

The National Strategies Primary

Narrowing the Gaps:

Guidance for literacy subject leaders

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Preface

This guidance is designed for literacy subject leaders in primary schools to aid the regular review of planning, to enable them to support inexperienced colleagues better in meeting the needs of all pupils in the class and to contribute to pupil progress meetings when asked for advice on appropriate next steps in learning. The guidance focuses on providing practical suggestions to meet the language and literacy needs of different vulnerable groups of children, in order to narrow any gaps between them and the rest of the children in the cohort. Such groups may include, depending on the context and situation of the school:

- children who are entitled to free school meals (FSM);
- quiet, 'undemanding' girls
- underachieving, white working-class boys
- children from the Gypsy, Roma and Traveller (GRT) communities
- children with a black African or black Caribbean heritage
- children who speak English as an Additional Language (EAL)
- children with Special Educational Needs (SEN);
- looked-after children
- pupils who are classed as gifted and talented (G&T), but are not fulfilling their potential.

The materials are organised into five sections:

Section 1: An introduction which links this booklet with other Narrowing the Gaps material and underlines the significance of Quality First teaching to the progress of all children.

Section 2: A section summarising in table form some of the characteristics of different vulnerable groups of learners, and what is known from research and practice about their strengths and areas of difficulty. A set of prompts is given which the subject leader might use as an aid when reviewing planning to ensure that it takes account of the needs of these groups, or as the basis of an audit of provision on a wider scale. The tables also identify a set of possible outcomes, and positive signs that children are becoming more engaged with and successful in their learning. The section includes some prompts to support a professional dialogue between a literacy subject leader and colleagues, focusing on the needs of vulnerable groups of children.

Section 3: A number of adapted plans are presented in this section. These illustrate how National Strategies' unit plans can be modified to take account of the needs of different groups of children, by placing emphasis on particular objectives, drawing on different materials and resources and making use of known and effective strategies and teaching approaches to draw children into learning.

Section 4: This section gives a number of case studies from schools involved in the trialling of these materials, identifying how they made use of them to adapt existing planning and the outcomes which resulted.

Section 5: Some additional sources of information are identified in this section. These are intended to support further investigation into the challenges facing various groups of vulnerable children and will give a fuller picture than is possible in this summary.

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Figure 1: Strategies for success for schools, settings, and local authorities (LAs)

Know the gaps

- Identify gaps:
 FSM, G&T, SEN, black minority ethnic (BME), gender
- Understand the gaps
- Make gaps visible
- Promote use of data
- Build data confidence

Celebrate gap busting!

- Celebrate or promote gap narrowing
- Capture and share 'what works well'
- Gain a positive report card
- Achieve a successful Ofsted inspection





Narrow the gaps

- Deliver Quality First teaching
- Progression planning
- Intervention
 (e.g. one-to-one tuition,
 Every Child a Reader)
- Specialist pedagogy
- Work with parents and families
- Area based initiatives/partnerships

Mind the gaps

- Assessing Pupils' Progress (APP)
- Regular tracking and review
- Challenge from school improvement partners (SIPs) or LAs
- Relentless focus on gap narrowing
- Aim to stretch targets



Section 1: Introduction

Every primary teacher, when talking about the children in their class, will emphasise how their teaching tries to address individual needs. Many teachers, for example, are using the APP materials effectively to identify gaps in children's learning and ensure that teaching considers these, perhaps by ensuring that children falling behind are given extra attention through focused guided work, or an intervention programme. This is an undoubted strength of primary schooling and most children respond enthusiastically to teachers who know them well, who are quick to offer help when it is needed, and who praise them for achievement and effort. This underpinning principle of the importance of individual needs has been reinforced at school level by increasingly effective tracking of individual progress to identify when children seem to have stalled in their learning, and to ensure that steps are taken to address any difficulties.

These materials seek to supplement this approach. Schools must continue to take every account of children's individual needs so that every pupil progresses in their learning as far as possible. Yet added to this, schools also need to look at different groups within each class and cohort in order to identify significant patterns of learning and weakness. At national level, data shows that many of these vulnerable groups, in particular children eligible for Free School Meals (FSM), make significantly less progress than that of their peers. It is important that schools look at their own data this way, so that they can identify any potential underachievement and draw conclusions about the effectiveness of teaching and provision for these groups. Narrowing the Gaps: Leadership for Impact (DCSF 01021-2009PDF), identifies some features of effective practice in relation to ensuring that every child makes as much progress as possible:

'Successful schools are single-minded in narrowing gaps. They:

- use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming, and challenge those whose progress needs to accelerate
- accept no excuses
- take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils, and apply it consistently and relentlessly
- evaluate, celebrate and share success.

More widely, effective schools:

- recognise and unlock potential, including identification of G&T pupils eligible for FSM
- intervene early and effectively, track progress, and change approaches where necessary
- focus on transition, one-to-one tuition and progressive development of language and literacy skills
- search out the most effective ways of engaging parents and families
- listen to pupils and engage them in sustained dialogue about learning'.

The starting point is 'Knowing the gaps' (see figure 1). Schools need to use data and other information to identify where particular groups of children underperform, rather than focusing solely on individual children making less progress than other children in the class. By reviewing the progress of a particular group of children, for example quiet, undemanding girls entitled to FSM, schools may find that there are shared areas of need or underperformance which should be addressed at all levels within a school. By failing to look for these patterns and to treat children's weaknesses simply as individual issues requiring individual attention is potentially to miss opportunities to ask searching questions. Such questions may include how far the school's ethos promotes and supports learning for all children, or about the nature of the curriculum offered, the range of teaching approaches used and how effectively strategies like guided work are adapted to meet the needs of all children. It also means that schools and teachers are not necessarily working as effectively as they might; it is not efficient to provide additional intervention-

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based support for children when modifications to the curriculum or to teaching approaches might have addressed difficulties earlier.

In part, these materials are intended to help schools, once data analysis has identified a group underperforming in literacy, to consider how to address their needs. They support a senior leadership team and, in particular the literacy subject leader, in reviewing provision and ensuring that teaching draws upon what is known from research and practice about what works well with different groups of learners. Section 2, where some of the characteristics of these groups are summarised, is intended to give a brief 'way in' to current understandings and to provide in accessible form some of the teaching implications of research and effective practice. They will be useful to a school that is looking to narrow the gaps (see figure 1 again) between the progress made by these vulnerable groups of pupils and the rest of the cohort. While these tables of characteristics cannot pretend to be an exhaustive account of everything that is known about these learners, they do provide an overview, in an easy summary form, which schools can use to review their provision and to challenge their thinking about what works in their own context.

Taking steps to narrow the gaps

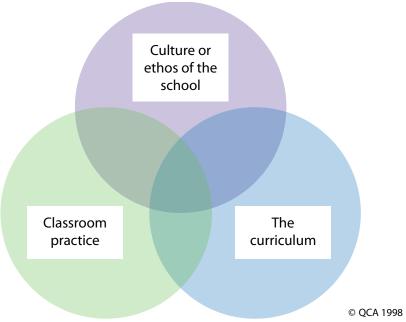
Knowing the data about your school and reviewing pupils' progress by group, not simply by individual, are important first steps in addressing the attainment gap between the identified vulnerable group and the rest of the children in the school. Once the gap is identified, the materials in section 2 will help suggest some ways forward in making proper provision to overcome these difficulties.

Subject leaders and senior leadership teams may want to audit the learning environment and review planning to ensure that the current provision and practice adequately support all children. Headteachers will want to be certain that effective practices are in place throughout the school and that the positive values which underpin provision are evident. In part this is about ensuring high-quality teaching in all classes – Quality First teaching. It is also about ensuring that the curriculum is adapted to take account of the needs of different groups, perhaps through the effective use of guided work, or by an emphasis on oral work, and that the culture of the school builds the confidence of all learners.

One way of looking at the effectiveness of a school's provision for its vulnerable children is to examine the provision in its constituent parts. Figure 2 is a diagrammatic representation of this way of looking, identifying how the elements of school ethos, the curriculum, and classroom practice need to be interwoven to provide adequately for all pupils. Originally developed by QCA in *Can Do Better: Raising Boys' Achievements in English* (1998), and addressing how to improve boys' performance, the diagram summarises how to sustain change by embedding important understandings into the culture of the school, by considering elements of the curriculum that might need to change and by looking to influence teaching to take account of what is known to be effective. As well as providing a model for embedding change in all aspects of a school's life, it also provides a useful starting point for reviewing current provision and practice.

A literacy subject leader or other member of the senior leadership team might use the understandings summarised in the diagram to review whole-school provision or indeed an individual teacher's planning for a literacy unit. Aspects of the school's ethos, whole-school decisions about the curriculum, and agreed teaching strategies and practices should be evident from learning walks and lesson observations, as well as from the scrutiny of planning and of children's work.

Figure 2: A way of looking at school provision (from QCA: Can Do Better: Raising Boys' Achievements in English, 1998)



The issues surrounding the achievements of different vulnerable groups are not simple; consequently a school's response needs to be multi-faceted. While there may be disadvantage which impacts on achievement, there may also be multiple issues in play which hamper progress. These can include those of perception, peer pressure, or disaffection. For these reasons, a school may seek to meet the challenge to raise attainment of groups of vulnerable children by promoting inclusion, or dealing with negative attitudes, ensuring that the curriculum it offers reflects rather than marginalises different cultural groups, as well as by addressing the quality of teaching.

From the summaries of the characteristics of vulnerable groups in section 2, and the implications from research and best practice, it is possible to draw out a number of underpinning principles which might inform the way that a school organises work with any group of underachieving children. Addressing underachievement cannot simply be focused at classroom level, important though this is. Certainly there are classroom strategies which support the inclusion and success of children but, to be effective, schools need a curriculum which is well adapted to all needs and promotes an inclusive, supportive culture or ethos where success is celebrated and promoted, for example by making use of the Social and Emotional Aspects of Learning (SEAL) materials. Effective provision includes high quality teaching but clearly stretches into all aspects of school life.

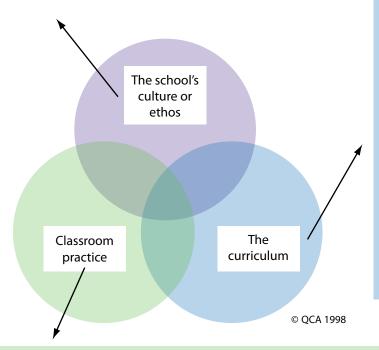
Figure 3 presents an example of some of these underpinning principles. Although these may need to be augmented by other equally important elements, derived from the local context, they provide a starting point for a school to review its current literacy practices against aspects recognised to make a difference to the progress of vulnerable and underachieving children. The principles are organised under the headings of culture, curriculum, and classroom practice.

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Figure 3: All learners benefit from:

A culture or ethos that encourages:

- Children to engage actively in their learning and where they are stimulated to learn.
- Teachers to have positive attitudes to all learners and are aspirational for them.
- · Independence and choice.
- Children to make full use of the classrooms.
- The use of a wide range of materials and resources that are culturally and age appropriate.
- All adults in the school to model good literacy practices.
- The celebration of success.
- A positive view of literacy, e.g. through displays and library areas.
- Teachers to see themselves as learners, share good practice and discuss what has had an impact.
- The subject leader to follow up training and reviews or audits of planning by offering support and advice to colleagues as necessary.



A curriculum that is rich and stimulating and which is adapted to take account of:

- Children's needs and next steps, drawing on assessment information.
- The specific strengths and weaknesses of children and groups of children.
- The progress that is being made by most children, individual children and significant, vulnerable groups.
- The needs of vulnerable learners in each class.
- · Whether any children are under achieving.
- Children's other needs, including medical needs, which should influence the curriculum.
- Individual or group targets and areas of the curriculum which children find difficult.
- The way that children are grouped and the impact that this has on how the curriculum is modified.
- The involvement of parents, e.g. provision is made for those children who get little support from home or who have difficulties completing homework.
- The appropriate balance between different aspects of the literacy curriculum, including speaking and listening and drama.
- The need for opportunities for repetition and rehearsal.
- Whether sufficient time is given to important objectives, including the teaching of vocabulary and comprehension strategies.
- The opportunities for good crosscurricular links.

Classroom practice or teaching that draws upon a range of successful strategies, including:

- Ensuring children know the 'big picture' of what they are learning.
- Extensive teacher modelling used as an opportunity to externalise the thinking process, demonstrating, for example, how writers make decisions.
- Guided work that is well focused on children's needs and used as a short term intervention to improve specific areas of learning. Grouping is flexible and varied according to need.
- Sufficient opportunities for children to talk in the course of a lesson, so that they have opportunities to rehearse ideas.
- Opportunities for children to edit and improve their work and act on their teacher's feedback.
- Specific praise used as a teaching strategy.
- · Children reflecting upon their learning.
- Stimulating children's interest and motivating them to learn through, for example practical activities and drama.

Quality First teaching

Recognising the importance of an inclusive ethos in the school and the classroom, and a curriculum which is well adapted to the needs of all children, does not diminish the importance of ensuring that all children receive high-quality teaching as a matter of course.

The features of good, inclusive, quality-first teaching include:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- modelling and explanation
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Personalised Learning - A Practical Guide (DCSF, 2008)

Quality First teaching is centred on learning and the learner and is underpinned by a belief that all children can succeed and make progress. Assessment for Learning (AfL) is a key element. Knowing exactly what the learner currently understands and what they need to know next is at the heart of Quality First teaching. Based on that understanding of the needs of learners, the effective teacher makes informed choices about applying different teaching approaches and structures (whole class, small group, and one-to-one) to promote particular outcomes. Good teaching is built on a clear idea of what success looks like, and this is shared with the children. Links are made between learning in different areas of the curriculum. The pedagogy poster, accompanying the headteachers' continuing professional development (CPD), gives further details.

In literacy, quality-first teaching includes strong, shared sessions where new learning is modelled and internal processes like reading and writing are externalised and made explicit by the teacher's actions and commentary. Guided work addresses specific needs and is driven by objectives, not just by resources or activity. Speaking and listening is emphasised, so that children have the opportunity to think through and rehearse new ideas and learning. There is a carefully planned move from modelling and scaffolded learning to independent application of what has been learned. A fuller list of strategies which support the learning of vulnerable groups in literacy lessons is included in the introduction to section 3.

It is important to understand that adapting planning for underperforming groups is not only a matter of choosing objectives from an earlier year or phase of education. In some areas of the literacy curriculum this is an essential approach, particularly within strands where there is a precise sequence or programme which needs to be followed to ensure that there are no gaps in the children's knowledge or understanding. This occurs most obviously within the literacy framework strands 5: word recognition: decoding (reading) and encoding (spelling), and 6: (word structure and spelling). In other aspects of the framework however there is a danger that if only prior attainment is considered and the next step identified accordingly, these children will never catch up with others in the class working at age-related expectations and on appropriate objectives. The choice of the next step objective can act as a 'glass ceiling' to narrowing the gap.

Teachers need to understand the potential of children from vulnerable groups to make rapid progress once they are motivated to learn. As a consequence, in some strands of the framework, adapting planning is less to do with differentiating objectives than considering how underperforming children can be helped to access learning at an age-appropriate level. It is essential that teachers have the highest expectations for all children and are able to refine their teaching approaches and use of resources, including their time and that of any teaching assistant (TA) or other adult, to enable children to catch up when previously they had underachieved. This aspect of planning is revisited in more detail in section 3.

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Section 2: Key prompts for literacy subject leaders

This section gives some prompts to support conversations between the literacy subject leader and class teachers. They could also be used to audit provision across the school, providing a number of questions which could be a starting point for finding out more.

The prompts here differ from those in the tables of characteristics in being more general, thus helping class teachers to pinpoint potential issues that arise from their provision. Once a particular vulnerable group is pinpointed as underperforming, or as a cause for concern, the specific prompts identified in the tables of characteristics will be useful.

Building a profile of the learners

Questions to open discussion with class teachers:

- Tell me about the learners in your class?
 - Are the strengths and weaknesses of the pupils in the class known?
 - Are there known underachieving groups?
 - Is there a positive attitude to all learners? Is there aspiration for all?
 - Is the focus on progress? Which groups and individuals are making progress? Do some groups need to make accelerated progress?
- What approaches have you used for underachieving groups?
 - Can particular approaches or strategies be effectively matched to some learners?
 - Is it clear why the approaches work?
 - Which approaches have been less successful? What information does this give us about the group of learners?
 - Is knowledge of successful approaches shared between classes?
- What is engagement like for these children? Are they confident in the classroom?
 Do they participate well?
 - Has the teacher identified variations in confidence and engagement?
 - Can these variations be linked to particular learning situations, for example group tasks, independent work and so on?
 - How are children engaged in the learning? Are they motivated and stimulated to learn?

Understanding the classroom organisation and environment

- How are the children grouped? Is this helping their progress?
 - Is grouping flexible and matched to experience and need?
 - Are individual and group targets supporting the learning?
 - What does guided practice look like? Is it effectively supporting the next steps in learning?

- Are parents involved? What communication channels are established to secure involvement?
 - Are parents encouraged to work with children in the classroom?
 - Are parents' views known and influencing learning in the classroom?
 - Are children being supported with their learning at home?
 - Is there provision for children who may not have the opportunity to work with parents at home?
- Do the children use the classroom to help them learn?
 - Is there evidence that the children make use of the layout and displays and so on within the classroom to support their learning?
 - Is the potential of the classroom modelled to the children by the adults?
 - How does the classroom scaffold learning in terms of writing and reading?
 - How much independence and choice does the classroom support?

Adjusting planning

Prompts for subject leaders reviewing planning

- Are objectives appropriate and are they demonstrating clear aspirations for all children?
- Does the planning reflect an engaging and motivating curriculum in terms of content and delivery?
- Does the planning reflect the appropriate range of teaching approaches? Is there sufficient emphasis
 on those approaches that have previously worked, or are known to work, for those children who are
 underachieving?
 - Is there an appropriate balance of shared work for both reading and writing?
 - Is guided work used to address appropriate next steps in learning?
 - Is the teacher planning for the explicit modelling of particular skills to support children's development?
 - Is talk planned within and across sessions?
- Is the classroom environment explicitly woven into the planning to scaffold and support learning?
 - Are there missed opportunities to make use of a good classroom environment?
- Are there opportunities for independence and choice?
- How can the 'characteristics grids' be used to make appropriate adjustments to planning to support identified vulnerable groups?

Tables of characteristics

The tables of characteristics in this section draw together some of our current understandings from research and practice about different groups of vulnerable learners. The tables describe some of the features of these learners and some of the strategies and practices which have been used successfully to improve their learning in literacy. The tables also include sets of questions for use by literacy subject leaders or senior leadership teams to use directly with staff, as review prompts, when focusing on planning or when auditing provision in the school more widely. Some indicators of success and progress are also identified.

There is a danger that presenting information in this way risks over simplifying complex issues about underperforming groups of children and of reinforcing stereotypes. Obviously not all children who

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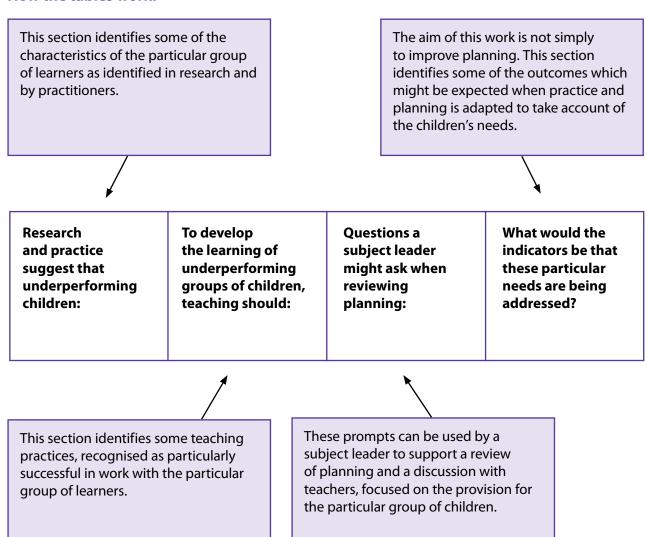
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belong to one or more of these groups, exhibit some or any of the learning characteristics identified, nor do all of the practices and suggested approaches work unfailingly in every class. We must be aware, of course, of children who achieve well despite the disadvantages which they face. Similarly, some teachers will successfully use strategies that may not reflect the practices identified here.

While recognising the dangers of stereotyping, providing these concise summaries of what is known of different learners will be helpful. Schools which piloted this material reported that the tables gave useful background information, and a readily accessible source of prompts to support professional dialogue, review, and investigation. Ideas about practice were seen as useful background material that helped schools to respond rapidly to shifting school populations, or to new concerns raised by reexamining data with a focus on a particular group. Subject leaders felt that the prompts enabled them to engage with colleagues' planning in a more professional way, supporting a move from simply checking curriculum coverage to providing advice which made a difference in the classroom. Several teachers welcomed the materials as a source of ideas to help them engage and promote the learning of particular groups of learners.

None of these tables is definitive or exhaustive. References to further reading and guidance are given in the final section of the booklet and many colleagues will want to look further into the complexities of engaging vulnerable children in learning. Nevertheless, these materials provide a starting point for engaging with and taking action to address the underachievement of vulnerable groups.

How the tables work:



Tables of characteristics have been developed for:

- looked-after children
- Gypsy, Roma and Traveller (GRT) children
- children who speak English as an Additional Language (EAL)
- children eligible for Free School Meals (FSM)
- underachieving children who have been identified as Gifted and Talented (G&T)
- 'Undemanding' and underperforming girls from low-income backgrounds
- underperforming children of black African or Caribbean heritage
- underperforming boys
- children with Special Educational Needs (SEN).

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Looked-after children

Research and practice suggest that looked-after children:	To develop the learning of underperforming groups of	Questions a subject leader might ask when reviewing planning:	What would the indicators be that these particular needs are being
	should:	Does the planning:	
May have suffered from a	Assess a child's prior learning	Take account of a child's strengths	 Looked-after children are making
disrupted school experience	to ensure an appropriate focus	and needs, using day-to-day AtL	good progress and better-than-
 May have barriers to progress, 	attendance has been disrupted	מומ אבר נס וווסווו וופער אנפלאא:	period of interrupted attendance
pernaps developed over a long period of time	 Set high expectations for 	 Include opportunities for activating children's prior 	Attainment of looked-after
• Don't want to be seen to be	looked-after children despite	knowledge?	children reflects their potential
treated differently to their peers	their circumstances, and provide appropriate challenges	Indicate appropriate levels of	All children have clear protocols
Often have low self-esteem and	 Use group and partner work to 	challenge to secure progress of looked-after children?	to guide group and partner work and looked-after children are
May need connoct to further	provide a context for developing	 Include regular opportunities for 	included in relationships which
develop appropriate social skills	as role-play to model effective	structured group and partner	Toachers and key workers
Often have lower attainment	relationships	relationships?	are alert to possible difficult
than their peers	 Reflect good communication 	 Indicate opportunities for 	situations involving change, and
 Need challenges to build self- 	between the teacher and other key workers		that looked-after children are well-prepared and know what to
esteem and secure academic		particular activities?	expect and have effective coping
acnievement	Plan for appropriate time for Agenetical with the child prior	 Identify how children will 	strategies
Need their progress to be viewed se fracile due to unpredictable	to changes in routine	be scaffolded to work	 There is a good balance of
events taking place in their	 Encourage and support 	independently without the involvement of another adult?	supported and independent
personal life	independent learning with clear	Offer children the opportunity	WORK ACTOSS UTILIS OF WORK
 Feel they do not have enough 	opportunities to exercise choice	to exercise choice and to control	Looked-after children are
control over their own lives	 Be flexible and responsive to 	the direction of their work?	comident participants in the
 Benefit from planned 	changing needs	 Allow for flexibility in case 	
preparation to cope with change		progress is fragile?	

Gypsy, Roma and Traveller (GRT) children

Re	Research and practice suggest that underperforming GRT children:	In order to develop the learning of underperforming groups of GRT children, teaching should:	Questions a subject leader might ask when reviewing planning:	What would the indicators be that these particular needs are being addressed?
• •	Often lack opportunities to share a book with parents at home May have gaps in their learning due to mobility interrupting their	 Ensure that additional opportunities for shared reading are provided in school Be supported through IT 	Are GRT children's strengths and needs being taken into account through day-to-day AfL and APP to inform next steps?	 Children are given opportunities through guided work to focus on identified gaps in understanding and specific areas of phonics in the context of their current work
•	attendance Enjoy learning on a collaborative, rather than a competitive basis	 distance learning units Look to utilise opportunities for family learning wherever 	children's draw upon GRI children's positive cultural knowledge and understanding to help build their confidence	 GRT children can make the connection between their home environment and the speaking
•	Are happier learning through participation rather than through decontextualised verbal explanations	 Include regular, planned opportunities to talk and to relate this directly to writing 	 and motivation? Is there sufficient speaking and listening, drama, rehearsing, storytelling, and extended pupil- 	 and writing work in school The classroom contains resources and displays which support and reflect the current,
•	Work better when learning has a clear connection to everyday-life	Use visual approachesDemonstrate simple and clear	pupil talk? Do approaches reflect a	vibrant, and changing GRT community
•	Engage better in learning that enhances their sense of community identity and family membership	references to GRT everyday-life Include regular opportunities for collaborative, inter-generational	GRT cultural preference for collaborative working? Does guided work address	Some GRT children will begin to make accelerated levels of progress GRT parents are seen as CO-
• •	Respond well to active approaches to reading Write better when care is taken to stimulate and motivate their	 Use diagnosis and corrective reading recovery programmes for those GRT children with poor literacy skills 	and grammatical accuracy? Does planning take account of GRT children's cultural context and the possibility that other	educators and they are engaged in supporting their child's literacy development at every stage
•	interest Belong to a community that has a very strong oral tradition	 Relate writing directly to their home life and family background Include opportunities for storytelling as a stimulus for writing 	contexts are quite unfamiliar?	 GRT children are confident and willing to share information about their cultural identity

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Children who speak English as an Additional Language (EAL)

Research and EAL learners:	Research and practice suggest that EAL learners:	To develop the learning of underperforming groups of EAL learners, teaching should:	Questions a subject leader might ask when reviewing planning:	What would the indicators be that these particular needs are being addressed?
• Sho diff a yc bilir	Show understanding of language differences and patterns at a young age as a result of bilingualism	 Value, encourage, and allow the continued development of the first language as a tool for learning 	Take account of children's strengths and needs relating to vocabulary and grammatical accuracy using day-to-day AfL and	 Children are given opportunities through guided work to focus on identified and specific areas of grammar in the context of their
Office - th unc Eng and	Often make very rapid progress – their ability to articulate their understanding of concepts in English masking knowledge and skills	 Take account of prior learning and understanding of concepts Use literacy in the first language to support development of English – allow note-taking and 	 APP to Inform next steps? Address grammatical items which typically are challenging for EAL learners? Show awareness of vocabulary 	 current work Unfamiliar, colloquial or culturally embedded vocabulary is introduced, for example during shared and guided work,
in E yeal inte	Take time to become fluent in English – in one to two years children will have basic interpersonal or social language	other writing tasks in the first language Take account of children's individual assessment profile,		explored through discussion, and understood by children Children make connections between sentence-level grammar and writing genres
to c to c nee Nee dev accr	to develop the formal language needed for academic success Need continued support to develop a greater range and accuracy in the use of vocabulary, grammar, language structures and functions	Model, recast, scaffold, and plan for specific areas of linguistic development – explicitly teaching them Plan explicit opportunities to support vocabulary	activating children's prior activating children's prior knowledge and the use of first languages, visual support, graphic organisers, and extended pupil-pupil talk? Include explanation and practice of grammatical items in context	 Increasing grammatical accuracy is evident in children's speaking and writing Children use an increasing range of vocabulary with greater precision and understanding
Exp of ir sen: a gr accr offt	Experience a greater tolerance of informal and fragmented sentences in spoken language, but a greater need for precision and accuracy in written language Often experience difficulty with idiomatic and culturally embedded language	appropriate use and precision	and make links between sentence level grammar and text genres? Take account of children's cultural context and the possibility that other contexts are unfamiliar?	appropriately, an increasing range of language functions and sentence structures in their speaking and writing

Children entitled to Free School Meals (FSM)

Be of high, mid or low ability yet still be underachieving here group pressure or by peer group pressure or by perevience of begrevelopment of provablent attitudes within the possible prevalent attitudes under the dassroom community and bring them into request opportant the vider for speech and writing which limits their access to education they live influenced negatively by their parents and/or carers language and vocabulary to give attendance to complete homework complete homework and reading to complete homework complete homework complete homework and to find a space to complete homework complete homew	Research and practice suggest that some underachieving learners eligible for FSM may:	To develop the learning of this group of learners, teaching should:	Questions a subject leader might ask when reviewing planning:	What would the indicators be that these particular needs are being addressed?
Explore ways to provide them with the space and opportunity to complete homework	 Be of high, mid or low ability yet still be underachieving Be adversely effected by peer group pressure or by prevalent attitudes within the neighbourhood in which they live Lack some appropriate registers for speech and writing which limits their access to education Have their attitudes to school influenced negatively by their parents and/or carers Have low or declining attendance May have limited experience of books and reading May find it hard to find a space to complete homework 			 Greater engagement from FSM pupils A sense of pride in their achievements Children attempt to use a more formal register in appropriate oral contexts More positive attitudes to themselves and their work and raised expectations of what they can achieve Higher levels of achievement than previously and significantly less underperformance among pupils in this group Increased communication between school and home

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Underperforming Gifted and Talented (G&T) children

Research and practice suggest that G&T pupils may display some of the following characteristics:	To develop the learning of this group of learners, teaching should:	Questions a subject leader might ask when reviewing planning:	What would the indicators be that these particular needs are being addressed?
 Show a strong awareness of language; enjoy playing with words, exploring new vocabulary, and experimenting with its use Ask perceptive questions to elicit information or to challenge others' points of view Show creative flair but may also be reluctant to record their ideas or leave work unfinished Read and understand texts advanced for their age or some may avidly read a narrow range of unchallenging texts Enjoy writing and show an interest in the craft of writing 	 Begin with the diagnostic use of APP and AfL to ensure that teaching is matched to these pupils' needs Promote excellence, encourage and value playfulness with language, risk-taking and originality of thoughts and ideas Use a range of questioning techniques and provide opportunities for G&T pupils to work in different groups Encourage independence, discussion, evaluation and reflection Provide opportunities for choice within tasks, for example in 	 Have any G&T pupils been identified as underperforming in one or all aspects of English? What strategies are being used to support them? Are there sufficient opportunities for speaking and listening activities, word play and drama? Does planning include targeted questions, ability pairs and opportunities for G&T pupils to work through investigative approaches? Do the tasks set utilise higherorder thinking skills to ensure that G&T pupils are challenged in relation to analysis, synthesis, 	 The oral and written work of G&T pupils is of a higher standard and reflects their potential All pupils enjoy a classroom that encourages and values risktaking and originality of thought and ideas A rich literary environment provides access to an appropriately challenging range of texts Tasks are designed to engage, challenge and promote the use of higher-order skills of analysis, synthesis, and evaluation Pupils are offered opportunities to work in a range of groups and
May have strengths in one area of English, for example drama, poetry, reading while underperforming in other aspects of English	method of presentation, in viewpoint or in content Ensure that pupils who demonstrate asymmetrical abilities are supported to achieve equally well in other aspects of English	and evaluation? Does the planning include a range of texts to challenge G&T pupils cognitively?	• G&T pupils who demonstrate a particular strength in one area of English are actively supported to achieve equally well in other aspects of English

'Undemanding' and underperforming girls from low-income backgrounds

Res tha bac	Research and practice suggest that girls from low-income backgrounds:	To develop the learning of underperforming girls from low-income backgrounds, teachers should:	Questions a subject leader might ask when reviewing planning:	Possible outcomes:
• • • • • •	Are often quiet and well behaved in lessons but can become 'invisible children' Take care over the presentation of their work and are often neat writers Lack confidence in their own abilities and seem 'happy to be average' Are reluctant to speak in class Rarely read with parents and carers at home May have attendance issues, including unauthorised absences May reflect low expectations of parents and communities	 Make use of a wide range of teaching approaches Encourage collaborative working arrangements Make use of group work for speaking and listening to encourage greater involvement Provide additional opportunities for independent and paired reading, including with an adult, to develop interest in books Use guided work as a specific intervention to target areas of weakness Develop as many real audiences and purposes as possible for speaking and listening and writing activities Use real-life experiences for writing where possible Communicate appropriate expectations of attainment to parents 	 How can learning mentors and TAs support this group of children? What opportunities are being created for children to work collaboratively? Are there more opportunities for rehearsal prior to whole-class work? What additional reading time is being made available? How is this used? Are you planning to work explicitly with this group of underperforming girls in the class? What will be the focus? Does this group get enough of the teacher's or TA's time? Could parents be involved in the celebration of the work involved in this unit? Can guided group work be used to feed back to the group, focusing on praising their achievements to build confidence? 	 Greater levels of involvement in whole-class discussions Greater confidence in contributing to speaking and listening activities Group are engaging in independent reading as a free choice activity More engagement in writing lessons, shown in, for example enthusiastic response to a stimulus to write, joining in actively with storytelling activities

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Underperforming children of black African or Caribbean heritage

Research and practice suggest that under- performing black children:	To develop the learning of underperforming groups of black children, teaching should:	Questions a subject leader might ask when reviewing planning:	What would the indications be that these particular needs are being addressed?
Can be confident and fluent speakersOften have access to a range	 Offer opportunities for developing and using talk in a range of ways – both creatively and instrumentally 	 Are there opportunities for performance, response, and persuasive speaking? 	 Some previously underperforming children achieve to better than expected levels
of language or dialect forms (which might be based on English, French or Spanish)	 Ensure that there are opportunities to examine and develop different language or dialect forms in writing, reading, and performance 	 Are there activities which promote playing with words (puns, ambiguity), language forms and organising language for meaning? 	 Children, especially boys, are keen to write Children's writing increasingly shows a
 Find that their interest is piqued by content which is familiar (characters or contexts) 	 Be aware of texts and scenarios which are particularly challenging or inaccessible, due to context or cultural representation 	 Does the planning include opportunities to explore the roots or origins of words? 	greater range and includes confident and coherent extended pieces Children talk more about their
 May make, as a group, slow progress in reading within Key Stage 2 	 Explore and value the richness and creativity of children's languages, Creoles/patois and dialects 	 Has there been an appropriate assessment of the (non-English) language repertoires of the children 	in interesting and compelling ways for performance or other readers, or in other forms of communication
 Respond well to Talk for Writing (TfW) approaches 	 Find out about the language experiences, expertise and needs of the children 	(including children of African Caribbean heritage)?	 Children are flexible in their use of a range of language forms, including
	 Invite children's views of their own language proficiency and repertoire 	 Is knowledge of the children's language repertoires used in planning, teaching, and assessing 	Creole/patois and can use these to enrich written and oral work
	 When using events, stories or sequences which are not personally familiar, check to ensure their authenticity and acceptability to the children to be taught (and their families, where necessary). 	Are there specific aspects of language (vocabulary and linguistic structures) which are more challenging for children in the class? If so, base	In classroom environment provides a permanent reference base for children's literacy development through the available resources, the display, and the evidence of work in progress
	 Work with parents, carers and the wider community to share views on language and learning and the use of African and Caribbean languages in a classroom context 	these challenges been addressed in planning? Are opportunities provided for children to experience a range of	 Staff use a range of language forms appropriately and know when language variants are being used by children, in writing or in oral work
	 Increase opportunities to develop talk or writing using artefacts or photographs as stimuli 	writing, through modelling and scaffolding? Do the texts and artefacts which	 Assessment of children's progress in literacy addresses the specificity of children's language repertoires, their use of grammar, synonyms, and
	 Use ICT (photography, audio recording, oral history work) to produce resources which expand the cultural range in school 	support this planning accurately convey the current or historical contexts of the children to be taught?	homonyms and their understanding of idiom and colloquialisms

Underperforming boys

æ 5	Research and practice suggest that underperforming boys:	To develop the learning of underperforming groups of boys, teaching should:	Questions a subject leader might ask when reviewing planning:	What would the indicators be that their particular needs are being addressed?
•	Often have skills in speaking and listening and drama	 Include frequent opportunities for talk in many activities 	 How are you signalling that you have high expectations of all learners, 	 Boys responding positively to engaging stimuli and showing
•	Respond well to active approaches to reading	 Use drama as both a stimulus to writing and as a means of developing 	particularly the underperforming boys in the class?	commitment to their work Boys reading independently, making
•	Write better when care is taken to stimulate and motivate their interest	and structuring ideas Use visual approaches, e.g. film,	 How is interest and motivation built in at each phase of the teaching sequence and in each lesson? 	use of libraries, volunteering to read with younger children
•	Write better when work is carefully structured	drawing, as a means of engaging interest	Does the plan include sufficient speaking and listening and drama?	 Boys taking pride in their written work, as shown by their willingness to improve upon a first draft
•	Tend not to want to write at length, although succinctness can be a strength	 Promote engagement with reading and provide opportunities for independent reading 	 How are the boys' independent reading skills being developed? 	Boys' increasing confidence and higher expectations, fewer instances
•	May avoid spending time on activities that they find difficult	 Include lots of active ways of responding to text 	 Will the texts chosen for reading at phase 1 interest and engage all 	Boys able to explain and justify
•	Can try to disguise their low attainment by negative attitudes	 Make use of boys' interests, including their interest in technology, to 	learners, including underperforming boys?	the choices they make in reading and writing and working a project through to completion
	to their work, to others and to themselves	stimulate and motivate them Place emphasis on providing	 Are there opportunities for choice in this phase of the teaching sequence? 	Engagement with tasks which involve
•	Often can but choose not to read	interesting stimuli to build motivation and confidence	 Who is the audience for the writing? Why are they writing it? 	griving grant gran
		 Develop real and realistic audiences and purposes for writing, so that writing is seen as purposeful 	 How can guided work be used to target support and to address identified weaknesses in (for example) 	
		 Include explicit instruction on how to structure their writing 	sentence construction? Can you find a way of celebrating the	
		 Include opportunities for choice in writing tasks 	final outcomes from this work? • Are there ways of making a good use	
		 Find appropriate ways of valuing and celebrating successes 	of ICT resources to support this work?	
		 Address specific needs as necessary 		

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Children with Special Educational Needs (SEN)

Res	Research and practice suggest that children with SEN:	To develop the learning of underperforming children with SEN, teaching should:	Questions to ask when reviewing planning:	What would the indicators be that these particular needs are being addressed?
• • •	Are a diverse group Are not identified consistently by different teachers, schools and LAs Cannot have any general rules applied to them across the group but	 Ensure high expectations as they are a key to securing good progress Ensure accurate assessment as this is essential to securing and measuring pupil progress Use benchmarked data to set targets, based on age and prior attainment 	 Does the teacher base their planning on accurate knowledge of each individual child and on the assessment of what each child already knows? Is there flexibility of teaching styles which ensures the needs of groups and individuals are considered so that all children are engaged? 	 Children are engaged in a range of learning activities appropriately targeted to their needs Children make appropriate small steps of progress The classroom environment supports sensory learning as appropriate
• • •	Like all children, make better progress when taught effectively Need Quality First teaching with carefully planned personalised learning as a starting point Should have their needs	(link to progression guidance) Ensure barriers to learning are removed by adapting the curriculum, planning, teaching and the learning environment Consider research and evaluation of	 Does the planning build on the curriculum, interventions and provision available in the school? Does planning include what each child with identified SEN will learn from the success criteria? 	Appropriate access strategies are identified and allow children increased access to the wider curriculum
•	accurately assessed as this is essential to securing and measuring pupil progress and planning next steps and intervention Make more progress when interventions are linked to class teacher's planning and connections made with in-class	particular approaches that have been proven to increase rates of progress for pupils with particular types of SEN Ensure the pupil's voice forms a central part of the assessment, planning, and target-setting process Include frequent opportunities for talk Use drama as both a stimulus to writing and as a means of developing and	 Does the planning establish the access strategies that will help overcome the potential barriers to learning? Has the planning been a collaborative exercise where the teacher has drawn on the skills and knowledge of others, for example, TAs, SEN coordinator (SENCO), the parents and other professionals working closely with the child? 	
•	Make better progress when expectations are high	 structuring ideas Use visual approaches, e.g. film, drawing, as a means of engaging interest Include lots of active ways of responding to text Develop real and realistic audiences and purposes for writing 	 Does the plan include sufficient speaking and listening and drama? How does the planning use guided work to address identified weaknesses or gaps in individual pupils' learning? How does the planning link with any interventions for individual children? 	

Section 3: Adapting planning to the needs of underperforming groups

This section gives some examples of how class plans can be adapted to take account of the needs of particular groups of vulnerable pupils. All of the plans relate directly to unit plans available on the National Strategies' website (www.standards.dcsf.gov.uk/nationalstrategies and then follow links to literacy and unit plans for the appropriate year).

The focus of these examples is to identify how general class planning needs to take account of both different levels of attainment and different levels of confidence, motivation, and engagement among individuals and groups of children. In each example, the teacher has used their knowledge of the attainment levels in the class and their understanding of the lack of progress and underperformance of certain groups, to modify both what is taught and how it is taught. Modifications fall into two broad categories:

- Differentiated objectives are identified for the focus group of vulnerable learners;
- **Varied teaching approaches and curriculum choices** are made to promote or support the focus group's access to learning.

Both sorts of modifications are evident in many of the examples and there are strategies and methods in common. The main approaches are:

Differentiated objectives

- Organising teaching in strands 5 and 6 (the vital skills of decoding in reading and encoding in writing) according to children's progress against assessment focus AF1 in reading and assessment focus AF 6 in writing (see APP assessment guidelines).
- Teaching, at an appropriate level, from a programme of learning with distinct phases or stages of progression, for example teaching phonics using *Letters and Sounds* or an equivalent programme or with spelling, using *Support for Spelling* (SfS) or equivalent programme.
- Teaching to specific targets or steps towards an objective, drawn from the Support for Writing (SfW) materials.
- Focusing on specific objectives, which may be more or less challenging than those for the rest of the class according to the needs of the group, during guided reading and writing.

Varied teaching approaches and curriculum choices to promote access

- An emphasis on stimulus and motivation throughout the different phases of the plan.
- Use of pre-teaching opportunities, using a TA or the teacher with the group to introduce a topic ahead of the rest of the class.
- An emphasis on speaking and listening and drama.
- Provision of opportunities for repetition and rehearsal, rather than an emphasis on coverage of multiple objectives.
- Frequent opportunities created for the teacher to model new learning and to 'talk aloud' about the processes involved.
- Questions and requests for responses targeted at different groups of children.
- The celebration of successes.
- The use of the full range of teaching approaches including shared and guided work. Regular guided work, in particular, was used to provide additional time and support for the focus group.

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Narrowing the Gaps: Guidance for literacy subject leaders

The objectives for each of the plans exemplified are drawn from a particular unit, identified below, and have not been reproduced here. (See the Objectives section of the unit plan for details.) These examples focus on the delivery of the objectives, although at times reference is made to how objectives have been adapted to take account of the focus group. The plans are:

Year	Unit plan	Group focus	Main adaptations
6	Non-fiction unit 1 – Biography and	Quiet, undemanding girls entitled to Free School Meals (FSM)	Guided writing grouped flexibly according to need
	autobiography	Children working at secure and high level 3	One-to-one support, including writing conferences
		Writing targets drawn from Support for Writing (SfW) strands 9 and 10	Carefully selected pair and group work for talk activities
5/6	Poetry unit	Underperforming boys working	Increased use of visual media, in particular
	Additional text- based unit – 'The	at various attainment levels	Increased opportunities for speaking and listening
	Highwayman' by Alfred Noyes		Planned opportunities to reconsider views and perceptions explored in previous sessions through use of video footage.
5	Narrative unit 2 –	Girls entitled to FSM, working at	Daily focused guided writing sessions
	Traditional stories, fables, myths, legends	secure level 3 in reading and writing Targets drawn from SfW strand 11	Success criteria adapted for group to focus on complex sentences
4	Narrative unit 3 – Stories from other	Gypsy, Roma and Traveller (GRT)	Emphasis on learning through participation and talk
	cultures		Support for reading provided
			Stimulus material linked to GRT culture
3	Narrative unit 2 – Myths and legends	Gifted and Talented (G&T) group felt to be underperforming	Flexible groupings – G&T children join higher ability group, even though current attainment is below their standard
			Targeted questions
			Directed support from Teaching Assistant
2	Poetry unit 1 –	Mixed group of FSM entitled	Emphasis on speaking and listening and drama
	Patterns on the page	children, achieving at low or secure level 1 against a class	Frequent opportunities for reading created
		average of low level 2 with Special Educational Needs (SEN)	Pre-teaching, TA support and specifically focused guided writing
1	Narrative unit 4 – Fantasy worlds	Children who speak English as an Additional language (EAL) with some verbal fluency but	Use of home language, strong emphasis on modelling and creating opportunities to practise learning
		who need to develop a greater range of registers in written and spoken language	Focus on modal verbs
1	Narrative unit 1 – Stories with	Three children identified with SEN and working at P levels in	Emphasis on visual support and prompts, the sequencing of stories
	familiar settings	reading and writing within a Year 1 class	Significantly differentiated outcomes for children working at P levels in literacy

Y6 Non-fiction unit 1 Biography and autobiography – Familiarisation with text type

Focus of the modifications: A group of quiet 'undemanding' girls

Modification

Familiarisation with text type

As part of the topic: War and Peace

nterested in all of the people

Ensure that the children are

Modification

explored as part of this unit.

Be willing to change if

necessary

and confidence. Pairs are supported by an adult to refine internet searches according to ICT skills Pair children together

and use the internet to find relevant information.

Modification

explore. Match the source to the children – 'invisible' information books as well girls to have biographical Choose different sources for pairs of children to as on-screen texts. articles, images,

Ask pupils to work in pairs have they been changed? to change a short extract. couple of sentences. How autobiography. How can this be transformed into a biography? Change a extract from Mandela's grouped according to During guided writing need), select a shor

Modification

As a group review the

changes made.

of information available and how to determine the usefulness and relevance of material, Search for Nelson Mandela on Google - what information appears? Explore the range for example what is Wikipedia? Make a list of a range of information, for example images, autobiography, film clips, news reports, quotes. Add to this as the unit progresses. How can searches be refined to locate more relevant information?

Use laptops and selected sources to identify and make notes on the main events in Nelson Mandela's life – how do groups' lifelines differ? Why might this be? Create a chronological lifeline of Nelson Mandela (classroom wall) – adapt and extend

information book or autobiography or internet source). Who is the audience? What is the Explore contrasting versions of Mandela's life using different sources (for example an this as more information and insights are gathered.

> this be done? Identify another sentence. The children discuss

sentence in the same way as

how they could edit the

the teacher to change the viewpoint of the text. The

changing viewpoint. How can

select sentences and model

grouped according to need),

During guided writing

Modification

Explore different autobiographical writing examples – diaries, blogs, and books. Identify and discuss possible audience, purpose, bias, and viewpoint. How does this differ from biographical writing? Does it change our view of the subject? author's viewpoint?

investigate the reliability of different sources of information.

dentify structural, language, and organisational features of the biographical and autobiographical sources being explored, including on-screen, audio, and visual. Use supported writing to adapt a biographical text to change the viewpoint. Children write in a role, editing sentence structure for effect, to create bias or shift emphasis.

Use supported writing to rewrite an extract of Mandela's autobiographical writing to transform it into biographical writing. Evaluate the use of features.

Modification

and viewpoint in their writing. Writing conference: teacher and additional adults work discussing use of sentence structure, identifying bias, with individual children

This will link to pupil writing targets for this group.

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teacher and pupils explore

sentences once adapted.

this to be focused on edited changes and linked to pupil

Written feedback following

Y6 Non-fiction unit 1 Biography and autobiography – Capturing ideas

allocated.

Modification

support pupils researching and Additional adults allocated to taking notes.

give reasons referring to different of different non-fiction texts and give reasons referring to the text organisation and structure and L4b: comment on the purpose, L4c: identify the main purpose different non-fiction texts and Support with reading targets audience, and viewpoint of aspects of the text.

Modification

an oral presentation. Demonstrate work with the group to prepare cards, and visual aids to support and scaffold the task, revisiting to support learning. Encourage Use guided writing sessions to learners to use notes, prompt and adapting success criteria short feedback.

combine evidence.

presentation. Link to writing target strand 10, organise ideas into clear appropriate opening and closing. sections or paragraphs with an Consider the structure of oral

differences in information.

adapt if necessary.

Modification

Capturing ideas

Introduce John Lennon. What do the children know already? Discuss the subject – play music, show images,

or films. In groups identify questions that will illuminate or explain the person's life, importance, and fame.

Allocate a question to each group. Using different sources, children work in pairs to make notes of any

information that may help to answer their question. Compare and combine evidence.

Pairs undertake research to answer the key questions from a range of sources. Make notes to collate

evidence. Explore any personal interpretations.

•

Prepare short oral presentations using visual support (interactive whiteboard (IWB) or PowerPoint®)

enable less confident children to compose and develop ideas Use partner talk and think, pair, share in shared sessions to before sharing. Ensure that the children are interested in all of the people explored as part of this unit. Be willing to

Modification

Modification

selected pairs and groups Children work in carefully (for example quiet girls work together).

Modification

eedback for less confident explores questions posed, their questions onto the children ask them to pin anonymity if preferred. whiteboard – teacher allowing the children To support shared

Introduce Barack Obama. What do children know already? Complete a class grid to find what you know,

want to know, have learned (KWL).

autobiography, and so on.

•

importance, and fame.

•

Evaluate and discuss presentations against success criteria. Model this first.

providing an answer to the key question. Create success criteria.

Explore a range of information available including a Facebook" page, YouTube" video, news reports,

In groups identify evaluative questions that will illuminate or explain Barack Obama's life,

children to work in pairs to a group timeline of Barack Share findings and add to and create concept maps. make notes. Support the identify key information During guided writing model how to identify key information and Obama's life.

express preferences and Encourage children to oupil reading targets).

Allocate a question to each group. Watch and listen to different sources of information. Children work in

pairs to make notes – concept maps of any information may help answer their question. Compare and

Prepare short oral presentations using visual support (IWB or PowerPoint®) providing an answer to the

Evaluate and discuss presentations against success criteria. key question. Use success criteria to guide presentations.

Modification

Pairs undertake research to answer the key questions from a range of sources. Make notes to collate evidence.

identify viewpoints (link to

Use the Support for Spelling (SfS) resource to guide focused, regular, short spelling sessions (three times weekly), following teaching sequence and linked and applied within the teaching sequence for writing Create a class wall timeline for Barack Obama noting sources and identifying and discussing any

when appropriate (for example during modelled and supported writing).

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Select sources matched to the abilities of the oupils – ensure pupils can access the sources

Modification

Y6 Non-fiction unit 1 Biography and autobiography – Teacher demonstration

Teacher demonstration Feacher scribing – supported, guided, and independent writing

Provide children with a range of sources of information on Barack Obama

During modelled and

Modification

supported writing

focus on writing

- Teacher models a brief oral narration of his life using a timeline to guide.
- In pairs, children use the timeline to narrate Obama's life.
 Use notes to write a short biography for the introduction to an online magazine article: CBBC's Newsround.

example manipulation of clauses in sentences.

targets and specific

needs identified in

pupils' writing, for

- Consider audience. Use shared writing to explore sentence construction. Compile success criteria.

 Through shared writing and supported composition review and adapt language use suitable for the audience.
 - Infough shared writing and supported composition review and adapt language use suitable for the audience introduce writing task: to write a biography to be linked to the home page of Barack Obama's official website: The White House www.whitehouse.gov/ consider the audience and purpose of this medium.

As a class, plan biography considering structure and content of each paragraph. Use timeline to support.

- Compile success criteria for writing task.
- Model-write parts of the biography based on the source materials and the class timeline. Build on the short oral
 biographies and use the timeline and notes. Construct sentences in a variety of ways to convey meaning and
 use punctuation to clarify.
- Use supported writing to adapt extracts of the biography to change the viewpoint. Use this to explore the use
 of sentence structure and vocabulary to convey meaning.
- Use modelled and supported writing to construct the biography for the website. Consider what details to include.
- During modelled and supported writing sessions review and explore the use of connecting words and phrases to aid organisation of the biography.
- Children write biographies. As appropriate, children use laptops or paper.

ounctuation in longer

use of appropriate

M in considering the

biography, support

paragraphs of the

of the opening

- Model editing of biographies using the success criteria to guide.
- Ahildren work with response partners to edit and review aspects of their writing.
- Send copies of writing to The White House: The White House, 1600 Pennsylvania Avenue NW, Washington, DC 20006, USA.
- Use SfS resource to guide focused regular short spelling sessions (three times weekly), following teaching
 sequence and linked and applied within the teaching sequence for writing when appropriate (for example
 during modelled and supported writing).

Selected pupils write

Modification

using class laptops.

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Modification

During guided writing led by teacher or additional adult review short biographies. Identify needs from marking and revisit one child's work. Highlight and redraft a short extract with a focus. Pupils work independently to edit identified sentences in their work. Children consider the improvements.

Modification

Additional adults and teacher to lead daily guided writing sessions with identified children throughout the writing process planning—writing—editing.

Modification

Adapt success criteria for this group to include appropriate but specific writing targets. Use supported writing to develop these skills.

Modification

Ensure that response partners are carefully matched.
During guided writing sessions support children in responding to another's work by demonstration. Encourage pupils to talk about what has made work better.

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for identified children

with specific targets

when appropriate

through short

writing conferences.

For example,

following marking

One-to-one support

Modification

Mixed Year 5/6 class poetry unit – 'The Highwayman'

Focus of the modifications: Underperforming boys

children's understanding, frame' and the children's misconceptions, and for comments when they in order to provide a record: to assess the and to highlight any are 'brought to life' ater use.

Modification

responses. Do they agree of Bess, the highwayman day. Discuss some of the with the interpretations footage from previous Show children video and Tim?

Take responses from the focus group.

Modification

denote when in role. Video Use a prop (old lantern) to the hot-seating activity to develop it into a TV-style interview at later stage.

Modification

Review one of the video less confident children understand the 'mood initial session to help animations from the of the poem.

Modification

Video each 'freeze-

about what they might ask Tim, Bess, or the highwayman (interviewed posthumously), and what this Start the session by discussing the drama activity and what the children thought about the different tied to the bed, taking the parts of Bess, Tim and the soldiers. Once they have prepared their 'freezecharacters' feelings at that point in the story. Ask the children to work with a partner and think frames', ask one or two groups to come to life and voice their thoughts in character.

character might reply about what happened and why they behaved as they did.

With one member of the class in a role as Tim, Bess, or the highwayman pose questions as a class to explore his or her motivation and feelings about what has happened.

characters: Bess, Tim, or the highwayman. They can draw on the drama they have experienced to Work with a partner and tell the story of the highwayman from the point of view of one of the nelp them to think about the characters' feelings.

will be developed by the

children later

one of the characters, based on the stories they told in the previous session – from the point of view Tell the children that they are going to write the story of the highwayman from the point of view of

of Bess, Tim, or the highwayman.

highwayman's point of view. Then take ideas from the class about how to continue with the next two Demonstrate how they might begin their writing by scribing a possible first line for a story from the ines. Children write the story independently.

supported with additional

Underperforming boys

Modification

adult. Use a voice recorder

to capture and play back

ideas to support the

writing process. Each child

writes a small section of

Remind children about the hot-seating activities, pointing out that we were able to delve deeper into a character's thoughts, feelings, and motivations. Show children video footage of an interview with a famous children's author. Point out the following: how the interviewee is introduced, the different types of open-ended questions, and how the interviewer is able to draw out more information with skilful questioning.

Children imagine they are interviewing one of the characters from 'The Highwayman'. They must develop three or four open-ended questions and consider the answers that may be given.

Children write the transcript of a possible interview with one of the characters from 'The Highwayman'.

Modification

oaired discussion where Allow plenty of time for character and the other one partner acts as the olays the part of the interviewer.

nitial video interview Allow access to the

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Adam Ant), an animation

of the poem created by

children of similar age

and a LEGO™ animation.

be interested in LEGO™

Many of the boys will

and video. These types

of video or animation

song 'Stand and Deliver'

and grab attention: the

ideos to set the scene

Begin with interesting

Modification

Split the class into groups of six and ask them to create a 'freeze-frame' for the scene when Bess is

Remind the children of their previous work on 'The Highwayman'. Read the poem to the class.

Sit in a circle to retell it as a narrative. Each child has the opportunity to tell the next part.

Y5 Narrative unit 2 Traditional stories, fables, myths, legends

- Familiarisation with text type

Focus of the modifications: 'Undemanding' girls entitled to FSM who were under achieving

Modification

Ensure that pupil groupings discuss and develop ideas children are confident to and that roles in groups and talk partners are suitable, so that the

Begin with some pomegranates. Give the children an opportunity to look closely at the

pomegranates, and to taste and describe them.

As part of the topic: The Greeks

Familiarisation with text type

Modification

before being shared during are swapped and edited by take an example of a simile and model how to improve additional adult or teacher, effect on the reader. These work in pairs to construct it considering the impact other pairs in the groups During a guided writing similes considering the on the reader. Children session, led by an

the class plenary.

Make links to the pupils' targets for reading.

Display the Pre-Raphaelite painting of Persephone by Dante Gabriel Rossetti. Allow the

children to discuss the painting, describing aspects of it and considering what they think the subject of the painting might be.

Match the Story Spinner Y5 DVD of the myth of Persephone (www.thestoryspinner.co.uk).

•

Explore the myth through talk and visualisation, for example ask pupils to describe which Use a puzzles grid to collect ideas about the myth and add to this as the unit progresses.

part they found most exciting or the most tense; draw the Underworld. Watch the myth again as appropriate.

role-play (for example thought tracking, freeze framing). Plot the myth; display on the Ask questions to support discussion and exploration of the myth and use drama and

working wall.

writer's use of language

in chosen sentences

effect of alternative

by considering the

are grouped according

to ability). Explore a

guided reading (pupils Explore myths during

Explore through the medium of storytelling. The storyteller acts as a model, modelling the structures and cadences of English. Discuss aspects of the medium of storytelling (facial expression, use of voice: variation of pace and volume, use of pauses, body language). Watch an extract of the DVD again making notes on a given aspect.

Compare with other versions of this myth. Investigate how stories change over time and ways in which narrative viewpoint can be manipulated for different purposes. Encourage the children to comment critically on language, style, and success of examples

considering the effect

on the reader of the

writer's choice.

punctuation before

words, phrases, and

-ink to pupil reading

target for narrative,

for the chosen audiences.

Identify key features of the myth as a text type by annotating and exploring textual

Read and explore other myths (Greek or other cultures) to identify and reinforce key elements.

features of the different versions of Persephone.

anguage, identifying

and commenting on

vriters' choices.

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differences between iteral and figurative

-3a: understand the

Explore the use of similes in myths. Devise a list of similes for the gods and their powers and to describe settings in Persephone.

Compare key elements with those of fables and legends.

following a guided session shared time. For example, their work is shared and discussed with the class. Encourage this group to feed back during

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Modification

Y5 Narrative unit 2 Traditional stories, fables, myths, legends - Capturing ideas phrases and clauses (pupils' use of commas to separate writing) with less confident adults work with individual children discussing writing writing to be reviewed and Pair children according to Pairs are supported by an children. Teacher or other ICT skills and confidence. (one-to-one feedback on example letters), guided selected from the pupils' internet to find relevant and writing in a role (for complex sentences and While developing ideas on characters in myths adult to refine internet targets. Sentences are edited as appropriate. searches and use the Writing conference writing focuses on Modification Modification Modification writing target). information. In small groups, improvise a conversation between several of the gods and goddesses, expressing\ Create annotated character sketches for the main characters, noting their key attributes, then play Use the Support for Spelling (SfS) resource to guide focused regular, short spelling sessions (three stories or creation myths, for example the tides, night and day, waxing and waning of the moon, Research the Greek gods and goddesses in preparation for including them in the children's own myths. Use the British Museum site at: www.ancientgreece.co.uk/gods/explore/exp_set.html. Following drama activities (for example hotseating, conscience alley) explore the myth through the game 'Who would say that?' where one player says something appropriate in their role as a Gather ideas about other natural phenomena that could be used as the basis for children's own sequence for writing when appropriate (for example during modelled and supported writing). Use reading journals to record thoughts and opinions on different aspects of the myths read. times weekly), following the teaching sequence and linked and applied within the teaching characters, their motives and perspectives. Hotseat Persephone, Hades, Demeter and Zeus. their opinions about Hades and Demeter's actions. (This will link knowledge of the story to Take a tense part of the narrative and explore the characters' actions and motives through Begin to explore characterisation in more depth through drama activities to explore the movement of the sun across the sky, volcanoes, thunderstorms, and so on. characteristics of gods to be used in the children's own stories.) Capturing ideas main character for their partner to guess who they are. writing in role, for example diary entries, letters. conscience alley. writing target: use commas eviewing them as a group. think, pair, share in shared development of ideas and the focus group work with clauses in sentences. Take sentences from children's heir own writing, before display for use in writing. writing and revisit in the group. Children work on an adult to support the sessions over this phase to separate phrases and During drama activities, Provide this group with dentified sentences in build pupil confidence. sessions focus on pupil egular guided writing Note pupils' ideas and **During guided writing** sessions to enable less compose and develop confident children to ideas before sharing. Jse partner talk and led by teacher or additional adult). Modification Modification Modification

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Selected pupils write

Modification

using class laptops.

Y5 Narrative unit 2 Traditional stories, fables, myths, legends – Teacher demonstration

Encourage pupils to talk

about what has made it

work better

work by demonstration.

responding to another's

guided writing sessions

support children in

partners are carefully

matched. During

Ensure that response

Modification

include appropriate but specific writing targets. Use supported writing to develop these skills. Adapt success criteria for this group to Modification Choose a natural phenomenon and link it to the appropriate god or goddess. Use this to model how to plan a myth using Character description of the gods or goddesses who will be a key character (characters). **Teacher scribing – guided and supported writing** Teacher demonstration - shared writing What happens to change things (this will need several smaller sections) (plot). How the world was before the creation of the phenomenon (setting). the structure:

writer talk'. Use written

sessions, undertake

myths and children's

writing to discuss how

within a text. Discuss

complex sentences

writers punctuate

alternative complex sentence structures

During guided writing

Modification

and how these can alter meaning or implication.

Children choose their natural phenomenon and link it with appropriate gods or goddesses before story mapping Agree success criteria, referring to the key features of a myth to help link them to children's writing targets. their myth.

How this has resulted in what we now know about the world (outcome).

Use plans to support an oral telling of their story to a partner. Allow children to rehearse this, thinking about how to

impact on the audience (for example use of pauses for tension). Revisit aspects of the storyteller on the DVD to support this.

suggest improvement.

discuss the effect and

children's writing to

Use examples of

Children adapt story maps in the light of an oral rehearsal.

demonstrate how to use adapted plan. Construct sentences in a variety of ways to convey meaning, and use punctuation Model-write parts of the myth. Draw upon a story map and the classroom working wall. Build on the oral stories and

Use supported writing to identify aspects to demonstrate and focus upon (for example complex sentence construction).

Children write their story, a section at a time, with time between each for sharing, editing, and rewriting. Model editing using the success criteria as a guide. Children work with response partners to edit and review aspects of their writing.

specific needs identified

writing targets and

teaching sequence on

example use of different

sentence types.

in pupils' writing, for

share their writing and

Encourage children

from this group to

discuss changes they

have made.

Teacher draws the class together at each stage and models the next section using own story as a basis.

As the children write their myths, ensure that they are using the agreed success criteria. Encourage the use of similes and dialogue.

and linked and applied within the teaching sequence for writing when appropriate (for example during modelled and Use the SfS resource to guide focused, regular, short spelling sessions (three weekly), following the teaching sequence supported writing).

Modification

throughout planning daily, focused guided writing sessions with and teacher to lead identified children - writing - editing Additional adults

Modification

construction, use of similes) and review and edit aspects. (one-to-one support). Provide focused individual feedback on aspects of writing (for example complex sentence

Hold writing conferences with individual children

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During modelled and

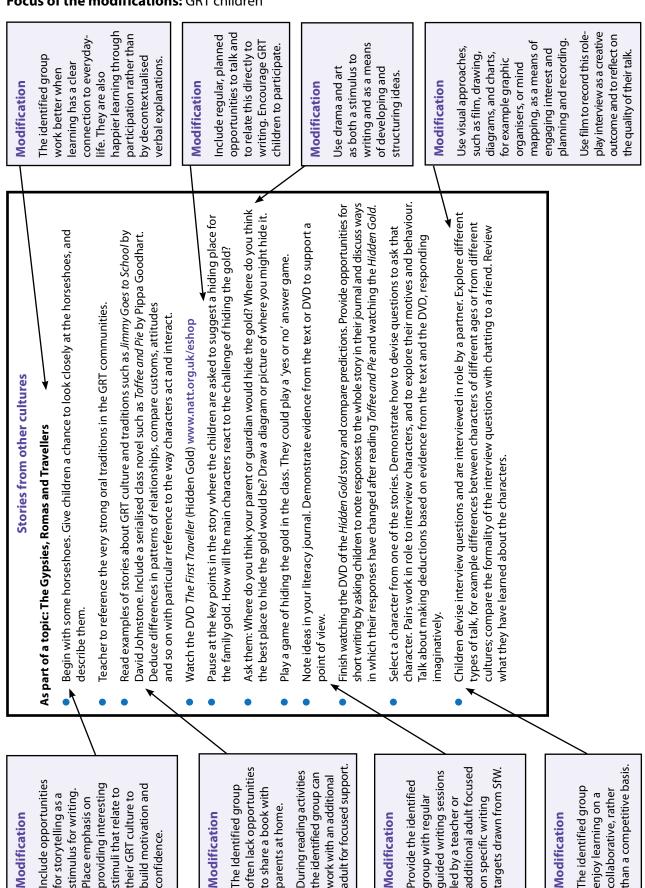
Modification

shared writing focus

in this phase of the

Year 4 Narrative unit 3 Stories from other cultures

Focus of the modifications: GRT children



Y3 Narrative unit – Myths and legends (phase 1) – Familiarisation with text type

Focus group: Underachieving G&T children

created?

Modification

amiliarisation with text type

group for guided work, where why do you think myths were appropriate. Target question myths. Include him with HA

Target questions – what makes

Modification

use a character-rating chart to HA group and Archie and Katie collect evidence and review it. you think that?

Homework activity for HA and emphasise that every word is Katie and Archie: Retelling a myth in only 50 words

Archie knows a lot about

reading, shared and guided reading. Focus on Theseus and the Minotaur and the Pegasus Make available a range of myths and legends written for different audiences, for example comic strip versions, examples from the web, Usborne Book of Myths. Use for independent

At the start of the unit record what the children currently know about myths (examples, characteristics, and so on). Use KWL grids to collect knowledge and identify areas for stories. Encourage retellings of stories throughout the unit.

In shared reading identify key features of myths and legends (information on text types in SfW). Highlight similarities and differences, for example the superhuman qualities of heroes in myths, and the more human scale of characters in legends. Explore how this

nelps us to distinguish between myths and legends. Other themes to highlight: focus on opposites (good and evil), use of quests and journeys in many examples, use of imagery and formulaic sayings - hinting at oral sources - and so on.

> and Archie in both shared and guided work, for example she

TA directed to support Katie

Modification

sits with them in shared work,

prompting responses.

:hem. Collect evidence and model how to reflect on it: *What does the evidence include?* Focus closely on particular characters. Model how to highlight text which describes What are we told and therefore what do we know about the characters? Children begin working on character fact files to capture what they know to this point.

their motivations), how much are we actually told of their reasons? How much can we infer? Are some of our inferences better than others – more likely, more rooted in how reading and drama activities, for example 'hotseating' (questioning characters about Look at what the different characters do – their behaviour and actions. Talk activities focused on explaining the reasons why they acted as they did. Explore through reoeople behave and so on?

for example the Minotaur. Distinguish between what it does and why, using drama Look closely at some of the superhuman, larger than life characters in the myths, techniques, for example role on the wall, or thought tracking with freeze frames. Jse drawing to capture ideas. Ask: *Is the Minotaur all bad?*

or wanted poster – what important information must it contain? Begin drafting. What sort of precautions would people take against them? Discuss a warning Discuss what ordinary people would feel about these mythical creatures.

very shy and reticent and finds articulate but appears young Of the two underperforming when asked to write. Katie is are poor and he is frustrated for his age. Fine motor skills G&T children, Archie is group work difficult.

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the TA to use with them, for conversations' prompts for

Develop some 'learning

example on how to think

creatively, how to concentrate

better.

Year 3 Narrative unit – Myths and legends (phase 2) – Capturing ideas, analysing language features

ensure that she is involved in Ensure support from teacher Archie in this shared session, question asked of the whole they frame an answer to any Mixed ability groups for oral build confidence that she is understanding. Ensure that retellings and drama work. involved. Specific praise to boost her confidence and that Katie articulates her TA to work with Katie to TA to focus on Katie and questions and ensuring responding to Archie's and TA so that Katie is on the right track'. Modification Modification Modification group activity. contains only the outline of the story) and the differences with their story maps, which should Review range of myths read focusing on their settings. What sort of different settings have we isolate the important events in the story – parts that cannot be left out in any version without important? How would someone from the story describe them? Highlight the language used had? Use a similarities and differences chart or a Venn diagram to collect suggestions. Can we phrases from the text. Compare settings with those in familiar traditional stories, for example Explain the meaning of a 'quest'. Can they identify any myth we've read as a quest? (Theseus.) rich imagery, similes and so on. In shared reading of the myth (Pandora's Box) model how to include a lot of detail. Explain that the boxed-up version is very helpful when writing a story because it gives the outline of what could happen; it provides a structure, leaving them free up technique (TfW). Then reduce the number of boxes by summarising and pulling out the Little Red Riding Hood. Discuss the nature of the settings in myths – what sort of language Ask children to review their story maps, checking they have included the important events Drama work – creating stories through acting out. Using objects – a golden apple, a Greek Shared work focusing on the settings. Read a myth (Pandora's Box, or King Midas perhaps) ocate and highlight text linked to settings. Discuss similes – do they work? Is the meaning Demonstrate how to move from a story map to a structure for a new story, using a boxing vase, or a piece of cloth – children work in groups to create three scenes where the object and labelled it well enough to enable someone to retell the story from it. Test it using pair bones' of the episode, making links where possible. Talk through this new version (which and ask children to visualise and sketch the setting, labelling their sketch with words and stories. Highlight that the language as well as the placing makes the difference. Note the harming it. Pair work to develop a story map for Theseus; must include clear settings and is important. Focus reflection on how the objects are placed. What tells us that they are Ask children to retell each other the story. Work on a class version of the story and then Rereading of Theseus myth. Oral work as a whole class and groups to retell the stories. Do they need to include some of the language used to describe the different settings? Discuss the language used to describe settings in myths and compare with traditional describes them? Make a collection of words and phrases to describe settings. talk. Ask the partner to use 'Tell me more' (from TfW) to get them to expand. **Sapturing ideas, analysing language features** Several opportunities so that the children know the stories well. to think of the details which make it interesting. Make amendments to the map if necessary. categorise the different settings? to set and describe the objects. events in order. easy to grasp? • • marking techniques to identify pair', 'share' in shared sessions **Encourage Archie to articulate** develop ideas before sharing. and Archie. Teach them textstory map and the boxed up **Guided reading sessions for** Use partner talk and 'think', language used to establish HA group, including Katie settings and atmosphere. figurative and expressive children to compose and differences between the to enable less confident Modification Modification Modification summary.

Year 3 Narrative unit – Myths and legends (phase 3) Writing: Teacher modelling, scribing, supported composition, guided writing

supported composition, guided writing					
Modification In the light of the success of this oral work, consider asking HA children to prepare a PowerPoint presentation on features of myths next week.	Modification	Give Katie, in particular, opportunities to rehearse	with the TA. Take feedback from Archie and Katie as part of the whole-class discussion.		
Writing: Teacher modelling, scribing, supported composition, guided writing Drawing on their reading of myths, revise some of the features identified including theme, range and type of characters, settings, language used. Use story maps and boxed-up versions to discuss the structure of quest myths. Work together to identify a set of success criteria for a well written myth, ensure they include reference to theme, characters, setting, language, and structure. Retain on IWB	Model writing the opening – setting the scene. Emphasise the reader or audience and how that informs word choice. Consider alternative word choices and review why some work better than others.	Guided session in this phase focuses on the use of time connectives to indicate time and place.	Write their own quest story in pairs, drawing on story maps and boxed-up story structure. Story built up section by section to emphasise structure and organisation of myth. Teacher input for each section through shared writing, modelling the decisionmaking process when writing. Use scribing of children's ideas or contributions, but challenge them to extend and add more detail – model not being satisfied with the first idea.	Use pair and share so that pairs read their drafts to another pair. Evaluate each other's drafts using three stars and a wish technique. Feature some examples (of both story and feadback) as part of the plenary work	
• •	• 1	•	• •	•	
Modification Teacher works with HA group including Katie and Archie on extending sentences using a noun phrase or adverbial phrase in guided writing sessions. Also remind them of sentence openings and the	importance of variety.		Modification Consider an alternative challenge for HA group – writing myth from the point of view of a character.		Modification Ask HA group (plus Katie and Archie) to read each other's writing. Ask them to comment on whether varied sentence openings have been used.

Y2 Poetry unit: Patterns on the page – Familiarisation with text type

A mixed group of under achieving children, entitled to FSM

Modification

Ensure focus group is included in this activity through direct echo teacher modelling with TA to repeat vocabulary and questioning/engagement. the group.

e.g. Brown Bear, Brown Bear (Bill Martin), Don't forget the bacon (Pat Hutchins), We're Going

on a Bear Hunt (Michael Rosen), start to Funnybones (Janet and Allen Ahlberg) and read

them a number of times.

Share a range of patterned poems with the class, and have them available as a collection

Familiarisation with text type

or independent reading and browsing throughout the unit. Use a number of key texts,

Modification

of phrases from the poem so with the group in the drama/ and explaining the meaning movement activity. Focus is they can interpret through on generating vocabulary TA to be directed to work

novement.

understanding of terms like Guided session with the group so that they play the quiz before the rest of the class. Reinforce list, rhyme, sound etc.

Modification

experimentation with different types of delivery or performance. Some poems, or parts Enjoy reading aloud these patterned poems with the children and encourage

of them, might easily be learned by heart through repetition. Model different voices/ expression/pace/emphases, discuss differences and the children's responses to the

Experiment with choral reading of one or two poems. Record some examples, listen again. Improve performance in the light of the reflection.

different versions, using appropriate vocabulary.

the different movements across different terrains and weather conditions, e.g. How do Explore through movement, action and drama. Act out the story in the poem. Explore dentify one poem for more detailed examination, e.g. We're Going on a Bear Hunt. we move through 'thick oozy mud'? Repeat and refine movements.

Now identify the repeated refrain in the poem. Explore, then as a class agree on some repeated stylised actions to accompany the refrain. Practise until the children are confident in the actions.

Move on to questions which explore the form or characteristics of the poem, e.g. Which Make up a simple quiz about the different poems you've read. Include some questions about the content of the poem, e.g. 'Which poem is about a child going shopping?'

Discuss why children like some poems more than others. Encourage them to justify their poem is like a list? Which has a chorus? Use their answers to begin to classify poems in

ideas. Model how to give a reason to support an opinion.

Better Reading Partnership also receive regular guided group receives two guided sessions a week, and three are working at. All groups to the phonic phase they differentiated according reading sessions. Focus

Modification

reading and access to texts, reading by the focus group. independent browsing and ensuring that they are not Emphasise enjoyment of time available to support difficult' language which put off by encountering Ensure teacher and TA hey can't read

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All groups receive regular

Modification

ohonic work, based on etters and Sounds and

Y2 Poetry unit: Patterns on the page (phases 2 and 3) – Capturing ideas, exploring ideas and writing

when making the story map. Prompt for sequence: Where appropriate vocabulary and build confidence. the target group contribute to the show me activity. Use it like? Encourage extended detail: What can you tell me During drama work ensure TA works with focus group specific praise to highlight about the beach? What was TA to support focus group Ensure that children from what they are doing well and to build confidence. did they go next? and for to reinforce their use of responses, scribe some Modification Modification Modification big one' (I'm going to discover a scary one!); the time 'it's a spooky night' it's a lovely morning) and Review the poems read and enjoyed over phase 1. Ask 'What makes a good patterned poem?' times or conditions that the characters meet on their own hunt. Independent work – children accompany refrain/chorus. Then discuss how it could be changed. Areas for change could be Take one or more lines from the chorus and model how they could be rewritten by making a few changes, drawing on the children's ideas. Use whiteboards and the show me technique and the characters' reaction to it. Take photographs if possible. Discuss the freeze frame, e.g. encounter different weather conditions. Discuss how a new version would need new places Explore one or more maps through drama or movement. Use freeze frame to 'fix' the scene asking characters what they can see, what they feel, etc. expecting them to respond in role. one or more of the following: the subject – We're becomes I'm or They're; what kind of hunt \cdot reread the draft, checking that lines 'work', e.g. they make sense, they have a rhythm and, if Jsing story maps and the pictures and vocabulary lists from the drama as notes, write lines Introduce some new poems – do they meet the criteria on the list? Are these good poems? to check whether the lines sound right. Discuss rhythm. Children to write their own version for a new poem, using the original as a model. Emphasise adjective use. Read draft aloud Explore what makes a good example. Develop some criteria, e.g. should have repetition, to get children to contribute their own ideas for words and phrases to add. Continuously Remind class that in the original 'We're Going \dots ' the family go to a variety of places and and conditions. Demonstrate how to use a story map to sequence the different settings, Focus on We're Going on a Bear Hunt again. Allow children to remind you of actions to an alternative to scared (we're not hungry!). Lots of opportunity for a lively discussion! conker, ghost, picnic, hedgehog; alternatives for the verb 'find' and the noun phrase appropriate they rhyme. Children might draft their own versions of the chorus. Capturing ideas, exploring ideas and writing independently. Check drafts against criteria developed earlier. Group work: reread a poem using the criteria as checklist. good choice of words, strong rhythm, etc. Save list. draw and label a map of different settings, etc. Record the vocabulary for later use. • improvement. Lots of rereading Use examples from focus group pair, share in shared sessions to focus group, to support chorus to compose and develop ideas enable less confident children sound better and make sense. **Guided writing sessions, with** to check whether new drafts against criteria. Give specific on sentences drafted by the version of the poem. Focus before identifying areas for group. Encourage children Use partner talk and think, writing and writing a new oraise for what reads well. children and revisit in the pupils in plenary to check to praise lines specifically Modification before sharing. Modification Modification

Y2 Poetry unit: Patterns on the page (phases 2 and 3) – Capturing ideas, exploring ideas and writing

Take feedback from the Lots of talk and support drama ritual. Teacher to support focus group to and description of their writing. Develop ideas as possible. Share their for drafting. Reread to develop both actions as others) using show me technique. Ensure shaped and effective ensure that ideas are sentences in plenary. Give time for groups a sentence at a time. focus group (as well they are included in contribution to the Teacher with focus group for guided to develop their Modification Modification Modification discussion. to the shops and bought...' and listing some of the items bought. Use adjectives and extended Children could write some items for the list on individual whiteboards (use show me technique children adding to the list of what was bought and trying to remember what previous children that they sound effective and the words chosen are as precise as possible. Make some changes Share and improve. Put the different parts of the poem together (refrain, description of items, Using some of the ideas generated in the game, model writing a poem using the stem 'I went ntroduce a very special list poem 'The Magic Box' by Kit Wright (from Cat Among the Pigeons). If possible show a suitable artefact which might be decorated. (Potential cross-curricular link.) Agree a refrain to be repeated, e.g. *in my magic bag I'll put.* . . then discuss ideas for what might be put inside it, reinforcing that everything should be special in some way. Act out the careful nere) or draft their own ideas independently. Reread the drafts they've developed and check about the poem, their favourite line or image. Collect ideas on a quadrant. Discuss questions placing of objects, developing a kind of ritual. Ask children to describe what they are placing Explain that class are to write their own poem about a magic box (or bag, sack, suitcase, etc). in the bag. Then write up and redraft some ideas. Children work in groups to draft their own and improvements, explaining why and encouraging the children to make suggestions and season...' or highlight the sights, sounds or even tastes in the poem. Point out the structure box is described again, then encourage children to draft their own descriptions of their bag. – the repeated line, verses describing what's in the box, what it's made of, what the speaker had bought. Extend the game by asking children not just for a noun, e.g. apple, but a more mixed ability pairs to discuss how they could best describe one or more items. Share ideas. noun phrases to make the list more interesting (but less practical!) Ask children to work in dentify aspects they like, lines or words they don't quite understand, questions they have what their bag might look like. Then get them to describe it to a partner. Discuss how the Discuss in detail the images and ideas in the poem. Start with the verse beginning 'a fifth Read it through at least twice so that children have the chance to enjoy it and savour the Shift focus to the bag itself. Discuss in what way it might be 'magic'. Ask children to draw Have fun playing the memory game 'I went to the shops and I bought...' with the class, anguage and images. Then ask children to comment on the poem, prompting them to description of bag) and publish. Ensure opportunities for children to read drafts aloud. would do with it. In groups children to highlight and label different verses. **Sapturing ideas, exploring ideas and writing** raised as a group. Reread as often as possible. extended noun phrase, e.g. a red, juicy apple. deas. Share drafts using the IWB. changes. prepare them with ideas to think, pair, share in shared the rest of the class. Focus them to the poem before repeated lines, the verses contribute to whole class rereading poem, helping which describe what was focus group to introduce Use guided reading with of this pre-teaching is to support highlighting by discussion the next day. TA with focus group to compose and develop sessions to enable less about the box, verses confident children to ideas before sharing. them to identify the Use partner talk and Modification Modification Modification out in it, etc.

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Y1 Narrative unit 4 – Stories about fantasy worlds

Modification

Focus of modifications: Children who speak EAL, who are orally fluent in English

Remember

Plan for the language.

Model the language.

opportunities to use and practise the language. Identify plenty of

of modal verbs is a particular area of difficulty. Adults will verbs: 'He might...'. The use contains the use of modal

 perhaps using talk frames to need to model the language scaffold the talk.

The language of prediction

their story before writing. This other children or adults in the school that share the child's 'Photostory' where children can record the sequence of can be done in their home development of a story by language and shared with language or with parents. using programs such as Support the child's Modification

What would you do if you found yourself here? Compare and contrast stories with

ook and behave in these settings. Make links with the children's experience, for example:

on children's real experiences

to a fantasy world may be

difficult to explain to EAL

Moving from stories based

Modification for EAL

earners

Jisualise settings, talk about what is new or unexpected, and predict how characters will

Read stories about fantasy worlds, for example imaginary lands, space, animal homes.

Overview

- Watch a short performance or film version of a story with a fantasy setting. Ask children sense of excitement. Children write about a significant incident from the story that was dentify the main characters and events in a story. Children retell it orally with the main to identify the key features and express views about, for example how they created a different settings and encourage children to express their preferences. events in sequence.
- Read several short stories with similar imaginary settings. Ask groups of children to make predictions about what will happen in that type of story and how characters will behave. They check their predictions by reading further stories. performed.

commentary will help support

the idea of 'imagined worlds'.

adults or peers modelling the

time spent using small world

first language. Significant

play, short video clips, and

learners without using their

discussion and role-play. Record the main events for a class story based on the children's suggestions and tell the story orally. Children then write their version of the story, using or adapting the class ideas. Support children in writing stories with a clear beginning, Create an imaginary setting and characters with the class. Explore story ideas using middle, and end. Each part has more than one sentence and events are sequenced ogically. The stories could include good and bad characters and examples of story •

he development of the class story. Shared writing supported by the use of puppets and role-play to scaffold understanding during

writing sessions over this phase his group with regular guided: of precise vocabulary (led by with a focus on accurate use version of the story provide eacher or additional adult). When adapting the class

encourage use of full sentences: Guided talk sessions and paired comparison. Use talk frames to or trio talk activities with adult to start to use the language of ,'They are different because...', support will enable children They are the same because... This is...and that is...'. Modification

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Modification

Year 1 Narrative unit 1 – Stories with familiar settings – Sequence 1

Focus of modifications: Children who have been identified with particular SEN

in the stories to support the to contrast with the settings Have some familiar pictures

descriptive language - adult Play 'spot the differences' supporting the use of

modelled description

Modification

an introduction, sequencing every day events which the Play a sequencing game as

Apply this learning to main independent learning for a child with physical barriers. adapted mouse to support sequencing package with events, using sequencing cards (pictures or photos) verbally, or using signs and retelling the story and symbols. Use IT

child experiences regularly.

Modification

Sequence 1 phase 1: Reading and exploring setting

Feaching content

comparison.

Read several stories based around incidents and settings that are familiar to the children,

happens. Introduce the words 'character', 'setting', 'events'. Involve children in identifying for example involving home, school, the park, a holiday. Demonstrate how to apply word characters by finding names and illustrations in the text and talking about what they do. reading skills and strategies and involve children in using these strategies themselves. At the end of each story, identify where it takes place, who is involved, and what

Plan the seating to enable

good acoustic conditions.

descriptive words or phrases with them. Talk about what is familiar or unfamiliar in the Ask children to look for details about the setting using the illustrations and reread setting, for example 'Is this like the park you go to?'

Support children in identifying the main events and recalling the story sequence by asking a series of questions: 'What happened first?...next?...in the end?'

Additional strand 5 work on word recognition and phonics for all children using *Letter*s and Sounds material at appropriate phase level. Guided reading groups led by teacher and TA throughout the week.

Learning outcome: Children can identify the main character and setting in a story using evidence from the illustrations and text.

intended learning outcomes for those children working below National Curriculum level 1: P5 Select a few words, symbols, or pictures with which they are particularly familiar and derive and recognise or read a small number of words or symbols linked to a familiar vocabulary, for objects to pictures or symbols and show curiosity about content at a simple level. - Select some meaning from text, symbols, or pictures presented in a way familiar to them. Match example, 'name', 'people', 'objects' or 'actions'. Match letters and short words.

Modification

identify the different settings symbols, words, and pictures pictures alongside words to settings; they have to select and match while listening. matching game with the children where there are Use symbols, signs, and In a small group, play a depicting a variety of

Use the words 'character', examples from the child's alongside some concrete 'setting' and 'events' experiences

Modification

00083-2010BKT-EN

are visual as well as using

Ensure that the stories

photographs of different

settings to support the

earning.

language; use personal

Year 1 Narrative unit 1 – Stories with familiar settings – Sequence 2

Modification

Use signs, pictures, and props to support the language visually.

both verbally and in pictures to Give options for the ending

Modification

'writer talk' to support the child Use a writing frame with three sentence with the child asking for the next word, and how to structures alongside. Use clip art pictures for pupils with a physical disability to support in recounting and sentence their writing sequence - TA to support this activity. Use writing. Create the written have supportive sentence boxes for pictures which

Use the ICT package for writing with children with physical difficulties.

spell some words.

personalised targets for writing. Make links to the pupils'

support prediction.

I remember when..., I felt.... In the end I....' Ask pairs to recount their own real or imagined partner. Provide prompts or questions to help children structure their ideas, for example Ask children to think about similar things that have happened to them and talk with a experiences orally. Encourage them to include story language and to check that the events are in the right order.

Remind them to say the whole sentence before they write it and to keep rereading what Children draw a sequence of three or more pictures to record their oral recount and use as a story plan. They then write a series of sentences to tell their stories in sequence.

Continued daily strand 5 work on phonics and spelling involving all children in groups at an appropriate level, using *Letters and Sounds* material.

example moving house. Ask children to predict the ending and then tell the whole story. Tell a story based on a personal experience, linked with an incident from a story, for sentences. Rehearse sentences orally before writing, and cumulatively reread while Demonstrate how to write a short written version of the oral recount using three writing. Involve children in spotting where each sentence begins and ends. Sequence 2 phase 3: Oral rehearsal and writing **Feaching content**

targets for the pupils' writing

Start with the individual

Remember

and structure the content to develop key vocabulary and

written words.

and language development

recall school events and shared Children may be supported to experiences by the teacher Modification

of events to support ordering - model and encourage story Use a photograph sequence language.

hey have written.

speech and language therapist language and vocabulary targets, as devised by the Make links to the pupils'

Section 4: Case studies

Case study: Adapting planning for EAL learners in a Year 6 classroom

Introduction

Much of the pedagogy and practice used to support the learning of EAL learners is generic and good practice for all learners. There are however distinctive areas of linguistic difficulty that are shared by many children learning EAL. This case study explores the practical strategies used to support an experienced teacher, who is inexperienced in the specific needs of EAL learners. This teacher had moved to a school where the majority of children are EAL learners and who on the surface appear fluent in English.

Who

An urban primary school with a high number of EAL learners.

- 262 children on the roll
- 98 per cent BME
- 95 per cent EAL with 11 languages spoken in the school
- 86 per cent of children from a Pakistani background
- 24 per cent FSM.

What

The study focused on a Year 6 class over a period of five weeks at the beginning of the autumn term. The class of 30 children all have EAL; two children arrived recently, one of whom is new to English. At the end of Year 5, 26 of the 27 pupils had made at least the expected progress, with 15 making better than expected progress in writing with a distribution of children working at level 2 (4), level 3 (9), level 4 (11) and level 5 (3). The children were already motivated and enthusiastic writers.

The class teacher recognised that, although experienced, she needed to develop her knowledge and understanding of EAL pedagogy and practice. Through listening to children's talk and analysis of their writing, she identified the following specific linguistic areas of difficulty for the children:

- Spoken language often contained inaccuracies and inconsistencies in the use of tenses and was reproduced in writing, for example:
 - 'He be's happy when he plays out'
 - 'Yesterday I will...'.
- Children struggled to move from the literal to the inferential when reading and required more time and explanation to access texts. Generally children made less progress in reading than writing.
- The use of formulaic phrases and collocation of words was another area of difficulty which was represented as an awkwardness in the flow of children's writing.
- Although developing wider vocabularies there was often inappropriate use and understanding of the fine meaning of words.

- Adverbial sentence beginnings were used by children but not with appropriate accuracy, for example 'Amazingly, our school has a playground'.
- Inappropriate use of connectives which changed the intended meaning was also common.

The literacy subject leader and headteacher recognised these areas as issues common across the school. The class teacher was supported to try out some ideas related to vocabulary development, particularly on developing children's understanding of word meanings to support children's writing. The planning of the unit of work, based on the Year 6 additional unit using *There's a Boy in the Girls' Bathroom* by Louis Sachar, was advised to include:

- Increased time spent on talk activities and discussion about language prior to writing.
- Use of talk frames to scaffold the use of specific language structures.
- Use of a vocabulary continuum or cline to support the fine grading of meaning, and hyponym and collocation activities.

It was evident from lively pupil feedback that they enjoyed the book and had confidently explored and discussed the differences between American and English vocabulary. Three forms of writing were completed during this unit of work, each incorporating specific activities related to meaning:

- Diary writing
 - Used thought tracking to enable children to talk about Bradley's feelings.
 - Used a cline of 10 agreed words to help them select appropriately and use them in their diary entries, for example, 'I feel unhappy about...'; 'I feel devastated about...'.

Letter writing

- Used a set of clear questions to help formulate ideas to explain Bradley's feelings and actions.
- Wrote a letter that was scaffolded and modelled by the teacher.
- Used a talk or writing frame using the language of explanation which gave a variety of appropriate sentence structures, for example 'Because of...x happened', 'To begin with...'.

Report writing

- Used previously scaffolded language structures of explanation to say how and why Bradley had changed throughout the book, as an oral rehearsal prior to writing. This was a group activity where children used a large sheet of paper listing the people and events that had affected him.
- Supported the retelling of events with key adverbial phrases to help them formulate their writing, for example 'First of all', 'In the beginning...', 'Later on...', 'By the end...'.

Impact

The key impact of this work was on the teacher's personal development of knowledge and understanding and classroom practice with regard to the particular needs of EAL learners. She identified a number of key areas for continued development:

'From a personal point of view I now know more clearly that the children need more precise support for specific writing activities.'

'I can already see that the children are much more aware of the shades of meaning in the language they use.'

'In diary writing, for example, the outcomes were good in that the children successfully incorporated the main features of diary writing, but in taking this forward, I would now provide a written model based on the text, so that children could read and analyse a diary entry that was clearly linked to their task.'

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Narrowing the Gaps: Guidance for literacy subject leaders

The teacher identified areas where she would adapt her teaching in future to respond to the needs of the EAL learners in the class:

- Focus more clearly on specific language; the use of particular words for impact to describe, for example, emotions and support this with a game or activity that allows children to play with the language first.
- Build more opportunities to develop writing stamina into planning and teaching, so that children
 have time to understand the features of a specific type of writing and then consolidate this
 by writing using that structure. This needs to continue to be supported with scaffolding, so
 that children have an accessible checklist to support them with self-evaluation. This could be
 differentiated with less confident writers having fewer key features to address than the more
 comprehensive list for more able writers.
- Careful thought must be given to selecting texts which support children's understanding. Texts must
 be accessible to all, although texts can contain some challenging or unfamiliar language. Children
 who speak EAL should be provided with opportunities to discuss unfamiliar vocabulary and be
 supported with glossaries.
- Ensure when planning that the volume of new vocabulary introduced at any given time is monitored so that it doesn't overwhelm children. Focused attention needs to be given to a manageable amount of new vocabulary being explored or developed at a time.

Summary

The work undertaken in this study resulted in small changes in classroom practice to offer better support to advanced EAL learners and which will thus influence attainment. The errors in the children's writing identified were similar to those highlighted in the work of Lynne Cameron (2004) and which need to be addressed through explicit teaching. The teacher reflected that she felt that the children were already more aware of shades of meaning, but recognised she needed to do more to support vocabulary development. The literacy subject leader and headteacher recognised that many of the issues explored were whole-school ones and that the teacher should be given an opportunity to share her work with the rest of the staff so that it can be further developed across the school.

Case study: Taking account of the needs of underperforming boys and girls entitled to FSM in Year 2 and 4 classes

Introduction

This small (131 on the roll), urban, federated infant and junior school serves a mainly white working-class area. In the school as a whole, 54 per cent of children are eligible for FSM, although there is some variation between year groups. The school pays particular attention to improving the outcomes for underachieving boys and groups of undemanding girls.

When piloting these materials two teachers from the school worked together; the literacy subject leader, who teaches a mixed Year 1 and Year 2 class (27 children), and a teacher working with Year 3 and Year 4 (25 children). In both classes more than 60 per cent of the group is entitled to FSM.

Who

In both classes the teachers focused on a specific group of children entitled to FSM. There was a mixed-gender group of four in the Year 1 and Year 2 class and a group of seven, of whom six were boys, in the Year 3 and 4 class. In both cases these groups, although underachieving significantly, did not include the lowest-achieving children in the class. Most of these children exhibited some personal, social, or emotional difficulties which had an impact on their learning. Some get little or no support from home and some are frequently absent.

What

Following an introduction to the characteristics grids the two teachers agreed to work together on their planning, by sharing initial ideas and drafts. The focus in both classes was on improving the children's motivation for reading and writing and having an impact on the quality of what they achieved throughout the unit of work. They held a number of brief discussions over a four-week period, and offered each other advice, suggested resources, and reflected on successful strategies and curricular emphases which had a positive impact on the children's work. These discussions led them to review long-standing teaching routines, such as the arrangements for guided reading, and the use of some new resources, for example Support for Spelling (SfW) and Talk for Writing (TfW).

Both teachers use the unit plans from the framework site as the basis of their planning, augmenting these whole-class plans with plans for phonics and spelling, and for guided reading in which children are ability-grouped. Some children also receive one-to-one reading support with adults. Both teachers read regularly to their classes. The Year 1 and Year 2 class used unit plans on instructions and poetry (*Patterns on the page*) during the course of the pilot; the Year 3 and Year 4 class worked on instructions.

Following a periodic review of the children's current levels of attainment, using the APP guidelines, and their discussions of the implications of the characteristics grids, both teachers made a number of amendments to their plans to give more weight to the strategies and practices which support these groups of underperforming boys and undemanding girls. When reflecting on the pilot, they highlighted the following features as being particularly important:

A very strong practical and cross-curricular element was provided to act as a context and stimulus for
writing in both classes. In Year 3 and Year 4 activities in PE, art or design and technology and science
became the raw material for the instructional writing. In Year 1 and Year 2 an educational visit and
subsequent topic work underpinned both reading and writing. Real stimuli were threaded through each
phase of the plans, the teachers recognising that practical work kept interest and motivation levels high.

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Narrowing the Gaps: Guidance for literacy subject leaders

- Emphasis was given to the audience and purpose of the writing. In Year 3 and Year 4 the children tried out their instructions for making a 'smoothie'; in Year 1 and Year 2 drafts were frequently read aloud to gather responses from others. In Year 1 and Year 2 TfW suggestions, for example innovating from a known story or rhyme, were introduced.
- APP assessments were used to identify particular areas of weakness that the children had in common
 as well as specific targets (drawn from the writing targets in SfW) which were shared with them.
 Outcomes from work were reviewed on an ongoing basis and plans were further adapted as necessary.
- The group was offered extensive teacher and TA support over the unit, particularly through
 consecutive guided activities. Using guided work in this way, rather than only working with the
 group once a week, gave opportunities for them to receive some pre-teaching and support as they
 developed their ideas, and for the teacher to target specific areas of weakness. Groupings were kept
 flexible and different children were drawn into the group when the opportunity arose.
- Considerable emphasis was placed on oral activities throughout the unit, enabling the children to
 rehearse ideas and their expression, and to try their ideas. Drama, movement and dance activities
 were used wherever possible to engage children actively in their learning, to develop ideas, and
 to extend their vocabulary. In Year 1 and Year 2, for example, the children acted out the patterned
 poem 'I walked to school this morning and I (hopped) like' this as a prelude to drafting their ideas.
- The teacher found as many opportunities as possible to build the confidence of the children in the target groups, for example by praising them specifically for successes however small, using their work as exemplars for the rest of the class, and by sharing their published versions in assembly and with other classes.
- Reading resources were reviewed and more books were made available for children to take home to read for pleasure. Further opportunities were made for the focus groups of children to read to adults and they were encouraged to make independent and informed choices about their reading.
- The school made further attempts to involve these children's parents in their learning and to encourage
 a more consistent approach. The home-school liaison worker made contact with several parents.
 Learning mentors, including the headteacher, discussed work and progress with the focus children.

Impact

Both teachers reported positive outcomes from their units of work. The emphasis on practical and oral work and on making links across the curriculum, allied with a focus on audiences and purposes, and targeted support through guided writing, meant that children sustained their interest and were given an impetus to improve their work. Many of the children recognised their success and expressed pleasure at their improvement.

In Year 3 and Year 4, virtually all of the children in the class, including most of the target group, completed a set of instructions which worked in practice and which included the appropriate language features. In Year 1 and Year 2 the half-term pupil progress meeting identified that from the target group, both boys had made progress in terms of attitude towards reading and writing; they were reading more and were contributing to oral work. Aspects of AF7 (vocabulary) and AF8 (spelling) improved over the half-term. Unfortunately neither of the two girls made progress: one missed much of the half-term with illness, the other, formerly an elective mute, contributed very little. In both cases the school felt that the curriculum needed further adaptation to meet their needs, including the use of one-to-one work.

In terms of their professional development, both teachers were positive about the impact of this shared way of working and their discussions about planning. One teacher noted that keeping a focus on these children meant that 'my knowledge of them as individuals has improved. I felt more keyed into the children's needs. But in trying to meet their needs, I felt that it influenced the way I worked with all the children'.

The other teacher too was positive about how the professional discussions had influenced her work: 'The content of the unit was broadly the same, I think, as it would have been without these discussions. What was different was the input; the teaching approach was much more varied and interesting. And what was great was how well all the children responded to it. It was such a stimulating unit in the end, and so many children seemed to make good progress.'

For the Year 1 and Year 2 teacher the pilot also gave ideas for her subject leader role in working with colleagues. It helped her to see a new focus to extend the school's practice of collecting planning on a weekly basis. 'I'd love to have the opportunity to work in this way again, so that we talk about planning and how it works. We need to look a little more microscopically about how our teaching leads into children's learning.'

Summary

The pilot work undertaken by the school, based around the characteristics grids and the professional discussions between the subject leader and the class teacher, led to some small yet significant changes in classroom practice. These included focusing guided work on specific learning objectives, greater use of speaking and listening and emphasising the importance of engaging children in their learning. In addition, TAs were deployed to more effectively support these vulnerable learners. These changes motivated the children in both classes and improved the quality of the work produced.

Case study: Planning for Gypsy, Roma and Traveller (GRT) children in Year 4

Introduction

In a small rural primary school in the east of England the GRT pupils are the largest minority ethnic group, forming 15 per cent of the school population. The school sees the use of data as key to informing planning for teaching and learning. Analysing their data showed that some GRT pupils were not making progress in line with the other pupils in the school.

Who

The subject leader for literacy decided that Year 4 would be targeted initially, to see how a unit of work could be modified to make a difference to the attainment of GRT children. The Year 4 class was chosen, as in this class there was the largest number of GRT children who were falling behind in their progress.

What

The literacy subject leader worked with the Year 4 teacher to develop a unit of work which would engage the GRT children and make their learning more relevant to them. The proposed unit of work (*Stories from other cultures*) was modified with these objectives in mind. It was aimed over the short term to increase the GRT children's motivation, and their involvement and engagement, by allowing them to recognise their culture reflected in the activities. The aim ultimately was to move the children towards achieving age-related expectations.

The modifications included:

- Greater use of collaborative group work throughout the unit.
- Regular opportunities to talk and tell stories and relate this to writing.
- Use of drama and art as both a stimulus and a means of developing, sequencing and structuring ideas.
- Plentiful supported opportunities for oral rehearsal prior to writing.
- A varied approach to teaching writing using a wider range of teaching strategies, including modelled and shared writing leading into paired and independent writing.

During shared work care was taken to use resources which included positive reflections on aspects of GRT culture, drawing on DCSF resources available on the internet. Particularly useful was *Moving forward together: Raising Gypsy, Roma and Traveller achievement* (DCSF 00710-2009FLR-EN).

Among significant features which underpinned the work was the support received from the LA Traveller Education Support Service Advisory teacher who offered advice on modelling writing, storytelling, and coaching, as well as identifying appropriate resources. By demonstrating strategies often useful in engaging GRT children, the advisory teacher increased the teachers' confidence in working with a culture and history about which they knew very little.

Impact

The impact of the project was measured by looking at pupils' work, speaking to the children, undertaking learning walks and meeting with the class teacher. Both the teacher and the children were clear about the value of seeing GRT culture reflected in their schoolwork and the impact that this had on their level of engagement. 'I enjoyed these lessons 'cause I wanted to learn and do the work. It's the first time we've done anything about Travellers in school. It made me feel proud 'cause I am one.' And 'I can

go home and tell my mum and dad what we're doing in school and they think it sounds great and I want them to come and see our display on the walls in school'.

The teacher felt that the quality of work produced was of a much higher standard than previously achieved, reflecting the children's significantly greater level of involvement. She commented that the children were keen to keep up their progress and to tell their parents about what they had done. Although the written work did not achieve age-related expectations, careful scrutiny did reveal an improvement in a number of areas.

The teacher was keen to develop more units of work which could reflect GRT culture to sustain the higher level of engagement and the improvement in standards. 'There's an air of excitement now, I am able to capture the interest of all the children. Relationships and behaviour are so much better now. I've learned a lot and feel so much more confident around their way of life. It goes beyond the classroom. We seem to be engaging the whole community better now.'

The literacy subject leader too felt that the project had significant lessons for the whole school. It was decided, for example, to carry out a curriculum mapping exercise to identify other ways of reflecting aspects of GRT culture across the whole curriculum. 'We are now more confident that we can begin to increase the opportunities to reflect positively the culture of our largest minority ethnic group in school. In the future we plan to ensure that every year group, starting from Early Years, will have these opportunities planned for and built into the curriculum. Capturing the interest and allowing these pupils the chance to see themselves within the lessons will make learning and teaching far more successful.'

Summary

By reviewing data the school identified an issue with the achievement of GRT children in literacy, specifically with writing. Drawing on the support of outside expertise and the literacy subject leader, the teacher reviewed the curriculum she was offering to enhance its relevance and extended her range of teaching strategies to engage the children more actively in their learning. Ensuring the resources she used reflected the diversity of her class also supported improvements in attitudes, which in turn led to improvements in writing.

Case study: Year 5 planning with a focus on underperforming boys

Introduction

Last year, Year 5 took part in a Creative Partnership project involving multi-media. They produced a DVD film of our school, looking at four different periods. I wanted to tap into their enjoyment and growing enthusiasm for sound and video recording, and decided to use this new-media approach to enhance teaching and learning.

Who

The focus group consisted of eight underachieving boys who were highlighted through data tracking and teacher assessment. Apart from two children with special educational needs (SEN), the majority were slightly below national expectations and making slow progress. In most cases, the boys were disengaged from the writing process and had limited speaking, listening, and concentration skills. Two boys in the group were able to produce a large amount of work, but they lacked confidence and coherence in their writing.

I began by talking to the focus group to ascertain their preferred way of learning and the type of interests they have. Drama activities were very popular as a way of developing understanding of a text, and they liked having time to talk with a partner about their work. They also liked experimenting with sentence work using a mini-whiteboard before having to commit to paper.

What

The children had begun work on the poem 'The Highwayman' during Year 5, covering phase one. I wanted something to stimulate and motivate their interest, and draw them into the poem before we set to work at analysing the story. I found several useful video clips, including many types of quality animation produced by children of a similar age. I was pleased to find one particular animation that used LEGO™ figures to recreate the story of the poem 'The Highwayman'. This immediately caught the attention of some of my underperforming boys. The use of visual approaches as a means to engage interest was something I would use throughout the unit.

Drama activities

Once we had reviewed the poem and the children's previous knowledge of it, I decided to use a variety of drama activities to deepen their understanding of the story and the motivations of the characters. The transition unit suggested freeze-framing certain verses of the poem and interviewing the characters. I decided to video record these sessions to show the children during subsequent lessons. These video clips allowed me to assess the children's levels of understanding and to address misconceptions. I was particularly impressed with the responses of some of the underperforming boys who managed to access the character's motivations. One boy (playing a soldier) commented that 'they were using the landlord's daughter as bait' to capture the highwayman. There were other benefits too as children not wishing to act became directors, positioning and giving instructions to fellow pupils.

Hotseating provided further opportunities for speaking and listening and drama, with children deepening their understanding of the characters and the story. It was interesting to see how some of the children wished to explore the thoughts and feelings of some of the peripheral characters, such as the landlord and the soldiers. During this activity, I encouraged the children to think about questions that would explore what was happening in the background, and in situations not directly referred to in the poem.

Building to the writing process

We then moved on to retelling the story from the different characters' points of view. For this activity, the children worked in mixed-ability groups with more confident writers acting as scribes and other children being encouraged to give ideas verbally.

The idea of the highwayman and Bess telling the story gave rise to an interesting debate among some of the children about what would happen once the character died: How could this be conveyed in the first-person? Some decided to invent another character to be the highwayman's accomplice and to narrate from that perspective, while others decided to continue the first-person account as a ghost.

The children in the focus group were encouraged to record some of their ideas on a voice recorder while engaged in the writing process; visual images were used throughout.

Before we began to write our stories, we discussed our priorities and decided that the story should have a dark mood and contain description of the characters' thoughts and feelings. We also developed a toolbox of grammatical features such as connectives, adjectival phrases, and paragraphing. Toolboxes are also useful for pupil self-assessment.

We reviewed the first drafts and decided that we needed to spend more time on conveying the feelings of the characters. We also required work on creating more of a mood through description, particularly with weather and setting. I used guided-writing opportunities to support the group of children struggling with this, during the redrafting process.

Interviews with the characters

The previous drama activities afforded the children greater insight into the thoughts, feelings and motivations of the characters. The hotseating process takes the form of interview-style questions, so I decided to take that into a formalised interview piece of work.

I introduced this section with a video clip of an interview, conducted by children, of a famous children's author. As we watched the video, I paused at various sections to highlight certain teaching points, such as how the interviewer rephrased a question to obtain a more developed answer from the interviewee.

We also looked at transcripts from interviews of popular celebrities taken from the radio and magazines.

Impact

The focus group engaged with the drama activities, acting out parts and stating the opinions of the characters. I was very pleased with the confidence shown by the group when answering questions directed at the characters. The hotseating developed their understanding, and the review of video footage help to clear up misconceptions.

The speaking and listening activities aimed at retelling the story before the writing process, coupled with the planning stage in mixed-ability groups, helped to develop a clear structure for the eventual written work. The use of voice recorders to capture ideas helped these pupils to structure their sentences with greater confidence. Finally, the use of ICT, in particular video and sound recording, offered a stimulating experience for the children and created further avenues for development throughout the year.

Case study: Modifying planning in Year 6 to take account of the needs of black African and black Caribbean heritage children

Introduction

This urban primary school, in the south of England, has a roll of 660 children. It has a very diverse cohort that includes Eastern European (predominantly Polish or Roma) and Somali children. About half of the school population comprises children of Pakistani heritage. Pupil mobility is high at about 70 per cent. In 2008 10.5 per cent of children had statements of special educational need or were at School Action Plus; 21.1 per cent were supported at School Action. Having previously worked below national and local averages the school is now improving. Staff development and work with local authority advisers has focused on meeting the needs of these diverse groups. A school improvement priority this year is to ensure that teachers plan in detail to engage and extend all children, but particularly children of black African and black Caribbean heritage who are seen to be under achieving. This work has been led in the school by the assistant headteacher. The focus of this project was Year 6.

What

The three Year 6 classes were all working on a unit about journalistic writing. The project was intended to impact on the writing attainment of all children – but particularly that of the target group – and to improve the quality of written recounts and children's writing skills, including using an extended vocabulary and spelling accurately. This was to be achieved through providing lessons which are both interesting and supportive. A secondary but nonetheless important aim was to increase teachers' confidence in planning and teaching a unit of work closely tailored to the needs of the children. The assistant headteacher worked with the teachers in a coaching capacity to support the changes in planning and teaching, for example discussing how to make the lessons more engaging through interactive strategies and the use of culturally appropriate resources.

Strategies which were used included:

- Planning for children to exceed expectations as well as being precise about next steps in aspects of
 the curriculum, planning recognised that these children had a history of underachieving and had, if
 switched on to learning, much potential to improve. It was important therefore that planning did not
 set an artificial ceiling on what they could achieve, by setting the objectives bar too low.
- Integrating Personal Health and Social Education (PHSE) and SEAL materials into literacy lessons –
 in this work on journalism, classes explored ways of resolving conflict without the use of violence
 through discussion, role-play, and texts. They used drama to explore non-verbal language; the
 teachers recognised that it is possible that gestures may be misunderstood and may involve
 conflicting messages.
- Extending the use of oral work, in pairs and collaborative groups, in as many lessons as possible.
 Group selection was carefully managed by the teacher to develop cooperation. They used drama at all phases in the teaching sequence to explore texts, develop situations and resolutions, and to rehearse vocabulary.
- Using children's home language in oral activities like presentations and role-play, for example when
 reporting from a conflict zone in a drama. Engaging in simultaneous translation valued the child's
 language and gave opportunities for reflection, explanation, and vocabulary work. Teachers and
 pupils learned to use a range of languages and dialects and to explain their use to help children
 access the curriculum.

- Extending the range of resources used to reflect children's cultural and social backgrounds and
 their interests. Use of resources and strategies to engage children's curiosity as a starting point
 for learning required teachers to ask about the children's interests, noting their enthusiasms and
 bringing in topical sources. Texts chosen, for example, should include positive images of black
 people and not always represent them historically as in need of help or in the midst of conflict
 or disaster.
- Ensuring homework tasks reflect the child's culture use of culturally appropriate resources helped to engage parents' interest and encouraged greater support from home.
- Making use of ICT to promote activities like blogging and podcasting this was used to give status to writing, and to make real links with other schools and to promote research.

Impact

The school is confident that the work will contribute to continued improvement in the standards achieved in writing, particularly that of boys. Pupil progress meetings indicate that more children are working at age-related expectations and many are achieving more level 4 criteria on the APP guidelines against specific assessment focuses.

As important was the clear impact that the work had on the Year 6 team of teachers. A review of planning after this focused work indicated better preparation, a more varied and appropriate range of resources being used, and much greater confidence in tailoring planning to take account of need and of the cultural background of the children. Teachers felt that they had made progress in fine-tuning their daily planning. They also reported that classroom relationships with the target group improved and their productivity increased.

Summary

By focusing on the special features in the Year 6 classes, the school identified patterns and trends in achievement and attainment for individuals and groups. Responding to these trends, this work focused on adapting planning to suit the children's needs and to have an impact on their levels of engagement. Resources which reflected cultural diversity, positive images of different groups, and the reality of children's lives affected motivation and behaviour which in turn improved learning. Teachers reported that the work in this project made them rethink their approach to planning and gave them confidence to adapt their plans.

Case study: Planning for the needs of underperforming Gifted and Talented (G&T) children in Year 6

Introduction

This primary school has 220 pupils who are drawn from a semi-rural catchment area. The number of pupils eligible for a FSM is low. The number of pupils with learning difficulties and those with a statement of SEN is below the national average. The school's CPD focus this year is meeting the needs of their G&T pupils, particularly identifying and providing for those who are underperforming.

Who

The focus of this work was the Year 6 class: of a cohort of 27 (19 boys and eight girls), seven children are on the autistic spectrum continuum; two children have statements and are supported by a TA. The range of needs is unusually wide for the school, and this makes planning and teaching challenging. The class teacher feels that a small group of more able children, who although working at level 4, are underperforming in terms of their prior achievement and potential. It was agreed that they needed targeted input to help them make more progress.

What

To translate a general concern about these more able children into a specific understanding of what challenges they needed, the subject leader and class teacher first analysed samples of writing, using APP assessment guidelines, and discussed these children's abilities and attitudes to writing at length. One child, on the autistic spectrum, writes in a lively original style, but finished pieces lack focus and structure. He often assumes a shared context with the reader. He is reluctant to redraft or develop any of his ideas. A second boy is highly articulate but unwilling to commit ideas to paper; his writing too lacks structure and often drifts into oral speech patterns linked by simple connectives. A third boy has outstanding ability in drama, but is less motivated to write. He can produce imaginative pieces but the writing tends to tail off or become bogged down in irrelevant details. He writes very slowly. The only girl in this group of able children writes well but tends to play safe, returning to a similar style of writing. She includes too many irrelevant details in her work.

Through discussion, the subject leader and class teacher agreed that the group's writing was often inconsistently structured and that sentence structure within paragraphs lacked variety. Working together they adapted the next unit of work, on autobiography or biography, to provide additional challenges to address the weaknesses identified. The main adaptations in terms of the curriculum were:

- Increased focus on the audience and purpose of the writing by structuring two writing tasks, on the same topic (a biography of Roald Dahl), for two very different audiences – a Guardian reader and a Year 1 child.
- Emphasis in reading, on analysing and comparing texts written for these audiences, in terms of the text structure, language choices and tone.
- Closer attention to making word choices and constructing sentences appropriate to the two audiences.

To focus on these elements of the curriculum and to help the children access the increased level of challenge, but without disrupting the learning of the rest of the class, the teacher also made a number of adaptations to his teaching and class organisation. These included:

- Focused and frequent guided sessions for this group, planned by the class teacher and subject leader working together, after the previous session. These guided sessions centred on the children's sentence construction and allowed the teacher to intervene at the point of writing to improve the quality of the writing.
- Opportunities for self- and peer- assessment, with the children working in pairs to review their work.

Impact

The challenge, of using the same information for two different audiences, motivated the children and helped them to structure (and complete) their writing. The more focused guided sessions resulted in a greater variety of sentence structures being used. Examples of writing collected at the end of the unit showed an improvement in writing skills, but the teacher was more pleased with the improved attitudes to writing shown, particularly by the three boys. The subject leader commented: 'The impact on this group of children has made me rethink my own approach to guided writing and its impact on teaching and learning'. The subject leader and class teacher are planning some lesson-study sessions to observe the group's learning further.

Summary

Addressing the relative underperformance of a small group of able children is perhaps a less obvious, but nonetheless important element of narrowing the gaps. In this class, the teacher and subject leader worked together to plan work and support which would allow able children to access a more challenging curriculum. Both the curriculum and teaching approaches were modified. Specific objectives linked to sentence construction were addressed within the context of a highly motivating and stimulating writing topic. Providing audiences and purposes for writing which mixed the real and the intriguing enabled these teachers to begin to change children's attitudes to writing and, consequently, to improve the quality of what was written.

Case study: Planning for the needs of English as an Additional Language (EAL) speakers in a Year 6 class

Introduction

This primary school is located in an inner-city area that has relatively high social and economic deprivation. The area served by the school is in the lowest 20 per cent of average income levels for Lower Super Output Areas in England. Eligibility for FSM is relatively low (12 per cent), because many parent or carers are employed in low-paid factory work or in textile home working. The majority of children are of Indian heritage and are Gujarati or Kutchi speaking Muslims. There are also small numbers of Pakistani-heritage pupils (7 per cent) and Bangladeshi-heritage pupils (3.5 per cent). A high percentage of children make two levels of progress from Key Stage 1 to Key Stage 2 and results are consistently above 77 per cent at level 4 in English at the end of Key Stage 2. The school identified improving the quality of speaking and listening opportunities while maintaining the range of the curriculum as a priority.

Who

The Year 6 cohort consists of 32 pupils. Twenty-five of them are users of EAL and 10 have joined the school during Key Stage 2. Of the 30 children for whom the school has Key Stage 1 records, half achieved level 2b or above in Year 2 assessments in writing. The school's expectation is that 29 out of the 34 pupils will attain level 4+ at the end of Key Stage 2.

The Year 6 cohort is divided between two classes of mixed Year 5 and Year 6 children.

What

One of these classes read *Boy* by Roald Dahl over the first half-term, using the biography as the stimulus for literacy work. The intention was to engage the pupils, particularly the boys, by using a good quality text which is both relatively accessible yet challenging in its use of language.

The teacher made further adaptations to the framework unit plan to take account of the needs of EAL users by

- Allocating additional time to the unit the suggested time scale of three or four weeks was, in
 the view of the teacher, too short to exploit fully the historical and cultural context of the novel,
 and to provide a shared experience, and a frame of reference, that the children could draw upon
 throughout the year. However non-fiction writing has been incorporated in the half-term's work, and
 writing tasks have included persuasive writing and instructions, as well as narrative story writing.
- Emphasising building vocabulary as a key objective for the unit the text is a valuable source for developing children's vocabulary. By giving them more time for exploration, the children have more opportunities to understand, explore in depth, and use the newly encountered vocabulary. Teaching includes: looking at synonyms and antonyms; examining the different forms of a root meaning as it appears in different forms and word classes, for example nervous, nervousness, nerve, unnerving, nervously and so on; consideration of colloquialisms such as 'get on my nerves', 'you have the nerve to', 'he touched a raw nerve'; and discussing the way that particular words collocate with other words, for example a pain can be sharp, stinging, agonising, excruciating and so on, but is not usually big, strong, heavy, or pointed.
- The use of strategies such as mime, role-play, drama, and guided talk this enables the teacher to explain and model vocabulary and allows pupils the opportunity to understand, respond to and use the vocabulary. The children are encouraged to think of vocabulary as focusing on precision and appropriateness, rather than the gratuitous use of unusual words.

- Guided work or one-to-one conferencing this is used to feed back and address grammatical errors and omissions made by the children (as users of EAL) in their writing, as identified by formative AfL.
- An emphasis on teaching complex sentences this was done through oral work which emphasised
 their use in speaking and writing with economy and clarity, prior to the children using complex
 sentences independently in their writing. This teaching included giving careful attention to the
 meaning and use of subordinating connectives.

The teacher worked with the subject leader who prompted him to look closely at his planning, considering whether the texts, resources and activities chosen offered a balance between engagement and relevance, the readily comprehensible and the challenging, and whether sufficient attention was given to speaking and listening as a way of addressing the needs of EAL users.

Impact

Although this project was undertaken early in Year 6, the success of these strategies is already seen in the consistent results achieved. In this school, poverty and using EAL are not barriers to success.

Summary

By adapting the curriculum in terms of objectives and timing, placing a significant emphasis on speaking and listening, and making use of teaching strategies like guided writing to give rapid feedback on areas of difficulty, the teacher made a significant impact on the children's levels of confidence with oral and written English and improved their expression. Such approaches are already embedded in the school and the subject leader's review of planning ensures that class teachers maintain their focus on meeting the needs of EAL speakers.

Section 5: Further reading

Underperforming boys

- Boys' Writing flyers, Primary National Strategy (2005), Ref: 1170-2005G
- Can Do Better: Raising Boys' Achievements in English, QCA (1998), QCA/98/08
- Raising Boys' Achievement in Writing, UKLA/ Primary National Strategy (2004)
- Raising Boys' Achievement (DfES Research Report, RR636), Mike Younger and Molly Warrington
- Yes he can! Schools where boys write well, Ofsted (2003) Ref: HMI505

Pedagogy

 Go to www.standards.dcsf.gov.uk/nationalstrategies, search for and select 'Headteachers' and senior leaders' continuing professional development (CPD)', select 'Day 4', then select 'Day 4, session 2: Fit-forpurpose pedagogy (poster)' from the list of 'Attachments'.

GRT Children

- Building Futures: Developing trust, A focus on provision for children from Gypsy, Roma and Traveller backgrounds in the Early Years Foundation Stage. Booklet and DVD-ROM Ref: 00741-2009BKT-EN
- Gypsy, Roma and Traveller Resources Catalogue, books, packs, DVDs, posters, videos and CD-ROMS
 This catalogue funded by the DCSF is available from claire.lockwood@educationleeds.co.uk or from the NATT+ website www.natt.org.uk/eshop
- Moving forward together: Raising Gypsy, Roma and Traveller achievement, The National Strategies, Cross Phase guidance. Ref: 00710-2009FLR-EN
 - Booklet 1 Introduction, Ref: 00660-2009BKT-EN
 - Booklet 2 Leadership and management, Ref: 00661-2009BKT-EN
 - Booklet 3 Learning and teaching, Ref: 00662-2009BKT-EN
 - Booklet 4, Engagement with parents, carers and the wider community, Ref: 00663-2009BKT-EN
- Raising the achievement of Gypsy, Roma and Traveller pupils
 - This short booklet and DVD looks at examples of effective practice in a range of primary settings using three 20 minute video essays (Ref: 00102-2008DVD-EN).

Children of black African and Caribbean heritage

- Excellence and enjoyment: learning and teaching for Black children in the primary years: introductory quide, Ref: 00058-2008BKT-EN
- Excellence and enjoyment: learning and teaching for Black children in the primary years: unit 2A, Ref: 00060-2008BKT-EN
- Excellence and enjoyment: learning and teaching for Black children in the primary years: unit 2B, Ref: 00061-2008BKT-EN
- Excellence and enjoyment: learning and teaching for Black children in the primary years: building futures, e-learning module 4, Ref: 00058-2008DVD-EN
- Excellence and enjoyment: learning and teaching for bilingual children in the primary years: unit 2, Ref: 00068-2007FLR-EN

Children who speak EAL

- Excellence and Enjoyment: learning and teaching for bilingual children in the primary years, 0013-2006PCK-EN
- New Arrivals Excellence Programme
- 1. New Arrivals Excellence Programme Guidance, 00650-2007BKT-EN
- 2. NAEP DVD Case studies, 00426-2007DVD-EN
- 3. NAEP CPD modules, 00041-2008DOM-EN
- 4. NAEP management guide web-based publication, 00041-2008DWO-EN
- **5.** NAEP New arrivals e-learning course available on the National Strategies area of the Standards website: www.standards.dcsf.gov.uk/nationalstrategies
- Supporting children learning English as an additional language: Guidance for practitioners in the Early Years Foundation Stage, 00683-2007BKT-EN
- Teaching units to support guided sessions for writing in English as an additional language (pilot material), 00068-2007FLR-EN
- Writing as an Additional Language at Key Stage 2, Professor Lynne Cameron and Dr Sharon Besser, University of Leeds, (2004) Ref: DfES RB586

Children who have SEN

- Inclusion Development Programme Phase 1 Dyslexia and Speech, Language and Communication Needs www.standards.dcsf.gov.uk/nationalstrategies and search using the refs: 00070-2008DVD-EN; 00215-2008BKT-EN
- Inclusion Development Programme Phase 2 Supporting pupils on the autism spectrum www.standards.dcsf.gov.uk/nationalstrategies and search using the refs: 00041-2009DVD-EN; 00040-2009BKT-EN
- Pedagogy and Personalisation Ref: 00126-2007DOM-EN
- Progression Guidance SEN/LDD
- To access the Progression Guidance 2009–10 and its accompanying data sets please visit: www.standards.dcsf.gov.uk/nationalstrategies and search using the ref: 00553-2009BKT-EN
 - Copies may be available to order by telephone on 0845 60 222 60 or at www.teachernet.gov.uk publications quote reference: 00553-2009BKT-EN
- What Works for Children with Literacy Difficulties?, Greg Brooks ISBN 1 84185 8307

Looked after children

 Improving the attainment of looked after children in primary schools – Guidance for Schools DCSF 01047-2009

Gifted and Talented Children

- Gifted and Talented Children Guidance on addressing underachievement: planning a whole school approach, Ref: 00378-2009BKT-EN
- Gifted and Talented Education Guidance on preventing underachievement: a focus on exceptionally able pupils, Ref: 00066-2008BKT-EN
- Gifted and Talented Education Guidance on preventing underachievement: a focus on children and young people in care, Ref: 00873-2007BKT-EN
- Gifted and Talented Education Guidance on preventing underachievement: a focus on dual or multiple exceptionality, Ref: 00061-2007BKT-EN

Narrowing the Gaps: Guidance for literacy subject leaders

Acknowledgements

Figures 2 and 3: Diagram from *Can Do Better – Raising Boys Achievement In English* (QCA/98/081) © Qualifications and Curriculum Development Agency 1998.

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