West Sussex English Updates

Behold the new copy of the West Sussex English Updates! In this letter you will find thoughts linked to writing and the New Curriculum, important information around EYFS, a look at the role of the subject leader, changes to assessment, competitions and, of course, we bring you plenty of fabulous new books to inspire and excite! Please note that on this page there are the details of this term’s Subject Leader Briefings. Book early to secure a place! For any other information or queries around primary English, please contact Sarah Brooking at sarah.brooking@westsussex.gov.uk

Primary Subject Leader Briefings

Working with the Millais Teaching School Alliance and e-PD we have recently been able to organise a number of English events.

The next Primary Subject Leader Briefings will be held at the later part of this term. They are useful events to hear about local and national news, to work with others and to further discuss some of the points raised in this update. There will also be an opportunity to hear of some of the work that the development groups have been doing, including a New Curriculum and reading for pleasure group, and to form further development groups in the future.

24th March, 2014
Thomas A Becket Middle School, Worthing
2 to 4.30

25th March, 2014
Maidenbower Junior School, Crawley
2 to 4.30

Please ensure that you book early as both venues have a capacity number.

Please apply directly through EPD http://www.e-pd.org.uk/. If there are any issues please do not hesitate to contact me sarah.brooking@westsussex.gov.uk.

Thank you to Maidenbower Junior School and Thomas a Becket Middle School for providing venues for the meetings.
Previously, the update focussed on reading—this time Peter Campbell has looked at the New Curriculum in terms of writing and has really focused on the key messages around meaningful and relevant contexts for writing.

There is the clear link between talk and writing. The importance of discussion and oral rehearsal is seen as significant in helping to develop and draft writing, which is stated in the programmes of study for all year groups.

‘Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.’ P 13-14

‘They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.’ P 11

‘Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas’ P14

...and to prepare their ideas before they write. P 14

‘They should have opportunities to improvise, devise and script drama for one another and a range of audiences,’ P14

Hooray for seeing scriptwriting being explored through talk, collaboration and improvisation—trying out, drafting and devising with a sense of purpose and audience.

There are clear messages about children being given the TIME and opportunity to explore, draft and develop their writing.

'Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences' P 13

‘Pupils should be taught how to plan, revise and evaluate their writing.’ P15

There is also a clear indication of exploring and understanding grammar through a range of different meaningful writing contexts. This is refreshing and something to hold on to when being bombarded by grammar, punctuation and spelling publications full of dull exercises. Grammar is a tool for aiding communication in writing. Through such an approach children are more likely to want to further their understanding, ability and desire to use it effectively in writing.

‘Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.’ P 15

‘They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.’ P 10

These are important and key messages to note when planning writing opportunities.
Early Years:

EYFS Profile headlines 2013

New Profile arrangements came into effect in Summer 2013. These are: Children score either 1 – Emerging, 2 – Expected, or 3 – Exceeding in each aspect of the 7 Areas of Learning. This amounts to 17 Early Learning Goals (ELGs) in total.

A ‘Good Level of Development’ (GLD) is measured by the scores children attain in just 5 of these 7 Areas of Learning: The 3 Prime Areas of Learning – Personal and Social Development, Communication and Language and Physical Development, along with 2 of the Specific Areas of Learning - Literacy and Mathematics. A child has to score at least ‘2’ (therefore Expected or Exceeding) in each of these (12 ELGs), to be judged to have achieved a ‘GLD’.

Data this year:
National – 52% GLD
West Sussex – 52% GLD
More girls achieved a GLD than boys Nationally and in West Sussex
Not many Looked After Children (LAC) scored a GLD
Literacy and Maths had the lowest percentages of children scoring 2 (Expected Level)
Writing had the lowest percentage of children scoring 2

Implications for English Subject Leaders:

Questions you may need to ask/reflect on
How is data in your school in relation to National/West Sussex data?
Is there a gap between boys and girls? LAC?
What is provision like for boys in general? Does it cater for their interests and preferred styles of working? Help and advice on this can be found in ‘Confident, Capable, Creative: supporting boys’ achievements’ - at http://www.foundationyears.org.uk/2011/11/confident-capable-and-creative-supporting-boys%e2%80%99-achievements/

What is provision like for writing in general?
Is children’s self-initiated mark making/writing valued by adults? Or only writing completed as part of guided work with an adult?
How does writing provision cater for ‘writing on the move’? Writing outside? – Important for all children and particularly boys.
Is it a ‘writer’s environment’? In the last update we highlighted the environment resources and experiences checklist from ‘Mark Making Matters’ for promoting writing. Follow this link to find the list in the ‘Enabling Environments’ section - http://www.foundationyears.org.uk/2011/10/mark-making-matters-%e2%80%93-young-children-making-meaning-in-all-areas-of-learning-and-development/ this could help as an audit of resources and provision in the Subject Leader role.

The following examples of writing stages may also be of help in recognising and understanding how young children’s writing develops – and how provision and practice will need to value and work with these stages:
- Scribble marks – incidental
- Scribble marks – deliberate
- Imitation writing – understanding the difference between drawing and writing
- Letter like shapes as child attempts to imitate letters
- Haphazard letters appear – linked to own name or significant others
- Rows of ‘letters’
- ‘Words’ appear – spaces may be left between strings – beginning of phonological awareness
- Invented spellings and first/final phonemes
- Increasing accuracy – as child develops increasing writer’s skills

Lastly, all judgements reached on the EYFS Profile had to be made against the National ‘Exemplification Materials’. We would urge you in your role as Subject Leader to take a look at these exemplification materials, for the ‘Expected’ level in writing at the end of the Foundation Stage. These can be found at: http://www.foundationyears.org.uk/early-years-foundation-stage-2012/ (Writing is ELG 10) and give an insight into the high expectations at the end of the EYFS.
The Role of the Subject Leader

There have been a number of West Sussex schools inspected recently where the subject leader for English was interviewed. It is helpful to share some of the experiences with all subject leaders; to ensure they are prepared and confident when talking about their overview and strategy around their subject.

Pattern for Leadership

Most questions will centre upon the understanding of any issues, exploration of action and measure of impact. The understanding of issues will usually come from data- both RAISE and in school tracking. It is important that the subject leader understands where there could be questions raised- perhaps linked to groups or specific areas. Sharing of headlines from SLT is imperative and this will be reflected into the whole school development plan which in turn will influence the English Action Plan.

Think of facilitation for change as the following pattern:

- Data analysis
- Identification of areas for improvement
- Identify areas specific to English
- Form action plan / timeline
- Staff CPD either whole school or targeted.
- Reflect and refine
- Involve another member of staff in research
- Research and trial pedagogy in own class
- Measure progress- e.g. book and planning scrutiny, learning walk
- Review- additional CPD, support
- Impact measure quantitative/ qualitative

Think of this as the ‘So what?’ measure. After you have done all that work...what was the end result?

Many of the Subject Leaders who have recently been involved with inspections have ensured that their coordinator's file (real or virtual!) is up to date and they have captured some headlines to talk through. It is helpful to think about what your steps for the future may be to show a longer term vision for the subject. By keeping your timeline/ action plan up to date, it can help to show all the positive impact you have had on the overall outcomes of the learners and the quality of teaching and learning in your subject. An interesting ‘insight’ into some of the questions that could be asked can be found in the Ofsted training materials http://www.ofsted.gov.uk/resources/subject-professional-development-materials-english . Whilst we do not advocate them being used as is, it gives some clear areas for discussion. Note the emphasis on handwriting and spelling!

This will be further discussed at the Subject Leader Briefings in March.
Changes to Assessment 2014

Points linked to assessment of English this year are as follows:

- At year 6 the reading test will no longer be a themed booklet. Instead there will be three to four unrelated pieces that get more challenging in terms of the reading level. There will be a range of mark questions against each. There will also be no separate reading time allocated but it will be part of the overall timing. For further details and an example of the new format follow this link: http://www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/b00208296/ks2-2014/reading-test

- The writing teacher assessment at the end of KS2 and the assessment of writing at KS1 have even greater clarity of the need for independent writing. There is also guidance as to the genre that would ensure a good ‘range’ in year 6. They include:

  - recount;
  - procedure or instruction;
  - narrative;
  - report;
  - explanation;
  - argument and persuasion; and
  - poetry

As in previous years 25% of schools will be selected for moderation. Schools will hear by the end of the week beginning 3rd March if they are one of the selected groups.

The link to the Assessment guidance for key stage two can be found by following the attached link: https://www.gov.uk/government/publications/national-curriculum-assessments-2014-key-stage-2-arrangements

Year six meetings for all teachers have already taken place but there will be a further meeting for those schools selected- schools will be told further details at the point of notification.

Once again, the exemplar materials for each level can be very useful during moderation in school and for standardisation. These can be found at:

http://www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/b00200837/ks2_writing_moderation
New Curriculum - English

The National Literacy Trust has worked with a range of other organisations to produce the Curriculum Review and Planning Tool. It provides advice based on current research and good practice as well as the new statutory requirements for English, and is aimed at schools and providers of initial teacher training. This is a really interesting resource to enable schools and leaders of English to ask questions around their English curriculum. These materials would provide a useful prompt for staff meetings and INSET and will help the subject leader in encouraging reflective professional dialogue leading to the development of a strong English curriculum. The resource is free to schools and well worth a look.

The link to the materials which can be downloaded is:

http://www.literacytrust.org.uk/schools_teaching/curriculum

We will discuss the materials a little more at the Subject Leader Briefing and would be interested to hear from any of you who have used it

World Book Day is Coming Soon
6th March 2014

- Resources such as lesson plans and activity sheets
- Information on World Book Day events
- Top tips from authors on how to write brilliant stories...
- and much, much more can be found at: http://www.worldbookday.com/

Make a Picture Book for World Book Day

Make a picture book for World Book Day and your school could win 50 printed copies of your winning book, £100 worth of books for your library, plus a free visit by an author or illustrator!

Children and young people aged four to 18 years are being challenged to make their own picture book for World Book Day, with the launch of the Reading Zone Picture Book Competition 2014 on 15th January 2014.

The competition will run in schools, libraries and homes until 25th April 2014. The winners will be announced in June.

Author and illustrator Guy Parker-Rees (illustrator of Giraffes Can't Dance) will select the winning entries.

Contact: info@ReadingZone.com

Download PDF

http://www.readingzone.com/index.php?zone=cz&page=home This is a useful site for finding text and encouraging pupils to research what they would like to read according to genre. Easily navigated; there is lots to explore.
Mr Men & Little Miss Reading Adventure

27 January to 6 April 2014

Building on the success of the CBeebies Magazine Big Reading Adventure, during the spring term of 2014, the National Literacy Trust will once again be partnering with magazine publisher Immediate Media to run another competition for three to seven year olds, this time based on the hugely popular Mr Men and Little Miss Characters.

The Mr Men & Little Miss Reading Adventure will provide teachers and early years professionals with a platform to promote storytelling, communication and language in a fun, exciting way.

The link for this, for further information and to register is:

http://www.literacytrust.org.uk/schools_teaching/competitions/mr_men_little_miss_reading_adventure

Read for my School 2014- BOOKTRUST

Read for My School is a completely free national reading competition for schools in England. The competition will run in the spring term of 2014 and is open to all children in Primary School, Years 3 – 6, and Secondary School, Years 7 and 8. Children will be challenged to read as many books as they can over a two month period and may opt to submit a written piece around the power of reading and giving. At least 100,000 Pearson and Penguin books will be distributed in prizes to individual children and whole schools. This will be matched by a further donation of at least 100,000 books to charitable programmes distributing books around the world.

Children will have free access via the website to a wide-ranging library of online books, though they will also be free to read and log books of their own choice offline.

THROUGH READ FOR MY SCHOOL WE HOPE TO:

- increase the volume and variety of participating children’s reading so that they become more confident readers;
- improve attitudes to reading so that children’s reading continues beyond the end of the competition;
- strengthen the whole-school reading culture of participating schools;
- encourage children to develop a spirit of philanthropy so that they get more involved in meeting the needs of their school and wider community.

The link for this and for registration details:

http://www.readformyschool.co.uk/teacher_interest/
Once again, with thanks to THE BOOK NOOK in First Avenue, Hove (Independent Children’s Bookseller of the Year Winners) here are a host of brilliant new books to inspire and excite - enjoy!

- In a surprising adaptation of a much-loved tale Michael Morpurgo tells the story from the puppet’s point of view. Beautifully illustrated by Emma Chichester Clark. Suitable for KS2.

- Rosie Revere, Engineer by Andrea Beaty and David Roberts. A great exploration of the importance of resilience and the importance of mistakes. A great link with flight too! Follows on perfectly from Iggy Peck, Architect.

- A grandfather shows his granddaughter his cigar box full of matchboxes. “Pick whatever you like most. Then I’ll tell you its story.” Each matchbox has an object inside which evokes a particular memory. An excellent way of exploring symbols, clues and memories. – The children could create their own matchbox diaries. Suitable for KS2/KS3.

- A great book exploring creating a story. The book has characters but no story – the characters want a good story – A funny, creative and interactive text. All sorts of ideas for exploring, drafting and creating a story. KS1 and 2.

- A great visual text for readers of all ages!

  Mamoko has a quirky cast of characters and readers can choose to follow the adventures of a particular character through the pages. Great fun and lots to pick up on and discover. A text you can return to again and again!
This large book of maps is a visual feast for readers of all ages. The maps don’t just show the usual but also details on culture, languages, personalities, animals, plants and all sorts associated with each country. A great way to explore countries and people and inspire one’s own research. Links well with the next two books.

**Walk this World** celebrates the everyday similarities as well as the exotic differences that exist between cultures around the world. Go to a page and pick up on the details and visual clues to work out where you are. Lots of surprises to discover by lifting flaps, looking behind doors and peeping through windows.

Suitable for KS1 and 2.

A delightful book by Catherine and Laurence Anholt where you go around the world, meet children from lots of different places and peep into their lives. A great way to explore friendship across nations and cultures. Links in very well with ‘Maps’ and ‘Walk This World.’

A follow up to ‘Little Mouse’s Big Book of Fears.’ This time it’s full of scary creatures and mouse sets about avoiding, cutting out or altering the scariest bits e.g. giving the shark ruby lips instead of teeth! Full of quirky detail, flaps and jokes.

KS1/2.

Sam is desperate to escape his riotously noisy family. He escapes deep into the woods for a bit of peace but as time goes by he feels alone and scared… A great book to read aloud with all sorts of onomatopoeic words and rhythms for a variety of sounds. Links with PSHCE.

KS1
<p>| <strong>Wow!</strong> A story exploring the thoughts and feelings of the different coloured crayons in Duncan’s box. All sorts of disgruntlement in the letters sent to Duncan by each crayon. Quirky, imaginative and full of humour. Debut from Drew De Waalt illustrated by Oliver Jeffers. Great way to go off exploring the thoughts and feelings of other inanimate objects – Personification! | Prepare to be entertained (and informed) by the award-winning McSweeney's team. A literary funfair of games, puzzles, comics and other diversions. ‘The Goods’ is a weird, anarchic and funny book that will captivate children. KS2. |
| | |
| Winter’s Child by Angela McAllister and Grahame Baker Beautiful, evocative illustrations matched by rich, figurative language—a perfect core text for an icy theme. KS2 | The Promise by Nicola Davies This would link brilliantly with Varmints and The Giving Tree, also the work of Jeanne Baker in terms of improving your own environment. Subtle illustrations and rich vocabulary. KS2 |
| That is NOT a Good Idea by Mo Willems In this book the text is presented in a silent movie style. It explores unexpected endings and would be a great text for R, 1 and 2. | |</p>
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<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
<th>Review</th>
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<tr>
<td>Mr Tiger Goes Wild</td>
<td>Peter Brown</td>
<td>Great fun! This is told in speech bubbles and explores nature and belonging. KS1</td>
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<tr>
<td>Map of Dreams</td>
<td>Uri Shulevitz</td>
<td>This explores the globe through the dreams of a small boy from a war-torn land. A fabulous final non-fiction page tells of the journey of the author as a refugee.</td>
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<td>Charlie Bone</td>
<td>Jenny Nimmo</td>
<td>Eight books in this series. They are an ideal independent read for those lovers of Harry Potter!</td>
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<td>Journey</td>
<td>Aaron Becker</td>
<td>Sometimes a book comes along with so many possibilities...This text free book will appeal to all ages, including adults. It urges pupils to write the story and to use rich descriptive vocabulary. Simply gorgeous!</td>
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<td>How to Train a Train</td>
<td>Jason Carter Eaton</td>
<td>Quirky, funny and suited to many children’s train obsessions! We especially liked the call of the wild train!</td>
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<td>No Bears</td>
<td>Meg McKinley</td>
<td>This would form a fabulous link with a theme on traditional tales. There are some good joining in opportunities and a good recipe as to what should be in a story,R,1,2</td>
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<tr>
<td>Mr Wuffles</td>
<td>David Weisner</td>
<td>A great text free book where aliens speak in code and communicate with insects! Will make the readers want to talk and talk. I love this book!</td>
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| Herman's Letter              | Tom Percival                                   | The story is told through narrative and letters, exploring friendship and feelings. A great starting point for writing.  
|                              |                                                | Great for R, 1 and 2.                                                       |
| Hot Air                      | Sandrine Dumas Roy                             | A great exploration of environmental issues; with an animal conference on how to minimise cow flatulence! Fun but with purpose! |
| Excuses, Excuses             | Anushka Ravishanker and Gabrielle Manglon      | This well-loved Indian poet explores the cheeky responses of a small boy. The illustrations, built around photographs, would make a great starting point for a class art project. Lots of different poetic structure to explore. |