



English subject leader development materials Summer 2007

English subject leaders

Status: Recommended

Date of issue: 05-2007

Ref: 00331-2007DOM-EN



English subject leader development materials

Summer 2007

Contents

Revisiting improving reading

Department self-evaluation	4
Example of a department's Key Stage 3 work scrutiny	6
Pupil interviews	8
Key Stage 4 reading profile	10
Questions to ask of your schemes of work for reading	11
Reading improvement matrix	13

Providing for progression

Planning provision in three waves	28
Quality standard for intervention in secondary English and mathematics	29
Teaching for progression	30
Study Plus: the essentials	33
Study Plus: what's flexible	33
Extract from draft Study Plus Handbook	34

Speaking and listening

Introducing the Grammar of Talk	
---------------------------------	--

Introducing the Grammar of Talk

© Qualifications and Curriculum Authority ISBN 1 85838 552 0

Used with kind permission



Revisiting improving reading

Department self-evaluation

Planning for teaching reading	Well-established	Developing	Not yet
Review and planning of schemes of work (SoW) and units of work are based on data and evidence of pupils' achievement and progress in reading.			
Planning is focused on reading skills and strategies. Content and coverage (texts/range/topics) are well matched to the planned teaching.			
SoW offer opportunity for a full range of shared, modelled, guided and independent reading.			
Units of work on reading are planned around a few relevant Framework objectives and pupils' progress is tracked using the full range of Assessment Focuses (AFs) for Key Stage 3, and assessment objectives (AOs) for GCSE.			
Units of work on reading fit into an overall plan of progression for Years 7–11.			
Planned sequences of lessons allow sufficient time for pupils' independent application of the reading skills taught.			

Assessment of reading	Well-established	Developing	Not yet
The department engages in regular moderation and agreeing of standards for reading at both key stages.			
Teachers assess all aspects of pupils' reading, through a range of oral as well as written means, for example guided reading, book talk and presentations.			
Teachers know groups' and individual pupils' reading targets and use them to support pupils during lessons.			
Teachers involve pupils in the assessment process, share the criteria and show how they assess reading.			
Pupils receive clear feedback including guidance on improving their work.			

Teaching and learning	Well-established	Developing	Not yet
A few, specific teaching objectives are made explicit in all lessons.			
Teacher questioning and response to pupils' answers are planned to guide pupils to deeper explanation and analysis.			
Teachers know and use a range of interactive strategies.			
Teachers model new or unfamiliar reading skills.			
Pupils are shown how reading skills are transferable from one text to another.			
Pupils work as a whole class, in groups and individually, as appropriate to the objectives.			
The department works closely with the library and ensures structured book talk is built in to teaching time.			

Reviewing	Well-established	Developing	Not yet
Teachers' practice in teaching and assessing reading is regularly monitored and reviewed.			
SoW and units of work are monitored to ensure curriculum targets are being met.			
Impact of teaching is evaluated through tracking pupils' progress against curricular targets.			
There are opportunities for pupils to evaluate their progress and to feed back their views to teachers.			

Example of a department's Key Stage 3 work scrutiny

A department decided to look at the work of four pupils with level 5 potential in each class in Years 7, 8 and 9 in relation to the identified assessment focuses. Care was taken to ensure a balance of gender and ethnic grouping. The results of this department's scrutiny are shown in the table below.

Assessment focus	Year 7	Year 8	Year 9
Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. (AF2)	<ul style="list-style-type: none"> Pupils are performing comparatively well in relation to this assessment focus. 	<ul style="list-style-type: none"> Pupils are performing comparatively well in relation to this assessment focus. 	<ul style="list-style-type: none"> Pupils are performing comparatively well in relation to this assessment focus although few pupils are able to confidently synthesise information from different sources or different places in the same text.
Deduce, infer or interpret information, events or ideas from texts. (AF3)	<ul style="list-style-type: none"> Most pupils grasp and communicate literal meanings well. Most pupils show some capacity to infer and make deductions in fiction. Inferences are identified but not often exemplified through precise references. 	<ul style="list-style-type: none"> Most pupils show they can infer and deduce from a range of texts and provide textual evidence. Most pupils can both describe and explain their interpretation of a text when questioned. Writing includes some interpretation but is not sustained and too often turns into description. 	<ul style="list-style-type: none"> Most pupils show they can infer, deduce and provide textual evidence for their interpretations from a range of texts. Most pupils are able to comment on different layers of meaning in class discussion but few carry this through into their writing about texts.
Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level. (AF4)	<ul style="list-style-type: none"> Most pupils can identify features of effective openings and endings of texts. Most pupils recognise and can explain the reasons for simple presentational features such as bullet points. Description of structural features rarely includes an explanation of why these are effective. 	<ul style="list-style-type: none"> Most pupils are able to describe and comment on structural features in a text. Most pupils can explain how a writer uses organisational features to strengthen the impact of their writing, for example graphs in magazine articles. Written responses tend to describe rather than explain. 	<ul style="list-style-type: none"> Most pupils show the ability to explore a writer's use of structure to support their meaning. When questioned, most pupils are able to identify and explain the use of organisational features in a text across a range of texts, but now need to do so independently.

Assessment focus	Year 7	Year 8	Year 9
Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level. (AF5)	<ul style="list-style-type: none"> Most pupils can pick out basic language features, for example the use of aggressive sounding adjectives. 	<ul style="list-style-type: none"> Most pupils are able to identify various features of language use in different texts and suggest why the author has chosen them. While confident in teacher-led discussion, pupils now need to independently apply these skills. 	<ul style="list-style-type: none"> While most pupils can orally explain the uses of structural and organisational features in a range of texts, few carry this through confidently into their writing. Most pupils are able to explain the writer's choice of words, use of grammatical and rhetorical devices and the effect these have on the reader. Oral explanations are detailed in class discussion but for many pupils writing about texts lacks clarity in terms of explaining cause and effect with evidence.
Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader. (AF6)	<ul style="list-style-type: none"> Most pupils can identify main themes and points made in a text. Most pupils are able to identify the writer's main purpose and can comment on the viewpoint explicitly expressed. 	<ul style="list-style-type: none"> Most pupils can identify and explain a writer's viewpoint. Most pupils can explain the overall effect of a text on themselves and link this to the writer's intentions, but still need to work on selecting relevant evidence. 	<ul style="list-style-type: none"> Most pupils are able to identify and quote specific references in the text to explain the writer's purpose. Some pupils can explain the effect of a text on the reader, recounting explicitly how this is achieved but this lacks clarity when put into writing.
General observations: <ul style="list-style-type: none"> too much rushed and unfinished class work too few pupils show evidence of wide personal reading teacher use of marking and feedback needs to explain more clearly what pupils need to do to improve their explanations. 			

School name

Year 7 reading interviews

Pupil: _____

Class: _____

Key questions	Response	Other responses
Do you like reading to yourself?	Very positive Positive Negative: boring, hard work, slow, pointless, better things to do	
What sort of thing do you choose to read by yourself?	Fiction: <i>regularly, sometimes, never</i> Information books: <i>regularly, only in the library, never</i> Magazines: <i>regularly, sometimes, never</i> Picture books, comics: <i>regularly, sometimes, never</i> Newspaper articles: <i>regularly, sometimes, never</i> TV guide: <i>regularly, sometimes, never</i> Environmental (for example, CD covers, cereal packet): <i>regularly, sometimes, never</i> Nothing	
What have you read recently?	Shows knowledge of a range of reading material of appropriate difficulty and how to access it	

Key questions	Response	Other responses
Can you think of any books that you would find interesting or useful to read next? Where would you find them?	Shows some knowledge but lacks detail or range – mentions well-known but unlikely material, for example, <i>Treasure Island</i> . Shows little knowledge or interest in the world of print	
Why do you read?	To get information Enjoyment School work Made to Nothing else to do	
Where do you regularly do some reading?	Home Home in bed In class Library Bus/train/car	
How do you feel if someone asks you to read something to yourself? Why do you think you feel like this?	Fine Depends what it is A bit worried Threatened/unhappy	
How do you feel if someone asks you to read something out loud? Why?	Fine Depends what it is A bit worried Threatened/unhappy	

Key Stage 4 reading profile

Class/group									
Coding: I = needs developing II = needs consolidation III = secure									
PUPILS	a	b	c	d	e	f	g	h	
A02 i Read with insight and engagement, making appropriate references and developing interpretations									
Reads non-literary texts with understanding									
Reads fiction and poetry with engagement									
Reads with insight									
Can refer to textual evidence									
Offers a personal interpretation									
A02 ii Distinguish between fact and opinion and evaluate how information is presented									
Knows fact from opinion									
Recognises presentational techniques									
Can evaluate use of presentational techniques									
A02 iii Follow an argument, identifying implications and recognising inconsistencies									
Reads with literal understanding									
Sees implications									
Recognises inconsistencies									
Can track a line of argument									
A02 iv Select material appropriate to purpose, collate material from different sources and make cross-references									
Can select appropriate material									
Can collate material from different sources									
Can make cross-references									
A02 v Understand and evaluate linguistic, structural and presentational devices and comment on language variety and change									
Can recognise and evaluate linguistic devices									
Can recognise and evaluate structural devices									
Can recognise and evaluate presentational devices									
Can recognise and comment on language variety									
Can recognise and comment on language change									

Questions to ask of your schemes of work for reading

Note: Departments will need to select the criteria appropriate to the level of planning or key stage under review.

Content and range	Secure	Developing	To do
At Key Stage 3 specific Framework objectives and AFs for reading are identified and addressed at long-, medium- and short-term levels.			
At Key Stage 4 all GCSE content requirements and assessment objectives for reading are identified and addressed at long-, medium- and short-term levels.			
The focus of teaching and learning activities and the assessment tasks set ensure that pupils are able to show what they are capable of in relation to the identified teaching and assessment objectives.			
Reading objectives and assessment focuses that need to be focused on more thoroughly have been identified and addressed.			
Gaps in National Curriculum or GCSE specification coverage in each year group have been identified and addressed, for example the range of non-fiction, fiction, poetry, drama, media.			
Texts identified in units of work for each year group are ones that provide interest, enjoyment and challenge.			
Objectives and activities in teaching plans address both: <ul style="list-style-type: none"> the teaching of reading and response; pupils' development as motivated, independent readers. 			

Expectations	Secure	Developing	To do
The progression expected in reading is clearly defined and communicated to pupils; that is, plans clearly illustrate what is different about the teaching of reading in Year 8 as opposed to Year 7 and pupils, when asked, can tell you what these differences are.			
Units of work address the expectations identified in the reading improvement matrix, National Curriculum level descriptions or GCSE assessment objectives.			
Plans show sufficient support and challenge for the full range of pupil attainment and the level of differentiation is identified (resources/ task/outcome). Pupils of different reading abilities and interests are supported through guided work and group reading units.			

Teaching and learning	Secure	Developing	To do
Plans exemplify structured, sequenced teaching which moves from direct teaching and support to pupil independence – there is a balance between the modelling of effective reading strategies and independent practice, including timed practice, of the skills taught.			
Teaching objectives are made explicit to pupils in all lessons and aspects of assessment for learning are threaded through each unit of work.			
Plans identify key questions to guide pupils to deeper explanation and analysis.			
Long-term plans identify regular points in the key stage where the department works with the library to ensure structured book talk and progression in pupils' wider reading.			

Reading improvement matrix

Reading: Year 7

Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>7R1 Know how to locate resources for a given task, and find relevant information in them, e.g. <i>skimming, use of index, glossary, key words, hotlinks</i>.</p> <p>7R2 Model/revise appropriate reading strategies to extract particular information, e.g. <i>highlighting, scanning</i>.</p> <p>7R3 Compare and contrast the ways information is presented in different forms, e.g. <i>web pages, diagrams, prose</i>.</p> <p>7R4 Make brief, clearly organised notes of key points for later use.</p> <p>7R5 Appraise the value and relevance of information found and acknowledge sources.</p> <p>7W15 Use a dictionary and thesaurus with speed and skill.</p> <p>7W21 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. <i>energy, resistance</i>.</p>	<ul style="list-style-type: none"> Use grids and tables such as the KWL or QUADS grids to support reading for a purpose. Model reading for different purposes (skimming, scanning, close reading) during shared reading sessions. Use text marking and annotation to support information retrieval. Teach a variety of note-making strategies as memory aids to appeal to different learning styles, e.g. spidergrams, using pictures as well as text; using key words and phrases. 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. Use plenaries to discuss how pupils tackled information retrieval tasks in order to consolidate explicit strategies. Use ICT to support teaching, e.g. present text on-screen, use highlighting, deleting and 'find and replace' facility. 	<ul style="list-style-type: none"> Before beginning research, note what is already known and what is needed to find out, to help to sharpen the focus (KWL, QUADS). Be able to use indexes, contents pages and dictionaries quickly and efficiently. Ensure understanding of vocabulary in a text so that it makes sense, especially when it might be specialised. 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. Be able to decide what is relevant in a text, keeping purpose for reading in mind. Use highlighting to identify key words and phrases in texts. Identify quotations and text references that support the writer's comments and opinions. When searching for information, consider a variety of different types of resource, e.g. books, the web, magazines. Use a variety of ways of taking notes, e.g. bullet points, spidergrams, flow charts.
<p>Related QCA Assessment focus</p> <p>AF2 Understand, describe, select, retrieve information, events or ideas from texts and use quotation and reference to text.</p>		

Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>7R6 Adopt active reading approaches to engage with and make sense of texts, e.g. <i>visualising, predicting, empathising and relating to own experience</i>.</p> <p>7R7 Identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer.</p> <p>7R8 Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.</p> <p>7R11 Recognise how print, sounds and still or moving images combine to create meaning.</p>	<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> 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 multimedia 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.
<p>Related QCA Assessment focus</p> <p>AF3 Deduce, infer or interpret information, events or ideas from texts.</p>		

Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>7S13 Revise the stylistic conventions of the main types of non-fiction:</p> <p>a) <i>Information</i>, which maintains the use of the present tense and the third person, organises and links information clearly, incorporates examples;</p> <p>b) <i>Recount</i>, which maintains the use of past tense, clear chronology and temporal connectives;</p> <p>c) <i>Explanation</i>, which maintains the use of present tense and impersonal voice, and links points clearly;</p> <p>d) <i>Instructions</i>, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance;</p> <p>e) <i>Persuasion</i>, which emphasises key points and articulates logical links in the argument;</p> <p>f) <i>Discursive writing</i>, which signposts the organisation of contrasting points and clarifies the viewpoint.</p> <p>7R7 Identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer.</p> <p>7R13 Identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions, e.g. <i>in campaign material</i>.</p> <p>7R15 Trace the ways in which a writer structures a text to prepare a reader for the ending and comment on the effectiveness of the ending.</p> <p>7R19 Explore how form contributes to meaning in poems from different times and cultures, e.g. <i>storytelling in ballads</i>.</p> <p>7S9 Identify the main point in a paragraph, and how the supporting information relates to it, e.g. <i>as illustration</i>.</p>	<ul style="list-style-type: none"> 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 <i>Sequence for teaching writing</i>). 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; sequencing sentences to make a paragraph; giving subheadings to each paragraph and asking pupils to sequence the subheadings before reading the text. 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. In shared/guided writing, model how to link opinions with textual support. 	<ul style="list-style-type: none"> Know and use the terms that are used for describing how texts are structured. Know the writing styles and features used in particular non-fiction text types. Recognise how writers organise paragraphs in non-fiction, i.e. the way in which topic sentences are supported by evidence later in the paragraph. Use text convention checklists to help in commenting as fully as possible on the structure and organisation of texts. Remember to comment on the effect of word choice and sentence structure as a feature of the writer's organisation of the text. Begin to discuss why a writer chose that way of organising a text. Be able to discuss the ways in which writers prepare readers for the ending of a text.
<p>Related QCA Assessment focus</p> <p>AF4 Identify and comment on the structure and organisation of texts including grammatical presentational features at text level.</p>		

Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>7W16 Work out the meaning of the unknown words using context, etymology, morphology, compound patterns and other qualities such as onomatopoeia.</p> <p>7R12 Comment, using appropriate terminology, on how writers convey setting, character and mood through word choice and sentence structure.</p> <p>7R14 Recognise how writers' language choices can enhance meaning, e.g. <i>repetition, emotive vocabulary, varied sentence structure or line length, sound effects</i>.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Recognise links between words and explain the relationship between them, making reference to word 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.
<p>Related QCA Assessment focus</p> <p>AF5 Comment on writers' uses of language, including grammatical and literary features at word and sentence level.</p>		

Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>7R17 Read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e.g. <i>sharing views, keeping a reading journal</i>.</p> <p>7R9 Distinguish between the views of the writer and those expressed by others in the text, e.g. <i>the narrator, quoted experts, characters</i>.</p> <p>7R16 Distinguish between the attitudes and assumptions of characters and those of the author.</p> <p>7R20 Explore the notion of literary heritage and understand why some texts have been particularly influential or significant.</p> <p>7R18 Give a considered response to a play, as script, on screen or in performance, focusing on interpretation of action, character and event.</p> <p>7R10 Identify how media texts are tailored to suit their audience, and recognise that audience responses vary, e.g. <i>popular websites</i>.</p>	<ul style="list-style-type: none"> 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. '<i>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?'</i>' 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. 	<ul style="list-style-type: none"> 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.
<p>Related QCA Assessment focus AF6 Identify and comment on writers' purposes and viewpoints, and the effect of the text on the reader.</p>		

Reading improvement matrix

Reading: Year 8

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>8R2 Undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources.</p> <p>8R3 Make notes in different ways, choosing a form which suits the purpose, e.g. <i>diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval.</i></p> <p>8Wr17 Integrate evidence into writing to support analysis or conclusions, e.g. <i>data, quotation.</i></p> <p>8R1 Combine information from various sources into one coherent document.</p>	<ul style="list-style-type: none"> 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. 	<p>Describing and selecting:</p> <ul style="list-style-type: none"> 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. <i>skimming, scanning according to the task set.</i> 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. <p>Using evidence:</p> <ul style="list-style-type: none"> 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.
<p>Related QCA Assessment focus</p> <p>AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>		

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>8R4 Review their developing skills as active, critical readers who search for meaning using a range of reading strategies.</p> <p>8R5 Trace the development of themes, values or ideas in texts.</p> <p>8R6 Recognise bias and objectivity, distinguish facts from hypotheses, theories or opinions.</p> <p>8R7 Identify the ways implied and explicit meanings are conveyed in different texts, e.g. irony, satire.</p> <p>8R13 Read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique.</p>	<ul style="list-style-type: none"> 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 time line 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. <i>powerful verbs show how a character feels; short dramatic sentences increase the tension.</i> 	<ul style="list-style-type: none"> 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 that suggests a theme. Demonstrate an ability to pick out relevant repetition that traces developments. Show awareness of vocabulary choices that 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.
<p>Related QCA Assessment focus</p> <p>AF3 Deduce, infer or interpret information, events or ideas from texts.</p>		

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>8R13 Read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique.</p> <p>8R10 Analyse the overall structure of a text to identify how key ideas are developed, e.g. <i>through the organisation of the content and the patterns of language used</i>.</p> <p>8R8 Investigate how meanings are changed when information is presented in different forms or transposed into different media.</p> <p>8R14 Recognise the conventions of some common literary forms, e.g. sonnet, and genres, e.g. <i>gothic horror</i>, and explore how a particular text adheres to or deviates from established conventions.</p>	<ul style="list-style-type: none"> • Share the reading of part of a novel and a film clip of the same section; discuss the differences between telling and showing. • 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 level. Draw up checklists of features. • Ensure pupils have opportunities to investigate the accuracy of the checklists independently through further examples. • 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. • In shared reading, identify the features of a particular writer and then ask pupils to develop them further through independent and guided work, drawing up their own checklists. 	<ul style="list-style-type: none"> • Begin to describe what writers need to do when transforming a book into a film or a film into a book. • 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. • Begin to recognise particular types of poem or genre and describe some of their features. • Begin to recognise what effect the choice of form has on the way the content is organised. • Begin to recognise the various ways in which writers prepare readers for the ending of their texts. • Begin to evaluate what impact a text has on its reader through its organisation and development, as well as its sentences and words.
<p>Related QCA Assessment focus</p> <p>AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>		

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>8W7 Review and develop their ability to:</p> <p>a) recognise links between words related by word families and roots;</p> <p>b) work out the meaning of unknown words using context, syntax, etymology, morphology and other factors;</p> <p>c) understand and explain exactly what words mean in particular contexts.</p> <p>8W8 Understand and use key terms that help to describe and analyse language, e.g. <i>word class</i>, <i>noun phrase</i>, <i>subordinate clause</i>, <i>syntax</i>, <i>conditional</i>.</p> <p>8W13 Understand the implications when a word is in quotation marks or is used ironically.</p> <p>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.</p>	<ul style="list-style-type: none"> • In pairs, create a word web (see <i>Vocabulary and spelling unit in Literacy across the curriculum file and Year 7 spelling bank</i>). • 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. <i>effect of adding subordinate clauses</i>, <i>positioning within sentences</i>, <i>effect upon meaning</i>. • 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 e.g. 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? 	<ul style="list-style-type: none"> • 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.
<p>Related QCA Assessment focus</p> <p>AF5 Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p>		

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>8R12 Record and review the development of their independent reading, and identify ways of increasing its scope and challenge.</p> <p>8R11 Investigate the different ways familiar themes are explored and presented by different writers.</p> <p>8R15 Identify links between literary heritage texts and their times, e.g. <i>the social context of a nineteenth-century novel</i>.</p> <p>8R16 Recognise how texts refer to and reflect the culture in which they were produced, e.g. <i>in their evocation of place and values</i>.</p>	<ul style="list-style-type: none"> • 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 – <i>whereas one author... the other ... however, it can be seen, is noticeable, etc.</i> • As starter or plenary session organise pupils to read responses from journals, recommend books, ‘sell’ books as possible class novels. • Have a <i>If you liked this ... try this</i> 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. 	<ul style="list-style-type: none"> • 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.
<p>Related QCA Assessment focus</p> <p>AF6 Identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader.</p>		

Reading improvement matrix

Reading: Year 9

Year 9 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
9R1 Review and extend their own strategies for locating, appraising and extracting relevant information.	<ul style="list-style-type: none"> 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. Model the process of establishing whether something is fact or opinion. Use a grid to compare texts dealing with the same subject for audience, purpose, language and style. Create with the class a checklist of critical and evaluative questions to ask about research. In shared and guided writing model 'point-evidence explanation' paragraph organisation in writing about texts. Use a shared writing session to demonstrate how to marshal and categorise information for a specific audience and purpose. 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. 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. Use sample National Curriculum tests practice papers to model how to respond to text quickly and pertinently. 	<ul style="list-style-type: none"> Use a KWL or QUADs grid to direct research, keeping the purpose for reading in mind. Select, highlight and annotate parts of the text relevant to purpose or audience as speedily as possible. Match reading strategy to reading purpose, e.g. skim and scan when trying to locate specific bits of information. Identify appropriate sources of information in relation to research topics. Quickly decide upon and use a strategy for note taking which is appropriate to the task and the learning style. Acknowledge and evaluate sources and quotations accurately. Use evidence to support arguments by making a point. Back it up with ideas and then explain how this reinforces the point.
9R4 Evaluate the relevance, reliability and validity of information available through print, ICT and other media sources.		
9R2 Synthesise information from a range of sources, shaping material to meet the reader's needs.		
9S4 Integrate speech, reference and quotation effectively into what they write.		
9W17 Cite specific and relevant textual evidence to justify critical judgements about texts.		
Related QCA Assessment focus AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.		

Year 9 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>9R18 Discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.</p> <p>9R8 Compare the presentation of ideas, values or emotions in related or contrasting texts.</p> <p>9R10 Comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis.</p> <p>9R18 Discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.</p> <p>9S&L13 Develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists.</p>	<ul style="list-style-type: none"> Encourage the reading and shared understanding of substantial texts through independent reading and group reading. Look at leaflets on a controversial issue, comparing emotions and values they endorse. In shared reading of a text's opening, model annotating emotional and intellectual impact of a writer's language on a critical reader. Use guided reading sessions to support pupils in becoming more confident in talking about their reading of different texts. Use a grid to note similarities and differences between the emotions and values conveyed by a pair of texts from different media, e.g. web page and printed leaflet. 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 their responses. Watch two versions of the same scene from a play. Pupils compare: characterisation; setting and atmosphere; dramatic tension; viewpoint and purpose. Pupils present a scene as if on a stage and then represent it using a promenade theatre. Hot-seat the author of a shared text and pupils ask him or her questions about the text and the meanings of ambiguous parts. Explore different interpretations, e.g. <i>'This phrase could mean "....." or it could mean "....."'</i>. Develop the sentence stem approach by embedding justifying clauses such as: 'I think the writer means this because' 	<ul style="list-style-type: none"> Be able to sustain reading of a longer text and to discuss interpretations and preferences with others. Be able to decide quickly and confidently how to read a text for a purpose. Experiment with different ways of reading a speech aloud to show character, feelings and attitude. Examine ways in which writers express ideas, values and emotions through character, setting, dialogue and word choice. Identify how the writer uses evidence to support their arguments or to attack the arguments of a rival. Express an opinion and make judgements upon the effectiveness of a piece of text, bearing in mind its intention and purpose. Use appropriate language to comment on and compare texts and make detailed references to evidence.
<p>Related QCA Assessment focus</p> <p>AF3 Deduce, infer or interpret information, events or ideas from texts.</p>		

Year 9 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>9W8 Recognise how lines of thought are developed and signposted through the use of connectives, e.g. nonetheless, consequently, furthermore.</p> <p>9S6 Compare and use different ways of opening, developing, linking and completing paragraphs.</p> <p>9S7 Analyse and exploit the stylistic conventions of the main text types, e.g. parody.</p> <p>9R8 Investigate the organisation and conventions of ICT texts, e.g. CD-ROM, e-mail, web pages.</p>	<ul style="list-style-type: none"> 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 whether common features can be identified. 	<ul style="list-style-type: none"> 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, e.g. for 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.
<p>Related QCA Assessment focus</p> <p>AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>		

Year 9 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>9W6 Know and use the terms that are useful for analysing language, e.g. <i>type of phrase or clause, conditional verb</i>.</p> <p>9W7 Recognise layers of meaning in the writer's choice of words, e.g. connotation, implied meaning, different types or multiple meanings. Recognise how lines of thought are developed and signposted through the use of connectives, e.g. <i>nonetheless, consequently, furthermore</i>.</p> <p>9W8 Explore differing attitudes to language, and identify characteristics of standard English that make it the dominant mode of public communication.</p> <p>9R12 Analyse and discuss the use made of rhetorical devices in a text.</p> <p>9R14 Analyse the language, form and dramatic impact of scenes and plays by published dramatists.</p> <p>9R16 Analyse ways in which different cultural contexts and traditions have influenced language and style, e.g. <i>Black British poetry, Irish short stories</i>.</p>	<ul style="list-style-type: none"> 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 that 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. <i>use of patois to create impact, use of rhythm to recreate actions</i>. 	<ul style="list-style-type: none"> 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 level.
<p>Related QCA Assessment focus AF5 Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.</p>		

Year 9 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	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
<p>9R5 Evaluate their own critical writing about texts.</p> <p>9R13 Review and develop their own reading skills, experiences and preferences, noting strengths and areas for development.</p> <p>9R7 Compare the presentation of ideas, values or emotions in related or contrasting texts.</p> <p>9R6 Comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures.</p> <p>9R8 Analyse how media texts influence and are influenced by readers, e.g. interactive programs, selection of news items.</p> <p>9R9 Compare themes and styles of two writers from different times.</p> <p>9R11 Analyse how an author's standpoint can affect meaning in non-literary as well as literary texts.</p> <p>9R17 Compare the themes and styles of two or more poets.</p> <p>9R15 Extend their understanding of literary heritage by relating major writers to their historical context and explaining their appeal over time.</p>	<ul style="list-style-type: none"> • 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. <i>The Modest Proposal</i>, extracts from <i>Pepys' diary</i> or Pope's <i>The Rape of the Lock</i>. 	<ul style="list-style-type: none"> • 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 through 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.
<p>Related QCA Assessment focus</p> <p>AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.</p>		



Providing for progression

Planning provision in three waves

WAVE 1

Inclusive, quality-first teaching for all through

- planned curriculum
- tailored, interactive teaching in structured lessons
- effective use of assessment
 - Assessment for Learning (AfL) and tracking progress

WAVE 2

Additional programmes to enable some targeted pupils to work at age-related expectations or above

- Intervention toolkit Key Stage 3
- Study Plus Key Stage 4
- effective use of assessment to select pupils and target intervention programmes

WAVE 3

Additional, highly personalised interventions for some targeted pupils

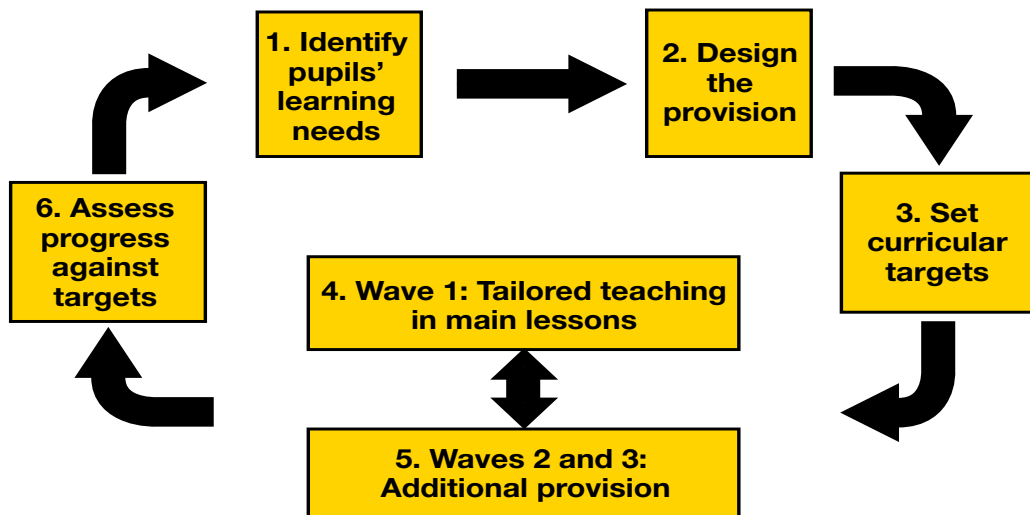
- Intervention toolkit Key Stage 3
- mentoring
- effective use of assessment to select pupils and target

Quality standard for intervention in secondary English and mathematics

Overall standard In a school where there is effective intervention provision the needs of all pupils in Years 7 to 11 who are working below age-related expectations and have the potential to achieve more are identified and appropriately provided for, and their progress is tracked.			
Effective practice includes:	Fully in place	Partly in place	Not in place
1. Intervention is integral to school improvement planning and to the school's curriculum provision, 11–16.			
2. There is a school intervention team and the team's roles and responsibilities are clearly defined.			
3. The school has a plan for building intervention capacity/capability through continuing professional development (CPD) using the Secondary National Strategy (SNS) online units.			
4. There is a clear understanding of progression in English and mathematics by all teachers and support staff.			
5. Intervention support is based on the 'waves' model which emphasises the importance of tailored teaching in all classes as part of Wave 1 provision, supported by additional waves of support.			
6. Lower-attaining targeted pupils are identified using an appropriate range of data.			
7. Numerical and curricular targets for these pupils are in place.			
8. Progression maps are used to identify the specific learning needs of the targeted pupils and to determine intervention teaching.			
9. Effective Assessment for Learning (AfL) practice in classrooms leads to teaching that is tailored to meet the learning needs of targeted pupils.			
10. Progress towards numerical and curricular targets is monitored and evaluated, leading to adaptations of future plans.			
Where there is effective intervention provision, success outcomes include: <ul style="list-style-type: none"> Target pupils make good progress in English and mathematics. There is an increase in the percentage of pupils moving from level 3 to level 5 in English and mathematics at Key Stage 3, and in those moving from level 4 and level 5 to GCSE grade C at Key Stage 4. English and mathematics teachers are able to recognise and anticipate individual pupils' strengths and learning needs and include in their lessons approaches to support these needs. Pupils know their own learning needs and what to do in order to improve. 			

Thanks to Devon LA for an earlier version of this set of standards

Teaching for progression



Teaching for progression

The first criterion for effective teaching of English is for pupils to be actively engaged with work that is meaningful and leads to outcomes that can be valued and celebrated. Motivating pupils with interesting and engaging work is, however, not sufficient to secure progress. The work must be underpinned by a system that ensures pupils are making progress in essential knowledge, skills and understanding.

1. Identifying pupils' learning needs

- Use prior attainment data on entry to Year 7.
- Thereafter Assessing Pupil Progress (APP) is the ideal tool for assessing pupils' strengths and weaknesses and tracking their progress.
- APP will also identify pupils who are not making progress and may need intervention.

2 Designing the provision

- The National Curriculum (NC) programmes of study as interpreted in the Framework of objectives (to be revised in line with new programmes with the addition of Key Stage 4) are the basis for designing schemes of work for Wave 1 teaching.
- The design should include provision for additional Wave 2 and Wave 3 support for identified pupils using the Intervention toolkit in Key Stage 3, and Study Plus in Key Stage 4. The effective deployment of teaching assistants/mentors is also an essential aspect of this provision.

3 Setting curricular targets

- In order to personalise provision within the schemes of work, it is important that pupils are set curricular targets so that teaching and marking can be focused for individual pupils. APP and progression maps can help to set the right targets. This process is of particular importance to pupils whose progress is less than satisfactory.

4 Wave 1: Tailored teaching in main lessons

- It is principally through learning in main lessons that all pupils make progress. Within this Wave 1 teaching the approaches can be tailored by a focus on pupils' curricular targets, particularly during:
 - questioning;
 - guided group work;
 - work with the teaching assistants (TAs);
 - task setting;
 - marking.

Guidance within the progression maps is designed to help with this tailoring process.

5 Waves 2 and 3: Additional provision

- Some pupils will be identified as below the expected level because they have made slow progress. Many of these pupils have the capacity to make rapid progress to overcome specific barriers when provided with properly targeted additional support through Wave 2 and Wave 3 provision. Suitable programmes are outlined in the Intervention toolkit for Key Stage 3. Study Plus is available for Key Stage 4.
- Learning in Waves 2 and 3 provision is only fully effective when it is linked to Wave 1 and pupils have the opportunity to apply and consolidate new skills and understanding.

6 Assessing progress against targets

- It is essential that pupils' progress is kept under regular review so that:
 - it can be rewarded;
 - targets can be reviewed;
 - any necessary changes to provision can be identified and put in place.

How teaching for progression is supported by Secondary National Strategy materials

Identifying pupils' learning needs Assessment Tracking Allocation to Waves 2 and 3	Assessing Pupil Progress (APP)
Designing the provision Three Waves	Framework of objectives Intervention toolkit Study Plus Handbook
Setting curricular targets Personalisation	Assessing Pupil Progress (APP) Progression maps
Tailored teaching in main lessons Increasing the impact of Wave 1 for all pupils	Progression maps
Additional or alternative provision Intervention for targeted pupils	Intervention toolkit Study Plus
Assessing progress against targets Completing the cycle	Assessing Pupil Progress (APP)

Study Plus: the essentials

These are the features that define Study Plus.

- Study Plus is a five- to six-term programme that is timetabled during the school day for at least two lessons a week – typically pupils opt for it as part of the school's option programme.
- Study Plus is planned as a sequence of around 20 English or mathematics units or a mixture of the two – each unit lasting three to four weeks.
- Teaching in each unit is focused by a cluster of curricular targets that have been identified as relevant to the group and individuals by using the English and mathematics progression maps.
- There is support for the Study Plus teacher through training and materials.
- Pupils' learning is supported by another adult, e.g. a teaching assistant or learning mentor who is attached to the group.
- There are close links to the main learning in English and mathematics lessons.

Study Plus: what's flexible

The school should determine the following aspects based on an assessment of the Study Plus pupils:

- the structure of the course (e.g. the English and mathematics balance);
- the place within the school timetable;
- the curricular targets;
- the content of the units;
- the choice of texts and resources.

Extract from draft Study Plus Handbook

Section 2

Study Plus sample English units: introduction

An effective way of planning the work for Study Plus is in units that last from six to eight lessons. Each unit is based around an idea that will engage the interest of the group and will provide an appropriate context for learning focused on an aspect of English that is important for the pupils' progress. The learning focus is always defined by a cluster of curricular targets from the English progression map.

The eight sample units (one printed here and a further seven on the CD-ROM) seek to exemplify this. They are not, however, designed to be 'off-the-peg' teaching plans because a very important principle that underpins Study Plus is that work should be planned around a specific group of pupils.

The purpose of the materials in this section is, therefore, to provide you with ideas that you can adapt to your own class and context; ideas that may also help to inspire you to come up with your own units based on local material of special interest to your pupils. All the planning on the CD-ROM is available in a form that allows teachers to adapt it easily.

Study Plus planning model: English

On page 36, you will find a model that could underpin 20 units of Study Plus English. It is based on aspects of English that are important pathways for progression and is linked to the English progression map via the curricular targets. Some units have a part 1 and part 2. Part 2 units are at a higher level than their part 1 counterparts and can be used after part 1 in order to take pupils further on this aspect, or can be used without part 1 if pupils are already at the higher level and the targets are more appropriate.

Teachers can use this planning model to select units that best match the needs of their group as a whole. From page 39 is an example of how the 20 units in the planning model might be turned into actual units based on topics designed to engage the interest of the pupils. The eight units with shading are the ones that are fully exemplified in the pages that follow.

Features of the Study Plus unit planning

The sample teaching plans are set out in a consistent way. This has been done for clarity, not to suggest that this planning format must be used. Most lessons follow the well-known four-part lesson model and include a starter and plenary. **While this is a good lesson design, it must be used flexibly and it is expected that teachers will adapt these plans to maximise learning in their own context.**

Other features of the lessons are:

- lesson objectives which are relevant to the unit's curricular targets;
- interactive teaching approaches;
- use of modelling by the teacher where appropriate;
- use of guided group work;
- planned deployment of the TA in a range of roles;
- use of the **remember, model, try, apply** sequence where the focus is introducing or consolidating a particular skill.

All these are features that have been promoted through the Key Stage 3 Strategy, but National Strategy English consultants will be able to advise if you are uncertain about any of these features.

The units encourage the use of Assessment for Learning (AfL) approaches. Each unit has a set of key **assessment questions**. These questions are shared with the pupils at the outset and can be used during and at the end of the unit to underpin self-assessment, peer assessment and teacher assessment. The questions relate to the curricular targets and are a stimulus for reflection on what progress has been made towards these targets by individual pupils.

The lessons generally have some resource material to accompany them. This is so that you can more easily see how these sample lessons might work. We have not attempted to provide all the resources that would be needed for the lessons because we do not recommend that they are used 'off the peg'. We think teachers will provide best for their classes by planning lessons around material that they have selected themselves and which is readily available in school. Nevertheless, all the units do have some useful resources and, where appropriate, these have been provided on the CD-ROM both as text and as slide presentations that could be used directly in the classroom.

Golden rules for planning Study Plus units

- In school, units are planned to meet the needs of the specific Study Plus group and the individuals within it.
- In every unit there is a blend of learning through talk, learning from text and learning through writing.
- In every unit, there is a blend of shared, guided and independent work.
- Apart from brief interactive starter sessions, all work designed to boost skills must take place in the context of relevant, purposeful and motivating reading and writing.
- Where possible, all work should emphasise cross-curricular links and applications.
- There is an emphasis on leading pupils towards independent work, producing quality outcomes that can be shared and celebrated.

Study Plus planning model: English

Writing
<p>GCSE English assessment objectives</p> <p>AO3 Writing</p> <p>Candidates are required to demonstrate their ability to:</p> <ul style="list-style-type: none"> i. communicate clearly and imaginatively, using and adapting forms for different readers and purposes ii. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features iii. use a range of sentence structures effectively with accurate punctuation and spelling.
Units with writing targets
<p>Planning and paragraphs 1</p> <p>Curricular target cluster:</p> <ul style="list-style-type: none"> • Show my reader how I have organised my ideas by using paragraphs. • Plan my writing so that I know how it will develop all the way through. <p>GCSE AO3(i), (ii)</p>
<p>Planning and paragraphs 2</p> <p>Curricular target cluster:</p> <ul style="list-style-type: none"> • Always use paragraphs and try to link them together clearly. • Link paragraphs together so my reader can see clearly how my piece of writing is developing. <p>GCSE AO3(i), (ii)</p>
<p>Style 1</p> <p>Curricular target cluster:</p> <ul style="list-style-type: none"> • Add more detail to my writing to make it clearer and more interesting. • Plan my writing so that I am using an appropriate style. <p>GCSE AO3(i), (ii)</p>
<p>Style 2</p> <p>Curricular target cluster:</p> <ul style="list-style-type: none"> • Sustain an appropriate style right through my writing and adapt the conventions of the text type where this will add originality and interest. <p>GCSE AO3(i), (ii)</p>
<p>Better sentences 1</p> <p>Curricular target cluster:</p> <ul style="list-style-type: none"> • Vary my sentences in length and structure. • Use a wider range of connectives to show the links between my ideas. • Use commas correctly in long sentences. <p>GCSE AO3(iii)</p>
<p>Better sentences 2</p> <p>Curricular target cluster:</p> <ul style="list-style-type: none"> • Choose to write the kinds of sentences that will give the effect I want. • Use commas and other punctuation correctly in longer sentences to help the reader follow my meaning. • Connect the sentences within paragraphs so that my meaning and purpose are clear. <p>GCSE AO3(iii)</p>

Better words 1

Curricular target cluster:

- Choose more words that will have an impact on my reader.
 - Use adjectives and adverbial words and phrases to add detail, interest and variety to my writing.
- GCSE AO3(i), (ii)

Better words 2

Curricular target cluster:

- Always choose the best words to match the subject of my writing.
 - Choose my words carefully and ambitiously so that my writing is precise and has an impact on the reader.
- GCSE AO3(i), (ii)

Better spelling

Curricular target cluster:

- Identify my most common spelling mistakes and find my own way to reduce them.
 - Check my writing for the mistakes I commonly make.
- GCSE AO3(iii)

Improving accuracy

Curricular target cluster:

- Check my writing for the mistakes I commonly make.
 - Use commas and other punctuation correctly in longer sentences to help the reader follow my meaning.
- GCSE AO3(iii)

Reading**GCSE English assessment objectives**

AO2 Reading

Candidates are required to demonstrate their ability to:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- distinguish between fact and opinion and evaluate how information is presented;
- follow an argument, identifying implications and recognising inconsistencies;
- select material appropriate to their purpose, collate material from different sources, and make cross references;
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

Units with reading targets**Finding and using information 1**

Curricular target cluster:

- Find the main ideas in a text and support them with evidence.
 - Find quotations which could support my ideas.
 - Skim and scan to find information quickly.
- GCSE A02 (i), (iv)

Finding and using information 2

Curricular target:

- Pull together information from a range of non-fiction texts and decide which parts might be relevant for my purpose.

GCSE A02 (i), (iv)

Responding to whole texts 1

Curricular target cluster:

- Explain why I like or dislike a text.
- Use a range of imaginative reading strategies when I read.

GCSE A02 (i)

Responding to whole texts 2

Curricular target cluster:

- Understand the writer's point of view in a text I am reading.
- Comment on the way a writer puts across a point of view in a text.
- Follow some themes and ideas throughout a whole text that I am reading.
- Understand that a text may have more than one meaning.

GCSE A02 (i)

Reading between the lines 1

Curricular target cluster:

- Read between the lines to infer the writer's meaning.

GCSE A02 (i), (ii), (iii)

Reading between the lines 2

Curricular target cluster:

- Make sure I can find evidence in the text to support my inferences.
- Use a short quotation within a sentence to show that I can refer closely to a text.

GCSE A02 (i), (ii), (iii)

Understanding how texts work 1

Curricular target cluster:

- Understand the connection between the purpose of a text and its layout and organisation.

GCSE A02 (i), (v)

Understanding how texts work 2

Curricular target cluster:

- Explain why I think a text has been organised in a particular way.
- Understand that a writer can create different types of narrators in fiction texts.

GCSE A02 (i), (v)

Understanding how writers use language 1

Curricular target cluster:

- Pick out and comment on some of the words chosen by the writer.
- Explain why a writer has chosen certain words or phrases.

GCSE A02 (i),(v)

Understanding how writers use language 2

Curricular target cluster:

- Comment on the way writers' choices affect the reader's response.
- Understand how the small decisions a writer makes can contribute to the bigger picture.

GCSE A02 (i),(v)

Study Plus sample units overview

An example showing 20 possible units of work for Study Plus English based on the long-term planning model. Full sample plans for all the units shown with a shaded background are included on the CD-ROM.

Units focused on writing targets

<p>Curfew (Planning and paragraphs 1) Pupils write a persuasive letter and magazine article.</p>	<p>Pupils learn that a 9pm curfew is to be put in place in their town by the police because of recent bad behaviour by groups of teenagers. Pupils write a formal letter to the headteacher to persuade her/him to intervene with the police on their behalf. They also write an article for a magazine with a youth audience in which views on the curfew are expressed more forcefully and emotively.</p> <p>Targets</p> <ul style="list-style-type: none"> • Show my reader how I have organised my ideas by using paragraphs. • Plan my writing so that I know how it will develop all the way through. <p>GCSE AO3(i), (ii)</p>
<p>Ask the expert (Planning and paragraphs 2) Pupils design a sequence of presentation slides or website pages.</p>	<p>Pupils design a sequence of presentation slides or website pages which inform and explain about an area of interest to an unfamiliar audience. For example, pupils could inform a given audience about a topic from one of their GCSE subjects, or could choose a subject of personal interest outside the school curriculum. The emphasis is on creating clear links between the texts that appear on different slides or web pages.</p> <p>Targets</p> <ul style="list-style-type: none"> • Always use paragraphs and try to link them together clearly. • Link paragraphs together so my reader can see clearly how my piece of writing is developing. <p>GCSE AO3(i), (ii)</p>
<p>Pulp fiction (Style 1) Pupils write the start of a 'tough guy' detective story.</p>	<p>Pupils are asked to submit the first five paragraphs of a detective story to a magazine editor. There's a cash advance for those accepted for publication. The unit begins with a comparison of two extracts – one from a novel by Raymond Chandler and one from a contemporary text from the same genre. Pupils then revisit ways of adding detail to sentences and investigate a range of text extracts for style focusing particularly on features that contribute to formal/informal styles before writing their own piece.</p> <p>Target</p> <ul style="list-style-type: none"> • Add more detail to my writing to make it clearer and more interesting. • Plan my writing so that I am using an appropriate style. <p>GCSE AO3(i), (ii)</p>

<p>Review it! (Style 2) Pupils become critics and write reviews, experimenting with different writing styles.</p>	<p>Pupils become critics, write reviews and experiment with different writing styles. They explore a variety of reviews from different publications before writing their own reviews. The focus moves on to developing pupils' written style in a wider context and also to exploring where reviews might feature in other subject areas.</p> <p>This unit is relevant to writing in other curriculum areas where pupils are required to write in order to analyse, review and comment. It helps pupils understand the distinctive features of formal and informal writing styles.</p> <p>Target</p> <ul style="list-style-type: none"> Sustain an appropriate style right through my writing and adapt the conventions of the text type where this will add originality and interest. <p>GCSE AO3(i), (ii)</p>
<p>Postcards (Better sentences 1) Pupils write in response to a postcard they have chosen (imagine, explore, entertain).</p>	<p>Pupils make a display of pictures, each with a piece of written text designed to add to the viewer's enjoyment and experience of the picture. If possible, the postcard texts should be word processed as they will be used for an exhibition. Pupils could be taught to use the 'track changes' feature to enable them to see the drafting process; this is helpful for peer- and self-assessment.</p> <p>It will be possible, depending on pupils' interests, to make links to writing with this purpose in other curriculum areas, such as history, geography, and art and design.</p> <p>Targets</p> <ul style="list-style-type: none"> Vary my sentences in length and structure. Use a wider range of connectives to show the links between my ideas. Use commas correctly in long sentences. <p>GCSE AO3(iii)</p>
<p>Trailers (Better sentences 2) Pupils will compose a voice-over and a synopsis in response to a movie trailer they have chosen (inform, explain, describe).</p>	<p>Pupils broadcast a selection of movie trailers each with an adapted voice-over. They also write a synopsis designed to inform the viewer about the forthcoming film. It will be possible to make explicit links to other subjects through the teacher's choice of trailers and to relate the targets to more effective writing in other subjects.</p> <p>Targets</p> <ul style="list-style-type: none"> Choose to write the kinds of sentences that will give the effect I want. Use commas and other punctuation correctly in longer sentences to help the reader follow my meaning. Connect the sentences within paragraphs so that my meaning and purpose are clear. <p>GCSE AO3(iii)</p>
<p>Carry no passengers (Better words 1) Pupils respond to some powerful visual images and this focuses reflection on their use of words.</p>	<p>Pupils respond to some powerful visual images and this focuses reflection on their use of words. Techniques to improve dull writing and expand word choices sit alongside games and emotive writing. Pupils learn to choose their words so that their writing 'carries no passengers' and vocabulary choice is precise. The unit produces a working display as a long-term resource and helps pupils to realise that 'mere words can express...'</p> <p>The unit has relevance to writing in many other curricular areas where the choice of appropriate and accurate vocabulary will improve the quality of writing for a wide range of purposes but particularly writing designed to inform, explain or describe.</p> <p>Targets</p> <ul style="list-style-type: none"> Choose more words that will have an impact on my reader. Use adjectives and adverbial words and phrases to add detail, interest and variety to my writing. <p>GCSE AO3(i), (ii)</p>

<p>Doing it up! (Better words 2) Pupils write a specification for a 'makeover' of their room or vehicle.</p>	<p>Following a competition win, pupils can have their room or vehicle 'done up' by professionals. Pupils deliver an oral recount describing either an ideal home or car, talking a friend through a 'guided tour' of the property or vehicle, before exploring the importance of precise, detailed and unambiguous language in writing. Pupils then write a precise contractual specification outlining the required changes for the team responsible for making improvements.</p> <p>Targets</p> <ul style="list-style-type: none"> • Always choose the best words to match the subject of my writing. • Choose my words carefully and ambitiously so that my writing is precise and has an impact on the reader. <p>GCSE AO3(i), (ii)</p>
<p>The sweet spell of success (Better spelling) Pupils prepare for and take part in a spelling based game show in which teams compete.</p>	<p>Pupils prepare for the game show by studying common spelling mistakes, analysing their own writing to identify their own brand of spelling mistakes and understanding how their own learning style can help them overcome some of these spelling pattern errors. Outcomes for pupils will include spelling-based peer- and self-assessment, through team work in the form of a game show.</p> <p>Targets</p> <ul style="list-style-type: none"> • Identify my most common spelling mistakes and find my own way to reduce them. • Check my writing for the mistakes I commonly make. <p>GCSE AO3(iii)</p>
<p>Proofing to improve (Improving accuracy) Pupils will take the part of a team of reporters/journalists contributing articles to a newspaper/journal.</p>	<p>Pupils will take the part of a team of reporters/journalists contributing articles to a newspaper/journal. Having identified, with the help of their teacher and TA, which aspects of their own writing in English and in other subjects need improving in terms of accuracy, pupils will focus on writing and proofing their own work to deadlines in order to improve awareness and control over the accuracy of their written work.</p> <p>This unit is relevant to writing in all curriculum areas as it focuses pupils on the need to maximise the accuracy of their writing so that they are communicating effectively to their intended reader.</p> <p>Targets</p> <ul style="list-style-type: none"> • Check my writing for the mistakes I commonly make. • Use commas and other punctuation correctly in longer sentences to help the reader follow my meaning. <p>GCSE AO3(iii)</p>

Units focused on reading targets

<p>Information trail poster (Finding and using information 1) Pupils make a poster which shows how they have found and used information on a topic of their choice.</p>	<p>Pupils select a theme from a range of abstract nouns such as friendship, love, terrorism, homelessness. They search for and read texts on their topic, selecting the most relevant. Extracts from these, annotated where appropriate, are pasted on a large sheet together with a short piece of text written by the pupil which summarises their ideas on the topic linked to their reading.</p> <p>Targets</p> <ul style="list-style-type: none"> Find the main ideas in a text and support them with evidence. Find quotations which could support my ideas. Skim and scan to find information quickly. <p>GCSE A02 (i), (iv)</p>
<p>Up, up and away (Finding and using information 2) Pupils research a character to prepare for a balloon debate.</p>	<p>Pupils research a character of their choice; they could be historical, contemporary, a sporting hero, a celebrity, a scientist. They look at how to select evidence from a range of sources drawing together information which will then be used to present a case for allowing their character to remain in the balloon.</p> <p>Target</p> <ul style="list-style-type: none"> Pull together information from a range of non-fiction texts and decide which parts might be relevant for my purpose. <p>GCSE A02 (i), (iv)</p>
<p>Reality reads (Responding to whole texts 1) Pupils read and review a range of texts in the context of a reality TV show.</p>	<p>Pupils nominate texts for inclusion in a reality TV show library. Pupils record their 'diary-room' extracts and evict unpopular texts. The unit includes a range of texts: fiction, non-fiction, magazines, poems, journals and newspapers. Short extracts of film, radio and TV programmes are used to engage pupils, and internet sites such as www.coolreads.com, www.boox.org.uk, www.kidsreview.org.uk are useful resources.</p> <p>Targets</p> <ul style="list-style-type: none"> Explain why I like or dislike a text. Use a range of imaginative reading strategies when I read. <p>GCSE A02 (i)</p>
<p>Mind reader: on the psychiatrist's couch (Responding to whole texts 2) Pupils express their response to texts through role-play.</p>	<p>Pupils read a range of short texts, both fiction and non-fiction, and, in pairs, produce dialogues taking on the roles of author and psychiatrist. Pupils bring out the writer's viewpoint, exposing any obsessions or bias.</p> <p>Targets</p> <ul style="list-style-type: none"> Understand the writer's point of view in a text I am reading. Comment on the way a writer puts across a point of view in a text. Follow some themes and ideas throughout a whole text that I am reading. Understand that a text may have more than one meaning. <p>GCSE A02 (i)</p>
<p>Text detective journal (Reading between the lines 1) Pupils read a range of texts and record their inferences in a journal.</p>	<p>Pupils read a range of texts and record their inferences in a journal. The detectives carry a heavy case load – some of the evidence (fiction and non-fiction) from which they have to draw conclusions is about people, some is about places, some is about events.</p> <p>Target</p> <ul style="list-style-type: none"> Read between the lines to infer the writer's meaning. <p>GCSE A02 (i), (ii), (iii)</p>

<p>Fingerprints in the dust (Reading between the lines 2) A second outing for the text detectives but the new boss requires better evidence and more formal paperwork.</p>	<p>A second outing for the text detectives, but the boss now requires better evidence and more formal paperwork. Pupils focus on using a range of fiction and non-fiction texts, searching for and documenting those traces of evidence that a writer leaves behind, those fingerprints in the dust from which we can infer what the writer's intentions are and the effects he/she wants to create.</p> <p>Targets</p> <ul style="list-style-type: none"> • Make sure I can find evidence in the text to support my inferences. • Use a short quotation within a sentence to show that I can refer closely to a text. <p>GCSE A02 (i), (ii), (iii)</p>
<p>Computer game layout (Understanding how texts work 1) Pupils design a flier for a new computer game.</p>	<p>Pupils will read a range of non-fiction texts linked to computer games including instruction booklets, screens from games that include text, advertisements, magazine and newspaper articles. They annotate texts for layout and organisation and produce their own flier with annotation or commentary to explain the layout.</p> <p>Target</p> <ul style="list-style-type: none"> • Understand the connection between the purpose of a text and its layout and organisation. <p>GCSE A02 (i), (v)</p>
<p>Murder and menace (Understanding how texts work 2) Pupils annotate texts to show understanding of layout and organisation.</p>	<p>Pupils read a range of fiction and non-fiction texts based around the theme of crime. They investigate the differences between the text layout and organisation of newspaper stories, crime prevention leaflets/posters, real-life crime stories, and web-based resources. In the role of editor they annotate texts explaining how and why they are organised for an intended audience.</p> <p>Targets</p> <ul style="list-style-type: none"> • Explain why I think a text has been organised in a particular way. • Understand that a writer can create different types of narrators in fiction texts. <p>GCSE A02 (i), (v)</p>
<p>Wish you were here (Understanding how writers use language 1) Pupils investigate the language of holiday marketing and demonstrate what they learn in a presentation.</p>	<p>Pupils prepare to make a presentation in the role of workers from an advertising agency who need to persuade a holiday company that their writing will be effective in marketing a range of holidays. Pupils study language as used in holiday and tourist attraction publicity. They build an understanding of certain language features and their effects and learn how to explain this orally and in writing.</p> <p>Targets</p> <ul style="list-style-type: none"> • Pick out and comment on some of the words chosen by the writer. • Explain why a writer has chosen certain words or phrases. <p>GCSE A02 (i),(v)</p>
<p>Wish you weren't here (Understanding how writers use language 2) Pupils edit material for a 'Holiday horrors' website.</p>	<p>Pupils explore how writers use language to influence the reader through reading and analysing a variety of fiction and non-fiction texts which deal with disasters, both real and imagined. They then take the role of the editor of a 'Holiday horrors' website who has the job of spicing up the accounts of holidaymakers who have had a terrible time but write about it in a dull way.</p> <p>Targets</p> <ul style="list-style-type: none"> • Comment on the way writer's choices affect the reader's response. • Understand how the small decisions a writer makes can contribute to the bigger picture. <p>GCSE A02 (i),(v)</p>

Study Plus English sample unit of work

Postcards (Better sentences 1)

Curricular target cluster

- Vary my sentences in length and structure.
- Use a wide range of connectives to show the links between my ideas.
- Use commas correctly in long sentences.

GCSE English assessment objective

A03 Writing

(iii) use a range of sentence structures effectively with accurate punctuation and spelling

Unit assessment questions (to be shared with pupils in advance)

- Does my piece of writing add value to the picture for a potential visitor to the exhibition?
- Is the sentence structure varied?
- Is there an effective use of connectives?
- Did I use commas effectively to clarify meaning in longer sentences?

Unit topic

Picture postcards – pupils will write in response to a postcard they have chosen (imagine, explore, entertain).

The aim is to make a display of pictures each with a piece of written text designed to add to the viewer's enjoyment and experience of the picture. If possible, the postcard texts should be word processed as they will be used for an exhibition. Pupils could be taught to use the 'track changes' feature to enable them to see the drafting process; this is helpful for peer- and self-assessment.

It will be possible, depending on pupils' interests, to make links to writing with this purpose in other curriculum areas, e.g. history, geography, art and design.

Unit overview

Lesson	Lesson overview	Homework
1	Introduction to the topic Introducing the curricular targets	Select postcard
2	Quality sentences; personal targets	
3	Features of effective descriptive writing Sentence structure and use of connectives Notes on selected postcards	
4	Descriptive writing modelled First draft writing	First drafts completed
5	Commas in longer sentences Peer feedback on first draft writing Final draft writing	Complete final draft writing
6	Peer assessment of final drafts against targets Sharing of writing, celebration, teacher feedback	

Note: Teachers could decide to add one or two additional lessons to this sequence. These could be fitted in after lesson 4 and/or after lesson 5. The two main purposes of these lessons would be to:

- strengthen cross-curricular links;
- allow pupils more time to complete written work independently and/or consolidate sentence writing skills.

These additional lessons could have a 'workshop' format in which pupils work independently while the teacher and teaching assistant have planned conversations with individuals or small groups to review how pupils are applying new learning in their other subjects. This process could usefully include discussing writing recently undertaken in other subjects and/or writing tasks that will need to be completed shortly. These conversations are designed to complement work done with pupils by the teaching assistant, e.g. in lesson 3.

Lesson 1							
Objectives	<p>To introduce the picture-postcard topic</p> <p>To introduce the unit's curricular targets</p>						
Starter 5 minutes	<p>Play a sentences game with the class. Pupils take turns to complete the sentences orally to make up a continuous narrative. The teacher starts the narrative, e.g. <i>I was walking to the shop because...</i> and then supplies the linking words/expressions:</p> <p><i>Although...</i></p> <p><i>As I got there, I...</i></p> <p><i>In spite of...</i></p> <p><i>Running through my mind...</i></p> <p><i>I wondered if...</i></p> <p>Finish by discussing what kind of words <i>because, although, as, if</i> etc.</p>						
Main 30–40 minutes	<table border="1"> <tr> <td colspan="2" data-bbox="517 831 732 1496"> Introduction <p>Begin by explaining the topic. The aim is to make a display of pictures each with a piece of written text designed to add to the viewer's enjoyment and experience of the picture. The postcard texts should be word processed if possible as they will be used for an exhibition (e.g. in the corridor or library). Show class a large portrait picture, e.g. Self-portrait with Bandaged Ear by van Gogh (borrow it from the art department or use a site such as Portrait Gallery or Imperial War Museum to find a suitable picture). Explain how it is possible to write descriptively about a picture so that you add interest to it. Ask the class some questions about the person shown in the picture saying they must invent the answers, e.g. 'What is he thinking?' and 'What is he going to do in the next few minutes?' Say that you could use ideas like this when writing about the picture.</p> <p>Using a word processor and the whiteboard, begin drafting a piece of writing about the picture (or show one you made earlier) using the ideas but expressing them in a series of simple sentences all beginning with the subject (see example resource 1.1).</p> <p>Initiate discussion – pairs then whole-class – on the way sentences have been used and the impact of this on the reader, i.e. dull and repetitive.</p> <p>Show class the cluster of targets that this unit of work addresses (resource 1.2).</p> </td></tr> <tr> <td data-bbox="517 1496 732 1742" rowspan="3">Development</td><td data-bbox="732 1496 1359 1742"> Independent <p>Pupils write notes and questions showing what they do and don't understand about each curricular target. They begin working independently but can share their notes with a partner when complete. If there is time, they should review some of their previously completed written work in the light of these targets.</p> </td></tr> <tr> <td data-bbox="732 1742 1359 1868"> Guided <p>Teaching assistant supports a selected group through the same work as the independent group</p> </td></tr> <tr> <td data-bbox="732 1868 1359 2018"> Individual support <p>The teacher could work individually with one or two pupils helping them to relate the targets to their own previously completed written work.</p> </td></tr> </table>	Introduction <p>Begin by explaining the topic. The aim is to make a display of pictures each with a piece of written text designed to add to the viewer's enjoyment and experience of the picture. The postcard texts should be word processed if possible as they will be used for an exhibition (e.g. in the corridor or library). Show class a large portrait picture, e.g. Self-portrait with Bandaged Ear by van Gogh (borrow it from the art department or use a site such as Portrait Gallery or Imperial War Museum to find a suitable picture). Explain how it is possible to write descriptively about a picture so that you add interest to it. Ask the class some questions about the person shown in the picture saying they must invent the answers, e.g. 'What is he thinking?' and 'What is he going to do in the next few minutes?' Say that you could use ideas like this when writing about the picture.</p> <p>Using a word processor and the whiteboard, begin drafting a piece of writing about the picture (or show one you made earlier) using the ideas but expressing them in a series of simple sentences all beginning with the subject (see example resource 1.1).</p> <p>Initiate discussion – pairs then whole-class – on the way sentences have been used and the impact of this on the reader, i.e. dull and repetitive.</p> <p>Show class the cluster of targets that this unit of work addresses (resource 1.2).</p>		Development	Independent <p>Pupils write notes and questions showing what they do and don't understand about each curricular target. They begin working independently but can share their notes with a partner when complete. If there is time, they should review some of their previously completed written work in the light of these targets.</p>	Guided <p>Teaching assistant supports a selected group through the same work as the independent group</p>	Individual support <p>The teacher could work individually with one or two pupils helping them to relate the targets to their own previously completed written work.</p>
Introduction <p>Begin by explaining the topic. The aim is to make a display of pictures each with a piece of written text designed to add to the viewer's enjoyment and experience of the picture. The postcard texts should be word processed if possible as they will be used for an exhibition (e.g. in the corridor or library). Show class a large portrait picture, e.g. Self-portrait with Bandaged Ear by van Gogh (borrow it from the art department or use a site such as Portrait Gallery or Imperial War Museum to find a suitable picture). Explain how it is possible to write descriptively about a picture so that you add interest to it. Ask the class some questions about the person shown in the picture saying they must invent the answers, e.g. 'What is he thinking?' and 'What is he going to do in the next few minutes?' Say that you could use ideas like this when writing about the picture.</p> <p>Using a word processor and the whiteboard, begin drafting a piece of writing about the picture (or show one you made earlier) using the ideas but expressing them in a series of simple sentences all beginning with the subject (see example resource 1.1).</p> <p>Initiate discussion – pairs then whole-class – on the way sentences have been used and the impact of this on the reader, i.e. dull and repetitive.</p> <p>Show class the cluster of targets that this unit of work addresses (resource 1.2).</p>							
Development	Independent <p>Pupils write notes and questions showing what they do and don't understand about each curricular target. They begin working independently but can share their notes with a partner when complete. If there is time, they should review some of their previously completed written work in the light of these targets.</p>						
	Guided <p>Teaching assistant supports a selected group through the same work as the independent group</p>						
	Individual support <p>The teacher could work individually with one or two pupils helping them to relate the targets to their own previously completed written work.</p>						

Plenary 15 minutes	Class discussion of the curricular targets and their relationship to the more effective writing required for GCSE grade C or better. Teacher lists key questions about the targets that pupils have raised. Some may be dealt with immediately or starred for further attention next time. Pupils should be clear about their own strengths and weaknesses as writers in relation to the three curricular targets. Show the class a variety of websites where they can access art or show a variety of postcards (as available from bookshops). Say they can each have one of these or they can select their own for next lesson. Suggest that it will be better if they all select one which interests them and that they must bring a card or a colour print to next lesson.
------------------------------	--

Lesson 2	
Objectives	<p>To turn notes into sentences that are varied in length and structure and which do not always start with the subject.</p> <p>To consider personal targets.</p> <p>To introduce 'track changes' as a means of demonstrating improvement in writing (optional).</p>
Starter 10 minutes	<p>Pupils write quick notes about their chosen pictures in response to oral prompts from the teacher:</p> <ul style="list-style-type: none"> • What is the most important object in the picture? • What is happening in the picture? • Why is it happening? • If there is a person/animal in the picture, what can they hear? • What are they thinking/feeling? • What are they going to do in a minute?
Main 40 minutes	Remember Remind pupils of the targets and turn to the notes pupils wrote on them last lesson. (Make a note of any remaining uncertainties to plan in additional skills teaching where necessary.)
	Model Model for pupils the redrafting of the unsatisfactory piece of writing they saw last lesson (e.g. resource 1.1). See resource 2.1 for an example of the process. Using 'track changes', model the use of connectives, sentences that do not begin with the subject, and commas to mark clause/phrase boundaries.
	Try Ask pupils to redraft the rest of the passage (resource 1.1) in the same way.
	Apply Ask pupils to turn one of their notes/ideas on their picture from the start of the lesson into two quality sentences: a simple sentence starting with the subject and a longer, more interesting sentence, trying to use one or more connectives and using commas where necessary. Suggest they should not start with the subject for this one. Use resource 2.2 as a prompt if required.
Plenary 10 minutes	Ask some pupils to read/display their quality sentences. Ask pupils to say when and why they used commas in the longer sentences. Discuss the effect on the reader when sentences have variety.

Lesson 3	
Objectives	<p>To add interest by using sentences of different lengths in descriptive writing.</p> <p>To use different connectives to join my ideas.</p> <p>To be aware of the techniques effective writers use in description.</p>
Starter 10 minutes	The Sentence Game. Show a simple sentence (e.g. resource 3.1). Pupils have to change it depending on the instruction given on the cards (resource 3.2), e.g. change the main verb, change the connective, start with an adverb, add a subordinate clause. Discuss throughout how the effect on the reader is influenced by the changes.
Main 40 minutes	<p>Introduction (20 minutes)</p> <p>Show pupils an image with a written description (e.g. resource 3.3). The teacher shares the text with pupils by reading it aloud. Pair talk – is the description effective? Does the description help visualisation and add to the enjoyment of viewing the picture? How has the writer used connectives to link their ideas?</p> <p>The teacher models identifying one or two effective features of the description in the sentences and begins to compose a class ‘checklist’. In pairs pupils identify other effective features. As a group decide on a checklist of effective features. Display it in the room.</p>
	<p>Development</p> <p>Independent</p> <p>Pupils write notes about their own postcards reminding themselves of what makes an effective description, e.g. ‘To describe the man’s movement I could start my sentence with an adverb. I could start the next sentence with a connective...’</p>
	<p>Guided</p> <p>Teacher supports a selected group through the same work as the independent group. This should be closely linked to their own personal targets for improving their writing at sentence level.</p>
	<p>Individual support</p> <p>The teaching assistant could work individually with one or two pupils helping them to relate the targets to their postcard/image and make links to writing that pupils are doing for other subjects.</p>
Plenary 10 minutes	<p>Pupils respond orally to the prompt: ‘<i>Effective writers make sure that they...</i>’</p> <p>In pairs, pupils discuss their own cards and prompts they have made to themselves in readiness for their first draft in the next lesson.</p>

Lesson 4	
Objectives	To interest my reader by using a variety of features of effective description. To use a variety of sentences and a wider variety of connectives to join my ideas.
Starter 10 minutes	Display the checklist of effective descriptive writing from the previous lesson. Pupils play 'pass the card' (have a selection of postcards available). In pairs pupils have to describe orally some features of the picture using ideas from the checklist, remembering to use connectives.
Main 40 minutes	Remember Take feedback on connectives that were used to link ideas and list them. Share a few oral descriptions agreeing on elements of effective descriptive writing.
	Model The teacher shows the class a new picture she/he is describing then models the first few sentences orally before writing, referring explicitly to the key features of effective descriptive writing (e.g. resource 4.1).
	Try Pupils write the next sentence in the description as a complex sentence. A few sentences are shared and there is brief discussion about the different choices a writer can make.
	Apply Establish the length of the piece of writing you are expecting from pupils and reiterate its purpose, which is for display, to add enjoyment to the viewing of the postcards. Using word processors if possible, pupils draft their own description of their selected card. As they write they are clear about their own personal targets.
Plenary 10 minutes	Use one pupil's writing to discuss as a class. Use key questions to support the process: Does the piece of writing add value to the picture for a potential visitor to the exhibition? Is the sentence structure varied? Is there an effective use of connectives? Are commas used effectively to clarify meaning in longer sentences?
Homework	Pupils complete the draft of their writing piece for homework.

Lesson 5	
Objective	To use commas correctly in longer sentences.
Starter 5 minutes	Human sentence game: groups of pupils holding cards move round to make sentences, moving again to make changes (examples of cards in resources 5.1 to 5.3). Working in groups, pupils make a complex sentence putting commas in the correct place, e.g. when a sentence starts with a subordinate clause use a comma to mark off the main clause. Discuss the correct use of the comma. (See prompts in resources 5.4 and 5.5 .)
Main 30–40 minutes	Introduction (20 minutes) Using ‘track changes’ on a word processor the teacher continues to model the writing process by redrafting the description for a postcard. Make explicit the changes that you are making keeping the focus on audience and purpose. In pairs pupils share their first draft taking notes of feedback from peers.
	Development
	Independent Using word processors if possible, pupils redraft work until they are satisfied that success criteria have been met. Pupils should be clear about their own individual targets as they write.
	Guided Teacher supports a group (selected for a focus on a common target) through the same process as the independent group.
	Individual support During this lesson and the next, the teaching assistant takes the opportunity to talk with individual pupils about writing in other subjects, asking pupils to explain where they might usefully apply what they have learned about sentences.
Plenary 15 minutes	The teacher shares his/her final draft with class, talking through changes that have been made, comparing the first draft with the final one and making close reference to success criteria. The use of ‘track changes’ will be very helpful to discussion about improvements made to the writing as all additions and deletions will be identified.
Homework	Pupils complete their final drafts.

Lesson 6	
Objectives	To assess work against curricular targets. To identify strengths and know what to do to improve writing further.
Starter 10 minutes	Pupils pass their piece of writing to a peer who has to explain what they think the picture will be like (pictures are hidden) by just reading the description. Show the pictures and pairs discuss. Is the writing informative, lively and descriptive? Does the writing add enjoyment to viewing the exhibition?
Main 35 minutes	Remember Ask pupils to remember the key curricular targets and their own individual targets for this unit. Which two sentences do you feel particularly pleased with? Are commas used correctly in complex sentences? In pairs discuss whether pupils feel they have achieved their own targets.
	Model Look at one pupil's piece of writing. Identify strengths and weaknesses and talk about the next target for the pupil. Discuss the need for focusing on positives and being clear about what could be done to the writing to ensure that it meets the criteria for higher levels.
	Try In pairs, pupils peer assess work against criteria.
	Apply Pupils make final adjustments to their writing using key questions as support: <ul style="list-style-type: none"> • Does the piece of writing add value to the picture for a potential visitor to the exhibition? • Is the sentence structure varied? • Is there an effective use of connectives? • Are commas used effectively to clarify meaning in longer sentences?
Plenary 15 minutes	Pupils traffic-light curricular and personal targets. Pupils display work and celebrate success.

Resources

Here is an overview of all the example resources mentioned in the lesson plans. Teachers are encouraged to find their own texts and images to match the interests of their pupils, but these can be used if appropriate.

All resources that could be used directly with pupils (e.g. as handouts) can be found in print-friendly form on the CD-ROM.

Where appropriate, resources are also available on the CD-ROM in an enhanced form as presentation slides.

Resource 1.1

'Self-portrait with bandaged ear' by Vincent van Gogh 1889

The man is indoors. He is wearing a coat and a hat with black fur on the front. The side of his face has a bandage on it. He is thinking back to an accident he just had. He is probably in shock. He is staring out of the picture like a madman. His face is pale. He has lost a lot of blood. He will probably collapse in a minute.

Resource 1.2

Targets for this unit of work

Vary my sentences in length and structure

Use a wider range of connectives to show the links between my ideas

Use commas correctly in long sentences

Teacher resource 2.1

Redrafted sentences	Teacher commentary
Although the man is indoors, he is wearing a coat and a hat with black fur on the front.	<i>I can join these first two sentences together. I'm going to use a connective: 'although' would be good to start with. It shows that I think it is unusual for him to wear these clothes in the house. I could have started, 'Although he is wearing a coat...' But I don't think that would be so good. What do you think? Notice that I'm putting a comma in after indoors. What does that do? etc.</i>
A bandage is on the side of his face.	<i>I'm going to write a short simple sentence next. I want to emphasise the thing about the bandage because it's the most unusual thing in the picture. In fact I'm going to start the sentence with the bandage to give even more emphasis.</i>
Thinking about the accident he just had, probably still in shock, he is staring out of the picture like a madman.	<i>Look at the way I'm writing this bit. Now what have I done here? Why did I do that? etc.</i>
Because he has lost a lot of blood, the man's face is pale and he will probably collapse in a minute.	<i>I want to make clear that I think there is a link between his pale face and the loss of blood so I'm going to start with a connective... etc.</i>

Resource 2.2

To vary my sentences I can start with:

- an 'ed'
Exhausted, the man slumped onto the chair.
- an 'ing'
Looking through the window, the girl gazes out at the world.
- a connective
Because he has been wounded, the soldier lies on the battlefield beneath the rearing horses.
- a subordinate clause
As it was every day, the train was jam packed with commuters.
- an adverb
Hurriedly turning away, the man shoves the money into his pocket.
- a prepositional phrase
Underneath the tree, two men are deep in discussion.

Resource 3.1

The boy got into the car.

The girl walked out of the door.

Resource 3.2 – Changing sentences

Change the main verb	Change the connective
Start with an adverb	Add a subordinate clause
Shorten the sentence	Start with a subordinate clause
Start with a prepositional phrase	Move the subordinate clause

Resource 3.3 – see the PowerPoint files on CD-ROM.

Resource 4.1 – see the PowerPoint files on CD-ROM.

Resource 5.1 – Clauses (write each clause on a large sheet of paper)

it was raining

the sky was grey

the man walked along the street

the girl got into the car

the sand was wet

the sun was shining

it was midnight

the summer was hot

the street was deserted

the night club was busy

Resource 5.2 – Connectives (write each connective on a large sheet of paper)

although	when	however	because
before	after	since	whilst

Resource 5.3 – Punctuation (write each punctuation feature on a large sheet of paper – you will need several of each)

comma	full stop	capital letter
--------------	------------------	-----------------------

Resource 5.4 – Using commas

We use commas:

- before *but* in compound sentences;
- to separate the subordinate clause from the main clause when it starts the sentence;
- after a connective that links across or between sentences;
- around additional information in a sentence that can be removed without affecting meaning;
- to separate items in a list.

Resource 5.5 – Worked examples of the use of commas (exemplifying the list in resource 5.4)

The girl walked out of the door, but the boy got into the car.

As the boy got into the car, the girl walked out of the door.

The girl walked out of the door. Meanwhile, the boy got into the car.

The girl, throwing on her coat in a hurry, walked out of the door.

The girl finished her coffee, threw on her coat, grabbed her bag and walked out of the door.

Other useful National Strategy resources

Sentences – revised Literacy Progress Units (LPU)

Year 7 sentence level bank

Key objectives bank Year 7, Year 8, Year 9

Improving writing

Available to view/download from www.dfes.standards.gov.uk/keystage3/respub





Speaking and listening

This publication is available for download from:

www.standards.dfes.gov.uk

www.teachernet.gov.uk/publications

Copies may be available from:

DfES Publications

Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60
e-mail: dfes@prolog.uk.com

Ref: 00331-2007DOM-EN

© Crown copyright 2007

Produced by the
Department for Education and Skills
www.dfes.gov.uk

The content of this publication may be reproduced free of charge by schools and local authorities provided that the material is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context. Anyone else wishing to reuse part or all of the content of this publication should apply to OPSI for a core licence.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.

Applications to reproduce the material from this publication should be addressed to:

OPSI, Information Policy Team,
St Clements House,
2–16 Colegate, Norwich NR3 1BQ
Fax: 01603 723000
e-mail: hmsolicensing@cabinet-office.x.gsi.gov.uk

Disclaimer

The Department for Education and Skills wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this document, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Tutors should check all website references carefully to see if they have changed and substitute other references where appropriate.