

### Section I: The National Curriculum programme of study for English

#### This section focuses on:

- 1.1 How the English programme of study in the National Curriculum is structured;
- 1.2 How the sections of the English programme of study for each key stage are subdivided;
- 1.3 The main groups of knowledge, skills and understanding that should be taught;
- 1.4 How the breadth of study relates to knowledge, skills and understanding;
- 1.5 How the attainment targets are structured and which levels are expected of particular age groups.

#### 1.1 HOW IS THE ENGLISH PROGRAMME OF STUDY (PoS) OF THE NATIONAL CURRICULUM (NC) STRUCTURED?

PoS for English:

[www.nc.uk.net](http://www.nc.uk.net)

[www.nc.uk.net/prog\\_study.html](http://www.nc.uk.net/prog_study.html)

English, like the other NC subjects, has a PoS for key stages 1 to 4.

It is split into three sections:

- En1 (Speaking and listening);
- En2 (Reading);
- En3 (Writing).

#### 1.2 HOW ARE THE SECTIONS OF THE ENGLISH PoS FOR KEY STAGES 1 AND 2 SUBDIVIDED?

Each of the three sections of the PoS sets out the requirements to be taught:

- skills;
- knowledge and understanding;
- the breadth of study.

#### 1.3 WHAT ARE THE GROUPS OF KNOWLEDGE, SKILLS AND UNDERSTANDING THAT SHOULD BE TAUGHT?

The knowledge, skills and understanding are grouped under headings – for example, En1 Speaking and listening is subdivided into:

- speaking;
- drama;
- listening;
- Standard English;
- group discussion and interaction;
- language variation.

Under each heading is a summary of what children should be taught and a series of strands numbered 1, 2, 3 and so on, giving more details.

## I.4 HOW DOES THE BREADTH OF STUDY RELATE TO KNOWLEDGE, SKILLS AND UNDERSTANDING?

The breadth of study describes the content of the curriculum: what children should do in order to develop the required knowledge, skills and understanding and the contexts in which the activities take place. It is subdivided into strands, which give more detail.

## I.5 HOW ARE THE ATTAINMENT TARGETS (ATs) OF THE ENGLISH NC STRUCTURED AND TO WHOM DO THEY APPLY?



### Reading

The NC ATs can be found at the end of the *National Curriculum Handbook for primary teachers in England*. The three English ATs can be found on pp3–7.

[www.nc.uk.net/servlets/NCFrame?subject=En&KeyStage=1](http://www.nc.uk.net/servlets/NCFrame?subject=En&KeyStage=1)

[www.nc.uk.net/servlets/NCFrame?subject=En&KeyStage=2](http://www.nc.uk.net/servlets/NCFrame?subject=En&KeyStage=2)

As in the other subjects, ATs set out the levels to which children of different abilities should have developed knowledge, skills and understanding by the end of each key stage. Each AT relates to a section of the PoS. There are three English ATs:

- attainment target 1: Speaking and listening;
- attainment target 2: Reading;
- attainment target 3: Writing.

Each AT is graded into eight levels, six of which apply to primary school children. Each level gives a description of what a child should know and be able to do. These descriptions help the teacher to make judgements about a child's performance at the end of a key stage. Key stage 1 children are expected to work within levels 1 to 3. The majority of children reach at least level 2 by the end of the key stage, with the higher-achieving children reaching level 3 and a few of exceptional achievement reaching level 4. Key stage 2 children are expected to work within levels 2 to 5. The majority of children should reach at least level 4 by the end of the key stage, with the higher-achieving children reaching level 5 and a few of exceptional achievement reaching level 6.



### Optional Task

- Select a strand of knowledge, skills and understanding from En1, En2 and En3 for either KS 1 or KS 2.
- Copy and complete the chart to show the part of the breadth of study that helps to develop the knowledge, skills and understanding and to which AT it contributes.
- Briefly outline a learning activity for each strand and specify the level to which it could develop the knowledge, skills and understanding.

| Key stage (1 or 2):                           | En1 | En2 | En3 |
|---|-----|-----|-----|
| Strand of knowledge, skills and understanding |     |     |     |
| Breadth of study                              |     |     |     |
| Attainment target and level                   |     |     |     |
| Learning activity                             |     |     |     |

## Chapter 4: Section 2: The National Literacy Strategy

### This section focuses on:

- 2.1 What the *National Literacy Strategy (NLS) Framework for teaching from Reception to Year 6* is and how it is structured;
- 2.2 How to obtain information about the NLS;
- 2.3 What Word, Sentence and Text level work is;
- 2.4 How the *Framework* will support your teaching;
- 2.5 How the *Framework* affects the content of lessons.

### 2.1 WHAT IS THE NATIONAL LITERACY STRATEGY (NLS)?



#### Reading

To find out more about the purpose and scope of the Literacy Strategy, read the Introduction on pp2–5 of the *National Literacy Strategy Framework for Teaching (1998)*.

For more information about 'Communications, language and literacy' in the foundation stage, read pp44–47 of *Curriculum guidance for the foundation stage (2000)*.

For more information, see  
*Chapter 4: Section 3: The Literacy Hour*

[www.standards.dfes.gov.uk/literacy/teaching\\_resources/?nls=ed](http://www.standards.dfes.gov.uk/literacy/teaching_resources/?nls=ed)

The NLS was introduced into primary schools in September 1998. It is an approach to teaching the reading and writing parts of the NC for English and is designed to raise the standards of literacy in primary schools in England. It complements and amplifies the NC PoS for key stages 1 and 2 and the *Curriculum guidance for the foundation stage* (for children aged 3 to 5 in part-time and full-time education). In addition to specifying the objectives and contexts of the English curriculum, the *Framework* recommends specific approaches to, and methods of, teaching English, and even suggests the timing and structure of lessons.

The approach set out in the introduction to the *Framework* is based on research evidence suggesting that the most successful teaching is:

- **discursive:** characterised by high-quality oral work;
- **interactive:** children's contributions are encouraged, expected and extended;
- **well-paced:** there is a sense of urgency, driven by the need to make progress and succeed;
- **confident:** teachers have a clear understanding of the objectives;
- **ambitious:** there is optimism about, and high expectations of, success.

The *Framework* provides term-by-term objectives for teaching English to children from Reception to Year 6. It also sets out the range of texts that children are expected to read and write each term.

## 2.2 HOW DO I GET HOLD OF MATERIALS ABOUT THE NLS?

To order materials, telephone Prolog on 0845 60 222 60 or e-mail [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com), quoting the DfES reference number (see table below)

As well as the *Framework*, various materials are available. They are referred to throughout the self-study materials, and you will find them very useful for day-to-day planning. You are entitled to order copies of these materials free of charge if you are working as a supply teacher in primary schools in England.

| Essential materials on the NLS for all teachers  |                                   |  |
|--|-----------------------------------|--|
| Title  | Code                              | Useful for:                              |
| <i>NLS Framework for teaching from Reception to Year 6</i>   | DfES NLFT                         | All teachers                             |
| <i>Progression in Phonics – Materials for Whole-Class Teaching</i> Resource Book and CD-ROM (video available in schools) | DfES 033/2000                     | Teachers in Reception, Year 1 and Year 2 |
| <i>Spelling Bank</i> Resource Book   | NLS 504<br>Tel: NLS 0118 952 7531 | All teachers in key stage 2              |
| <i>Grammar for Writing</i> Resource Book and CD-ROM (video available in schools)   | DfES 0107/2000                    | All teachers in key stage 2              |
| <i>Developing Early Writing</i> Resource Book and CD-ROM (video available in schools)                                    | DfES 0055/2001                    | Teachers in Reception, Year 1 and Year 2 |

## 2.3 WHAT IS WORD LEVEL, SENTENCE LEVEL AND TEXT LEVEL WORK?

The objectives within the strands of word, sentence and text level work are arranged in sections summarised as follows:

| Word level work<br>(phonics, spelling and vocabulary)   | Sentence level work<br>(grammar and punctuation)   | Text level work<br>(comprehension and composition)   |
|---|--|--|
| <p><b>Phonological awareness:</b> identifying and discriminating sounds in spoken language and recognising their corresponding spelling patterns; phonemes and spelling.</p> <p><b>Word-recognition, graphic knowledge and spelling:</b> learning to recognise specific words on sight (beginning with high-frequency words which are often misspelt); spelling strategies, spelling conventions and rules.</p> <p><b>Vocabulary extension:</b> investigating, collecting and categorising the meanings of words, recognising them in other contexts and using them in speech and writing.</p> <p><b>Handwriting:</b> letter formation (taught alongside letter recognition to reinforce the sound/spelling patterns being learned), knowledge of fitting handwriting to purpose.</p> | <p><b>Grammatical awareness, sentence-construction and punctuation</b></p> <p>How word order influences meaning.</p> <p>How different classes of words function in sentences (parts of speech).</p> <p>How language serves various functions (for example, questioning, making statements and giving orders or instructions).</p> <p>How to improve style (for example, by joining and embedding sentences in different ways and by selecting alternative words).</p> <p>How to edit and proof read (for example, checking it for sense and correcting it).</p> <p>How to avoid contradiction and ambiguity.</p> | <p><b>Reading comprehension</b> based on a specified range of fiction, poetry and non-fiction texts.</p> <p>Exploring and investigating the purpose, layout, structure and language of texts.</p> <p><b>Writing composition</b> of the same range of texts. Applying, in their own writing, what they have learned from reading the texts.</p> |

## 2.4 HOW DOES THE FRAMEWORK AFFECT THE WAY IN WHICH I TEACH ENGLISH?



### Reading

To gain an overview of how the three strands apply to the Reception Year and key stages 1 and 2, read pp6–7 of the *Framework*.

[www.standards.dfee.gov.uk](http://www.standards.dfee.gov.uk)

The *Framework* identifies the objectives you should teach to children each term of each year from Reception to Year 6, and in what contexts. It splits the objectives for teaching English into three strands: word level, sentence level and text level. Resource sheets are available. You can find these by opening the *Framework* on the Standards website and clicking on the appropriate icons.



### Optional Task

Collect together the materials you need by ordering them or asking for copies from the school where you are working.

If you are working in Reception, obtain a copy of *Curriculum guidance for the foundation stage* (2000).

## 2.5 HOW DOES THE FRAMEWORK AFFECT THE CONTENT OF MY LESSONS?

The *Framework* specifies the types of texts to which the children should be introduced each term. These texts are the context within which you will teach the required knowledge, skills and understanding (the objectives). They are set out at the top of the page introducing each term's work. For example:

### Year 1, Term 3

#### Range

**Fiction and poetry:** stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.

**Non-fiction:** information texts, including recounts of observations, visits and events.

### Year 5, Term 3

#### Range

**Fiction and poetry:** novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.

**Non-fiction:** i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object or complain; ii) dictionaries and thesauruses, including ICT sources.

The Word, Sentence and Text level objectives are used to plan for your class at a termly and weekly level, and will inform all aspects of your teaching. The rest of this chapter gives more details on how you will plan and teach each aspect of literacy.

In addition to the range of texts, there are lists of high-frequency and medium-frequency words, which children should learn to recognise during specific years or terms. During each year, the children should also be taught specific technical vocabulary within each strand.



### Reading

Read the section of the *Framework* which applies to Term 1 for the year group you are going to teach. Also read the relevant list of high- or medium-frequency words (between pp60–65) which apply to children in that year. Check the technical vocabulary list which the children must learn (pp69–72). Look up in the glossary (pp73–90) any terms you do not understand.

## Chapter 4: Section 3: The Literacy Hour

### This section focuses on:

- 3.1 What the Literacy Hour is;
- 3.2 The purpose of the Literacy Hour;
- 3.3 The role of the teacher in the Literacy Hour;
- 3.4 A typical Literacy Hour;
- 3.5 Suitable resources.

### 3.1 WHAT IS THE LITERACY HOUR?

NLS:

[www.standards.dfes.gov.uk/literacy/publications/?pub\\_id=135&top\\_id=327&atcl\\_id\\_2100](http://www.standards.dfes.gov.uk/literacy/publications/?pub_id=135&top_id=327&atcl_id_2100)

For more information, see Chapter 4: Section 5: Reading and Chapter 3: Section 6: Writing

The National Literacy Strategy (NLS) recommends that all children of primary-school age should spend at least one hour per day learning literacy, based on the National Curriculum (NC) recommendations of five hours per week, plus extra time for teaching other aspects of English such as speaking and listening, extended reading, extended writing. English skills can be reinforced in other subjects. The NLS suggests the structure and content of lessons.

The Literacy Hour is a way of ensuring that time is allocated to teaching the different strands of literacy each day. It has four main parts. The basic pattern is approximately 15 minutes of whole-class text-level teaching, followed by 15 minutes of whole-class word- or sentence-level work. Children then move to independent work for about 20 minutes whilst you work with particular ability-based groups on guided reading or writing. Finally, the whole class comes back together for a plenary session. This model can be adapted for specific objectives.

A range of teaching strategies is used during the Literacy Hour and further details can be found in the sections 5 to 8 of this chapter. The teaching always starts with direct modelling and demonstration by the teacher, moving through to independent application by the children. This process may be planned over several sessions or as part of a unit of work.

### 3.2 WHAT IS THE PURPOSE OF THE LITERACY HOUR?



#### Reading

To gain an overview of the purpose and structure of the Literacy Hour, read the Framework, pp8–14.

The Literacy Strategy was introduced in order to raise levels of literacy. The Literacy Hour is designed to ensure that the best possible use is made of the teacher's time, with an emphasis on whole-class, direct teaching rather than on work with individuals, to increase the time children spend being taught.

The intention is for children to spend about one third of their time on group or independent work and two thirds in group or whole-class sessions. There should be high levels of involvement and interaction.

[www.standards.dfes.gov.uk/literacy/teaching\\_resources/?nls=ed](http://www.standards.dfes.gov.uk/literacy/teaching_resources/?nls=ed)

### 3.3 WHAT IS MY ROLE IN THE LITERACY HOUR?

For more information, see Chapter 4: Section 4: Planning and organising the Literacy Hour

For further examples of interactive teaching techniques see the NLS (1999) Training Module video and Fliers 1-3 (available in schools)

For more information on guided reading and writing, see Chapter 4: Section 5: Reading and Section 6: Writing

You should spend about 40 minutes interacting with the whole class each day and the other 20 minutes interacting with small groups. In each part of the hour, you will have identified specific teaching points to make, based on the identified literacy objectives for the week.

Teachers need to use a range of techniques to draw in children of all abilities, to hold their attention and support their learning, including the following:

- **Questioning:** establishing what children know, exploring the topic, identifying significant features, making generalisations;
- **Discussing:** helping children to listen to one another, to build on subsequent points and draw conclusions based on evidence;
- **Thinking time:** children have a moment to think on their own, discuss with a partner, make notes;
- **'Show me':** children can all respond simultaneously to a question by holding up letter fans, whiteboards or cards;
- **'Get up and go':** children have to move physically to answer a question, eg. make a human sentence using word cards;
- **Drama:** children are involved in activities, such as role play and hot-seating, to help them explore ideas, motives etc. more fully.

Teachers also provide a scaffold to support children's learning as they move towards independence. This may be through a whole-class teaching technique, such as support writing within a shared writing session, or through more focused support for groups in guided reading and writing sessions.

### 3.4 WHAT WOULD A TYPICAL LITERACY HOUR LOOK LIKE?

#### Whole-class teaching

A typical Literacy Hour starts with shared text work. Children will be seated either on the floor or at their tables, so that they can all see the enlarged text, whiteboard or overhead projector screen. The teacher tells the children the aims of the lesson and might write them up for reference during the session. They can help to focus children's attention and can be expressed as targets for them to achieve. Over a two-week period, five sessions would be shared reading and the other five shared writing. The teacher models reading and writing strategies and teaches about particular types of text, using high-quality written texts as examples.

The whole-class teaching moves on to Word or Sentence level work. For example in Reception and Year 1 classes, this will focus on phonics teaching through interactive games and activities. In Years 2 to 6, there will be a balance of teaching on spelling and grammar over a two-week period. The Sentence level work may be part of a continuous 30-minute teaching sequence in which children investigate particular features of grammar and see these applied through shared writing.

**Group or independent work**

Depending on the objectives, the children may be given independent activities to work on arising from the whole-class teaching. These will involve the application of what they have been taught through practice and consolidation, or further investigation to extend their understanding. The teacher works with specific groups on guided reading or guided writing.

**Whole-class plenary**

Finally, the whole class comes together for a plenary session. The children have the chance to articulate their learning, eg. by reporting back to the class on an investigation and the conclusions they have reached. The teacher has an opportunity to clarify misunderstandings, consolidate teaching points, assess what the children have learned and give praise and encouragement. This time is a vital part of the lesson as a whole and should not be used for tidying up or collecting work.

**Optional Task**

If you have not seen a Literacy Hour being taught, arrange to observe an hour, eg. ask if you can observe the literacy co-ordinator in a school where you are working. Note the following points:

- the learning objectives – how these were presented to the children;
- the four parts of the Literacy Hour – how long each part took;
- the organisation of the class – how the children were seated for whole-class teaching; how the teacher organised the transition to independent activities;
- any strategies used by the teacher to engage the interest and attention of the whole class.

**3.5 WHERE WILL I FIND THE RESOURCES I NEED?**

Since the NLS was introduced in 1998, schools have built up resources to support the teaching of different parts of the hour. Publishers have also produced a wide range of materials that can save time and offer inspiration.

**Texts for shared reading**

In most schools you can expect to find a central literacy resource base with the following: big books, OHP transparencies with extracts from texts, posters with examples of different text types, photocopies of text extracts. These have often been arranged into year groups and terms to help teachers.

**Sets of guided reading books**

Multiple copies of books sorted by reading level. These have often been categorised using a book banding system. Ask how the system works.

**Published resources**

For example, textbooks or photocopiable materials. Check with the school about rules on copyright before you make multiple copies.

**Equipment for phonics and spelling games**

Some schools will have sets of letter fans etc. for you to use. Check whether there is a central resource or whether each teacher makes their own.

**Games, tapes, computer software etc.**

Many schools will have word games, simple board games, software and taped stories that are suitable for use as independent activities.

## Chapter 4: Section 4: Planning and organising the Literacy Hour

### This section focuses on:

- 4.1 The links between the *Framework for teaching literacy from Reception to Year 6* and medium-term plans;
- 4.2 The details that should be recorded on weekly lesson plans;
- 4.3 How planning for Reception differs from planning for key stage 1 and key stage 2 classes;
- 4.4 How to make links with work in other subjects;
- 4.5 How to ensure that the rest of the class works independently when you are working with a guided reading or writing group.

### 4.1 HOW DO I PLAN FOR A HALF-TERM?

See the completed medium-term planner for Year 3, Term 3, first half of term on pages 46–47 of this book

The *Framework* gives objectives for each year group for each term. These need to be organised so that you know what to teach every week and how the objectives will be covered during the course of the term.

| Medium-term plan |            | Year group:   |         | Term:  |      |
|------------------|------------|---------------|---------|--------|------|
| Word             | Sentence   | Text: reading | writing | Range  | Week |
| Continuous       | Continuous | Continuous    |         |        |      |
| Blocked          | Blocked    | Blocked       | Blocked |        |      |
|                  |            |               |         | Titles | 1    |
|                  |            |               |         | Titles | 2    |
|                  |            |               |         | Titles | 3    |

[www.standards.dfes.gov.uk/literacy/publications/?pub\\_id=135&atcl\\_id=2102&top\\_id=327](http://www.standards.dfes.gov.uk/literacy/publications/?pub_id=135&atcl_id=2102&top_id=327)

The medium-term plan identifies ‘continuous’ objectives, ie. those which need to be taught and reinforced **every** week, and ‘blocked’ objectives, which will be taught in a particular week. Links are made between Word, Sentence and Text level objectives where appropriate, eg. Sentence level work on speech marks might be taught in the context of shared text work on short stories. It usually makes sense to work on a particular text type for a unit of time, eg. two to three weeks. Create a balance between fiction, non-fiction and poetry over the term. Titles of appropriate texts are noted for each week.

If you start taking a class in the middle of a term, check the medium-term plan to see what has come before, what the continuous objectives are and what the children will be doing next.

Please note: in many schools and local education authorities (LEAs), these have already been completed for the year and you will be able to use the plans being used throughout the school.

## 4.2 WHAT SHOULD I PUT ON A WEEKLY PLAN?

The weekly plan is the detailed day-by-day breakdown of how you will teach the objectives for the week. Schools may have developed their own format for weekly planning, but all formats will include the following:

- links to the medium-term plans, ie. the objectives for the week identified on the weekly plan – these can be expressed as targets to be written up and read with the children as part of each lesson;
- text(s) to be used that week;
- details of how the objectives will be taught in each part of the Literacy Hour (see table below).

See *Developing Early Writing (2000)*, pp19–20 and *Grammar for Writing (2000)*, pp20–21 for detailed advice on planning

Planning for whole-class work should include a balance of reading and writing, phonics/spelling and grammar over a fortnight. You should aim to work with two guided reading or writing groups each day in key stage 1 classes and at least one group each day in key stage 2 classes.

Many schools have allocated additional time for literacy beyond the daily Literacy Hour, eg. for teaching handwriting, for guided reading and reading aloud to the class and for extended writing. It is important to be aware of the school's timetable as a whole.

### Completing a weekly plan

At the end of the week, the weekly plan can be annotated as a record of the week's work. This would be a useful, informative record to pass back to the class teacher.

| Day         | Shared text work  | Word/sentence work  | Guided reading or writing   | Independent activities   | Plenary   |
|-------------|---|---|---|--|---|
| Monday etc. | Shared reading or writing? What will you read or write? Notes on questions to ask or points to emphasise. | Phonics, spelling or grammar? Reference to games and activities from other materials (eg. <i>Spelling Bank</i> ). Notes on teaching points. | Which group(s) will you work with each day?<br>Level and title of guided reading text.<br>Notes on teaching points. | Details of group or independent work. Differentiation for range of ability in class. Note role of any other adults in supporting groups. | Notes on questions to ask to check children have achieved objectives. |



### Optional Task

- Look at the example weekly plan for Y3 T3 W1 alongside the medium-term plan for the first half term on pp46-47. Which objectives are being taught this week? Where are these identified on the weekly plan?
- How is the teaching linked from one day to the next in each part of the Literacy Hour?
- Is this part of a unit of work on a particular text type? What would you plan for next week?

### 4.3 HOW DO I PLAN FOR A RECEPTION CLASS?



#### Reading

*Curriculum guidance for the foundation stage (2000):*  
[www.qca.org.uk/cal/foundation](http://www.qca.org.uk/cal/foundation)

*Guidance on the organisation of the NLS in Reception classes (2000)*

[www.standards.dfes.gov.uk/literacy/teaching\\_resources/?y=rec&t=1&s=w](http://www.standards.dfes.gov.uk/literacy/teaching_resources/?y=rec&t=1&s=w)

[www.standards.dfes.gov.uk/literacy/publications/?pub\\_id=337&top\\_id=0&atcl](http://www.standards.dfes.gov.uk/literacy/publications/?pub_id=337&top_id=0&atcl)

Children enter Reception classes at different points throughout the school year and will have had a range of different experiences. Planning for Reception needs to reflect the different experiences and development levels of the children. The *Curriculum guidance for the foundation stage (2000)* is the core reference document for all Early Years practitioners and sets out the early learning goals for ‘Communication, language and literacy’. You should also refer to the *Framework* for a more detailed breakdown of Word, Sentence and Text level objectives.

In Reception classes, literacy is taught through whole-class and group activities and through the provision of a wide range of activities. Reception teachers are expected to cover the elements of the Literacy Hour, but you may choose to do this across the day rather than in a single unit of time. Children need to have experience of a complete Literacy Hour by the end of the third term of Reception.

Throughout the Reception Year, teachers should aim to provide the following entitlement for each child:

- frequent experience of shared reading and shared writing;
- frequent and regular experience of language awareness;
- activities to develop phonemic awareness and phonic knowledge;
- guided reading and writing sessions each week;
- regular opportunities to engage in a range of planned, independent learning activities, where skills taught in shared and guided work are experimented with and applied in a variety of contexts, including play and outdoor activities.

When planning for Reception classes, schools may have developed separate planning formats for teachers to use. Planning may be done with other teachers for the foundation stage as a whole. You will need to check the arrangements in the school where you are working.

### 4.4 HOW CAN I MAKE LINKS BETWEEN LITERACY AND OTHER SUBJECTS?



#### Reading

Read the NC programme of study for any subject at key stage 1 or 2 and notice the guidance given there on developing literacy skills.

[www.nc.uk.net/servlets/NCFrame?subject=En&KeyStage=1](http://www.nc.uk.net/servlets/NCFrame?subject=En&KeyStage=1)

[www.ncuk.net/servlets/NCFrame?subject=En&KeyStage=2](http://www.ncuk.net/servlets/NCFrame?subject=En&KeyStage=2)

Literacy has an impact across the curriculum. Learning in other subjects will often provide the context for learning about particular text types and provide real opportunities to write in a particular form, eg. reading non-chronological reports about aspects of daily life in the past and then writing a report making comparisons between then and now. Skills learnt in literacy can be applied in other areas, eg. reading charts and diagrams, giving instructions and following instructions to construct something in technology.

When planning your work in any subject, you should make a note of the opportunities that arise to develop literacy knowledge, skills and understanding. The NC website gives guidance on how the *Framework* non-fiction objectives link to the QCA schemes of work in NC subjects.

## Key stage 1

| Word level work   | Sentence level work   | Text level work   |
|---|---|---|
| <p>Subject-specific words and their spellings: eg., 'add', 'zero', 'hill', 'river'.</p> <p>Inferring the meanings of words from their contexts.</p> <p>Labelling diagrams.</p> <p>The spellings of words for numbers.</p> | <p>Using arrows and boxes to indicate sequences (eg. in science).</p> <p>Using the language of time (in connection with chronology in family history or in a recount of what has been done in a science lesson).</p> <p>Asking questions (eg. when talking to older people about the past).</p> | <p>Identifying fact and opinion in historical accounts.</p> <p>Using the glossary of a science book to find specific information.</p> <p>Selecting an information book and checking how useful it will be for a topic by reading the front and back covers.</p> |

## Key stage 2

| Word level work  | Sentence level work  | Text level work  |
|--|--|--|
| <p>Collecting new words from reading and work in other subjects – eg. 'slavery', 'water cycle', 'evaporation', 'pitch' and 'dynamics'.</p> <p>Using an etymological dictionary to investigate word derivations (such as 'cycle' and 'lunar') and dictionaries of place names to find the meanings of those with Roman or Viking origins.</p> <p>Prefixes – eg. 'tele-', 'micro-', 'mini-' and 'maxi-'.</p> | <p>Exploring conditionals – eg. <i>'if ... had done this, what might have happened?'</i></p> <p>Exploring sentence constructions from the past.</p> <p>Using connectives to structure an argument – eg. about an incident from the past.</p> | <p>Reading letters – eg. those written in the past, from emigrants to their families in England and wartime evacuees to their parents.</p> <p>Reading diaries of people in the past – eg. evacuees, extracts from <i>The Diary of a Young Girl</i> (Anne Frank).</p> <p>Using a range of information books to find information to answer a question – eg. in science: <i>'Why does the Moon appear to change shape?'</i></p> |

## 4.5 WHEN I AM WORKING WITH A GROUP, HOW CAN I ENSURE THE REST OF THE CLASS WORK INDEPENDENTLY?

The purpose of the independent activities is to provide planned opportunities for children to apply the skills they have been taught in the whole-class sessions. This could be through independent or group work. It may be appropriate to have the whole class working on the same activity, eg. a piece of writing after a shared writing session, where the differentiation is by outcome.

### Strategies to support independent work

- Provide activities that do not need adult support, eg. re-reading a familiar book, writing practice of a particular form.
- Provide a well-organised classroom where resources can be found easily.
- Provide 'prompt' sheets that reiterate the task.
- Produce support tasks, eg. writing frames.
- Encourage peer support.
- Have clear routines and procedures.

Example of a medium-term plan: Year 3, Term 3, first half of term

| Word level  | Sentence level  | Text level: reading   |
|---|---|---|
| <p><b>Continuous work:</b></p> <p><b>1</b> the spelling of words containing each of the long vowel phonemes from App.1;</p> <p><b>2</b> to identify phonemes in speech and writing; blend phonemes for reading; segment words into phonemes for spelling;</p> <p><b>3</b> to read and spell correctly the high frequency words from key stage 1;</p> <p><b>4</b> to discriminate syllables in reading and spelling;</p> <p><b>17</b> handwriting.</p> | <p><b>Continuous work:</b></p> <p><b>1</b> to use awareness of grammar to decipher new or unfamiliar words, eg. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.</p>                                    | <p><b>Continuous work:</b></p>  |
| <p><b>Blocked work:</b></p>   | <p><b>Blocked work:</b></p>   | <p><b>Blocked work:</b></p>   |
| <p><b>8</b> to identify short words within longer words as an aid to spelling.</p>  | <p><b>2</b> to identify pronouns and understand their functions in sentences through:</p> <p><b>2a</b> noticing in speech and reading how they stand in place of nouns;</p>   | <p><b>1</b> to re-tell main points of a story in sequence; to compare different stories; to evaluate stories and justify their preferences.</p>   |
| <p><b>9</b> to recognise and spell the prefixes <i>mis-</i>, <i>non-</i>, <i>ex-</i>, <i>co-</i>, <i>anti-</i>.</p>   | <p><b>2b</b> substituting pronouns for common and proper nouns in own writing;</p> <p><b>2c</b> distinguishing personal pronouns, eg. <i>I</i>, <i>you</i>, <i>him</i> and possessive pronouns, eg. <i>my</i>, <i>yours</i>, <i>hers</i>;</p>   | <p><b>2</b> to refer to significant aspects of the text ... and to know how language is used to create these.</p>   |
| <p><b>10</b> to use their knowledge of these prefixes to generate new words from root words, eg. <i>lead/mislead</i>, and to understand how they give clues to meaning, eg. <i>mistake</i>, <i>misplace</i>.</p>  | <p><b>2d</b> distinguishing the 1st, 2nd, 3rd person forms of pronouns, eg. <i>I</i>, <i>we</i>, <i>you</i>, <i>she</i>, investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;</p>   | <p><b>3</b> to distinguish between 1st and 3rd person accounts;</p> <p><b>4</b> to consider the credibility of events, eg. by selecting some real-life adventures ... and comparing them with fiction.</p>                              |
| <p><b>16</b> to collect, investigate, classify common expressions from reading and own experience, eg. ways of expressing surprise, apology, greeting, thanking, refusing.</p>  | <p><b>2e</b> investigating how pronouns are used to mark gender: <i>he</i>, <i>she</i>, <i>they</i> etc.</p>  |   |
| <p><b>12</b> to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing.</p>  | <p><b>3</b> to ensure grammatical agreement in speech and writing of pronouns and verbs, eg. <i>I am</i>, <i>we are</i>, in Standard English.</p> <p><b>5</b> how sentences can be joined in more complex ways through using a widening range of conjunctions eg. <i>if</i>, <i>so</i>, <i>while</i>, <i>though</i>, <i>since</i>, <i>when</i>.</p> | <p><b>16</b> to read examples of letters written for a range of purposes ... to understand form and layout including use of paragraphs, ways of starting, ending etc. and ways of addressing different audiences – formal/informal.</p> |

Arrows mean work will be spread over more than one week

| Text level: writing   | Range  |                            |
|---|--|----------------------------|
| <b>Continuous work:</b>   | <p><b>Fiction:</b> Adventure and mystery stories (weeks 1–3)</p> <p><b>Non-fiction:</b> Letters written for a range of purposes: to recount, explain, enquire, congratulate, complain etc. (weeks 4–6)</p> | <b>W<br/>E<br/>E<br/>K</b> |
| <b>Blocked work:</b>  | <b>Titles:</b>   |                            |
| <b>I0</b> to plot a sequence of episodes modelled on a known story, as a model for writing.   | <b>Adventure and mystery stories:</b><br>Edel Wignel, <i>Ghost Dog</i> (Magic Bean – Rigby)  | <b>1</b>                   |
| <b>I1</b> to write openings to stories or chapters linked to or arising from reading; to focus on language to create effects, eg. building tension, suspense, creating moods, setting scenes.                     | Martin Waddell, <i>Poor Tom and the Smugglers of Mourne</i> (Longman)  | <b>2</b>                   |
| <b>I2</b> to write a 1st person account, eg. write a character's own account of an incident in a story read.  | Florence Parry Heide, <i>The Day of Ahmed's Secret</i> (Puffin Books)  | <b>3</b>                   |
| <b>20</b> to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader. | <b>Letters:</b><br>Allan Ahlberg, <i>The Jolly Postman</i> (Viking Children's Books)   | <b>4</b>                   |
| <b>23</b> to organise letters into simple paragraphs;<br><b>22</b> experiment with recounting the same event in a variety of ways, eg. in the form of a letter, a story, a news report.                           | Examples in <i>Focus English</i> anthology (Rigby Educational Publishers) and/or Oxford: <i>Texts for Sharing – Anthology 1</i> eds. Foster/Moses (OUP)  | <b>5</b>                   |
| <b>21</b> use IT to bring to a published form – discuss relevance of layout, font etc. to audience.   | ... use real letters collected by teacher and children   | <b>6</b>                   |

Example of a medium-term plan: Year 3, Term 3, second half of term

| Word level   | Sentence level   | Text level: reading   |
|--|--|---|
| <p><b>Continuous work:</b><br/> <b>1–4</b> (see 1st half of term);<br/> <b>6</b> use independent spelling strategies;<br/> <b>7</b> to practise new spellings using ‘look, say, cover, write, check’ strategy;<br/> <b>17, 18, 19</b> handwriting.</p> | <p><b>Continuous work:</b><br/> <b>1</b> (see 1st half of term).</p>   | <p><b>Continuous work:</b><br/> <b>18</b> to locate books by classification in class or school libraries.</p>   |
| <p><b>Blocked work:</b></p>  | <p><b>Blocked work:</b></p>  | <p><b>Blocked work:</b></p>   |
| <p><b>15</b> to understand that some dictionaries provide further information about words, eg. their origins, and that this can provide a guide to spelling.</p>   | <p><b>7</b> to become aware of the use of commas in marking grammatical boundaries within sentences.</p>   | <p><b>17</b> to ‘scan’ indexes, directories and IT sources etc. to locate information quickly and accurately.</p>   |
| <p><b>14</b> to explore homonyms that have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, eg. form (shape or document).</p>   | <p style="text-align: center;">↓</p>   | <p><b>19</b> to summarise orally in one sentence the content of a passage or text, and the main point it is making.</p>   |
| <p><b>5</b> to identify misspelt words in own writing; to keep individual lists and learn to spell.</p>  | <p><b>4</b> to use speech marks and other dialogue punctuation in writing and use the conventions which mark the boundaries between spoken words and the rest of the sentence.</p> | <p><b>5</b> to discuss characters’ feelings, behaviour, relationships, referring to the text and making judgements.</p>   |
| <p><b>13</b> to collect synonyms that will be useful in writing dialogue, eg. shouted, cried, yelled, squealed, exploring the effects on meaning, eg. through substituting these synonyms in sentences.</p>  | <p style="text-align: center;">↓</p>   | <p><b>8</b> to compare and contrast works by the same author, eg. different stories, sequels using same characters in new settings, stories sharing similar themes.</p>                             |
| <p style="text-align: center;">↓</p>   | <p><b>6</b> to investigate through reading and writing how words and phrases can signal time sequences, eg. first, then, after, meanwhile, from, where.</p>                        | <p><b>9</b> be aware of authors and to discuss preferences and reasons for these.</p>   |
| <p><b>11</b> to use the apostrophe to spell further contracted forms, eg. <i>couldn’t</i>.</p>   | <p style="text-align: center;">↓</p>   | <p><b>6</b> to compare forms or types of humour, eg. by exploring, collecting and categorising them, eg. word play, joke poems, absurdities, nonsense verse, calligrams.</p>                        |
| <p style="text-align: center;">↓</p>   | <p style="text-align: center;">↓</p>   | <p><b>7</b> to select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects.</p> |

Arrows mean work will be spread over more than one week.

| Text level: writing   | Range   |                            |
|---|---|----------------------------|
| <b>Continuous work:</b>   | <p><b>Non-fiction:</b> alphabetic texts, directories, indexes etc. (weeks 1–2)</p> <p><b>Fiction:</b> stories by the same author (weeks 3–5); humorous poetry, poetry that plays with language, word puzzles, puns, riddles (weeks 6–7)</p> | <b>W<br/>E<br/>E<br/>K</b> |
| <b>Blocked work:</b>  | <b>Titles:</b>  |                            |
| <p><b>24</b> to make alphabetically ordered texts – use information from other subjects, own experience or derived from other information books, eg. a book about building materials, sports etc.</p> | <p><b>Alphabetic texts</b><br/>eg. <i>Science Dictionary</i> (Discovery World, Heinemann)</p>   | <b>1</b>                   |
| <p><b>25</b> to revise and extend work on note-making from previous term.</p> <p><b>26</b> to summarise in writing the content of a passage or text and the main point it is making.</p>              | <p><i>Encyclopaedia of Tudor Medicine</i> (Discovery World)<br/><i>Medical Encyclopaedia</i> (Magic Bean)</p>   | <b>2</b>                   |
| <p><b>13</b> to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative.</p>              | <p><b>Stories by the same author</b><br/>eg. Anne Fine, <i>Haunting of Pip Parker</i> (Walker Books), <i>Only a Show</i> (Puffin Books), <i>Angel of Nitshill Road</i> (Mammoth) etc.</p>   | <b>3</b>                   |
|   | <p>eg. Dick King Smith, <i>Pigs Might Fly</i> (Puffin Books), <i>The Hodgeheg</i> (Puffin Books), <i>Emily's Legs</i> (Hodder Wayland) etc.</p>   | <b>4</b>                   |
| <p><b>14</b> to write book reviews for a specified audience, based on evaluations of plot, characters and dialogue.</p>   | <p>eg. Michael Morpurgo, <i>Albertine Goose Queen</i> (Collins) etc.</p>  | <b>5</b>                   |
| <p><b>15</b> to write poetry that uses sound to create effects, eg. onomatopoeia, alliteration, distinctive rhythms.</p>  | <p><b>Humorous poetry</b><br/>Michael Rosen, <i>Quick Let's Get Out of Here</i> (Puffin Books)<br/>John Foster, <i>Crack Another Yolk</i> (OUP)</p>   | <b>6</b>                   |
|   | <p>Colin West, <i>What Do You Do With a Wobble-de-Woo?</i> (Red Fox)</p>  | <b>7</b>                   |

### This section focuses on:

- 5.1 How reading is taught in different parts of the Literacy Hour;
- 5.2 The key characteristics of shared reading;
- 5.3 How to select and use texts for shared reading;
- 5.4 The key characteristics of guided reading.

## 5.1 HOW CAN I TEACH READING WITHIN THE STRUCTURE OF THE LITERACY HOUR?

*For more information about the 'Searchlights' model, use the Progression in Phonics CD-ROM (2000). There are video examples of children reading to illustrate each of the searchlights being used*

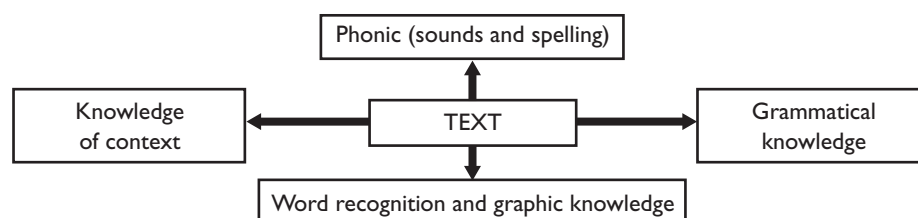
[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

Children need to be able to use a range of strategies so that they can elicit the meaning of the text and become fluent readers. These strategies can be illustrated as 'searchlights', each one shedding light on the text (see diagram below). Successful readers need to be able to 'switch on' as many of these searchlights as possible. Teaching in the Literacy Hour provides opportunities for teachers to model and for children to practise using the searchlights.

In shared reading, you should demonstrate and explain how the searchlights work in practice. By reading from a range of real texts written in different forms, children build up their knowledge of context, eg. how a traditional tale begins and ends; how to read headings and captions to find your way around a non-fiction text etc. You should demonstrate how a fluent reader uses phonics, sight words and grammatical knowledge as they are reading to work out unfamiliar words, eg. by masking a word and reading on to see what would make sense, then checking the word by looking at the initial and final phonemes.

During word- and sentence-level sessions, there is specific teaching that will help children to learn about the phonic and grammatical knowledge searchlights, eg. children learn how to identify phonemes and then blend them to read words as part of phonic games.

Children have the opportunity to apply such skills as they read independently. This learning is scaffolded for particular groups in guided reading sessions. Teachers reinforce particular strategies, and then monitor them as children read the text independently, prompting, supporting and praising individuals.



## 5.2 WHAT IS SHARED READING?



### Reading

Read *Grammar for Writing* (2000) pp152–155 for definitions of the structure and language features of different text types.

Shared reading is a whole-class activity where the teacher demonstrates reading strategies using a shared text. Texts should be large enough so that all the children can see them, following as the teacher reads and joining in with the reading as appropriate. Shared texts may also be used for shared reading sessions. These sessions should involve a high level of interaction – the children are constantly drawn in by the teacher’s questions about the text. They are encouraged to discuss and respond to what is being read. Children do not simply read in unison or read around the class.

Shared texts should have varied formats, determined by the range for the term, and have lively and interesting content that will engage the children. The focus of shared reading sessions is determined by the text-level objectives from the medium-term plans.

### The teacher’s role at key stage 1

#### At Reception and key stage 1, the teacher’s role is:

- to demonstrate early reading behaviours such as one-to-one correspondence between the printed words and the words that are said, and reading the text from left to right;
- to teach basic concepts about print, eg. book, page, line, word, letter;
- to help children practise using phonic and word recognition skills in context;
- to identify sentence structure and punctuation;
- to teach reading strategies such as monitoring and checking, reading for sense, identifying and correcting errors, inferring unknown words from the surrounding text and confirming them by reference to their spelling patterns.

### The teacher’s role at key stage 2

#### At key stage 2, the teacher’s role is:

- to focus on the writer’s intentions and on the key aspects of fiction, poetry and a range of non-fiction;
- to develop children’s ability to understand and respond to texts through questioning and discussion;
- to develop children’s ability to infer meaning beyond the literal and to make deductions based on evidence from the text by making connections with other texts, linking with personal experience and revising first impressions in the light of new evidence;
- to teach children how to refer back to the text to find specific information, skimming and scanning to find evidence and referring to the text to support personal opinions;
- to teach children about the structure and language features of a range of text types.

## 5.3 HOW SHOULD I USE THE TEXTS FOR SHARED READING?

Start by identifying the range being taught during the term and the learning objectives. The school's medium-term plans may have suggested texts to help you. It is important to use text of a high quality that will interest children as well as providing the exemplification of a particular teaching point. During some weeks, you will use the same text for several days, but at other times you will use several short extracts to compare and contrast.

The text should be well within the children's level of comprehension, but above the independent reading level of most of them, so that it presents a challenge and extends their reading skills. Schools are likely to have a central resource bank with big books and other enlarged texts for you to use.

### Reception and key stage 1 texts

At Reception and key stage 1, the text could be a poem, action rhyme or nursery rhyme, a short story with predictable or patterned text, an interesting part of a longer story, a short information text (eg. a recipe), part of a longer information text or an invitation, postcard or greetings card.

### Key stage 2 texts

At key stage 2, the text could be a challenging short poem, part of a longer poem to be read over several Literacy Hours, diary extracts, a short story, an extract from a longer children's novel or two extracts (such as openings of novels or scene-setting paragraphs) for comparison, a piece of persuasive writing (perhaps from a newspaper), a non-chronological report (such as a guide book about a place) or a promotional text, such as an advertisement.



### Optional Task

- Look at the medium-term planning example on pages 46–47 for Year 3, Term 3.
- Look at the first three weeks – the range to be focused on is 'Adventure and mystery stories'. Find one of the titles mentioned, or select a different adventure or mystery story that you know well. Photocopy the opening pages so that you can annotate them.
- Identify opportunities in the text for teaching the reading objectives and any opportunities to reinforce the word or sentence objectives identified on the medium-term plan for this three-week unit of work.
- Make notes about what you would do during the shared reading sessions for one week.

## 5.4 WHAT IS GUIDED READING?

*Literacy Time:*

<http://vtc.ngfl.gov.uk/docserver.php?docid=1523>

*English Home Page:*

<http://vtc.ngfl.gov.uk/docserver.php?temid=63>

*English Resources:*

<http://vtc.ngfl.gov.uk/docserver.php?temid=124>

Guided reading bridges the gap between shared and independent reading. Children are grouped on the basis of their reading ability, with up to six children in a group. Each child has their own copy of the text, which has been carefully chosen to match their reading ability. The teacher selects a book for the group which is at 'instructional level' (90–94% accuracy). This means that the children should have difficulty with no more than one word in ten so that comprehension is maintained and reading does not become a struggle.

Before the session, the teacher will have decided on which specific reading strategies to focus. The choice of strategy will depend on the needs of the children and evidence from previous sessions. The teacher leads the session, preparing the children for the reading, reinforcing reading strategies and focusing attention on individuals as they read independently. The aim of every guided reading session is to encourage and extend independent reading skills such as eliciting meaning, critical evaluation, interpreting language etc.

Guided reading sessions should have a clear teaching sequence.

### Book introduction

The teacher prepares the children to read the book, talking about what they will come across in the text without reading the book to them.

### Strategy check

Children are reminded about specific reading strategies that they have been taught and will need to use when they are reading.

### Independent reading

Children read the book at their own pace. Younger children read aloud, more experienced readers may read in their heads until the teacher indicates that they should read part of the text aloud. The teacher monitors individuals, prompts for use of strategies and praises problem-solving. Children do not take it in turns to read around the group.

### Returning to the text

The teacher talks with the children about their reading, drawing attention to the strategies they used to work out new words, self-correct etc.

### Response to the text

The children are encouraged to express opinions about what they have read or do to a follow-up activity that will check and extend their comprehension of the text.



#### Optional Task

- Watch a video of a guided reading session (will be available in most schools).
- Identify the teaching sequence. What did the teacher do in each part of the session?
- Identify examples of the teacher using children's miscues to teach them about the uses of specific reading strategies.

### This section focuses on:

- 6.1 How to teach writing in the Literacy Hour;
- 6.2 The key characteristics of shared writing;
- 6.3 How to make links between shared reading and shared writing;
- 6.4 The type of resources that are useful;
- 6.5 The key characteristics of good writing;
- 6.6 Understanding terms.

### 6.1 HOW SHOULD I TEACH WRITING?



#### Reading

To find out more about writing, read the introductory sections of *Developing Early Writing* (2001) (for Reception and key stage 1) and *Grammar for Writing* (2000) (for key stage 2).

Successful writers invent text, making choices about what to write and how to write it based on their knowledge of the two main aspects of writing – composition and transcription. Composition involves planning writing for specific audiences and purposes; knowing how to express ideas in writing by choosing the correct words; constructing sentences and knowing how different types of text are organised. Transcription involves knowing how to write things down, ie. spelling and handwriting.

There needs to be explicit teaching of both these aspects of writing. Spelling is taught during the Word level section of the Literacy Hour, and additional time is allocated on many school timetables for the direct teaching of handwriting. Compositional skills are modelled in shared writing and children are given the opportunity to apply all that they have been taught when they are writing independently.

The teaching sequence for writing is as follows.

**Identify objectives:** Text and Sentence level objectives drawn from the medium-term plan.

**Establish the purpose and context for writing:** Using the shared reading text as a model of the text type, making links with other learning.

**Talking for writing (particularly Reception and key stage 1):** The writing process needs to be underpinned by talk at every stage, eg. paired or group discussion, role play, drama.

**Sentence level work (particularly key stage 2):** Helping children understand the principles behind the Sentence level objectives.

**Shared writing:** (See following)

**Independent and guided writing:** (See following)

**Plenary/Review:** Looking at the key objectives and deciding whether they have been achieved; involving children in reflecting on their own progress.

## 6.2 WHAT IS SHARED WRITING?

Writing is usually planned over a series of literacy sessions focusing on a particular purpose for writing and text type. The children see the writing process modelled and have the opportunity to apply their learning in independent writing.

Shared writing is a powerful teaching strategy and the principal means of teaching writing in the Literacy Hour. Teachers work with the whole class to demonstrate, explore and discuss the choices writers make. They make the links between reading and writing explicit by using written texts as models for writing. Teachers scaffold some aspects of the writing (eg. the spelling and transcribing) to allow children to concentrate on how to compose their writing. They focus on particular aspects of the writing process, eg. planning, editing or revising. Shared writing provides an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

### **During shared writing, it is important to:**

- establish the audience and purpose for the writing and discuss how this will determine the structure, grammatical features and content;
- focus the teaching on one or two specific objectives from the Text and Sentence level work on the medium-term plans;
- rehearse sentences by saying them out loud before writing them down;
- encourage the automatic habit of basic punctuation;
- constantly and cumulatively re-read to gain a flow from one sentence to another, as well as checking for possible improvements or errors;
- explain the decisions and choices writers make;
- keep the session well-paced to ensure children's attention is not lost;
- take suggestions from children, checking for misconceptions and providing further explanation;
- make deliberate errors occasionally to focus children's attention on specific teaching points.

There are three broad teaching techniques that can be used during a shared writing session to help children move towards greater independence.

### **Demonstration**

The teacher models the process of writing. The teacher has a clear idea of what to write before starting and, whilst writing, articulates the process and emphasises specific teaching points related to the objective.

### **Teacher scribing**

The teacher and children collaborate to compose. The teacher gives opportunities for children to talk and then suggests ideas for writing. The teacher involves them in refining the ideas before writing the text that they have composed together.

### **Supported composition**

The children are given the opportunity to write in a very structured context before they go on to write independently. This usually takes place with the children using mini-whiteboards as part of the whole-class session. The teacher monitors their writing and offers support.

### 6.3 HOW DOES SHARED READING LINK TO SHARED WRITING?



#### Reading

Find out more about the link between shared writing and Sentence level work in Section 8, and by reading *Grammar for Writing* (2000).

Teachers make explicit links between reading and writing. During shared reading, the language features and structures of different types of text are highlighted and discussed. The children investigate how writers use language to achieve particular features and the shared reading texts can then be used as a model for shared and independent writing.

For example, in shared reading the class looks at a piece of persuasive writing. The children read it and identify the structure and particular language features. This is then used by the teacher to construct a writing frame. In shared writing sessions, the children discuss an issue and compose their own piece of persuasive writing using the frame to scaffold their writing. Over the course of a week, they have read examples of the form and gone on to write in that form.

### 6.4 WHAT RESOURCES ARE USEFUL FOR SHARED WRITING?

During a shared writing session, you will find it helpful to have a flipchart or an easel on which to clip large sheets of paper (this enables you and the children to return to earlier drafts), a chair at a comfortable height for writing on the flipchart or paper and marker pens in different colours for identifying particular features (such as punctuation, letter-strings or rhymes). Alternatively, the text could be written on overhead transparencies or word-processed and viewed on a large screen.

#### Shared writing organisational techniques

|                          |  |
|--------------------------|--|
| <b>Flipchart</b>         | Grouping the children so that they can all see the flipchart, paper or screen.                           |
| <b>Display board</b>     | Preparing a display board on which to present the finished piece of writing.                             |
| <b>Writing frame</b>     | Preparing a writing frame while deconstructing a text in shared reading (to help scaffold the writing).  |
| <b>Words and phrases</b> | Collecting and displaying interesting words and phrases from shared reading to incorporate into writing. |
| <b>Class journal</b>     | Keeping a class or individual writer's journal.  |
| <b>Class book</b>        | Making class books in which to present the writing.  |

Many classes have sets of mini-whiteboards and dry-wipe markers to use in the Literacy Hour. These are very useful for supported composition when children will work in pairs, sharing the whiteboards.

## 6.5 WHAT IS GUIDED WRITING?

Guided writing provides an additional supported step towards independent writing. The teacher works with a group of children who are at a similar ability level in writing, targeting the teaching on particular objectives at the appropriate level. The onus is on the children to make decisions and compose and revise their own texts.

### Guided writing has three main purposes

|                         |   |
|-------------------------|---|
| <b>To support</b>       | To support children in planning and drafting their own work. Teachers support children as they work on their own independent writing based on the model in shared writing.  |
| <b>To improve</b>       | To revise, edit and evaluate work in progress. Children bring work to the group and discuss what they have done and how it can be changed or improved.  |
| <b>To differentiate</b> | To provide differentiated support for particular groups, eg. rerun a shared writing session with more support for less able writers; prepare a group of children learning English as an additional language in advance of a shared writing session; work intensively with able writers on composing or editing a draft; work intensively on supported independent writing with less able writers. |

## 6.6 DO I UNDERSTAND ALL THE TERMS USED IN THE NLS?

It is important that you understand the concepts that you are expecting children to learn. There is a range of resources on the website, including a full glossary of all the terms used in the *Framework* on pages 73–90 and on the website. *Grammar for Writing and Developing Early Learning*, pages 152–155, also have explanations of the features of the main fiction and non-fiction text types. The sections in this chapter on word and sentence level give further details on how to find out more.



### Optional Task

Select a year group that you are likely to teach. Find the objectives in the *Framework* for that year group and, starting at Term 1, see what is taught in each strand.

- Note the way that the knowledge is built up term by term.
- Note the coverage of text types each term.
- Select a particular objective from Term 1. Back track through the *Framework* and see what has been taught before. Look on through the *Framework* to see what will be taught in subsequent terms and years. Note that much of the learning will be built up year by year, eg. text types will be revisited regularly.

### This section focuses on:

- 7.1 What is meant by 'Word level' in the National Literacy Strategy *Framework for teaching from Reception to Year 6*;
- 7.2 How phonics teaching can be broken down into seven progressive steps;
- 7.3 Some practical strategies for teaching phonics in the Literacy Hour;
- 7.4 Some practical strategies for teaching spelling in the Literacy Hour.

## 7.1 WHAT IS MEANT BY 'WORD LEVEL' TEACHING?

Word level teaching includes phonics, spelling and vocabulary. Direct Word level teaching takes place in the second 15 minutes of the whole-class session, and the focus for teaching is determined by the objectives in the *Framework*. In the Reception Year and Year 1 this will be a daily phonics session, with the emphasis shifting to spelling and some Sentence level work during Year 2. In key stage 2, there would be a spelling focus on five days during a fortnight, and Sentence level on the other five.

Whole-class sessions are characterised by interactive teaching strategies that involve and engage all children. These can be followed up with group and independent work in which children consolidate skills and extend their understanding.

Please note:

- reception teachers may teach the elements of the Literacy Hour across the day rather than in a single unit of time;
- teachers sometimes find it useful to do the Word level session before the shared text session.

## 7.2 HOW CAN I TEACH PHONICS?



### Reading

Read *Progression in Phonics: Materials for Whole Class Teaching* (2000), pp1–8, for a detailed explanation of the rationale for phonics in the NLS.

Phonics consists of knowledge of the alphabetic code, the skills of segmentation and blending, and understanding of the principles that underpin how the code is used in reading and spelling. You should be able to teach phonics in interesting and active ways that engage young children's attention, and that are relevant to their interests and build on their experiences. The phonic work in the *Framework* is based on the idea that children need to be able to:

- identify phonemes (sounds) in spoken words (phonological awareness);
- recognise the common spellings for each phoneme (phoneme-grapheme correspondence);
- segment words into phonemes for spelling;
- blend phonemes into words for reading.

Go to the site map and look for the phonics tab  
[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

This can be taught in a systematic way with a clear progression:

| Step | Skill<br>C = consonant<br>V = vowel                                   | Knowledge of   |
|------|---|--|
| 1    | Hearing and discriminating general sounds, speech sounds and patterns |  |
| 2    | Hearing phoneme in initial position                                   |  |
| 3    | Hearing phoneme in final position                                     | Simple letter–sound correspondence and some consonant digraphs, eg. ch, ll, ck, ng |
| 4    | Hearing phoneme in the medial position<br>CVC segmenting and blending |  |
| 5    | CCVC/CVCC segmenting and blending                                     |  |
| 6&7  | CVC segmenting and blending   | Vowel digraphs and trigraphs   |

### 7.3 HOW CAN I PLAN PRACTICAL PHONICS ACTIVITIES?

Most focused phonics teaching should be done through play, games and activities and then applied in shared and guided reading and writing sessions. *Progression in Phonics* provides activity ideas and resources to use for each of the ‘steps’.

All the activities start with hearing and saying, ensuring that children can hear and discriminate phonemes. They then move on to identifying phonemes and writing and recognising letters and reading.

There are three types of activity:

- **demonstration**, where the teacher demonstrates to the class or manages an activity;
- **show me**, where all the children participate and answer using a fan or whiteboard while they remain seated;
- **get up and go**, where many of the children move from their places to respond to the teacher’s questions.

You will need to plan a selection of different types of activity, up to three in a session, designed to involve children in a variety of ways and help them to consolidate their learning.

**High frequency words:** many of these are decodable and should be included in phonics activities, eg. ‘big’, ‘get’, ‘did’. Those with irregular spellings should be taught in the context of shared reading and writing.

**Handwriting:** correct letter formation can be demonstrated and emphasised during phonics sessions, but direct teaching of handwriting should be done outside the Literacy Hour.



#### Reading

For more advice on teaching handwriting, read section 3 of *Developing Early Writing* (2001), pp156–164.



### Optional Task

- Watch an extract of the *Progression in Phonics* video. Choose one game to focus on and answer the questions below.
- Look at pages 14–15 in *Progression in Phonics*. Which step was this game from? Which learning objectives were being taught? What type of activity was it? (Demonstration, show me, get up and go.)
- Make notes about what you would do next with this group of children. Do they need to consolidate their understanding, or are they ready to move on?

## 7.4 HOW DO I TEACH SPELLING IN THE LITERACY HOUR?



### Reading

To find out more about the NLS approach to teaching spelling, read Appendices 1–6 in *Spelling Bank* (1999)

Go to the site map and look for the spelling tab

[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

### Example of short activity

During Year 2, and throughout key stage 2, the emphasis in Word level teaching shifts to spelling rather than phonics. You can use whole-class sessions to teach spelling conventions, investigate spelling patterns and teach specific spelling strategies. Independent work can involve groups investigating particular conventions and testing hypotheses; playing spelling games to practise and consolidate skills and using self-help strategies as they write and attempt new spellings.

Spelling conventions should not be learnt by rote but children should learn, as far as possible, through investigation. This helps them to use their problem-solving skills and encourages them to explore, hypothesise and check.

First, share the objective of the activity (from the *Framework*) with the children. Then introduce a set of relevant words and ask children to sort the words, identifying any spelling patterns. Next, help children to hypothesise about rules and test their ideas. If appropriate, explain the principle behind the pattern they have noticed. Practise using the convention when spelling – does it always work? Extend children's understanding by looking at exceptions and variations.

The *Spelling Bank* suggests practical class and group activities for each of the objectives. It includes lists of words to exemplify the rule and notes on the principles, exceptions etc.



### Optional Task

- Work through one of the investigations in Appendix 3 of *Spelling Bank*, and devise rules for a particular spelling convention.
- Reflect on the process of hypothesising and testing your ideas.
- What are the advantages and limitations of using investigations for spelling?

### This section focuses on:

- 8.1 What is meant by 'Sentence level' teaching;
- 8.2 How grammar is taught within the context of writing;
- 8.3 Some practical strategies for teaching grammar in key stage 1;
- 8.4 Some practical strategies for teaching grammar in key stage 2.

## 8.1 WHAT IS MEANT BY 'SENTENCE LEVEL' TEACHING?

Sentence level teaching includes grammar and punctuation. There are three areas that need to be addressed across the primary years, which mark the key differences between the ways grammar is used in spoken and written English.

### Differences between the ways grammar is used

|                 |  |
|-----------------|--|
| <b>Text</b>     | <b>Text cohesion – understanding how sentences work:</b> <ul style="list-style-type: none"><li>• (key stage 1) to present a coherent sequence of ideas;</li><li>• (key stage 2) to use connectives and other cohesive devices to provide a logical flow of writing to suit a variety of audiences and purposes.</li></ul>                                |
| <b>Sentence</b> | <b>Sentence construction and punctuation:</b> <ul style="list-style-type: none"><li>• (key stage 1) understanding the way that language is written in sentences demarcated by capital letters;</li><li>• (key stage 2) linking ideas within sentences by combining and sequencing clauses to structure and connect ideas in a variety of ways.</li></ul> |
| <b>Word</b>     | <b>Word choice and modification:</b> <ul style="list-style-type: none"><li>• (key stage 1) drawing on an increasingly rich and varied vocabulary to make writing more precise, varied, interesting;</li><li>• (key stage 2) understanding word classes, modifying nouns and verbs to enhance the meaning.</li></ul>                                      |



### Reading

Use the glossary in *Grammar for Writing* (2000) to help you understand any unfamiliar terms.

Sentence level teaching takes place in the whole-class part of the Literacy Hour. In Reception and Year 1, Sentence level objectives are incorporated into shared writing sessions.

During Year 2 and throughout key stage 2, Sentence level work should be a specific teaching focus for 15 minutes, two to three days per week. It can be treated as part of a continuous 30-minute teaching sequence with attention focused on specific grammatical features as an integral part of shared writing.

## 8.2 WHAT IS MEANT BY ‘GRAMMAR FOR WRITING’?

For more information, see Chapter 4: Section 6: Writing

The emphasis in the NLS is on how children’s growing understanding and use of grammar helps them to write more effectively. It is important to teach at the point of writing, demonstrating and exploring the decisions that writers make in the process of composition.

### Sentence level teaching fits into the following teaching sequence

#### Shared reading

Exploring written texts to identify some important grammatical choices writers have made to achieve their purpose, eg. choice of verbs, use of pronouns, sentence structure.

#### Sentence level teaching

Active investigation of these grammatical features to explore their effects.

#### Shared writing

Application of these features through teacher-led shared writing.

#### Independent and guided writing

Use of shared writing as a framework for independent writing supported through group guided writing, where possible.

## 8.3 HOW CAN I TEACH GRAMMAR TO CHILDREN IN RECEPTION AND KEY STAGE 1?



### Reading

To improve your own knowledge and understanding of grammar, work through the self-study units *Grammatical Knowledge for Teachers* on the Standards website:

[www.standards.dfes.gov.uk/literacy/prof\\_dev/?pd=ssm](http://www.standards.dfes.gov.uk/literacy/prof_dev/?pd=ssm)

Children learn about the foundations of grammar through:

- **Reading:** knowledge about the written word and how it sounds; recognition of the features of different types of written text, linked to style and voice.
- **Oral language:** telling and re-telling stories, explaining, instructing, recounting etc. where they are encouraged to ‘say it like the book’.
- **Shared writing:** teacher focuses attention on how to structure text, punctuate and join sentences, choose appropriate vocabulary, make meaning precise and explicit.

Shared writing sessions can include practical, interactive ideas to reinforce understanding at Sentence level. For example, children close their eyes as you read a text, then put up their hands when they think there should be a full stop. Another example is ‘cloze’ – a page of enlarged text has all the words in a particular class of word covered and children talk in pairs and write suggestion for words on mini-whiteboards, compare responses and check the real word.

## 8.4 HOW CAN I TEACH GRAMMAR TO CHILDREN IN KEY STAGE 2?



### Reading

*Grammar for Writing* (2000), gives a comprehensive rationale for grammar teaching. It includes detailed resources to aid planning for key stage 2.

*Grammar for Writing* provides practical ideas for teaching each Sentence level objective. These ideas consist of an explanation of the objective, a range of suggested activities to select from and recommendations for shared writing. Links should be made with high-quality texts being read in shared reading, but there are also examples of text on the CD-ROM, and templates for other resources.

The activities are designed to involve the children in their learning through investigation. The aim is to have maximum whole-class involvement using 'show me' and 'get-up-and-go' techniques. They are introduced as whole-class activities that can then be reinforced or extended by groups or individuals.

**Your role** is to help children see the relationship between different examples of the specified grammatical feature and draw out from them the underlying principles governing its use and effect in writing. You should then help children to articulate their deductions from investigations and define their understanding of the objective. The rules and applications are applied in shared writing, with the children then applying them in their own writing.

Teaching on a particular objective may form part of a unit of work that continues over a series of lessons.



### Optional Task

- Watch the *Grammar for Writing* video. Select one lesson and consider how the teaching sequence is exemplified.
- Look at the relevant pages in *Grammar for Writing* for the lesson you have chosen. Which activities did the teacher use?
- What evidence is there of children learning and applying sentence-level objectives?

## Chapter 4: Section 9: Planning to meet the needs of all children

### This section focuses on:

- 9.1 Meeting the needs of all children during whole-class sessions;
- 9.2 How to challenge the more able children;
- 9.3 How to cater for children with Special Educational Needs (SEN);
- 9.4 How to cater for the needs of children for whom English is an additional language (EAL).

### 9.1 HOW CAN I DIFFERENTIATE DURING WHOLE-CLASS TEACHING?



#### Reading

*The National Literacy Strategy Framework for teaching: Additional Guidance (1998), pp96–101*

*The National Literacy Strategy Supporting Pupils with SEN in the Literacy Hour (2000)*

All can be downloaded from the DfES website  
[www.standards.dfes.gov.uk/literacy/publications](http://www.standards.dfes.gov.uk/literacy/publications)

Whole-class teaching should include differentiation to cater for the needs of all the children. You might need to use the help of other adults, including support teachers, teaching assistants and parents.

The aim is to ensure that teaching is effective by including all children in whole-class sessions. This can be done by establishing routines, clarifying expectations about behaviour and continually praising and reinforcing desired behaviour. You need to work in partnership with other adults who may be supporting individuals or groups.

Children can be drawn into discussion by adapting questions to different ability levels, eg. addressing literal questions to lower attaining children and more evaluative questions to higher attaining children. Paired talk offers peer support to all children and can help children collect their thoughts and ‘try out’ their ideas before giving an answer or expressing a point of view to the whole class. Interactive strategies such as ‘show me’ or ‘get-up-and-go’ games provide opportunities for children to be involved in the whole-class activity. Many activities can be adapted for different ability levels, eg. some children could use a letter fan to identify the initial phoneme in a word whilst others could find all three phonemes.

For more information, see Chapter 4: Section 4: Planning and organising the Literacy Hour

### 9.2 HOW CAN I PROVIDE CHALLENGING ACTIVITIES FOR VERY ABLE CHILDREN DURING WHOLE-CLASS SESSIONS?

[www.standards.dfes.gov.uk/excellence/policies/GiftedAndTalented/](http://www.standards.dfes.gov.uk/excellence/policies/GiftedAndTalented/)

[www.standards.dfes.gov.uk/literacy/](http://www.standards.dfes.gov.uk/literacy/)

[www.nc.uk.net/gt/](http://www.nc.uk.net/gt/)

The drive behind the National Literacy Strategy was to raise minimum levels of literacy – by the end of key stage 2 the majority of children should reach level 4 or above. This means that very able children should be working at levels 5 and possibly 6 by the end of key stage 2. Your main challenge is not in the provision of suitable activities for independent work, but how to cater for the needs of the more able in whole-class teaching. The aim should be that more able children should not dominate discussions, but that their interest should be held and their knowledge, skills and understanding should be extended. For guidance about teaching the gifted and talented see the DfES and QCA websites.

### 9.3 HOW CAN I CATER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)?



#### Reading

*NLS Framework for Teaching: Additional Guidance (1998), pp113–119*

*NLS Supporting pupils with Special Educational Needs in the Literacy Hour (2000)*

For more information about the SEN Code of Practice see 'Getting Started' in this series

Alternatively download the Code [www.dfes.gov.uk/sen/viewDocument.cfm?dID=260](http://www.dfes.gov.uk/sen/viewDocument.cfm?dID=260)

Some whole-class teaching will be above the reading level of children with SEN, and the shared text will certainly be above the level at which they can read independently. There should, however, be some parts which they can read, perhaps with the help of a support teacher or teaching assistant. Questions at the level at which these children are working can form useful revision points for some of the others. These questions should be based on targets set in the children's Individual Education Plans (IEPs). To develop their confidence and self-esteem, you should ensure that **some** of the questions are based on targets the children have already reached. Their work should be discussed with the school's Special Educational Needs Co-ordinator (SENCO).

### 9.4 HOW CAN CHILDREN FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE (EAL) TAKE PART IN WHOLE-CLASS SHARED READING AND WRITING ACTIVITIES?



#### Reading

*NLS Supporting pupils Learning English as an Additional Language (2000)*

There may be children in your class who need special help to develop their literacy skills, knowledge and understanding in English, or who might still be learning to speak English. They could well be literate in their home language and may be able to enrich whole-class reading and writing sessions by sharing their experiences with the class, especially when the literature of other cultures is read. It is important for you to give a high status to the children's home and community languages in this way. The oral and written use of these languages should also be encouraged and dual-language text books provided (selected with the help of experts in the field if you do not speak the languages yourself).



#### Optional Task

- Choose a fiction or non-fiction text that will appeal to children of an age group of your choice.
- Plan a whole-class shared reading activity to teach specific objectives of the *Framework*.
- Write your questions and discussion points then split them into three lists to indicate the ability levels of the children to which they are directed. The teaching activity should last about 15 minutes.
- Check your questions and discussion points. Will they stimulate the children's interest?
- How will you direct these points to specific children (or groups) and how will you draw in others?
- Read *NLS Framework for teaching: Additional Guidance*, pages 106–112, and modify your response to include children for whom English is an additional language.
- What kind of preparation **before** the lesson, and what kind of support **during** it, would help them?
- How could these children enrich the discussion?

## Chapter 4: Section 10: Using ICT to support the teaching and learning of English

### This section focuses on:

- 10.1** Why you should use information and communication technology (ICT) in English lessons;
- 10.2** More about the advantages of ICT in English;
- 10.3** How to recognise ICT opportunities in English;
- 10.4** The types of software that can support the teaching and learning of English.

### 10.1 WHY SHOULD I USE ICT IN ENGLISH LESSONS?

*For more information, see the ICT chapter in 'Filling the Gaps' in this series*

Children are entitled to be taught to communicate effectively using new technologies. Experience shows that ICT is most effective when it is taught as an integral part of schemes of work for all subjects, rather than separately. The use of ICT in connection with English can help children to:

- talk, read and write for different purposes;
- organise and present information in different forms;
- open their work to a range of audiences, purposes and contexts;
- identify and use key characteristics and features of text.

Using ICT extends the children's experiences of texts beyond printed media: they can read electronic sources of information such as CD-ROMs and web pages. They can also generate texts electronically – for example, by using word-processing and authoring software.

### 10.2 WHAT ARE THE ADVANTAGES OF USING ICT IN ENGLISH?

Electronic texts extend the range of resources available – for example, reference material and contacts with other schools. They also provide directed opportunities for speaking and listening.

ICT encourages children to collaborate in enjoyable, dynamic ways. The children can explore features of electronic texts that are not usually present in printed form – for example, their non-linear structure, the different ways in which readers can interact with them, the ways in which they can be linked with other texts, images (such as photographs, drawings, animations, video clips, computer graphics) and sounds (such as music or voice-overs). Electronic texts can be altered easily, and they can be temporary (for example, notes and drafts). This is not to say that you should try to convince children that electronic texts are always superior to printed texts. You should find opportunities for them to compare and evaluate both texts and to say when each is appropriate for particular purposes.

## 10.3 HOW CAN I RECOGNISE OPPORTUNITIES FOR INCLUDING ICT IN ENGLISH LESSONS?

[www.becta.org.uk](http://www.becta.org.uk)

A good starting point is the Becta website, which provides up-to-date information about resources as well as providing ideas for use in the classroom. The following ideas are based on suggestions provided on the Becta website.

### Useful ideas

#### **Composing texts** – creating and structuring texts

- Using a word processor to brainstorm initial ideas for a poem.
- Planning and drafting.
- Collaborating on the creation of a story – for example, one pair of children writes the first paragraph, the next pair adds the dialogue, and so on.
- Creating a story skeleton on which the children develop their own narrative.
- Using a multimedia authoring program to create an information text.
- Communicating with others using e-mail – for example, to collaborate on the writing of a text.

#### **Presenting texts** – using the tools of presentation for particular audiences and purposes

- Creating posters – for example, to advertise ‘best’ books in the school library.
- Producing a double-page spread for a television listings magazine about a children’s book to be serialised.
- Producing books for younger readers.
- Using spreadsheets or databases to present information on resource findings.
- Producing a multimedia presentation that includes digitised images, such as a visitors’ guide to the local area.

#### **Reading texts** – responding and interpreting

- Changing selected words in a text file to shift the emphasis of the story – for example, converting a happy ending into a sad one, or vice versa.
- Designing three versions of an advertisement – one pure text, one text and image, one text, image and sound, then evaluating their effects.
- Deconstructing a multimedia text to explore how the parts make up the whole and contribute to meaning.
- Reconstructing a text from which key elements have been deleted.

#### **Transforming texts** – manipulating form and changing texts from one genre to another

- Turning a file of descriptive prose into a haiku.
- Changing a narrative into a drama script.
- Selecting all the factual elements from a text file of fiction, and converting them into a piece of journalism.
- Using a thesaurus to change adjectives from positive to negative.
- Reworking texts about holiday resorts for different audiences.

#### **Exploring texts** – searching for, retrieving and processing information

- Exploring and evaluating different versions of the same news story published on one day.
- Searching three CD-ROM encyclopaedias for a famous person’s biography, and commenting on the similarities and differences.
- Searching the internet or CD-ROM for information to support a particular point of view on a topic such as animal rights, and word processing a report on the findings.
- Producing a questionnaire about a health issue, graphing the results, publishing them on the internet and inviting other schools to comment.
- Searching a newspaper CD-ROM for background information before studying a literary text.



### Optional Task

Look back at the medium-term plan for Year 3, Term 3, and add any ideas you can think of for including ICT. Make separate notes about how you can make use of ICT with children with Special Educational Needs and with those for whom English is an additional language.

Record the parts of the National Curriculum (NC) programme of study (PoS) for ICT that will be taught during the work in English.

Note: You will need to refer to the NC PoS for ICT, the *Framework* and, if you have chosen the Reception Year, 'Communication, language and literacy' in the *Curriculum guidance for the foundation stage*.

The following resources will also be helpful:

Becta website: [www.becta.org.uk](http://www.becta.org.uk)

English home page: <http://vtc.ngfl.gov.uk/docserver.php?temid=63>

English resources: <http://vtc.ngfl.gov.uk/docserver.php?temid=124>

ICT and English Entitlement (Becta)

ICT for Teachers: [www.icteachers.co.uk](http://www.icteachers.co.uk)

Literacy time: [www.vtc.ngfl.gov.uk/docserver.php?docid=1523](http://www.vtc.ngfl.gov.uk/docserver.php?docid=1523)

Primary resources: [www.primaryresources.co.uk](http://www.primaryresources.co.uk)

Software database: <http://besd.becta.org.uk>

Virtual Teachers' Centre: <http://vtc.ngfl.gov.uk>

## 10.4 WHAT SOFTWARE IS AVAILABLE TO SUPPORT WORK IN ENGLISH?

[www.icteachers.co.uk/](http://www.icteachers.co.uk/)

The following categories of software lend themselves to effective teaching in the Literacy Hour.

### Planning software

Planning software helps during the planning of a piece of writing, especially in shared writing. It enables initial ideas, pieces of text, graphics and even sounds to be stored in one place, after which they can be incorporated into the piece of work. Useful features include a variety of planning formats such as spider charts, ladders, storyboards and writing frames.

### Using word banks

Word banks enable words, pictures or both to be inserted into a word processor document. In the most flexible, the children can alter the font size and style, insert pictures, text or both, use a speech facility to check the words, and enter lists of both single words and phrases.

### Multimedia and electronic texts

Multimedia and electronic texts could be in the form of web pages or CD-ROM encyclopaedias. Non-fiction electronic texts have some of the following useful features:

- indexes and contents pages;
- search facilities;
- hyperlinks and non-linear structure;
- labels, captions etc.
- mixed media – text, graphics, sound;

The children can access an online dictionary and thesaurus.

On the websites listed here you will find software, as well as classroom activities and links to the work of other teachers (including termly planning sheets and lesson plans).

[www.becta.org.uk](http://www.becta.org.uk)

<http://vtc.ngfl.gov.uk>

[www.thesaurus.com](http://www.thesaurus.com)

[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

<http://www2.sherston.com/>

[www.standards.dfes.gov.uk/literacy](http://www.standards.dfes.gov.uk/literacy)

## Useful reading and resources

DfEE (1998) *Baseline Assessment of Pupils Starting Primary School*, Circular 6/98. London: DfEE.

DfEE (1998) *NLS Framework for Teaching: Additional Guidance* (ref: NLSFTA). London: DfEE.

DfEE (2000) *Grammar for Writing (key stage 2)* with CD-ROM (ref: 0107/2000). London: DfEE.

DfEE (2000) *Guidance on the Organisation of the National Literacy Strategy in Reception Classes* (ref: 0153/2000 or NLS 1203). London: DfEE.

DfEE (2000) *NLS Supporting Pupils with SEN in the Literacy Hour* (ref: 0101/2000). London: DfEE.

DfEE (1998) *NLS Framework for Teaching from Reception to Year 6*. London: DfEE.

DfEE (2000) *Progression in Phonics – Materials for Whole-Class Teaching* with CD-ROM (ref: 033/2000). London: DfEE.

DfES (2001) *Developing Early Writing* with CD-ROM. (ref: 0055/2001). London: DfES.

*Grammatical Knowledge for Teachers* (a series of five self-study units to help teachers to develop their own grammatical knowledge). [www.standards.dfes.gov.uk/literacy](http://www.standards.dfes.gov.uk/literacy)

National Centre for Literacy and Numeracy (1999) *Spelling Bank: Lists of words and activities for the key stage 2 spelling objectives* (ref: NLS504). London: National Centre for Literacy and Numeracy.

QCA/DfEE (2000) *Curriculum guidance for the foundation stage*. London: DfEE/QCA.

### Useful Websites

**Please note that the websites referred to throughout the chapter have not been reproduced here. At the time of publication, the DfES is in the process of changing the stem of some of its website addresses from *www.dfes* to *www.dfes*. Should you be unsuccessful in making a connection with the address we have provided here, try typing in the alternative stem followed by the rest of the address. You may need Adobe Acrobat Reader™ to view/download any documents available on these websites.**

<http://curriculum.becta.org.uk/docserver.php?temid=84> (and also =255)

[www.besonet.org.uk](http://www.besonet.org.uk)

[www.qca.org.uk](http://www.qca.org.uk)

[www.dfes.gov.uk/sen](http://www.dfes.gov.uk/sen)

<http://curriculum.becta.org.uk/docserver.php?temid=84>  
<http://curriculum.becta.org.uk/docserver.php?temid=255>

[www.nasen.org.uk](http://www.nasen.org.uk)

[www.standards.dfes.gov.uk/literacy/publications/?pub\\_id=74&act1](http://www.standards.dfes.gov.uk/literacy/publications/?pub_id=74&act1)

[www.standards.dfes.gov.uk/literacy/publications/?pub\\_id=301](http://www.standards.dfes.gov.uk/literacy/publications/?pub_id=301)

[www.standards.dfes.gov.uk/literacy/publications/?pub\\_id=374](http://www.standards.dfes.gov.uk/literacy/publications/?pub_id=374)

[www.standards.dfes.gov.uk/literacy/publications/?pub\\_id=399&top](http://www.standards.dfes.gov.uk/literacy/publications/?pub_id=399&top)

[www.qca.org.uk/ca/5-14/age\\_related.asp](http://www.qca.org.uk/ca/5-14/age_related.asp)

[www.standards.dfes.gov.uk/performance](http://www.standards.dfes.gov.uk/performance)

British Educational Communications and Technology Agency.

British Educational Suppliers Association (BESA) resource guides for different subjects.

Curriculum guidance for the foundation stage.

DfES Centre for Special Educational Needs.

ICT and English entitlement.

National Association for Special Educational Needs.

NLS guidance on teaching able children.

NLS support (ALS).

NLS supporting pupils with SEN in the Literacy Hour.

NLS Year 6 booster units.

QCA site for curriculum planning for pupils.

Target setting.