefs, values.
- Provide annotation cards for matching with appropriate points in the text, e.g. use of patois to create impact, use of rhythm to recreate actions, etc.

### Possible graduated pupil targets

- Be able to comment upon layers of meaning by using such terms as: pun, ambiguity, connotation and irony.
- Support interpretations of a text’s meaning by making detailed references to it.
- Make a checklist of rhetorical devices, e.g. questions, repetition, alliteration, sentence variety, figurative language and check texts for them, taking care to understand why those effects were chosen.
- Collect examples of rhetorical devices to illustrate the checklist and note why they were used.
- Make checklists of typical features of texts from different historical and social contexts.
- Annotate texts with notes about: themes, structure, form and word choice including the use of non-standard and standard English.
- Be able to confidently describe and discuss why a writer writes as she or he does.
- Recognise how writers from other cultures create their effects at text sentence and word.
### Year 9 Selected Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9R5</td>
<td>Evaluate their own critical writing about texts.</td>
</tr>
<tr>
<td>9R13</td>
<td>Review and develop their own reading skills, experiences and preferences, noting strengths and areas for development.</td>
</tr>
<tr>
<td>9R7</td>
<td>Compare the presentation of ideas, values or emotions in related or contrasting texts.</td>
</tr>
<tr>
<td>9R6</td>
<td>Comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures.</td>
</tr>
<tr>
<td>9R8</td>
<td>Analyse how media texts influence and are influenced by readers, e.g. interactive programmes, selection of news items.</td>
</tr>
<tr>
<td>9R9</td>
<td>Compare themes and styles of two writers from different times.</td>
</tr>
<tr>
<td>9R11</td>
<td>Analyse how an author’s standpoint can affect meaning in non-literary as well as literary texts.</td>
</tr>
<tr>
<td>9R17</td>
<td>Compare the themes and styles of two or more poets.</td>
</tr>
<tr>
<td>9R15</td>
<td>Extend their understanding of literary heritage by relating major writers to their historical context and explaining their appeal over time.</td>
</tr>
</tbody>
</table>

### Helpful teaching approaches

- Maintain reading journals that now ask pupils to map the development of the writer’s purposes and intentions and their effect on them as readers.
- In shared reading of a text’s opening, model annotating writer’s point of view and how that is sustained or not through a text.
- Look at leaflets on a controversial issue, comparing emotions and values identifying differences between authors’ intentions and viewpoints.
- Offer independent activities where pupils have to decide on the writer’s viewpoint.
- Use guided reading sessions to support pupils in becoming more confident in talking about the effects of different texts on them as readers and how writers manipulate the reader.
- Use a grid to note similarities and differences between the audiences and purposes conveyed by a pair of texts from different media, e.g. web page and printed leaflet. Note how the text type influences graphical choices and reader response.
- In a plenary session, ask pupils to compare entries about a common text in reading journals and to note similarities and differences in terms of its effect on them as readers.
- Read further influential texts from earlier times and consider their purpose and effect both then and now, e.g. *The Modest Proposal*, extracts from Pepys’ *diary* or *Rape of the Lock*. | 

### Possible graduated pupil targets

- Continue to record views from private reading, focusing on why writers write as they do.
- Experiment with rewriting a text from a different point of view.
- Use two-column grids to record and compare purposes and effects of different texts.
- Be able to discuss the ways in which writers manipulate the reader’s response though choice of stylistic features.
- Be able to discuss the effects that writers had in their own time and the effect they have now.
- Be able to discuss why some texts still seem relevant today despite being written a long time ago.
The following points emphasise useful features of the matrices.

- The teaching approaches included in the matrix help to identify some of the adjustments to teaching which may be necessary to increase pupils’ rates of progress.
- The matrices support teachers in deciding what to teach, in selecting appropriate strategies and in looking out for indications of progress.
- Different learning styles are taken into account, supporting provision for individual pupil needs in long-, medium- and short-term planning.
- The pupil targets can be used for individual or group targets.
- The targets can help focus marking and feedback to pupils, so teachers are addressing specific areas of weakness. In addition the targets will encourage pupils to take more responsibility for their own learning.

The matrices are best used in conjunction with the Key objective banks. Further support can be found in Assessment for learning (DfES 0043-2004 G).
3.3 The speaking and listening matrix

Look at the speaking and listening matrix as shown in Handout 3.2. Notice that the objectives are clustered around areas of focus derived from the framework.

Activity 2

The activity on OHT 3.4 focuses on how developing pupils' expertise in speaking and listening can also support their progress in reading and writing.

Different pairs or groups take task A, B or C.

Notes

The speaking and listening matrix

• Similar layout to the reading and writing matrices
• Teaching objectives are clustered
• Glance through the matrix, considering how you could use it in your planning
• Focuses are:
  - spoken texts and presentation
  - questioning and responding
  - talking together
  - standard English and degrees
  - drama skills

Activity: using the speaking and listening matrix

Identify aspects of speaking and listening that either:
- need further development in your department’s schemes of work and lesson plans
- pupils (all, classes, groups, individuals) need to develop further.

• Task A: take the matrix and look at the speaking and listening objectives and classroom strategies which will take these speaking and listening skills forward.

• Task B: look at the speaking and listening objectives and classroom strategies which will help the pupils to build upon their existing skills in reading.

• Task C: look at the speaking and listening objectives and classroom strategies which will take forward pupils’ development in writing.
### Speaking and listening improvement matrix

#### Speaking and listening: Year 7

<table>
<thead>
<tr>
<th>Year 7 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
</table>
| **7S&L2** Recount a story, anecdote or experience, and consider how this differs from written narrative.  
**7S13** Revise the stylistic conventions of the main types of non-fiction:  
a) information  
b) recount  
c) explanation  
d) instructions  
e) persuasion.  
**7S&L9** Recognise the way familiar spoken texts, e.g. directions, explanations, are organised and identify their typical features, e.g. of vocabulary or tone.  
**7S&L3** Tailor the structure, vocabulary and delivery of a talk or presentation so that listeners can follow it.  
**7S&L4** Give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid.  
**7S&L19** Reflect on and evaluate their own presentations and those of others.  
**Focus:** Spoken texts and presentation | - Use the teaching sequence for speaking and listening to establish forms and styles.  
- Create a bank of talk and listening frames through analysing examples.  
- Analyse various extracts which feature discussion and debate: use transcripts as well as recordings. Ask pupils to identify and discuss features of the talk at text, sentence and word level.  
- Ask pupils to devise wall charts or recipe cards of the various talk text types and their features for reference.  
- Use a range of models to explore and establish the language and organisation of effective presentations.  
- Provide a bank of sentence openers which are appropriate to purpose and audience.  
- Ask pupils to explore the ways in which spoken texts are organised to signal meaning to the reader, e.g. *firstly, finally* to signal temporal order or prioritisation; *whereas, on the other hand* to signal an opposing point of view.  
- Encourage pupils to annotate transcripts with their comments on effective exchanges.  
- Model appropriate language for reflecting and evaluating, e.g. *I think this went well because; Although I did this well, I need to.* | - Be able to discuss the typical language and organisation of the main oral text types.  
- Begin to use the words and phrases from the text types that have been revised in individual speaking and listening.  
- Refer to examples and evidence to support your point of view.  
- Deliver spoken texts more slowly and with clear pronunciation.  
- Make a presentation clear to the listener by using appropriate phrases and connectives.  
- Use your speaking and listening journal to record how well you think you did in oral work using given criteria. Take advice on what you need to do next to improve. |
### Year 7 Selected Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7S&amp;L1</strong></td>
<td>Use talk as a tool for clarifying ideas, e.g. by articulating problems or asking pertinent questions.</td>
</tr>
<tr>
<td><strong>7S&amp;L6</strong></td>
<td>Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.</td>
</tr>
<tr>
<td><strong>7S&amp;L7</strong></td>
<td>Answer questions pertinently, drawing on relevant evidence or reasons.</td>
</tr>
<tr>
<td><strong>7S&amp;L12</strong></td>
<td>Use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking.</td>
</tr>
</tbody>
</table>

**Focus:** Questioning and responding

### Helpful teaching approaches

- Build in think and pair talk time to encourage responses.
- Model listening and recalling the main points of a talk by taking notes as you listen and recording the points on an OHT.
- Encourage different types of note taking to promote active listening and to organise evidence or reasons.
- Model the language of hypothesising, e.g. *What if; If ... then.*
- Provide opportunities for pupils to hypothesise and speculate, for example, using mysteries and simulations.

**Focus:** Talking together

### Possible graduated pupil targets

- Ask and answer relevant questions.
- Try out open, closed and what if questions and be able to discuss the differences in responses.
- Listen carefully to what is said and take notes to recall the main points.
- Respond to others by asking questions and challenging ideas.
- Begin to use evidence to support a point of view or oppose that of others.

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### National Strategy 3

**Focus:** Questioning and responding

- Ask and answer relevant questions.
- Try out open, closed and what if questions and be able to discuss the differences in responses.
- Listen carefully to what is said and take notes to recall the main points.
- Respond to others by asking questions and challenging ideas.
- Begin to use evidence to support a point of view or oppose that of others.

**Focus:** Talking together

- Listen to and recall the main points of a talk or discussion.
- Choose an appropriate way of recording main points.
- Try out a variety of roles in group discussions.
- Adopt appropriate language for the role and try to maintain it when defending a point of view, opposing it or asking for clarification.
- Acknowledge and respect other people’s views and be prepared to change a point of view in the light of evidence.
### Year 7 Selected Framework objectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7S15</strong></td>
<td>Vary the formality of language in speech and writing to suit different circumstances.</td>
</tr>
<tr>
<td><strong>7S17</strong></td>
<td>Use standard English consistently in formal situations and in writing.</td>
</tr>
</tbody>
</table>

### Helpful teaching approaches

See Key objective banks for more detailed guidance

- Use washing line activity for sorting examples of talk into degrees of informal and formal language.
- Discuss taped and videoed texts and note how standard English is not affected by accent; clarify the difference between accent and dialect.
- Analyse different texts for formality and standard English, discuss how choices are made for different audiences and purposes.
- Model speech styles for different audiences and purposes.

### Possible graduated pupil targets

Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.

- Begin to recognise some of the differences between formal and informal English in vocabulary and grammar.
- Begin to choose formal, informal and standard English depending on the audience and purpose.
- Know that it is not necessary to change an accent unless it interferes with understanding.

### Focus: Standard English and degrees of formality

- **7S&L15** Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli.
- **7S&L16** Work collaboratively to devise and present scripted and unscripted pieces, which maintain the attention of an audience.
- **7S&L17** Extend their spoken repertoire by experimenting with language in different roles and dramatic contexts.
- **7S&L18** Develop drama techniques and strategies for anticipating, visualising and problem solving in different learning contexts.
- **7S&L19** Reflect on and evaluate their own presentations and those of others.

### Focus: Drama skills

- **7S&L15** Model and develop the use of drama techniques such as hot seating, freeze-frame, thought-tracking and mime.
- **7S&L16** Explore the differences between scripted and unscripted pieces by improvising an additional scene for a scripted text.
- **7S&L17** Provide opportunities for pupils to develop their understanding of character and atmosphere through additional stimuli, for example, role cards, props, photographs and sound.
- **7S&L18** Use simulations where pupils use information to research and explore an issue in role, for example, school closure or a motorway.
- **7S&L19** Show the main characteristics of the role that is being played through vocal expression.
- **7S&L16** Select appropriate gestures to convey your role.
- **7S&L17** Choose any available props, sounds, etc. to develop the character being played.
- **7S&L18** Work collaboratively when speaking and listening or performing a script.
- **7S&L19** Evaluate own performance and that of others according to how effectively roles or characters are conveyed.
### Speaking and listening improvement matrix

#### Speaking and listening: Year 8

<table>
<thead>
<tr>
<th>Year 8 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8S&amp;L2</strong> Tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect.</td>
<td>• Use a range of models to explore the language and organisation of effective presentations.</td>
<td>• Choose and shape the typical language and organisation of the main oral text types to your presentation.</td>
</tr>
<tr>
<td><strong>8S&amp;L4</strong> Provide an explanation or commentary which links words with actions or images, e.g. a sports commentary or talking to a sequence of images.</td>
<td>• Analyse text linked to pictures for relationship between the two, e.g. words clarifying pictures; words adding extra information; pictures largely standing alone.</td>
<td>• Begin to recognise some of the ways in which speakers make choices to influence the listener.</td>
</tr>
<tr>
<td><strong>8S&amp;L8</strong> Recognise the range of ways in which messages are conveyed, e.g. tone, emphasis, status of speaker.</td>
<td>• Use recorded extracts of similar oral text types. Pupils listen, watch and identify type, purpose, register, tone emphasis and status of speaker.</td>
<td>• Try out different tones and gestures for effect. Ask for feedback from the audience.</td>
</tr>
<tr>
<td><strong>8S9</strong> Adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes, e.g. advertisements, documentaries, editorials.</td>
<td>• Provide pupils with opportunities to adopt the stylistic conventions of non-fiction text types for different audiences and purposes including advertisement, documentaries, news bulletins and speeches.</td>
<td>• Continue to use a speaking and listening journal to evaluate oral work. Be more precise in evaluations: use qualifying words and give clear reasons for opinions.</td>
</tr>
<tr>
<td><strong>8S&amp;L1</strong> Reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement.</td>
<td>• Encourage pupils to review and exploit conventional structures of presentations.</td>
<td></td>
</tr>
<tr>
<td><strong>Focus:</strong> Spoken text and presentation</td>
<td>• Teach language models for effective, precise reflection and evaluation, e.g. fairly clear, could use modal verbs more effectively, this was good because.</td>
<td></td>
</tr>
</tbody>
</table>

Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
<table>
<thead>
<tr>
<th>Year 8 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8S&amp;L5</strong> Ask questions to clarify understanding and refine ideas. <strong>8S&amp;L6</strong> Recognise their own skills, strategies and responses as listeners in different situations, e.g. to lyrics, directions, to information. <strong>8S&amp;L7</strong> Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus. <strong>8S&amp;L10</strong> Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas. <strong>8S&amp;L9</strong> Reflect on their individual strengths as contributors to group talk and identify points and opportunities for development. <strong>8S&amp;L11</strong> Recognise and build on other people's contributions. <strong>8S&amp;L12</strong> Take different roles in discussion, helping to develop ideas, seek consensus and report the main strands of thought.</td>
<td>- Use examples to analyse the emotional response to text, e.g. to songs or speeches. - Model with a TA or other teacher how to ask questions to seek clarification or further exemplification. - Provide opportunities to reflect on the effect directions or information has on the listener, especially in terms of clarity and organisation. - Model how to reflect on a contribution by showing how to think about the talk and its effect on the listener. - Encourage pupils to consider both linguistic and paralinguistic features of their talk and the listener's response.</td>
<td>- From your experience, choose and plan questions appropriate to the task, e.g. searching out information, seeking clarification or developing and challenging ideas. - Be able to describe the effect of what is heard and begin to describe how that effect is created through language choice and other effects. - Listen carefully to select relevant information or develop ideas.</td>
</tr>
</tbody>
</table>

**Focus:** Questioning and responding

- **Focus:** Talking together

- **Focus:** National Strategy 3

- **From your experience, choose and plan questions appropriate to the task, e.g. searching out information, seeking clarification or developing and challenging ideas.**

- **Be able to describe the effect of what is heard and begin to describe how that effect is created through language choice and other effects.**

- **Listen carefully to select relevant information or develop ideas.**

- **Extend the range of roles taken in group activities and maintain the role throughout, especially when the role demands the individual remains neutral or supports a view different or opposite to their own.**

- **Build on the contributions of others in group(s) by questioning and summarising.**

- **Be able to summarise points which others make to check understanding and/or meaning.**

- **Use appropriate language for thinking, e.g. what if, if, then.**

- **Continue to use speaking and listening journal to evaluate oral work. Be more precise in evaluations: use qualifying words and give clear reasons for opinions and targets.**
### Year 8 Selected Framework objectives

<table>
<thead>
<tr>
<th>Handout</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8S&amp;L3</strong> Make a formal presentation in standard English using appropriate rhetorical devices.</td>
<td>• Model formal presentations in standard English, being clear about how audience and purpose have affected your choices.</td>
<td>• Know what standard English is and use it when required.</td>
</tr>
<tr>
<td><strong>8S12</strong> Explore and use different degrees of formality in written and oral texts, e.g. formal speeches, informal journals.</td>
<td>• Analyse texts which make use of rhetorical devices such as rhetorical questions, three-part lists and two-part contrasts. Draw up a list from your analysis with comments on why they are effective.</td>
<td>• Be able to describe the ways in which speakers use formal and informal language in their talk and what the effects of their choices are.</td>
</tr>
</tbody>
</table>

**Focus: Standard English and degrees of formality**

| **8S&L13** Reflect on their participation in drama and identify areas for their development of dramatic techniques, e.g. keep a reflective record of their contributions to dramatic improvisation and presentation. | • Pupils use a speaking and listening journal to reflect on their participation in a variety of roles using subject specific vocabulary. | • Develop own assessment criteria to record evaluations of a performance in your speaking and listening journal. Set targets for improvement. |
| **8S&L14** Develop the dramatic techniques that enable them to create and sustain a variety of roles. | • Pupils should be encouraged to choose the most appropriate dramatic technique, for example, alter ego, role on the wall, thought, tracking, improvisation, use of mime to highlight significant moments. | • Control speech and gestures to make the role convincing and consistent. |
| **8S&L15** Explore and develop ideas, issues and relationships through work in role. | • Work with pupils to identify key dramatic moments from texts and performances to present character, relationships or issues. | • Take account of the roles of others during drama work. |
| **8S&L16** Collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues. | **Focus: Drama skills** | • Structure performances to explore issues with others in role. |

**Focus: Drama skills**

- **Know what standard English is and use it when required.**
- **Be able to describe the ways in which speakers use formal and informal language in their talk and what the effects of their choices are.**
- **Begin to use appropriate rhetorical devices to involve and influence the audience.**
## Speaking and listening improvement matrix

### Speaking and listening: Year 9

<table>
<thead>
<tr>
<th>Year 9 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
</table>
| 9S&L6 Analyse bias, e.g. through the use of deliberate ambiguity, omission, abuse of evidence.  
9S&L7 Identify the underlying themes, implications and issues raised by a talk, reading or programme.  
9S7 Analyse and exploit the stylistic conventions of the main text types, e.g. parody. | In setting oral tasks establish requirements regarding use of standard English and degree of formality.  
Pupils use a two-column grid headed explicit points and implied points when listening to extracts from a range of recorded spoken texts.  
Provide opportunities for pupils to manipulate a transcribed formal spoken text, for example, by changing selected words, phrases or rewriting into a parody.  
Provide a range of opportunities for pupils to provide feedback. | Extend the use of tone and gesture for effect.  
Be able to be explicit about the various techniques speakers use to influence the listener.  
Use some of those techniques to influence audiences.  
Manipulate language and structure to surprise and/or amuse the audience. |

**Focus:** Spoken text and presentation

| 9S&L3 Develop interview techniques which include planning a series of linked questions, helping the respondent to give useful answers, responding to and extending the responses.  
9S&L4 Reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts. | Explore a variety of interview techniques.  
Use models to investigate ways in which questions are linked to promote extended responses.  
Use additional adults to model and then conduct mock interviews.  
Provide a range of opportunities for pupils to provide feedback. | Be able to use experience of types of questions to develop and shape responses during an interview.  
Listen carefully to responses so the individual can ask questions which clarify and extend what has been said for audience clarification.  
Be able to reflect orally and on paper about successes as a listener. |

**Focus:** Questioning and responding
<table>
<thead>
<tr>
<th>Year 9 Selected Framework objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Handout</strong></td>
<td></td>
<td><strong>Note:</strong> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.</td>
</tr>
<tr>
<td><strong>Focus:</strong> Talking together</td>
<td></td>
<td><strong>Focus:</strong> Standard English and degrees of formality.</td>
</tr>
<tr>
<td><strong>Year 9 Selected Framework objectives</strong></td>
<td><strong>Helpful teaching approaches</strong></td>
<td><strong>Possible graduated pupil targets</strong></td>
</tr>
<tr>
<td>9S&amp;L5 <em>Compare different points of view that have been expressed, identifying and evaluating differences and similarities.</em></td>
<td><strong>• Use examples from the media to analyse differences of opinion, for example, over a controversial issue. Provide a template for pupils to record the views and then consider how far apart they actually are.</strong></td>
<td><strong>• Be able to discuss the different points of view being expressed and suggest ways to bring about an agreement in the group.</strong></td>
</tr>
<tr>
<td>9S&amp;L9 <em>Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.</em></td>
<td><strong>• Ask pupils to suggest solutions and compromises to the above to which all parties could agree.</strong></td>
<td><strong>• Be able to adopt a viewpoint in role and argue the case, even if it is not agreed with.</strong></td>
</tr>
<tr>
<td>9S&amp;L10 <em>Contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives and evaluating differences and similarities.</em></td>
<td><strong>• Set up a variety of different scenarios with conflicting evidence where a decision has to be taken. Each member of the group adopts a role. Following the group discussion, a decision and recommendations are recorded.</strong></td>
<td><strong>• Ensure that contributions to discussion are constructive. Be prepared to sum up, seek an agreement in the group and offer alternatives as appropriate both in role and as an individual.</strong></td>
</tr>
<tr>
<td>9S&amp;L8 <em>Review the contributions they have made to recent discussions, recognising their strengths and identifying areas for development.</em></td>
<td><strong>• Give pupils a controversial statement to discuss. Pre-prepared cards are handed out and used to add to their discussion.</strong></td>
<td><strong>• Be able to reflect on and discuss personal ability as a speaker and listener and set targets for improvement.</strong></td>
</tr>
<tr>
<td>9S&amp;L1 <em>Reflect on the development of their abilities as speakers and listeners in a range of different contexts and identify areas for improvement.</em></td>
<td><strong>• In guided talk, model and structure how to do this for those who need it.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Focus:</strong> Use standard English to explain, explore or justify an idea.</td>
<td><strong>• Use small groups to brainstorm the features of more formal talk, each group to focus on one of: explain, explore, justify.</strong></td>
<td><strong>• Before planning a talk or contribution, decide to use standard English throughout and maintain it.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• In setting oral tasks establish requirements regarding use of standard English and degree of formality.</strong></td>
<td></td>
</tr>
</tbody>
</table>

See Key objective banks for more detailed guidance.
<table>
<thead>
<tr>
<th>Year 9 Selected Framework objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>9S&amp;L11</strong> Recognise, evaluate and extend the skills and techniques they have developed through drama.</td>
<td>- Use a pupil speaking and listening journal to evaluate and extend their dramatic skills and techniques.</td>
<td>- Be able to discuss and evaluate your performance and that of others objectively and work on improvements.</td>
</tr>
<tr>
<td><strong>9S&amp;L12</strong> Use a range of drama techniques, including work in role, to explore issues, ideas and meanings, e.g. by playing out hypotheses, by changing perspectives.</td>
<td>- Provide a variety of opportunities to analyse and explore issues, ideas and meaning through appropriate contexts.</td>
<td>- Ensure your performance in the drama is consistent with that of others in tone and style.</td>
</tr>
<tr>
<td><strong>9S&amp;L13</strong> Develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists.</td>
<td>- Show two versions of the same scene, interpreted by different directors. Pupils complete a template comparing the two scenes. They may consider characterisation, setting and atmosphere, dramatic tension, viewpoint.</td>
<td>- Structure performances to use pause, language and gesture to convey atmosphere and tension.</td>
</tr>
<tr>
<td><strong>9S&amp;L14</strong> Convey action, character, atmosphere and tension when scripting and performing plays.</td>
<td>- Pupils annotate a scene from a play, adding director's notes to indicate how they would enhance characterisation, setting and tension.</td>
<td>- Work to maintain a particular interpretation of a scene so that the audience understands your chosen interpretation.</td>
</tr>
<tr>
<td><strong>Focus:</strong> Drama skills</td>
<td>- Model how to write a comparison, incorporating contributions suggested by the class.</td>
<td>- Be able to describe and justify individual interpretation to others either orally or on paper.</td>
</tr>
</tbody>
</table>
3.4 Plenary

Developing skills in speaking and listening also leads to development in pupils’ writing and reading skills. The Year 9 training exemplified approaches to speaking and listening. Ofsted observes that English lessons do not always consistently make the most of structured speaking and listening.

The Key objective banks have a range of teaching suggestions to support speaking and listening objectives.

The Improving writing link leaflet helps to identify the links between speaking and listening and writing (Improving writing through speaking and listening DfES 0400/2002). Other materials that can support talk for learning can be found in the whole-school materials for Literacy and learning, ICT across the curriculum and Assessment for learning.

This session has explored teaching strategies and ways these can be linked to objectives. The suggested pupil targets in the matrices give pupils a view of their learning and their next steps. The next session will look at how lessons may appear to pupils themselves, and what teachers can do to ensure all pupils are included in the learning.
### Writing improvement matrix

#### Writing: Year 7

<table>
<thead>
<tr>
<th>Year 7 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>7Wr2 Collect, select and assemble ideas in a suitable planning format.</td>
<td>• Read, review and model text types through shared writing.</td>
<td>Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.</td>
</tr>
<tr>
<td>7Wr5 Structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution.</td>
<td>• Use visual planning formats and model how to plan, using spider diagrams, thought webs, for and against boxes, card sorts.</td>
<td></td>
</tr>
<tr>
<td>7Wr6 Portray character, directly and indirectly, through description, dialogue and action.</td>
<td>• Customise the target statements to focus on self-improvement.</td>
<td></td>
</tr>
<tr>
<td>7Wr7 Use a range of narrative devices to involve the reader, e.g. withholding information.</td>
<td>• Keep the teaching focus on the objective.</td>
<td></td>
</tr>
<tr>
<td>7Wr8 Experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm, rhyme.</td>
<td>• Draw on reading through discussion.</td>
<td></td>
</tr>
<tr>
<td>7Wr9 Make links between their reading of fiction, plays and poetry and the choices they make as writers.</td>
<td>• Use card sorts with the elements of a story, give each group a different starting point to show that stories can be structured in different ways.</td>
<td></td>
</tr>
<tr>
<td>7Wr15 Express a personal view, adding persuasive emphasis to key points.</td>
<td>• Use role-on-the-wall to explore characters: an outline which can be filled in with appropriate words and quotations.</td>
<td></td>
</tr>
</tbody>
</table>

**Related QCA assessment focus: composition and effect**

| AF1 Write imaginative, interesting and thoughtful texts. |
| 7Wr1 Plan, draft, edit, revise, proofread and present a text with readers and purpose in mind. |
| 7Wr5 Structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution. |
| 7Wr10 Organise texts in ways appropriate to their content, e.g. by chronology, priority, comparison, and signpost this clearly to the reader. |
| 7Wr17 Write informal advice, anticipating the needs, interests and views of the intended reader. |
| 7Wr19 Write reflectively about a text, taking account of the needs of others who might read it. |

**Text-related**

- Plan an opening, know where the writing is going and how it will end.
- Try out different types of opening and ending.
- Shape stories using different narrative patterns.
- Choose the appropriate form of writing and use some typical features of that form.
- Choose the tone that best suits the task.

**Reader-related**

- Show an awareness of audience.
- Match the style to the reader.
- Try to anticipate the reader’s reaction.
- Use the right level of formality to suit the context and the reader.
### Year 7 Selected Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>7S12</td>
<td>Organise ideas into a planned and coherent sequence of paragraphs, introducing, developing and concluding them appropriately.</td>
<td>Demonstrate via card sorts how the same material can be organised in different ways.</td>
</tr>
<tr>
<td>7S13</td>
<td>Revise the stylistic conventions of the main types of non-fiction.</td>
<td>Focus on topic sentences in shared work.</td>
</tr>
<tr>
<td>7S14</td>
<td>Recognise and use stylistic conventions of the main forms of writing used in subjects.</td>
<td>Give pupils content in order to focus on structure.</td>
</tr>
<tr>
<td>7S12</td>
<td>Organise ideas into a planned and coherent sequence of paragraphs, introducing, developing and concluding them appropriately.</td>
<td>Use sequencing activities to analyse text structures.</td>
</tr>
<tr>
<td>7S13</td>
<td>Revise the stylistic conventions of the main types of non-fiction.</td>
<td>Model the organisation of ideas in fiction and non-fiction.</td>
</tr>
<tr>
<td>7S14</td>
<td>Recognise and use stylistic conventions of the main forms of writing used in subjects.</td>
<td>Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.</td>
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### Related QCA assessment focus: text structure and organisation

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<th>Code</th>
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<tbody>
<tr>
<td>AF3</td>
<td>Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</td>
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</tbody>
</table>

### Text structure
- Know and use the range of text types.
- Arrange ideas in a logical order.
- Have a clear opening and ending.
- Select an effective way of opening and ending.
- Link the opening and the ending.

### Organising paragraphs
- Organise main ideas into sections appropriate to the type of text.
- Use paragraphs to organise writing in a logical way.
- Link paragraphs clearly, using connectives.

### Related QCA assessment focus: sentence structure and punctuation

<table>
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<tr>
<td>AF4</td>
<td>Construct paragraphs and use some cohesion within and between linked paragraphs.</td>
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### Helpful teaching approaches
- Feature paragraphing in shared and guided writing.
- Use starters to demonstrate the power of connectives to carry thoughts.
- Use sequencing activities to develop understanding of paragraph structures.
- Use writing partners armed with checklists of paragraph features.
- In shared reading, draw attention to effective paragraphing.
- Focus on the use of topic sentences during shared reading/writing.

### Possible graduated pupil targets
- Introduce paragraphs with a topic sentence and group connected ideas together.
- Avoid ambiguity through positioning pronouns correctly, using them consistently.
- Expand the main points or ideas in the paragraph with details, points or examples.
- Vary the length of paragraphs and connect ideas inside them in a logical way.
- Use paragraphs to organise writing in a logical way.
- Link paragraphs clearly, using connectives that signal the line of argument.
- Begin and organise paragraphs in varied ways.

### Organising paragraphs
- Organise main ideas into sections appropriate to the type of text.
- Use paragraphs to organise writing in a logical way.
- Link paragraphs clearly, using connectives.

### Related QCA assessment focus: sentence structure and punctuation

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<td>AF5</td>
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### Helpful teaching approaches
- Review understanding of simple, compound and complex sentences in shared work.
- Demonstrate the impact of sentence variety in shared reading and writing and display examples, e.g. starting with a non-finite verb, ‘dropping in’ subordinate clauses.
- Be explicit about the demands of formal as opposed to informal writing and feature both in shared writing.

### Possible graduated pupil targets
- Use conjunctions in addition to and and but.
- Use simple noun phrases.
- Use subordinate clauses and punctuate correctly.
- Use compound and complex sentence structures.
- Use conditional structures and expanded noun phrases.
- Use sentences of different lengths.
- Use subordinate clauses in different positions for effect.
- Use noun phrases in different positions for effect.
- Use the passive voice in formal writing.
### Year 7 Selected Framework objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>7S3</td>
<td>Use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses.</td>
</tr>
<tr>
<td>7S4</td>
<td>Keep tense usage consistent and manage changes of tense so that meaning is clear.</td>
</tr>
</tbody>
</table>

#### Helpful teaching approaches

- **Cover each type of punctuation via starters or in shared work and focus on particular features in subsequent marking and guided work.**
- **Demonstrate how to manipulate tenses for effect, and revisit through starters.**
- **Focus on the function of punctuation in carrying meaning.**
- **Have poster-size definitions of punctuation marks with examples found by pupils.**
- **Use writing partners to check on each others' use of punctuation.**

#### Possible graduated pupil targets

**Punctuation**

- Use some commas correctly within sentences.
- Use commas to eliminate ambiguity.
- Use inverted commas to mark speech.
- Demarcate sentences accurately and use a range of punctuation to end sentences.
- Use a range of punctuation accurately, including commas around clauses.

**Syntax**

- Use past, present and future tenses consistently.
- Use varied tenses correctly, e.g. past, conditional.
- Use modal verbs to reflect and question.
- Use passive verb forms to make writing impersonal.

### Related QCA assessment focus: sentence structure and punctuation

**AF6** Write with technical accuracy of syntax in phrases, clauses and sentences.

- Have 'words of the week' to explore for meaning and structure.
- Teach about roots.
- Make vocabulary a focus for starters.
- Draw attention to vocabulary in shared and guided work.

### Related QCA assessment focus: vocabulary and spelling

**AF7** Select appropriate and effective vocabulary.

- Use the Year 7 spelling bank and the Phonics Literacy Progress Unit on CD-ROM.
- Use the Spelling Literacy Progress Unit for 10-minute starter ideas.
- Spell most simple and common polysyllabic words accurately, e.g. learn and apply rules for doubling consonants when adding suffixes.
- Spell irregular words accurately, e.g. learn, and apply rules and patterns for adding suffixes -ible and -able.
- Spell with consistent accuracy, e.g. check work and locate possible misspellings of unfamiliar words, use a knowledge of spelling to make a best guess.

**AF8** Spell most simple and common polysyllabic words accurately.
## Writing: Year 8

<table>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.</td>
</tr>
</tbody>
</table>
| 8S9 Adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes. | • Read, review and model all text types through shared writing.  
• Use visual planning formats and model how to plan, using spider diagrams and thought webs, for and against boxes, card sorts.  
• Use the target statements to focus self-improvement.  
• Keep the focus on the objective at text level.  
• Relate reading, through discussion, to writing.  
• Review conventional structures, and then experiment with alternatives.  
• After modelling, allocate different poetic forms to different groups and review via plenary. | Process  
• Use a planning format appropriate to task and purpose.  
• Recognise when it is appropriate to edit or redraft part or whole of a text.  
• Proofread carefully to minimise technical errors.  
• Choose and use effectively an appropriate form of presentation.  

**Note:** The above examples are not incremental. |
| 8Wr5 Develop the use of commentary and description in narrative, e.g. by addressing the reader directly. |                                      | Control of content  
• Choose content relevant to the task.  
• Add some description, detail or explanation to your writing.  
• Select ideas to interest the reader.  
• Develop a range of ideas, points or arguments that will interest or influence the reader.  
• Make an individual standpoint clear when expressing a personal view. |
| 8Wr8 Develop an imaginative or unusual treatment of familiar material or established conventions, e.g. updating traditional tales. |                                      | Text-related  
• Plan an opening, know where the writing is going and how it will end.  
• Try out different types of opening and ending.  
• Shape stories using different narrative patterns.  
• Choose the appropriate form of writing and use some typical features of that form.  
• Choose the tone that best suits the task. |
| 8Wr9 Experiment with presenting similar material in different forms and styles of poetry. |                                      | Reader-related  
• Match the style to the reader.  
• Try to anticipate the reader’s reaction.  
• Use the right level of formality to suit the context and the reader.  
• Vary the level of formality in different parts of the text for effect. |
| 8Wr10 Organise and present information, selecting and synthesising appropriate material and guiding the reader clearly through the text, e.g. a technological process, an information leaflet. |                                      | **Note:** The above examples are not incremental. |
| 8Wr11 Explain complex ideas and information clearly. |                                      | |

### Related QCA assessment focus: composition and effect

- **AF1** Write imaginative, interesting and thoughtful texts.

| 8S9 Adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes. | In shared reading of texts by pupils and published authors, demonstrate reading with a writer’s eye and highlight techniques used to guide the reader through the text.  
• Practise rereading in pairs and in guided work with the reader’s reaction in mind.  
• Model text-marking and editing for particular readers.  
• Develop checklists for use by writing partners. | |
| 8Wr1 Experiment with different approaches to planning, drafting, proofreading and presenting writing, taking account of the time available. |                                      | |
| 8Wr2 Reread work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind. |                                      | |

### Related QCA assessment focus: composition and effect

- **AF2** Produce texts which are appropriate to task, reader and purpose.
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>8S8 Know and use effectively the vocabulary, sentence grammar and stylistic conventions of the writing forms featured in specific subjects during the current year.</td>
<td>• Demonstrate via card sorts how the same material can be organised in different ways.</td>
<td>Text structure</td>
</tr>
<tr>
<td>8Wr5 Develop the use of commentary and description in narrative, e.g. by addressing the reader directly.</td>
<td>• Focus on topic sentences in shared work.</td>
<td>• Use different ways of structuring texts for best effect.</td>
</tr>
<tr>
<td>8Wr8 Develop an imaginative or unusual treatment of familiar material or established conventions, e.g. updating traditional tales.</td>
<td>• Give pupils content in order to focus on structure.</td>
<td>• Use text conventions in unusual ways.</td>
</tr>
<tr>
<td>8Wr9 Experiment with presenting similar material in different forms and styles of poetry.</td>
<td>• Use sequencing activities.</td>
<td>• Select an effective way of opening and ending.</td>
</tr>
<tr>
<td>8Wr14 Develop and signpost arguments in ways that make the logic clear to the reader.</td>
<td>• Model the organisation of ideas in fiction and non-fiction.</td>
<td>• Link the opening and the ending effectively.</td>
</tr>
<tr>
<td>Related QCA assessment focus: text structure and organisation</td>
<td>• Use discussion to promote coherent thinking and appropriate structures.</td>
<td>Open and close the writing skillfully, selecting devices for impact on the reader and linking to ideas earlier in the text.</td>
</tr>
<tr>
<td>AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</td>
<td>• Teach conventional structures, and then experiment with alternatives.</td>
<td>• Lead up to the ending, making it more than a concluding sentence.</td>
</tr>
<tr>
<td>8S6 Explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed.</td>
<td>• Engage in shared and guided work on making links between openings and endings.</td>
<td>• Include relevant evidence, quotations and references to support an argument.</td>
</tr>
<tr>
<td>8S7 Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence.</td>
<td>• Demonstrate via paragraphing in shared and guided writing drawing attention to cohesion and between linked paragraphs.</td>
<td>Organising paragraphs</td>
</tr>
<tr>
<td>Related QCA assessment focus: text structure and organisation</td>
<td>• Feature paragraphing in shared and guided work.</td>
<td>• Use paragraphs to organise the writing in a logical way.</td>
</tr>
<tr>
<td>AF4 Construct paragraphs and use some cohesion within and between linked paragraphs.</td>
<td>• Use paragraphs to organise the writing in a logical way.</td>
<td>• Link paragraphs clearly, using connectives that signal a line of argument.</td>
</tr>
<tr>
<td>8S1 Combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity.</td>
<td>• In shared reading, draw attention to effective paragraphing.</td>
<td>• Link sections of the text and paragraphs in varied ways.</td>
</tr>
<tr>
<td>8S2 Explore the impact of a variety of sentence structures.</td>
<td>• In shared reading show how paragraph structures differ between text-types.</td>
<td></td>
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<td><strong>Note:</strong> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.</td>
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</tr>
<tr>
<td><strong>8S8</strong> Know and use effectively the vocabulary, sentence grammar and stylistic conventions of the writing forms featured in specific subjects during the current year.</td>
<td>• Demonstrate via card sorts how the same material can be organised in different ways.</td>
<td>Text structure</td>
</tr>
<tr>
<td><strong>8Wr5</strong> Develop the use of commentary and description in narrative, e.g. by addressing the reader directly.</td>
<td>• Focus on topic sentences in shared work.</td>
<td>• Use different ways of structuring texts for best effect.</td>
</tr>
<tr>
<td><strong>8Wr8</strong> Develop an imaginative or unusual treatment of familiar material or established conventions, e.g. updating traditional tales.</td>
<td>• Give pupils content in order to focus on structure.</td>
<td>• Use text conventions in unusual ways.</td>
</tr>
<tr>
<td><strong>8Wr9</strong> Experiment with presenting similar material in different forms and styles of poetry.</td>
<td>• Use sequencing activities.</td>
<td>• Select an effective way of opening and ending.</td>
</tr>
<tr>
<td><strong>8Wr14</strong> Develop and signpost arguments in ways that make the logic clear to the reader.</td>
<td>• Model the organisation of ideas in fiction and non-fiction.</td>
<td>• Link the opening and the ending effectively.</td>
</tr>
<tr>
<td>Related QCA assessment focus: text structure and organisation</td>
<td>• Use discussion to promote coherent thinking and appropriate structures.</td>
<td>Open and close the writing skillfully, selecting devices for impact on the reader and linking to ideas earlier in the text.</td>
</tr>
<tr>
<td>AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</td>
<td>• Teach conventional structures, and then experiment with alternatives.</td>
<td>• Lead up to the ending, making it more than a concluding sentence.</td>
</tr>
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<td>8S6 Explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed.</td>
<td>• Engage in shared and guided work on making links between openings and endings.</td>
<td>• Include relevant evidence, quotations and references to support an argument.</td>
</tr>
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<td>8S7 Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence.</td>
<td>• Demonstrate via paragraphing in shared and guided work.</td>
<td>Organising paragraphs</td>
</tr>
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<td>Related QCA assessment focus: text structure and organisation</td>
<td>• Feature paragraphing in shared and guided work.</td>
<td>• Use paragraphs to organise the writing in a logical way.</td>
</tr>
<tr>
<td>AF4 Construct paragraphs and use some cohesion within and between linked paragraphs.</td>
<td>• Use paragraphs to organise the writing in a logical way.</td>
<td>• Link paragraphs clearly, using connectives that signal a line of argument.</td>
</tr>
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<td>8S1 Combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity.</td>
<td>• In shared reading, draw attention to effective paragraphing.</td>
<td>• Link sections of the text and paragraphs in varied ways.</td>
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### Year 8 Selected Framework objectives

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<tbody>
<tr>
<td>8S3</td>
<td>Make good use of the full range of punctuation, including colons and semi-colons.</td>
</tr>
<tr>
<td>8S4</td>
<td>Explore the effects of changes in tense.</td>
</tr>
<tr>
<td>8S5</td>
<td>Recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities.</td>
</tr>
<tr>
<td>8W3</td>
<td>Investigate lexical patterns in new vocabulary.</td>
</tr>
<tr>
<td>8W11</td>
<td>Appreciate the impact of figurative language in texts.</td>
</tr>
<tr>
<td>8Wr6</td>
<td>Experiment with figurative language in conveying a sense of character and setting.</td>
</tr>
<tr>
<td>8Wr7</td>
<td>Experiment with different language choices to imply meaning and to establish the tone of a piece.</td>
</tr>
</tbody>
</table>

### Helpful teaching approaches

- Cover each type of punctuation in starters or in shared work and focus on particular features in subsequent marking and guided work.
- Demonstrate how to use pronouns appropriately, and revisit through starters.
- Focus on the function of punctuation in carrying meaning.
- Have poster-size definitions of punctuation marks, with examples found by pupils.
- In shared reading work draw attention to the use and impact of the passive.

### Possible graduated pupil targets

- **Punctuation**
  - Use commas correctly within sentences and inverted commas to mark speech.
  - Conclude all sentences accurately and use a range of punctuation.
  - Use a range of punctuation accurately, including commas around clauses.
  - Use semi-colons to balance ideas within a sentence.
  - Use a full range of punctuation to create specific effects.

- **Syntax**
  - Use past, present and future tenses consistently.
  - Use varied tenses correctly, e.g. past, conditional.
  - Use modal verbs to reflect and question.
  - Use passive verb forms to make writing impersonal.

- **Vocabulary**
  - Use vocabulary which is appropriate to the task, genre, situation and reader.
  - Use fewer finite verbs.
  - Use a wider range of vocabulary to interest, surprise and influence the reader.
  - Use formal vocabulary to contribute to the objectivity of writing.
  - Use a wide range of vocabulary to create specific effects.
  - Extend the range of abstract nouns used as an alternative to adjectives and adverbs.

### Related QCA assessment focus: sentence structure and punctuation

- **AF6** Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.

### Related QCA assessment focus: vocabulary and spelling

- **AF7** Select appropriate and effective vocabulary.

- **AF8** Spell most simple and common polysyllabic words accurately.

**Handout**

- **Handout**
  - **Key objective banks** for more detailed guidance
  - **Note:** targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
  - **Key objective banks**
  - **Guidance groups or individuals**
  - **Different types of reading**

**Handout**

- **Handout**
  - **Key objective banks** for more detailed guidance
  - **Note:** targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
  - **Key objective banks**
  - **Guidance groups or individuals**
  - **Different types of reading**
## Writing: Year 9

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<thead>
<tr>
<th>Year 9 Selected Framework objectives</th>
<th>Helpful teaching approaches</th>
<th>Possible graduated pupil targets</th>
</tr>
</thead>
</table>
| **9S7** Analyse and exploit the stylistic conventions of the main types of non-fiction.  
9W13 Present a case persuasively enough to gain the attention and influence the responses of a specified group of readers.  
9W15 Offer general advice or guidelines for action, adopting an impersonal style to suggest impartiality and authority.  
9W16 Present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions. | • Through shared writing, model text types in relation to audience and purpose.  
• Use visual planning formats and model how to plan, using spider diagrams thought webs, for and against boxes, card sorts.  
• Use the target statements to focus self-improvement.  
• Relate reading to writing, through discussion of writers’ uses of rhetorical devices.  
• Review conventional structures, and then experiment with alternatives.  
• Signal and demonstrate in shared work the power of introductions and conclusions. | Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading. Process  
• Use a planning format appropriate to task and purpose.  
• Recognise when it is appropriate to edit or redraft part or whole of a text.  
• Proofread carefully to minimise technical errors.  
• Choose and use effectively an appropriate form of presentation.  
Note: The above examples are not incremental. Control of content  
• Choose content relevant to the task.  
• Add some description, detail or explanation to the writing.  
• Select ideas to interest the reader.  
• Develop a range of ideas, points or arguments that will interest or influence the reader.  
• Make an individual standpoint clear when expressing a personal view.  
• Include varied views or perspectives in writing tailored to the reader. Text-related  
• Plan an opening, know where the writing is going and how it will end.  
• Try out different types of opening and ending.  
• Shape stories using different narrative patterns.  
• Choose the appropriate form of writing and use some typical features of that form.  
• Choose the tone that best suits the task.  
• Use a variety of linguistic devices skilfully to match the purpose and context. Reader-related  
• Match the style to the reader.  
• Try to anticipate the reader’s reaction.  
• Use the right level of formality to suit context and the reader.  
• Vary the level of formality in different parts of the text for effect.  
• Choose style and content carefully to appeal to different sub-groups of readers. |

### Related QCA assessment focus: composition and effect

**AF1** Write imaginative, interesting and thoughtful texts.

9W11 Review their ability to write for a range of purposes and audiences, recognising strengths and identifying skills for further development.

**AF3** Produce formative essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed.

### Related QCA assessment focus: composition and effect

**AF2** Produce texts which are appropriate to task, reader and purpose.

9W15 Produce texts which are appropriate to task, reader and purpose.
### Year 8 Selected Framework objectives

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>9S4</td>
<td>Integrate speech, reference and quotation effectively into what they write.</td>
</tr>
<tr>
<td>9S5</td>
<td>Evaluate their ability to shape ideas rapidly into cohesive paragraphs.</td>
</tr>
<tr>
<td>9W4</td>
<td>Choose, use and evaluate a range of presentational devices, on paper and on screen.</td>
</tr>
<tr>
<td>9W9</td>
<td>Integrate diverse information into a coherent and comprehensive account.</td>
</tr>
<tr>
<td>9W10</td>
<td>Explain the precise connections between ideas with clarity and an appropriate degree of formality.</td>
</tr>
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### Related QCA assessment focus: text structure and organisation

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<tr>
<td>AF3</td>
<td>Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</td>
</tr>
<tr>
<td>AF4</td>
<td>Construct paragraphs and use some cohesion within and between linked paragraphs.</td>
</tr>
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</table>

### Key teaching approaches

See Key objective banks for more detailed guidance.

- Demonstrate via card sorts how the same material can be organised in different ways.
- Focus on topic sentences in shared work.
- Give pupils context in order to focus on structure.
- Use sequencing activities.
- Model the organisation of ideas in fiction and non-fiction.
- Use discussion to promote coherent thinking and appropriate structures.
- Teach conventional structures and then experiment with alternatives.
- Engage in shared and guided work on making links between openings and endings.
- Teach the different ways in which quotation and reference can be incorporated into writing.

**Possible graduated pupil targets**

Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.

- Use different ways of structuring texts for best effect.
- Use text conventions in unusual ways.
- Select an effective way of opening and ending.
- Link the opening and the ending effectively.
- Open and close the writing skilfully, selecting devices for impact on the reader and linking to ideas earlier in the text.
- Include relevant evidence, quotations and references to support your argument.

### Organising paragraphs

- Use paragraphs to organise writing in a logical way.
- Link paragraphs clearly, using connectives to signal a line of argument.
- Link sections of the text and paragraphs in varied ways.
- Vary the shape and length of paragraphs for impact.
- Use paragraph order and divisions to create specific effects with the reader in mind.

### Related QCA assessment focus: sentence structure and punctuation

<table>
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<tbody>
<tr>
<td>9S6</td>
<td>Compare and use different ways of opening, developing, linking and completing paragraphs.</td>
</tr>
<tr>
<td>9S3</td>
<td>Write with differing degrees of formality, relating vocabulary and grammar to context.</td>
</tr>
<tr>
<td>9S9</td>
<td>Write sustained standard English with the formality suited to reader and purpose.</td>
</tr>
<tr>
<td>9S10</td>
<td>Review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing.</td>
</tr>
</tbody>
</table>

**Text structure**

- Use topic sentences in various positions for maximum effect.
- Avoid ambiguity through positioning pronouns correctly, using them consistently.
- Expand main points or ideas in the paragraph with details, points, or examples.
- Vary the length of paragraphs and connect ideas inside them in a logical way.
- Link paragraphs clearly, using connectives that signal a line of argument.
- Begin and organise paragraphs in varied ways.
- Structure paragraphs to create specific effects.
- Link sections of the text and paragraphs in varied ways.

**Vary the position of noun phrases and clauses.**

- Expand and condense noun phrases for effect.
- Extend the use of subordinate clauses and punctuate correctly.
- Use variety of compound and complex sentence structures accurately.
- Use simple sentences for effect in both narrative and non-narrative writing.
- Use conditional structures and expanded noun phrases.
- Use subordinate clauses in different positions for effect.
- Use noun phrases in different positions for effect.
- Use sentences of different lengths and structures, including adverbial clauses in different positions.
- Use sentences of different lengths and structures, including passive constructions.
- Expand and condense noun phrases for effect.
- Use a full range of sentence structures to create specific effects.
<table>
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<th>Year 8 Selected Framework objectives</th>
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### Key objective banks
- See Key objective banks for more detailed guidance.

### Year 8 Selected Framework objectives

#### 9S2 Use the full range of punctuation to clarify and emphasise meaning for a reader.
- Use commas correctly within sentences and inverted commas to mark speech.
- Conclude all sentences accurately and use a range of punctuation.
- Use semi-colons to balance ideas within a sentence.
- Use a full range of punctuation to create specific effects.

#### 9Wr3 Produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed.
- Use past, present and future tenses consistently.
- Use varied tenses correctly, e.g. past, conditional.
- Use modal verbs to reflect and question.
- Use passive verb forms to make writing impersonal.
- Use a wide variety of tenses and verb forms carefully chosen for interest, subtle shades of meaning and effect.

#### 9W7 Recognise layers of meaning in the writer’s choice of words.
- Review all aspects of spelling covered in Years 7 and 8 and continue to improve their spelling by applying knowledge of spelling conventions.
- Spread irregular words accurately, e.g. learn and apply rules and patterns for adding suffixes -ible and -able.
- Spell with consistent accuracy, e.g. check work and locate possible misspellings of unfamiliar words, use knowledge of spelling.

#### Related QCA assessment focus: sentence structure and punctuation
- AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.

#### Related QCA assessment focus: vocabulary and spelling
- AF7 Select appropriate and effective vocabulary.

### Related QCA assessment focus: sentence structure and punctuation
- **AF6** Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.

### Related QCA assessment focus: vocabulary and spelling
- **AF7** Select appropriate and effective vocabulary.

### Helping teaching approaches

#### Checklist
- **9W7** Recognise layers of meaning in the writer’s choice of words.
- **9Wr3** Produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed.

#### Encourage the practice of proofreading, both pupils’ own writing and that of others.

#### Support
- **Cover each type of punctuation in starters or in shared work and focus on particular features in subsequent marking and guided work.
- Demonstrate how to use pronouns appropriately, and revisit through starters.
- Focus on the function of punctuation in carrying meaning.
- Have poster-size definitions of punctuation marks, with examples found by pupils.
- Investigate word origins.
- Explore connotations of words in context.
- Make vocabulary a focus for starters.
- Draw attention to vocabulary in shared and guided work.
- Review spelling strategies based on looking, listening and learning.
- Maintain pupils’ positive images of themselves as spellers.
- Use look, cover, write, check with spelling partners.
- Mark diagnostically for spelling.
- Focus on subject-specific terminology, especially that needed for critical writing about literature.
- Work with targeted groups to analyse and address their patterns of error.

#### Syntax
- Use past, present and future tenses consistently.
- Use varied tenses correctly, e.g. past, conditional.
- Use modal verbs to reflect and question.
- Use passive verb forms to make writing impersonal.
- Use a wide variety of tenses and verb forms carefully chosen for interest, subtle shades of meaning and effect.

#### Spelling
- Spell with consistent accuracy, e.g. check work and locate possible misspellings of unfamiliar words, use knowledge of spelling.
- Spell regular complex words accurately, e.g. learn and apply rules for doubling consonants when adding suffixes.
- Spell irregular words accurately, e.g. learn and apply rules and patterns for adding suffixes -ible and -able.
- Spell with consistent accuracy, e.g. check work and locate possible misspellings of unfamiliar words, use knowledge of spelling.
Session 4: Meeting pupils’ needs through planning

4.1 Introduction

So far, the course has covered progression across the key stage and establishing the needs of pupils in Session 1.

Session 2 looked at designing of units of work and choosing teaching strategies to reflect the different stages of pupils’ development.

Session 3 explored how we can use the matrices to support planning.

This session focuses on meeting the needs of individuals and personalising the learning to increase the rates at which particular pupils can make progress. Teachers will want to design and reshape units of work and lessons to meet the needs of particular classes and groups. The session explores ways to make minor adjustments to existing planning, to improve learning.

Notes

Aims of Session 4

• To explore how to personalise lesson plans
• To illustrate ways of supporting pupil entitlement

Ofsted reports

‘... improvements in lesson planning, including the use of specific learning objectives. These improvements are leading to greater purposefulness in lessons and providing more challenge for pupils.’

There is still considerable inconsistency in some departments...

(March 2003)
Activity 1

Recalling points from earlier in the day, about identifying pupil strengths and weaknesses and the nature of progression, in pairs, briefly discuss the following question.

- How do you currently address the needs of particular, individual pupils, including the more able?
- Have you identified particularly useful approaches to planning and particularly effective teaching and learning strategies in meeting their needs?

Notes
4.2 Four pupils

Handout 4.1 is a Year 7 medium-term plan for a unit on travel writing.

Handout 4.2 is a selection of short-term lesson plans from this unit.

Handouts 4.3–4.6 give a range of data for each of the four pupils, along with the spidergram generated using the QCA software (from 2004 integrated with PAT), which indicates some of their individual strengths and weaknesses.

Activity 2: jigsaw

Work in groups of four with each participant taking on the role of advocate for one of the pupils.

Find your chosen pupil's information in Handouts 4.3–4.6. Look through the pen portrait, data and spidergram and consider the issues facing this pupil.

After 5 to 10 minutes, move into 'expert' groups to pool information about your chosen pupil and to read through the lesson plans. Then consider:

- the ways in which these lessons will provide good learning opportunities for the pupil;
- which aspects of these lessons the pupil may find difficult (or even inaccessible);
- which aspects may help the pupil move forward in an area of strength;
- ways in which a weakness could be supported and strengthened so that it will not impede progress in the lessons;
- ways in which the lessons could be 'tweaked' to create learning opportunities for the pupil.

The object of the exercise – both now and back at school – is that you make small but important changes to address individual needs, within the lessons as written. **Do not rewrite the plans. The lessons become personalised.**

Notes
Medium-term plan

Title of Unit: Travel writing

Year: 7  Term: 2  Duration: 3 weeks

Objectives

Word
W8: recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary

Sentence
S1: extend their use and control of complex sentences by recognising and using subordinate clauses
S8: recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a shift of topic, viewpoint or time

Reading
R12: comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure
R13: identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions, e.g. in campaign material
R14: recognise how writers’ language choices can enhance meaning, e.g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects

Writing
Wr1: plan, draft, edit, revise, proofread and present a text with readers and purpose in mind
Wr8: experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme
Wr14: describe an object, person or setting in a way that includes relevant details and is accurate and evocative

Speaking and listening
S&L12: use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking

Key Stage 3
National Strategy

Increasing pupils' rates of progress in English

Course handbook © Crown copyright 2004 DfES 0463-2004
### Teaching sequence including outcomes

In preparation, the previous term, pupils write to Tourist Information Centres of their choice, requesting leaflets about an area of Britain that interests them. This task has a real audience and purpose and generates the materials needed for this unit.

**Week 1:** Read a range of travel writing pieces, including newspaper articles, extracts from Theroux and Bryson, the Helen Thayer article from an earlier SATs paper. Use modelling and shared reading to make chosen texts and their conventions accessible.

Compile a list of conventions. In pairs, complete charts, analysing how any two of the above writers convey setting and mood through word choice and sentence structure and how we know about their intended audience and purpose.

**Week 2:** Pupils work in small groups of 3–4. Use the tourist information leaflets gathered previously, some may have done so in the past. In group discussions, pupils use exploratory and speculative talk to develop their ideas about some of the locations and explain what they like about them.

Teacher models a planning format and as shared writing, composes the opening paragraph. Pupils plan and begin to write their piece of travel writing as if they had visited it. Pay attention to paragraphing. Some pupils may need to be in a guided group for those stuck with paragraphing. Some pupils may need to be supported with writing frames. They must be clear about audience and purpose.

**Week 3:** In pairs, pupils assess each other’s writing according to the list of conventions that was drawn up. They explain to their partner how they have attempted to convey setting and mood through word choice and sentence structure. Make improvements as necessary. Use a guided group of able students who need to extend their vocabulary.

Teacher draws attention to objectives Wr8 and Wr14. Pupils assess their own drafts in these respects and make amendments as needed. Write final versions. The class will decide on the best ten. Using shared reading, teacher analyses those put forward according to all the agreed criteria. The best ones will be sent to the appropriate tourist information centres.
### Weekly plan

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<th>YEAR 7</th>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term:</strong></td>
<td>Wr2: Pluralisation; Wr8 Personal spelling; Wr14 Word meaning in context</td>
</tr>
<tr>
<td><strong>Week:</strong></td>
<td>R12: Character, setting and mood; R13 Non-fiction style; R14 Language choices</td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>S&amp;L1: Clarify through talk</td>
</tr>
</tbody>
</table>

#### School priorities
- L4 → L6
- Boys' writing

#### Word/sentence activity
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 2</strong>&lt;br&gt;R12: Setting and mood&lt;br&gt;S1: Subordinate clauses</td>
<td>- Pupils are given an accessible text, from a range of travel writing, to read in pairs.</td>
</tr>
<tr>
<td><strong>Lesson 3</strong>&lt;br&gt;R13: Non-fiction style&lt;br&gt;R14: Language choices</td>
<td>- Use a card sort: range of vocabulary of different intensity and sort into three groups: 'strong' words, 'weak' words, others</td>
</tr>
</tbody>
</table>

#### Introduction
- Teacher models reading the beginning of one text, drawing attention to the processes and strategies used. This develops into a shared read of more of the text. List of conventions is compiled about creation of setting and mood. Remind about subordinate clauses (done previously).

#### Development
- Pupils are given another text (or a range of texts for more able readers) to read for themselves. Teacher supports weak readers in a guided group. In pairs, start to complete a chart identifying how any two writers convey setting and mood through word choice and sentence structure.

#### Plenary
- In learning logs, pupils record what they learned about word choice and sentence structure in the shared (and guided) session. Two able pairs are briefed about plenary in next lesson and given texts.

#### Homework
- 10 minutes
<table>
<thead>
<tr>
<th>Key Stage 3</th>
<th>National Strategy</th>
<th>Word/sentence activity</th>
<th>Introduction</th>
<th>Development</th>
<th>Plenary</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 7</strong>&lt;br&gt;S1: Subordinate clauses&lt;br&gt;R12: Setting and mood</td>
<td>On whiteboards, pupils write three 'premier league' words they have included in their work. Find a partner and tell them why they are 'premier league'.</td>
<td>Teacher models drafting process: how to use a thesaurus to improve word choice. Draw attention to some of the words used by another travel writer, not yet read in class.</td>
<td>In pairs, pupils assess each other’s writing according to the list of conventions that was drawn up. They explain to their partner how they have attempted to convey setting and mood through word choice and sentence structure. Make improvements as necessary. Teachers support guided group of able students who need to extend their vocabulary.</td>
<td>Pupils have 1 minute to think of three other areas of the curriculum where word choice is important. They set themselves a target to use ‘premier league’ vocabulary in those subjects.</td>
<td>Complete drafts.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 8</strong>&lt;br&gt;Wr8: Visual and sound effects&lt;br&gt;Wr14: Evocative description</td>
<td>Competition: In fours, how many onomatopoeic words can pupils find in this extract (issue a previously unseen extract from another travel writer).</td>
<td>Teacher reads on further from this extract, focusing on a piece of evocative description. Pupils draw what they see as it is read. Have 5 minutes with a talk partner to swap ideas and to talk about why this description was evocative.</td>
<td>Pupils assess their own drafts in respects of visual and sound effects and of evocative description and make final amendments. Start final version.</td>
<td>In threes, swap and read each other’s work. Take nominations of three really good passages to read aloud to the class.</td>
<td>Complete drafts.</td>
<td></td>
</tr>
</tbody>
</table>
At the end of KS2 Karina was at L5 for both reading and writing. Her primary teacher described Karina as 'a lively and energetic pupil who readily takes part in speaking and listening activities, although she does tend to offer a rather hurried and undeveloped response in whole-class discussion. While she is an enthusiastic reader, she is not always able to interpret or respond to some of the closer details of text at word or sentence level and this limits her range of strategies as a reader.' So reading (AF5) was less strong (the ability to comment on writers’ use of language at word and sentence level). She might also benefit from some help with handwriting. Her TAs were L4 for reading and L5 for writing.

### Key Stage 3

#### National Strategy

Increasing pupils’ rates of progress in English

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**Year 6 – Key Stage 2 English**

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Reading level 5</th>
<th>Writing level 5</th>
<th>Marks award</th>
<th>Percentage award</th>
<th>Marks attempted</th>
<th>Percentage attempted</th>
<th>Marks available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading test</td>
<td>41</td>
<td>82%</td>
<td>49</td>
<td>98%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing test</td>
<td>45</td>
<td>90%</td>
<td>50</td>
<td>100%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>AF2</td>
<td>understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</td>
<td>41</td>
<td>82%</td>
<td>49</td>
<td>98%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>AF3</td>
<td>deduce, infer or interpret information, events or ideas from texts.</td>
<td>9</td>
<td>100%</td>
<td>9</td>
<td>100%</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>AF4</td>
<td>identify and comment on the structure and organisation of texts, including grammatical and literary features at text level.</td>
<td>24</td>
<td>89%</td>
<td>26</td>
<td>96%</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>AF5</td>
<td>explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level.</td>
<td>3</td>
<td>100%</td>
<td>3</td>
<td>100%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AF6</td>
<td>identify and comment on writers’ purposes and viewpoints and the overall effect of the text on a reader.</td>
<td>2</td>
<td>33%</td>
<td>6</td>
<td>100%</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>AF7</td>
<td>relate texts to their social, cultural and historical contexts and literary tradition.</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>100%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Longer task – Sentence structure and punctuation</td>
<td>7</td>
<td>88%</td>
<td>8</td>
<td>100%</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Longer task – Text structure and organisation</td>
<td>7</td>
<td>88%</td>
<td>8</td>
<td>100%</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Longer task – Composition and effect</td>
<td>11</td>
<td>92%</td>
<td>12</td>
<td>100%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handwriting</td>
<td>2</td>
<td>67%</td>
<td>3</td>
<td>100%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shorter task – Composition and effect</td>
<td>7</td>
<td>88%</td>
<td>8</td>
<td>100%</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shorter task – Sentence structure, punctuation and text organisation</td>
<td>4</td>
<td>100%</td>
<td>4</td>
<td>100%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling marks</td>
<td>7</td>
<td>100%</td>
<td>7</td>
<td>100%</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Stephan was at L3 for both reading and writing. A learner of EAL, his strength was in reading, identifying and retrieving information (AF2), identifying effects on readers (AF6), but his weaknesses were in commenting or providing written explanations (AF4, AF5). Performance was poor on the longer writing task, but much stronger on elements of the shorter task. His teacher assessments were L4 for reading and L3 for writing. His teacher described him as follows: ‘Stephan is an alert and attentive pupil, of high intelligence. His language skills make it difficult for him to perform under test conditions, but he is always willing to ‘have a go’. He is a poor speller. Stephan is reluctant to make a contribution to whole-class discussions, although he listens attentively to other contributors. He is much more confident in small groups, where he is a good facilitator within the group.’

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<table>
<thead>
<tr>
<th>Level 5</th>
<th>Reading level 5</th>
<th>Writing level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marks awarded</td>
<td>Percentage awarded</td>
</tr>
<tr>
<td>Reading test</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>Writing test</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AF2 understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>AF3 deduce, infer or interpret information, events or ideas from texts.</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>AF4 identify and comment on the structure and organisation of texts, including grammatical and literary features at text level.</td>
<td>19</td>
<td>70%</td>
</tr>
<tr>
<td>AF5 explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level.</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>AF6 identify and comment on writers’ purposes and viewpoints and the overall effect of the text on a reader.</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>AF7 relate texts to their social, cultural and historical contexts and literary tradition.</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longer task – Sentence structure and punctuation</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>Longer task – Text structure and organisation</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>Longer task – Composition and effect</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>Handwriting</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td>Shorter task – Composition and effect</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>Shorter task – Sentence structure, punctuation and text organisation</td>
<td>2</td>
<td>75%</td>
</tr>
<tr>
<td>Spelling marks</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling marks</td>
<td>6</td>
<td>86%</td>
</tr>
</tbody>
</table>

Mary was at L5 for reading and L4 for writing. Her weaknesses in writing were centred on the longer writing task. In reading, Mary’s weaknesses centred on identifying and commenting on the structure and organisation of texts, including grammatical and literary features at text level (AF4), explaining and commenting on writers’ use of language, including grammatical and literary features at word and sentence level (AF5) and identifying and commenting on writers’ purposes and viewpoints and the overall effect of the text on a reader (AF6). She did not attempt all the reading questions. Mary was very skilled at research and avidly read non-fiction texts, particularly those with a historical content. Her teacher assessments were in line with her test scores. Mary’s teacher described her as follows: ‘Mary lacks confidence, and tends to avoid certain tasks if she thinks she might not do them well. Her handwriting could be improved. Mary is very unlikely to contribute to a whole-class discussion and even in small groups she needs encouragement to participate, unless the topic is of particular interest to her.’

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### Year 6 – Key Stage 2 English

#### Sam

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading level</th>
<th>Writing level</th>
<th>Marks awarded</th>
<th>Percentage awarded</th>
<th>Marks attempted</th>
<th>Percentage attempted</th>
<th>Marks available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading test</td>
<td>54%</td>
<td>27</td>
<td>39</td>
<td>100%</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing test</td>
<td>52%</td>
<td>26</td>
<td>50</td>
<td>100%</td>
<td>50</td>
<td></td>
<td></td>
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<tr>
<td>Reading</td>
<td>54%</td>
<td>27</td>
<td>39</td>
<td>100%</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AF2 understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</td>
<td>100%</td>
<td>9</td>
<td>100%</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AF3 deduce, infer or interpret information, events or ideas from texts.</td>
<td>48%</td>
<td>13</td>
<td>78%</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AF4 identify and comment on the structure and organisation of texts, including grammatical and literary features at text level.</td>
<td>0%</td>
<td>0</td>
<td>67%</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AF5 explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level.</td>
<td>33%</td>
<td>2</td>
<td>50%</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AF6 identify and comment on writers’ purposes and viewpoints and the overall effect of the text on a reader.</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AF7 relate texts to their social, cultural and historical contexts and literary tradition.</td>
<td>75%</td>
<td>3</td>
<td>100%</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>52%</td>
<td>26</td>
<td>50</td>
<td>100%</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longer task – Sentence structure and punctuation</td>
<td>38%</td>
<td>3</td>
<td>100%</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longer task – Text structure and organisation</td>
<td>50%</td>
<td>4</td>
<td>100%</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longer task – Composition and effect</td>
<td>42%</td>
<td>5</td>
<td>100%</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td>100%</td>
<td>3</td>
<td>100%</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shorter task – Composition and effect</td>
<td>50%</td>
<td>4</td>
<td>100%</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shorter task – Sentence structure, punctuation and text organisation</td>
<td>50%</td>
<td>2</td>
<td>100%</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shorter task – Sentence structure, punctuation and text organisation</td>
<td>71%</td>
<td>5</td>
<td>100%</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sam was at L4 for both reading and writing. He did very well in certain aspects of testing, but also had a range of weaknesses in both reading and writing. His teacher assessments were both L4; additional information was provided, drawing attention to the erratic nature of his work. His teacher commented: ‘Sam is a diligent and thoughtful pupil. He pays much attention to presentation, with beautiful handwriting. Although he loves to write, his work lacks structure and variety. Sam does not read for pleasure and rarely engages with texts studied in class. Sam regularly makes a strong contribution to class discussion. In paired and small group work, he listens carefully and supports the people he is working with in making their own contributions.’

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*Increasing pupils’ rates of progress in English*
Return to home groups, still in the role of advocate. In turn, each group member takes a couple of minutes to describe their pupil briefly and explains how the original lesson plans would have been appropriate or inappropriate to the learning needs of that pupil.

Finally, in the group,

- negotiate which adjustments should be made to the plans, bearing in mind that only a limited amount of change is feasible.

The adapted plan (Handout 4.7) shows some of the possible additions that could be made to these plans. Notice the minor yet significant changes. These are colour-coded as follows:

- Sam: red
- Karina: green
- Stephan: purple
- Mary: brown
**Weekly plan**

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term:</strong></td>
<td>Wr8: experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme; Wr14: describe an object, person or setting in a way that includes relevant details and is accurate and evocative</td>
</tr>
<tr>
<td><strong>Week:</strong> 1</td>
<td>R12: comment, using appropriate terminology, on how writers convey setting, character and mood through word choice and sentence structure; R13: identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions, e.g. in campaign material; R14: recognise how writers’ language choices can enhance meaning, e.g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects</td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>S＆L1: Clarify through talk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word/sentence activity</th>
<th>Introduction</th>
<th>Development</th>
<th>Plenary</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>10 minutes</td>
<td>20 minutes</td>
<td>20 minutes</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Lesson 2**

- **R12: Setting and mood**
- **S1: Subordinate clauses**

- Pupils are given an accessible text, from a range of travel writing, to read in pairs. Choose three good readers to read short passages aloud. Mary and Karina should be among these.

  - Teacher models reading the beginning of one text, drawing attention to the processes and reading strategies used.
  - This develops into a shared read of more of the text.
  - List of conventions is compiled about creation of setting and mood. Enlist the help of Stephan, at the front. Remind about subordinate clauses (done previously).

- Pupils are given another text (or a range of texts for more able readers) to read for themselves. Teacher supports weak readers in a guided group. Karina and Stephan are in this group. They need help with explaining and commenting on writers’ use of language, including grammatical and literary features at word and sentence level. Stephan is likely to make a very helpful contribution. Sam is also in this group; he needs support with reading longer texts.

  - In pairs, start to complete a chart identifying how any two writers convey setting and mood through word choice and sentence structure.

  - In learning logs, pupils record what they learned about word choice and sentence structure in the shared (and guided) session. Ensure that Sam is able to do this satisfactorily.

  - Two able pairs are briefed about plenary in next lesson and given texts. Stephan should be included in one of the pairs.
### Key Stage 3

#### National Strategy

<table>
<thead>
<tr>
<th>Word/sentence activity</th>
<th>Introduction</th>
<th>Development</th>
<th>Plenary</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 3</strong>&lt;br&gt;R13: Non-fiction style&lt;br&gt;R14: Language choices&lt;br&gt;<strong>10 minutes</strong></td>
<td>10 minutes</td>
<td>20 minutes</td>
<td>20 minutes</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Use a card sort: range of vocabulary of different intensity and sort into three groups:&lt;br&gt;• ‘strong’ words&lt;br&gt;• ‘weak’ words&lt;br&gt;• others</td>
<td>Teacher models filling in remaining columns on chart:&lt;br&gt;- Discuss writers’ non-fiction style and language choices.&lt;br&gt;- Move into shared reading, eliciting responses from identified pupils, including Stephan.</td>
<td>In same pairs as last lesson, pupils complete their charts, including the final column on audience and purpose.&lt;br&gt;- Focus on Sam, encouraging him to not to dwell on presentation, but to collect information quickly and effectively. Time for more able pairs to prepare for plenary.</td>
<td>Two pairs of more able pupils (Stephan being in one of them) describe the work they have been doing on another (more demanding) text. Are the conventions the same or different?</td>
<td>Bring in the tourist information leaflets they received in response to their letters (sent earlier).</td>
</tr>
</tbody>
</table>

**Lesson 7**<br>S1: Subordinate clauses<br>R12: Setting and mood<br>**10 minutes**

| On whiteboards, pupils write three ‘premier league’ words they have included in their work. Find a partner and tell them why they are ‘premier league’.<br>**Target Karina and Stephan with appropriate questions.** | Teacher models drafting process: how to use a thesaurus to improve word choice. Draw attention to some of the words used by another travel writer, not yet read in class.<br>**Target Karina and Stephan with appropriate questions.** | In pairs, pupils assess each other’s writing according to the list of conventions that was drawn up. Teacher decides on pairings of students (more able + weaker writers). Make sure that Stephan has an able and helpful partner who will appreciate his strengths and support him with his writing and spelling. Mary would also benefit from working in such a partnership. She could be further supported by constructing her own writing frame. | Pupils have one minute to think of three other areas of the curriculum where word choice is important. They set themselves a target to use ‘premier league’ vocabulary in those subjects.<br>**Target Stephan through questioning, reminding him about his spelling strategies.**<br>Mary should have a target for Humanities.<br>Sam’s target needs to refer to investing time in ensuring quality of the word-choice, rather than solely presentation. | Complete drafts. |
### Key Stage 3 National Strategy

**Increasing pupils’ rates of progress in English**

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<table>
<thead>
<tr>
<th>Word/sentence activity</th>
<th>Introduction</th>
<th>Development</th>
<th>Plenary</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>10 minutes</td>
<td>20 minutes</td>
<td>20 minutes</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Lesson 7**

**S1: Subordinate clauses**

**R12: Setting and mood**

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<th><strong>Activity</strong></th>
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<td></td>
<td><strong>They explain to their partner how they have attempted to convey setting and mood through word choice and sentence structure. Make improvements as necessary.</strong></td>
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<td></td>
<td><strong>Guided group of able students who need to extend their vocabulary. Nominate Sam and his partner to speak aloud to the whole class what they have just rehearsed together.</strong></td>
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<td></td>
<td><strong>Karina should have a target about developing sentence and word level work.</strong></td>
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**Lesson 8**

**Wr8: Visual and sound effects**

**Wr14: Evocative description**

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<th><strong>Activity</strong></th>
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<td></td>
<td><strong>Competition: In fours, how many onomatopoeic words can you find in this extract (issue a previously unseen extract from another travel writer). Place Karina in a group that may need encouragement. Make sure that Stephan is unobtrusively supported. With this, he has potential to make a strong contribution.</strong></td>
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<td></td>
<td><strong>Teacher reads on further from this extract, focusing on a piece of evocative description. Pupils draw what they see as it is read. Enlist the help of Karina with both the reading and the textual analysis. Five minutes with a talk partner to swap ideas and to talk about why this description was evocative. Make sure that Sam is engaged with this and understands the text.</strong></td>
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<td></td>
<td><strong>Pupils assess their own drafts in respects of visual and sound effects and of evocative description and make final amendments. Start final version. Teacher supports writers with particular weaknesses, such as Mary and Stephan in their writing.</strong></td>
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<td></td>
<td><strong>In threes, swap and read each other’s work. Take nominations of three really good passages to read aloud to the class, in addition to Sam and Karina (selected by teacher and signalled to them in advance).</strong></td>
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</tbody>
</table>
4.3 Personalising plans

There are links to be made here with the case-study pupils from the *How to move pupils from level 3 to level 5* training. Discuss this session with the colleague who attended the training and consider ways of bringing the key points to the whole department in your follow-up to the training.

Activity 3

Look at the short-term planning you have brought with you. Discuss, in pairs, how you might support your teachers to adjust these plans to address the needs of either the pupil for whom you have been advocate, or for a particular pupil they teach.

It is important to note that there is no implication here that this needs to be done elaborately, on every occasion and for every pupil.
4.4 Plenary

Using your discussion about your own plans, reflect on the implications for planning lessons in your department to address individual needs.

The Assessment for learning materials (DfES 0043-2004 G) have useful links, for example, marking, individual target setting and using assessment to inform lesson planning.

This process should be seen as making small but effective refinements to plans that are already in place. Subject leaders will want to achieve a good balance between consistency of teaching and learning throughout the department, with sufficient attention to pupil entitlement and the progress of each individual.
Session 5: Next steps

5.1 Increasing pupils’ rates of progress – the English subject leaders’ role

OHT 5.1 outlines the aims of this final session and OHT 5.2 the course so far.

The focus has been on increasing the number of pupils who make two levels of progress during the key stage and reducing the number who do not add a level to their Key Stage 2 assessments.

This final session will help you identify how you can use aspects of this course to develop your role as subject leader.

Notes

Aims of Session 5

- To explore the role of subject leader in sustaining improvement
- To support subject leaders in following up the course

Overall aims of the course

- To increase pupils’ rates of progress in English by ensuring clear expectations for pupils’ progress of between one and two levels over Key Stage 3
- To develop effective strategies to accelerate progress
- To embed these strategies into schemes of work, lesson plans and classroom approaches
OHT 5.3 which comes from the *Subject leader development programme* summarises the role of the head of department.

Setting expectations across the department is a key role in ensuring that more pupils will make two levels of progress in English across Key Stage 3. The course has emphasised the relationship between:

- planning with objectives;
- designing teaching and learning;
- identifying evidence of pupil learning and progress.

Subject leaders can secure consistency of teaching and individual pupil entitlement by working with colleagues to:

- analyse all the available data, including test and teacher assessment, work samples and pupil interviews;
- establish priorities for teaching and improvement across the key stage;
- ensure that teachers and pupils track progress in relation to key curricular targets.

The *Subject leader development* materials (DfES 0389/2002 and 0389/2002/S) include modules which take these issues further. Senior managers can make them available in schools and consultants can work on aspects with individual English subject leaders.

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**Notes**

**Key roles of subject leaders**

- Judging standards
- Evaluating teaching and learning
- Leading sustainable improvement

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**OHT 5.3**
5.2 Action planning

Activity 1

Using OHT 5.4 and Handout 5.1, work in pairs or threes on the following activity, which gives you:

- an opportunity to reflect on strengths in your department;
- areas for development;
- actions you will need to take to ensure that pupils' rates of progress increase throughout the key stage.

Remember that consultants can support departments as they further develop their approaches to planning to ensure accelerated progress across the key stage.

Notes

Activity

Reflections

In relation to increasing pupils' rates of progress, evaluate which are your strengths and priorities.

Identify what actions you will take in your department.

How will you use aspects of the course to support the process of increasing the number of pupils who progress by one or more levels over the key stage?
### Leading the department in improving pupils’ rates of progress in English

<table>
<thead>
<tr>
<th>Key tasks</th>
<th>Aspect of the English subject leader role</th>
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<tbody>
<tr>
<td>Judging standards</td>
<td>• Analyse and interpret data on pupils' attainment in the subject&lt;br&gt;• Review with teachers their assessments of progress for classes, identified groups and individuals&lt;br&gt;• Sample pupils' work&lt;br&gt;• Discuss work, progress and attitudes with pupils</td>
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<tr>
<td>Evaluating teaching and learning</td>
<td>• Evaluate the Key Stage 3 schemes of work to ensure that they have explicit links between key objectives, teaching and learning design and assessment of pupil progress.&lt;br&gt;• Review the quality and focus of short-term planning across the department&lt;br&gt;• Observe teachers and encourage peer observation, related to established priorities and evidence of pupils' rate of progress&lt;br&gt;• Feed back to colleagues</td>
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<tr>
<td>Take action to secure improvement</td>
<td>• Lead department discussion on how to increase rates of progress for classes, groups and individuals&lt;br&gt;• Review schemes of work and encourage/monitor the adjustment of teaching plans and the use of assessment for learning approaches&lt;br&gt;• Tackle blockers to progress and strengthen weaker areas of teaching and learning</td>
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</table>

Self-evaluation for leading the department in improving pupils' rates of progress in English. Strength/Priority/Action to be taken
5.3 Conclusion and post-course task

Many of the priorities you have identified for your department will have training implications for staff.

The Key Stage 3 English strand has produced a wide range of resources to support the specific issues a department wants to tackle.

Other sources of support include the Key Stage 3 website, local LEA support arrangements including network meetings, leading department and English teacher programmes and optional training opportunities.

The post-course task links to your action points from the previous activity. OHT 5.5 and 5.6 summarise the follow-up priorities and the intended outcome for pupils. Handouts 5.1 and 5.2 provide guidance on possible actions to be taken in the department.

Please note that there are parallel courses in mathematics, science and ICT and school strategy managers and SMTs have been informed and asked to ensure the process is led and supported throughout the rest of the year and beyond.

Notes

Ways to follow up the training

- Review the school data recorded for each pupil
- Set appropriate curricular targets to ensure progress
- Ensure high expectations for all pupils throughout the department
- Ensure all teachers make the required adjustments to existing plans
- Use the matrices to help identify targets and review teaching and learning strategies
- Use the Key objectives banks
- Link this course to whole-school developments such as Assessment for learning, ICT across the curriculum, Literacy and learning and Leading in learning
- Revisit other existing training materials to support staff development

Use Handouts 5.1 and 5.2 to decide on actions that you could take back in the department.
Key outcomes for pupils

- More pupils respond to the challenge of high expectations
- More pupils have their individual needs as learners met
- More pupils make two levels of progress over the key stage
Post-course task

To make the most of the course, the head of department should now:

- work with the member of department who attended the ‘How to get more pupils from level 3 to 5’ course and plan how both sets of training will be used to improve practice in the department;
- review the school’s data to identify pupils who, in 2003, made no progress across the key stage or progressed by one, two or three levels. Use this review of the 2003 performance to identify strengths and weaknesses in current provision;
- be clear about the levels of attainment of pupils in the current Key Stage 3 cohort and set targets to increase the number of pupils who progress by two levels across the key stage;
- consider setting targets of two or three levels of improvement for EAL learners who are at level 3 or 4 on entry and for gifted and talented pupils;
- organise departmental training to promote a shared understanding of the key messages from the training and to develop teachers’ confidence and expertise in applying them in their classrooms;
- promote collaborative working in pairs or small groups to refine planning and teaching approaches. Select from Strategy resources to support this work;
- if the department is receiving additional support from a consultant, plan how this will be used to support planning, team teaching and reviewing practice;
- work with colleagues to monitor the progress of improvements. Work with senior colleagues to evaluate the impact on pupils’ learning, attainment and progress;
- use the Key Stage 3 English materials to support the choice of action.