

'Preparation for writing should often involve oral work in various forms: paired, group and whole class talk; role play, improvisation and drama.' (Curriculum and Assessment in English 3 to 19: A Better Plan)

Speaking and Listening: KS1 & KS2

Speaking and Listening: KS3

- *'Talk has always had to struggle to gain equivalent esteem with reading and writing as an essential means of learning. Nonetheless, exploratory talk is the bridge by which learners' new knowledge or grasp of a new concept can be securely connected to knowledge or conceptual understandings they already have.'*

- *'The spoken language is the mode of language from which competence in all the other modes springs. Speech and attention to speech through listening, are key media through which children and young people learn.'*

(Curriculum and Assessment in English 3 to 19: A Better Plan)

'The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop' (KS3 NC)

Curriculum (See Primary NC):

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Assessment:

- Speaking and Listening informs assessment of reading and writing
- No National assessment but forms part of Reading Teacher Assessment
- *'Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.'* (NC)

Pedagogy:

- Intrinsic element of curriculum from Early Years to year 6

Curriculum (See KS3 NC):

Pupils should be taught to speak confidently and effectively, including through:

- *using Standard English confidently in a range of formal and informal contexts, including classroom discussion*
- *giving short speeches and presentations, expressing their own ideas and keeping to the point*
- *participating in formal debates and structured discussions, summarising and/or building on what has been said*
- *improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.*

How do we meet the needs of this curriculum and enrich beyond the statutory?

Assessment (No National benchmark):

- **How should we assess speaking and listening throughout KS3 to ensure students are effectively prepared for KS4 and beyond?**

Pedagogy:

- **How should we teach S&L throughout KS3 to ensure students are effectively prepared for KS4 and beyond?**

How can we ensure a fluid transition from KS2?

- *'Spoken Language is the first and most important resource young writers have.'*
- *'A classroom culture in which teacher and children collaborate to construct high-level meanings through talk significantly improves the learning of reading and writing.'*
- *Children's talk demonstrated their implicit command of grammar and develops through putting language to use, as they make sense of the world around them.'* (CLPE Reading and Writing Scales)

Speaking and Listening: KS4

Curriculum (KS4 curriculum OR GCSE Specs?)

- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Assessment:

Separate assessment: 1 presentation (pass, merit, distinction)

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

- **How should we assess speaking and listening throughout KS4 to ensure students are able to succeed in GCSE examinations and to support students beyond KS4?**

Pedagogy:

How should we teach speaking and listening throughout KS4 to ensure students are effectively prepared GCSE examinations and to support students beyond KS4?

Speaking and Listening: KS5



University/Further Training



The Workplace and Life



**Do learners see the link to their own lives and how the skills relate to their futures?
Can they link to previous learning in and outside school and find examples of the skills being
applied in everyday life? Can this help them to address the task ahead?**

Reading: KS1 & KS2

Curriculum (See Primary NC):

- Reading for pleasure and high quality texts underpin curriculum and school ethos: foundation subjects taught through high quality texts (including related fiction and poetry), often becoming/influencing the literacy topic and a wide range of writing outcomes. Drama, Art, Music...
- Reading into writing (Reading as a reader, reading as a writer and writing as a reader) and visual literacy (picture books, film etc)
- Word Reading and Comprehension

Assessment:

- Reading assessed through the reading process and discussion (hearing pupils read, aloud, responding to questions, asking questions etc) as well as written responses to texts such as writing in role, explaining preferences etc - not a focus on 'essay style' responses to reading (as in GCSE)

- National Teacher Assessment criteria includes the following statements exemplifying this: 'read age-appropriate books with confidence and fluency', 'read aloud with intonation that shows understanding', 'explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence'

- Teacher assessment focuses on 'minute by minute and day by day', adapting teaching and learning to meet individual needs - less focus on end of unit/regular 'test' style assessments.

- KS2 SATS tests: greater demands in fluency and speed of processing (2016: 1 hour to read 3 texts and answer 33 questions); inclusion of heritage texts; higher order questions can be hidden in low tariff items; very different assessment weighting compared to GCSE (see bar chart)

Pedagogy:

- Mixed classes groups rather than setting (some setting practice for English and Maths but a clear move away from this in response to the mastery curriculum)
- Whole class text: reading for pleasure, all students applying skills to texts they may not be able to decode, developing inference, prediction, empathy, evaluation etc
- Guided reading: pupils apply skills to texts that they can decode independently (often grouped with pupils of similar reading age), teachers focusing on teaching key skills pupils need to develop
- Modelled and shared reading: teachers/pupils explicitly modelling the skills and process of reading, externalising the internal
- Reciprocal reading: increasing independence and understanding of key skills (with pupils taking on key roles such as clarifier, summariser, predictor etc)

Reading: KS3

Curriculum (See KS3 NC):

- Appreciation and love of reading, and reading increasingly wide, varied and challenging material independently
- Wide range of texts: Pre 1914 and contemporary prose, poetry, drama, non-fiction; seminal world literature, Shakespeare
- learning new vocabulary and exploring nuances in meaning - understanding of figurative language, including linguistic and literary terminology

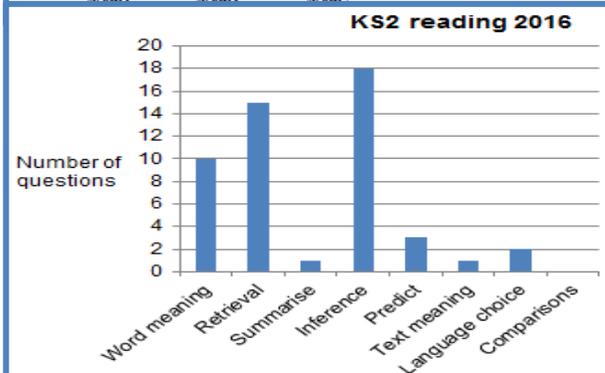
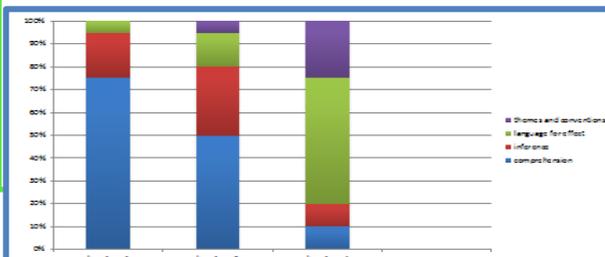
How do we meet the needs of this curriculum and enrich beyond the statutory?

Assessment (No National benchmark):

- How should we assess reading throughout KS3 to ensure students are effectively prepared for KS4 and beyond?

Pedagogy:

- How should we teach reading throughout KS3 to ensure students are effectively prepared for KS4 and beyond? How can we ensure a fluid transition from KS2?



'Creating capable and keen readers is the most important job that schools can do. The high-value benefits that skilled independent reading can bring are pleasure, personal enrichment, practical value and power as a citizen. [...] the responsibility of every teacher.' (Curriculum and Assessment in English 3 to 19: A Better Plan)

Reading: KS4

Curriculum:

- information retrieval, comprehension, inference, analysis of language and structure, comparison, linking to context and evaluation
- Fiction and non-fiction from the 19th, 20th, 21st century
- 19th Century novel, Shakespeare Play, Poetry (including Romantic poets), modern prose/drama

Assessment:

- National Assessment = 100% Linear examination (no tiers) requiring independence, resilience, fluency. All reading skills (information retrieval, comprehension, inference, analysis of language and structure, comparison, linking to context and evaluation) assessed through written responses to texts. Weak written expression will hinder reading marks; equally reading skills need to be secure and fluent for students to be able to access all areas of the papers.
- Unseen texts: prose fiction, non-fiction, poetry
- Language and Literature: both required for double weighting in progress 8 - equal value to both specifications
- Focus of teacher assessment generally on exemplar questions and mock papers so that mark schemes can be used to support accurate tracking and predictions.

- How should we assess reading throughout KS4 to ensure students are able to succeed in GCSE examinations and to support students beyond KS4?

Pedagogy:

- How should we teach reading throughout KS4 to ensure students are effectively prepared GCSE examinations and to support students beyond KS4?

Reading: KS5 (and other qualifications and subjects...)

Curriculum (See A Level Specifications for English Language, English Literature and combined A level):

- Demonstrate critical understanding of concepts and issues relevant to language use, including spoken language
- Analyse ways in which meanings are shaped in texts
- Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received
- Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
- Explore connections across texts, informed by linguistic and literary concepts and methods
- Explore texts informed by different interpretations, including critical theory
- Range of genres, eras, forms and themes - importance of intertextuality
- Modern and classic poetry, drama, Shakespeare, prose
- Focus on language and texts over time

Assessment:

Examination and coursework components

- Long examinations (e.g. 3 hours) so stamina required
- Coursework (up to 20%): research, planning and production
- Wider reading - requirements for critical responses and bibliographies
- Independence: choice of texts and areas for exploration - pursuing interests

Pedagogy:

University/ Further Training



The Workplace and Life



**Do learners see the link to their own lives and how the skills relate to their futures?
Can they link to previous learning in and outside school and find examples of the skills being
applied in everyday life? Can this help them to address the task ahead?**

Writing: KS1 & KS2

Curriculum (See Primary NC):

- Intrinsic link to reading and speaking and listening explicit
- Composition and effect key and writing for real audiences
- Wide range of writing experiences with the continued focus on literacy skills in foundation subjects
- listen/talk/plan/draft/review process with audience, purpose and context in mind
- Increased focus on grammar and linguistic terminology and the importance of spelling (NC provides specifics of spelling curriculum and this also sits within the skills of reading)
- Teaching of handwriting - fluent transcription

Assessment:

- **Writing assessed through the writing process** (engaging with ideas to stimulate writing, planning, drafting, editing proof-reading) rather than written responses to test questions (as in GCSE)
- **No end of Key Stage test for writing**
- **KS1 and KS2 National Teacher Assessment based on pupils' writing across the year.** Pupils must apply skills independently, but this includes the use of talk and resources. Independence does not mean a test/silence/timed conditions.
- **Teacher assessment focuses on 'minute by minute and day by day', adapting teaching and learning to meet individual needs -** less focus on end of unit/regular 'test' style assessments.

Pedagogy:

- **Mixed classes groups rather than setting** (some setting practice for English and Maths but a clear move away from this in response to the mastery curriculum)
- **Whole class stimulation:** Pupils collaboratively engage in the ideas of the texts and topics with opportunities for talk and drama in order to generate ideas and a desire to write
- **Guided writing:** teachers work with small groups to focus on a key area of need, using their work as examples and working together to develop a key skill appropriate to them
- **Modelled and shared writing:** teachers/pupils explicitly modelling the skills and process of writing, externalising the internal
- **Working Walls:** ideas and exemplar writing (vocabulary, sentences, drafts, plans) are captured on the wall as pupils move through the learning journey for pupils to use as a resource

Writing: KS3

Curriculum (See KS3 NC):

- Write accurately, fluently, effectively and at length for pleasure and information
- Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.
- Wide range of purposes and audience, including teaching pupils to write formal and academic essays, stories, scripts, poetry, speeches, arguments, personal and formal letters
- increasingly wide knowledge of vocabulary and grammar.

How should we enrich curriculum beyond the statutory?

Assessment (No National benchmark)

- **How should we assess writing throughout KS3 to ensure students are effectively prepared for KS4 and beyond?**

Pedagogy:

- **How should we teach writing throughout KS3 to ensure students are effectively prepared for KS4 and beyond? How can we ensure a fluid transition from KS2?**

Writing: National Assessment

Fluency, clarity, accuracy, coherence



KS2

- Pupils inspired to write through curriculum stimulus.
- Writing independent at point of writing, but collaboration throughout in order to develop ideas and build skills

KS3?

KS4 – make something out of nothing and quickly! 100% exam.

- Quickly need to:
- establish what is needed for success
 - Plan
 - Write and make effective choices as I go
 - Write accurately

'Competence in writing – at whatever level – precedes analysis of writing, not the other way round.' (Curriculum and Assessment in English 3 to 19: A Better Plan)

Writing: KS4

Curriculum:

- adapting writing for a range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- make notes, draft and write, including using information provided by others- revise, edit and proof-read through:
- reflecting on whether their draft achieves the intended impact
- restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

Assessment:

- **Writing tasks = 50% of Language Specification**
- **100% Linear examination (no tiers)** independence, resilience, fluency.
- **Language:** Approximately 45 minutes to respond to unseen task with little stimulus, planning to meet purpose, audience and form, making good choices, editing and proof-reading.
- **Literature:** Students need to plan, respond and structure clear arguments and GaPS = 5%
- **Focus of teacher assessment generally on exemplar questions and mock papers** so that mark schemes can be used to support accurate tracking and predictions.- **How should we assess reading throughout KS4 to ensure students are able to succeed in GCSE examinations and to support students beyond KS4?**

Pedagogy:

- **How should we teach reading throughout KS4 to ensure students are effectively prepared GCSE examinations and to support students beyond KS4?**

'learners' developing competence and confidence in handling forms of and purposes for writing will come about as the result of copious reading of high quality texts.' (Curriculum and Assessment in English 3 to 19: A Better Plan)

Writing: KS5 (and other qualifications and subjects...)

Curriculum (See A Level Specifications for English Language, English Literature and combined A level):

- Demonstrate expertise and creativity in the use of English to communicate in different ways
- Articulate informed, personal and creative responses to texts, using associated concepts and terminology, and coherent, accurate written expression
- Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression
- Creative Writing A Level has been cut, but possible original writing element to other specifications
- Critical commentaries for creative writing (writing a commentary on the choices you have made in your own writing)

Assessment:

Examination and coursework components

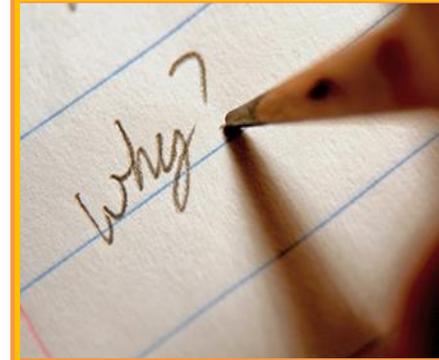
- Coursework (up to 20%): research, planning and production - creative writing opportunities
- Long examinations (e.g. 3 hours) so stamina required

Pedagogy:

University



The Workplace and Life



'The study of media, drama and literature together within English allows teachers and students to explore the spectrum of cultural taste, from elite canonical texts through to popular cultural forms, and the increasing tendency for these to collapse into one another. The contrasting modes of engagement with texts characteristic of media and literary studies in schools, 'rhetorical' and 'poetic' stances respectively, are stronger if united.'

(Curriculum and Assessment in English 3 to 19: A Better Plan)

Key Principles Derived From Research Evidence (CLPE Reading and Writing Scales)

<p>1 <i>All children come to school with a range of experience of literacy, including digital and media text, much of it framed by popular culture.</i></p>	<p>2 <i>Establishing strong two-way links between home and school substantially aids all literacy learning; reading is particularly sensitive to parental influence.</i></p>	<p>3 <i>The ‘basics’ of literacy learning involve an awareness of what it is to be literate, and a familiarity with the language of books, as well as knowledge of the alphabet and the sound/symbol relations of the orthographic code.</i></p>
<p>4 <i>Teachers who tailor their teaching to the needs of individual children, drawing on understanding of the children’s background and experiences, as well as close monitoring of their progress, are more successful teachers of literacy than those who impose uniformity.</i></p>	<p>5 <i>Learning to read and learning to write are interdependent processes: making links between reading and writing help both forward.</i></p>	<p>6 <i>Children tend to make a good start in learning to read and write where their teachers model and share the processes of reading and writing.</i></p>
<p>7 <i>Both reading and writing poetry create opportunities to enrich children’s awareness and knowledge of language</i></p>	<p>8 <i>Listening and responding to engaging, substantial texts, that are read aloud with skill, enhances children’s command of written language, improving their writing as well as their reading.</i></p>	<p>9 <i>Engaging children in reading and writing on subjects of interest to them is, especially for boys, more productive than ignoring their interests.</i></p>
<p>10 <i>A classroom culture in which teacher and children collaborate to construct high-level meanings through talk significantly improves the learning of reading and writing.</i></p>	<p>11 <i>Children have the power, especially where they are trained in group work, to help each other move forward in their literacy learning.</i></p>	<p>12 <i>Engaging in drama and dramatic play has a positive effect on learners’ achievements in reading and writing, giving greater meaning to reading and enabling learners to produce written work with greater depth, power and detail.</i></p>
<p>13 <i>Reading and writing in the 21st century involves iconic as well as verbal text, making different demands on the learner.</i></p>	<p>14 <i>Digital texts have a key role to play in school reading and writing.</i></p>	<p>15 <i>Phonics is not sufficient on its own to teach children to read and write English, with its complex spelling patterns.</i></p>
<p>16 <i>In classrooms where writing is purposeful and attention is focused on the effect on the reader, children use a wider variety of punctuation marks and use them more effectively than those in classes where punctuation is learned through rules.</i></p>	<p>17 <i>Different forms, or genres, of writing are best learnt when children write for authentic purposes and engage with authentic audiences.</i></p>	<p>18 <i>Effective teachers of literacy have developed a coherent philosophy towards literacy, involving substantial attention to meaning, are readers themselves and demonstrate that language and literacy are interesting, pleasurable and purposeful.</i></p>
<p>19 <i>Explicit knowledge of grammar may improve children’s writing, if taught in the context of the teaching of writing.</i></p>	<p>20 <i>Children’s delight in playing with rhyme, rhythm and tune contributes to their learning of the sounds, structures and meanings of language and to its symbolic use in both reading and writing.</i></p>	<p>21 <i>Children are more likely to engage in reading and writing in classrooms rich in inviting displays, interesting texts and a variety of writing materials.</i></p>
<p>22 <i>Encouraging and supporting wide and copious reading, including non-fiction and poetry, yields benefits for writing as well as reading.</i></p>	<p>23 <i>Approaches to the teaching of reading and writing that both balance and integrate technical concerns with attention to the making of meaning are more successful than those that focus on technical matters alone.</i></p>	