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English Subject Leaders Resource File

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This, and subsequent resource files have been designed specifically to support the work of subject leaders in Primary Schools who have responsibility for any of the following subjects: Art & Design; Computing; Design & Technology; English; Geography; History; Mathematics; MfL; Music; PE; PSHE, RE and Science. The structure of each resource file follows the same format:

To support the work of a subject leader, there is a subject specific work-book for you to keep a record of all of the actions you have taken as well as the impact / outcome of those actions.

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English Subject Leaders Work Book

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Part A: Resources & NC Requirements

Links
Centre for Literacy in Primary Education
https://clpe.org.uk/
(Membership: School £350 / annum – Individual: £32 / annum)

The English Association
https://www2.le.ac.uk/offices/english-association
(Membership: School £35 / annum – Individual: £32 /annum)

UK Literacy Association
https://ukla.org/

Professional Association for Teachers of English
https://www.nate.org.uk/

Resources
Subject Leader Guide for English - Key Stage 1-3 (Scholastic)
Leading English in the Primary School: A Subject Leader's Guide
(Routledge)
Closing the Reading Gap (David Fulton)

Achieving competence in the many and varied uses of our language is a vital part of the education of pupils in our schools. All teachers, whatever their other responsibilities and whatever age groups they teach, have a contribution to make to this process, since (where English is the only or principal medium of instruction) all areas of the curriculum involve teachers and pupils in using English: the teachers' responsibility lies in the models of language they provide, in the ways they require pupils to use English, and in the attention they give to the language aspects of pupils' performance.

English programmes of study: key stages 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

♣ read easily, fluently and with good understanding

♣ develop the habit of reading widely and often, for both pleasure and information

♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

♣ appreciate our rich and varied literary heritage

♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. 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. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading
The programmes of study for reading at key stages 1 and 2 consist of two dimensions:
- ♣ word reading
- ♣ comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing
The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:
- ♣ transcription (spelling and handwriting)
- ♣ composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, 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. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary
The two statutory appendices on: spelling and on vocabulary, grammar and punctuation, give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the

correct grammatical terms in English and that these terms are integrated within teaching.

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Part B: Subject leaders audit: English

Task	Notes	Completed	Date
Am I clear about the N.C. Aims for English?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers / assistants			
Have I completed an audit of my own K, S & U against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a statement of Intent for English?			
In writing the statement of Intent, did I refer to paragraph 179 of D-D Resource 1?			
Re: Para: 179, do I have a written response for each of the 5 bullet points?			
Has this statement been approved by HT / SLT / all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in T, L & A for English?			
Have I clarified with my line manager what good / better T, L & A in English 'looks' like? (and hence what is not yet 'good' enough)			
Supplementary questions:			
How long have I been the subject leader for English, and what			

support (CPD) have I received either internally or externally?			
What resources do I use to support me as a subject leader?			
How have I designed the English curriculum?			
What am I trying to achieve through the English curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? *(Remember that **progress is knowing more, remembering more and being able to do more**.)*			
How do you ensure that pupils retain their subject knowledge?			
How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			
What would you expect an inspector to see when they visit English lessons and speak to the pupils?			
How do teachers clarify any misconceptions by pupils?			
What links are made between English and other subjects does – can you give an example of where this works particularly well?			
Can you tell of any examples where you have supported other teachers / assistants in subject X and the impact that this has had on their teaching / pupils' learning?			

Part C: Progression in English (DfE Guidance)

EYFS
Communication & language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.

- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Communication & language
- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
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- Use new vocabulary through the day.
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- Describe events in some detail.
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- Develop social phrases.
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- Listen to and talk about stories to build familiarity and understanding.

- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy
- Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing.
- Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Key Stage 1 English writing teacher assessment framework
Please also refer to the Teacher assessment frameworks at the end of key stage 1 on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard
The pupil can, after discussion with the teacher:
- o write sentences that are sequenced to form a short narrative (real or fictional)
- o demarcate some sentences with capital letters and full stops
- o segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- o spell some common exception words[1]
- o form lower-case letters in the correct direction, starting and finishing in the right place
- o form lower-case letters of the correct size relative to one another in some of their writing
- o use spacing between words.

Working at the expected standard
The pupil can, after discussion with the teacher:
- o write simple, coherent narratives about personal experiences and those of others (real or fictional)
- o write about real events, recording these simply and clearly
- o demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- o use present and past tense mostly correctly and consistently
- o use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- o segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words*
- o form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- o use spacing between words that reflects the size of the letters.

Working at greater depth
The pupil can, after discussion with the teacher:
- o write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- o make simple additions, revisions and proof-reading corrections to their own writing

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[1] * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

- o use the punctuation taught at key stage 1 mostly correctly
- o spell most common exception words*
- o add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- o use the diagonal and horizontal strokes needed to join some letters.

Key stage 2 English writing teacher assessment framework
Please also refer to the Teacher assessment frameworks at the end of key stage 2 on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

Working towards the expected standard
The pupil can:
- o write for a range of purposes
- o use paragraphs to organise ideas in narratives, describe settings and characters
- o in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- o use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- o spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list[2]
- o write legibly. [3]

Working at the expected standard
The pupil can:
- o write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- o in narratives, describe settings, characters and atmosphere
- o integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- o use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- o use verb tenses consistently and correctly throughout their writing

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[2] *These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[3] At this standard, there is no specific requirement for a pupil's handwriting to be joined.

- use the range of punctuation taught at key stage 2 mostly correctly [4](e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Working at greater depth
The pupil can:
- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[5] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[6]

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[4] ^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

[5] Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

[6] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

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Part D: Initial subject self-evaluation proforma   Date:

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

Summary:	
The key strengths in:	
Teaching, learning & assessment in English are:	
The English Curriculum are:	
The main areas we need to develop in:	
Teaching, learning & assessment in English are:	
The English Curriculum are:	

Signed: …………………………..   **Date:** …………………………

Part Ei - Telling the story – English Subject report
(Ofsted, March 2024)
https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report

Context
English holds a unique place in our curriculum. Not only does it combine different elements, such as literature, language and linguistics, but it also gives pupils a foundation of spoken language, reading and writing that enables them to think, talk and write about their world. This foundation is essential for all that pupils will go on to learn during their formal education and throughout their lives, including in subjects beyond English.

In this report, we evaluate the common strengths and weaknesses of English that we have seen in schools across the country. We recommend ways for school and subject leaders to further improve their English curriculum. Our findings should also be of use to policymakers and others working in the education sector.

Each section explores the following topics:

- curriculum
- pedagogy
- assessment
- school systems
- the impact of the above on what pupils learn

During inspections, we evaluate schools against the criteria in the school inspection handbook. Inspectors will not use the findings from this report as a 'checklist' when they are inspecting schools. Indeed, there are many different ways that schools can put together and teach a high-quality English curriculum.

While English remains at the heart of the school curriculum and there is much to celebrate, there is more to do if we are to make sure that all pupils achieve well.

The Year 1 phonics screening check (PSC) assesses whether children can accurately decode a selection of words that include common grapheme–phoneme correspondences (GPCs): the first step in word reading. Performance overall in the PSC has improved substantially since 2012, the year of its introduction. Results for 2023 show outcomes close to pre-

pandemic levels. There is also a positive correlation between performance in the PSC and performance in PIRLS (Progress in international reading literacy study) 2021. Successive PIRLS reports also show a reducing gap between the lowest and highest scoring pupils, which seems to be the result of an improvement in the performance of the lowest attainers.

However, over 1 in 4 pupils still move to secondary school without having met the expected standard in the key stage 2 national reading test. This hinders them in secondary school, both in English and more widely across the curriculum.

Summary conclusions

The teaching of reading has improved markedly
- Schools prioritise reading and make sure that the curriculum develops pupils' reading.
- Schools have invested in phonics programmes and training so that teachers know how to teach pupils to read.
- Once pupils are able to read accurately, schools are less clear about how to build fluency and comprehension.

The curriculum for writing and spoken language is less effective
- Schools (often) do not consider spoken language well in their English curriculum, although they understand that spoken language underpins pupils' reading and writing development.
- The writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these.
- Primary pupils are not given sufficient teaching and practice to become fluent with transcription (spelling and handwriting) early enough.

Schools are sometimes confused about the purpose of English
- English is not always valued as a subject in its own right. English has an important role as a distinct subject, as well as being a medium for teaching and serving other subjects. However, schools sometimes only focus on its supporting role, and this results in a weaker and less coherent English curriculum.

External assessments unhelpfully shape the curriculum
- Schools expect pupils to repeatedly attempt complex tasks that replicate national curriculum tests and exams. This is at the expense of first making sure that pupils are taught, and securely know, the underlying knowledge they need.
- Some pupils are given considerable help to access these complex tasks, wasting precious time and resources on activities that do not result in them making progress.

Main findings

Curriculum and pedagogy

Primary
Leaders understand the impact of being able to read fluently, and choosing to read, on pupils' future academic success and life-long well-being.
An increased emphasis on reading (through government policy and Ofsted's focus on how well schools teach pupils to read) has helped leaders to understand the importance of teaching systematic synthetic phonics. Compared with our findings in previous reports, this represents an overwhelmingly positive shift towards having all children reading by the end of key stage 1.

- All primary schools visited teach pupils to read using a consistent systematic synthetic phonics programme.
  - Most teach phonics daily to all pupils from the beginning of Reception to the end of key stage 1.
  - Pupils practise word reading using decodable books that match the sounds they know.
  - However, when there are weaknesses in phonics teaching, some pupils in Reception and key stage 1 struggle from the beginning. Schools do not always identify or address this.
- Some schools are effective in continuing to develop pupils' reading fluency once they can decode. They provide pupils with lots of opportunities to read aloud and be read to, so they learn how to control the pace and intonation in their reading. In other schools, leaders recognise the importance of reading fluently but are not clear about how to make sure that pupils are successful.
- Too often schools choose texts to study in English lessons based on their link to other curriculum areas, rather than on how they might advance pupils' knowledge of English language and understanding of literature.
- Schools teach grammar, sentence structure and punctuation explicitly. However, pupils do not always get enough practice to secure this knowledge. For example, oral composition is rarely used to practise using grammatical conventions and different sentence structures. Pupils' books show that fundamental errors go unnoticed and persist over time.
- Most schools do not give pupils enough teaching and practice to gain high degrees of fluency in spelling and handwriting. Teachers rarely use dictation as a tool to help pupils practise spelling and handwriting. In many schools, pupils are expected to carry out extended writing tasks before they have the required knowledge and skills.

Primary and secondary
- Few schools design or follow a curriculum to develop pupils' spoken language. Schools are not always clear about how to teach the conventions of spoken language that enable pupils to speak competently in a range of contexts. Teachers often attribute pupils' weaknesses in speaking to a lack of confidence rather than realising

that they have not been taught what they need to know about the topic under discussion to be able to form and articulate worthwhile contributions.

- Leaders are determined to develop a whole-school culture where reading is valued and enjoyed. However, pupils' attitudes to reading vary between and within schools.
- Most schools prioritise time for pupils to read and talk about books. Story time is a regular feature in Reception and key stage 1 classrooms. In other key stages, even when timetabled, reading does not happen as often as intended.
- Schools use a range of approaches to introduce new vocabulary. This includes teaching vocabulary through the texts studied to improve comprehension. However, while key vocabulary is identified and taught, this is not necessarily embedded through repeated practice in different contexts. Often, pupils do not remember to use the vocabulary in their written and spoken language.
- Leaders in most schools know that it is important to ensure that pupils read increasingly complex texts to develop reading comprehension. They recognise that comprehension comes from accessing a wide range of texts and encountering different forms and concepts and includes having a wide knowledge of the world.
- However, in some schools, completing national curriculum test and exam-style questions is the main, extremely limited, method of improving pupils' reading fluency and comprehension.
- Schools allocate significant time to the subject. However, in some schools, this time is not always used productively, most commonly in key stage 1. In these schools, pupils carry out time-filling activities that lack purpose and do not help them to make progress in English.
- Leaders arrange additional teaching for pupils in key stages 2 and 3 who are not yet reading fluently. Too often, however, this teaching does not directly address their knowledge gaps and is not frequent enough for them to catch up quickly.

Assessment

- In both primary and secondary schools, ongoing formative assessment is not used well to help teachers gain a reasonable sense of what pupils have learned or whether pupils are ready for the next step in the teaching sequence. This means that important errors and misconceptions can go unrecognised and be unaddressed.
- In some primary and secondary schools, preparation for external assessments distorts the curriculum.

School systems

- All those teaching phonics in Reception and key stage 1 receive training, either through the phonics programme or by other trained leaders. Beyond phonics, there is little training for primary teachers to build their professional knowledge about English literature and language.

- In both primary and secondary schools, continuous professional development (CPD) focuses mainly on assessment and moderation practices. As a result, some teachers have a disjointed and narrow understanding of the subject.

Recommendations: schools

Curriculum and pedagogy
In both primary and secondary:
- Make sure that the national curriculum requirements for spoken language are translated into practice, so that pupils learn how to become competent speakers. This should include opportunities to teach the conventions of spoken language, for example how to present, to debate and to explain their thinking
- Make sure that the curriculum takes full account of the foundational knowledge and skills outlined in the national curriculum that pupils need in reading, writing and spoken language to carry out more complex tasks; provide sufficient high-quality opportunities to practise these key components in the planned curriculum
- Plan a reading curriculum that over time builds pupils' reading fluency, linguistic knowledge and knowledge of the world, and that does not limit them to responding to exam-style questions
- Encourage pupils to read a wide range of books once they are fluent readers, and so build a reading habit
- Help those pupils who enter key stages 2 or 3 unable to read fluently to catch up quickly. This includes making sure that teaching addresses specific gaps in pupils' phonics knowledge or provides additional practice for pupils who have accurate knowledge, but still read too slowly to absorb information effectively
- Ensure that pupils who are in the early stages of learning to write, and older pupils who are not fluent in transcription, practise transcription skills in isolation (to avoid working memory overload)

In primary:
- Continue to ensure that pupils in Reception and key stage 1 have daily phonics teaching until they are accurate in word reading (decoding). This includes identifying pupils who are beginning to fall behind and giving them extra practice
- Make sure that staff know how to continue to develop pupils' reading fluency once they are able to decode accurately (which, for the majority, will happen at the end of a phonics programme)
- Make sure that all key stage 2 staff are trained in systematic synthetic phonics and so can reinforce pupils' word reading and transcription skills in key stage 2 reading and English lessons
- Choose texts for study in English first and foremost on literary merit

Assessment
- Ensure that statutory tests and exams do not disproportionately influence decisions about curriculum and pedagogy

- Ensure that formative assessment gives teachers the right level of information and assurance about what pupils have learned and whether they are ready for the next step of learning

School systems
- Ensure that teachers have high-quality professional development in English literature and language with time to develop subject knowledge beyond exam specifications
- Ensure that teachers understand what pupils need to learn to be successful in English and how to teach and assess this

Recommendations: other organisations
Subject associations should:
- Help schools to understand the different components of written and spoken language and how to sequence, explicitly teach and assess them. For example, they should make sure that their materials help teachers to know how to identify the grammar and vocabulary that pupils need to be taught, and to consider how tone, register and syntax differ, depending on the form chosen
- Provide guidance for schools about how to help pupils who are struggling with the foundations of word reading, handwriting and spelling

Initial teacher education providers should:
- Ensure that, at the start of their careers, teachers have a sufficiently broad knowledge of the subject, and know how to identify their own learning needs

In light of the findings from this report, we intend to review and update guidance for our inspectors. This is to enable a greater focus on how well curriculum, teaching and assessment lead to all pupils learning foundational knowledge and being able to apply that knowledge in more complex tasks.

Part Eii: Subject leaders response to Ofsted's May 2022, research report into English

https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english

Curriculum and pedagogy
Aims of education in English

English is a complex subject that combines the disciplines of English language and literature. It is beyond the scope of this review to debate the aims of a curriculum for English. Instead, we discuss the nature of the curriculum and the pedagogy that could meet the aims of the national curriculum for English.

The review structure is designed to consider individual national curriculum aims. It draws on research that outlines the progression in curriculum content that best enables pupils to meet each of these aims. The review then discusses what might be the most appropriate pedagogies for learning that particular content. For example, the review considers the aim of improving reading comprehension and how comprehension becomes possible partly through acquiring and deepening vocabulary. Appropriate pedagogies for learning vocabulary are then discussed. The use of this structure avoids confusion between curriculum goals and the means of achieving and nurturing those goals. It also helps reduce repetition when discussing knowledge of language, such as vocabulary, across each of the speaking, reading and writing modalities.

The review reflects the advice given by the expert panel on the government's last review of the national curriculum. The panel argued that 'developmental aspects and basic skills are more crucial for young children [key stage 1/2], while appropriate understanding of more differentiated subject knowledge, concepts and skills becomes more important for older pupils'. Panel members developed a working definition of this subject knowledge as 'the concepts, facts, processes, language, narratives and conventions of each subject'. The implications of research into expertise bear out the usefulness of a curriculum structure that places varying emphasis on different curriculum goals as pupils gain expertise. However, this review also considers the ways in which English is a unified subject across all phases of schooling. There is a separate section on early years, but the insights in the other sections are generally relevant to pupils in both primary and secondary schooling. This is because most of the principles discussed are important at primary and

secondary level or are relevant to many pupils in both phases of schooling. Where it is probable that findings of the review are more relevant at primary or at secondary level, we refer to 'younger pupils' or 'older pupils', respectively. We use this wording to be clear that we do not imply there is a specific age when these findings start to apply.

The importance of foundational knowledge for spoken language, reading and writing

Based on the above, high-quality English in early years/key stage 1 may have the following features:
- Vocabulary is developed explicitly to reduce the word gap in the early years, and to enable disadvantaged children to develop their vocabulary faster.
- The school prioritises daily teaching of systematic synthetic phonics from the start of the Reception Year and into key stage 1, until pupils are fluent in word reading (decoding) and transcription (spelling and handwriting).
- Daily opportunities for children to apply their knowledge of GPCs by reading 'decodable' books that support their fluency in word reading.
- Teachers focus on identifying children who are not able to decode accurately (or are otherwise at risk of not learning to read) early and prioritise teaching them to read.
- The programme of reading develops pupils' accuracy and speed.
- Children practise composition through oral activities before their transcription becomes fluent.
- Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing.
- Carefully chosen dictation activities enable pupils to practise and apply their spelling knowledge and segmenting skill to use the content they have been taught and to do so without having their working memories overloaded by composing sentences.

Spoken language

Based on the above, high-quality English may have the following features:
- An effective spoken language curriculum identifies the components that pupils need to learn for successful spoken communication. It focuses on interrelated aspects that constitute effective spoken language (physical, linguistic, cognitive, and social and emotional).
- Teachers equip pupils with the right knowledge and vocabulary for them to be able to speak on a topic effectively.
- Pupils learn how to take part in exploratory talk and use talk to present ideas.

- There is a focus on ensuring that pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary
- Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.
- The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.

Reading

Based on the above, high-quality English may have the following features:
- The reading curriculum enables pupils to read increasingly complex and whole texts.
- Teachers develop pupils' reading accuracy, automaticity and prosody.
- Time is given to pupils reading a lot of text, across the school curriculum, to develop their reading fluency.
- Instruction in reading comprehension strategies is time-limited and explicit.
- Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.
- Teachers emphasise the relationships between words, helping pupils to explore morphology and etymology to support their comprehension and spelling.
- Teachers encourage pupils to read for pleasure while ensuring that they become accomplished readers as soon as possible.
- Planned and spaced recall helps pupils to retain the new vocabulary they have learned.

Writing

Based on the above, high-quality English may have the following features:
- The curriculum secures the knowledge needed for successful writing: knowledge about the topic and knowledge about how to write.
- Pupils' accuracy and automaticity in transcription are developed early on and secured by lower key stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision.
- Pupils write frequently, for a range of audiences and purposes (once they have sufficient accuracy and automaticity in transcription).
- Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair.
- Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing.

Pedagogical approaches for pupils with special educational needs and/or disabilities

Based on the above, high-quality English may have the following features:
- Teaching does not rely on differentiated teaching, activities or resources to achieve a curriculum goal.
- Reading interventions incorporate training in knowledge of letter-sound correspondences, and how to apply knowledge of phonics to reading and spelling.
- Struggling pupils have more opportunities for repetition where necessary. This can secure essential knowledge to automaticity.

Literature

Based on the above, high-quality English may have the following features:
- The curriculum has been designed to develop in pupils a genuine love of literature, and an ability to respond to texts personally.
- The curriculum has been designed to enable pupils to deepen their understanding in the 4 domains or fields of knowledge in literature, and to apply the key concepts from each field using disciplinary methods in their writing.
- The curriculum includes a range of ambitious whole texts in different forms and genres, which have been carefully chosen using subject-specific criteria.
- Over time, teachers build pupils' 'readiness' for future encounters with texts and critical views. They do this in a meaningful way so as not to narrow the literature curriculum.
- Teachers introduce pupils to texts that they would not choose to read for themselves, especially from other times and places and with a range of perspectives.

Assessment

Based on the above, high-quality English may have the following features:
- The curriculum breaks learning down into component parts, which are assessed formatively. This enables teachers to identify precisely pupils' misconceptions, gaps and errors. Teachers use information from this assessment to adapt the curriculum.
- Feedback to pupils is specific and provides them with a 'recipe for future action'.
- Low-stakes assessment of knowledge and retrieval tasks are also used to improve pupils' retention of the content.

- A multi-tiered approach to assessing reading problems leads to accurate identification and diagnosis of difficulties and pupils receive targeted support.
- Teaching focuses on building pupils' prerequisite knowledge rather than on practice for answering examination questions.

Systems at subject and school level

Based on the above: high-quality English may have the following features:
- In the early years and key stage 1, leaders prioritise the expert teaching of systematic synthetic phonics.
- Regular, subject-specific CPD focuses on improving disciplinary and pedagogical content knowledge.

Conclusion

This review shows how curriculum content and sequencing, as well as subject-specific pedagogy, best enable pupils to achieve the national curriculum aims for English. Our review has identified some themes that relate to an effective English curriculum.

Strong foundational knowledge for reading, writing and spoken language are essential aspects of the early years curriculum

Automaticity in the basics of reading and writing early on enables pupils to rise to the challenges of an ambitious curriculum. It is critical that young children achieve both accuracy and speed in reading. Effective communication through writing depends on younger pupils developing foundational transcription skills (spelling and handwriting). Alongside this, they should develop knowledge of the world around them from stories and talking with adults. For both reading and writing, repeated practice is key to gaining proficiency.

Vocabulary is fundamental to pupils' progress

Vocabulary is the foundational knowledge for reading, speech and writing. Narrowing the word gap between pupils who are word-rich and word-poor is vital. Vocabulary development and wider language development feed into reading and writing. Adults' engagement in dialogue with young children supports their language development. Sharing books and stories introduces not only a wider, deeper range of vocabulary than is found in speech, but also shows how the meaning of words is context-dependent.

An effective reading curriculum ensures that pupils read large amounts of text and it focuses on providing pupils with the knowledge they need for comprehension

Once pupils have secured the basics of reading, they can develop skilled reading through a curriculum that includes exposure to large amounts of text and progressively more complex text. Teachers explicitly introduce the specific knowledge to pupils needed for comprehension. Over-simplistic

approaches to reading (such as comprehension skills like summarising, drawing inferences or making predictions) do not work in isolation.
There can be unhelpful confusion about the term 'background knowledge'. It is often used quite narrowly and excludes vital syntactical lexical and literary knowledge. Research suggests that 'explicitly teaching background knowledge should be considered foundational to increasing competency in reading'. Pupils benefit from exposure to background knowledge in a specific and sequenced way.

A reading curriculum is supported by the careful choice of increasingly challenging texts
The focus on literature-rich texts in the curriculum starts with sharing stories and rhymes at home before children start school. Throughout the curriculum, the choice of texts studied is critically important. An effective English curriculum will feature increasingly challenging texts at each stage. Different factors contribute to the challenge of a text. A clear understanding of this enables the construction of a curriculum that builds readiness for future reading. Pupils are likely to benefit from opportunities to read whole texts. Carefully selected knowledge of literary studies is needed for pupils to make meaningful interpretations in keeping with the disciplinary tradition of literature. In a strong literature curriculum, this knowledge will be skilfully combined with aesthetic, epistemic and contextual knowledge.

The English curriculum for novices is structured differently in many aspects from the curriculum for experts
Different approaches to teaching may be more or less appropriate depending on pupils' level of expertise. Novices are likely to learn more effectively through direct instruction where they are 'explicitly shown what to do and how to do it'. Once they have gained this knowledge, they can apply it to future tasks.

Finally, teachers should be aware that novices may be less able to successfully produce their own meaningful responses without guidance. Securing foundational knowledge is a prerequisite. Once secure, teachers should carefully design more complex tasks so that pupils can attempt these successfully and without developing misconceptions. There is strong evidence for the value of using worked examples with novice learners. The idea of scaffolding has also been proven to guide instruction and reduce cognitive load.

Part Eiii: Best practice as identified by Ofsted

The last time Ofsted reported specifically on English (2012)[7] they stated that:
Schools should:
- develop policies to promote reading for enjoyment throughout the school
- ensure that preparation for national tests and examinations is appropriate, does not begin too early, and does not limit the range of the curriculum or pupils" opportunities for creativity in English
- improve transition and continuity in curriculum and assessment in English between Key Stages 2 and 3
- simplify lesson plans in English to concentrate on the key learning objectives and encourage teachers to be more flexible in responding to pupils" progress as lessons develop.

Nursery and primary schools should also:
- develop a structured programme for improving children's communication skills in the Early Years Foundation Stage
- secure pupils" early reading skills by the end of Key Stage 1.

Features of good or outstanding teaching were:

At this stage, strengths of teaching f(of Phonics) ar outweighed weaknesses. In the most effective lessons, inspectors noted:
- good subject knowledge of both teachers and classroom assistants
- the creative use of well-designed resources and activities that helped to generate pupils" enthusiasm and enjoyment
- effective modelling by teachers of phonics and the correct pronunciation of sounds
- good links being made with spelling and handwriting
- effective use of phonics to support pupils who were in the early stages of acquiring English as an additional language
- good use of ongoing assessment to ensure well-targeted teaching
- good maintenance of pace of learning in lessons
- differentiation used effectively to ensure that activities and teaching were matched to pupils" specific learning needs.

Examples of best practice
'The curriculum is distinctive, innovative and planned very well to meet pupils" needs in reading, writing, speaking and listening. Imaginative approaches,

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[7] Moving English forward: Action to raise standards in English (2012)

experience of a wide range of challenging texts and clear focus on basic literacy skills ensure a rich curriculum that enables pupils to make very good progress across the different areas of English. The curriculum is continuously reviewed and improved in the light of national developments. Key aspects such as poetry, drama and media work are fully integrated into the curriculum and help to provide a rich and varied programme for pupils. Schemes of work build clearly towards productive outcomes for pupils involving real audiences and purposes; this helps pupils to appreciate the importance of English to their lives outside school. Independent learning and wide reading are very well-promoted.

The curriculum builds systematically on technological developments in communications and pupils have regular opportunities to use ICT, including analysing and producing media texts. Pupils" learning is very well enhanced by enrichment activities such as theatre and cinema visits, drama workshops, reading groups and opportunities for writers to work with pupils in school.'

Transition from KS2 to KS3
Some of the effective individual activities noted during the survey included:
- writing produced by Year 6 pupils on their introductory visit to the secondary school that was later built into English lessons in Year 7
- a reading passport or record that moved with the pupil between primary and secondary school, giving the Year 7 teacher good, early information about each pupil's reading habits
- Year 7 students making a film about the receiving school for Year 6 pupils
- the English department asking students to bring their best piece of Year 6 work to school in September
- a transition unit involving joint work by teachers across phases including teaching by secondary staff in the primary school or vice versa
- a summer school focused on literacy and aimed at Year 6 pupils.

Links with primary schools are improving which has led to English teachers from secondary and primary schools observing each other's lessons to exchange good practice. Joint training was planned with a focus on phonics and talk for writing. Every Year 7 student visits a Year 6 pupil in a primary school to support them ahead of their move. The Head of English spends three evenings reading and talking about stories with parents of pupils in the main feeder primary school.

English primary subject leaders get together with the secondary staff to consider key issues such as how to engage boys, how to moderate writing and share good practice, and how to make assessment consistent across the schools. There is a clear understanding that the schools face similar problems, particularly in improving boys' writing, and the meetings provide a forum for agreeing what should be done. This has involved producing a booklet to support all schools in the cluster when assessing pupils' writing. There has also been some observation of good practice in other schools, as

well as joint training provided by schools within the cluster. Transition to the secondary school also involves primary pupils in visiting a nearby abbey for sample lessons in media and drama.

Teaching writing, including spelling and handwriting
The school has recently rewritten its handwriting policy. This does not rely on any one commercial scheme but identifies clearly the type of script to be used in all classes. There is a detailed progression chart for teachers giving examples of handwriting patterns, families of letters and so on. Guidance is also provided on how pupils should develop pencil grips, and how to teach single letters and joins. The frequency of handwriting sessions is laid down in policy. For example, there is expected to be one weekly teacher-taught session for all Key Stage 2 classes. Sessions are to be linked to the spellings taught that week. A long-term plan for spelling identifies what is to be taught each year. Teachers are advised on the different strategies to be used such as analogy, mnemonics, word banks, displays and interactive games. Pupils all have a spelling book and are encouraged to 'have a go' before seeking advice. Pupils are taught how to proofread and to correct their own errors. Spelling is tested on a weekly basis and differentiated for groups of pupils. Teachers are expected to identify mistakes in spelling in pupils" work and pupils copy the words out a number of times, using the 'look, cover, write, check' approach.

The teaching of speaking & listening
The school places huge emphasis on developing and promoting language skills in the nursery and building on these skills through the subsequent key stages. In the Nursery class, there was constant dialogue as children engaged in chosen activities at the start of the day. Both the teacher and the teaching assistant interacted with children as individuals and in small groups, using questions to encourage talk. The classroom assistant modelled transactional language, explaining clearly how to set up a program on the computer. She matched verbal instructions to the movement of the mouse and activity on the screen. When the program failed, she moved the children to another activity and they carried on this form of talk with a boy explaining to a girl how to fill various beakers with water and commenting on changes in colour. Two boys were talking with the teacher. One started telling a story about finding a skeleton. The teacher modelled questions which were imitated by his friend: 'Was it big? 'Was the head at the top?'. The whole classroom had a persistent buzz as adults and children talked as they learnt.

There are generally four adults in the Nursery and Reception classes. Their priority is to get children talking and to model effective talk themselves. What is particularly effective is the school's use of role play. This is identified as a priority and planned accordingly. Children are not left to 'get on with it' themselves. The teacher joins the role-play area and uses talk constantly to question, explain, motivate and model. On the day of the visit, both boys and girls enjoyed visiting the 'Baby Clinic' and maintained their interest for a considerable period, supported by the teacher. Literacy was built into their play as pupils took it in turns to act as receptionist, writing notes in a file while

the doctor frequently consulted his/her clipboard to write things down or check the daily programme. At all stages, the teacher was directly involved, often in role, asking questions and using language, including technical language, for pupils to imitate. Plans ensure that there is always a member of staff working with pupils in one of the role-play areas. The approach is 'to bathe children in language all the time'.

A P Associates
educational consultants

Part F: English – Good (in old money[8])
Ofsted produced this guidance to support their subject specific reviews (D above)

This outlines, albeit from 9 years ago (2012), the last time that Ofsted wrote a set of subject specific criteria to complement the 'generic' whole school criteria in the then Inspection Framework. Whilst there is now a new Inspection Framework (May 2019) what was 'good' learning & teaching in English in 2013 is clearly still 'good' English learning & teaching today.

I have taken the criteria for 'good' as a starting point, not as a deficit model, i.e. not using 'outstanding' but, because I make the assumption that all teachers and pupils want to have a good days learning & teaching. If both a subject and senior leaders' evaluation is that provision meets the criteria for 'good' then there is every good reason to refer to the criteria for 'outstanding'. The subject specific criteria for Outstanding (from 2013) are in Annex 1.

Achievement (which is now (2021) termed as Impact)
- Pupils acquire secure knowledge of letters and sounds and make good progress in learning to read and to write legibly and fluently.
- Pupils perform equally well in reading, writing, speaking and listening. They enjoy English lessons and express their ideas confidently and with some originality in both writing and speaking.
- Pupils enjoy reading a wide range of texts and can talk and write with understanding about them. They enjoy writing and write confidently for different purposes and audiences, showing a good degree of technical accuracy.
- Pupils are able to vary their language according to the particular demands of the task, both spoken and written, making effective use of Standard English when required.
- Pupils express their ideas clearly and well in discussion and work effectively in different groups. They are able to show independence and initiative, for instance raising thoughtful questions or helping to drive forward group work.

Teaching (which is now (2021) termed as Implementation
- Pupils' engagement in English, leading to good progress in reading, writing, speaking and listening, is achieved through effective use of a

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[8] English survey visits (2013)

wide range of good-quality literary, media and other resources. Pupils learn to appreciate the importance of English in the wider world.

- Pupils read fluently and write with confidence and accuracy because the teaching of phonic knowledge, skill and understanding is systematic and enjoyable.
- Teachers' use of English in the classroom is well considered and effective, helping pupils to develop a good insight into how writers and others create effects. Questioning successfully engages pupils in extending their understanding of language and draws out their personal response to aspects of literature and other texts.
- Pupils' wider, independent reading is stimulated because teachers share their understanding of a wide range of classic and contemporary texts with pupils. Activities are varied and imaginative, engaging pupils well through drama and varied discussion work.
- Teachers understand how language works and use this knowledge effectively to develop learning. ICT, including moving image work, is well integrated in lessons and contributes positively to pupils' progress in English.
- Feedback from target-setting, marking and peer- and self assessment is constructive and clearly identifies the next steps in pupils' written or oral work.

Curriculum *(which is now (2021) termed Implementation)*

- The curriculum has some innovative features and is well-designed around the needs of pupils in the school. It is broad and engaging, with a good range of texts and appropriate attention to basic literacy skills. A variety of approach helps pupils to make good progress in reading, writing, speaking and listening.
- The curriculum is reviewed regularly and reflects recent developments in the subject. Good attention is given to areas such as poetry, drama and media. Opportunities are taken to make direct connections between the classroom and the world beyond school.
- Independent study and wider reading are well-integrated into schemes of work. ICT and mixed media are used well to help pupils develop learning in English and include work on analysing and producing moving image texts.
- The curriculum incorporates regular opportunities to meet with practitioners working in English, such as writers and theatre groups.

Leadership (*which is now (2021): both a separate criteria of L&M as well as included within Intent & Implementation)*

- Subject leaders have identified clear aims for English within the school which are well-informed by national developments in the subject, and this helps to provide good direction to English work.
- Teachers work well together and are keen to review practice and share ideas.
- Subject leaders encourage teachers to be imaginative in their approaches to learning. Because of good leadership, there is a shared

common purpose and a consistency of practice throughout the school in areas such as teaching and assessment and behaviour for learning.

- Self-evaluation is accurate and effective, based on good analysis of pupils' skills and achievement in reading, writing, speaking and listening and well-informed evaluation of English teaching. This analysis is used well to identify teachers' training needs.
- Subject plans are effective and include helpful ideas on improving the impact of teaching on learning. The well thought-out policies support pupils' good or better progress in English.
- The subject team is well regarded within the school and contributes to developments across the curriculum, such as in literacy and improvements in teaching.

Part G: English: Quality of Education (Good)

This template includes the current criteria for 'Good' from the Quality of Education judgement along with columns for the SL / SLT to insert where they perceive is a best-fit with the 'old' subject specific criteria along with their own internal evidence.

As such it serves two purposes, one as a CPD activity to consider the match between the 'old' subject specific criteria and then 'new' criteria and secondly to benchmark / evaluate the school's provision against this.

INTENT		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND,		

developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		

IMPLEMENTATION		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.		
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		

Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		
Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and		

reading of English support pupils in developing their language and vocabulary well.		

IMPACT		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.		
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.		
Pupils' work across the curriculum is of good quality.		
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.		

Part G: English: Quality of Education (Exemplar)

*This is the authors initial interpretation of a best-fit between the previous (**Part E**) subject criteria and the current (2021) QoE (2021) criteria (**Part F**).*

INTENT		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		The curriculum has some innovative features and is well-designed around the needs of pupils in the school. It is broad and engaging, with a good range of texts and appropriate attention to basic literacy skills. A variety of approach helps pupils to make good progress in reading, writing, speaking and listening.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		The curriculum is reviewed regularly and reflects recent developments in the subject. Good attention is given to areas such as poetry, drama and media. Opportunities are taken to make direct connections between the classroom and the world beyond school.
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear		Independent study and wider reading are well-integrated into schemes of work. ICT and mixed media are used well to help pupils develop learning in English and include work on analysing and producing moving image texts. ν The curriculum incorporates regular opportunities to meet with practitioners working in English,

from leaders' actions that they are in the process of bringing this about.]		such as writers and theatre groups.

IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		Pupils' wider, independent reading is stimulated because teachers share their understanding of a wide range of classic and contemporary texts with pupils. Activities are varied and imaginative, engaging pupils well through drama and varied discussion work.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		Teachers' use of English in the classroom is well considered and effective, helping pupils to develop a good insight into how writers and others create effects. Questioning successfully engages pupils in extending their understanding of language and draws out their personal response to aspects of literature and other texts. Teachers understand how language works and use this knowledge effectively to develop learning. ICT, including moving image work, is well integrated in lessons and contributes positively to pupils' progress in English.
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.		
Teachers and leaders use assessment well, for example to help pupils embed and use		Feedback from target-setting, marking and peer- and self assessment is constructive and

knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		clearly identifies the next steps in pupils' written or oral work.
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		
Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		Pupils read fluently and write with confidence and accuracy because the teaching of phonic knowledge, skill and understanding is systematic and enjoyable.
The sharp focus on ensuring that younger children gain phonics knowledge and		

language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		

IMPACT		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.		Pupils are able to vary their language according to the particular demands of the task, both spoken and written, making effective use of Standard English when required. Pupils' engagement in English, leading to good progress in reading, writing, speaking and listening, is achieved through effective use of a wide range of good-quality literary, media and other resources. Pupils learn to appreciate the importance of English in the wider world. Pupils express their ideas clearly and well in discussion and work effectively in different groups. They are able to show independence and initiative, for instance raising thoughtful questions or helping to drive forward group work.
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to		Pupils express their ideas clearly and well in discussion and work effectively in different groups. They are able to show independence and initiative, for instance raising thoughtful

destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.		questions or helping to drive forward group work.
Pupils' work across the curriculum is of good quality.		Pupils perform equally well in reading, writing, speaking and listening. They enjoy English lessons and express their ideas confidently and with some originality in both writing and speaking.
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.		Pupils acquire secure knowledge of letters and sounds and make good progress in learning to read and to write legibly and fluently. Pupils enjoy reading a wide range of texts and can talk and write with understanding about them. They enjoy writing and write confidently for different purposes and audiences, showing a good degree of technical accuracy.

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Part H: Preparing for a subject specific deep-dive: English

Resources (to have at hand)
- English self-evaluation report
- English development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

Suggested questions
(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)

Reading:
- What is the school policy/ies with regards to reading?
- What are the strengths across the school / in key stages / year groups in terms of pupils ability to read? In which areas have you identified that improvements are needed, if so: a) what are they; b) what are you doing to address this; c) are you seeing any improvements as a result of your actions?
- What strategies have you found to be successful in improving pupil's reading fluency?
- How do you ensure that early reading is a priority? How frequent do teachers read to the pupils? And for how long?
- How do you make sure that when teachers are reading it is engaging for children?
- What CPD have you provided to support teachers with 'reading'?
- What criteria do you use to choose books that the pupils read? Are they linked to their topics, and if so can you give me some examples?
- How have you supported parents to enable them to support their child read at home, especially during recent periods of lockdown?
- Do parents get involved with children reading these books at home? How do you know?
- What books do children take home? Do they pick or do you pick? If you pick, how do you choose them?
- How often do children change these books? Do they get to change them independently?
- How do you make sure children have a love for reading? In class and at home? Can you share some of your 'best' examples?

- Is sending reading books home a whole school thing? Is there reading homework? How often?

Questions for pupils:
- What is your favourite book that you have read at school this term and why?
- What is your favourite book that you have read at home this term and why?
- What books have you taken home and how often do you a) read at home; b) take books home from school to read?
- How often do your teachers read to you in school and can you give me an example of how this really excited / interested you?
- Do your parents read to you at home / do you read to them? And if so – how does this help your reading skills?
- Do you read during your topics and if so can you give me some recent examples?

The key issues that inspectors will explore:
- The Headteacher prioritises reading
- Staff foster a love of reading
- The content and sequence of the phonics programme supports pupils' progress
- Reading books match the sounds that children know
- Children are taught phonics from the start of Reception
- Pupils who fall behind are supported to catch up quickly
- Staff are experts in early reading

Phonics:
- Phonics check – if your results are good, how are you achieving that? If they need improvement, what do you plan on doing to make results better?
- What is your termly plan for what you want children to know with phonics leading up to the screening check? What about afterwards in Year 2?
- How do you address any needs in pupils in Year 3 / 4 who didn't achieve the required standard in the Phonics check?
- How much time do children spend learning phonics?
- When do you start teaching phonics? Why then?
- How many sounds will your children know by the end of the term? Do you have an outline/plan for this?
- Think about where we are in the year now – Where are the children up to? Which children are not at this point? Why? What are you doing to remedy this? Can you show me what they know? (read with children here potentially).
- What images and movements do you use to convey the sounds, digraphs etc?
- How do you know which children are not on track? How do you assess? How regularly?
- What support is in place for these children to catch up?
- How do you ensure children build strong phonics knowledge?
- Are your KS2 teachers phonics trained? How are they supported to use phonics in their teaching? And what is the impact of this?

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Annex 1: English – Outstanding (2013 criteria)
Achievement *(now (2021) termed Impact)*
- o Pupils show high levels of achievement in the different areas of English (reading, writing, speaking and listening) and exhibit very positive attitudes towards the subject.
- o Pupils rapidly acquire secure knowledge of letters and sounds and make sustained progress in learning to read and to write legibly and fluently.
- o Pupils express their ideas fluently and imaginatively in both writing and speaking.
- o They are very keen readers and show a mature understanding of a wide range of challenging texts, both traditional and contemporary.
- o Pupils' writing shows a high degree of technical accuracy.
- o Pupils write effectively across a range of genres, frequently showing creativity in their ideas and choice of language.
- o Pupils have a mature understanding of the differences between written and spoken language. They speak confidently and with maturity in relation to their age, using Standard English very effectively when required.
- o Pupils have learnt to be effective independent learners, able to think for themselves and to provide leadership in learning, while also being sensitive to the needs of others.

Teaching *(now (2021) termed Implementation)*
- o Pupils' language needs and their interests in literature and other media are addressed through the imaginative use of a wide range of resources, including ICT and moving image texts.
- o Pupils are fully engaged through innovative classroom approaches, including well planned drama activities.
- o The teaching of phonic knowledge, skill and understanding is systematic, highly enjoyable and quickly enables pupils to read fluently and write with confidence and accuracy.
- o Pupils make real progress in their own work as a consequence of teachers demonstrating high standards in their own use of English.
- o Progress is aided through teachers' powerful modelling of the processes of reading and writing. Pupils are made aware of the importance of English to the world beyond school.
- o Teachers' expert knowledge of texts is used successfully to extend and deepen pupils' understanding. Pupils' personal responses to, and their thinking about, literature and other texts are prompted by questioning which frequently probes pupils' understanding of language.

- Teachers' very good understanding of the English language ensures that the technical features of language are very well taught, including the differences between talk and writing.
- Systematic approaches to target-setting, marking, feedback and peer- and self assessment, support and challenge all pupils to make precise improvements to their written or oral work.

Curriculum (now (2021) termed Intent)
- The curriculum is distinctive, innovative and planned very well to meet the needs of all pupils in reading, writing, speaking and listening.
- Imaginative approaches, experience of a wide range of challenging texts, and clear focus on basic literacy skills ensure a rich curriculum accessible to all groups, that enables pupils to make very good progress across the different areas of English.
- The curriculum is continually reviewed and improved in the light of national developments. Key aspects such as poetry, drama and media work are fully integrated into the curriculum and help to provide a rich and varied programme for pupils. Schemes of work build clearly towards productive outcomes for pupils, involving real audiences and purposes; this helps pupils to appreciate the importance of English to their lives outside school.
- Independent learning and wide reading are very effectively promoted. The curriculum builds systematically on technological developments in communications and pupils have regular opportunities to use ICT and mixed media, including analysing and producing media texts.
- Pupils' learning is very well enhanced by enrichment activities such as theatre and cinema visits, drama workshops, reading groups, and opportunities for writers to work with pupils in school.

Leadership (*Now 2021): both a separate criteria L&M as well as within Intent & Implementation)*

- Subject leaders inspire pupils and colleagues through a passionate commitment to the subject and very good subject knowledge.
- Subject leaders are very well informed about developments in the subject nationally and use this to improve the curriculum and teaching. Innovation and creativity are evident.
- All staff work very well together because there is a strong shared purpose and commitment to the same goals. Provision for pupils is reviewed collaboratively and good practice is routinely and effectively shared. ν Subject responsibilities are well delegated and all members of the team, including NQTs, have very good opportunities to contribute to developments.
- Subject leaders make thoughtful and thorough use of a wide range of evidence, including the response of pupils, to review the impact of work across reading, writing, speaking and listening. As a result, self-evaluation is rigorous and effective, leading to well-targeted support for all staff.

- Subject plans identify very clearly how teaching is to be further improved. There are excellent policies which support consistency, promote high levels of literacy and contribute to pupils' excellent progress in English.
- The very good quality of its work means that the English department has a very high profile in the life of the school and is at the cutting edge of initiatives locally or nationally.

Annex 2: Meeting the needs of pupils with SEND

Notes taken from
**Teacher Handbook SEND – Embedding inclusive practice (January 2024)
(https://nasen.org.uk/resources/teacher-handbook-send)**

Planning inclusive lessons
- In the first instance the purpose, process and products of the lesson (the learning journey/intent) need to be clearly articulated to learners and time taken to ensure all learners understand the journey ahead.
- Connection making can reduce a learner's fear of the unknown and can make them more ready to engage in the learning.
- Always present connections in a clear manner, verbally and visually; some learners will likely require a scaffold, for example a visual representation or key vocabulary, in their books that they can refer to at the start of each lesson.
- As all foundation subjects are often only an hour or so a week (out of 25 hours of lessons), some learners are likely to need a reminder of what they are learning about at the start of a lesson, and where it sits within the learning sequence as well as where it sits in relation to other relevant subject specific contexts and knowledge that it is building upon, prior to a whole-class retrieval starter activity.

When planning inclusive lessons, teachers need to consider how they can enable pupils to engage with the new learning:
- Are you connecting previous learning - are there prior skills or knowledge that learners can build on in this unit of study?
- Are there key words whose meanings they need to be able to understand in order to be able to engage with the core concepts being taught?
- Are there pre-requisite skills or knowledge that are required to be successful, e.g. in **History:** do pupils need a clear understanding of the difference between primary & secondary sources?

Task:
- *Have you identified the key subject specific words for each of the topics that pupils will learn during each year and how/when are these made available to pupils?*
- *What subject specific skills will pupils need to know and understand prior to the start of each new topic? And how will you ensure that pupils will be able to practice these?*

- Explicit instruction needs to be carefully planned for learners with SEND.
- New material needs to be delivered in small steps, with teachers considering how much information is presented at any one time.

- All new material should be presented both verbally and visually (dual-coded) wherever possible.
- High-interest, engaging materials such as images or short documentary clips can provide a strong start to a lesson, e.g. in **Geography** a short clip of an erupting volcano can help learners begin to understand the impact of an eruption the surrounding area.

Task:
- *Have you identified for each topic 'high-interest, engaging materials' that will be accessible to all pupils?*

- Less confident learners will benefit from having access to content of a time period prior to reading as this can motivate and support them when working through what may for them be challenging texts.

Task:
- *How do you make available to all pupils resources to support them prior to the introduction of each new topic?*

Modelling and scaffolding are key components of an inclusive lesson.
- Learners benefit from seeing the teacher model the application of for e.g. in **Art & Design** of skills in connection with subject content and watching a teacher perform 'live' research and live writing.
- A teacher / assistant 'thinking aloud' whilst modelling writing tasks can support learners when they progress to independent practice.
- Modelling should be a planned part of every lesson, with further modelling and/or scaffolding as needed when identified through formative assessment in a lesson.
- Given that for almost all foundation subjects, lessons are usually spread apart over a week/fortnight, it is crucial that new learning is recapped at the start of the following lesson. Teachers should also ensure, wherever possible, to address any misconceptions within that lesson. Misconceptions that are observed through marking between lessons can be addressed through short videos uploaded on a virtual classroom between lessons and/or at the start of the next lesson.
- For some learners with additional learning needs, misconceptions can become embedded in their understanding, impacting further progression. It is therefore vital that misconceptions are addressed directly at the earliest possible stage. It will often be beneficial to address these misconceptions in small groups or with individuals to check understanding.

Task:

- *Have you identified what 'may be' the common misconceptions that teachers and assistants need to be aware of prior to the start of each new topic? (e.g. in **Geography** it's not uncommon for pupils to be clear about the differences between: ocean; sea & channel. In **Science**, it is frequently: permeable; porous; pervious & absorbant.)*

Teaching strategies that can support learners in answering whole-class questions in lessons are:
- Additional processing time, e.g. provide questions to learners in advance of the discussion • Visual prompts

- Co-constructing answers with peers, e.g. Think - Pair - Share
- Pre-teaching content ahead of the lesson
- Mixed-ability groupings
- Communication aids
- Sentence frames and/or sentence starters with explicit reference to language function (specific to **Scientific** skills, e.g. hypothesising, summarising, evidencing).

Strategies to Scaffold Learning

How to support learners who struggle to access lessons because of literacy difficulties?

- Encourage oracy; talking about writing first and unpicking tricky words results in better understanding and written fluency. Think, Pair, Share tasks are essential, and enabling learners with SEND to succeed here by seating them near a student who is more confident with speaking would be an asset.
- Provide sentence starters and key word banks, ideally as a generic 'literacy mat' which can be used alongside knowledge organisers to embed common styles of geographical writing.
- As evaluation is a key skill it should be built into all topics. This is often challenging for pupils, especially those with SEND. Showing learners how to evaluate using models, guided examples on a visualiser, and guided reading are very helpful. Using an evaluation prompt, such as the one below, can be very useful to enable the students to apply their own ideas to the evaluation.
- Remember that **Historical; Geographical & Scientific** literacy is often high level. Consider your own use of tier 2 and 3 language in explanations; make links to everyday language and ensure your use of tier 2 and 3 language is accessible. Regularly check understanding of learners with SEND through questioning.
- Provide visual aids to enable learners to identify, for e.g. in **Art & Design:** artists and their work, as well as to identify equipment and media**; Design & Technology –** the tools and techniques they will be expected to use / perform**; Geography –** rivers around the world; different building styles and materials / rural and urban environments; **History –** images of where in the world specific events took place and of the people involved**.**
- Use frequent modelling to show learners how to structure sentences but keep it achievable; it is better to model an imperfect answer and ask the learner to suggest improvements than to model an unachievably high-quality response. This is especially important when preparing for assessments and giving feedback, so learners clearly understand how they can achieve an excellent answer and improve their own.
- Using extended guided reading in lessons is an essential way of enabling all learners, and especially those with SEND, to access the content effectively. Articles should be adapted where necessary, and often it is more effective to write pieces bespoke for the topic you are doing. The process of delivering these in class is also important to get right, and there is an example of a Highly Intentional Process below, Figure 1, page 4. (Figure 2 on page 5 is a task for the subject leader to complete)

Figure 1: Highly Intentional Process - Guided reading in Geography Lessons

HIP stage	Activity	Rationale/ notes	Sample Language
0: Homework to learn vocabulary (1 week before the reading)	In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant	This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read	This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this.
1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long)	Using the glossary, which is found at the start of the article, Select up to 5 pieces of tier 2 or 3 vocabulary from the article. Teach it directly, giving a simple definition and one or two sentences using the word. Ensure that you make the pronunciation of the word clear. Some teachers may want the class to repeat the words back to them - this will depend on your class dynamic.	Teach briskly - limit the number of questions. Word choice and definitions must be preprepared - it is very difficult to make up on the spot and retain clarity.	This word is …. Say it back to me (my turn your turn) It means ……… It might be used like this (example 1) Or like this (example 2)
2: Preview the article (1-3 mins max - be careful not to spend too long)	Explain to the students what the article will be about, and what content it will cover. Teachers should also explain WHY the article is being read - this is important metacognitively - and could be related to why the knowledge is important, but also what they will be using the knowledge for afterwards (eg extended writing/ comprehension questions)	Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts	We are going to learn from an article about…. Some of the things it will help us to understand are… Look out for the section about…. Basically, this means that …..
3: Teacher reads (approx 15 mins but will vary)	Teacher reads from the article with enthusiasm and clarity. Teacher uses this stage to inspire the class: invite questions, explain things, check understanding. As you read each paragraph, scroll through the visual prompts on the board. Do explain these but not for more than 15 seconds to try not to break the flow of the reading too much. Depending on the class, their confidence and your feeling, you may also want to try 'jump in' reading. This is when the teacher pauses on a word of note (often those in the glossary) and the whole class repeats it out loud. If going on to do extended writing, the students should highlight sections which are relevant to the question they will be answering. If doing comprehension questions, this is not needed as questions will be numbered to match paragraphs and students should have to look and re-read sections to find answer.	Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions The jump in reading can aid in concentration and tracking, and also enhance the ability of students in their pronunciation of the more challenging and relevant key terms	Now's your chance to check that you understand, and ask any questions you may have.

Figure 2: Highly Intentional Process - Guided reading in xxxxxx Lessons
(This is a task for you to complete)

HIP stage	Activity	Rationale/ notes	Sample Language
0: Homework to learn vocabulary (1 week before the reading)	In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant	This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read	This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this.
1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long)			
2: Preview the article (1-3 mins max - be careful not to spend too long)			
3: Teacher reads (approx 15 mins but will vary)			

How can I support learners who struggle to retain vocabulary?
- Print knowledge organisers including word banks and visual supports for learners with SEND who need them as a reference in every lesson.
- Use retrieval practice at the start of lessons to revisit key words, identify and repeatedly focus on the most important tier 3 vocabulary. Use oracy strategies; learners are more likely to retain words between lessons if they are able use them verbally in sentences. This will include questioning to probe learners to retrieve the correct word.
- Ask learners to highlight where they have used key vocabulary in their sentences in order to recognise and reinforce this skill.

Task:
- Have you identified key vocabulary / terms for each topic and do all pupils have access to these before and during lessons?

How can I support learners who struggle to access lessons because of numeracy difficulties?
- Work with colleagues to embed geographical numeracy in the curriculum, so that learners come to expect it as part of geography lessons, e.g. mean, median, mode, range and interquartile range
- Work with colleagues in the maths department to ascertain how and when mathematical skills and concepts are taught. If there are resources learners use to scaffold their learning in maths, ensure they have access to them in geography as well.
- Allow the use of calculators. As they are always permitted in geography exams, they should also be available in lessons.

Task:
- Have you worked alongside the subject leader for Mathematics to identify where learning in the subject you lead can support pupils numeracy?

How can I support learners who need additional time to develop conceptual understanding?
- What will hold learners back if they don't understand it? Identify what the 'threshold concepts' in each topic are, e.g. democracy; evaluation; analysis & composition and refer to these concepts in some way during every lesson.
- Give examples of the same concept in different contexts. Try to personalise this or use examples from the news/ media/local area, at least something that is 'relevant' to the pupils. This is a vital part of effective teaching, with teachers regularly referring to recent events to engage the learners, and encourage them to go and seek out information themselves independently.
- Plan specific hinge questions you will ask learners, to ensure you can evaluate the extent to which each learner is understanding. Probe learners to go beyond three-word responses to questions.
- Anticipate misconceptions and when they arise in lessons, challenge them quickly; include them in your explanations.
- Ensure that all resources are uploaded for all lessons and homework and revision onto a suitable electronic platform, e.g. Google Classroom, and clearly labelled so that learners, support staff and families can access these remotely and at any time. This will enable learners to recap work and concepts where they need to and want to.

How can I support learners who struggle with attention?
- Plan seating arrangements carefully. Consider the use of proximity for learners who need prompting. Also, ensure learners are sat away from distractions - these could be environmental, e.g. windows next to a playground, or relational, e.g. peers.
- Share the big picture of the lesson but also show examples of the outcome so that learners can visualise what the overall aim is.
- Chunk lessons into distinct episodes of explanation, modelling, practice, feedback, etc. so that learners have a structure to expect. Represent these parts of the lesson on a visual timetable, which you refer to throughout the lesson.
- Plan in active breaks and opportunities for learners to move during lessons.
- Use behaviour-specific praise to reinforce effort and focus.

How can I support learners who struggle with change and transition?
- Predictable classroom routines are vital, with well-planned and structured lessons with clear expectations.
- Build trust through positive interactions and praise.

How can I support learners who struggle with fine motor skills?
- Consider using frames or adhesives (**e.g. in Art & Design and Design & Technology),** masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for e.g. in **Art & Design** - when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

How can I support learners who need additional time to develop conceptual understanding?
- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions

or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.

- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

Task:
- Do you have / are you building up a bank of examples of 'finished' work to share with pupils, so that they can visualise the learning process / journey?

How can I support learners who struggle with attention?
- Starting off each lesson with a 'hook' - a question or image which inspires curiosity - can help engage learners. This is most effective when two to three questions are displayed, at varying levels of complexity, with learners invited to choose and engage with one of the questions. It could be helpful if the hook has a link to their own context so that learners have a concrete reference point.
- A 'chunked' approach alongside cognitive shifts can aid attention and focus. For example, after having read independently for a set amount of time, learners can then discuss in small groups before writing an answer to a set question in their books. Having a dual-coded lesson plan with known images for the different parts of the lesson and time allocated can support learners in engaging in each component of the lesson.
- Develop tasks that keep pupils engaged in their learning, e.g. if showing a video clip, provide learners with phrases to listen for or key questions to answer.

Task:
Do pupils have access to a resource (e.g. pen / pencil / paper) when observing a video / images which has key words / questions (e.g. who: what; where; when; why and how) to focus their notes?