

Norfolk KS 3 English Newsletter

June 2002

Greetings from the Key Stage 3 Team.

The team's priority for the last two terms has been on working in schools, offering advice, support, encouragement, team teaching and demonstration lessons. This has meant a less extensive programme of INSET than in previous terms, in order to allow departments time to share amongst teachers the training they have already received. A summary of the new INSET programme is included in this bulletin and a full version has already been sent to schools. Increasingly, training will be disseminated through the networks we have set up throughout the county - the dates of these network meetings are also included in this bulletin.

The team has also focused on supporting those areas of education that the strategy might not reach - much work has been done on working with special schools, on educational inclusion issues, and on Y7 in middle schools. Again, much of the training and support offered about these issues is via the network system.

A priority for next term will be on the training and role of leading literacy departments. Seventeen departments (some English some from other subject areas) have been selected for this programme, which will become a key area of the team's work next year.

Many of you will be considering running summer literacy schools for the first time this year. Please do not hesitate to contact the team if you require any information about this. Health and safety issues are of course a crucial consideration for summer schools and it is important that school co-ordinators are fully aware of all relevant DFES guidance when planning a summer school.

Melinda Derry

P.S. I will be leaving the team in September, to return to teaching, to take up writing a little more seriously, and, I hope, to spend more time with my sheep! May I thank all those heads of English with whom I have had the great privilege of working in the last six years, not only for all that you have taught me about the teaching of English, but also for the warmth of your support, and above all, your friendship. I took up the post of adviser at the start of one sea-change in the teaching of English - and I wish you every success in meeting the challenges of the next. My role, as leader of the KS3 literacy team, will be taken over by Chris Snudden, Senior Adviser.

Page 1	Greetings from the Key Stage 3 team	Pages 3, 4 & 5	Briefing notes for heads of English - The National KS3 Strategy	Pages 8, 9 & 10	Overview of revised English & English Literature GCSE specifications
Page 2	Course and meeting dates Online support for teacher assessment at Key Stages 1, 2 & 3	Page 6	Guidance for middle schools	Pages 11, 12 & 13	Overview of training for English departments, network meetings and other English training
		Page 7	Watching a video: suggested tasks for pupils		

Literacy for All - The KS3 National Literacy Strategy and Inclusion Issues

27th June, Yaxham Village Hall (near Dereham) 9.30 to 3.30

Activity Ref: 2CN164

The KS3 Literacy Strategy is committed to the principle of inclusion, but recognises the difficulties which teachers face in putting good intentions into practice. Norfolk has a particular profile of isolated pockets of small numbers of **Travellers**, pupils with **English as an Additional Language**, and from **ethnic minorities**.

The day aims to address the practical classroom and management issues faced by **teachers, Teaching Assistants, SENCOs and managers**.

The course will be presented by John Woodhouse (KS3 Literacy Adviser), Sarah Barney and June Carding (of Language Support Services) and Lorna Daymond of the Traveller Education Service.

There is no charge for this course - funded by Standards Fund

Special Schools

Welcome to the first dedicated slot in the Newsletter for special school English and literacy teachers. The National Literacy Strategy at KS3 is developing a range of materials and resources which should prove useful, and we will be looking at these as they become available in our networks. These sessions are invaluable for discussing with colleagues issues such as planning and the perennial problem of age-appropriate resources! If anyone has ideas to share in the Bulletin please contact Sue Smith at Norwich PDC.

Special Schools and PRUs Networks Dates

27th September 2002	10.00 – 3.00
3rd February 2003	10.00 – 3.00
21st May 2003	10.00 – 3.00

Venue – Norwich PDC

ONLINE SUPPORT FOR TEACHER ASSESSMENT AT KEY STAGES 1, 2 & 3

As the deadline for teacher assessment approaches we would like to draw your attention to the online support available from QCA.

National Curriculum in Action: <http://www.ncaction.org.uk/> uses pupils' work to illustrate standards across the attainment levels of all national curriculum subjects. Each example of work is supported by a detailed commentary and contextual information.

Teachers can use the site to:

- Find out about teacher assessment in each curriculum subject
- Support their judgements and discuss assessments with colleagues
- Create a portfolio of exemplification materials, which can be printed out and shared with colleagues.

Many schools have contributed examples of their pupils' work to the database. The QCA will update and expand the site on a regular basis. Your comments, via the 'feedback' facility on the website, would be very welcome.

Briefing notes for heads of English: The National KS3 Strategy

As the Strategy develops to include other subject areas, a number of key cross-curricular themes are also beginning to assume new importance for heads of English. Throughout the coming year heads of department will need to be aware that teachers across the curriculum will be attending INSET and implementing new curriculum materials. Within the English department it will be helpful to allocate to teachers in the department specific responsibilities for the management of these cross-strand themes. These are:

- transition, including summer schools
- Y7 catch-up
- Y8 mentoring
- Y9 boosting

Although none of these are specifically English-related, heads of department do need to have an overview of them.

Transition

Schools are funded to develop and improve all aspects of their work with feeder schools. This includes visits to feeder schools (by now all English teachers should have seen a KS1/2 literacy lesson); improving data transfer (of particular importance to English teachers is getting an early idea of pupils' reading scores and Key Stage 2 results broken down into the attainment targets); the use of 'transition' teaching units, formerly known as bridging units. INSET on transition will be held for all core subjects (see INSET programme).

Summer schools can be run for literacy or numeracy or both. The school can be designed more flexibly, for example occupying a week in the summer holidays followed up by sessions throughout the next two terms.

Y7 catch up

Intervention strategies are now in place for all three years of KS3. For English departments the focus is on Literacy Progress Units, which are available for pupils working at level 3 and also for whole class use. Foundation Units are available for pupils working at level 2+.

Y8 mentoring

Funding is available in schools to meet the needs of those pupils who are underachieving in several subjects, whose needs are mainly academic rather than behavioural, who demonstrate poor organisational and study skills and who are at risk of becoming disaffected. The needs of these pupils will be met through specific mentoring schemes, offering advice and support.

Y9 boosting

Curriculum materials for those pupils at risk of not attaining level 5 are available in all three core curriculum areas.

Full details of all of these initiatives can be found in the DFES booklet, 'Managing the Second Year' Ref. DFES 0143/2002 along with important guidance on the role of the librarian in the Key Stage 3 Strategy.

The National KS3 Strategy has commissioned Colin Harrison of University of Nottingham School of Education to review research relevant to the Key Stage 3 National Strategy and the *Framework for teaching English in Years 7, 8 and 9*.

The full account of his findings (*Key Stage 3 English, Roots and Research*) is available from Prolog ref no. DfES 0353/2002, but briefly his conclusions are:

- We do not yet have a unified theory of language learning and research in this area is therefore difficult.

However,

- Research **has** shown that there is a strong relationship between teacher education and literacy improvement.
- Successful schools that were 'beating the odds' had:
 - high expectations of pupils;
 - teamwork across the school, with common training and regular meetings;
 - change occurring over more than one year;
 - coherent literacy interventions across all ages groups;
 - ongoing staff development.

*With regard to the **lesson structure** proposed by the Strategy:*

- Broadly speaking, the research perspective on the teaching sequence is unequivocally positive; there are dozens of studies that support the five elements of the proposed teaching sequence:
 - Identification of prior knowledge
 - Teacher demonstration of process
 - Shared exploration through activity
 - Scaffolded pupil application of new learning
 - Consolidation through discussion/activity

*Concerning **reading***

- Researchers agree that the phonics strategy is more or less right, and in the small number of areas of minor disagreement, there isn't really conclusive evidence either way.
- Accurate, rapid word recognition is really important in fluent reading, but it is not how we begin, nor is it a goal in its own right. The *purpose* of reading is to gain meaning, not simply to recognise words rapidly.
- There is a fairly strong research rationale for teaching vocabulary, since (for older readers, at least) vocabulary knowledge is the best predictor of reading comprehension.
- Reading development:
 - children develop fluency if they do lots of independent reading, but comprehension is less likely to develop spontaneously;
 - class teaching of strategies for approaching challenging texts is valuable;
 - 'reciprocal teaching', with the pupil taking the role of the teacher in a peer-led discussions of texts, is valuable;
 - there are such things as higher-order reading skills but these begin to develop very early, and should be taught in all key stages;
 - critical literacy is just as important for weaker as for stronger readers

*With regard to **writing, grammar and spelling:***

- There is general agreement among researchers that very few children spontaneously develop into good spellers. So the broad emphasis within the Strategy on giving attention to spelling is supported by research, as is the chief teaching strategy, namely to use scaffolded inductive teaching.
- The teaching of grammar – it is difficult to link the findings from research in this area to the Strategy's recommendations of pedagogy. One reason for this is a gap between the type of grammar teaching that has typically been researched (i.e. grammar taught as separate decontextualised knowledge) and the approach to grammar teaching within the Strategy.
- The three main approaches to teaching writing are:
 - presentational (teacher-led; emphasises skills and the correction of errors);
 - natural process (student-led; emphasis drafting and pupil engagement);
 - environmental (emphasis teacher-student interaction), with structure and genre learned in an integrated way, through task-specific processes.
- This review concludes that it is wiser to combine these than to stress one approach to the exclusion of the other two.

*About **speaking and listening:***

- From a research point of view, a major emphasis on Speaking and Listening in literacy development is absolutely warranted.
- Equally, the incorporation of speaking and listening into text-level objectives makes good sense in relation to the arguments about the importance of integrating language models, and developing a coherent literacy curriculum.
- Teachers believe that they give prominence to discussion, but classroom research may not support this belief.

*Concerning **pupils who have fallen behind:***

- The Key Stage 3 Literacy Progress Units' 'critical features' list may appear initially to be a rather fragmented approach to literacy improvement.
- But the Literacy Progress Units themselves seem to hold out more promise, since they do have higher-level goals (e.g. organising and shaping writing effectively; getting pupils applying a knowledge of phonics in their own writing; having a repertoire of sentence structures and using them effectively) that are supported by research.

Overall:

- Changing literacy standards is not a skills issue: it is a systems issue.

Guidance for Middle Schools

Ten Key Principles for Planning with the KS3 National Literacy Framework Objectives

A fuller version of this guidance has been issued to colleagues working in middle schools as they plan the curriculum in Y7 English. High school colleagues may well find it useful too in discussions with their feeder middle schools. Of particular interest to high school colleagues is the suggested text range -this replaces previous guidance and matches both the National Curriculum and the Framework.

- 1) Liaise with high schools to avoid repetition, to ensure progression and most importantly, for mutual support as you plan using the Framework.
- 2) Review the Year 6 curriculum in your school – be aware of what you are building on and the strengths and weaknesses of the pupils moving into Y7, particularly in writing.
- 3) Text range is not specified within the KS3 Framework, as it is at KS1/2. You may find the following guidance helpful in helping you to select your choice of reading. You need to consider including:
 - One or two novels by 'well established' writers (see the National Curriculum document).
 - A range of poetry – pupils should have access to poetry each term, including pre -1914 poetry by major poets.
 - Drama, including Shakespeare and a major playwright.
 - Media study.
 - Non-fiction – fifty percent of reading should centre around non-fiction texts which should include some of the following: writing about the natural world, autobiographical writing, historical writing, journalism and travel writing.
 - ICT texts: for example web pages, databases, spreadsheets, CD Roms, PowerPoints and e-mails.
 - A 'speaking & listening' unit.

- 4) Think in terms of units which will be of different lengths – some extending to half a term, some perhaps as short as two weeks. Don't feel tied to the half-termly unit if this doesn't meet your needs. Map out your year in terms of units, specifying the text types you will study. For example:

<u>Media Unit</u>	<u>Novel</u>	<u>Poetry</u>	<u>Non-fiction unit</u>
3 wks	6wks	2 wks	3 wks

- 5) Once you have mapped out your three terms in this way you will have a completed your long term plan.
- 6) For each unit plan the objectives that you will cover.

It is easiest if you begin by selecting text-level objectives from the Framework, then link these to associated words and sentence-level objectives. Select only those that you will tackle in depth or at length - others, for which a 'light touch' may be appropriate can be added in later. Remember sentence and word objectives can be tackled as separate 'starter' activities, which may or may not link to the main lesson

- 7) As you select the objectives, consider the texts that you will use to teach them. It's easier to carry out these two processes together.
- 8) If you have a favourite text you want to use – you still can, but you do need to look at which objectives can be taught through it. You may find that you now generate less written work from the text because you have a sharper focus.
- 9) To move from your long-term plan to create medium-term planning, see example on page 37/38 of your KS3 Framework. The plan will be easier to use if you use name tags rather than numbered objectives - these are also in the Framework file. You should identify what work will be assessed at this stage.
- 10) Your short-term plans (daily or weekly or to cover two, three or more lessons) will set out the HOW of teaching. The four part model – starter / introduction / development / plenary – can be flexed to suit the needs of a specific lesson or lessons. Amongst all of this paper work, don't lose sight of the need to provide lessons that are lively, fun and interactive, lessons 'charged with promise'.

Watching a video : some suggested tasks for pupils

It isn't always easy for pupils to watch videos actively and critically. One way of helping them to do this is to give tasks before watching. The following five suggestions are tried and tested and almost guaranteed to work!

1. Ask pupils to extract five key points from the programme they are to watch and present as a bulleted point list, either in chronological order or in order of importance
2. Distribute questions around the class, requiring groups of pupils to focus on particular sections of the video or on particular issues that will be covered. It's easier to sustain concentration intensively for a short period, rather than trying to concentrate on the whole video.
3. In the same way that pupils are asked to highlight 'facts' and 'opinions' in a text, ask them to keep a record of facts and opinions in the video.
4. Focus on the structure of the programme being watched rather than its content, for example studying in detail how an argument is built up throughout a programme.
5. Ask pupils to evaluate the programme critically - too often pupils will accept video material (and web-site information) without proper scepticism.

Overview of training for English Departments 2002/3

Title	LEA training	Dates / Venues Start / Finish Times		Title	LEA training	Dates / Venues Start / Finish Times
Core English Training: Year 8	1 day course	25 June 2002 - Norwich PDC 9.30 - 3.30 (2CN141) <u>Repeated on</u> 28 June 2002 - WNPDC 9.30 - 3.30 (2CN142)		Guided reading in English	Initial 0.5 training day +1.5hr follow up.	16 September 2002 - Norwich PDC 9.30 - 12.30 (2CN145) <u>Plus</u> 16 October 2002 - Norwich PDC 4.30 - 6.00 (2CN145) <u>Repeated on</u> 17 September 2002 - WNPDC 1.30 - 4.00 (2CN146) <u>Plus</u> 17 October 2002 - WNPDC 4.30 - 6.00 (2CN146)
'Literacy for All' - The KS3 National Literacy Strategy and Inclusion Issues	1 day course	27 June 2002 - Yaxham Village Hall 9.30 - 3.30 (2CN164)		Returns and Supply Teachers Training	1 day course	18 September 2002 - Norwich PDC 9.00 - 3.30 (2CN199) <u>Repeated on</u> 24 September 2002 WNPDC 9.30 - 4.00 (2CN202)
Leading Literacy Departments' Initiative - Training Sessions	2 x 0.5 days summer term and autumn term	3 July 2002 - Norwich PDC 1.00 - 5.00 (2CN177) <u>Repeated on</u> 7 October 2002 - Norwich PDC 1.00 - 5.00 (2CN178)		Guidance materials for teaching able, gifted & talented pupils	Twilight session	14 November 2002 - Norwich PDC 4.30 - 6.30 (2CN200) <u>Repeated on</u> 3 December 2002 WNPDC 4.30 - 6.30 (2CN203)
Core English Training: Managing the Second Year of the Literacy Strategy at KS3	1 day course	9 July 2002 - S & T Centre 9.30 - 3.30 (2CN143) <u>Repeated on</u> 17 July 2002 - WNPDC 9.30 - 3.30 (2CN144)		English in Y9	1 day course	15 January 2003 - Norwich PDC 9.30 - 3.30 (2CN148) <u>Repeated on</u> 16 January 2003 - WNPDC 9.30 - 3.30 (2CN149)
				English in Y7	1 day course	27 March 2003 - WNPDC 9.30 - 3.30 (2CN162) <u>Repeated on</u> 31 March 2003 - Norwich PDC 9.30 - 3.30 (2CN163)

Network meetings

(i) High Schools

(ii) Middle Schools

Network name (i.e. south central)	Summer date, venue and timings	Autumn date and venue and timings	Spring date, venue and timings		Network name (i.e. south central)	Summer date, venue and timings	Autumn date and venue and timings	Spring date, venue and timings	Summer date, venue and timings
High School Key Stage 3 Literacy Network - Termly Meeting	3 July 2002 - Broadland High School 4.30 - 6.00 (2CN179)	TBC	TBC		Middle School Network Conference - Key Stage 3 Literacy	27 May 2002 - Norwich PDC 9.30 - 3.30 (2CN152)	X	X	X
High School Key Stage 3 Literacy Network - Termly Meeting	3 July 2002 - King Edward VII School 4.30 - 6.00 (2CN180)	TBC	TBC		Middle School Key Stage 3 Literacy Network - Termly Meeting	11 June 2002 - Venue to be confirmed 1.00 - 3.30 (1CN228)	23 Sept 2002 - Norwich PDC 9.15 - 12.15 (2CN165)	4 February 2003 - Norwich PDC 9.15 - 12.15 (2CN167)	20 May 2003 - Norwich PDC 9.15 - 12.15 (2CN169)
High School Key Stage 3 Literacy Network - Termly Meeting	4 July 2002 - The Hewett School 4.00 - 5.30 (2CN181)	TBC	TBC		Middle School Key Stage 3 Literacy Network - Termly Meeting	12 June 2002 - Imperial Hotel, Great Yarmouth 9.15 - 12.15 (1CN230)	25 Sept 2002 - Imperial Hotel, Great Yarmouth 9.15 - 12.15 (2CN166)	6 February 2003 - Imperial Hotel, Great Yarmouth 9.15 - 12.15 (2CN168)	22 May 2003 - Imperial Hotel, Great Yarmouth. 9.15 - 12.15 (2CN170)
High School Key Stage 3 Literacy Network - Termly Meeting	4 July 2002 - Attleborough High School 4.30 - 6.00 (2CN188)	TBC	TBC		Middle School Key Stage 3 Literacy Network - Termly Meeting	13 June 2002 - Norwich PDC 9.30 - 12.30 (1CN220)	10 October 2002 - Venue to be confirmed 1.00 - 3.30 (2CN182)	11 Feb 2003 - Venue to be confirmed 1.00 - 3.30 (2CN184)	13 May 2003 - Venue to be confirmed 1.00 - 3.30 (2CN186)
					Middle School Key Stage 3 Literacy Network - Termly Meeting	20 June 2002 - Necton Middle School 4.00 - 6.30 (1CN278)	3 October 2002 - Marham Middle School 4.00 - 6.30 (2CN183)	13 Feb 2003 - South Greenhoe Middle School 4.00 - 6.30 (2CN185)	14 May 2003 - Necton Middle School 4.00 - 6.30 (2CN187)

Network meetings

(iii) Special schools and PRUs

(ii) Middle Schools continued

Network name	Summer date, venue and timings	Autumn date and venue and timings	Spring date, venue and timings	Summer date, venue and timings		Network name (i.e. south central)	Summer date, venue and timings	Autumn date and venue and timings	Spring date, venue and timings	Summer date, venue and timings
Key Stage 3 Literacy Network for Special Schools and PRUs	10 June 2002 - Norwich PDC 9.30 - 12.00 (1CN217)	27 Sept 2002 - Norwich PDC 10.00 - 3.00 (2CN147)	3 Feb 2003 - Norwich PDC 10.00 - 3.00 (2CN150)	21 May 2003 - Norwich PDC 10.00 - 3.00 (2CN151)		Middle School Key Stage 3 Literacy Network - Termly Meeting	25 June 2002 - Norwich PDC 4.00 - 6.30 (1CN279)	See page 12	See page 12	See page 12
Key Stage 3 Literacy Network for Special Schools and PRUs	10 June 2002 - Norwich PDC 9.00 - 12.00 (2CN171)	27 Sept 2002 - Norwich PDC 10.00 - 3.00 (2CN147)	3 Feb 2003 - Norwich PDC 10.00 - 3.00 (2CN150)	21 May 2003 - Norwich PDC 10.00 - 3.00 (2CN151)		Middle School Key Stage 3 Literacy Network - Termly Meeting	2 July 2002 - Imperial Hotel, Great Yarmouth 4.00 - 6.30 (1CN280)	See page 12	See page 12	See page 12

Other English training

Title	LEA training	Dates / Venues Start / Finish Times		Title	LEA training	Dates / Venues Start / Finish Times
Heads of English Conference	1 day course	9.30 - 3.30 Barnham Broom Conference Centre		Special Needs and KS3 Literacy	Half-day course	4 April 2003 (2CN175) 9.30 - 12.30 Norwich PDC
Managing the Data	Half-day course	26 February 2003 (2CN003) 9.30 - 12.30 Norwich PDC <u>Repeated on</u> 27 February 2003 (2CN004) 9.00 - 12.00 WNPDC		Training for supply teachers, non-specialists and returners	One half day session autumn 2002, spring 2003 and summer 2003	TBC
Improving Your Exam Results	1 day course <u>NOTE NEW DATE</u>	25 November 2002 (2CN001) 9.30 - 3.30 WNPDC <u>Repeated on</u> 26 November 2002 (2CN002) 9.30 - 3.30 WNPDC				



This website uses pupils' work and case study material to show what the National Curriculum looks like in practice.

The examples given show:

- the standard of pupils' work at different ages and key stages
- how the programmes of study translate into real activities



Search for pupils' work

Use [quick search](#) and [advanced search](#).

Find out about assessment in each subject

[Art and design](#), [D&T](#), [English](#), [geography](#), [history](#), [ICT](#), [mathematics](#), [MFL](#), [music](#), [PE](#), [RE](#), [science](#).

Look up the level descriptions; find out about progression and making a judgement; talk to teachers.

The following areas of the site will be launched in 2002:

PSHE and citizenship.

The site is designed primarily for teachers and senior managers working in schools. Others may find it helpful, for example, inspectors, advisers and consultants working with schools.