PRIMARY ENGLISH NETWORK

WELCOME TO THIS WEBINAR!

We are due to start at 3.30pm

For the best experience, we advise you to switch off other streaming devices

Take a moment to test your own video and audio

We will be with you shortly

PRIMARY ENGLISH NETWORK

TUESDAY 6TH OCTOBER 2020

AGENDA

1. EEF Research: ‘ Putting Evidence to work’ (Claire Eskelson)
2. Explicit Teaching (Sophie Murdoch)
3. Oracy and the word gap: (Krista Greenwood)
4. Language in the school environment: (Esther Whitbourn)
5. Statutory Assessments update: (Claire Eskelson)
6. SAfE – Literacy and Language audit (Claire Eskelson)
7. Questions and next steps: (Claire Eskelson)

PUTTING EVIDENCE TO WORK:
A SCHOOL'S GUIDE TO IMPLEMENTATION
Guidance Report

Education
Endowment
Foundation

EEF Report Summary...

"Implementation doesn't always follow a neat, linear process. It can be full of surprises, setbacks, changes of direction and, at times, appear more like a skillful art than a systematic process. Setbacks and barriers are natural features!"

Education Endowment Foundation

Putting Evidence to Work: A School's Guide to Implementation – Recommendations Summary

FOUNDATIONS FOR GOOD IMPLEMENTATION

1 Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

2 Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

EXPLORE

3 Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.
- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

PREPARE

4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
  a. Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
  b. Develop a targeted, yet multi-stranded, package of implementation strategies.
  c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
  a. Create a shared understanding of the implementation process and provide appropriate support and incentives.
  b. Introduce new skills, knowledge, and strategies with explicit up-front training.
  c. Prepare the im

DELIVER

5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with follow-on coaching within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

SUSTAIN

6 Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continually acknowledge, support, and reward good implementation practices.

schools alliance for excellence

POSSIBLE FOCI FOR DEVELOPMENT

Writing for a purpose

Vocabulary

Oracy

Monitoring

Reading for comprehension

Reading for Pleasure

Reading for fluency

Punctuation

Grammar

Spelling

Handwriting

Editing

Planning for writing

Phonics

Independence

EXPLORE	PREPARE	DELIVER	SUSTAIN

St Polycarp's Primary School

Sophie Murdoch

Teaching focus: explicit teaching

‘Great teaching is the most important lever schools have to improve outcomes for their pupils.’

- Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just “teaching by telling” or “transmission teaching”.
- Often linked to Rosenshine’s Principles of Instruction

Within Teaching

- Clarity with learning objective, success criteria and outcome
- Modelling: think-pair-share and I do, we do, you do
- Utilising the full question matrix
- Chunk and stretch the information
- Maximise collaborative learning opportunities.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and reasoning.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is limited, only holding a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rehearse, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers build in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers rarely ask "Are there any questions?" No questions are too taxing to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'over-learning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

To consider…

Why is the quality of our inputs so crucial in the teaching of English?

Which explicit teaching strategies could we build into our teaching to maximise learning?

ORACY AND THE WORD GAP

Krista Greenwood
St Mary's Primary School

ORACY – THE ABILITY TO EXPRESS ONESELF FLUENTLY AND GRAMMATICALLY IN SPEECH

Physical – voice and body language

Linguistics – vocabulary, grammar/register, rhetorical language

Social/Emotional – group work, listening to others, confidence in speaking, awareness of audience

Cognitive – content, structure, clarifying/summarising, self-regulation, reasoning

A FEW ASTONISHING FACTS….

You need to understand 95% of the words you see on a page to understand the text

This number increases to 98% for science based texts

In their first years, a child from a poor economic background will obtain a much smaller amount of vocabulary compared to a child from a richer economic background resulting in a 30 million word gap by the time they are three years old

21 minutes of reading per day will result in a child acquiring an extra 2 million words per year

The difference between an A grade and a C grade at GCSE is not the knowledge the child possesses but the words they use to articulate what they know…

https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf

HOW CAN WE BRIDGE THE GAP?

Early intervention

Repetitive story telling/singing/nursery rhyme

Language rich conversation

Mixed ability learning

Reading of language rich texts

Explicit teaching of vocabulary

Talk-based comprehension lessons and interventions

Language rich texts linked to learning and for pleasure

BOOK TALK

Likes	Puzzles
Dislikes	Patterns

Are there opportunities for children to have open discussions about books that are read in class?

EXPLICIT TEACHING OF VOCABULARY

Select words (from texts/topics) that need to be learned.

Show the word in context.

Teach the children what the word means using a child friendly definition.

Practise using the word.

Display the word for reference so it can be revisited.

WHAT MIGHT TEACHING VOCABULARY LOOK LIKE?

discourage "But I don't want to discourage you I'm sure, Marilla"

Word in context

Discourage means to show disapproval or make someone less confident about doing something.

Child-friendly definition

What is the opposite of discourage?

Links

What should we discourage people from doing?

Use the word verbally or in writing

We should discourage people from running in the corridors.

We should discourage people from using single-use plastics.

Eating too much sugar should be discouraged.

A CHILD FRIENDLY DEFINITION…

Petty – unimportant
Radiate – spread out from the centre

That is a very petty lesson.

I will radiate the butter onto my bread.

Careful with using a dictionary for learning unknown vocabulary

WHERE DO WE FIND WORDS?

English – key texts/books you are studying

Guided reading texts

Topic linked words

Academic word lists (Coxhead)

Year 3&4, 5&6 spelling lists

Phonic links

Academic Word List

A	append	category	comprise
abandon	appreciate	cease	compute
abstract	approach	challenge	conceive
academy	appropriate	channel	concentrate
access	approximate	chapter	concept
accommodate	arbitrary	chart	conclude
accompany	area	chemical	concurrent
accumulate	aspect	circumstance	conduct
accurate	assemble	cite	confer
achieve	assess	civil	confine
acknowledge	assign	clarify	confirm
acquire	assist	classic	conflict
adapt	assume	clause	conform
adequate	assure	code	consent
adjacent	attach	coherent	consequent
adjust	attain	coincide	considerable
administrate	attitude	collapse	consist
adult	attribute	colleague	constant
advocate	author	commence	constitute
affect	authority	comment	constrain
aggregate	automate	commission	construct
aid	available	commit	consult
albeit	aware	commodity	consume
allocate	**B**	communicate	contact
alter	behalf	community	contemporary
alternative	benefit	compatible	context
ambiguous	bias	compensate	contract
amend	bond	compile	contradict
analogy	brief	complement	contrary
analyze	bulk	complex	contrast
annual	**C**	component	contribute
anticipate	capable	compound	controversy
apparent	capacity	comprehensive	convene

Academic Word List (Averil Coxhead - 2000) QUICK FIND

HOW DO | TEACH THEM WORDS SO THEY WILL REMEMBER THEM?

Definition (make it child friendly)

Use the word in context

Say the words out loud!

Etymology

Morphology

Synonyms and antonyms

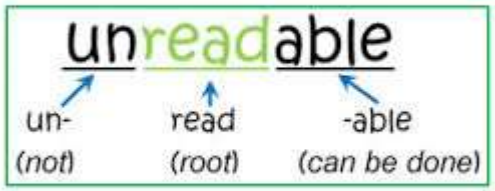
Multiple Choice Questions

Dual-coding images

Word family connections

Syllables (stamp it, clap it)

Etymology is the study of where words come from.



WHERE DO WE FIND WORDS?

English – key texts/books you are studying

Guided reading texts

Topic linked words

Academic word lists (Coxhead)

Year 3&4, 5&6 spelling lists

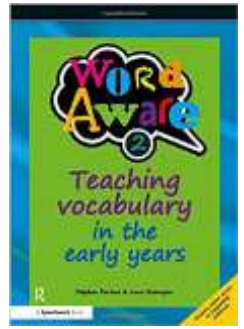
Phonic links

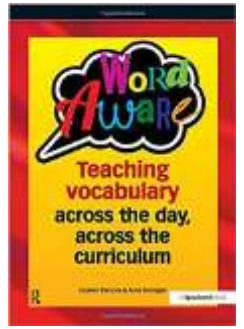
Academic Word List

A	append	category	comprise
abandon	appreciate	cease	compute
abstract	approach	challenge	conceive
academy	appropriate	channel	concentrate
access	approximate	chapter	concept
accommodate	arbitrary	chart	conclude
accompany	area	chemical	concurrent
accumulate	aspect	circumstance	conduct
accurate	assemble	cite	confer
achieve	assess	civil	confine
acknowledge	assign	clarify	confirm
acquire	assist	classic	conflict
adapt	assume	clause	conform
adequate	assure	code	consent
adjacent	attach	coherent	consequent
adjust	attain	coincide	considerable
administrate	attitude	collapse	consist
adult	attribute	colleague	constant
advocate	author	commence	constitute
affect	authority	comment	constrain
aggregate	automate	commission	construct
aid	available	commit	consult
albeit	aware	commodity	consume
allocate	**B**	communicate	contact
alter	behalf	community	contemporary
alternative	benefit	compatible	context
ambiguous	bias	compensate	contract
amend	bond	compile	contradict
analogy	brief	complement	contrary
analyze	bulk	complex	contrast
annual	**C**	component	contribute
anticipate	capable	compound	controversy
apparent	capacity	comprehensive	convene

Academic Word List (Averil Coxhead - 2000) QUICK FIND

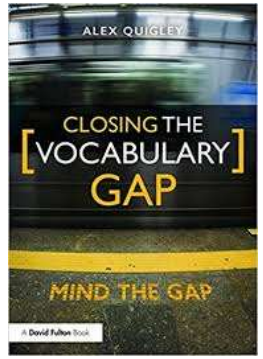
INTERVENTIONS – KEYSTAGE 1



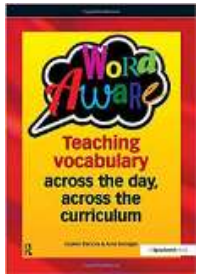


Song and rhyme
Repetitive story telling
Explicit teaching of vocabulary linked to stories that are shared
Pre-teaching
Immersive story experience that supports familiarity
Talk Boost *
NELI – Nuffield Early Language Intervention *

INTERVENTIONS – KEYSTAGE 2



Targeted vocabulary teaching



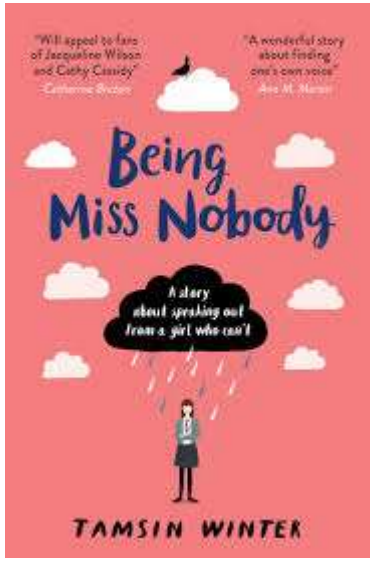
Reading comprehension intervention (Oral Language Program)

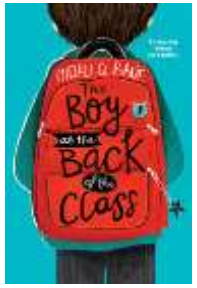
Intro – Vocabulary – Reciprocal teaching with spoken language – Figurative Language – Spoken narrative – Plenary

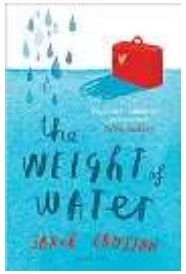
Reading fluency (Herts for Learning)

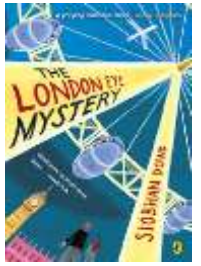
THERE IS NO ROOM FOR **ADEQUATE** BOOKS

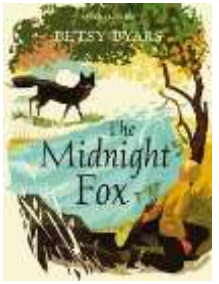
We need to read the **best**!

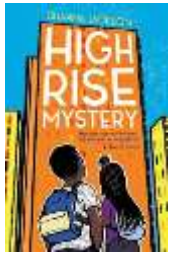


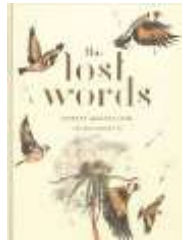


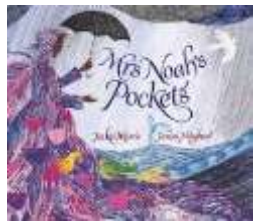


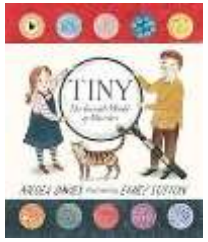


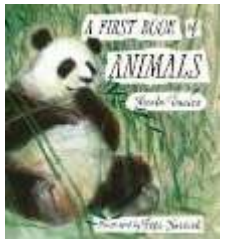


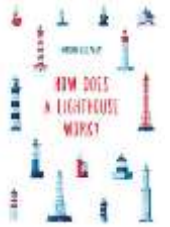










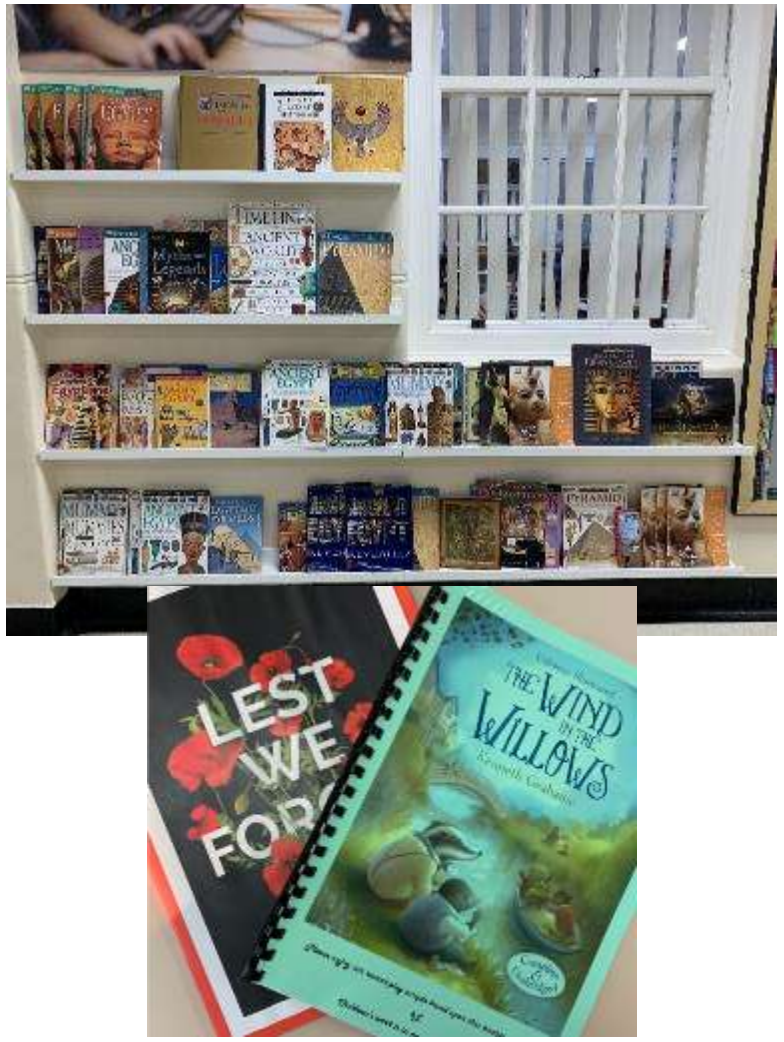


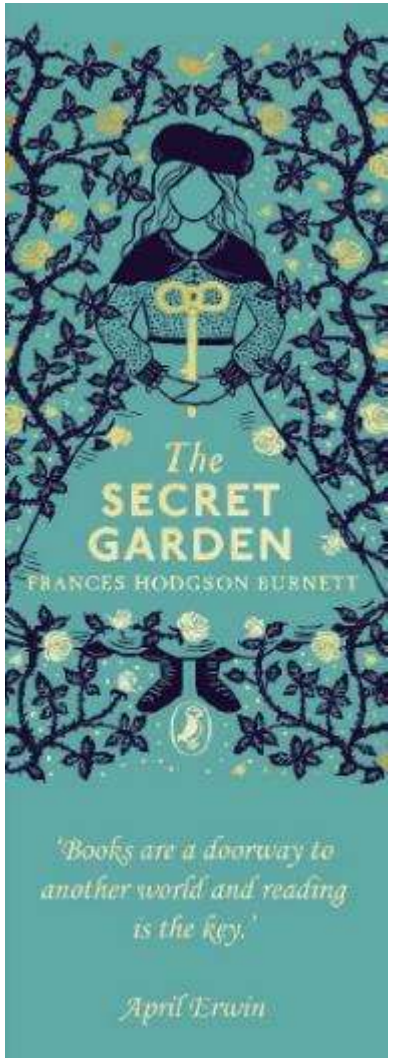
South Farnham Educational Trust

Esther Whitbourn

Language around the school

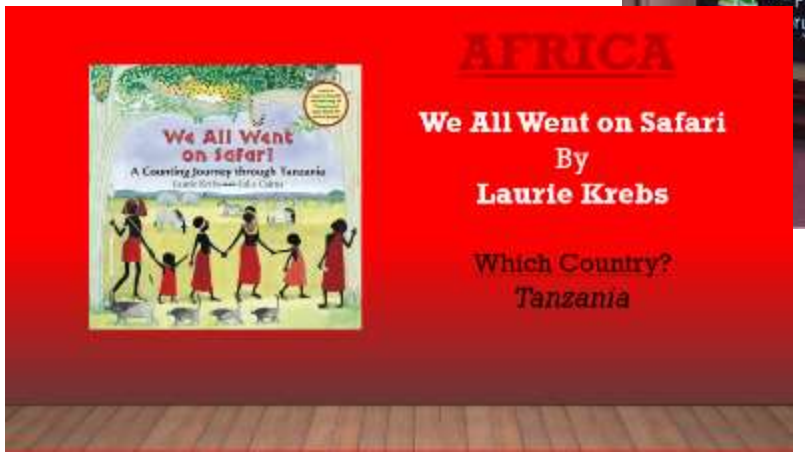
- ✓ Inspirational quotes in corridors to promote reading and the power of vocabulary
- ✓ Reading Café (for analysis of vocabulary and promoting a love of reading)
- ✓ Access to a wealth of literature to develop vocabulary





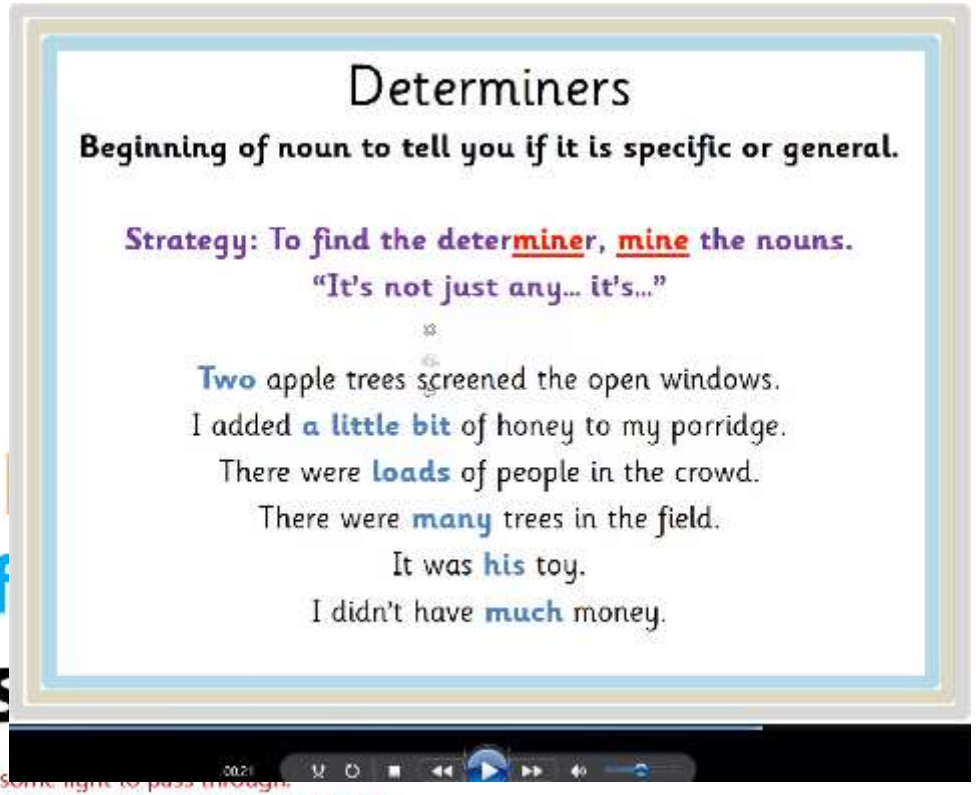
Use of technology for language

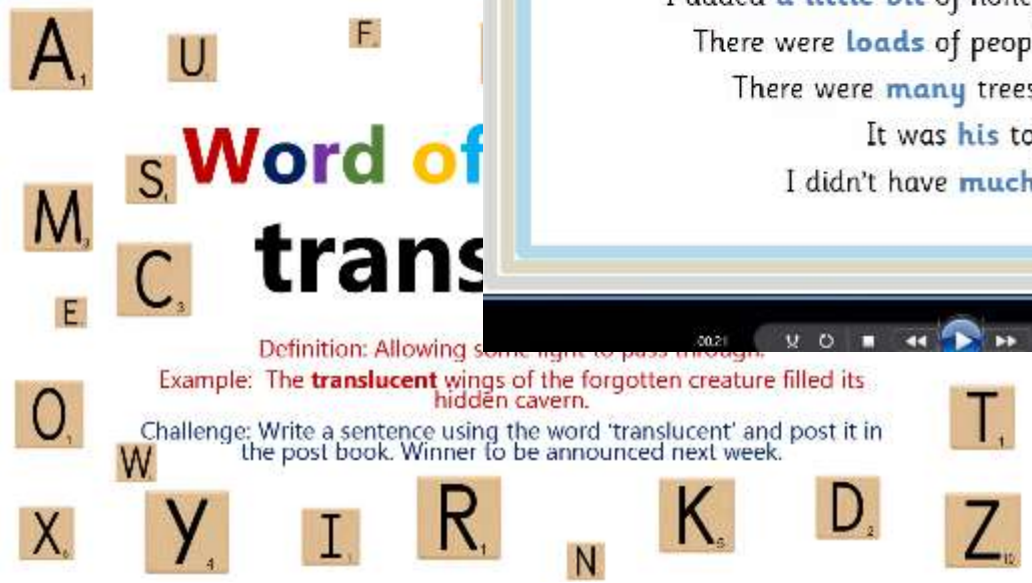
- Literature being read by ‘Surprise’ guests
- Literature being read by celebrities
- Around the World in 80 Books
- Vocabulary challenges
- Audio of text studying that week
- Writing and grammar task for that week



Use of technology for language

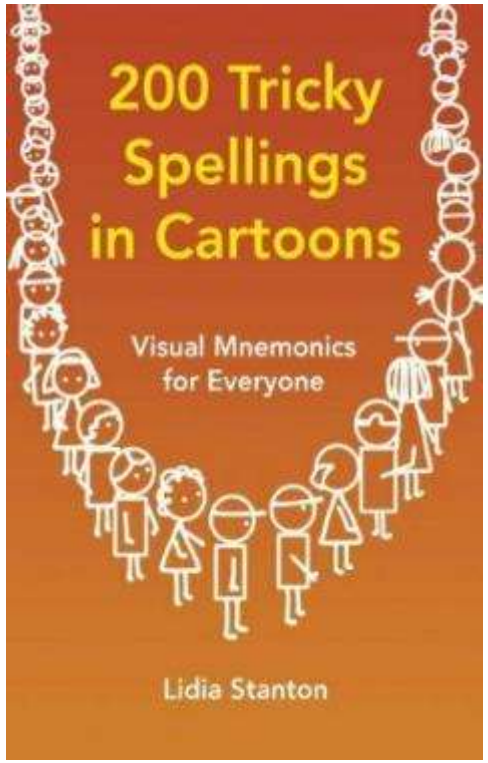
- Literature being read by ‘Surprise’ guests
- Literature being read by celebrities
- Around the World in 80 Books
- Vocabulary challenges
- Audio of text studying that week
- Writing and grammar task for that week





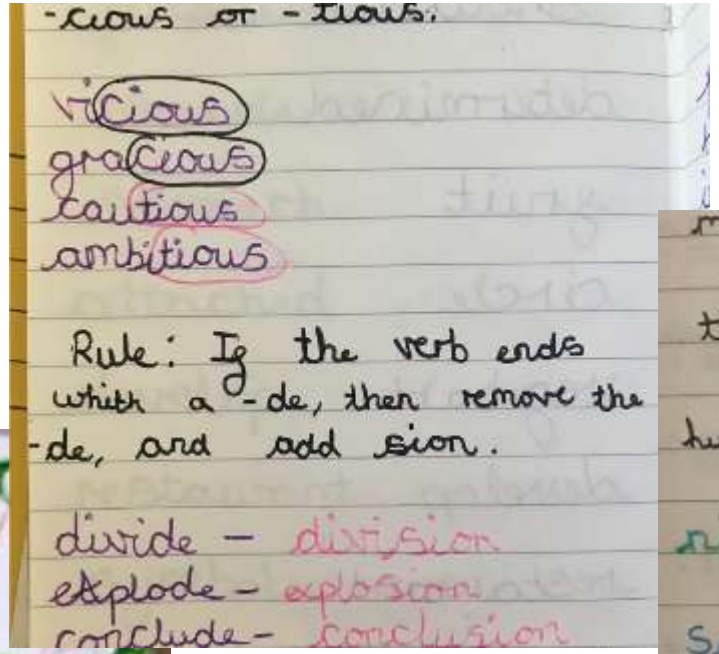
Spelling/vocabulary displays at South Farnham School

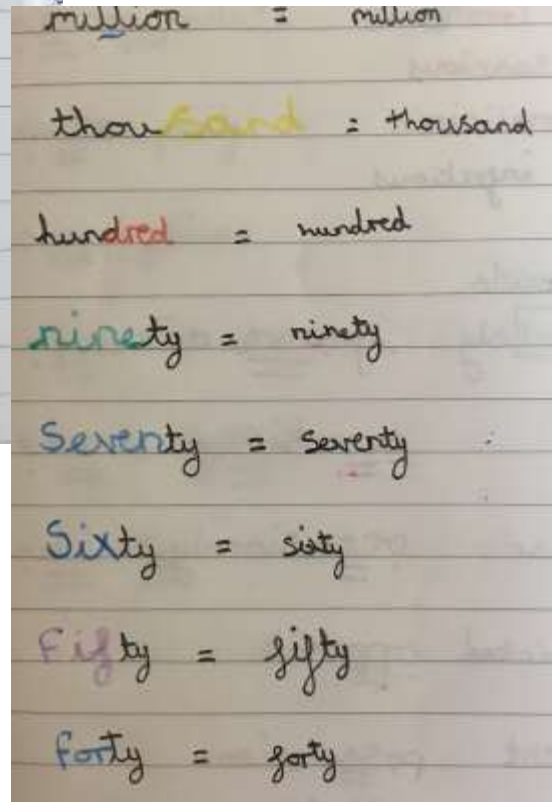
- ✓ Key vocabulary on every whiteboard – changed daily to suit lessons
- ✓ Spelling display boards



Spelling logs at South Farnham School

- ✓ Spelling logs – used to promote creativity and expansion of vocabulary



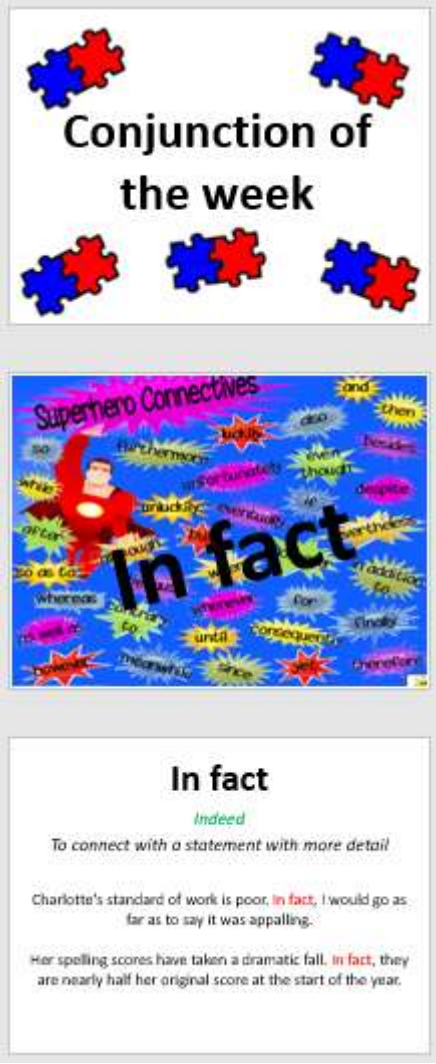


Language Environment in classroom

- ✓ Language displays in each classroom
- ✓ Classroom labels
- ✓ Storytelling resources to promote conversation
- ✓ Story Sacks
- ✓ Class Readers (for pupil-led and teacher-led reading)
- ✓ Dictionary and Thesauri for each pupil

Language within the lesson

- ✓ Word banks
- ✓ Pre-teaching (involving parents)
- ✓ ‘Synonym of the week’
- ✓ ‘Exotic word of the week’
- ✓ ‘Conjunction of the week’
- ✓ Lesson progression: Grammar lesson and planning lesson prior to writing



STATUTORY ASSESSMENTS

2020/21

KEY STAGE 1 ASSESSMENTS

The DfE is yet to publish the following documents:

- **KS1 Assessment and Reporting Arrangements (ARA) for 2020/21**
- **KS1 Reporting Teacher Assessment Data for 2020/21**

End-of-KS1 tests and teacher assessments will become non-statutory from the 2022/23 academic year.

Transitionary year - assessing pupils with special educational needs

- In 2020/21, you can choose whether to start using the engagement model to assess pupils working below the standard of the National Curriculum assessments, or to stick to P scales 1 to 4.
- The engagement model will become statutory from September 2021

Reception baseline assessment postponed to 2021

- Due to coronavirus, the statutory introduction of the reception baseline assessment has been postponed to autumn 2021.

Phonics screening check in autumn term 2020

- a past version of the phonics screening check to year 2 pupils in the second half of the 2020 autumn term.

Year 2 pupils who:

- **Meet** the expected standard won't need any further statutory assessment in phonics
- **Don't meet** the expected standard will need to take the statutory check in June 2021, alongside year 1 pupils. This is scheduled for the week commencing **7 June 2021**
- Read more about the autumn phonics screening check here.

Submit your results to the local authority (LA)

- Maintained schools: report your pupils' phonics screening check scores to your LA.
- Academies: report the scores to the LA chosen by your academy for monitoring.
- You **don't** need the threshold mark (which was 32 in 2017 to 2019) when submitting this data to your LA

Report pupils' results to parents

By the end of the summer term, you must report to parents:

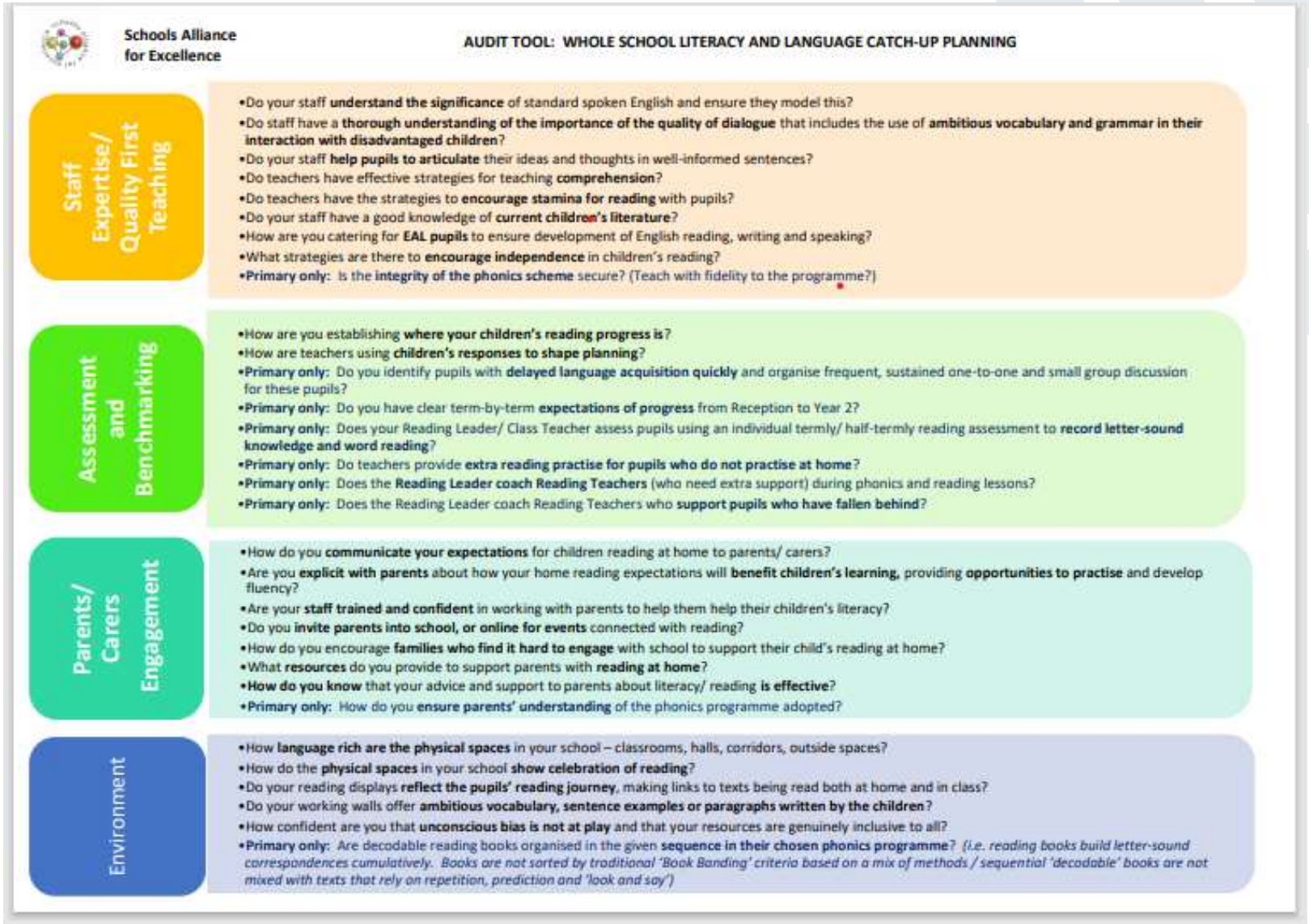
- Whether their child has met the expected standard (for year 2 pupils who take the check in autumn 2020 and June 2021, you must report both results)
- An outcome for their child who's left the school, were absent, did not participate in
  the check, or whose results are affected by maladministration

KEY STAGE 2

- The key stage 2 tests are timetabled from **Monday 10 May to Thursday 13 May 2021**

Watch this space…

WHOLE SCHOOL LITERACY AND LANGUAGE AUDIT



Schools Alliance for Excellence

AUDIT TOOL: WHOLE SCHOOL LITERACY AND LANGUAGE CATCH-UP PLANNING

Staff Expertise/ Quality First Teaching

- Do your staff **understand the significance** of standard spoken English and ensure they model this?
- Do staff have a **thorough understanding of the importance of the quality of dialogue** that includes the use of **ambitious vocabulary and grammar in their interaction with disadvantaged children**?
- Do your staff **help pupils to articulate** their ideas and thoughts in well-informed sentences?
- Do teachers have effective strategies for teaching **comprehension**?
- Do teachers have the strategies to **encourage stamina for reading** with pupils?
- Do your staff have a good knowledge of **current children's literature**?
- How are you catering for **EAL pupils** to ensure development of English reading, writing and speaking?
- What strategies are there to **encourage independence** in children's reading?
- **Primary only:** Is the **integrity of the phonics scheme** secure? (Teach with fidelity to the programme?)

Assessment and Benchmarking

- How are you establishing **where your children's reading progress is**?
- How are teachers using **children's responses to shape planning**?
- **Primary only:** Do you identify pupils with **delayed language acquisition quickly** and organise frequent, sustained one-to-one and small group discussion for these pupils?
- **Primary only:** Do you have clear term-by-term **expectations of progress** from Reception to Year 2?
- **Primary only:** Does your Reading Leader/ Class Teacher assess pupils using an individual termly/ half-termly reading assessment to **record letter-sound knowledge and word reading**?
- **Primary only:** Do teachers provide **extra reading practise for pupils who do not practise at home**?
- **Primary only:** Does the **Reading Leader coach Reading Teachers** (who need extra support) during phonics and reading lessons?
- **Primary only:** Does the Reading Leader coach Reading Teachers who **support pupils who have fallen behind**?

Parents/ Carers Engagement

- How do you **communicate your expectations** for children reading at home to parents/ carers?
- Are you **explicit with parents** about how your home reading expectations will **benefit children's learning,** providing **opportunities to practise** and develop fluency?
- Are your **staff trained and confident** in working with parents to help them help their children's literacy?
- Do you **invite parents into school, or online for events** connected with reading?
- How do you encourage **families who find it hard to engage** with school to support their child's reading at home?
- What **resources** do you provide to support parents with **reading at home**?
- **How do you know** that your advice and support to parents about literacy/ reading **is effective**?
- **Primary only:** How do you **ensure parents' understanding** of the phonics programme adopted?

Environment

- How **language rich are the physical spaces** in your school – classrooms, halls, corridors, outside spaces?
- How do the **physical spaces** in your school **show celebration of reading**?
- Do your reading displays **reflect the pupils' reading journey**, making links to texts being read both at home and in class?
- Do your working walls offer **ambitious vocabulary, sentence examples or paragraphs written by the children**?
- How confident are you that **unconscious bias is not at play** and that your resources are genuinely inclusive to all?
- **Primary only:** Are decodable reading books organised in the given **sequence in their chosen phonics programme**? *(i.e. reading books build letter-sound correspondences cumulatively. Books are not sorted by traditional 'Book Banding' criteria based on a mix of methods / sequential 'decodable' books are not mixed with texts that rely on repetition, prediction and 'look and say')*

Literacy and Language Catch-Up/ CV19 Recovery USEFUL RESOURCES

STAFF EXPERTISE/QUALITY FIRST TEACHING

SAfE Audit Tool Questions:

- Do your staff **understand the significance** of standard spoken English and ensure they model this?
- Do staff have a **thorough understanding of the importance of the quality of dialogue** that includes the use of **ambitious vocabulary and grammar in their interaction with disadvantaged children**?
- Do your staff **help pupils to articulate** their ideas and thoughts in well-informed sentences?
- Do teachers have effective strategies for teaching **comprehension?**
- Do teachers have the strategies to **encourage stamina for reading** with pupils?
- Do your staff have a good knowledge of **current children's literature**?
- How are you catering for **EAL pupils** to ensure development of English reading, writing and speaking?
- What strategies are there to **encourage independence** in children's reading?
- **Primary only:** Is the **integrity of the phonics scheme** secure? (Teach with fidelity to the programme?)

USEFUL RESOURCES

PROGRAMME	SUMMARY/ FURTHER INFORMATION
Education Endowment Foundation	A brief reminder that there is a wealth of resources available to schools from the Education Endowment Foundation. We particularly highlight: EEF guide to raising attainment in literacy here: https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/ Covid-19 Recovery resources and the School Planning Guide 2020-21: https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/ (ctrl + click). Please also see in this link a useful document giving a range of examples of schools using their Tiered Model to school planning: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Guide_to_supporting_school_planning_-_tiered_models.pdf (ctrl + click) See also their Language and Literacy Guidance section for schools: https://educationendowmentfoundation.org.uk/school-themes/literacy/ (ctrl + click)
Flexible phonics	'Flexible Phonics' will train Reception teachers to optimise and complement their existing phonics teaching. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flexible-phonics/ (ctrl + click) Funded UCL & EEF Trial – **Sign-up deadline 5 October 2020**
Develop a whole-school approach to teaching vocabulary	*'Closing the Reading Gap at the Time of Coronavirus'* YouTube session with Alex Quigley. https://www.youtube.com/watch?v=bXHHZeyKWOc Alex Quigley's blog - brilliant ideas: https://www.theconfidentteacher.com/category/closing-the-reading-gap/ (ctrl + click) See also the book *Closing the Reading Gap* by Alex Quigley

https://schoolsallianceforexcellence.co.uk/Our-Offer/Media-Library

Recovery Covid19 Literacy Funding

- **£600** per school

- Application form available on SAfE website and emailed to all schools **(EASY to complete!!)**

- **Deadline – Monday 2 November 2020.** Completed applications to recovery@schoolsallexcel.com .

Questions?

- Assessment/ closing the gap
- Contingency plans in practice
- Ofsted – ‘deep dives’
- Leadership development
- ????????

HOME | OUR OFFER | SUPPORTING SCHOOLS | SUPPORTING PEDAGOGY | SUPPORTING LEADERSHIP

Schools Alliance for Excellence

All Surrey children are our collective responsibility

The Latest Content from SAfE

Welcome to our media library, where you can find our latest videos, webinar recordings and more.

SAfE and its partners will be working on further content covering a range of topics to help support and provide guidance

https://schoolsallianceforexcellence.co.uk/Covid-19-Support/Video-Library

admin@schoolsallexcel.com

HTTP://www.schoolsallianceforexcellence.co.uk