

KS2 to KS3: Building cross-phase understanding

English Transition Project KS2 – KS3

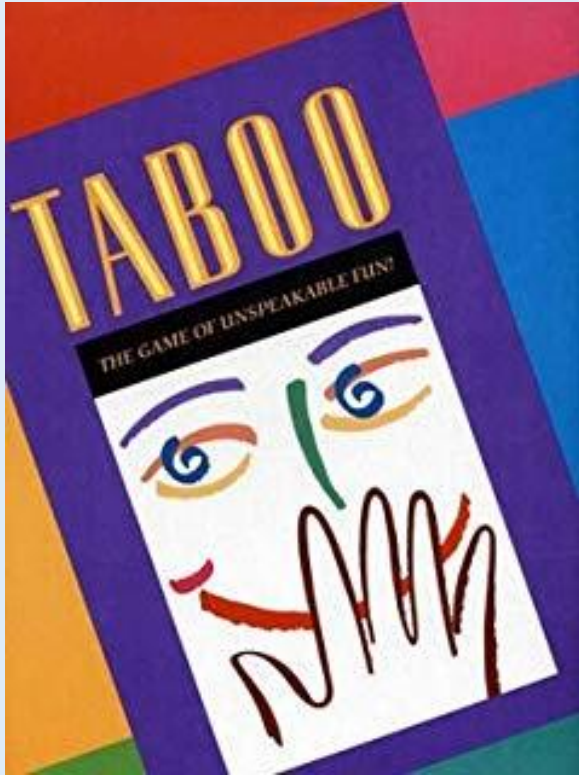
Nic O'Donnell and Michelle Garton

Aims

1. KS2 and KS3 English teachers will develop a more secure grasp of the pedagogy, knowledge and skills underpinning delivery of the English curriculum in each key stage.
2. Pupils' progress in KS3 will continue from their KS2 end points and outcomes will be maximised.
3. During summer 2020 transition, the current cohort of Year 6 pupils in participating primary schools will experience learning opportunities which will prepare them for the demands of English in Year 7.

Learning processes

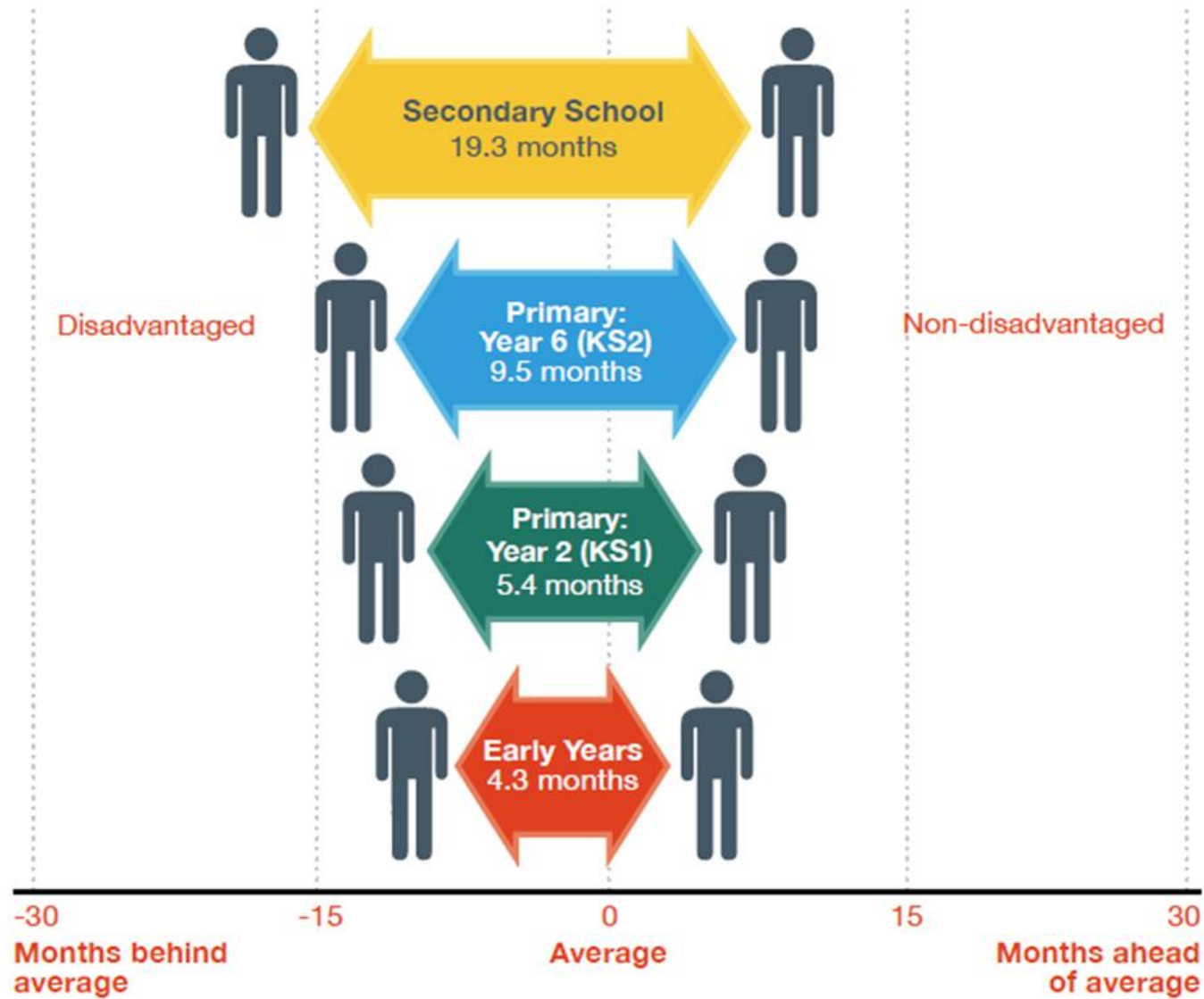




Introductions and ice breaker

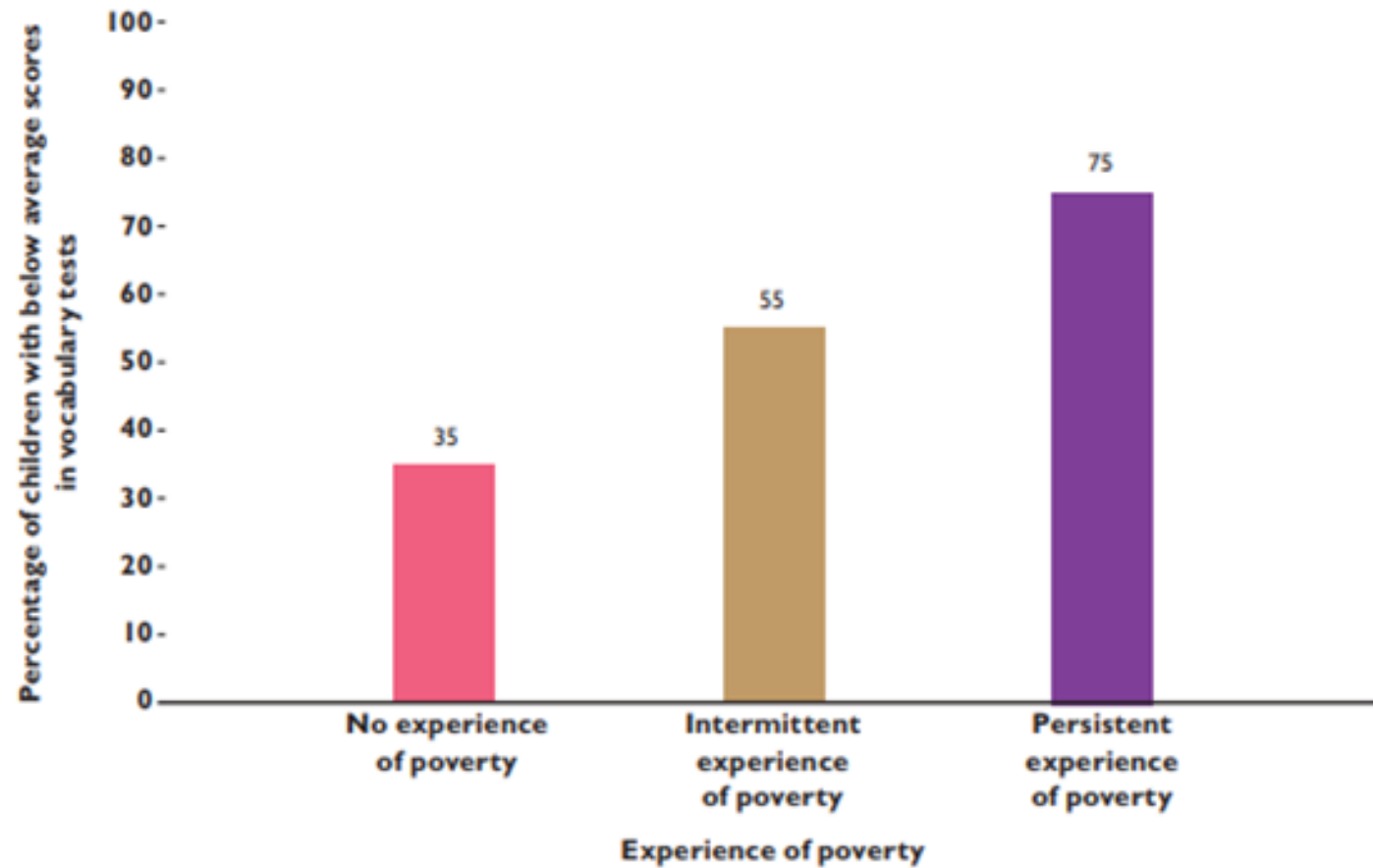
Why are we here?

All disadvantaged pupils



'Closing the Gap? Trends in educational attainment and disadvantage',
Education Policy Institute (July 2017)

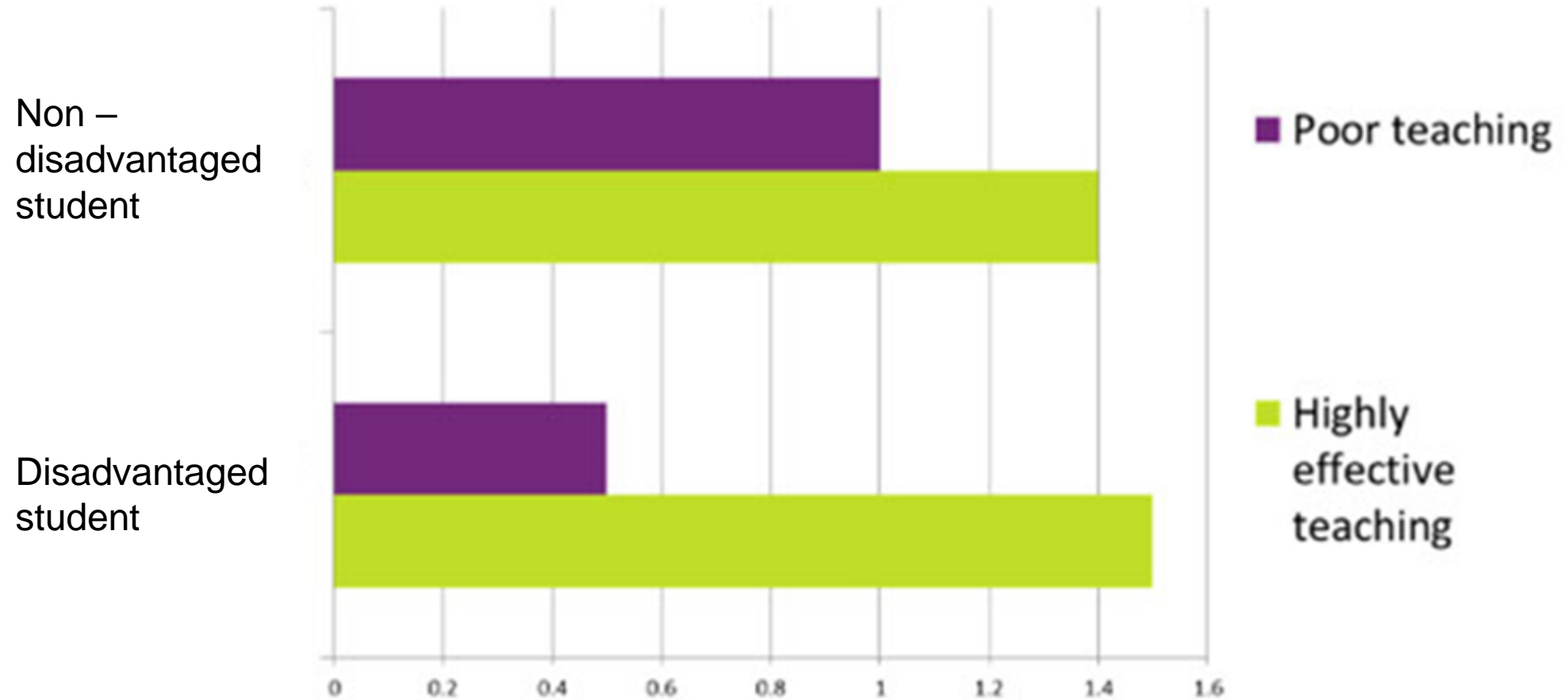
FIGURE I.3 FIVE-YEAR-OLD CHILDREN BELOW THE AVERAGE VOCABULARY LEVEL BY EXPERIENCE OF POVERTY



Source: Analysis of Millennium Cohort Study waves 1 and 3 by UCL Institute of Education

From birth to 48 months, parents in professional families spoke **32 million more words** to their children than parents in welfare families, and this talk gap between the ages of 0 and 3 years – not parent education, socio-economic status, or race – explains the vocabulary and language gap at age 3 and the reading and maths achievement gap aged 10.” *The Achievement Gap in Reading* edited by Rosalind Horowitz and S. Jay Samuels

Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

Aim 1: KS2 and KS3 English teachers will develop a more secure grasp of the pedagogy, knowledge and skills underpinning delivery of the English curriculum in each key stage.

In pairs, we will consider:

- Current practice from the 'Reflective Journal: Starting Points'
- KS2 and KS4 statutory assessment and related skills using the double bubble
- EEF Guidance Reports (KS2 and Secondary)

Project Journal: Starting Points

KS2 to KS3: Building Cross-Phase Understanding Reading
Project Journal

Project Journal: Starting Points

During the first session, one aim is to develop a shared understanding of how reading is taught across our schools. To enable you to contribute effectively to this discussion with your partner school during the first session, we would like you to complete the following tasks in preparation:

1. Complete the journal questions below and bring 2x printed copies to the session
2. Bring along any resources which will enable you to talk about the teaching of reading in your classroom currently. E.g. a class text, the planning for the sequence of learning and examples of children's work from that unit

How do you teach reading skills (including comprehension, word reading, fluency, vocabulary)?

What are the typical activities undertaken during a reading lesson?

How is reading for pleasure promoted in Year 6/Year 7?

What support do you provide for pupils working below age-related expectations in reading across Year 6/Year 7?

1 | Page

Why do we teach reading?

KS2 Reading SATS 2019: What skills do pupils need?



Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

28 What has Piper been counting in the first paragraph?

1. _____

2. _____ 1 mark

29 She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

slowly.

tidily.

thoughtfully. 1 mark

30 Look at page 8.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?

_____ 1 mark

GCSE English Language: What skills do pupils need?



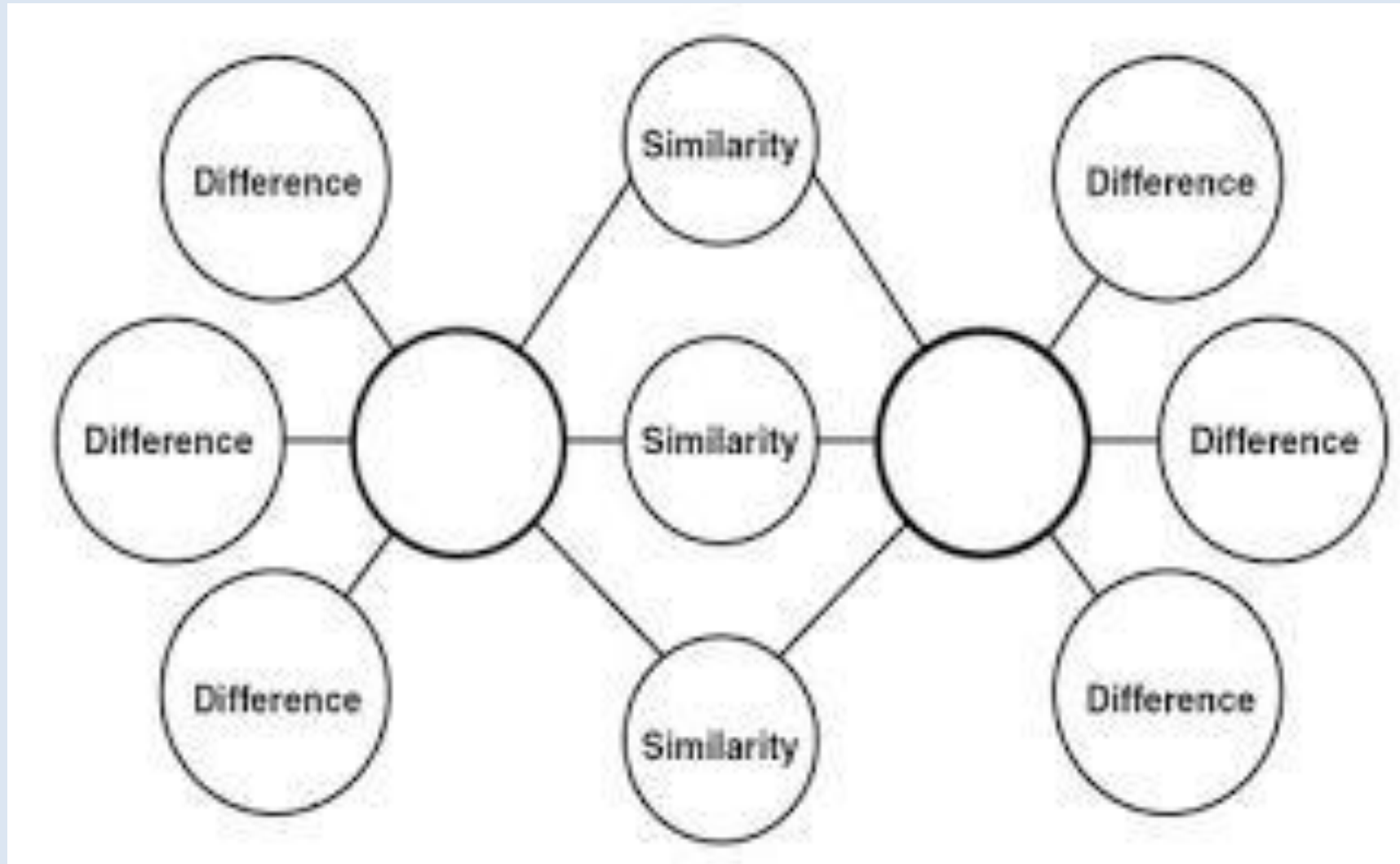
Tim Roach
@MrTROach

The KS2 reading test has always been an hour long (it used to have separate 15-minute reading and 45-minute question answering periods). But as the word count has increased and the passing mark threshold rocketed, isn't it high time that the time restriction was relaxed?

Year	Text 1	Text 2	Text 3	Total	Pass mark (out of 50)
2014	627 (The Humble Potato)	576 (The Octopus)	652 (White Fang)	1,855	19
2015	505 (Charlie Small)	708 (Guide Dogs)	658 (California's Unlikely Warriors)	1,871	18
2016 sample	765 (Space Tourism)	169 (Giants poem)	725 (The Lost World)	1,659	N/A
2016	384 (The Lost Queen)	768 (Wild Ride)	635 (The Way of the Dodo)	1,787	21
2017	602 (Gaby to the Rescue)	709 (Swimming the English Channel)	626 (An Encounter at Sea)	1,937	26
2018	560 (The Giant Panda Bear)	214 (Grannie poem)	714 (Albion's Dream)	1,488	28
2019	633 (The Park)	632 (Fact Sheet: About Bumblebees)	903 (Music Box)	2,168	28

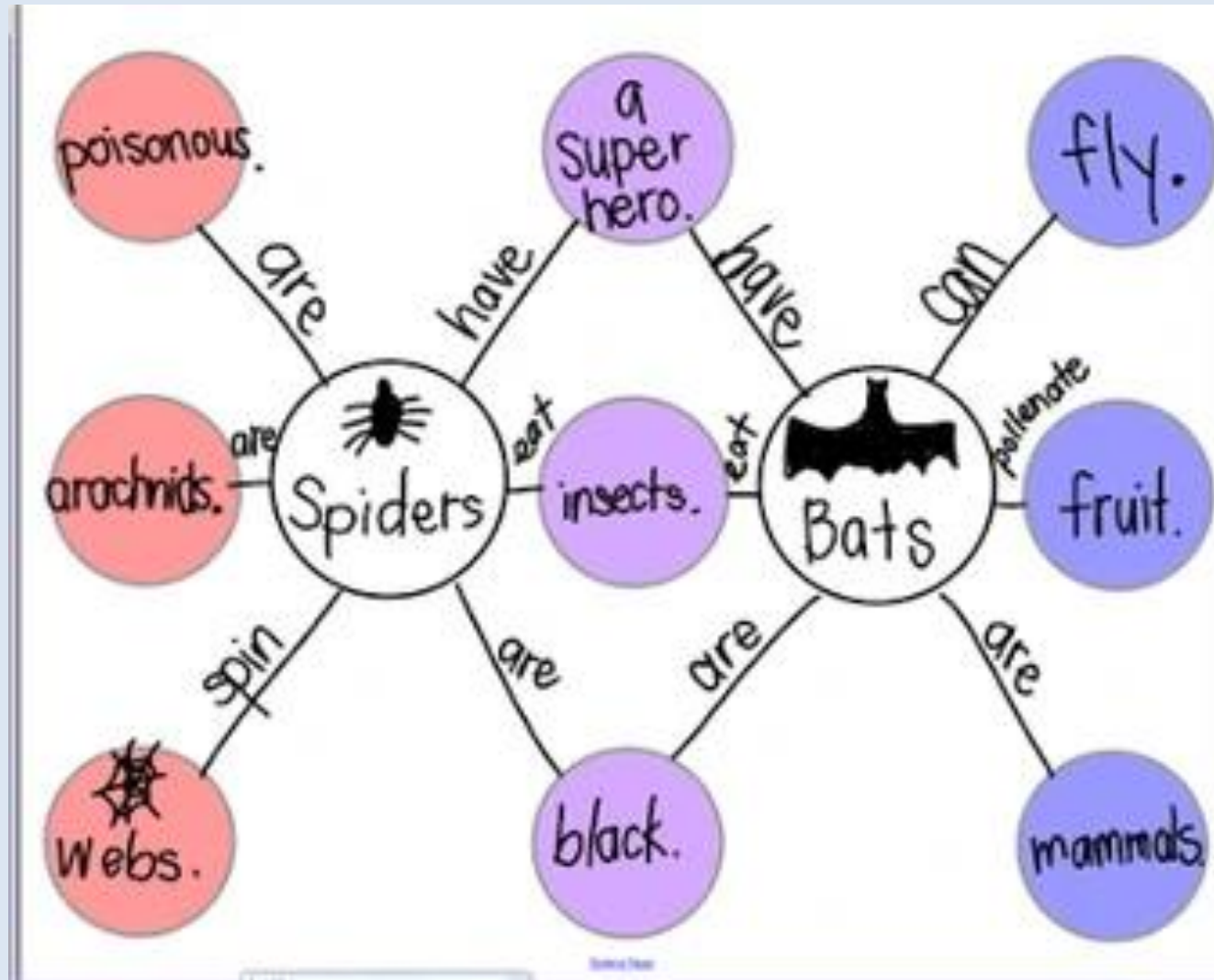
Compare and contrast KS2 and KS4 expectations

Double Bubble



Compare and contrast KS2 and KS4 expectations

Double Bubble





Dylan Wiliam

@dylanwiliam

Follow



I've come to the conclusion Sweller's Cognitive Load Theory is the single most important thing for teachers to know

bit.ly/2kouLOq

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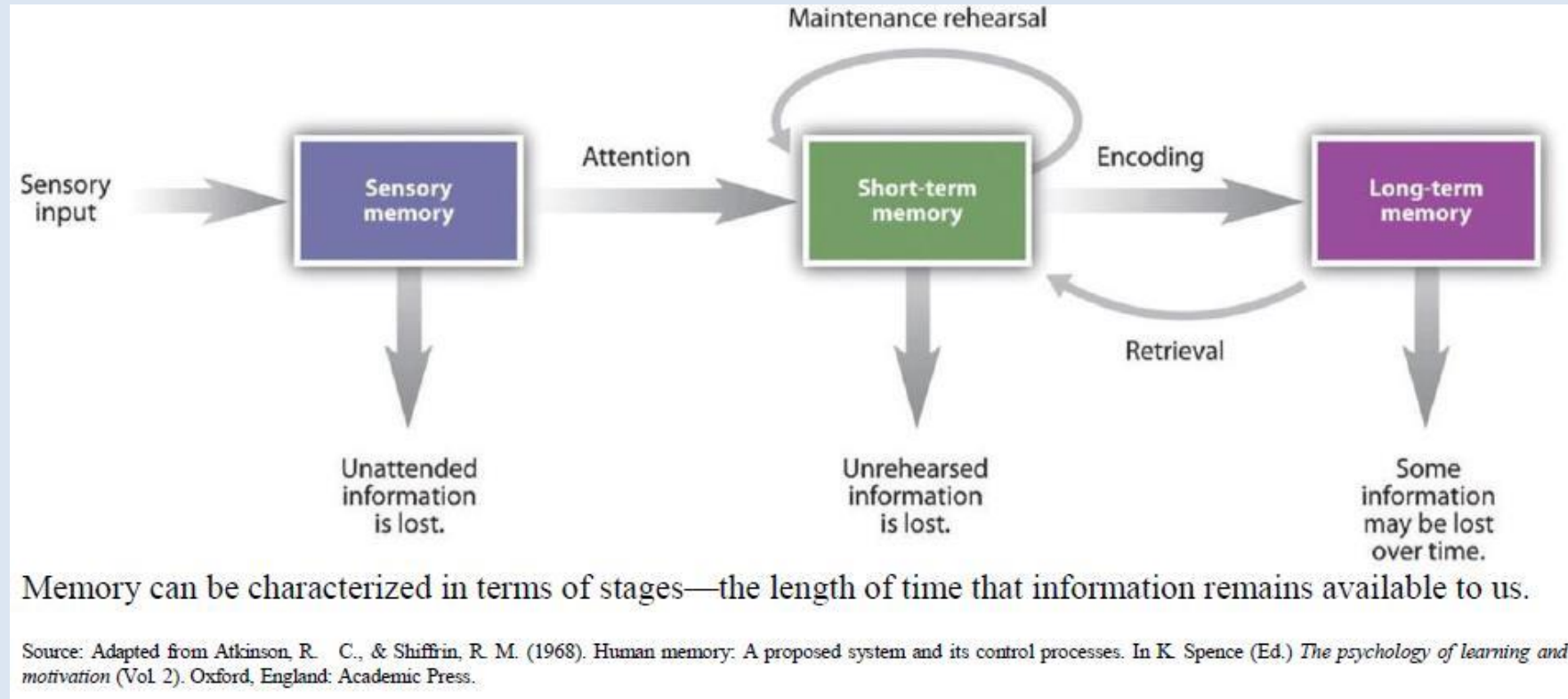
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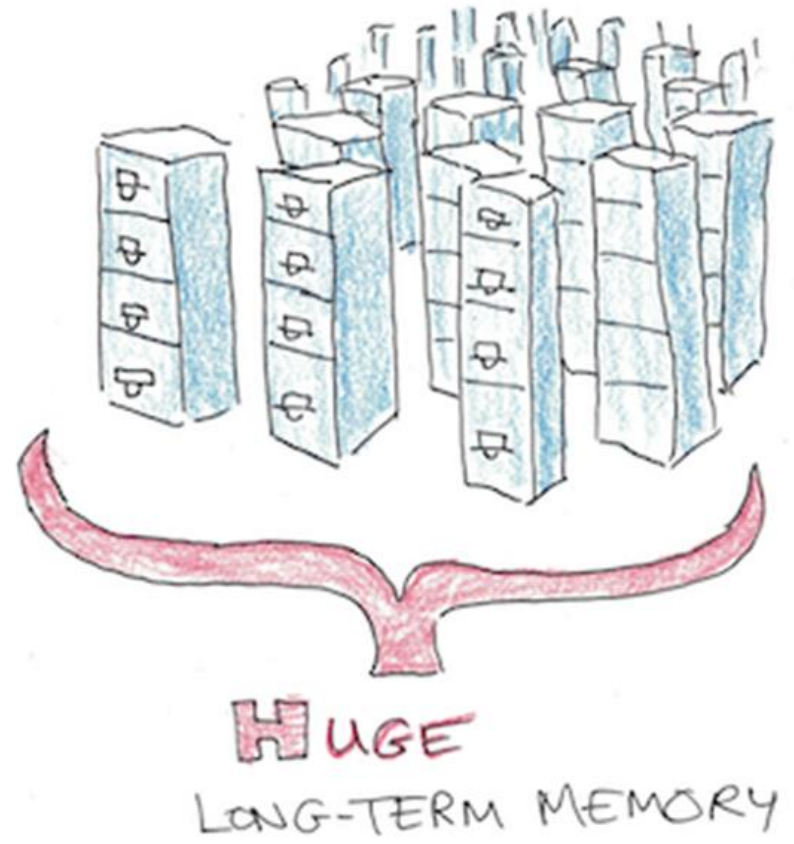


Cognitive Load Theory

The idea that our working memory – the part of our mind that processes what we are currently doing – can only deal with a limited amount of information at one time.



A model of memory



Working Memory Deficits in Other Developmental Disorders

Working memory in practice:

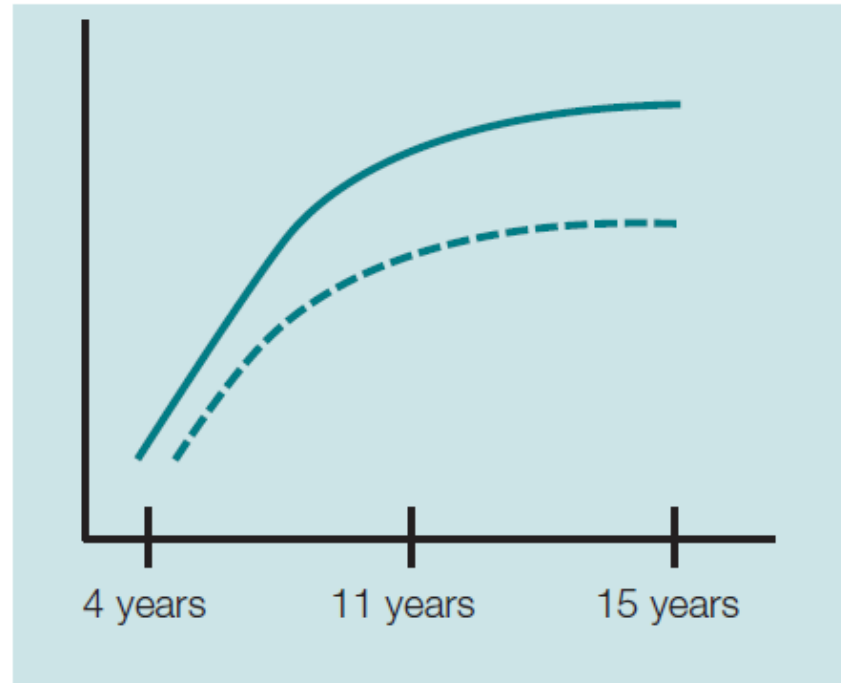
Identifying and helping children with working memory problems

Susan Gathercole

MRC Cognition and Brain Sciences Unit, Cambridge UK
Memory and Learning: What Works?, 1st September 2011

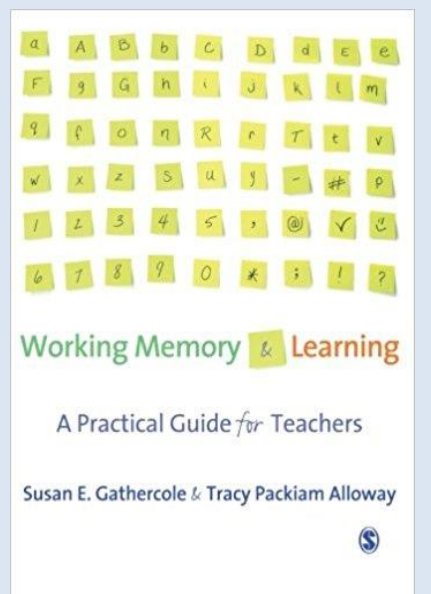
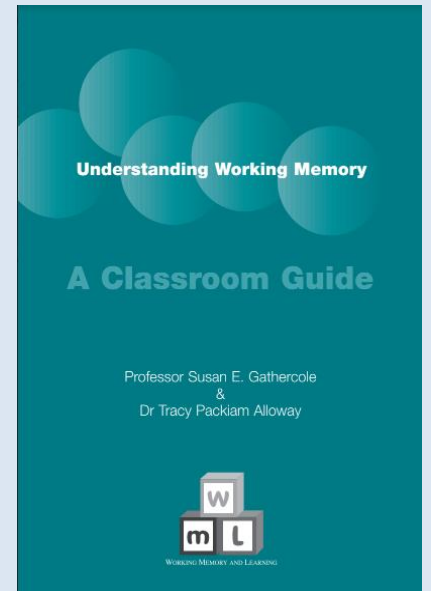
- Dyslexia
- Language impairment
- ADHD
- Developmental Coordination Disorder
- Genetic disorders, e.g., Down syndrome
- Hypertension

Changes in working memory capacity with age



Susan E. Gathercole and Tracy Packiam Alloway (Gathercole and Alloway , 2007) note the stark differences in working memory capacity that can occur in the average class:

...in a typical class of 30 children aged 7 to 8 years, we would expect at least three of them to have the working memory capacities of the average 4-year-old child and three others to have the capacities of the average 11-year-old child which is quite close to adult levels.





coffee break

What are the recommendations in the EEF KS2 Literacy Guidance Report about reading skills and related pedagogy?

Improving Literacy in Key Stage Two – Recommendations Summary

1	2	3	4	5	6	7
<p>Develop pupils' language capability to support their reading and writing</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>Purposeful activities include:</p> <ul style="list-style-type: none"> reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; structured questioning to develop reading comprehension; teachers modelling inference making by thinking aloud; and pupils articulating their ideas verbally before they start writing. 	<p>Support pupils to develop fluent reading capabilities</p> <p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>This can be developed through:</p> <ul style="list-style-type: none"> guided oral reading instruction—teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. <p>It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.</p>	<p>Teach reading comprehension strategies through modelling and supported practice</p> <p>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> prediction; questioning; clarifying; summarising; inference; and activating prior knowledge. <p>The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning.</p> <p>The strategies should be described and modelled before pupils practise the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p> <p>Texts should be carefully selected to support the teaching of these strategies.</p>	<p>Teach writing composition strategies through modelling and supported practice</p> <p>Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for.</p> <p>Writing can be thought of as a process made up of seven components:</p> <ul style="list-style-type: none"> planning; drafting; sharing; evaluating; revising; editing; and publishing. <p>Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge.</p> <p>The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p>	<p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <p>A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</p> <p>Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p> <p>Pupils should practise sentence-combining and other sentence construction techniques.</p>	<p>Target teaching and support by accurately assessing pupil needs</p> <p>High quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.</p> <p>Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.</p> <p>This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions.</p>	<p>Use high-quality structured interventions to help pupils who are struggling with their literacy</p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p>
<p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>

Simple View of Reading – Gough and Tunmer (1986)

Word Reading



Language comprehension

Developing students as strategic readers

Reading strategies aim to support the active engagement with texts that improve comprehension. Given the complexity of academic reading, students need to be able to deploy an array of reading strategies, which can be modelled and practised in the classroom to develop students as strategic readers.²⁶

Reading strategies include:

Activating prior knowledge—students think about what they already know about a topic from reading or other experiences, such as visits to museums, and try to make meaningful links. This helps students to infer and elaborate, fill in missing information and to build a fuller 'mental model' of the text. *Example: students are asked to recall the 'push and pull factors' that determine international migration.*

Prediction—students predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension. *Example: students could be asked to predict the impact of international migration on English seaside towns.*

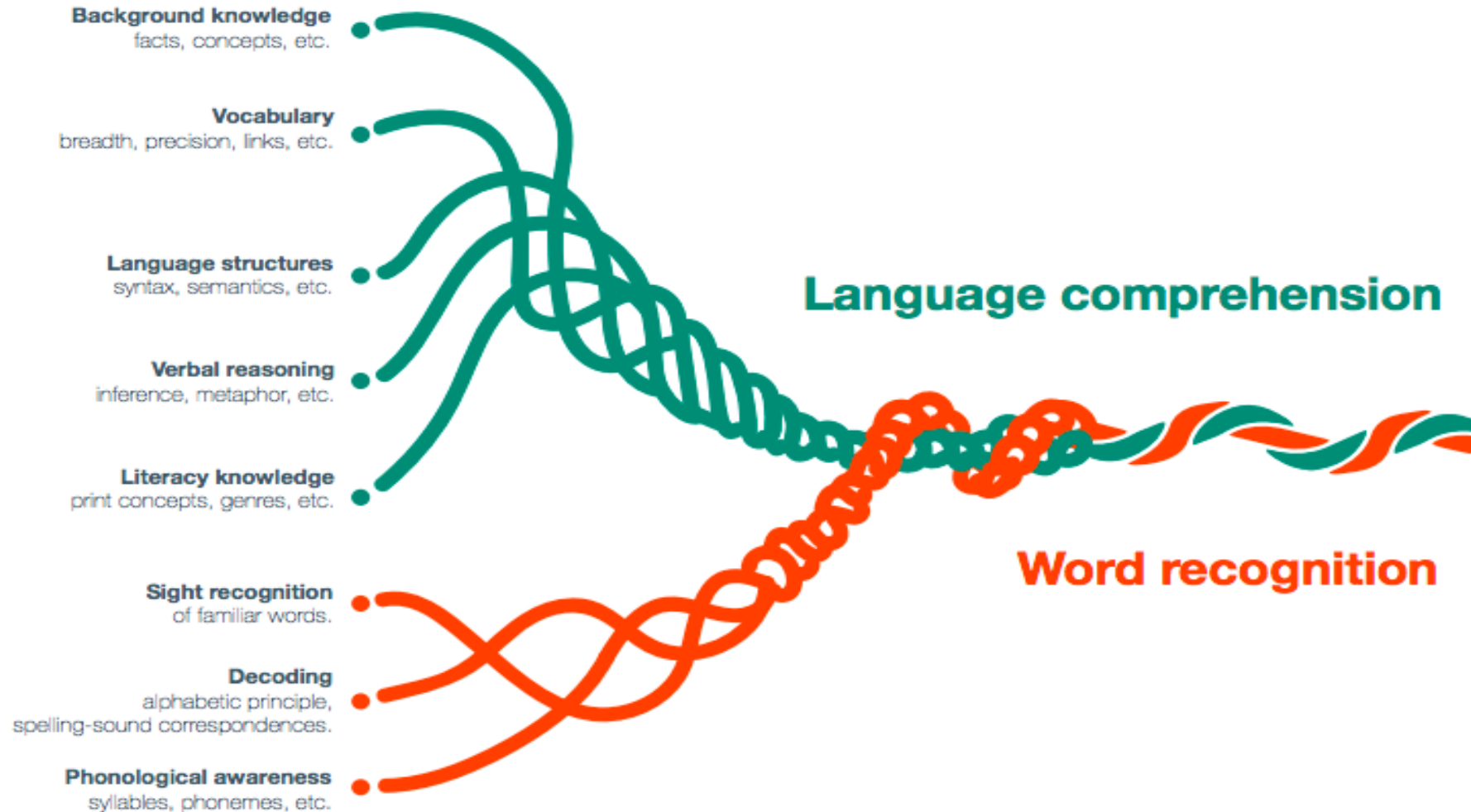
Questioning—students generate their own questions about a text to check their comprehension and monitor their subject knowledge. *Example: students generate five key questions on 'the impact of increased net migration into the UK since 2004.'*

Clarifying—students identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning. *Example: students check they understand a graphic presenting net migration figures presented alongside the text.*

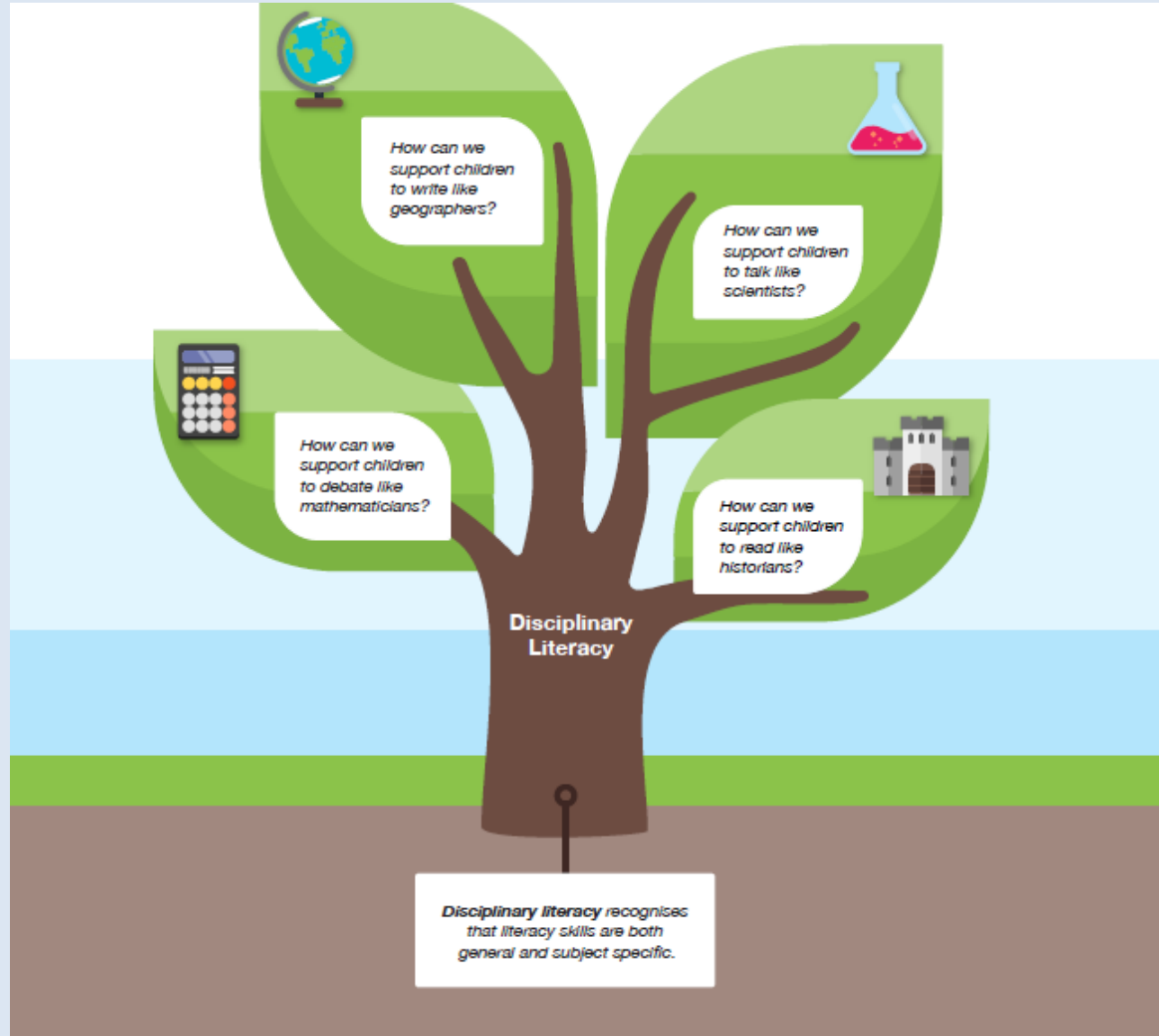
Summarising—students summarise the meaning of sections of the text to consolidate and elaborate upon their understanding. This causes students to focus on the key content, which in turn supports comprehension monitoring. This can be supported using graphic organisers that illustrate concepts and the relationships between them. *Example: students generate a short summary of the impact of internal*

Scarborough's Reading Rope

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



What are the recommendations in the EEF Secondary Literacy Guidance Report about literacy skills?



What are the implications of the research as we prepare pupils to meet the content domains for end of KS2 assessment and then the assessment objectives for end of KS4?

Aim 1: KS2 and KS3 English teachers will develop a more secure grasp of the pedagogy, knowledge and skills underpinning delivery of the English curriculum in each key stage.

In pairs, consider what you have learned so far:

- Current practice from the 'Reflective Journal: Starting Points'
- KS2 and KS4 statutory assessment and related skills using the double bubble
- EEF Guidance Reports (KS2 and Secondary)

Aim 2: Pupils' progress in KS3 will continue from their KS2 end points and outcomes will be maximised.

Aim 3: During summer 2020 transition, the current cohort of Year 6 pupils in participating primary schools will experience learning opportunities which will prepare them for the demands of English in Year 7.

Characteristics of current Year 6 cohort

As the cohort transition, what characteristics would we like to see by October half term 2020:

Actions for Year 6 practitioners to activate change to be reviewed in March:

Actions for Year 7 practitioners to activate change to be reviewed in March:

Characteristics of current Year 6 cohort

- Limited word recognition
- Lack of reading for pleasure at home
- Fluency of reading
- Good oral comprehension skills but struggle to articulate this in written form under timed conditions

As the cohort transition, what characteristics would we like to see by October half term 2020:

- Increased word recognition and skills in order to decode words they do not understand
- Increased reading at home and a developing love of reading
- More fluent readers (above typical 180 words PM)
- Pupils able to articulate their understanding in written form more coherently and in a specified time

Actions for Year 6 practitioners to activate change to be reviewed in March:

- Professional dialogue with Year 6 colleagues and SLT to provide overview of learning from today's session
- Using Scarborough's rope as a diagnostic tool for all pupils in cohort to determine barriers to why pupils are currently struggling to articulate answers in written form under test conditions
- Use of repeated reading when teaching texts
- Implement 'Bedtime Boxes' across UKS2 to develop a love of reading for pupils and with their adults at home
- Discussion with pupils surrounding the skills they need to be a successful reader – KS2 SATs, reading into secondary school
- Pupil voice – what will help them to transfer the skills they learn in primary into secondary?

Actions for Year 7 practitioners to activate change to be reviewed in March:

- Discussions with Head of Department regarding funding for Year 7 to access intervention/whole-school reading approach
- Use of repeated reading when teaching texts
- Pupil voice – what did you enjoy about reading in primary school and how do you find reading now in secondary school?
- Review Autumn 1 unit of English – to what extent does it build on the skills pupils have acquired by the time they leave

Any questions?

For next time... (Thursday 19th March)

The focus will be writing. We will consider:

- What skills do writers need in KS2 and KS3?
- What challenges do some pupils face?

To prepare:

Today - Agree a text type you will explore with your partner school e.g. narrative.

Next session - Bring a copy of a higher, middle and lower attaining child's work for discussion with your partner.