



# Using Evidence to Support Literacy Outcomes.



# Town End Teaching School



*Train • Teach • Together*



# Improving Literacy in Key Stage One – Recommendations Summary

1	2	3	4	5	6	7	8
<p><b>Develop pupils' speaking and listening skills and wider understanding of language</b></p> <p>A focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.</p> <p>Useful speaking and listening activities include:</p> <ul style="list-style-type: none"> <li>pupils read books aloud and are encouraged to have conversations about them;</li> <li>a teacher models inference-making by asking relevant questions aloud and answering them herself;</li> <li>pupils engage in paired or group work so they can share the thought processes that led them to make inferences.</li> </ul>	<p><b>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</b></p> <p>Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written language.</p>	<p><b>Effectively implement a systematic phonics programme</b></p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence.</p> <p>The following should be considered when teaching a phonics programme:</p> <ul style="list-style-type: none"> <li>A phonics programme will only be effective if it is delivered using effective pedagogy. How phonics is taught is important.</li> <li>Pupils' progress should be monitored to check whether it can be accelerated or extra support is required.</li> <li>Lessons should engage pupils, develop persistence and perseverance, and be enjoyable to teach. All staff involved.</li> </ul>	<p><b>Teach pupils to use strategies for developing and monitoring their reading comprehension</b></p> <p>Reading comprehension can be improved by teaching pupils specific strategies that they can apply to both check how well they comprehend what they read, and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> <li>inference,</li> <li>questioning,</li> <li>clarifying,</li> <li>summarising, and</li> <li>predicting.</li> </ul> <p>Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until the child is capable of completing the task independently.</p>	<p><b>Teach pupils to use strategies for planning and monitoring their writing</b></p> <p>Pupils' writing can be improved by teaching them to effectively plan and monitor their writing. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include:</p> <ul style="list-style-type: none"> <li>pre-writing activities;</li> <li>structuring text;</li> <li>sentence combination;</li> <li>summarising;</li> <li>drafting, editing and revising; and</li> <li>sharing.</li> </ul> <p>Teachers could introduce these strategies using modelling and structured support.</p>	<p><b>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</b></p> <p>Transcription refers to the physical processes of handwriting or typing, and spelling.</p> <p>Children must develop their fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.</p> <p>A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing.</p> <p>Spelling should be explicitly taught.</p>	<p><b>Use high-quality information about pupils' current capabilities to select the best next steps for teaching</b></p> <p>Collect high quality, up-to-date information about pupils' current capabilities, and adapt teaching accordingly to focus on exactly what the pupil needs to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well.</p> <p>Teaching can be adapted by:</p> <ul style="list-style-type: none"> <li>Changing the focus. Models of typical literacy development can be used to diagnose pupils' capabilities and select a particular aspect of literacy to focus on next.</li> </ul>	<p><b>Use high-quality structured interventions to help pupils who are struggling with their literacy</b></p> <p>Schools should focus on core classroom teaching strategies, which improve literacy for the whole class. However, even when excellent classroom teaching is occurring, it is likely that a small number of children will also require more focused literacy instruction to make expected progress.</p> <p>The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of one-to-one or small-group tutoring using structured interventions for children who are struggling with literacy.</p>

**Reading comprehension strand**

**Writing composition strand**

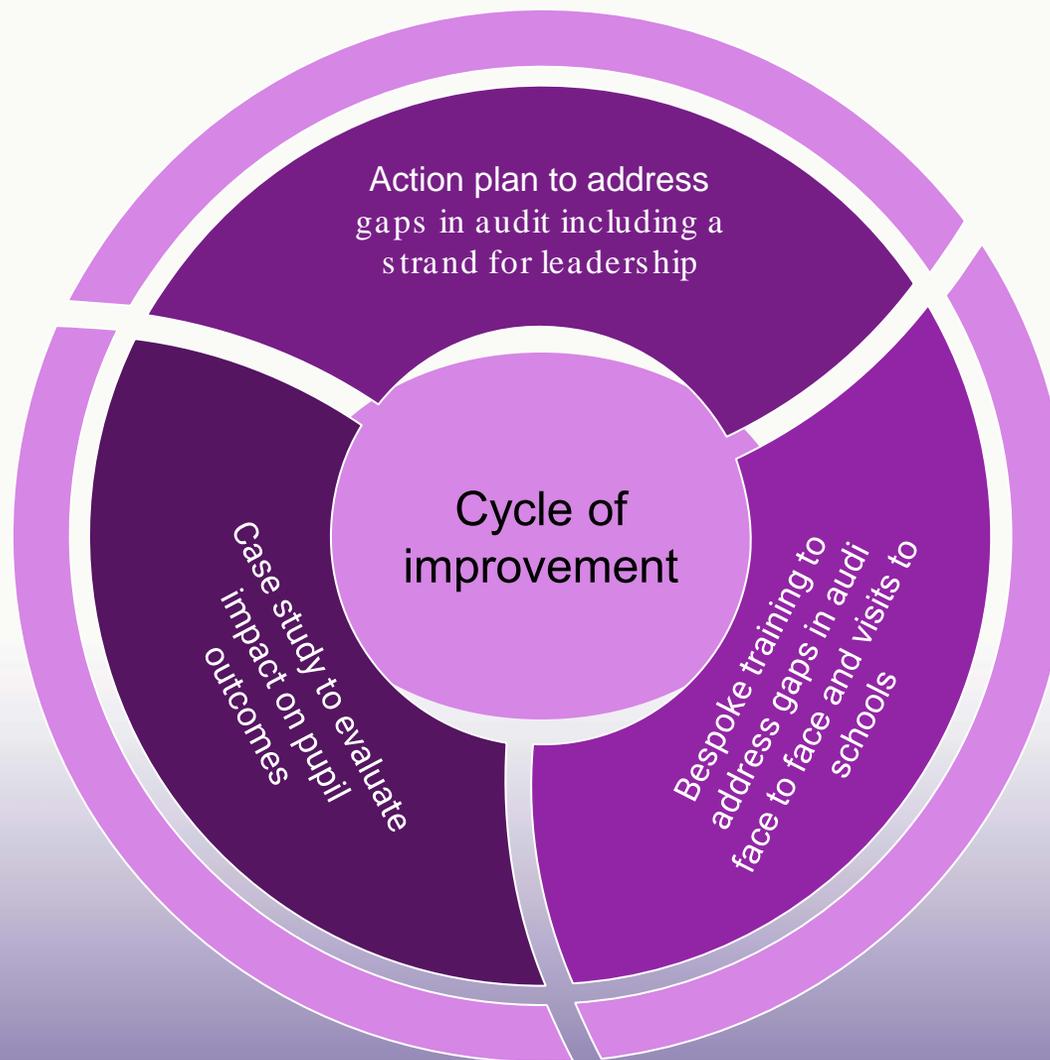
**strand**

**EYFS strand - preparing for literacy**

**Underpinned with vocabulary and language development**

Started with an audit of current provision

Embedded throughout was leadership element



Ended with a re-audit of provision

Embedded throughout was leadership element



# EYFS Strand

**A developmental approach to  
teaching pre-phonics skills as a foundation for later  
literacy acquisition**



# What the EEF say...

Early years education aims to ensure that young children have high-quality learning experiences before they start school.

Gaps between more affluent children and their peers emerge **before** the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include:

- Communication and language activities;
- Play-based learning;
- Interactive story-book reading, physical and creative activities, and
- Support for parents to encourage learning at home.



# What the EEF say...



It appears likely that the quality of provision is the key determinant of sustained improvement, but more evidence is needed in this area to identify which practices are most helpful for different ages

The challenge with the evidence base, is that early literacy approaches are often only ONE part of multi-component interventions or curricula, which can make it hard to attribute changes to the early literacy approach, or to identify which aspects of that approach are most important

## Challenges

With growing demands on KS1 and KS2 colleagues, there is a huge emphasis and focus on ensuring early years children develop firmer foundations to literacy



# Traditional early literacy approaches



**Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing.**

## **Common approaches include:**

- Storytelling and group reading;
- Activities that aim to develop letter knowledge, knowledge of sounds, early phonics and introductions to different kinds of writing;
- Early literacy strategies which may have components in common with Communication and language approaches and may also involve Parental engagement



# Empowering Literacy Project

## What did we know ?



We were aware that specific phonic programmes such as Letters and Sounds, Read, Write, Inc. left some children, especially those from vulnerable groups with huge attainment gaps in their pre literacy skills. Some of our children enter nursery and indeed reception, without basic speaking, language and communication skills, they're quite simply not ready to be taught phonological awareness skills at that point in time. **So what can we do to support all vulnerable groups to make accelerated progress from low starting points in literacy to then exit early years in line with age related expectations?**

Children are entering Year 1 unprepared and ill equipped with the basic literacy skills they require for reading and writing in KS1. Speech, language, communication and vocabulary issues still remain across all key stages ..... **Our previous approaches to supporting these children has been to repeat the same diet of phonics programmes, again and again!!!!**

**We needed an approach which would prepare children in readiness for reading comprehension and writing, to support the development of language base skills to support talk for writing.**



# Empowering Literacy Project

## **Aims:**

- 1) Identifying the impact from implementing a pre 'literacy' skills approach in early years - Speaking, Language and Communication**
- 2) Exploring an effective pre-skills based approach - Secure foundations, preparing children in readiness for phonics**
- 3) Accelerating progress and closing attainment gaps in early years and Key stage 1 - Tools to measure success**



# Launchpad to Literacy

## A systematic approach to developing pre literacy skills

Launchpad for Literacy is all about children, the skills they have and the skills they need for all aspects of literacy. It is a systematic, skill-based approach, enabling you to:

- **Improves outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the ‘bottom-up.’**
- **Identifies and closes specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap.**
- **Identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and ‘Quality First Teaching.’**
- **Have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic.**



# Launchpad to Literacy

## A systematic approach to developing pre literacy skills

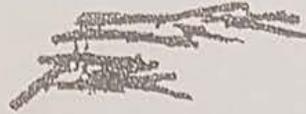
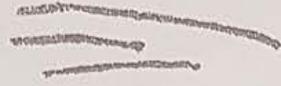
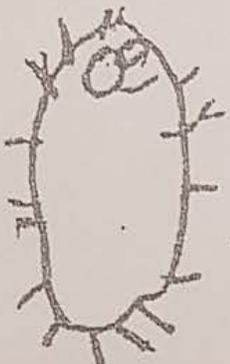
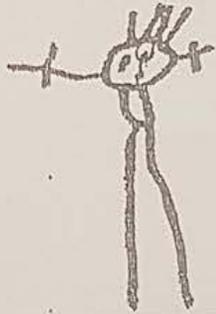
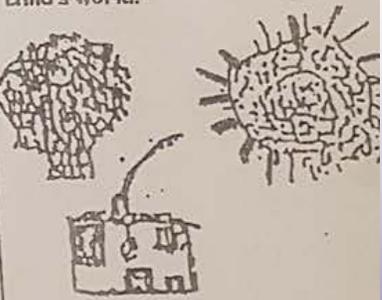
R E A D Y							c-v-c blending and segmenting	Medial phonemes identification	
						Learn to write own name		c-v-c blending and segmenting where 'v' or 'c's' are digraphs	Final phonemes identification
						Identify number of claps/syllables in words	c-v-c blending and segmenting	Initial phonemes identification	Sound exchange
P R E P A R I N G	Abstract symbol Silhouette	Visual memory of sequences	Auditory memory of sequences		Develop L-R marks	Syllable awareness e.g. clapping out words	2 and 3 syllable word blending and segmenting	Rhyme generation	Alliteration generation
	Line drawing		Auditory memory	Abstract vocabulary: concepts – adverbs, adjectives, prepositions	Recall and draw simple shapes	Copy simple rhythms e.g. 3 beats	Compound word blending	Rhyme detection	Alliteration detection
	Coloured picture	Visual discrimination	Auditory discrimination			Keep a steady beat		Basic awareness of rhyme	Basic awareness of alliteration
S T A R T I N G	Photographs		Sound location	Verb vocabulary	Copy and make mark with finger and tools				
	Miniature objects			Noun vocabulary	Manipulation skills with hand and eye coordination Hand and finger strength				
	Object	Visual attention	Auditory attention	Understanding of everyday vocabulary	Gross motor skills				
	Memory	Attention and Discrimination				Rhythm	Auditory, Blending and segmenting	Sound Identification	
	Visual Skills		Auditory Skills	Vocabulary	Motor Skills (Writing)	Phonological Awareness			



# When do we use it?

- When identifying pre literacy skills gaps from birth onwards
- EYFS literacy preparation for all children, but this must be systematic, differentiated and embedded
- Inform targeted intervention for SEN children
- When supporting work with parents
- In KS1 to inform interventions but ongoing preparation for all with language skills such as inference and semantic skills
- KS2 – Informed interventions

# Nursery- Measuring progress in early drawing skills

<p><b>Stage 1</b> The child's hand moves backwards and forwards to produce a scribble.</p> 	<p><b>Stage 2</b> The child becomes able to lift the pencil from the paper and move it in different directions.</p> 	<p><b>Stage 3</b> The child begins to scribble in circles.</p> 	<p><b>Stage 4</b> The child becomes able to draw round and round in circles.</p> 	<p><b>Stage 5</b> The child starts to draw people and uses a circle to represent a face. Marks are put inside for eyes, nose and mouth.</p> 
<p><b>Stage 6</b> Lines are added all round the circle as well.</p> 	<p><b>Stage 7</b> The lines are arranged in bunches to represent hair, arms and legs.</p> 	<p><b>Stage 8</b> The arms come straight out from the face. The legs come from a smaller circle which is drawn below for the body.</p> 	<p><b>Stage 9</b> The body becomes much more important and the legs have feet.</p> 	<p><b>Stage 10</b> Clothes are added. The drawings also have trees, houses, animals, cars and other objects in the child's world.</p> 

## Tracking progress in language and early writing skills

Launchpad: Language and Motor Skills for Writing			Development Matters: Early Writing Skills	
Creative & Vocabulary Skills	Sentence & Auditory Memory Skills	Motor	Physical Development: Moving & Handling	Literacy: Writing 22-36 months
I understand the concepts small, little, big, up, down, over, off, bit, on, under <i>e.g. I select a 'big car,' 'look up' or take a brick 'off' rather than putting it on when asked. <b>Must</b> be a choice.</i>	I use word endings to indicate present tenses, plurals & negatives.	I hold a crayon & scribble freely.	Show control in holding mark-making tools.	Distinguishes between the different marks they make.
I understand the verbs clap, shake, move, dance, listen, look, hear, find, make, hold, write, say.	I use language to plan & choose play & activities with visual support.	I paint with wrist action making dots.	Beginning to use 3 fingers (tripod grip.)	
I engage in simple role-play <i>e.g. eat pretend food, drink a cup of tea, put dolly to bed.</i>	I anticipate and join in key phrases & events in familiar stories.	I make horizontal, vertical & circular marks.	Imitates drawing simple shapes such as circles and lines.	
I give my puppets, role-play characters & figures a 'voice.'	With familiar vocabulary, I can follow instructions containing 3 key words.	I draw a person with head & face – usually no body.	Maybe beginning to show preference for dominant hand.	
I select a familiar object by function if the simplest verb is used.		I copy a circle, V, H & T.		



## Tracking progress in language and early writing skills

Launchpad: Language and Motor Skills for Writing			Development Matters: Early Writing Skills	
Creative and Vocabulary Skills	Sentence & Auditory Memory Skills	Motor	Physical Development: Moving & Handling	Literacy: Writing 30-50 months
I understand the concepts another, first, last, different, same, tall, short, top, bottom, round, next, alike, space.	I use more complex sentence structure & link thoughts, ideas and events with 'and' because and 'so.'	I paint & draw freely.	Draws lines & circles using gross motor skills.	<b>2½-4 yrs</b>
I understand the verbs guess, join, match, think, grip, start, finish and tell.	I use pronouns correctly.	<b>I use scissors to cut out.</b>	Holds pencil between thumb & two fingers.	
I generate ideas for a given function <i>e.g. what can we eat/open?</i>	I retell stories with visual support including the main events, some detail & some of the story structure.	I copy the letters X, V, T, H & O.	Holds pencil near point between two fingers & thumb & uses it with good control.	
I generate ideas within a given story structure for something we might see, do or find.	I follow instructions with 3 key words in a specific order.	I draw a person on request with head, legs and body.	Can copy some letters e.g. from their name.	
I sort a set of objects, play things that go together and odd-one-out games based on a shared semantic link.				

Sometimes give meaning to marks as they draw & paint.

Ascribes meaning to marks that they see in different places.

*The use of scissors is an important indicator of hand-eye coordination, manipulative skills and finger & hand strength. This will be needed to underpin sentence level and later, sustained writing. The use of 'tools' is also included in the Fine Motor ELG. In order to work towards the ELG, 'I use scissors to cut out' includes progression through the following statements in Development Matters:*

*30-50 months – Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.*

*40-60 months – Uses simple tools to effect changes to materials i.e. cutting.*

*40-60 months – Handles tools..... with increasing control i.e. mastery – cutting out or along a line.*



# Tracking progress in language and early writing skills



Launchpad: Language and Motor Skills for Writing			Development Matters: Early Writing Skills	
Creative & Vocabulary Skills	Sentence & Auditory Memory Skills	Motor	Physical Development: Moving & Handling	Literacy: Writing 40-60 months
<p>I understand the concepts other way, beginning, middle, end, before, after, curly, above, below, across, dot, cross, half-way, straight, like (similar), space (finger.)</p> <p>My play contains a storyline or narrative.</p> <p>I offer simple definitions for familiar words e.g. "What is a hat?"</p> <p>I generate ideas when given 1 semantic link with no visual support e.g. 'animals' or 'things you can open.'</p>	<p>I follow instructions with 4 key words including concepts.</p> <p>I recount simple, past events in the right order.</p> <p>I re-tell stories without visual support and can predict.</p> <p>I use a variety of tenses but still have immature, irregular grammar.</p> <p>I am beginning to tell my own stories.</p> <p>I follow instructions with 4 key words in a specific order.</p>	<p>I trace a picture with detail.</p> <p>I copy triangles, squares and other geometric shapes.</p> <p>write one or two letters independently – usually ones from my name.</p>	<p>Begins to use anticlockwise movements &amp; retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed.</p>	<p><b>3 ½ -5 yrs</b></p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name &amp; other things such as captions &amp; labels.</p> <p>Attempts to write short sentences in meaningful contexts.</p>
<p><b>Writing ELG :</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves &amp; others. Some words are spelt correctly &amp; others are phonetically plausible.</p>				
<p><b>Fine Motor ELG :</b> They handle equipment and tools effectively, including pencils for writing.</p>				

The old man made some  
shoes out of leather  
and then the old man  
went to bed and  
then the elves came  
and then the elves made  
wonderful shoes and then  
the man got a big surprise the

# IMPACT

*At both schools we have a large number of children who join us with communication and language skills needs and Launchpad has been the missing tool that now helps us to assess and teach specific skills so that children can catch up with their peers. Launchpad for Literacy has been the key to success and every teacher is now confident and uses Launchpad every day. The introduction of Launchpad has improved the progress and attainment for all children but especially those with significant gaps in their learning.*

- Deb Ward, Executive Headteacher of Croftway and Malvin's Close Academies, Blyth, Northumberland

*For years now, we have struggled with the less able children making progress in the RWI programme. However, I have used the Launchpad for Literacy Approach to identify skill gaps, enabling me to adapt RWI to include many of the pre-skills the children need in order to make progress within the programme and in order to succeed. We are thrilled with the results of the most recent RWI assessment as all of the children in the 'Word Time' group - the very beginning of the programme - have moved into the next band. This has never been known before!*

- Louise Sanderson, Assistant Head, EYFS and Read, Write Inc. Lead of Croftway Academy, Blyth, Northumberland

*Launchpad for Literacy has supported teaching and learning greatly at St. Chads. It has enabled our middle learners to successfully segment and blend CVC words within the first term of teaching phase 2 phonics and supported them to move onto phase 3 much quicker. It has also supported our new to English children to pick up nouns and verbs quickly, extending their language and vocabulary.*

- Katie Gilsonan, EYFS Leader, St. Chad's CofE Infant and Nursery School, Derby

*Launchpad for Literacy has revolutionised Literacy interventions for lower attaining children across school. In particular, the impact of diagnostic testing, linked to the Launchpad's skill strands and skill steps, has enabled teachers to deliver a progressive sequence of interventions. This has resulted in this group of children making accelerated progress over a term, significantly narrowing the gap in attainment when compared to their peers. It has also resulted in this group of children successfully acquiring and then applying their growing phonic knowledge.*

- Christine Robson, Deputy Head of Bexhill Academy / Director of Town End Teaching School Alliance, Sunderland

*We have worked with Kirstie using her Launchpad for Literacy approach over the last few years. This has gone from strength to strength with the schools in Derby City who utilise this amazing resource. The number of Derby City children who have passed the screening check has increased year on year, last year with an average of 8% increase, plus 3 schools increasing by 24%. Kirstie is a very talented and knowledgeable professional who wants the very best for children and has a wealth of expertise within this field.*

- Laura Baddiley, Strategic Business Director, Harrington Nursery School, Derby



# Reading Strand

## Objectives

- To utilise research into effective practice around reading comprehension
- To support schools in auditing their reading comprehension provision / creation of a personalised reading action plan
- To deliver iterative CPD around reading strategies
- To upskill senior leaders on the introduction, monitoring and evaluation of their action plans - underpinned by EEF's Implementation strategy research.

# Reading Strand - Self Assessment



## Improving Literacy Across Key Stage 1 and 2 Recommendations KS1 and KS2 (Composition) Self assessment audit tool



Emerging	Secure	Exemplary
<p>Pupils are rarely taught writing composition strategies and opportunities to practise are infrequent. Modelling of the following is ineffective and infrequent: (<del>≤</del> 5 of the following)</p> <ol style="list-style-type: none"> <li>1) Pre-writing strategies</li> <li>2) Structuring texts (planning and summarising)</li> <li>3) Sentence combinations eg sentence types, grammatical structures</li> <li>4) Drafting</li> <li>5) Shared /Evaluating</li> <li>6) Editing / Revising</li> <li>7) Publishing (for a specific audience and purpose)</li> </ol>	<p>Teachers are aware of the different writing composition strategies and sometimes encourage pupils to use them but this is done inconsistently (5 of the following)</p> <ol style="list-style-type: none"> <li>1) Pre-writing strategies</li> <li>2) Structuring texts (planning and summarising)</li> <li>3) Sentence combinations eg sentence types, grammatical structures</li> <li>4) Drafting</li> <li>5) Sharing / Evaluating</li> <li>6) Editing / Revising</li> <li>7) Publishing (<del>for</del> a specific audience and purpose)</li> </ol>	<p>The explicit teaching of strategies forms the core of writing composition teaching. A consistent approach is used between year groups that gives greater responsibility to pupils as they develop. (7/7 of the following)</p> <ol style="list-style-type: none"> <li>1) Pre-writing strategies</li> <li>2) Structuring texts (planning and summarising)</li> <li>3) Sentence combinations eg sentence types, grammatical structures</li> <li>4) Drafting</li> <li>5) Sharing / Evaluating</li> <li>6) Editing / Revising</li> </ol> <p>Publishing (<del>for</del> a specific audience and purpose)</p>
<p>Pupils have <b>limited</b> opportunities to practise using the above strategies. Any opportunities that they do have are not based on the principles of effective scaffolding (eg initial teacher modelling and strategic withdrawal of support)</p>	<p>Pupils have <b>frequent</b> opportunities to practise using the strategies. Teachers model the strategies affectively but scaffolding is inconsistent and does not support pupils to use the strategies with increasing sophistication and independence.</p>	<p>Pupils have extensive opportunities to use the strategies. Scaffolding is carefully matched to pupils current capabilities and strategically withdrawn so that pupils can use the strategies with increasing sophistication and independence.</p>
<p>Pupils are not taught how to monitor their use of the different strategies or what to do if their chosen strategy is not working.</p>	<p>Pupils are taught how to monitor their use of the different strategies and, with prompting, will try alternative strategies.</p>	<p>Pupils are taught to plan and monitor their use of the different strategies. They know when each strategy might be the most effective and are beginning to try alternative strategies if needed.</p>
<p>Feedback on the use and the monitoring of the strategies has <b>one or fewer</b> of the following characteristics: Specific, compares current to previous performance, encourages and supports further effort.</p>	<p>Feedback on the use and the monitoring of the strategies has <b>two</b> of the following characteristics: Specific, compares current to previous performance, encourages and supports further effort.</p>	<p>Feedback on the use and the monitoring of the strategies has <b>all</b> of the following characteristics: Specific, compares current to previous performance, encourages and supports further effort.</p>
<p>Occasional and unfocused use of resources to support writing composition.</p>	<p>Some use of effective resources but they are not differentiated.</p>	<p>Wide range of effective and differentiated resources to support independence.</p>



# Distinct Strategies

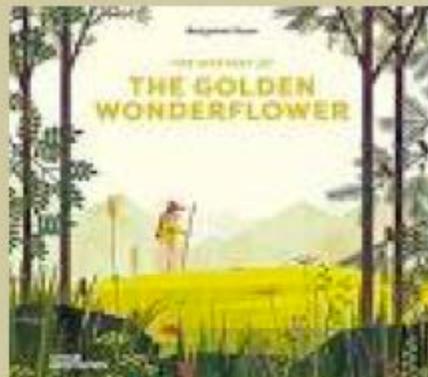
- What does each strategy mean? What skills do children need?  
How can teachers model the skills?

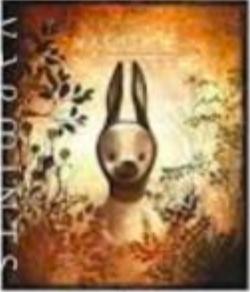
<https://europe.irisconnect.com/reflections/337214>

How can quality texts / further resources be used to support the acquisition of distinct comprehension strategies?

### Retrieval

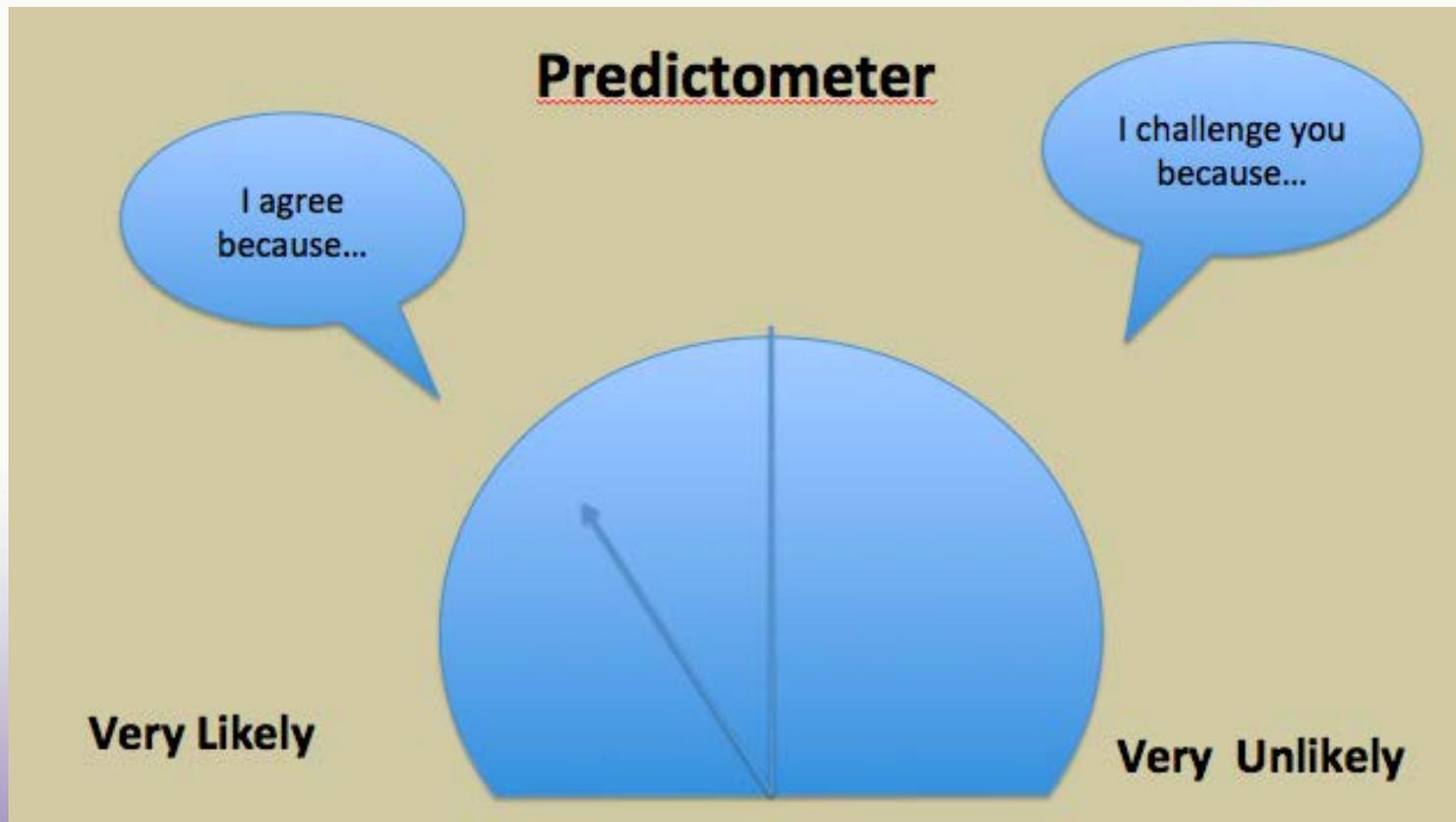
Does it always have to be question and answer?



<p>What Do I like?</p>	<p>What do I dislike?</p>
	
<p>What Puzzles me?</p>	<p>What links can I make?</p>



# Prediction





# How can children monitor their own learning?

## Reading Skill : Clarification

Success Criteria	My Assessment	Peer Assessment
I can use knowledge of root words / context of vocabulary to understand new words.		
I can summarise key ideas from a text.		
I can explain relationships between characters in a text.		
I can identify and explain themes within a text.		
I can explain language features used in a text and understand their effect.		
I can explain the effect of different layouts / organizational features in a non-fiction text.		
I can ask relevant questions on a text.		



# Impact

- 1) The combined progress from the 7 schools rose from 0.7 to 3.7 across the first year of the project.**
- 1) End of Key Stage 2 average reading scores across Wise rose year on year from 70% to 81%**



# Guest Speakers



**Rob Smith**

@redgierob

Author, Curator of The Literacy Shed  
[literacyshed.com](http://literacyshed.com) Currently travelling the globe delivering writing. [literacyshed.com](http://literacyshed.com)



**Rebecca Earnshaw**

@BeccyVoice21 Follows you

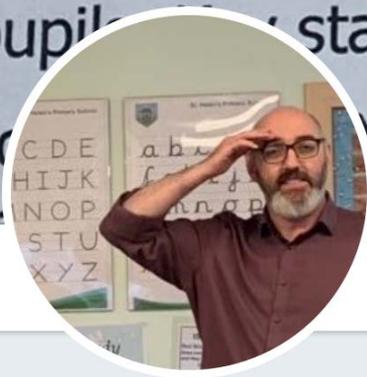
Geordie living in exile in Green  
Director @Voice21Oracy, School Governor & Fabian Women Member  
Interests: education, politics, & the Archers



**Mr Parkinson**

@ICT\_MrP

Primary teacher/ADE/author/blogger providing training/inset nationwide & beyond on using tech to raise standards across the curriculum. Work smarter not harder!



**Simon Smith**

@smithsmm Follows you

Principal, Learner, Teacher, mad about children's books, Views are my own.  
#PrimaryPicBookClub. Proud to be part of the @enquiretrust. Reading Good Thieves



**Alan Peat FRSA, FHA**

@alanpeat

Fellow of The Royal Society of Arts & The Historical Association.



**Thomas Martell**

@Martell\_Tom Follows you

Regional Lead at the Education Endowment Foundation. Former science teacher.



# Writing Strand

## Objectives

- To utilise research into effective practice around writing composition
- To audit and evaluate current practice
- To create personalised action plans
- To provide bespoke training on identified areas for development
- To upskill leaders on the introduction, monitoring and evaluation of their action plans - underpinned by EEF's Putting Evidence to Work: A School's Guide to Implementation



# Writing Composition Strand



Improving Literacy Across Key Stage 1 and 2  
Recommendations KS1 and KS2 (Composition)  
Self assessment audit tool



Emerging	Secure	Exemplary	How do you know? (Evidence)
<p>Pupils are rarely taught writing composition strategies and opportunities to practise are infrequent. Modelling of the following is ineffective and infrequent: (&lt; 5 of the following)</p> <ol style="list-style-type: none"> <li>1) Pre- writing strategies</li> <li>2) Structuring texts (planning and summarising)</li> <li>3) Sentence combinations e.g. sentence types, grammatical structures</li> <li>4) Drafting</li> <li>5) Shared /Evaluating</li> <li>6) Editing / Revising</li> <li>7) Publishing (for a specific audience and purpose)</li> </ol>	<p>Teachers are aware of the different writing composition strategies and sometimes encourage pupils to use them but this is done inconsistently (5 of the following)</p> <ol style="list-style-type: none"> <li>1. Pre-writing strategies</li> <li>2. Structuring texts (planning and summarising)</li> <li>3. Sentence combinations e.g. sentence types, grammatical structures</li> <li>4. Drafting</li> <li>5. Sharing / Evaluating</li> <li>6. Editing / Revising</li> <li>7. Publishing (for a specific audience and purpose)</li> </ol>	<p>The explicit teaching of strategies forms the core of writing composition teaching. A consistent approach is used between year groups that gives greater responsibility to pupils as they develop. (7/7 of the following)</p> <ol style="list-style-type: none"> <li>1. Pre-writing strategies</li> <li>2. Structuring texts (planning and summarising)</li> <li>3. Sentence combinations e.g. sentence types, grammatical structures</li> <li>4. Drafting</li> <li>5. Sharing / Evaluating</li> <li>6. Editing / Revising</li> <li>7. Publishing (for a specific audience and purpose)</li> </ol>	
<p>Pupils have <b>limited</b> opportunities to practise using the above strategies. Any opportunities that they do have are not based on the principles of effective scaffolding (e.g. initial teacher modelling and strategic withdrawal of support)</p>	<p>Pupils have <b>frequent</b> opportunities to practise using the strategies. Teachers model the strategies affectively but scaffolding is inconsistent and does not support pupils to use the strategies with increasing sophistication and independence.</p>	<p>Pupils have <b>extensive</b> opportunities to use the strategies. Scaffolding is carefully matched to pupils' current capabilities and strategically withdrawn so that pupils can use the strategies with increasing sophistication and independence.</p>	
<p>Pupils are not taught how to monitor their use of the different strategies or what to do if their chosen strategy is not working.</p>	<p>Pupils are taught how to monitor their use of the different strategies and, with prompting, will try alternative strategies.</p>	<p>Pupils are taught to plan and monitor their use of the different strategies. They know when each strategy might be the most effective and are beginning to try alternative strategies if needed.</p>	
<p>Occasional and unfocused use of resources to support writing composition.</p>	<p>Some use of effective resources but they are not differentiated.</p>	<p>Wide range of effective and differentiated resources to support independence.</p>	
<p>No systems for monitoring writing through:</p> <ul style="list-style-type: none"> <li>• Work scrutinies</li> <li>• Data analysis</li> <li>• Observations</li> <li>• Staff skills audits</li> <li>• Pupil voice</li> </ul>	<p>Some systems for monitoring writing through:</p> <ul style="list-style-type: none"> <li>• Work scrutinies</li> <li>• Data analysis</li> <li>• Observations</li> <li>• Staff skills audits</li> <li>• Pupil voice</li> </ul>	<p>Rigorous systems for monitoring writing through:</p> <ul style="list-style-type: none"> <li>• Work scrutinies</li> <li>• Data analysis</li> <li>• Observations</li> <li>• Staff skills audits</li> <li>• Pupil voice</li> </ul>	

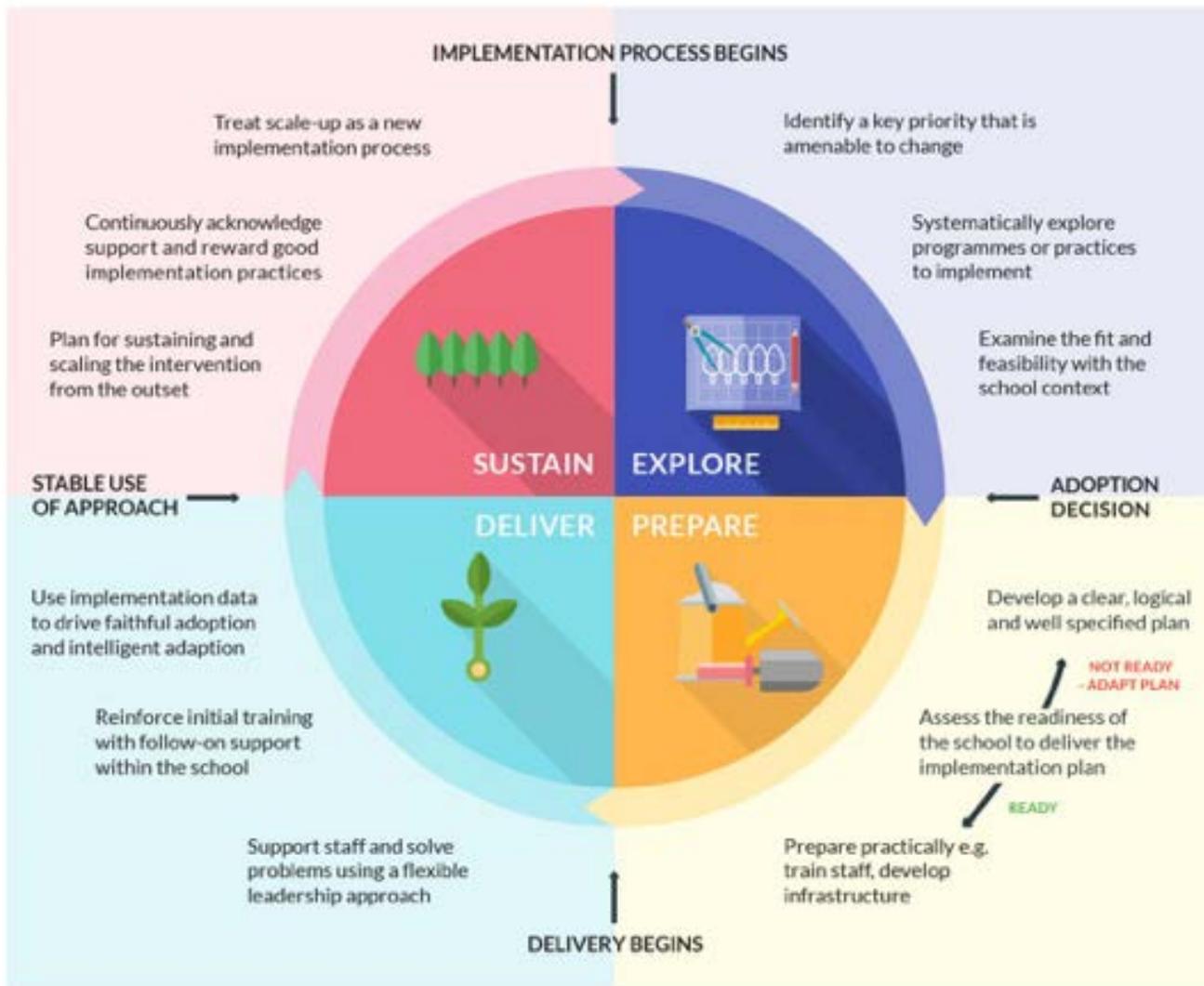


# Main Areas for Development

1. Vocabulary
2. Drafting
3. Oracy
4. SEND
5. Writing for pleasure
6. Planning (pupils and staff)
7. Greater depth
8. Modelling
9. Audience, tone and purpose
10. Leadership



# Leadership





# Session 5 Outline



## Raising Attainment in Writing SEND - GD

### Training Aims

#### **We will explore:**

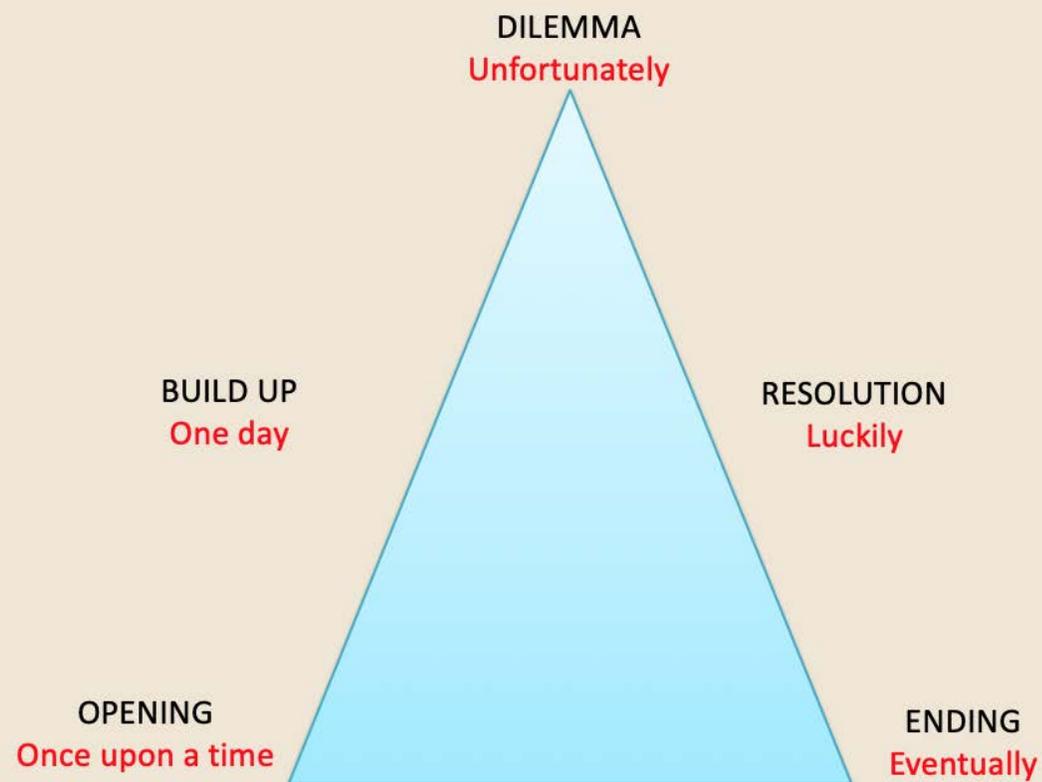
- **The high quality teaching of narrative**
- **Improve vocabulary and language acquisition**
- **Writing for purpose, effect and a specific audience**
- **Support SEND pupils to achieve**
- **Challenge pupils to write at greater depth**
- **Engage children so they see themselves as writers**



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# 5 Sentence Story

Teaching Writing in EYFS/KS1 and SEND (with example sentence starters)



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# 5 Sentence Story

For days and days people never stopped putting food in the well.

One sunny day, Lord Lambton went fishing. He caught something! It wasn't a fish, it was a slimy, fat worm.

Luckily Lord Lambton knew who to see, the wise man. He said put spikes on his armor.

Finally, Lord Lambton defeated the strong, vicious worm.

Friday 10<sup>th</sup> May 2019.  
LO - To plan and sequence events.

Thursday 16<sup>th</sup> May 2019.

LO - To use a range of conjunctions.  
LO - To include questions in your writing.

**THE TERRIBLE TALE OF THE LAMBTON WORM**

Long ago, there was a knight called Lord Lambton. He loved fishing but he did it like fighting. One sunny day, Lord Lambton went fishing. He caught something! It wasn't a fish, it was a slimy, fat worm. Who was this fat, slimy creature? Lord Lambton put it in a bag and threw it down the deep dark well. For days and days people never stopped putting food in the well. The fat, slimy worm eat all the people and animal because he was really hungry. If only the knight could help the town. But who? Lord Lambton. Luckily Lord Lambton knew who to see the wise man. He said put spikes on his armor. He dashed up the hill and saw the fat, slimy worm. He killed the fat, slimy worm when it was on the hill the fat slimy worm wrapped around him and chopped him into little pieces. Finally, Lord Lambton defeated the strong vicious worm.

# A GUIDE TO ... TEACHING VOCABULARY

@ImpactWales

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## ★ Step One Beck, McKeown & Kucan 2002

Break words into 3 tiers

- Tier 1 - Which pupils are likely to know  
(eg. sad, funny)
- Tier 2 - Which appear often in many contexts  
(eg. regardless, compromise)
- Tier 3 - Rare words, or words from a specific context  
(eg. irascible, biogenetics)

## ★ Step Three

Teach multiple meanings of words to foster consciousness

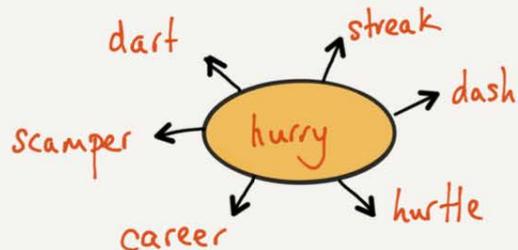
- Teach through many exposures:-
- As different parts of speech
  - In different contexts

## ★ Step Two Stahl 2003 p.19

Work at the pace at which vocabulary grows.

It takes about 12 rich & varied exposures to a word to develop deep understanding.

- List with a simple definition
- Include in a text
- Lead a discussion where the word is used
- Provide examples & non-examples
- Create a semantic map



Oracy is speaking & listening confidently, appropriately and sensitively. Through speaking and listening pupils deepen their understanding of a subject.

The BENEFITS of excellent oracy are:-

- COGNITIVE GAINS - improved results at GCSE, increased retention of subject knowledge, better 'transference' of reasoning skills.
- SOCIAL GAINS - enhanced self-esteem & self-confidence results in a better attitude towards learning.
- CIVIC EMPOWERMENT - greater ability to manage differences with others & improved skill at debating social issues.

## 6 WAYS to IMPROVE ORACY

- 1 - Set clear ground rules for talk during lessons by clarifying how & when pupils take part.
- 2 - Model the talk you expect from pupils in terms of tone, etiquette, vocab & content.
- 3 - Ask great questions to encourage different sorts of thought processes.
- 4 - Scaffold pupils' interactions by using tools like sentence stems & vocab builders.
- 5 - Provide pupils with feedback on what they say & how they say it.
- 6 - Discuss & share teaching ideas with colleagues to build your expertise.





# Gamification

## Continuums - Vocabulary



Blissful Happy Joyful Ecstatic Delighted Cheerful

1. Agree a scale then sort these words on the continuum
2. Can you find antonyms for each word? Place on the continuum

ASK COLLIN/WORD HIPPO



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# Impact on End of KS2 Outcomes

## Writing Mid-Point Progress Data (after year 1)

School Name	2017	2018	Progress
A	N/A	N/A	N/A
B	1	2.1	+ 1.1
C	N/A	N/A	N/A
D	2.5	2.5	0
E	1.3	1.8	+ 0.5
F	-0.2	0.6	+ 0.8
G	1.2	1.3	+ 0.1
H	-3.2	-2.3	+ 0.9
I	-1.1	-0.7	+ 0.4



# How has the ELP project as a whole impacted your school?

“...Clear focus/structure on writing strategies/cycle. Staff are more confident in delivering writing lessons. I feel as a leader clearer on our school vision/development in terms of writing..”

## Other Comments

“...Great value CPD programme which has had a positive impact on school outcomes. Working with other schools has been very useful too...”



# How has the ELP project as a whole impacted your school?



**“...We are now following a whole school scheme and there are high expectations for writing across year groups. Staff are more confident with their subject knowledge and strategies which I have learnt from the ELP have been transferred back to school - it has been amazing...”**



# How has the ELP project as a whole impacted your school?



“...Having access to a range of ideas, schools and guest speakers has allowed us to learn new skills without being tied to one specific model. This has meant that we could easily take ideas and adapt them to the needs of our school...”