

Teacher Guide

English

Cambridge
Secondary 1



CAMBRIDGE
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Section 1: Introduction

Welcome to the Cambridge Secondary 1 Teacher Guide for English.

This guide is designed to provide a suggested approach to the implementation and management of Cambridge Secondary 1 English in your school.

It offers:

- An introduction to the Cambridge Secondary 1 English Curriculum Framework
- Step-by-step guidance on the planning process, with exemplification at each point and helpful teacher training activities with resources
- Advice on differentiation and how to integrate this into your teaching
- Suggested techniques for implementing formative assessment and integrating this into your lesson planning
- Advice on monitoring
- Advice on classroom practice
- Advice on resources
- Information on Cambridge Secondary 1 Progression Tests and Cambridge Secondary 1 Checkpoint
- Guidance on support and training available from Cambridge
- Guidance on administration

A comprehensive scheme of work

In addition to this teacher guide, a full scheme of work covering the entire programme is provided for all registered Centres on the Cambridge Secondary 1 support site (<http://cambridgessecondary1.cie.org.uk>) to help you get started. Full coverage is provided in this way to accommodate new schools starting at any stage in the programme. As will be explained, a scheme of work is a process rather than a rigid structure, and these plans should be constantly amended in response to your own observations as a classroom teacher and other local considerations, including the resources you may have available at your school. These schemes of work are in no way compulsory, but simply offer a suggested starting point for covering the content of the curriculum within a suggested year of three terms of 10 weeks' duration. They can be expanded to suit the number of weeks available in your own terms and the holiday arrangements at your school.

Also provided within the schemes of work are two sample lesson plans for each stage, complete with activities and resources to help get you started immediately at whichever point you begin delivering the programme.

1.1 How to use this teacher guide

This guide provides a general introduction to the content, structure and underlying educational philosophy of Cambridge Secondary 1 English. It also offers guidance and advice on the essential processes of implementing Cambridge Secondary 1 English and is designed to cater for:

- schools that are teaching a Cambridge programme for the first time and need to move from a completely different system of planning
- schools that already deliver one or more Cambridge programmes but are new to Cambridge Secondary 1 English.

Schools new to Cambridge will find all sections of the Teacher Guide relevant to them. It provides a step-by-step guide through the process of implementing Cambridge Secondary 1 offering a suggested breakdown of the curriculum across the available teaching time, with sample lesson plans to get you started.

Existing Cambridge schools may be more familiar with certain aspects covered in this guide and will find particular sections more relevant to them (e.g. Section 2: Planning or Section 3: Teaching approaches).

1.2 Cambridge Secondary 1

Cambridge Secondary 1 is an education programme which combines a world-class curriculum with integrated assessment and high quality support for teachers. The programme has been developed by Cambridge International Examinations and is used in secondary schools around the world. Cambridge Secondary 1 helps schools develop learners who are confident, responsible, innovative and engaged.

Cambridge Secondary 1 covers

- English
- English as a Second Language
- Mathematics
- Science
- ICT Starters

for learners aged 11–14. It provides curriculum frameworks with integrated assessment for each subject.

Cambridge Secondary 1 provides a solid foundation for later stages of education.

It starts learners on an educational journey for their first years of secondary education, focusing on what they should be able to do at each stage of a lower secondary education. It develops skills, knowledge and understanding that will prepare them for a smooth transition to Cambridge Secondary 2 and beyond.

Cambridge Secondary 1 offers optional, integrated assessment.

The assessment structure tracks learner progression through the first years of secondary education. Learners taking Cambridge Secondary 1 Checkpoint receive a Statement of Achievement and detailed feedback on strengths and weaknesses.

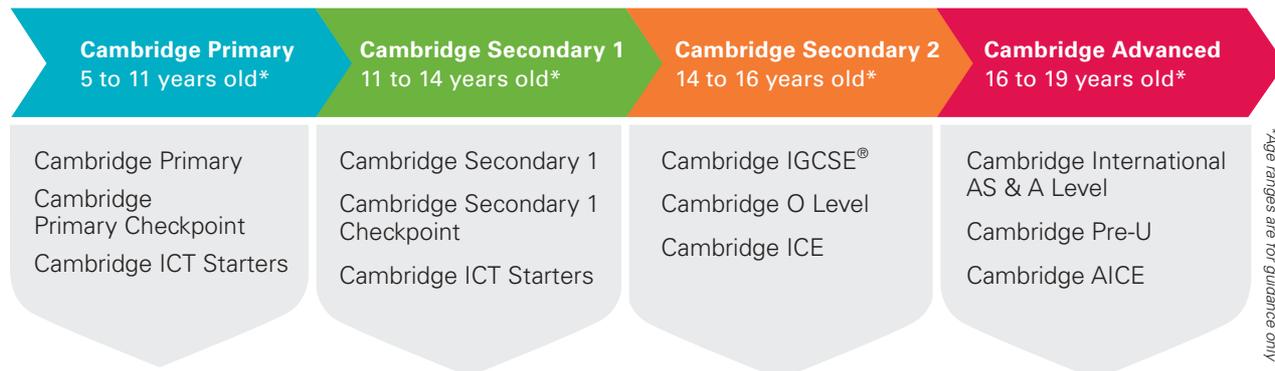
Cambridge Secondary 1 supports teachers in providing the best teaching and learning.

Schools adopting Cambridge Secondary 1 gain access to first-class support for teachers through publications, online resources, training and professional development.

Cambridge Secondary 1 is practical and flexible.

No part of the Cambridge Secondary 1 curriculum is compulsory, giving schools the flexibility to choose the elements that are right for their learners. This means that they can use Cambridge Secondary 1 while following their school or national curriculum, or offer the entire programme.

Cambridge Secondary 1 has been developed by Cambridge International Examinations, the world's largest provider of international education programmes and qualifications for 5–19 year olds. Our programmes and qualifications are taken in over 160 countries in 10 000 schools and are recognised by universities, education providers and employers across the world.



1.3 Curriculum framework

The Cambridge Secondary 1 English Curriculum Framework provides a comprehensive set of learning objectives for English. The objectives detail what the learner should know and what they should be able to do in each year of lower secondary education. The learning objectives provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked.

There are three stages. Each stage reflects the teaching targets for a year group. Broadly speaking, Stage 7 covers the first year of Cambridge Secondary 1, when learners are 11–12 years old. Stage 9 covers the final year of Cambridge Secondary 1 when learners are approximately 14 years old. It may be appropriate to introduce this framework at slightly different ages to suit your own particular circumstances.

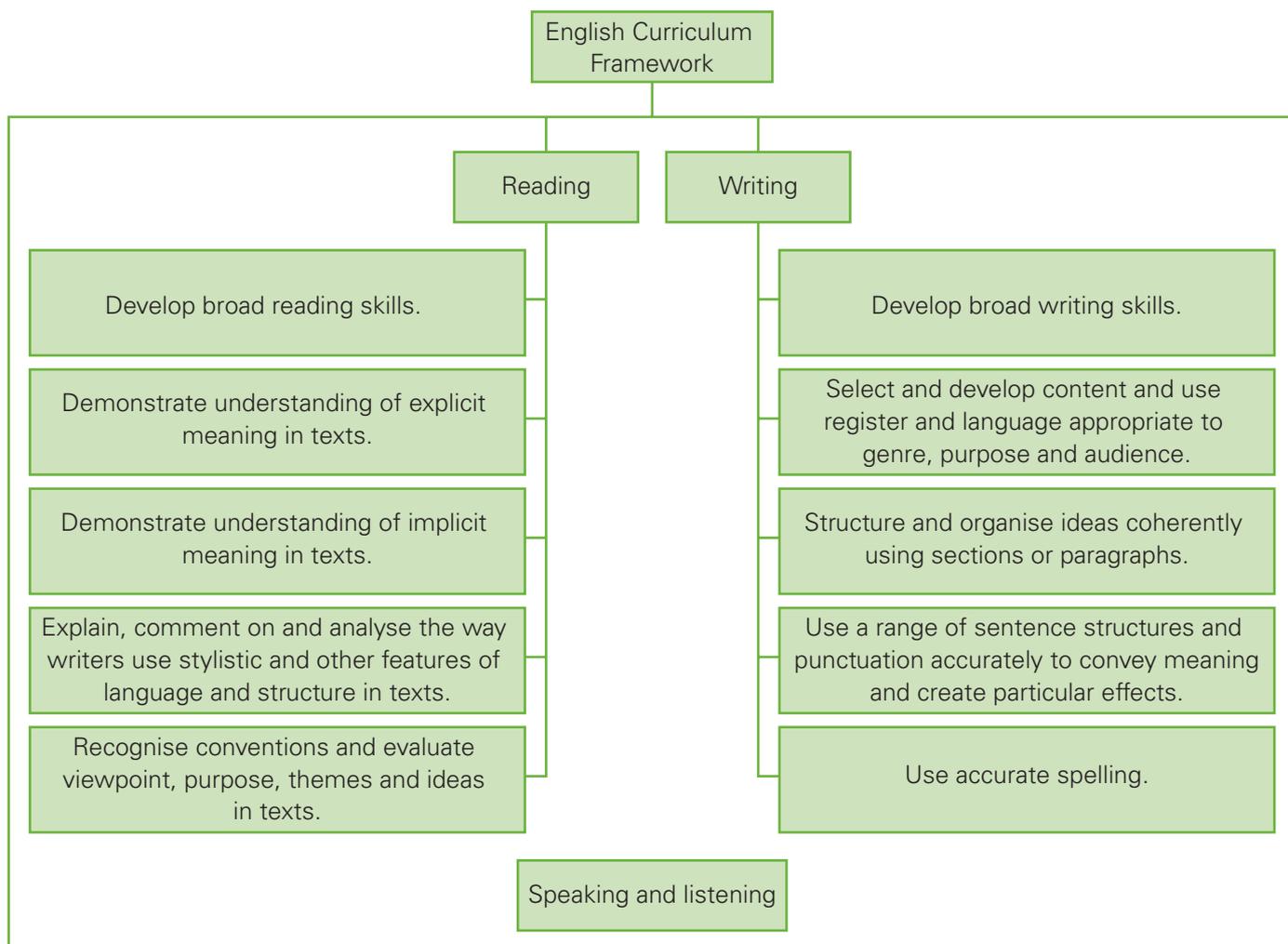
The Cambridge Secondary 1 English Curriculum Framework is presented in three content areas:

- 1 Reading
- 2 Writing
- 3 Speaking and listening

Each of these is referred to as a particular '**strand**'.

The Reading and Writing strands are split into sub-strands, which are divided by skills. The Speaking and listening strand includes learning objectives that can be applied in all other strands.

The diagram below shows how the strands and sub-strands all relate to each other.



Continuity, progression and balance

The curriculum framework allows for continuity and progression both within and between the stages. You can select any learning objective and clearly trace its pathway through the stages of the curriculum framework. This continuity allows the curriculum to be consistent and ‘uninterrupted’ between stages whilst progression ensures that learners move forward steadily.

The table on the next page shows how knowledge and skills can be traced through the framework. A learning objective from Stage 7 of the curriculum framework has been selected, and one from Stage 9, demonstrating the ‘beginning’ and ‘end’ of a part of the curriculum framework.

Examples of progression in the curriculum framework

Stage 7	→	Stage 9
<p>Reading Identify and describe the effect of writers; and poets; use of literary, rhetorical and grammatical features, including imagery and figurative language</p>		<p>Reading Analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects on different readers</p>
<p>Writing Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.</p>		<p>Writing Select the most appropriate text format, layout and presentation to create impact and engage the reader.</p>
<p>Speaking and listening Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.</p>		<p>Speaking and listening Evaluate meaning and impact of a range of features in own and others' discourse including broadcast media.</p>

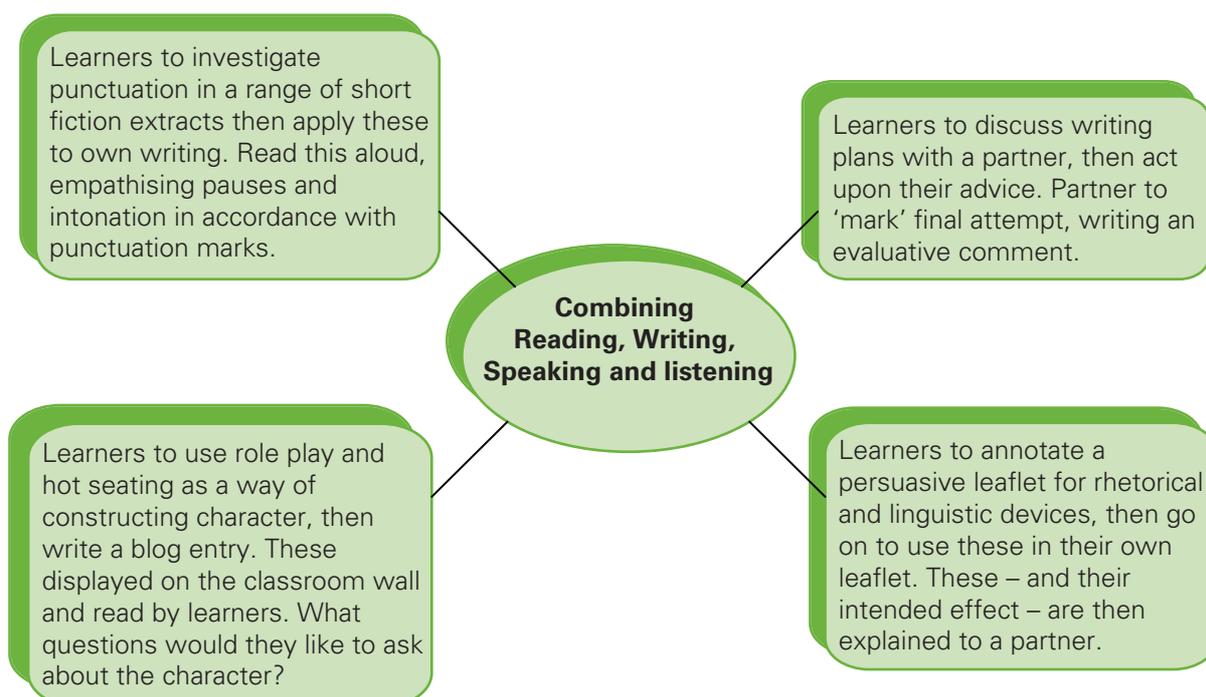
The curriculum framework has been designed to allow sufficient time for learners to acquire a secure grasp of the skills and knowledge required at each stage. Teachers themselves are best placed to know the capabilities of their learners and so can, of course, choose to supplement the framework as appropriate. What is within the curriculum framework is the content that will be assessed using the Cambridge Progression Tests on the Cambridge Secondary 1 support site. It is also tested in Cambridge Secondary 1 Checkpoint for which feedback reports are provided.

The learning strands provide a solid foundation upon which Secondary 2 can be built. Indeed, many of the skills detailed in Stage 9 are transferable to Secondary 2 programmes.

Balance

The structure of the curriculum framework has been chosen in order to provide a balanced coverage of the fundamental skills and knowledge of English at this level.

Although the curriculum framework is divided into three strands, they are interrelated and can be taught in conjunction with each other.



Speaking and listening is an inseparable part of learning to use a language. It is a highly applied part of language and as such is not explicitly tested in Cambridge Secondary 1 Checkpoint. However, as can be seen from the diagram on the previous page, its function as a strand in the curriculum framework is to provide opportunities to create active learning experiences which significantly enhance learning in both Reading and Writing. As a strand, Speaking and listening offers a progressive framework that helps teachers to structure other learning, particularly in the skills of:

- critical analysis
- effective questioning
- social collaboration
- clarification of ideas and opinions
- active and purposeful listening
- addressing different audiences and contexts.

There are many opportunities for cross-over into the knowledge and skills that could be developed from the perspective of another subject. For example, learners could be taught how to:

- write and structure factual, evidence-based reports.
- take notes so that information is categorised appropriately and main points distinguished from subsidiary information.
- evaluate the reliability of internet sources.
- engage effectively in group discussion, so that they participate fully; ask appropriate questions; support and extend points made by other contributors.

In addition, the curriculum framework presents many opportunities for learners to develop the skills of cognition, enquiry and problem solving – areas integral to effective learning in English. For example, learners could:

- in pairs, work out a particular spelling rule and its exception, and explain their hypothesis to the rest of the class
- in role-playing groups, work through problem solving scenarios – such as whose views within a community should be taken into account on a proposed development
- adapt to ideas as circumstances change, e.g. make last minute alterations to their work on a front page school newspaper report, accommodating the latest news
- explicitly use a range of question stems in order to analyse and evaluate, e.g. 'What if ...?', 'How can you tell ...?', 'How was this similar to ...?', 'Can you compare your ...?', 'Why is this like ...?'

Section 2: Planning

2.1 Getting started

This next section will look at the planning process. It will help you ensure that the content of the Cambridge Secondary 1 curriculum for English is covered across Stages 7–9 within the teaching time available.

You need to plan for:

- what you are going to teach from the curriculum framework – this could be coverage of all stages or just for the stage you teach
- the order in which you are going to teach it
- which skills and knowledge will need revisiting and consolidating
- how you are going to teach
- the detail of actual lessons, led by clear and precise learning objectives, which can be readily assessed.

The following section lays out a step-by-step guide to the planning process, including how to build in flexibility in terms of coverage, delivery style and timing to meet the individual circumstances of teachers.

2.2 A consistent approach

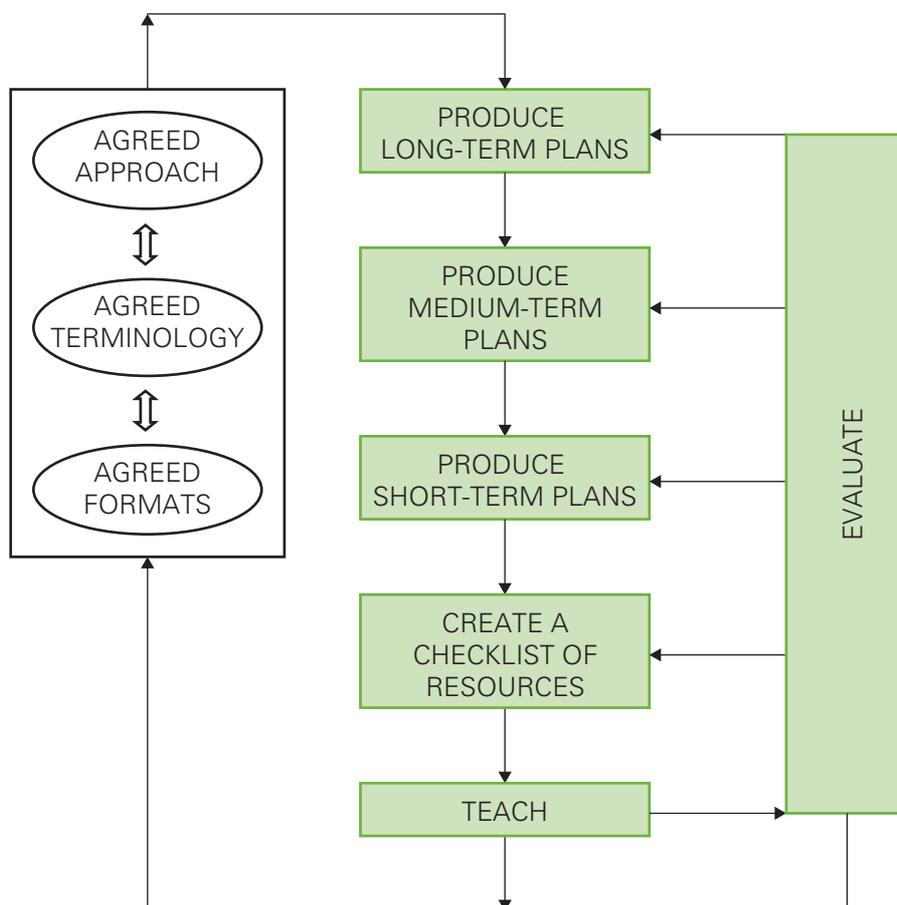
Download the curriculum framework for Secondary 1 English from the Cambridge Secondary 1 support site <http://cambridgesecundary1.cie.org.uk>, and familiarise yourself with the coverage and structure of the programme across Stages 7, 8 and 9.

You need to consider how to begin breaking this content down into manageable teaching units.

However, before this process can begin, it is advisable to gather the other secondary teachers together in order to coordinate a consistent overall approach. The diagram on the next page gives an overview of the whole planning process and, as you can see, decisions about approach, terminology and format need to be made first.

A pathway to implementation

Look at the diagram below. Start by thinking about the decisions in the white box: approach, terminology and formats.



Approach: The general approach will largely be decided by colleagues in management. This, for example, may concern the whole curriculum and not just English. Some schools merge subjects across the curriculum. However, for the purpose of this guide, we assume that Secondary 1 English is going to be taught as a separate subject.

Terminology: Everyone involved needs to understand the terminology used so that, for example, 'long-term' plan means the same to all. This is true whatever the overall approach within a school.

Training activity: Agreeing terminology (Appendix A1)

In the appendices of this guide you will find an exercise that may be carried out by groups of teachers to reach an understanding of the planning terms:

Long-term [overview]

Medium-term [scheme of work]

Short-term [lesson plan]

It also includes other relevant terms. When the terminology has been agreed, planning can begin.

Formats: It is not vital to all use the same documentation for planning but it is very helpful in aiding clear communication and shared understanding. Documentation could vary from subject to subject but it is advantageous if the formats used for planning English are the same at each stage. Templates for all stages are provided at the back of this guide – and it is suggested that these are used by all teachers who deliver English. These will be discussed in more detail later in this guide.

Evaluation: Perhaps the most important box is the ‘Evaluate’ box. It is always a good idea to check how well something works. The diagram shows that this can be for any stage. If there is a problem delivering a lesson, it is often assumed that there is something wrong with the lesson plan. This can certainly be the case but sometimes it may be because the medium- or long-term plan needs changing in some way. The white box issues may also need to be revisited.

2.3 Description of the planning phases

Long-term plans provide an overall road map of the curriculum, with learning objectives from the curriculum framework distributed and sequenced across the three stages. The learner is provided with a journey premised on development and progression.

In effect, the long-term plan maps a forward vision of the range, content and curriculum coverage over a stage – and successive stages – so that they all fit together. It will be a pathway that is shared and agreed: every learner within a particular cohort, group, and year in the school will progress along the same curriculum route.

A long-term plan will incorporate features particular to the school, for example, departmental, school and local events; visitors; cross-curricular links.

With any plan, it is tempting to think of it as rigid. However, long- and medium-term plans are part of an ongoing design process and therefore need to be open to constant change. Plans should be adaptable and evolve according to changing circumstances and need. For example, it may well be the case that more time is needed to consolidate skills for some learners or an unexpected event may necessitate a shift of coverage or topic. Adapting planning to accommodate this kind of change is something that even very experienced teachers have to do.

In general terms, it is recommended that long-term plans are reviewed yearly for their impact on learning outcomes and then amended where it is appropriate to do so.

Medium-term plans essentially ‘lift’ learning objectives from the long-term plan and sequence these into coherent units of work. Usually a medium-term plan covers a term. In the schemes of work we have based our medium-term plans on the assumption that each school year has three terms of 10 weeks. Term length varies around the world, so we have chosen this relatively compact approach to enable schools to add further time as necessary. A range of activities have been suggested so that schools are able to match their needs and interests as appropriate.

A medium-term plan will identify the detail, order and timing of what is to be taught over a term. It will:

- clearly identify the intended learning objectives linked to the curriculum framework
- indicate the activities that will enable learning objectives to be achieved, with these sequenced to facilitate progression
- provide broad information about the amount of time needed to cover the objectives
- detail the resources required during the planning period

- present a cohesive sequence for learning and teaching
- detail ways in which learning outcomes might be assessed
- indicate ways of evaluation through feedback, e.g. assessment of learners; lesson observations by teachers; learner/teacher feedback.

New teacher's tip: If you are new to teaching and unsure about the length of time it takes to deliver a particular topic, then we have provided a comprehensive plan for all stages from which you can make a start. Do not expect your plan to be perfect first time; start with an estimate of how long you think a subject will take and adjust your long-, medium- and short-term plans as you go along so that next time you are delivering it you will be able to fine tune it a bit more each time. You are the best judge of the capabilities of your learners and how long it will take them to understand each topic given their existing knowledge.

Short-term plans are, in effect, the lesson plans – most commonly this evolves into a weekly plan. Learning objectives are taken from the medium-term plan and details are provided on how these are to be taught within the space of a lesson.

A short-term plan will pay close attention to learners as individuals, and the ways in which their needs can be met. This could be a particular learning difficulty or accommodation of those learners who are gifted and talented.

A lesson plan will always build upon previous learning within a teaching sequence. In effect, learning is assessed each lesson, with any learning issues then fed into the subsequent lesson for consolidation or revisiting. Short-term plans are like links in a chain, each one attached to the one before – and after. If assessment shows that learners have not understood a particular learning objective, it would not make sense to simply ignore this and go on to the next objective but instead, to focus on it again so that the knowledge or skill is retained. Refinement of teaching, grouping, and resources may be required.

As with all other aspects of planning, it is desirable that teachers consider the extent to which planning can be shared between members of staff. This allows expertise to be shared and for workload burdens to be minimised.

The following sections provide a step-by-step guide to the planning process summarised in the diagram on the next page. Advice and resources for meeting the training needs of colleagues are also provided where possible.

Planning process steps: 1–8

The steps of the planning process (1–8) outlined in the diagram are divided into three logical phases that mirror the sub-sections of this section of the guide:

2.4 Phase 1 – Creating a long-term plan (Steps 1–4)

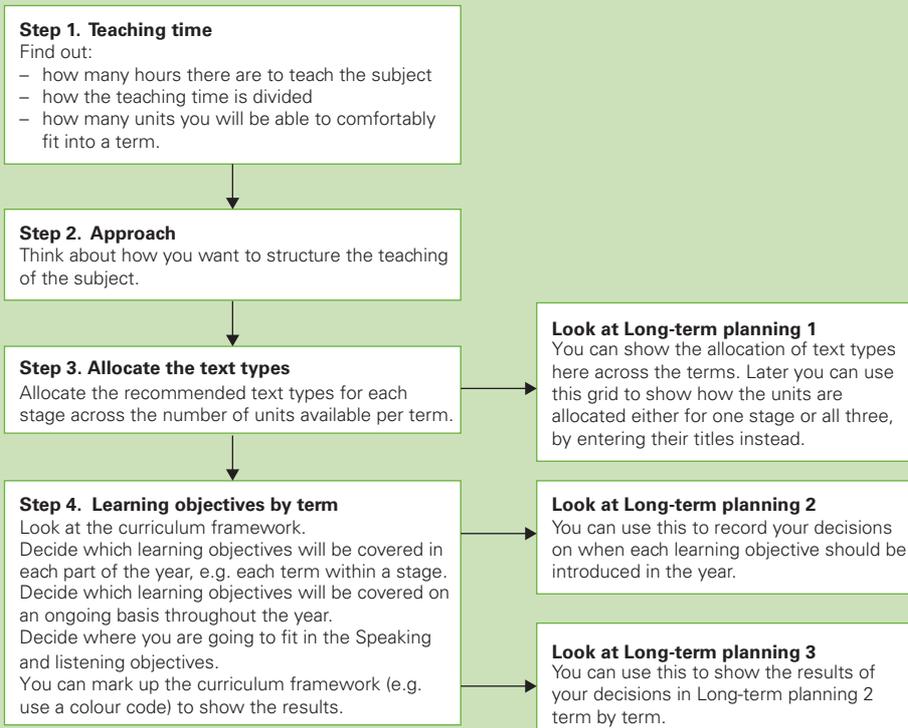
2.5 Phase 2 – Creating a medium-term plan (Steps 5–6)

2.6 Phase 3 – Creating a short-term plan (Steps 7–8)

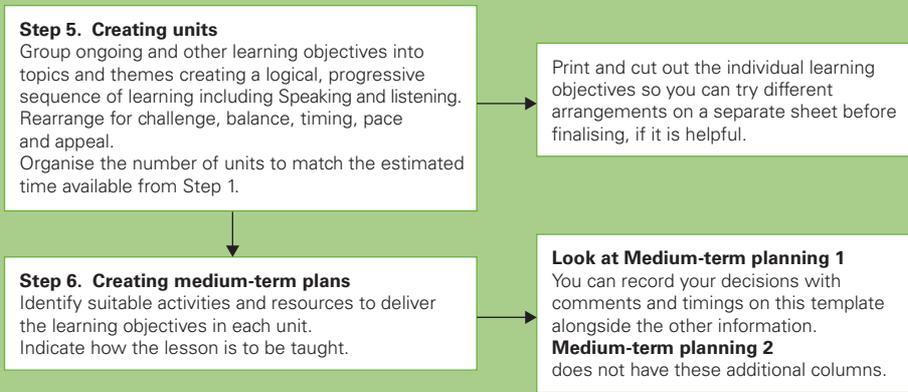
The eight steps of the process are dealt with in each related sub-section as shown above.

The planning process

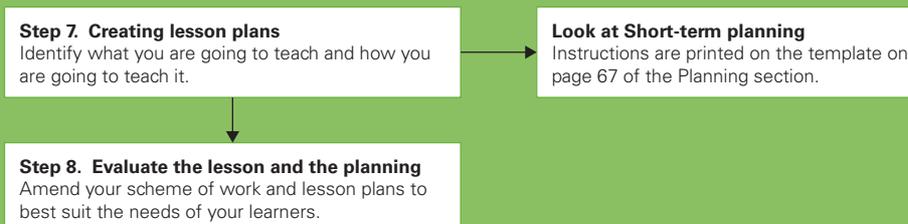
2.4 Phase 1 Creating a long-term plan



2.5 Phase 2 Creating a medium-term plan



2.6 Phase 3 Creating a short-term plan



2.4 Phase 1 – Creating a long-term plan

Step 1: Teaching time

First, you will need to establish the number of terms available, the length of the terms and the approximate number of teaching units you will be able to fit into each term. In this guide we will follow a structure of three units per term and three terms per stage.

Step 2: Approach

Next, you will need to decide the overall approach you want to take to the teaching structure of the subject. Here are a few helpful prompts to get you thinking along the right lines.

- Do I have a preferred way of working?
- Do I prefer to teach a mixture of strands or concentrate on particular areas?
- What is the availability of English resources in my school (are they shared)?
- How can I ensure that I cover the whole curriculum for the stage during the year?
- How will I provide opportunities for Speaking and listening?
- How can I sensibly group learning objectives from the curriculum framework to incorporate them into meaningful units of study?

Different planning models may be useful in deciding the most effective way of meeting learners' needs. Models can be either linear (each topic delivered consecutively) or spiral (see diagram on the next page) or even a combination of both.

The Cambridge Secondary 1 English Curriculum Framework facilitates a combined **spiral and linear approach to learning**. Learners can be introduced to the basic features of a skill – such as the features of sentence structure in Stage 7.

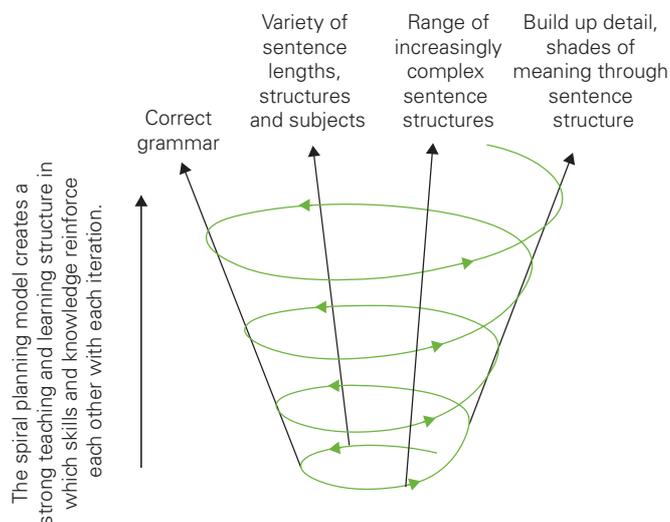
Opportunities are provided for learners to apply their learning in a range of contexts, visited and revisited in a range of contexts, including investigations on how such structures are used by different writers. As a result, learners' use of sentence structure becomes more knowledgeable, with some starting to use different structures to craft and shape meaning.

As further learning progresses in subsequent terms and units, more sophisticated features of structure can be introduced which can then be grafted onto a strong learning base.

In effect, learning is re-emphasised, consolidated and continually extended. This bottom-up approach ensures a continuum which both broadens and deepens the learning. Learning becomes embedded and fully contextualised and therefore much more likely to enter into the long-term memory.

The spiral planning model

The spiral planning model creates a strong teaching and learning structure in which skills and knowledge reinforce each other with each reiteration.



Step 3: Allocating the text types

Have a look at the curriculum framework. At each stage under the full strand heading 'Reading' you will find a box like the one below listing the recommended text types for that particular stage.

Reading

The following genres and text types are recommended at Stage 7:

Fiction and poetry: suspense and horror stories, sci-fi and fantasy novels, contemporary folk and fairy-tales, short-stories (including those set in different times and places), older literature (including drama), narrative and non-narrative poems, significant poems from before 1900.

Non-fiction: contemporary biography, autobiography, letters and diaries, journalistic writing / writing with bias, news websites.

We are going to divide these text types or 'genres' roughly into nine areas and fit them into the three-unit-per-term model.

Below is a table illustrating how text types can be used to inform long-term planning. This template (**Long-term planning_1**) is available in Appendix C at the back of this guide.

TERM 1	TERM 2	TERM 3
<p>Unit 1A: Horror and suspense</p> <p>Sentence structure and punctuation skills; structural, narrative, genre, literary and grammatical features of horror and suspense texts; learners to write horror/suspense extract, using conventions and features.</p>	<p>Unit 2A: Non-fiction types</p> <p>Sentence structure and punctuation skills; structural, presentational, linguistic features and conventions of a range of non-fiction text types – to inform, explain, argue, persuade, comment; note taking; write own non-fiction text type using conventions.</p>	<p>Unit 3A: Exploring pre-20th century fiction</p> <p>Narrative structure, themes, literary, rhetorical and grammatical features; social, cultural and historical contexts; written response to a text extract, focusing on essential reading skills.</p>
<p>Unit 1B: Poetry – narrative and non-narrative</p> <p>Straightforward structural, thematic, stylistic and literary features of narrative poems; drama and role play; character diary entries; structural and literary features of non-narrative poems; written responses to poems.</p>	<p>Unit 2B: An introduction to journalistic writing</p> <p>Issues of bias and viewpoint in journalistic writing / news websites; oral and written work covering features of journalistic commentary and interviews.</p>	<p>Unit 3B: Exploring pre-20th century drama</p> <p>Dramatic structure, themes, literary features, rhetorical devices and grammatical features; social, cultural and historical contexts; basic performance/conventions of gesture, movement, delivery, pace; writing – short drama script/extract.</p>
<p>Unit 1C: Getting to grips with genre</p> <p>Genre features of science fiction, fantasy, contemporary folk and fairy tales; narrative features of short stories; personal reading preferences/habits; book reviews; individual presentations.</p>	<p>Unit 2C: Contemporary non-fiction: expressing the self</p> <p>Straightforward thematic, structural and linguistic features of biography, autobiography, letters and diaries; written and oral work.</p>	<p>Unit 3C: Exploring pre-20th century poetry</p> <p>Themes, poetic devices and linguistic devices; social, cultural and historical contexts; comparison of contemporary and pre-20th century poems; written comparative response done in groups.</p>

Consider the order of difficulty associated with the different text types and how to manage the balance and variety of coverage across the stage as a whole.

For example, 'Horror and suspense' might be a better choice than 'Exploring pre-20th century poetry' for Term 1 as it is a more straightforward place to start.

We will now look at how you might think broadly about sequencing the skills for all the text types in the table above, across the three terms.

Term 1: Suspense/horror stories: accessible start.

Introduce basic sentence structure skills first and then find these features in text extracts.

Learners write the first chapter of a horror/suspense novel?

Learners prepare personal reading logs to include science fiction and contemporary fiction?

Analysis of genre?

Possibly pick up on narrative in narrative/non-narrative poetry.

Term 2: Non-fiction, both reading and writing. Build on some of the sentence structure skills already covered.

Term 3: Learners should be ready to take on more challenging text coverage – pre-20th century poetry and drama.

Some key points to remember about long-term planning:

- The current model of nine units per stage is recommended – three per term. Fewer would give too large a group of objectives to address in one unit. More would be too fragmented to give coherence to the overall scheme.
- Terminology can vary, although consistency is recommended within a school.
- An audit of the learning objectives for the whole stage is recommended to ensure coverage.
- Each objective may be revisited in different ways in different units to continue to develop new skills in different contexts.
- Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended.
- Detail of the ongoing objectives may be given in an outline plan.

Step 4: Ordering the learning objectives

Next, you need to work through all the learning objectives in the order in which they appear in the curriculum framework, writing alongside each one which term or terms (Term 1 (**T1**); Term 2 (**T2**); Term 3 (**T3**)) you think each one should be delivered in. An objective may need to be revisited in subsequent terms so could, for example, appear in both T1 and T3. You will need to think about the order of learning difficulty in allocating the objectives. The template Long-term planning_2 has been produced to help you record term allocations. It has a column on the right-hand side in which you can write the appropriate timing for delivery.

You will find that some learning objectives relate to skills which seem integral to progression in English across that stage, for example, correct spelling and grammar. These are core skills which underpin all strands in English. We have called these skills '**Ongoing**' objectives in this guide. You will need to identify these in the curriculum framework and put an '**O**' beside them in your list. See the completed example of Long-term planning_2 included on pages 18–21.

The ongoing learning objectives have been detailed separately in the published Cambridge scheme of work to give teachers the choice of how they wish to integrate these. For example, teachers may wish to allocate

time each day to teaching these objectives, or they may prefer to allocate a set amount of time each week. Alternatively, they may wish to build them into particular units where it seems appropriate to do so.

Whatever option or range of options are chosen, the ongoing objectives should be taught, reinforced and developed throughout the entire school year.

A completed example of Long-term planning_2

All of the learning objectives are listed in the order in which they appear in the framework, with a reference to the terms in which they are first introduced. The example below is from Stage 7. A blank version of the template is available in the appendices.

Framework code	Learning objective	Ongoing (O) Term (T1, T2, T3)
Reading		
Develop broad reading skills		
7Ro1	Give an informed personal response to a text and provide some textual reference in support.	O
7Ro2	Understand how readers make choices about the texts they like reading, e.g. by author or genre.	T1, T2, T3
Demonstrate understanding of explicit meaning in texts		
7Rx1	Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning.	O
7Rx2	Select, collate and summarise ideas from texts, using notes where relevant.	O
Demonstrate understanding of implicit meaning in texts		
7Ri1	Use inference and deduction to recognise implicit meanings.	O
Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts		
7Rw1	Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary.	T1, T2, T3
7Rw2	Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.	T1, T2, T3
7Rw3	Show awareness of poets' use of language and its intended impact on the reader.	T1, T3
7Rw4	Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts.	T1, T2, T3
7Rw5	Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.	T1, T2, T3
7Rw6	Show awareness of the reasons for using long and short sentences.	T1, T2, T3
7Rw7	Comment on how the choice of sentences and variety of sentence openings control pace and meaning.	T1, T2, T3

Framework code	Learning objective	Ongoing (O) Term (T1, T2, T3)
7Rw8	Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	T2
Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts		
7Rv1	Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.	T1, T2, T3
7Rv2	Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.	T1, T2, T3
7Rv3	Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.	T1, T2, T3
7Rv4	Explore the range of different ways writers use layout, form and presentation in a variety of texts.	T2
Writing		
Develop broad writing skills		
7Wo1	Practise note-taking using different styles for different purposes.	T2
7Wo2	Use a dictionary and thesaurus effectively to further develop vocabulary.	O
Select and develop content and use register and language appropriate to genre, purpose and audience		
7Wa1	Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.	O
7Wa2	Create an effect by using some of the key linguistic and literary techniques used by writers.	T1, T2
7Wa3	Begin to develop character and voice in fiction writing.	T1
7Wa4	Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.	T2
7Wa5	Understand and use degrees of formality in a range of texts according to context, purpose and audience.	T1, T2
7Wa6	Write to express a personal viewpoint.	T1, T2, T3
7Wa7	Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.	O
7Wa8	Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.	O
7Wa9	Understand the conventions of standard English and how to use them consistently in writing.	O

Framework code	Learning objective	Ongoing (O) Term (T1, T2, T3)
Structure and organise ideas coherently using sections and paragraphs		
7Wt1	Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.	T1, T2, T3
7Wt2	Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.	T1, T2, T3
Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects		
7Wp1	Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.	O
7Wp2	Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure.	T1, T2, T3
7Wp3	Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.	O
7Wp4	Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.	T1, T2
7Wp5	Use correct grammar, including articles, word order and tense in a range of genres and text types.	O
7Wp6	Clarify relationships between ideas with an accurate and increased use of connectives.	O
7Wp7	Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and dialogue.	O
Use accurate spelling		
7Ws1	Spell correctly most commonly used words with regular patterns.	O
7Ws2	Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.	O
Speaking and listening		
7SL1	Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.	O
7SL2	Shape talk for clarity and effect and to engage a listener.	T1, T2, T3
7SL3	Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience.	O
7SL4	Practise speaking fluently and clearly at an appropriate pace and volume.	T1, T2, T3
7SL5	Develop the ability to listen courteously to others and be sensitive to turn-taking.	O
7SL6	Make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.	O

Framework code	Learning objective	Ongoing (O) Term (T1, T2, T3)
7SL7	Work effectively in solo, paired and group assignments, including role-play.	T1, T2, T3
7SL8	Show insight into texts and issues through choice of speech, gesture and movement, within role-play.	T1, T2
7SL9	Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.	T2, T3

Once you have allocated your learning objectives to the relevant term(s) you might want to produce a document that separates these lists out into their individual terms. This way you can see when learning objectives are first introduced to learners. You can either include the relevant ongoing objectives within this list, or make a separate list for them against each stage. You can use the template Long-term planning_3 for this. A completed example of this kind of record (with integrated ongoing objectives for a single stage) has been included on pages 21–28.

Alternatively, you can also keep the list all together and simply colour-code the times of first delivery – either separating out the ongoing objectives, or perhaps indicating them in bold.

A completed example of Long-term planning_3 follows. Learning objectives are listed within each term (following their earlier selection) in the order in which they appear in the framework. Objectives emboldened are those that are **ongoing**.

This kind of record can also be used as a checklist or audit of all learning objectives for the stage.

A completed version of Long-term Planning_3

Term 1	
Framework code	Learning objective
Reading	
Develop broad reading skills	
7Ro1	Give an informed personal response to a text and provide some textual reference in support.
7Ro2	Understand how readers make choices about the texts they like reading, e.g. by author or genre.
Demonstrate understanding of explicit meaning in texts	
7Rx1	Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning.
7Rx2	Select, collate and summarise ideas from texts, using notes where relevant.
Demonstrate understanding of implicit meaning in texts	
7Ri1	Use inference and deduction to recognise implicit meanings.
Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts	
7Rw1	Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary.

Term 1	
Framework code	Learning objective
7Rw2	Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.
7Rw3	Show awareness of poets' use of language and its intended impact on the reader.
7Rw4	Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts.
7Rw5	Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.
7Rw6	Show awareness of the reasons for using long and short sentences.
7Rw7	Comment on how the choice of sentences and variety of sentence openings control pace and meaning.
Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts	
7Rv1	Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.
7Rv2	Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.
7Rv3	Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.
Writing	
Develop broad writing skills	
7Wo2	Use a dictionary and thesaurus effectively to further develop vocabulary.
Select and develop content and use register and language appropriate to genre, purpose and audience	
7Wa1	Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.
7Wa2	Create an effect by using some of the key linguistic and literary techniques used by writers.
7Wa3	Begin to develop character and voice in fiction writing.
7Wa5	Understand and use degrees of formality in a range of texts according to context, purpose and audience.
7Wa6	Write to express a personal viewpoint.
7Wa7	Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.
7Wa8	Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.
7Wa9	Understand the conventions of standard English and how to use them consistently in writing.
Structure and organise ideas coherently using sections and paragraphs	
7Wt1	Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.

Term 1	
Framework code	Learning objective
7Wt2	Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.
Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects	
7Wp1	Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.
7Wp2	Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure.
7Wp3	Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.
7Wp4	Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.
7Wp5	Use correct grammar, including articles, word order and tense in a range of genres and text types.
7Wp6	Clarify relationships between ideas with an accurate and increased use of connectives.
7Wp7	Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and dialogue.
Use accurate spelling	
7Ws1	Spell correctly most commonly used words with regular patterns.
7Ws2	Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.
Speaking and listening	
7SL1	Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.
7SL2	Shape talk for clarity and effect and to engage a listener.
7SL3	Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience.
7SL4	Practise speaking fluently and clearly at an appropriate pace and volume.
7SL5	Develop the ability to listen courteously to others and be sensitive to turn-taking.
7SL6	Make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.
7SL7	Work effectively in solo, paired and group assignments, including role-play.
7SL8	Show insight into texts and issues through choice of speech, gesture and movement, within role-play.

Term 2	
Framework code	Learning objective
Reading	
Develop broad reading skills	
7Ro1	Give an informed personal response to a text and provide some textual reference in support.
7Ro2	Understand how readers make choices about the texts they like reading, e.g. by author or genre.
Demonstrate understanding of explicit meaning in texts	
7Rx1	Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning.
7Rx2	Select, collate and summarise ideas from texts, using notes where relevant.
Demonstrate understanding of implicit meaning in texts	
7Ri1	Use inference and deduction to recognise implicit meanings.
Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts	
7Rw1	Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary.
7Rw2	Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.
7Rw4	Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts.
7Rw5	Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.
7Rw6	Show awareness of the reasons for using long and short sentences.
7Rw7	Comment on how the choice of sentences and variety of sentence openings control pace and meaning.
7Rw8	Explore the variety and range of ways in which the content of texts can be organised, structured and combined.
Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts	
7Rv1	Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.
7Rv2	Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.
7Rv3	Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.
7Rv4	Explore the range of different ways writers use layout, form and presentation in a variety of texts.

Term 2	
Framework code	Learning objective
Writing	
Develop broad writing skills	
7Wo1	Practise note-taking using different styles for different purposes.
7Wo2	Use a dictionary and thesaurus effectively to further develop vocabulary.
Select and develop content and use register and language appropriate to genre, purpose and audience	
7Wa1	Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.
7Wa2	Create an effect by using some of the key linguistic and literary techniques used by writers.
7Wa4	Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.
7Wa5	Understand and use degrees of formality in a range of texts according to context, purpose and audience.
7Wa6	Write to express a personal viewpoint.
7Wa7	Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.
7Wa8	Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.
7Wa9	Understand the conventions of standard English and how to use them consistently in writing.
Structure and organise ideas coherently using sections and paragraphs	
7Wt1	Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.
7Wt2	Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.
Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects	
7Wp1	Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.
7Wp2	Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure.
7Wp3	Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.
7Wp4	Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.
7Wp5	Use correct grammar, including articles, word order and tense in a range of genres and text types.

Term 2	
Framework code	Learning objective
7Wp6	Clarify relationships between ideas with an accurate and increased use of connectives.
7Wp7	Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and dialogue.
Use accurate spelling	
7Ws1	Spell correctly most commonly used words with regular patterns.
7Ws2	Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.
Speaking and listening	
7SL1	Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.
7SL2	Shape talk for clarity and effect and to engage a listener.
7SL3	Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience.
7SL4	Practise speaking fluently and clearly at an appropriate pace and volume.
7SL5	Develop the ability to listen courteously to others and be sensitive to turn-taking.
7SL6	Make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.
7SL7	Work effectively in solo, paired and group assignments, including role-play.
7SL8	Show insight into texts and issues through choice of speech, gesture and movement, within role-play.
7SL9	Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.

Term 3	
Framework code	Learning objective
Reading	
Develop broad reading skills	
7Ro1	Give an informed personal response to a text and provide some textual reference in support.
7Ro2	Understand how readers make choices about the texts they like reading, e.g. by author or genre.
Demonstrate understanding of explicit meaning in texts	
7Rx1	Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning.
7Rx2	Select, collate and summarise ideas from texts, using notes where relevant.

Term 3	
Framework code	Learning objective
Demonstrate understanding of implicit meaning in texts	
7Ri1	Use inference and deduction to recognise implicit meanings.
Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts	
7Rw1	Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary.
7Rw2	Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.
7Rw3	Show awareness of poets' use of language and its intended impact on the reader.
7Rw4	Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts.
7Rw5	Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.
7Rw6	Show awareness of the reasons for using long and short sentences.
7Rw7	Comment on how the choice of sentences and variety of sentence openings control pace and meaning.
Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts	
7Rv1	Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.
7Rv2	Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.
7Rv3	Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.
Writing	
Develop broad writing skills	
7Wo2	Use a dictionary and thesaurus effectively to further develop vocabulary.
Select and develop content and use register and language appropriate to genre, purpose and audience	
7Wa1	Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.
7Wa6	Write to express a personal viewpoint.
7Wa7	Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.
7Wa8	Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.
7Wa9	Understand the conventions of standard English and how to use them consistently in writing.

Term 3	
Framework code	Learning objective
Structure and organise ideas coherently using sections and paragraphs	
7Wt1	Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.
7Wt2	Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.
Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects	
7Wp1	Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.
7Wp2	Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure.
7Wp3	Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.
7Wp5	Use correct grammar, including articles, word order and tense in a range of genres and text types.
7Wp6	Clarify relationships between ideas with an accurate and increased use of connectives.
7Wp7	Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and dialogue.
Use accurate spelling	
7Ws1	Spell correctly most commonly used words with regular patterns.
7Ws2	Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.
Speaking and listening	
7SL1	Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.
7SL2	Shape talk for clarity and effect and to engage a listener.
7SL3	Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience.
7SL4	Practise speaking fluently and clearly at an appropriate pace and volume.
7SL5	Develop the ability to listen courteously to others and be sensitive to turn-taking.
7SL6	Make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.
7SL7	Work effectively in solo, paired and group assignments, including role-play.
7SL9	Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.

2.5 Phase 2 – Creating a medium-term plan

You should already have decided roughly how much time will be required on each unit as part of your long-term planning. For example, it may be two weeks or it may be four depending on the length of time available in your terms.

Step 5: Creating units and Step 6: Medium-term plans

Having grouped the objectives term by term, consideration now needs to be given to:

- the order in which these objectives should be taught
- how long they need to be taught
- what resources are required.

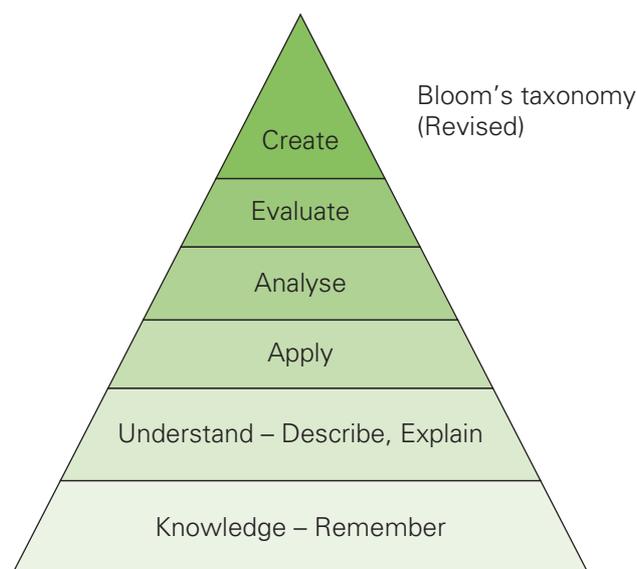
Teachers will need to be alert to:

- what learners already know (this will be the baseline on which to build other objectives)
- what skills should be taught by when
- where, when and how often ongoing objectives are incorporated.

This sequencing of skills is important. Skills and knowledge need to be built up, applied, practised and developed, secured and then applied independently. Building skills and knowledge is a recursive process and should be revisited as and when required, in a range of contexts and situations.

Look at the ascending hierarchy of skills indicated in the triangle below. Think about the levels of skill required by the learner across and within your units. Are you asking learners to perform tasks that require a higher level of skill towards the end of the term, having built their knowledge systematically in previous lessons? The clearer the hierarchy of skills in your planning and delivery, the more the learning process can be internalised by the learner.

Bloom's taxonomy offers a useful learning hierarchy.



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Bloom's identification of six levels of cognitive learning provides a progression from knowledge and recall of facts to understanding, application, analysis, and evaluation – culminating in the ultimate act of creation, where the learner can now function as a 'free agent'.

Once you have ordered the learning objectives into groups around the themes and topics (having considered prior learning, the order of skills required, balance and variety, and comprehensive coverage for the stage), you can arrange these around the text types which you allocated across the stage earlier on in the process. This should give you your three units per term, which you can call 1A, 1B and 1C; 2A, 2B and 2C; 3A, 3B and 3C.

A completed example of Long-term planning – 2 showing units:

Framework code	Learning objective	Ongoing (O) Unit (1A, 2A etc.)
Reading		
Develop broad reading skills		
7Ro1	Give an informed personal response to a text and provide some textual reference in support.	O
7Ro2	Understand how readers make choices about the texts they like reading, e.g. by author or genre.	1A, 1C, 2C, 3C
Demonstrate understanding of explicit meaning in texts		
7Rx1	Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning.	O
7Rx2	Select, collate and summarise ideas from texts, using notes where relevant.	O
Demonstrate understanding of implicit meaning in texts		
7Ri1	Use inference and deduction to recognise implicit meanings.	O
Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts		
7Rw1	Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary.	1A, 1B, 1C, 2C, 3A, 3B, 3C
7Rw2	Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.	1A, 1B, 2C, 3A, 3B, 3C
7Rw3	Show awareness of poets' use of language and its intended impact on the reader.	1B, 3C
7Rw4	Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts.	1A, 1B, 1C, 2A, 3A, 3C
7Rw5	Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.	1B, 2A, 2C, 3A
7Rw6	Show awareness of the reasons for using long and short sentences.	1A, 2A, 2C, 3A, 3C
7Rw7	Comment on how the choice of sentences and variety of sentence openings control pace and meaning.	1A, 1B, 2A, 2C, 3A, 3C

Framework code	Learning objective	Ongoing (O) Unit (1A, 2A etc.)
7Rw8	Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	2C
Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts		
7Rv1	Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text.	1A, 1C, 2C, 3A, 3B, 3C
7Rv2	Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing.	1A, 1B, 1C, 2C, 3A, 3B, 3C
7Rv3	Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.	1B, 1C, 2C, 3C
7Rv4	Explore the range of different ways writers use layout, form and presentation in a variety of texts.	2C
Writing		
Develop broad writing skills		
7Wo1	Practise note-taking using different styles for different purposes.	2A
7Wo2	Use a dictionary and thesaurus effectively to further develop vocabulary.	O
Select and develop content and use register and language appropriate to genre, purpose and audience		
7Wa1	Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.	O
7Wa2	Create an effect by using some of the key linguistic and literary techniques used by writers.	1A, 1C, 2C
7Wa3	Begin to develop character and voice in fiction writing.	1A, 1C
7Wa4	Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.	2A
7Wa5	Understand and use degrees of formality in a range of texts according to context, purpose and audience.	1A, 2A, 2C
7Wa6	Write to express a personal viewpoint.	1A, 1B, 1C, 2C, 3A, 3C
7Wa7	Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.	O
7Wa8	Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary.	O
7Wa9	Understand the conventions of standard English and how to use them consistently in writing.	O
Structure and organise ideas coherently using sections and paragraphs		

Framework code	Learning objective	Ongoing (O) Unit (1A, 2A etc.)
7Wt1	Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.	1B, 1C, 2C, 3A, 3C
7Wt2	Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases.	1C, 2C, 3A
Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects		
7Wp1	Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.	O
7Wp2	Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure.	1A, 1B, 1C, 2C, 3A
7Wp3	Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.	O
7Wp4	Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.	1A, 1B, 1C, 2A, 2B, 2C
7Wp5	Use correct grammar, including articles, word order and tense in a range of genres and text types.	O
7Wp6	Clarify relationships between ideas with an accurate and increased use of connectives.	O
7Wp7	Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and dialogue.	O
Use accurate spelling		
7Ws1	Spell correctly most commonly used words with regular patterns.	O
7Ws2	Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.	O
Speaking and listening		
7SL1	Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade.	O
7SL2	Shape talk for clarity and effect and to engage a listener.	1B, 1C, 2A, 2B, 2C, 3C
7SL3	Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience.	O
7SL4	Practise speaking fluently and clearly at an appropriate pace and volume.	1B, 1C, 2A, 2C, 3B, 3C
7SL5	Develop the ability to listen courteously to others and be sensitive to turn-taking.	O
7SL6	Make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.	O

Framework code	Learning objective	Ongoing (O) Unit (1A, 2A etc.)
7SL7	Work effectively in solo, paired and group assignments, including role-play.	1B, 1C, 2A, 2B 2C, 3A, 3B, 3C
7SL8	Show insight into texts and issues through choice of speech, gesture and movement, within role-play.	1B, 3B
7SL9	Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations.	2A, 2B, 3C

To help with the sequencing of objectives, Cambridge has supplied (by way of example), a full scheme of work for each stage. These documents provide comprehensive medium-term plans for each term which are divided into three smaller blocks in just this way – three per term. These blocks are known as units. Fewer would give too large a group of objectives to address in one unit. More would be too fragmented to give coherence to the overall scheme.

The full scheme of work is available on the Cambridge Secondary 1 support site <https://cambridgesecundary1.cie.org.uk>. This is accessible to all registered Centres.

Once you have ordered groupings of objectives for a unit, you can then decide what activities and resources can be matched to them. These decisions can then be recorded as a medium-term plan. You can find a template for this at the back of this guide in Appendix C.

- Medium-term planning_1 has additional columns to allow for comments and time allocations.
- Medium-term planning_2 is without these columns.

An example of Medium-term planning _2 is provided on the following pages. Ongoing objectives (written in full) for all of Stage 7 are listed on a separate document first and then individual plans for units 1A, 1B and 1C follow. The full version of the scheme of work can be found on the Cambridge Secondary 1 support site. Learning objectives are grouped into themes and topics and referred to by listing all relevant codes in the left hand column. A document detailing both the curriculum framework codes and the reporting codes used on the Cambridge Secondary 1 Checkpoint feedback reports is available to registered centres on the Cambridge Secondary 1 support site.

A completed example of Medium-term planning_2

Stage 7

Ongoing reading		
Framework codes	Learning objectives	Suggested activities
7Ro1	Give an informed personal response to a text and provide some textual reference in support	<p>Teachers should ensure that learners recognise the importance of using appropriate textual evidence to support reading points. They should model how to use quotations effectively, and the difference between explicit and embedded quotes.</p> <p>Explicit: <i>We can tell that Mary feels happy when she goes to school because it says, 'QUOTE' ;</i></p> <p>Embedded: <i>Mary's happiness when she goes to school, QUOTE, is very obvious to the reader.'</i></p> <p>To consolidate and extend knowledge/understanding learners could:</p> <ul style="list-style-type: none"> • work in groups of three: one to put forward a point about a character, a second explains what this point means, and a third finds evidence; this could be done on different coloured slips of paper • keep an ongoing character profile backed up by quotations • be given a point about a character, theme, plot, etc. and asked to find the quotation which proves this • complete a character wheel – i.e. six quotations which reveal different aspects of the character • match up a card in one colour which has a point or piece of information with a card in another colour which has the corresponding quotation • choose a statement about a character in a book from a list offered and then find a quote which backs it up • collect/highlight quotations in a text extract which convey a theme, e.g. trust, friendship.

Ongoing reading		
Framework codes	Learning objectives	Suggested activities
7Rx1	Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning	<p>Teachers need to ensure that learners know the difference between skimming and scanning and when it is appropriate to use each of these reading strategies.</p> <ul style="list-style-type: none"> • Scanning: a fast reading technique to look for specific information in a text such as a phone number, TV schedules, timetables, lists, catalogues or web pages for information. The concentration is on finding a particular answer/piece of information. Learners should be shown how to move the eye quickly across and down the page, using a pen to help 'steer' it. Teachers should model thinking aloud as they scan down a text for information. • Skimming: used to quickly identify the main ideas of a text, carried out at a speed three to four times faster than normal reading. Again, teachers should model the process. A pen can be used to help 'push' the eye across seven to nine words at a time, only pausing on punctuation marks. <p>Learners need to have a specific purpose/questions for both skimming and scanning.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • scan a text for specific information/answers to questions, using highlighting • scan a text, highlighting particular types of words, e.g. positive, negative • take a question such as <i>Why does it rain?</i>, and skim through two or three texts using only the index, contents, chapter headings, boxed information, bullet points, and make an immediate assessment of which book would be most useful.

Ongoing reading		
Framework codes	Learning objectives	Suggested activities
7Rx2	Make relevant notes to select, collate and summarise ideas from texts	<p>Teachers should ensure that learners know of some of the more straightforward ways of making notes and summarising. These could include:</p> <ul style="list-style-type: none"> removing all non-essential words from sentences, i.e. all those words apart from nouns and verbs deleting determiners <i>the/a/an</i> from texts removing prepositions from a phrase, e.g. removing <i>with</i> and <i>on</i> from the phrase <i>with no shoes on</i> reducing down a long sentence, removing one word at a time, asking learners to judge when it still (a) makes complete sense; (b) makes sense, but sounds like notes; (c) makes sense but the meaning has changed; (d) stops making sense. <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> reduce news stories to headlines summarise points/ideas in a non-fiction text in five sentences or bullet points; one side of a post card, using headings, sub-headings and highlighting to draw attention to essential points create a topic map of the main points of a chapter or text extract use a note grid, with the heading <i>Main points</i> on one side and <i>Supporting detail</i> on the other make handwritten notes from a text, then afterwards highlight only those words that are essential underline topic sentences, key words, then copy these down as notes.

Ongoing reading		
Framework codes	Learning objectives	Suggested activities
7Ri1	Use inference and deduction to recognise implicit and inferred meanings	<p>Inference/deduction is an important reading skill for learners to acquire. Teachers' work on this will vary according to the text being studied. However, the importance of visualisation, narrative hooks, connotation, knowledge of narrative/genre are taught. Teachers should also model how to read back, as well as forwards in a text to find links between events and themes. Giving learners a picture/photograph to 'read' will often make clear the skills of inference.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> underline literal information and then predict what is going to happen next highlight words/phrases in a fiction extract which are to do with behaviour, thoughts, senses in a short fiction extract, underline words which show how a character speaks, moves, looks, then ask themselves what clues do these give about the character use some of the following approaches to help with inference: thought-maps, guided tours, Venn diagrams, tension graphs, hot seating create a 'character line' of how a character changes throughout a text create mind map exploring the connotations of particular words, e.g. <i>white, green, peace</i>, and then in pairs compare mind maps underline words in a poem understood, and in pairs compare what they have underlined from the title of a poem/story predict what is going to happen next read first chapters from different genres and predict what is going to happen next match beginnings and ends of texts/poems.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wo2	Use a dictionary and thesaurus effectively to further develop meaning	<p>Teachers should have a range of dictionaries in the classroom and model how and when they should be used. They should stress the importance of the second and third letters.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • look up meanings of particular words in texts • create individual/group dictionaries of words on subject/topic areas • discuss and agree a particular word definition, then compare to the dictionary definition • participate in contests to find words in dictionaries • find the history of particular words using an etymological dictionary • find the different meanings to words such as <i>salt, pitch, fit, field</i> • investigate the qualities of different dictionaries. <p>There should be a set of thesauruses in the classroom for learners to use. The teacher should model the use of the thesaurus when writing.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • use a thesaurus to find synonyms for well-used words such as <i>said, went, got, nice</i>, and create personal synonym banks • replace dull, clichéd use of language in a text (these words could be underlined) with more appropriate words from a thesaurus • use a thesaurus to replace key words in a text and consider how this affects nuance and meaning • use an online thesaurus to improve partner's written work • use a thesaurus as part of the success criteria for a particular task.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wa1	Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods	<p>Teachers should ensure that learners are familiar with narrative form and structure including orientation, problem, complication, resolution, and the function of character and setting.</p> <p>To consolidate and extend knowledge/understanding learners could:</p> <ul style="list-style-type: none"> • create concept maps or mind maps to formulate initial ideas • use 'question plan' grids: <i>Who is in the story? Where does it take place? When does it happen? What happens? How does it end?</i> • create character profiles/grids, with details of physical appearance, gesture, etc. • fill in a six-stage narrative plan: <ul style="list-style-type: none"> – introduction – establishes characters and setting – build up – development of characters and their world – conflict – complications – a series of events – as characters try to overcome, sort out the problems – resolution – they sort it out – end – they reflect on what has happened, look forward • use storyboards, story maps, paragraph boxes with topic sentences.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wa7	Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify, and extend meaning, and to interest their audience	<p>In order to facilitate more precise vocabulary, teachers could ban words such as <i>went, nice, got, said, thing</i>. New vocabulary could be introduced each week, and learners rewarded/praised when they use these words in their writing or speaking.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • unscramble synonym anagrams of a particular word, e.g. cold – <i>yhiserv (shivery), geenfrzi (freezing)</i>, and then use these in a sentence • sequence a range of synonyms, e.g. <i>hot, sweltering, boiling</i> • focus on particular prefixes and suffixes each week – how many words can be created using these? • make a presentation, or engage in discussion on a particular topic, using key technical terms • highlight words they understand and don't understand in texts, discuss in pairs, then clarify words still not understood with the teacher • underline emotive words used in extracts from speeches, adverts, and arguments, and then incorporate these in their own writing as appropriate to audience and purpose • write a short description of a place that is dirty and run down but first use the thesaurus to collect synonyms, e.g. <i>dirt, filth, broken, decay, derelict</i> • create vocabulary / topic banks • select a word and talk about it without saying what the word is for other learners to guess what the word is from the description (teachers may need to model this technique first). <p>Learners could also play 'Blockbusters', a TV game show in which participants answer trivia questions to complete a path across or down a game board of 20 interlocking hexagons arranged in five columns of four (see Wikipedia). Each hexagon contains a letter of the alphabet. Contestants choose a letter then have to answer a question. The correct answer begins with that letter. Play in two teams with the teacher asking questions on subject-specific vocabulary, e.g. <i>What 'S' word means a word picture?</i></p>

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wa8	Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects	<p>This learning objective crosses over with some features of 7Wa7. Teachers should encourage learners to gather precise vocabulary before starting a written task. Use a thesaurus to gather banks of suitable words, or with a descriptive task focused on a hot day on the beach, words could be collected from the categories of <i>heat, beach, sand, sea, waves</i>, etc. Synonym banks for well-used words such as <i>said, went, got, nice</i>, etc. will also steer learners into more precise usage.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • change the vocabulary when, for example, an angry character walks into a room, then a happy one, then a shy one (the precise use of adjectives, verbs and adverbs will be important!) • collect/highlight examples of writers' effective use of vocabulary • keep a vocabulary notebook with new words added regularly; these could be categorised, e.g. <i>heat, cold, happiness, sadness, fear, dirt, cleanliness</i> • make verb chains, e.g. <i>flutter-flicker-wave</i>. and devise effective noun phrases, e.g. <i>the forlorn, forgotten tree</i>. • use similes to create specific visual effects, e.g. <i>His hand fluttered towards me like a limp piece of litter</i>.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wa9	Understand the conventions of standard English and how to use them consistently in writing	<p>This learning objective crosses over with some features of 7Rw5 regarding formal/informal English. Teachers may wish to focus on common errors of standard English:</p> <ul style="list-style-type: none"> • forms of the verb <i>to be</i> (present tense <i>I am, he/she/it is, we are/you/they are</i>; past tense <i>I was, he/she/it was, we/you/they were</i>) • verbs in the past tense, e.g. <i>I write, I wrote, I have written</i>; other verbs are <i>bite, break, choose, drive, eat, fall, forget, give, hide, shake, speak, take</i> • verbs in the past tense, e.g. <i>I drink, I drank, I have drunk</i>; other verbs are <i>ring, sing, sink, spin, spring, stink, swim</i> • using the wrong pronoun, e.g. <i>pass me them sweets; he was the one what said it; she said, 'Give us it back'; they stole me shoes; me and my friend went to school; they wanted it for theirselves</i> • missing off the <i>-ly</i> on adverbs, e.g. <i>I always write nice; the man shouts very loud</i> • confusing <i>well</i> and <i>good</i>, e.g. <i>the boys played good</i>. <p>Learners may also have trouble with negative statements. A common error is to use a negative verb as well as another negative word, such as <i>never, nobody or nothing</i>. Only one negative can be used in a sentence, so <i>I don't want no ice cream</i> is incorrect. The informal <i>ain't</i> is also unacceptable in standard English. Sentences for learners to work with are: <i>I haven't seen no one; I didn't do nothing; I never knew nothing about it; I never saw him not looking smart; I didn't want no trouble; I didn't hardly survive.</i></p>

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wp1	Provide clarity and emphasis in writing, a variety of sentence lengths, structures and subjects	<p>Teachers should emphasise the importance of varying sentence length, structure and subject. Learners should know that sentence subjects can be varied in the following ways:</p> <ul style="list-style-type: none"> through a reference chain, e.g. <i>the old man / he / Mr Smith / an elderly gentleman</i> with an adverbial, e.g. <i>quite soon; slowly</i> with a connective, e.g. <i>however; next day</i> with a non-finite clause, e.g. <i>tired, I fell asleep quickly; running quickly, I caught the bus</i> with a connective, e.g. <i>if you want, I'll come round later; as you are here, you can stay.</i> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> investigate short extracts from a range of texts and record the frequency of variety in sentence length and subject keep a daily tally of how many short sentences they use and highlight.
7Wp3	Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing	<p>The guidelines/activities already suggested for 7Wp1 above also apply to 7Wp3. In addition, see those for 7Wp7 below.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> see how many ways they can link simple sentences using different connectives, e.g. <i>it was raining; John went for a walk; he fell in the river</i> add to a main clause, e.g. to the main clause <i>England lost the match</i>, add one clause with <i>and</i>, one with <i>but</i>, and two subordinating connectives (remember commas!) join up three or four simple sentences by adding subordinating connectives and commas keep a tally of how many complex sentences they use – for one day only, they could write all complex sentences in a different colour design a poster or aide memoire which explains a complex sentence and lists connectives and connective phrases.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wp5	Use correct grammar, including articles, word order and tenses in a range of genres and text types	<p>Teachers should be alert to the incorrect use of grammar in learners' writing, pursuing misconceptions, and modelling correct usage. Posters, aide memoires, laminated cards with rules and examples of correct/incorrect use will all be helpful.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • correct examples of incorrect use • highlight shifts in tense in short extract • identify verb auxiliaries in a text, e.g. past tense: <i>have, has, had</i>; continuous verbs: <i>is, was, were</i>; emphatic: <i>do, did</i>; modal verbs: <i>may, might, must, ought, shall, should, will, would, could</i> • construct a verb chain, e.g. <i>they start the match; they have started the match; Have they started the match?; Will they start the match?; the match has started</i> • write a paragraph on what they did at the weekend in the past tense, then again in the present tense • take sentences from a text, re-order and give to a partner to write out correctly • move an adverbial to different positions in a sentence e.g. <i>quickly, by 5 o'clock</i> • move clauses around, e.g. <i>when the window flew open</i> • design a poster or aide memoire which explains the correct use of tenses and articles, with examples.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wp6	Clarify relationships between ideas with an increasingly accurate and growing use of connectives	<p>Teachers should ensure that learners are familiar with the following categories of connectives and how they can be used within and between sentences, and to link paragraphs:</p> <ul style="list-style-type: none"> • sequence: <i>firstly, secondly, finally, next</i> • time: <i>later, the following morning, years later, after a while, when i finished, to begin with</i> • position: <i>besides, nearby, over there, on the other side</i> • logic: <i>therefore, so, subsequently</i> • contrast: <i>however, although, on the other hand, yet</i> • adding: <i>also, another, moreover</i> • example: <i>for example, for instance</i> • comparing: <i>similarly, likewise</i> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • investigate a range of texts to see how various connectives are used, then categorise them in a grid according to type (learners might well discover other categories of connectives!) • use different connectives in a sentence so that its meaning changes every time • connect some very simple sentences together with suitable connectives and see the transformation, e.g. <i>A young boy walked towards the river. He was bored. He picked up a stone. He threw the stone. A man was on the other side of the river. The stone hit the man on the head. He was angry. The boy ran away.</i> • insert the correct connectives missing from a text extract (cloze exercise) • change the connectives in a piece of writing which has overused <i>then, so, also</i> • talk for a minute retelling the story of a favourite book/film without using <i>and</i> or <i>then</i> • remove the dialogue from a comic strip and replace it with a one-line commentary written under each box using connectives such as <i>next, later, subsequently, after this</i> to drive the narrative along, then act it out in freeze-frames, managed by a narrator.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wp7	Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue	<p>Question and exclamation marks</p> <p>If necessary, teachers could revisit the use of the question and exclamation mark.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • add exclamation marks to selected sentences from a newspaper article and decide whether the effect is positive or negative • reduce the number of question/exclamation marks in an extract where they have been deliberately overused • highlight question and exclamation marks in different texts and choose two or three effective examples • write an account of what they have done so far today, adding five (suitable) exclamation marks, and decide what difference the exclamation marks make • write a short speech to the class containing five rhetorical questions on a topic they feel strongly about. <p>Commas</p> <p>Teachers should ensure that learners know how to use commas to mark off:</p> <ul style="list-style-type: none"> • contrastive <i>but</i>, e.g. <i>I like bread, but not butter</i> • subordinate clauses, e.g. <i>I like sports, although not all of them; if you work hard, you will succeed; when it's very sunny, it's hot</i> • noun phrase in apposition, e.g. <i>Mr Smith, 45 years old, was injured in an accident</i> • a direct address, e.g. <i>Mr Smith, I like your hat; I think, Class 9, you are not well behaved</i> • tag words, fillers, e.g. <i>Yes, you can come! Oh, I'm not sure. That's it, of course!</i> • parenthetical clauses, e.g. <i>Jane, who is a nice girl, came to see me</i> • adverbials, e.g. <i>at six o'clock yesterday, they went out; slowly, we made our way home</i> • non-finite clauses, e.g. <i>running for the bus, I slipped and fell; exhausted, I slumped to the ground.</i>

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Wp7		<p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> highlight the use of commas in a range of texts move a subordinate clause, and comma, to different positions in a sentence fill in the missing connectives and commas from a text write a 200 word account of their day, using commas in as many different ways as possible; they could annotate each type used, e.g. <i>Used a comma here, as it is a tag word.</i> <p>Dialogue</p> <p>To ascertain levels of knowledge and understanding, teachers could give learners an extract of dialogue with the commas missing.</p> <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> highlight the use of commas in dialogue in different texts and work out when commas are used construct their own section of dialogue, omitting the commas, for a partner to complete in pairs, write out the dialogue from a comic strip as a continuous piece, using commas, new lines, appropriate 'said' words, etc. and then compare dialogues with another pair.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Ws1	Spell correctly most words used	<p>Teachers should use strategies which will help learners remember words. For example:</p> <ul style="list-style-type: none"> break words up into syllables or look for words within words, e.g. <i>secret-ary; rest-au-rant; bus-i-ness; fri-end; care-ful; ar-gum-ent; forty; a-cross</i> devise mnemonics to remember spellings, e.g. <i>because – Big Elephants Can Always Upset Small Elephants; necessary – one Collar, two Sleeves</i> <p>To consolidate and extend knowledge/understanding, learners could keep a spelling journal which could include:</p> <ul style="list-style-type: none"> a list of high frequency words individual spelling targets ways to remember tricky spellings – highlighting, emboldening, increasing size of particular letters common homonyms and 'tricks' for remembering these grids with a problematic spelling pattern sorted according to the rule/pattern/exception a list of words with silent letters lists of words with a particular prefix words with the same letter strings, e.g. <i>igh – high, sigh, tight, sight</i> suffixes added to a root word, e.g. <i>success – successful, successfully.</i>

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
7Ws2	Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns	<p>Teachers should revisit spelling rules/patterns as appropriate to learners' needs:</p> <ul style="list-style-type: none"> • spelling of high frequency words, including common homophones, e.g. <i>eight/ate, grate/great, rain/reign/rein, to/too/two, there/their/they're, cell/sell, knot/not, know/no, sum/some, week/weak, peace/piece, right/write</i> • correct vowel choices, including vowels with common alternative spellings, e.g. <i>ay – a...e, ee – ea, ight – ite</i> • unstressed vowels e.g. <i>definitely, prepare, Wednesday</i> • the influence of vowels on other letters, e.g. doubling consonant (<i>beg, begged</i>) • pluralisation, including -es endings and words ending in <i>y, f</i> and vowels • adding <i>'ing, -ly</i> or <i>-ed</i> to words ending in <i>y</i> • similar endings, such as <i>-cian, -sion, -tion, -ary, -ery</i> • suffixes, such as <i>-ible, -able, -ful, -fully, -al, -ic, -ist, -ive</i> • common prefixes, such as <i>un-, im-, il-, ir-, a-, an-, auto-, contra-, inter-, micro-, mal-, post-, pre-, super-, sub-</i> • common roots such as <i>bio, aud, derm, graph, therm, phono, scribe, sequ</i> • the use of the apostrophe for omission and possession. <p>To consolidate and extend knowledge/understanding, learners could:</p> <ul style="list-style-type: none"> • identify phonemes, e.g. <i>d-i-a-r-y</i> • collect and investigate words and categorise patterns/exceptions • categorise words with the same spelling/rules into different piles/columns • create word ladders by changing only one letter each time, e.g. <i>cough, rough, bough</i> • play card/bingo games on words with the same letter strings, patterns or rules • create word webs, e.g. <i>tele – phone ... graph ... vision</i> • use a dictionary to collect words with particular prefixes, suffixes, etc.

Ongoing writing		
Framework codes	Learning objectives	Suggested activities
		<ul style="list-style-type: none"> • find particular spellings/patterns/strings in a range of texts, e.g. newspapers, leaflets, reports • write a 100-word story using as many words as possible with a particular pattern/rule • play suffix games (seeing how many different suffixes can be added to a root word) • play board games, e.g. Scrabble, Boggle, Snap • create a poster for a particular spelling rule or pattern • use a spell checker program • take part in spelling tests/competitions.

Ongoing: speaking and listening		
Framework codes	Learning objectives	Suggested activities
7SL1, 7SL3, 7SL5, 7SL6	<p>Speak for a variety of purposes, using a range of vocabulary appropriate to context, and language to clarify meaning and to interest and convince their audience.</p> <p>Develop the ability to listen courteously and be sensitive to turn-taking.</p> <p>Begin to make sensitive contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.</p>	<p>Teachers should ensure that learners are clear on how speaking and listening can be managed through different purposes/forms. Speaking frames, vocabulary banks and question stems will be helpful.</p> <p>Explain: (e.g. why speech marks are used in dialogue): speakers should include a general introduction to indicate what is to be explained and a series of logical points which explain the process/application. They could point out pitfalls and misconceptions. They should use connectives to explain points (e.g. <i>so, because, therefore</i>); simple present tense; connectives of sequence/time (e.g. <i>next, once you have done this</i>); visual illustrations, diagrams; and they should contextualise or explain technical terms.</p> <p>Describe: (e.g. a description of their house): speakers should include a general introduction/context then divide the description into sections/chunks, e.g. room by room. They should use clear signposts (e.g. <i>Let us go next to ...</i>) and noun phrases.</p> <p>Narrate: (e.g. a first-hand account of an event/incident): narrative structure – orientation, problem, complication, resolution, reflection. Speakers should give a first-person account and should include chronological connectives (e.g. <i>then, next, meanwhile</i>). Their talk could include different speaking voices.</p> <p>Explore/Discuss: with both types of talk, learners must be sure what their intended outcome is and how they can achieve it. As a group activity, teachers should allocate some key roles to make sure speakers contribute, others listen and question, and agreement is ultimately sought: chairperson/manager (runs the discussion, makes sure everyone sticks to the point, sums up at the end), scribe (keeps clear notes of all key points and decisions), timekeeper (monitors the time and moves the discussion on if necessary). There should be ground rules: everyone has a chance to speak; learners must show they are listening. Use sentence stems to clarify and move points on (e.g. <i>Can you explain ... a bit more? I agree with what you have just said because ... I disagree with you because ... That's an interesting point of view – I hadn't thought of that ... Could you give me another example of [...] so that I am convinced?</i>). The chairperson/timekeeper could use stems such as: <i>We need to stay on task, so can we move on to ... You haven't spoken yet – would you like to give us your opinions on this? So, what is going to be our agreed point?</i> Completing a self-assessment sheet will help learners reflect on their participation.</p> <p>Analyse: this requires more systematic investigation. Many of the processes involved in exploration can be adopted.</p>

Ongoing: speaking and listening		
Framework codes	Learning objectives	Suggested activities
		<p>Imagine: (e.g. character): drama techniques can be applied, such as hot seating, thought tapping and role-play.</p> <p>Argue: as a group activity, many of the specifications for discussion apply. As an individual activity, learners should introduce and state their argument, make two or three points in favour of it and support these with examples, research, expert opinion or personal anecdote. Some linguistic/rhetorical features should be used (e.g. sets of three, repetition, rhetorical questions, personal pronouns).</p> <p>Persuade: persuasion crosses over into argument. A simple persuasive focus could be taken (e.g. persuading young people to eat healthy food) and some of the features of argument adopted. Effective persuasive speeches made by speakers such as Martin Luther King, Jr. and Nelson Mandela could be used to show the use and impact of various argumentative, rhetorical and linguistic features.</p>

Unit 1A: Horror and suspense

Unit 1A focuses on horror and suspense. Teachers may decide to work with extracts from texts, or focus on one text.

Outline:

Unit 1A begins with a focus on learners' writing skills – punctuation, sentence structure, type and length. There is then an investigation of the narrative, literary and linguistic features of horror and suspense texts. Learners will then write their own horror/suspense extract, using a 'tool box' of techniques. As with all units, a range of activities have been put forward, offering teachers a choice from which to select.

Knowledge/skills:

Sentence structure and punctuation; stylistic, linguistic and rhetorical features of the horror/suspense genre across both reading and writing; narrative structure of horror/suspense texts; precise vocabulary use; speaking and listening skills of discussion, reflection and evaluation; strategies for correct spelling.

Unit 1A: Horror and suspense	
Framework codes	Suggested activities
7Ro2, 7Rw1, 7Rw2, 7Rw4, 7Rw6, 7Rw7, 7Rv1, 7Rv2, 7Wo2, 7Wa1, 7Wa3, 7Wa5, 7Wa6, 7Wa7, 7Wa8, 7Wa9, 7Wp1, 7Wp2, 7Wp3, 7Wp4, 7Wp5, 7Wp7, 7Ws1, 7SL1, 7SL5, 7SL6	<p>Sentence and punctuation skills required to write subsequent horror/suspense extract</p> <ul style="list-style-type: none"> Punctuation range, including commas in complex sentences; different sentence structures (simple, compound, complex); variation in sentence length, subject, structure; correct grammar, standard English and formality. (See Ongoing writing) <p>Literary and linguistic features of horror/suspense texts</p> <ul style="list-style-type: none"> Learners to share favourite extracts from horror/suspense books. Vote in groups for most effective extract. Points of tension highlighted, then one learner from each group reads aloud to the class, using appropriate intonation/pace.* Learners complete a grid on horror/suspense texts regarding typical features of setting, characters, plot, dialogue and mise en scene. Orally, class collectively constructs a tense sequence – one sentence each – which stretches out narrative time, e.g. / <i>walked along the long, lonely road. It was dark. Very dark. Footsteps echoed ...</i> Learners analyse a horror/suspense extract for evidence of literary/linguistic devices such as: narrative hooks; dialogue to move plot along; shifts in narrative pace; characters' thoughts, fears and emotions, (e.g. <i>My heart was beating furiously</i>); darkness, smell, decay; extreme weather; unexpected noise; short sentences; rhetorical questions; similes; strong verbs; onomatopoeic verbs; fronted adverbs of degree, (e.g. <i>slowly</i>).

Unit 1A: Horror and suspense

Suggested activities

	Characters	Plot	Setting	Dialogue	Mise en scene
Horror					
Suspense					

Writing of horror/suspense extract

- Give learners a scenario for their horror/suspense extract, e.g. approaching an old house, entering, then going through an unknown door – and ending on a point of tension.*
- Learners plot ideas through a concept map, and are then given the opportunity to share initial ideas and receive feedback.
- Learners engage in some preparatory vocabulary work, e.g. collecting synonyms for key words such as *darkness*, *decay*, *stench*.
- Provide success criteria so learners are clear what is expected:

	Yes	No	Partial	Errors
Tension built up and narrative time stretched				
Focus on darkness, decay, smell, extreme weather				
Repetition; rhetorical questions; similes				
Strong verbs				
Effective vocabulary				
Some short sentences				
Varied sentence subjects				
Varied sentence structures				
Commas used correctly				
Spelling largely correct				
Teacher comment				

Evaluation/assessment

Learners should use the success criteria sheet as a helpful check list. How frequently learners' skills fall into the 'No' and 'Partial' columns will help teachers decide on their subsequent targets. Activities marked * are suitable for teacher/self/peer assessment.

Unit 1B: Poetry – narrative and non-narrative

Unit 1B focuses on narrative and non-narrative poems. Some poems have been suggested, but 'The Highwayman' by Alfred Noyes is put forward as the main poem for study. However, teachers are free to make their own choice of poetry for study.

Outline:

Unit 1B begins with a focus on the poem, 'The Highwayman' and its thematic/narrative/ballad features. This is followed by an in-depth exploration of its linguistic and rhetorical devices. The differences between narrative and non-narrative poems are managed through a comparative task.

Knowledge/skills:

Features of narrative and non-narrative poems; analyse and comment on poets' manipulation of literary, rhetorical and grammatical features; reading skills of inference and deduction, textual evidence; issues of plot, character and theme; linguistic, stylistic features of diary/blog writing; note-taking; speaking and listening skills of discussion, collaboration, presentation; key sentence structure and punctuation skills.

Unit 1B: Poetry – narrative and non-narrative	
Framework codes	Suggested activities
7Ro1, 7Rx2, 7Ri1, 7Rw1, 7Rw2, 7Rw3, 7Rw4, 7Rw5, 7Rw7, 7Rv2, 7Rv3, 7Wo2, 7Wa2, 7Wa6, 7Wa7, 7Wa8, 7Wt1, 7Wp1, 7Wp2, 7Wp3, 7Wp4, 7Wp5, 7Wp7, 7Wv1, 7SL1, 7SL2, 7SL4, 7SL5, 7SL6, 7SL7, 7SL8	<p>Getting to know 'The Highwayman'</p> <ul style="list-style-type: none"> • Read 'The Highwayman', asking learners to join in refrain. • In groups, learners to prepare choral readings of the poem. • In pairs, learners study illustrations of the poem and outline the story of the poem on a storyboard with six frames or using sticky notes. Stick these on the wall. Clarify the story and address any misconceptions. Ask learners to put forward words/phrases they do not understand. Alternatively, ask them to write these on sticky notes and hand in; clarify these later. <p>Features of narrative poems/ballads</p> <ul style="list-style-type: none"> • Explore features of narrative poems/ballads, i.e. tell good stories with strong characters; setting; plot; high level of narrative tension; strong themes, (e.g. love, jealousy, murder); originally oral; rhyme, rhythm and repetition/refrain used to give musical quality and help listener remember; every day direct speech/voices so that the teller could dramatise the telling. These features to be written centrally, e.g. whiteboard - or learners to take notes, one point to one sticky note. • Read 'The Highwayman' again. Learners raise their hand (or fill in a grid) when they 'spot' features of a narrative poem/ballad. • In pairs, learners highlight features in the poem typical of horror/suspense texts, e.g. darkness, similes, strong verbs, noises. They could do this on screen, using different highlighter colours, as a word processing exercise.

Unit 1B: Poetry – narrative and non-narrative	
Framework codes	Suggested activities
	<p>Literary and linguistic features of ‘The Highwayman’</p> <ul style="list-style-type: none"> To model the activity, begin to annotate the poem for literary, linguistic and rhetorical features, i.e. repetition, simile, metaphor, alliteration, assonance, consonance, onomatopoeia, contrast of colours, repetition, rhyme, personification, punctuation range. Discuss the impact of these on meaning. Ask learners to work in groups to complete the process. Learners individually make up a series of questions on literary/linguistic techniques used in ‘The Highwayman’ for another learner to answer.* <p>Features of character and narrative</p> <ul style="list-style-type: none"> Stick three large strips of paper on the classroom wall, respectively headed <i>Highwayman</i>; <i>Ostler</i> and <i>Beth</i>. Learners write what they know about each character, supported by a reason/quote. Discuss and clarify these. Use strategies such as thought tracking, conscience alley or thought bubbles to explore the characters in more depth. Hold a class discussion on ‘Why did he do it?’ Consider what clues are given earlier in the poem and what would you like to ask him. <p>Personal response to poem</p> <ul style="list-style-type: none"> Learners write diary entries as either the Highwayman or the ostler, i.e. one entry before the poem, one entry just before Beth’s death, one entry after she dies. Take learners through the main features of diary and blog writing, e.g. first person, focus on feelings, thoughts and intentions, often short/incomplete sentences, rhetorical questions and exclamation marks. Provide diary/blog examples if necessary. In pairs, learners read their diary/blog entries in role to each other. Partners award a mark of 1, 2 or 3 for how authentic they found it. Read the diary entries that score top marks to the whole class.*

Unit 1B: Poetry – narrative and non-narrative																																																															
Framework codes	Suggested activities																																																														
	<p>Non-narrative poems</p> <ul style="list-style-type: none"> • Give learners two or three non-narrative poems or ask them to find their own. • In pairs, learners complete a grid, as below, charting the differences between narrative and non-narrative poems, and give feedback. • Ask learners to collect both narrative and non-narrative poems and make up their own poetry anthology. 																																																														
	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Narrative poems</th> <th colspan="3">Non-narrative poems</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Sometimes</th> <th>Yes</th> <th>No</th> <th>Sometimes</th> </tr> </thead> <tbody> <tr> <td>Plot/story with orientation, problem, complication and resolution</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Characters</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Direct speech</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Setting/place which is important</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Weather to set the mood</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Themes, e.g. love, forgiveness, hatred</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Literary and linguistic effects, e.g. simile, metaphor, personification, alliteration, assonance, consonance, rhyme, repetition</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Narrative poems			Non-narrative poems			Yes	No	Sometimes	Yes	No	Sometimes	Plot/story with orientation, problem, complication and resolution							Characters							Direct speech							Setting/place which is important							Weather to set the mood							Themes, e.g. love, forgiveness, hatred							Literary and linguistic effects, e.g. simile, metaphor, personification, alliteration, assonance, consonance, rhyme, repetition						
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	<p>Evaluation/assessment</p> <p>Assess learners' responses to the poetry questions* and diary entries* for specific reading and writing skills.</p>																																																														

Unit 1C: Getting to grips with genre

Unit 1C focuses on the genre features of science fiction, fantasy, contemporary folk tales and fairy tales, and this is then followed through into learners' own reading preferences.

Outline:

Unit 1C takes learners through an exploration of genre and the ways in which it impacts on what writers write about and how. The genres of science fiction, fantasy, folk/fairy tales are explored through reading, writing, speaking and listening. Learners' reading preferences are explored and targets suggested.

Knowledge/skills:

Genre features (including literary and linguistic techniques) across both reading and writing; inference and deduction; key sentence and punctuation skills; note-taking; speaking and listening skills of discussion, collaboration, explanation, persuasion and description.

Unit 1C: Getting to grips with genre	
Framework codes	Suggested activities
7Ro1, 7Ro2, 7Ri1, 7Rw1, 7Rw4, 7Rv1, 7Rv2, 7Rv3, 7Wo2, 7Wa1, 7Wa2, 7Wa3, 7Wa6, 7Wa7, 7Wa8, 7Wa9, 7Wt1, 7Wt2, 7Wp1, 7Wp2, 7Wp3, 7Wp4, 7Wp5, 7Ws1, 7SL1, 7SL2, 7SL3, 7SL4, 7SL5, 7SL6, 7SL7	<p>Genre</p> <ul style="list-style-type: none"> • Give learners different genre text extracts and ask them to work out the genre. Discuss the typical genre features (and examples) of folk and fairy tales; science fiction; school; detective/crime; horror; mystery/suspense; westerns and fantasy. • In pairs, learners complete a grid showing typical features of the different genres (listed in the first column on the left) and with six more columns headed <i>Setting</i>, <i>Characters</i>, <i>Plot</i>, <i>Dialogue</i>, <i>Mise en scene</i> and <i>Book/film/TV titles</i>. • Compare grids in fours. Ask them to work through any differences to reach a general agreement. <p>Playing around with genre</p> <ul style="list-style-type: none"> • Give learners the following genre beginnings and ask them to continue two of them. Revise sentence structure/punctuation skills first if necessary.* <ul style="list-style-type: none"> – <i>Rosie tossed her auburn hair restlessly and gazed out of the window. Why hadn't Roger returned her call? May be Jackie was right to warn her that he was a bit of a wolf ...</i> – <i>Monday: Granny started going dead weird on me. She's got this terrible moustache. So embarrassing! And she keeps wanting me to snuggle close to her ...</i> – <i>Oh, come on, don't be so jolly boring! Vote that we take a short cut through the woods', urged Peter. 'Sammy would love a good run ...</i>

Unit 1C: Getting to grips with genre	
Framework codes	<p>Suggested activities</p> <ul style="list-style-type: none"> – <i>Werewolves are only found in kid's tales. Ruth reminded herself of the fact, not for the first time, as she made her way down the dark alleyway. But she still could hear the soft patter of feet behind her, and in her mind last night's dream lingered ...</i> • In groups, learners to read aloud what they consider to be their best effort – and, if possible, in a voice appropriate to the genre. What did they learn about genre from doing this activity?* • Learners to brainstorm feasible genre mixes, e.g. fairy tale + school; fantasy + comedy. • Learners keep a diary of the genres or genre mixes they encounter in a week's reading, watching TV, etc.* <p>Fantasy and science fiction</p> <ul style="list-style-type: none"> • In pairs, learners choose two fantasy texts from a list and, using the internet, make notes about the story, culminating in a 60-word plot summary.* • Learners fill in a tick Yes/No grid as to whether the fantasy texts have particular genre features, such as human beings who can travel through time or to other lands, magic, wizards, witches, goblins, angels, monsters, vampires, anthropomorphism, a story based around a quest, good versus evil. • Give learners a two-minute slot in which to persuade the class to read a text. • Read the class a short science fiction story (e.g. one from a suitable children's collection). Discuss the story. Is it believable? What are the similarities between features of the science fiction and fantasy genres? • Learners explore the genre features of science fiction (possibly using a grid), e.g. future, time and space travel, inventions, life in other worlds, invasion of Earth by beings from other planets. Show learners some science fiction book covers and titles. • In groups, learners brainstorm what they think the future will be like in a 100 years. Manage the activity so that the predicted outcomes are largely positive. Each group shares their brainstorm with the rest of the class. Based on this, they create a plot scenario suitable for a science fiction book – introduction, conflict, climax, resolution. If time, they can also create a book cover.

Unit 1C: Getting to grips with genre	
Framework codes	Suggested activities
	<p>Folk/fairy tales</p> <ul style="list-style-type: none"> • In pairs, learners to recount favourite fairy/folk tale. • Hold a class discussion on the main narrative ingredients including hero, heroine, villain, magic, 'rags to riches', problems, 'happy ever after', key moral, etc. • In pairs, learners to agree on one fairy story, and rewrite – or retell – as a modern update.* <p>Personal reading (Teacher to select as appropriate)</p> <ul style="list-style-type: none"> • Ask learners to fill in a genre wheel in relation to their own reading, then set genre reading targets accordingly. • Give learners a reading trail with genres to encourage them to read beyond the familiar. • Learners complete a reader profile sheet, leading to a reading passport with suggested books to read and targets, which can be signed by parents or carers. • Learners establish an individual reading record for one book. They complete the number of pages read each day and include bullet point comments on character/plot/themes, a summary comment on whether they would recommend it to a friend, an email to the author, and three quotations from the book they would like to keep/remember.* • Learners could keep a reading journal where a different note form is used each day, e.g. bullet points, mind map, grid flow charts. Which form did they find the most suitable? • Learners give a talk on a book. Give them a speaking frame, such as: <i>The reason I chose this book was ...</i> (e.g. blurb, cover, recommendations, review, link with TV/film, read others by the same author, enjoy this genre). <i>Briefly, this book is about ... The reason I enjoyed this book was ... A section which really interested me was ... because ... A feature of the language used which was interesting was ... What I like about this author is ... The kind of person who would enjoy this book is ...</i>* • Display learners' recommended reads and favourite lines from books. • Have a book quiz of the week. Can they: <ul style="list-style-type: none"> – say what the genre is from some given quotes? – list other books by the same author? – complete the book title? – predict from the story so far and what is going to happen next?

Unit 1C: Getting to grips with genre	
Framework codes	Suggested activities
	<ul style="list-style-type: none"> • Encourage learners to use teenage review websites. <p>Evaluation/assessment</p> <p>Activities marked * are suitable for teacher/self/peer assessment.</p>

2.6 Phase 3 – Creating a short-term plan

A short-term plan is the lesson plan – that is, a chunk of teaching and learning planned for an allocated space of time, usually one hour, but this can vary. Sometimes teachers will have all the lessons for a week on one plan, and still refer to this as a short-term plan.

A blank template that can be used for either a single or a weekly lesson plan is provided in Appendix C. Producing lesson plans for single lessons is particularly useful when first introducing the curriculum framework. However, when teachers have become confident in their teaching, have a sound knowledge of the subject matter and know the best way to deliver it in the classroom, daily plans can become weekly.

Step 7: Creating your lesson plan

On pages 67–68 you will find a **short-term planning** template with instructions for filling in each section of the plan. Spend a little time familiarising yourself with the different components. Lesson plans should clearly indicate:

- what is to be taught
- how it is to be taught.

Sample short-term plans are available in the schemes of work.

If you wish to use the template with staff in your school for a consistent approach, it might be helpful to run a training exercise like the one below to familiarise all staff with the format and help them understand its requirements. It would also serve to reinforce what teachers already know about planning lessons.

Training activity: Producing a lesson plan format (Appendix A2)

Short-term planning (lesson plans)

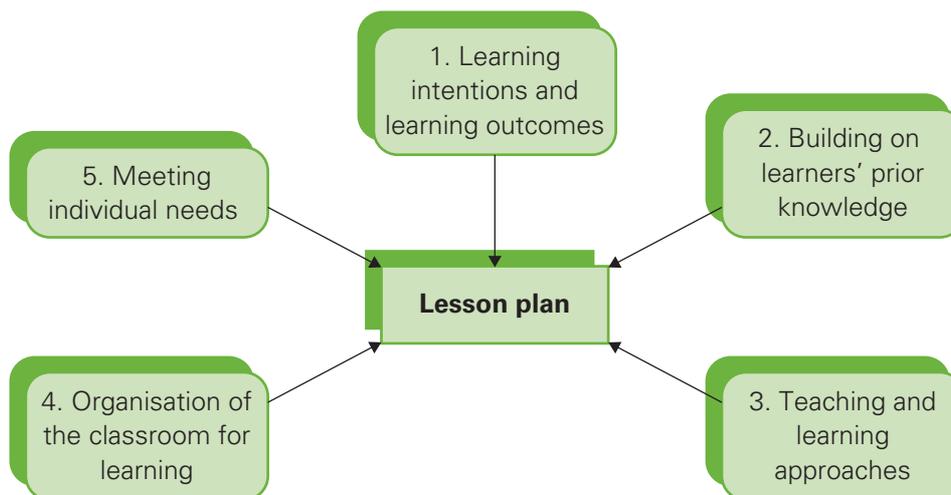
This activity describes an exercise that may be carried out by groups of teachers to explore what a short-term plan (for a single lesson) should contain. They can then experiment with a format to include all that they decide would be useful.

The short-term lesson plan focuses on ‘how’ learning is going to happen, so teachers need to be very sure what it is they want learners to learn by the end of the lesson. The plan needs to have very clear learning objectives, and to show how the teacher can ensure that learning takes place.

How to build up your lesson plan

The process of creating your lesson plan can be broken down using the following questions:

- What do I want the learners to learn? Is my learning objective specific and achievable? Will I be able to assess it?
- What do learners already know? How can I build on this? Extend and consolidate?
- What teaching and learning strategies should I use? Modelling? Higher level questioning?
- How can I best organise the classroom for learning? Perhaps I could seat learners in selected pairs or as a whole class in a horseshoe formation?
- How can individual needs be met? Differentiated resources? Modified tasks?



Learning intentions: what are you going to teach?

The learning objective will come from the curriculum framework, e.g. 7Wp1 'Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects'. It is helpful for learners that the 'learning objective' (which can sometimes be quite large, and not always in language which is easy for learners to understand) is transformed and made more specific in the form of a learning intention, e.g. 'By the end of the lesson, I want you to know how to vary the beginnings of your sentences so that you don't always start them in the same way.' When learning objectives, or learning intentions, are shared, learners become more involved, have a better understanding of what they have to do and are more able to comment on their own learning.

When providing the learning intention, teachers may find it helpful to use the stems detailed below:

- **Know:** e.g. how to spell; the names of; the rules for; how to identify; be able to recall
- **Understand:** e.g. how this process works; the reasons why; the effects of; identify; recognise; recall; talk about; know how to
- **Develop/be able to:** e.g. apply these skills; explain; use knowledge to; apply these techniques to; analyse; talk about
- **Develop/be aware of:** e.g. sensitivity towards; feelings about; the issues surrounding
- **Explore and refine strategies for:** e.g. creating, designing, problem solving.

What do learners already know?

Teachers can find out what learners already know through some of the following ways:

- Ask teachers who previously taught them for records of skills covered and/or an annotated scheme of work, where the relative success of particular learning objectives have been recorded, e.g. *'Taught fronted clauses, but many learners still not secure. Needs to be consolidated and revisited.'*
- Give learners an initial assessment focused on particular skills. These assessments could be relatively straightforward. For example, highlighting of particular types of linguistic devices across a range of texts; completion of a cloze exercise where all the connectives have been removed; synonym lists created for specified words; a fiction extract annotated for clues given about a character; words underlined in a text that learners do not understand.

- Ask learners direct questions on their knowledge of a particular skill or to write down what they do not know/feel insecure about; on sticky notes, learners to list three things they know and three things they are less sure about; get learners to correct/improve a learner's attempt.
- When teachers find out about where learners are in their learning, they will have invaluable information which could then go on to inform the strategies adopted for teaching and learning – and, in particular, what specific individual needs there may be and the precise nature of these. Personal targets could be established and subsequently monitored.
- Teachers can also gauge where learners should be in their learning, by looking at the learning objectives covered in the preceding stage/s. For example, at Stage 7, learners would be expected to be familiar with skills and knowledge taught in Stages 4, 5 and 6, and in particular:
 - most spelling rules and patterns
 - most word roots, prefixes and suffixes
 - structural, linguistic, grammatical, presentational features of most fiction and non-fiction types/genres
 - implicit meaning, fact and opinion
 - most of the sentence structure, punctuation and grammatical skills required to convey meaning effectively when writing
 - most of the speaking and listening skills required to function effectively as a speaker and listener across a range of contexts.

It is recognised that many of these skills are recursive, and require ongoing emphasis in different contexts and levels of difficulty. Ultimately, teachers will be the best judge of which skills and knowledge areas will benefit from more focus and attention.

Teaching and learning approaches

Based on what needs to be taught and the ability and particular needs of the class, teachers will need to make informed decisions about what teaching and learning approaches to adopt. It is rare that a skill can be taught as a 'one off.' In real terms, a skill will need to be presented in a range of different teaching and learning contexts before it is fully consolidated. For example, as an initial learning activity, learners could engage in a range of highly interactive, kinaesthetic activities on sentence structure, then consolidate this through written exercises, followed by an investigation of these same structures in a range of texts with examples demonstrating good practice collated. The teacher could next model how to successfully integrate these structures in the writing of a particular text type – which the learners go on to 'copy' – highlighting / ticking each time a particular sentence structure is used. Self/peer evaluation could follow, enabling both the teacher and learner to confront particular misconceptions. Finally, learners could be provided with another opportunity to use the sentence structures in another piece of writing. The subsequent section on teaching approaches provides teachers with further guidelines and examples.

Classroom organisation

The ways in which teachers decide to organise the classroom can significantly influence the type and quality of both teaching and learning. Learners should not always be taught as a whole class, seated in individual rows. Organising learners in learning or ability groups, working pairs with one learner acting as a learning buddy, or as a class gathered around a rectangular table for discussion purposes are all organisational strategies which can powerfully impact on learning. The subsequent section on classroom organisation provides teachers with further guidelines and examples.

Meeting individual needs

Thinking about learners as individuals, rather than as a 'class' obviously underpins both teaching and learning. Teachers need to be aware of the different learning needs of their learners, so that their teaching can be fine-tuned and differentiated accordingly. Once teachers know what level their learners are at, and what they next need to learn, successful planning can take place. The subsequent section on differentiation provides teachers with further guidelines and examples.

Keeping lesson plans fluid

It is very important that lesson plans are seen as fluid. Teachers should be prepared to amend them almost as they teach, and from lesson to lesson. If learners are struggling to grasp a skill, it is not sensible to go on to the next part of the lesson or to another lesson objective in the subsequent lesson. A good lesson plan will have notes written all over it to show what went well and what might need adjusting or revisiting next time. Teachers need to adjust their teaching to take account of learners' misconceptions and misunderstandings at the time, rather than dealing with them later in order to cover the curriculum framework.

Also, teachers should not stick so firmly to their lesson plans that they cannot pick up on an idea that had not been planned for. For example, there may be a local or national event which merits focus, or a learner could bring something to school which is of interest to other learners. The published scheme of work is written to 3 terms of 10 weeks. Your terms are likely to be longer than this so you should have time available to accommodate some variation as well as consolidation.

Below is a template for creating a lesson plan which contains instructions for filling in each section. This is followed by a completed example.

Step 8: Evaluating your planning

Remember that your plans are a working document. You will need to be responsive to your learners and adapt your teaching as required. Here are a few things to consider regarding the creation and maintenance of lesson planning:

- Teachers need to keep in touch with the learners' needs and ensure learning is of good quality and that knowledge and skills are retained.
- 'Over-planning' of a whole week's work can lead to inflexibility.
- Sometimes lessons need to speed up, on other occasions it may be necessary to revisit an aspect of learning.
- Teachers must be prepared to amend plans from lesson to lesson.
- If learners' work is poor or they have struggled during the lesson, it might be sensible to revisit the work and not rush on to the next objective.
- Plans should not just 'sit' in a neat folder. A good set of plans may have notes written all over them to show what went well and what might need adjustment for next time.

There is a need to try and keep 'on track' or keep up with planned work, but teachers should not stick so firmly to their plans that they cannot follow an idea that is unplanned. Quite often, excellent lessons result when something happens to stop the planned lesson – a local or national event, an individual brings something into school – and the learners are interested. Teachers should feel that they can use these stimuli to develop talk, reading or writing. Learning takes place when learners are motivated and enthusiastic.

Whilst it is true that 'unplanned' activities should not lead the teacher, it may be possible for teachers to revisit both short- and medium-term plans to see if any objectives can be met. In this way, a certain amount of flexibility can be allowed.

Further advice on how to monitor the success of your teaching can be found in Section 3: Teaching approaches and Section 4: Assessment. The techniques discussed can help you work active learning and formative assessment in to your lessons which will improve the feedback on your teaching.

Short-term plan template with instructions

Class:	Date:	Title of unit: e.g. <i>Horror and suspense</i> :	Framework code:
Learning context	(Prior/future learning): Where does this lesson come in the overall unit/sequence of learning? Is it lesson number 1?		
Learning objective/s	This/these will be lifted straight from the curriculum framework or Medium-term Plan. So, for 7Wp1 it would be, e.g. 'Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.'		
Learning intention	How the learning objective will be made clear to the learners – that is, 'learner-speak.' For example, 'You will know how to vary sentence length, structure and beginnings' in your writing.		
Success criteria	What the successful learning will <u>look</u> like. For example, a short piece of writing which successfully demonstrates the range of skills taught.		
Differentiation: individuals/groups	Details here of individuals or groups who will need differentiated input. These will include learners who are high achievers.		
Resources	Strategies for differentiation (highlight/tick/add)		
Resources used should be detailed here.	Adult support	Targeted teacher support for particular individuals/groups	Extension tasks: opportunity for more complex tasks/thinking
	Modified tasks	Targeted/different level of teacher questioning	
	Resources adapted	Frequent opportunities for purposeful talk	
	Learners grouped/paired for specific learning purposes	Learners have opportunity to ask questions / pursue misconceptions	
	Writing frame/language support provided	Varied learning styles incorporated	
	Speaking frame/question stems provided	Learners have personal targets	

<p>Teaching and learning activities</p> <p>This is simply a bullet point list of the sequence of activities carried out in the lesson. Key words for <u>teaching activities</u> would be: e.g. model, demonstrate, question, show, explain, instruct, inform, share; <u>learning activities</u> e.g. apply, use, reformulate, discover, build up, clarify, understand, know, recognise, appreciate, evaluate, analyse, synthesise, sequence, organise, interpret, analyse, explore, develop, explain, justify, demonstrate, compare, extract, vary</p>	<p>Ongoing assessment strategies (highlight/tick/add)</p> <p>Targeted questioning Mini plenary Traffic lights Thumbs up/down Sticky notes Mini whiteboards shown</p> <p><i>These assessment strategies are brought in during the course of the lesson, enabling the teacher to fine tune their teaching</i></p>
<p>Plenary</p> <p>This is what you will do at the end of the lesson to find out whether learners have learned what it is you want them to learn. You may well also decide to take in learners' work and mark it.</p>	<p>Evaluation of lesson</p> <p>This is where teachers write their comment on the success of the lesson in relation to the learning objectives. What aspects of learning are not quite secure? What will need to be revisited in the next lesson?</p>

Completed example of a Short-term plan

Class: 9X	Date: 13/05	Title of unit: Unit 1A: Writing – some advanced skills	Framework code: 9Wp4
Learning context	This term learners are practising their writing skills. This is the second week of this unit and learners have already explored the effective use of connectives, sentence structures and reviewed the accurate use of punctuation and its purpose in other texts in a previous lesson.		
Learning objective/s	Deploy a range of punctuation and grammatical choices to enhance and emphasise meaning, aid cohesion and create a wide range of effects.		
Learning intention	I will be able to use punctuation for effectively in my writing.		
Success criteria	<ul style="list-style-type: none"> I understand the purpose of a range of punctuation. I use punctuation accurately in my writing. I use punctuation to create an emotional impact in my writing. 		
Differentiation: individuals/groups	Learners that are demonstrating higher order skills are being utilised to stretch other learners through roles such as facilitator during group tasks, and will be pushed and challenged further through the use of directed questioning. Also, those learners who require further challenge will be implicitly focused onto elements of the task that focus on development of analysis or require a more thoughtful insight. Further references to differentiation can be found within the description of the teaching and learning activities.		
Resources	Strategies for differentiation (highlight/tick/add)		
	Adult support	Targeted teacher support for particular individuals/groups	Opportunity for more complex tasks/thinking
	Modified tasks	Targeted/different level of teacher questioning	
	Resources adapted	Frequent opportunities for purposeful talk	
	Learners grouped/paired for specific learning purposes	Learners have opportunity to ask questions / pursue misconceptions	
	Writing frame/language support provided	Varied learning styles incorporated	
	Speaking frame/question stems provided	Learners have personal targets	

Teaching and learning activities	Ongoing assessment strategies (highlight/tick/add)
<p>Starter</p> <p>Learners will be shown an unpunctuated sentence on the board and will use their whiteboard to demonstrate their punctuated sentence. Learners will be encouraged to use 'sounding out' strategies, if necessary, to listen for where punctuation should occur.</p> <p>DIFFERENTIATION: Learners who need further challenge will be asked to use at least two types of punctuation in their sentence. Those who require further support will only be expected to use one and may be given a choice of punctuation to use if necessary.</p> <p>Teacher to model different ways of punctuating the sentence. Learners will feedback what it demonstrates about the effect of punctuation.</p> <p>Development</p> <p>Learning intention and success criteria are shared with learners. Learners to read the success criteria before being questioned on their meaning. This questioning will focus on a range of learners, not just those reading.</p> <p>Review learning from previous lesson (learners were given an example paragraph which uses punctuation for effect, which they had to annotate to identify the purpose and effect of the punctuation) and discuss which punctuation exemplified particular emotions, etc.</p> <ul style="list-style-type: none"> • The man was running away – which piece of punctuation was used in his speech to demonstrate that he was out of breath and struggling to speak? • She was angry – which piece of punctuation was used in her speech to show this anger? <p>Teacher to model to improve a sentence to demonstrate emotion. Directed questioning will ensure learners are able to understand and express why a particular piece of punctuation has been used.</p> <p>Learners are given a simple paragraph and an emotion that they should be feeling as they say it. Learners need to improve the paragraph using appropriate punctuation for their given emotion.</p> <p>DIFFERENTIATION: Learners who need further challenge will be given emotions such as 'curious' which are more complex than a simple 'happy' or 'sad'. Those who require further support will be given more easily recognisable emotions such as 'scared' or 'excited'.</p>	<p>Literacy: punctuation for meaning</p> <p>Verbal: expressing understanding</p> <p>Reflection</p> <p>Question and answer</p> <p>Written work</p> <p>Listening skills</p> <p>Written work</p> <p>Peer assessment</p>

<p>Some learners annotate the paragraph on the board with their choice of punctuation. The rest of the class use their white boards to 'guess' which emotion is being displayed, with some learners explaining the reasoning for their choice. Teacher to use questions to ensure learners identify what was done well and what could be improved.</p> <p>Learners peer assess each other's work: identifying positives and targets for improvement.</p> <p>Learners will be shown an image on the board, which they need to give their 'rapid reactions' to.</p> <p>Learners will use their understanding of effective punctuation in order to demonstrate the thoughts, feelings and emotions of the person in the given image by writing their own paragraph about the image. Learners should refer to the success criteria and the feedback from the peer assessment to support them in this activity.</p> <p>DIFFERENTIATION: Learners who need further challenge will be asked to write as though they are a passer-by on the scene as this will demonstrate more complex emotions such as curiosity, horror or indifference. Those who require further support will be asked to write as though they are the protagonist of the image, which will focus more on more easily recognised emotions such as anger or grief.</p>	Independent written work
Evaluation of lesson	
<p>Plenary</p> <p>Self-assessment – learners will reread their work and identify whether or not they met the learning intention by checking their work against the success criteria. They will give themselves a positive comment identifying what they have done well, and a target explaining what they need to do to improve in the future.</p>	<p>All learners were able to use their punctuation explicitly for effect, but some learners still showed evidence of inconsistent use of colons and semi-colons. This will be followed up in subsequent lessons.</p>

Section 3: Teaching approaches

Teaching is a complex process, and teachers need to ‘know’ a great deal. They are not only expected to know about their subject, but how that knowledge is situated within the curriculum, then how it should be taught to a range of learners, all with different learning needs and levels of prior knowledge. Teachers also need to know about the principles of classroom management, and the values of the school, community and education system in which they work. There is no doubt that expectations of teachers’ knowledge are situated within complex and ever-shifting contexts.

Teachers need to be able to identify the right learning objectives at the right time, and then plan on how these are to be transformed into successful learning outcomes. There will be issues of resourcing, classroom organisation – and the selection of which strategies to employ to ensure both effective teaching and learning. Teachers’ knowledge about the learners they teach and their rates of progress will further impact on the teaching processes used for each class. Ongoing formative assessment techniques (such as questioning) can provide immediate feedback; the teacher is able to adjust their teaching accordingly.

Some strategies are suggested below for effective teaching – and, as a result, effective learning.

3.1 Sharing the learning intention

Teachers need to be clear about what is to be taught in the course of a lesson and explain this to learners in terms that they can understand. Learning objectives from the curriculum framework (for example, ‘Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects’) should be rephrased as learning intentions, e.g. ‘What I would like you to know by the end of the lesson is how to use short sentences for dramatic impact in your writing’.

The importance of the learning intention means that it should always be displayed centrally. For example, written on a blackboard/whiteboard/flipchart. As a rule, learners should always state the learning intention at the start of any written work. This makes it very clear what they are being asked to do. Sometimes a sticky label can be stuck into the learner’s book. By having the learning intention highlighted in this way, it is made clear to learners exactly what they will be assessed upon and keeps them to the task.

Training activity: Sharing learning intentions (Appendix A3)

In the appendices you will find a suggested training activity that has some details about how to communicate the learning objectives effectively to learners.

Learning intentions can be very simple and specific.

For example:

‘To be able to identify present participle verbs and prepositions in dramatic writing’

Or they can be more complex, and incorporated in a success criteria grid.

Learning intention: To be able to vary sentence structure

	Yes	No	Partial	Errors
Varied sentence beginnings (prepositional phrases; participles; adverbials; connectives)				
Varied sentence lengths				
Different position of clauses				
Embedded clauses				
Teacher comment				

In order that the learning intention is realised, the teacher will need to think very carefully about how they are going to manage learners' learning. For example, with the learning objective:

'To be able to identify present participle verbs and prepositions in dramatic writing' the teacher needs to use a text which has a good range of present participle verbs and prepositions. The beginning of 'Bleak House' by Charles Dickens would be suitable for this. Learners could highlight the present participle verbs and prepositions in different colours – and then go on to explore the impact these devices have on meaning.

Fog everywhere. Fog up the river, where it flows among green meadows; fog down the river, where it rolls defiled among the tiers of shipping, and the waterside pollutions of a great (and dirty) city. Fog on the Essex marshes, fog on the Kentish heights. Fog creeping into the cabooses of collierbrigs, fog lying out on the yards, and hovering in the rigging of great ships; fog, drooping on the gunwales of barges and small boats. Fog in the eyes and throats of ancient Greenwich pensioners, wheezing by the firesides of their wards; fog in the stem and bowl of the afternoon pipe of the wrathful skipper, down in his close cabin; fog cruelly pinching the toes and fingers of his shivering little 'prentice boy on deck. Chance people on the bridges peeping over the parapets into a nether sky of fog, with fog all round them, as if they were up in a balloon, and hanging in the misty clouds

Success criteria: how do you know the learning objective has been successfully taught?

Success criteria are the 'success' features of learning, that is to say the evidence that learners now 'know' or 'are able to do' what they are being taught. For example, the learning intention could be to produce a paragraph of writing where the majority of sentences have to begin in a range of different ways. Learners could then underline or highlight the beginnings of their sentences, so 'proving' that they are fulfilling the success criteria. Equally, the teacher could 'mark' evidence of these – or this task could be carried out by another learner.

Of course, it can sometimes be a little more complex than this. English involves a wide range of sub-skills. Learners build these up gradually, step-by-step, over a number of lessons. There will be points when the teacher requires learners to bring these skills together, to orchestrate them in, say, a longer piece of writing.

For example, in a module on suspense and horror, learners could have a series of individual lessons across two or three weeks on:

- stretching out narrative time
- ways in which darkness, weather and decay can be incorporated for dramatic effect
- devices that can be used to heighten dramatic effect such as repetition, rhetorical questions, similes, strong verbs and short sentences.

Section 3: Teaching approaches

Once these lessons are complete, the teacher will want to see whether the learners can demonstrate the use of multiple sub-skills in a more sustained piece of writing, for example, by writing the first chapter of a horror/suspense novel.

In this instance, the success criteria grid below could be used to record how well the learning outcome has been achieved. The grid is pasted into the learner's exercise book so that the learner is very clear at the outset what skills are required from them. The teacher will then assess the work by ticking the appropriate column. Such a grid will make it very clear to teachers what skills both the whole class and individual learners need to spend more time on. Teachers may decide to also incorporate some 'ongoing' key writing skills in the success criteria grid.

When teachers are marking the learner's ability to use a range of skills in this way, the assessment provides a deeper insight into the actual learning.

A completed success criteria grid might look like this:

Horror/suspense writing				
	Yes	No	Partial	Errors
Tension built up and narrative time stretched	✓			
Focus on darkness, decay, smell, extreme weather	✓			
Repetition; rhetorical questions; similes			✓	
Strong verbs	✓			
Effective vocabulary	✓			
Some short sentences	✓			
Varied sentence subjects	✓			
Some embedded clauses/phrases			✓	
Commas used correctly				✓
Spelling largely correct				✓

There are other ways of assessing whether learners can successfully incorporate a range of skills. For example, they could be given a piece of writing by another learner and asked to improve it. The success criteria grid could then be used to inform this process. For example, a success criteria grid focused on strong verbs, management of narrative time, noun phrases, varied connectives, different sentence lengths and beginnings could be used.

It all started when I went on holiday with my friends we went to Egypt to look at the tombs and Pharaohs and we were swimming in a pool at the hotel and we fell in a big hole in the ground and we landed in a pyramid. We heard noises so we ran away and we were scared.

The next day we all made a plan to go back there and my friends said that because I was the oldest I should go into the pyramid first. I didn't want to do this because I was scared but I didn't want to tell them that so I said, 'That's ok' and we all went off on our adventure ...

Training activity: Creating success criteria (Appendix A4)

A possible training activity could be to get teachers to:

- devise success criteria grids based on their current teaching
- complete them, using examples of learners' work. What whole class and personal targets emerge?
- trial the use of success criteria grids, then evaluate these. How could they be improved?

Linking learning from one lesson to the next

It is important that teachers link learning for learners, so what is taught is related to previous learning and/or what the learner might already know. The first 5 or 10 minutes in lessons can be used to revisit what was learned in the previous lessons and perhaps to pick up on misconceptions. The plenary (where the whole class is addressed together) is then used to find out what learners have learned and this is fed into the subsequent lesson.

Knowledge and skills are more likely to enter into the long-term memory if learning is grafted onto what learners already know. It is important, therefore, that teachers help learners use what they already know to make sense of new knowledge. This can be done by drawing a mind map or answering questions on a 'test'. An advantage of this approach is that learners' misunderstandings are often revealed, enabling the teacher to use this as a learning base.

The big picture

Giving learners an overview of where their learning is taking them (like seeing the whole of a picture) helps them see a lesson as a step on a journey. For example, 'I want you to know about how to use noun phrases for a dramatic effect because later we will be writing the first chapter of a horror/suspense book – and this will be one of the important techniques you can use.'

Teaching strategies

By the very complex nature of their role, teachers will use a wide range of teaching strategies to facilitate learning. Presentation, explanation, exemplification, demonstration and modelling are key strategies in making learning 'concrete'. In modelling, the teacher shows and explains aloud what they are doing and thinking when performing a particular task. For example, in composing a piece of writing the teacher might say: *'I am not sure whether I should use the word 'boiling' here to show how hot it is on the beach. It seems quite an ordinary word. I think I will highlight it to remind me to go back to it later and perhaps change my mind. That's what happens in writing, you constantly have to make these sorts of choices and decisions.'*

Providing examples which show incorrect or weak usage is also a useful strategy. For example, *'In this piece of writing, the writer has used 'and' every time they join a clause. I think they think that this will help make it 'flow' for the reader. It just makes it seem very monotonous. What can we do to get rid of those 'ands', and what should we do instead?'*

Explanation can be supported visually through diagrams and drawings. The writing of key words and definitions, perhaps on a particular place on the board, are all important ways of helping learners fully absorb information.

There are many different ways of absorbing information such as:

- visual understanding through images, pictures, mappings, grids
- kinaesthetic understanding through physically moving or manipulating materials
- auditory understanding through listening

When planning, teachers should make sure there are a range of these types of activities.

Teaching and learning is best managed in small steps pitched at learner level, which are then practised before going on to the next step. For example, *'We know how to construct a noun phrase. We need to consider how we can use them in our writing, so let me show how you could do this.'* Teachers need to focus on one point at a time in terms of explanation and application but they also need to articulate these points into a progressive, learning experience that is more than just the sum of the individual lessons.

3.2 Active learning

Teachers know that learners learn best when they are interested, involved and appropriately challenged by their work. Research confirms that when actively engaged, learners will have a longer concentration span, complete work on time, stay on task, demonstrate fewer behavioural problems, be more confident and generally make faster progress. Active learner techniques should be used at various points in the lesson so that learners can be fully engaged in the process of learning.

Active learning ensures that learning is 'deep', that is to say it is associative, contextualised and interactive. When learners are merely reproducing or memorising given facts, accepting ideas and information passively, they are only engaged in so-called 'surface' learning. They are not being asked to look for principles or patterns or to reflect on thinking. Learners are engaged in deep learning when they try to make sense of the material and relate ideas and information to previous knowledge and experience. Deep learning prepares learners for higher level skills such as the critical evaluation of received information or having the internal organisational framework to sort and integrate concepts and ideas.

In English, DARTS activities (**D**irected **A**ctivities **R**elated to **T**exts) can be used with reading. These include:

- text completion, such as completing gaps with deleted words (cloze exercises), sentences, phrases, or selecting the right synonym from a cluster
- diagrams constructed from a written text, e.g. flow diagrams, concept-maps, illustrations, storyboards
- information sorted and categorised into a table or grid
- text segmented into sections and headings/labels added
- text underlined for specific target words or phrases, e.g. words that support a particular view
- text predicted from a title or initial paragraph, etc.
- text that learners have to re-order from a jumbled state.

To be active learners, learners need to be explicitly involved in and aware of the processes of their own thoughts. They need to be asked to think and talk about not just what they are working on but **how** they are thinking and learning. Learners need to be given the opportunity to outline their thinking on work they have been doing, and should be asked routinely to articulate any difficulties so that misconceptions are flagged up. The ability to step back from a difficult task, consider how it should be done, monitor progress, reflect on successes and weaknesses are all part of becoming a successful learner.

3.3 Suggested activities and strategies for developing thinking skills

Classification and sequencing

Sorting short pieces of text, photographs, and diagrams into groups with similar characteristics, justifying groupings and explaining them.

Selecting the odd one out in a group of spellings with similar patterns, and justifying the choice made.

Purposeful talk

This can be achieved through the use of talk partners or by arranging structured small group tasks with supportive peers.

In working on a common task learners will interpret given information, ask questions for clarification, speculate and give reasons. Through sharing their knowledge, ideas and perspectives learners arrive at a fuller understanding than they might have done working alone.

Roles can be designated – manager, scribe, time keeper – and the skills of collaboration and discussion helped through the use of question stem cards, for example, *'I agree with you, but... can you tell me more about?'* *'Why have you said that?'* A well-briefed chairperson can ensure that all learners contribute equally. The assistance of a wide range of peers helps the development of the thought of the individual.

Drama techniques

Thought tracking is when learners act as a character in a play, pause and step out of role and say how they are feeling. It is an effective way to explore sub-text and implicit meaning. Learners can be asked to thought track a character's innermost feelings in a poem or a novel.

Hot seating is when a learner takes on the role of a character and is asked questions about their background, behaviour and motivation. Characters may be hot-seated individually, in pairs or small groups. The technique is useful for developing questioning skills with the rest of the group. The traditional approach is for the learner playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions.

Conscience alley. This is a useful technique for exploring any kind of dilemma faced by a character. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the protagonist reaches the end of the alley, they make their decision.

Still images and freeze frame are both a form of tableau. With freeze frame, the action in a play or scene is frozen, as in a photograph or video frame. Still images, on the other hand, require individuals or groups to invent body shapes or postures, rather than freeze existing action. Groups can be asked to tell a story through a series of prepared, still images, 'flashbacks' and 'flashforwards'.

'Flashforwards' are points in time before a still image and 'flashbacks' are points in time after a still image. Learners could be asked to move silently in slow motion to where their character was a few moments before. When they are frozen still in the new image, they can then move 'flashforwards' – that is, in slow motion to indicate where their characters might be a short time after this moment.

Questioning

Questioning is fundamental to good teaching and learning. Teachers ask questions for a number of reasons, the most common of which are to:

- engage and challenge learners
- check on prior knowledge and understanding
- stimulate recall
- mobilise existing knowledge
- focus learners' thinking on key concepts and issues
- help learners extend their thinking from the concrete and factual to the analytical and evaluative
- promote reasoning, problem solving, evaluation.

Closed questions are useful to check understanding of explanations and straightforward recall. For example, *'What do we call this type of text?'* However, if you want learners to develop higher order thinking skills, more open questions will need to be asked. For example, *'Why was that text extract most useful in helping you with your suspense writing?'* Many teachers over-use closed questions, and devote their questioning to a small group of learners – usually those with their hands up, or who are very likely to give the right answer! Some learners are very reluctant to answer questions.

Some methods for extending questioning techniques are as follows:

- Target particular learners each lesson or throughout a week at specific points.
- Operate a 'no hands' rule. This allows teachers to direct questions where they want, and to pitch a question at the appropriate level to extend a learner.
- Display key questions at the start of a lesson.
- Pitch questions appropriately so that every learner is able to respond and encourage learners to explain their reasoning.
- Base higher level questioning on Bloom's taxonomy.
- Display question stems, and encourage learners to use these when asking questions, e.g. *What if? Why? How? Where?*
- Build in a wait time.
- Reinforce suggestions from learners, *'I really liked what x said because ...'*
- Invite learners to elaborate, e.g. *'Would you say a little more about that ... I'm not sure what you mean'.*
- Encourage learners to take risks and put forward a wrong answer. Learners could write an answer on small whiteboards, and everyone holds them up.
- Encourage learners to ask questions to clarify understanding.
- A 'question time' slot built into lessons.
- Pair learners A and B, and the teacher to switch between the two in the course of a lesson when asking questions. For example, *'This question is directed at the As ...'*
- Allow learners to 'pass' a question and recommend a friend.
- Allow learners to discuss answers with another learner first.

3.4 Differentiation

Differentiation is the process by which teachers ensure that learners with varying abilities all have access to the learning objective. This means adapting resources, teaching methods, learning activities and any support available to cater for the varying needs of learners within the same class. Differentiation is not only about ensuring maximum learning for those learners who are struggling, but also those who are more able and whose learning needs extending. Some techniques for effective differentiation follow.

Provide a short-term plan for another adult that shows what **additional support** is required and which learners they should focus on. This plan could include specific language support. For example, key vocabulary, phrases or sentence structures; guidance on which groups to support at specific stages of the lesson.

Learners **grouped for specific learning purposes, and the work appropriately differentiated**. For example, learners in a particular learning group could be given a different outcome – that is, instead of writing a story, be required to write the opening and then a bullet point plan of what they intend the rest of the story to be about. Further support could be given, such as a word bank or writing frame. Grouping could change from lesson to lesson, so that learners do not feel labelled. Speaking and listening tasks provide a good opportunity for learners to be placed in mixed ability groups, and learners could be grouped according to gender or friendship. Learners can be given an appropriate talk or learning buddy.

Resources could be adapted, for example, key words enlarged, highlighted; font enlarged.

Learners' could be given **personal targets** that are **SMART** – that is to say, **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-related. For example, instead of: *'improve your use of punctuation'* a SMART target would be *'use at least 10 full stops correctly over the next week.'*

Scaffolds are used to help support thinking and learning. Complex tasks such as problem-solving and writing tasks can sometimes make great demands because there are too many things to do at once. Scaffolding helps learners focus on one thing at a time, and also provides a prompt, thus reducing the demands on the learner's working memory. The learner can then move on to the next part of the complex task. A scaffold can be a thinking, writing or speaking frame. Sequential markers such as: 'first', 'next', 'after', 'therefore', 'however', 'finally', 'I want to explain why', 'this makes me think', 'because', 'however', 'in conclusion' will help steer thinking, writing and speaking. Question stems will also help learners to ask questions and clarify their thinking. Vocabulary banks are also very helpful for learners, affording them an element of choice and empowerment.

Differentiated and **targeted questioning** so that learners are encouraged to articulate and clarify their thinking/learning. See the previous section on questioning.

Those learners who are **more able**, need to have their learning deepened and extended. This could be quite straightforward, with additional reading/tasks suggested, but it could be achieved through activities premised on analysis and/or evaluation. Bloom's taxonomy offers a useful model for ordering your activities into ascending cognitive levels. More able learners could be given the chance to lead.

For example, they could:

- make a PowerPoint presentation to another class on a key aspect of learning
- take on the role of a 'lead learner' and provide teaching/support to groups
- be encouraged to use higher order question stems during the question time slot
- explain their thinking at key learning junctures to the rest of the class.

Lesson plans should highlight strategies for differentiation, as in the following example:

Example of a short-term plan including notes on differentiation

Class: 9X	Date: 13/05	Title of unit: Unit 1A: Writing – some advanced skills	Framework code: 9Wp4
Learning context	This term learners are practising their writing skills. This is the second week of this unit and learners have already explored the effective use of connectives, sentence structures and reviewed the accurate use of punctuation and its purpose in other texts in a previous lesson.		
Learning objective/s	Deploy a range of punctuation and grammatical choices to enhance and emphasise meaning, aid cohesion and create a wide range of effects.		
Learning intention	I will be able to use punctuation for effectively in my writing.		
Success criteria	<p>I understand the purpose of a range of punctuation.</p> <p>I use punctuation accurately in my writing.</p> <p>I use punctuation to create an emotional impact in my writing.</p>		
Differentiation: individuals/groups	Learners that are demonstrating higher order skills are being utilised to stretch other learners through roles such as facilitator during group tasks, and will be pushed and challenged further through the use of directed questioning. Also, those learners who require further challenge will be implicitly focused onto elements of the task that focus on development of analysis or require a more thoughtful insight. Further references to differentiation can be found within the description of the teaching and learning activities.		
Resources	Strategies for differentiation (highlight/tick/add)		
	Adult support	Targeted teacher support for particular individuals/groups	Opportunity for more complex tasks/thinking
	Modified tasks	Targeted/different level of teacher questioning	
	Resources adapted	Frequent opportunities for purposeful talk	
	Learners grouped/paired for specific learning purposes	Learners have opportunity to ask questions / pursue misconceptions	
	Writing frame/language support provided	Varied learning styles incorporated	
	Speaking frame/question stems provided	Learners have personal targets	

Teaching and learning activities	Ongoing assessment strategies (highlight/tick/add)
<p>Starter</p> <p>Learners will be shown an unpunctuated sentence on the board and will use their whiteboard to demonstrate their punctuated sentence. Learners will be encouraged to use 'sounding out' strategies, if necessary, to listen for where punctuation should occur.</p> <p>DIFFERENTIATION: Learners who need further challenge will be asked to use at least two types of punctuation in their sentence. Those who require further support will only be expected to use one and may be given a choice of punctuation to use if necessary.</p> <p>Teacher to model different ways of punctuating the sentence. Learners will feedback what it demonstrates about the effect of punctuation.</p> <p>Development</p> <p>Learning intention and success criteria are shared with learners. Learners to read the success criteria before being questioned on their meaning. This questioning will focus on a range of learners, not just those reading.</p> <p>Review learning from previous lesson (learners were given an example paragraph which uses punctuation for effect, which they had to annotate to identify the purpose and effect of the punctuation) and discuss which punctuation exemplified particular emotions, etc.</p> <ul style="list-style-type: none"> • The man was running away – which piece of punctuation was used in his speech to demonstrate that he was out of breath and struggling to speak? • She was angry – which piece of punctuation was used in her speech to show this anger? <p>Teacher to model to improve a sentence to demonstrate emotion. Directed questioning will ensure learners are able to understand and express why a particular piece of punctuation has been used.</p> <p>Learners are given a simple paragraph and an emotion that they should be feeling as they say it. Learners need to improve the paragraph using appropriate punctuation for their given emotion.</p> <p>DIFFERENTIATION: Learners who need further challenge will be given emotions such as 'curious' which are more complex than a simple 'happy' or 'sad'. Those who require further support will be given more easily recognisable emotions such as 'scared' or 'excited'.</p>	<p>Literacy: punctuation for meaning</p> <p>Verbal: expressing understanding</p> <p>Reflection</p> <p>Question and answer</p> <p>Written work</p> <p>Listening skills</p> <p>Written work</p> <p>Peer assessment</p>

<p>Some learners annotate the paragraph on the board with their choice of punctuation. The rest of the class use their white boards to 'guess' which emotion is being displayed, with some learners explaining the reasoning for their choice. Teacher to use questions to ensure learners identify what was done well and what could be improved.</p> <p>Learners peer assess each other's work: identifying positives and targets for improvement.</p> <p>Learners will be shown an image on the board, which they need to give their 'rapid reactions' to.</p> <p>Learners will use their understanding of effective punctuation in order to demonstrate the thoughts, feelings and emotions of the person in the given image by writing their own paragraph about the image. Learners should refer to the success criteria and the feedback from the peer assessment to support them in this activity.</p> <p>DIFFERENTIATION: Learners who need further challenge will be asked to write as though they are a passer-by on the scene as this will demonstrate more complex emotions such as curiosity, horror or indifference. Those who require further support will be asked to write as though they are the protagonist of the image, which will focus more on more easily recognised emotions such as anger or grief.</p>	Independent written work
Plenary	
<p>Self-assessment – learners will reread their work and identify whether or not they met the learning intention by checking their work against the success criteria. They will give themselves a positive comment identifying what they have done well, and a target explaining what they need to do to improve in the future.</p>	<p>Evaluation of lesson</p> <p>All learners were able to use their punctuation explicitly for effect, but some learners still showed evidence of inconsistent use of colons and semi-colons. This will be followed up in subsequent lessons.</p>

The strategies for differentiation found on the Short-term plan template include:

Adult support

This can be the teacher or a designated teaching assistant. A teaching assistant should be given specific direction as to how they can support a learner. They should be clear regarding the learning objective of the lesson, what the learner is required to do, and what the success criteria are. Sometimes teachers will give teaching assistants their own 'mini lesson plan'. This could look like this.

Learning objective: Vary sentence length, structure and beginnings in your writing

Learner to support: Learner Z (low literacy skills)

Instructions

- As usual, support Learner Z throughout the lesson so that he is clear on each task.
- Can you read out the attached resource to him, and then get him to repeat? You might have to do this sentence by sentence. Pick out some of the words that need improving if Learner Z struggles with this. It would be good if he made the majority of corrections. Try to get him to answer at least one of the teacher's questions.
- Encourage Learner Z to write at least 10 lines of the paragraph in his own writing. Please focus particularly on full stops and capital letters – a personal target.

Would it be possible to have some feedback? Thank you.

A teacher can also give designated support acting as a teaching assistant when learners are engaged in tasks. This could be made clear to the rest of the class by announcing, *'I am going to work with Learners Z and Y today. So do remember they are going to get a bit more of my attention ...'* Low-level learner support could take place by seating a learner near the front of the class so that they are close to the teacher and easily supported.

Resources adapted

Resources can be adapted in various ways – for example, enlarged, curtailed, coloured, highlighted, emboldened, font-varied. As a general guide, whatever their ability or particular need, no learner will respond well to a worksheet done in a small font with no spacing between the lines. All resources should be in at least a 12 size font, with 1.5 spacing.

Learners grouped/paired

Learners can be given a designated learning partner or buddy, who complements them in terms of learning. For example, a more able learner paired with a less able learner. Groups can be changed according to the demands of the learning. For example, ability, friendship, gender. Different size of groups – pairs, threes, fours and larger should be organised in relation to the learning activity. When in groups, learners should be given designated roles – manager, scribe, reporter, etc. This ensures purposeful collaboration.

Writing frames

Writing frames are a very effective way of supporting learners in their writing. The first lines of paragraphs are given and even key connectives. Gradually, these frames are removed, so that learners can do them on their own.

Speaking frames

These operate in a similar way to writing frames, and can be used when a learner has to speak aloud in a more formal context – as in explaining something, or reporting back. Again, first sentences of paragraphs are given and other key features. Question stems can also be given. These are simply a range of questions words/phrases such as: *'Why?' 'How does this?' 'I'm not sure that I agree with this' 'What happens if?'* These can be displayed in the classroom, or allocated to particular learners at the beginning of a lesson.

Targeted teacher questioning

Teachers can very effectively support and extend learners through targeted questioning – and questioning at different levels. For those learners who are more able, higher level questioning can be given. For example, *'What if?' 'Why do you think?' 'If we were to?'* With other learners, the questions may be those based on knowledge, recall and summary. For example, *'Can you tell me?' 'What have I just said?' 'Could you repeat for me?'*

Opportunities for purposeful talk

There is little doubt that building in opportunities for purposeful talk makes for effective learning. These can be just one-minute discussion slots with a partner where they could tell the other what they have learned and what they are still unsure about – and this can then be shared with the teacher. The more learners can talk about their thinking, the more they are talking about their learning.

Varied learning styles

A range of different learning styles – visual, kinaesthetic, aural – should be incorporated into all lessons.

Extension activities

Learners who are gifted and talented will need extension activities. This could be work at a higher level but it could also apply to supporting other learners who are struggling and not yet finished. The higher level learners could share their work with the whole class or a group, explaining and breaking down how they achieved their final results. Other opportunities for gifted and talented learners include higher level questioning, the opportunity to lead and manage specific group activities – and even to take mini-teaching episodes.

Training activity: Preparing and delivering a lesson (Appendix A5)

Teachers could work together in pairs and make a record of all the teaching and learning strategies they employ in their classroom. A record could be kept over a teaching week. The list is just a sample that might come from this activity. Teachers could then compare lists, and sequence the strategies in order of importance – a difficult task!

Section 4: Assessment

4.1 What is assessment?

As with planning, it is useful to think of assessment as three connected levels: short-term assessments which are an informal part of every lesson; medium-term assessments which are used to review and record the progress learners are making over time in relation to the key outcomes; and long-term assessments which are used at the end of the school year in order to track progress and attainment against school and external targets.

Types of assessment

Formative: to establish whether learners have met the learning outcome or are on track to do so. This can be both short- and medium-term.

Summative: to 'sum up' what learners have achieved on a long-term basis. This sort of assessment establishes what level of ability the learner has demonstrated.

Functions

Formative diagnosis: to identify why learners do not understand or have difficulty with some topic or idea and to use this information to take appropriate action to correct mistakes or misconceptions.

Formative evaluation: to determine whether the action following the diagnosis has resolved the learner's difficulties.

Summative evaluation: to establish the learner's general standard of ability in terms of understanding, selecting and applying the knowledge and skills they have learned. This kind of assessment is used as a means of reporting on the actual attainments of learners, to other educational establishments and to parents.

Formative assessment aims to help learners know and recognise the standards that they are aiming for, so helping to raise achievement. It entails intervening **during** the learning process to gather feedback which is then used to guide subsequent teaching and learning. Such feedback enables teachers to modify their teaching plans and adjust the curriculum in the interests of learning and of the learners.

In formative assessment, teaching is constantly being adjusted to take account of learners' misconceptions and misunderstandings **at the time of delivery**, rather than being dealt with 'later.' This means that strategies dealing with this need to be built into every lesson plan. This is the best way for teachers to find out whether their learners are learning *during the course* of the lesson.

Learners need to be strategically involved in this process too. They need to know:

- where they are in their learning
- where they are going
- how to get there.

Learning intentions need to be shared with learners so that they are very clear on what it is they are expected to learn. If learners understand the main purpose of their learning and what they are aiming to achieve, they are more likely to grasp what they need to do to achieve it.

Formative assessment entails specific, constructive feedback, which is clearly linked to the learning intention, with advice on what needs to be done in order to improve. Learners need to be given the time to act on advice and make decisions about their work, rather than being the passive recipients of teachers' judgements.

Formative assessment can have a profound influence on the motivation and self-esteem of learners. Education is not a purely judgemental process that must be endured or passively received. The learner is an active agent.

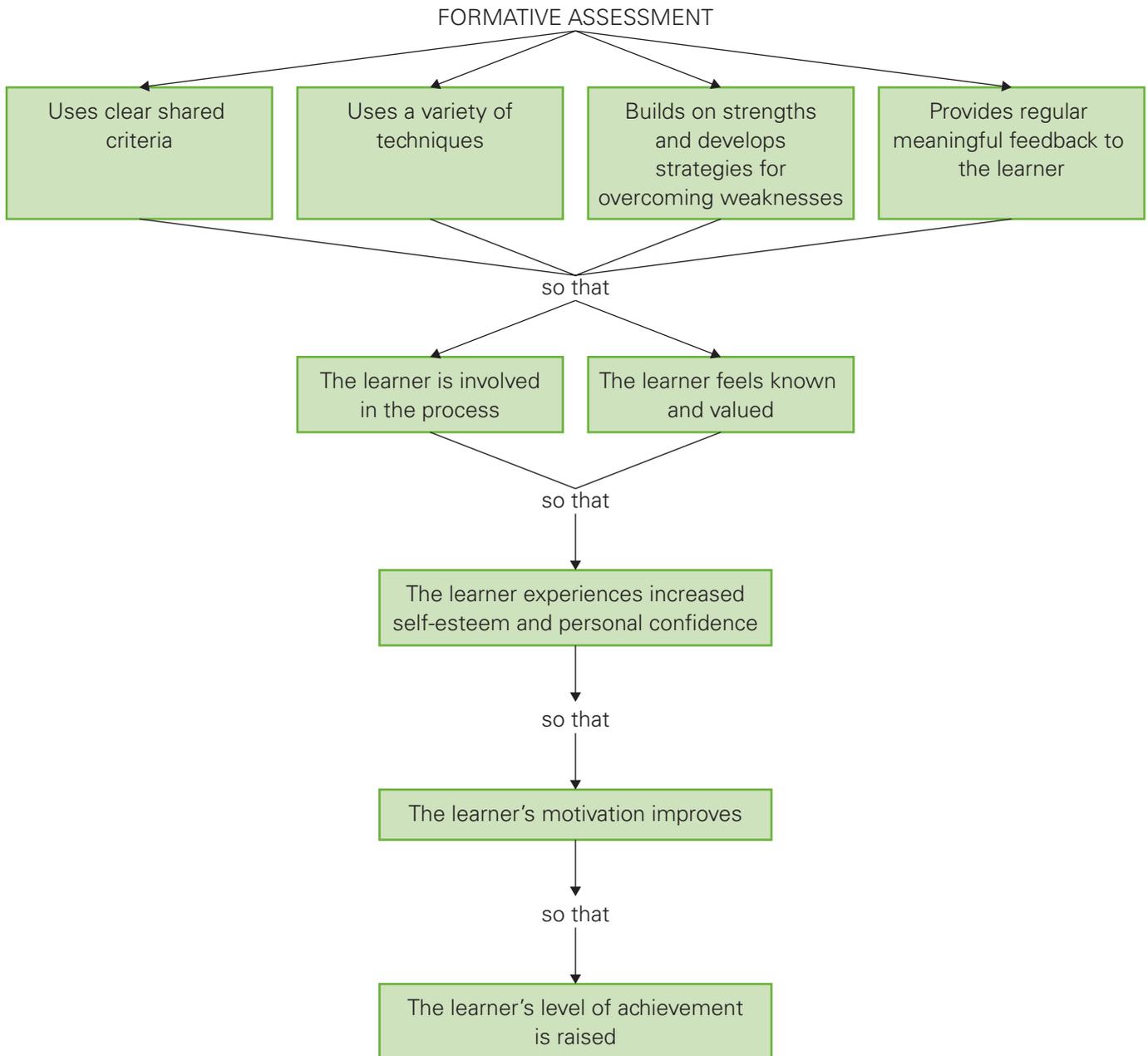
Linking formative and summative assessment

Day-to-day formative assessment is linked to the summative (long-term) assessment and is, in fact, integral to it. For example, a teacher will teach a series of learning objectives such as: how to use commas, semi-colons, fronted clauses, embedded clauses and so on. As the use of this punctuation is taught, learners will perhaps be informally questioned in the class to see how well the information has been absorbed. If there are any problems or gaps then these can be revisited. In this way day-to-day formative assessment is travelling in small increments towards the summative assessments.

Similarly, a teacher will teach a sequence of learning objectives which learners are then expected to orchestrate in a piece of writing. For example, if learners had been taught in a series of lessons about: how to stretch tension when writing, which linguistic and literary features writers use in horror/suspense texts, using strong verbs to make an impact, using effective vocabulary and using short sentences, the expectation will be that these skills can be brought together by the learner in a single piece of writing. The teacher can then assess in a diagnostic way. Often such assessments (generally carried out once or twice a term) can inform teachers of which skills still require work. Previously, there has been over-reliance on end 'tests' with little attention to the feedback potential of formative assessment.

4.2 Using formative assessment to raise achievement

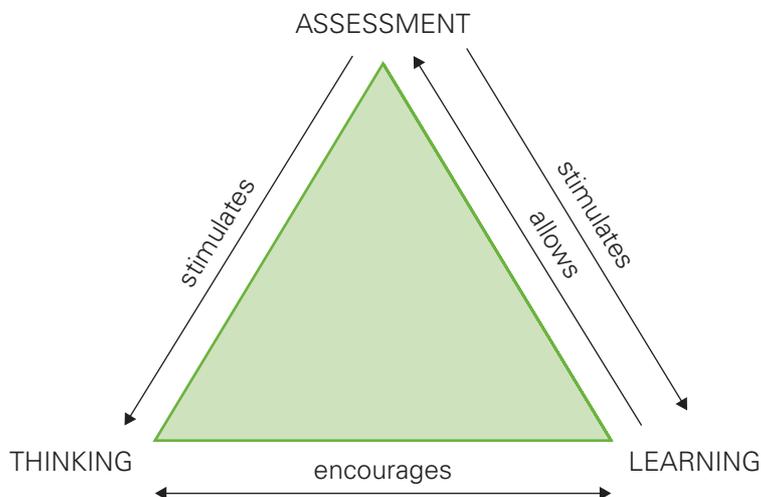
A summary of what has been said so far about formative assessment.



Assessment makes a difference to learning. Furthermore, it can make a positive difference when learners are *actively* involved with their learning.

The influence of assessment

In English, thinking, learning and assessment can be linked together in a creative and integrated (combined) way. The diagram below attempts to show this relationship.



Thinking encourages learning which allows assessment to take place. In turn, assessment stimulates both thinking and learning.

Think back to the earlier sections of this guide and consider how some of the things we have talked about, such as involving learners in their own learning, sharing learning outcomes and creating success criteria, making use of learner-centred learning, etc. can be combined with the general and informal kinds of assessment you use in the classroom.

One of the purposes of assessment is to provide information for a variety of audiences.

Below is a summary of when and how assessment can take place.

- During a lesson: direct questioning
interaction/discussion
observation
- End of a lesson: quick revision test (yes/no, etc.)
- After lesson: marking work
homework task
- End of unit: test or focused task (homework)
- End of year: progress tests / achievement tests

Formative assessment is therefore an integral part of teaching and learning and should not be 'bolted on' to activities. It helps to give the curriculum meaning for each learner. Furthermore, it enables each learner's learning to progress at the optimum rate.

Assessment results, whether in the short, medium or long term view, should give direct information about learners' achievements in relation to objectives. Whether you are considering the steps required to reach a single objective or achievement of objectives over time, they should be **criterion referenced**. (An agreed measurement of standard that needs to be reached – such as the 'success criteria' discussed earlier.)

Such criteria should be clear and well established. The ways in which criteria are set up and used should reflect traceable routes of educational development which offer continuity to a learner's assessment at different ages: assessment should relate to **progression**. At the informal level, for example, you might want to measure how well individuals have grasped the content of a unit or lesson.

As a larger scale, say end of year tests, assessment results should be capable of comparison between classes and schools so that colleagues may share a common language and agree standards: assessments should be **moderated**.

Perhaps most importantly, learners should have a role in their own assessment. They should know exactly what is expected of them and also be able to offer a personal view of their performance – this involvement of learning is described fully in sub-section 3.2 Active learning.

Assessment for learning

'Assessment for learning' brings all of the ideas above together as a conceptual approach:

- The provision of effective feedback to learners.
- The active involvement of learners in their own learning.
- Adjustment of teaching to take account of the results of assessment.
- Recognition of the profound influence assessment has on the motivation and self-esteem of learners, both of which are critical influences on learning.
- The need for learners to be able to assess themselves and understand how to improve.

4.3 Developing assessment in the classroom

To support development of assessment in the classroom, teachers need to build their own skills and knowledge so that it becomes an integral part of classroom practice. In Appendix A6 you will find a training activity, 'Taking stock of formative assessment skills', which enables you to identify the extent to which formative assessment is already being practised in your school.

Training activity: Taking stock of formative assessment skills (Appendix A6)

- Take stock of what formative assessment skills already exist amongst staff – this gives everyone a chance to consider the elements of formative assessment. It is a valuable audit tool.
- You can then complete a summary sheet to show which areas you feel you need to support. (At the same time, the audit also provides an opportunity for you to celebrate the skills that staff have developed already.)
- Finally, school managers can use the resulting information from the audit of skills to plan training needs for the whole school. Some of these may be met by expertise already in school (shown on the individual summary sheets) or by the provision of an external trainer.

Some key tips to ensure effective formative assessment

- The learning intentions must be shared with learners at the start of lessons in a manner that they can understand.
- Teachers need to check on learners' understanding at various points in the lesson rather than assuming they have absorbed the learning. Learners could hold up small white boards or green, amber or red signs (known as 'traffic lights') to indicate levels of understanding, or they could indicate by holding their thumbs up or down; learners could vote for a correct/incorrect supposition; questions could be targeted by the teacher.

- Teaching is fine-tuned during the lesson and between lessons, according to what the teacher finds out about the learners' learning. There is little point, for example, moving on to the next step of a lesson plan if learners have not fully understood the first step.
- Questioning is a key way in which teachers can find out about learners' learning. A 'question slot' could be a routine part of each lesson where learners are given a chance to ask any question they want about points of learning. They could be issued with question stem cards stating the question roots: 'How?' 'What if?' 'Why?' and they could be rewarded/praised each time they use them. Learners should be given waiting time before they answer questions. Learners should be told questions in advance so that they have a chance to think about them. Learners can also be allowed to collaborate before answering as this is often less intimidating in a classroom environment.
- Learners need to know what a successful response looks like. Teachers could model what the success criteria look like – for example, modelling a piece of good writing on the board, or providing examples of learners' work.
- Teachers should find time to present opportunities within normal lesson time for learners to talk about what they have learned and what they have found difficult, using the learning intentions as a focus.
- Learners can be involved in both self and peer assessment. For example, learners could carry out a task based on what they have learned, then either they or their partner could mark it against the success criteria. However, self and peer assessment are only possible if learners are given access to the success criteria associated with the task in hand and then encouraged to become actively self-monitoring. Answer cards may be given to the learners to mark their own work.
- Feedback should be provided, both oral and written, that shows learners when success criteria have been met and what they still need to do to improve. Time spent in marking can be reduced by providing learners with the success criteria in advance, which can then be written at the top of their work or stuck in alongside it. Formative marking can then simply be a matter of highlighting/ticking evidence of these. A 'closing the gap' comment could be, '*Success criteria met of x, and y. Look at where I have highlighted y. I would like you to re-write these sentences including a noun phrase in each. Complete by Friday.*' If a learning issue persists, it should become a personal SMART target for the learner. The following example of a learner's work makes this clear.

Learning intention: to identify (underline) present participle verbs and preposition in dramatic writing and to comment on how they impact on meaning

Fog everywhere. Fog up ✓ the river, where it flows among ✓ green meadows; fog down ✓ the river, where it rolls defiled among ✓ the tiers of shipping, and the waterside pollutions of ✓ a great (and dirty) city. Fog on ✓ the Essex marshes; fog on ✓ the Kentish heights. Fog creeping ✓ in the cabooses of collierbrigs; fog lying out on ✓ the yards, and hovering on ✓ the rigging of ✓ great ships; fog on ✓ the gunwales of ✓ barges and small boats. Fog in ✓ the eyes and throats of ✓ ancient Greenwich pensioners, wheezing by ✓ the firesides ✓ in their wards; fog in ✓ the stem and bowl of ✓ the afternoon pipe ✓ of the wrathful skipper, ✓ down in his close cabin; fog cruelly pinching the toes and fingers ✓ of his shivering little 'prentice boy on ✓ deck. Chance people ✓ on the bridges peeping ✓ over the parapets ✓ into a nether sky ✓ of fog, ✓ with fog all ✓ around them, as if they were up? in a balloon, and hanging in? the misty clouds.

I think the reason why the writer has used a lot of prepositions and participle verbs is to make the description of the fog more interesting.

John, you have identified all the present participle verbs and prepositions correctly, (apart from two you missed out), but you have not thought carefully enough about WHY the writer has used so many of these. Think about it. He has the fog everywhere. What job do prepositions do? Write your answer below. I will give you some time to do this in the next lesson.

Learner writes the learning intention at the top of their work

Learner completes task – which has been stuck into their book

Teacher ticks correct identification

Learner writes why they think the techniques have been used

Teacher comments on learning, giving learner clear targets on gaps in learning so that these can be filled

Marking and feedback

Feedback from teachers should aim to move learners on in some way, and address any learning gaps and misconceptions. Learners need to be very clear on what it is they didn't get right and how they can remedy this in future. SMART targets are a useful strategy here, that is to say, targets that are specific, measurable, achievable, reliable and time-related. Success is much more likely if a learner who is over-using 'and, then, so' is told to use six of each of 'because, when, if, that' in the next week in their writing rather than being told to 'improve their use of connectives.' Learners need to know exactly what they are getting wrong and then very precisely how they can improve on this.

Feedback which is not helpful includes some of the following:

- *More effort needed*
- *Not enough done*
- *Watch spelling*
- *Paragraphing weak*
- *Improve sentence beginnings*

There will be occasions when comment-based formative assessment is not required. Teachers should make this clear and tell learners that there will be acknowledgment marking where the work is simply acknowledged and initialled. On other occasions, particularly when learners' are engaged in a free piece

of creative writing, a personal comment from the teacher is much more appropriate. For example, *'I really enjoyed reading this, John. I found it very powerful.'*

Teachers will need to balance acknowledgement and motivational marking with formative marking. It is helpful to have a school marking guide which is then stuck into learners exercise books. This makes the types of marking being carried out across the school clear to both learners and parents.

Diagnostic feedback

At particular points in the term, teachers will want to carry out in-depth, diagnostic assessment. This will enable them to find out what progress the learner is making in relation to other learners, and, indeed, in relation to the criteria for the Progression and Checkpoint tests. Teachers will decide what content they are able to test according to the rate of progress of their class. The success criteria grids previously mentioned on page 74 of this guide could be used for this kind of testing. The assessment feedback from this kind of test can provide teachers with a rich pool of diagnostic data, informing them as to both individual and class progress. The following is an example of how success criteria grids could be used; here learners have been asked to write a horror story incorporating typical techniques of the genre.

Horror/suspense writing				
	Yes	No	Partial	Errors
Tension built up and narrative time stretched	✓			
Focus on darkness, decay, smell, extreme weather	✓			
Repetition; rhetorical questions; similes			✓	
Strong verbs	✓			
Effective vocabulary	✓			
Some short sentences	✓			
Varied sentence subjects	✓			
Some embedded clauses/phrases			✓	
Commas used correctly				✓
Spelling largely correct				✓

Teacher comment:

You have managed to write an effective first chapter using many of the devices we have been exploring. Particularly good was the way you stretched out the tension and emphasised the darkness and incorporated thunder and lightning! Thought that worked well. I was really pleased to see how well you varied sentence beginnings and length of sentences. Personal Targets would seem to be the use of commas within the sentence and more embedded clauses. We will put these to the top of your 'Personal Target' card!

Learner comment:

I am pleased with my Horror writing. I did lots of things well. I am not sure how to use commas and I don't know what embedded clauses are. Miss says she will spend some time with me on this.

4.4 Assessment techniques

There are many ways to approach formative assessment. You can identify the most appropriate ways at the planning stage and indicate them on your plans.

The amount of assessment that can realistically be carried out will be partially dependent upon the **assessment techniques** chosen and the suitability of the task for assessment. You will need to know that key aspects of the learning have been grasped in order to move on to the next lesson or unit and you will have to decide on the best techniques for assessing these. Here are some pointers.

Assessment techniques generally fall into two broad categories:

Product The learner must work alone for *effective* assessment to be made and the assessment is made after the task has been completed.

Process The learner works alone but the *process* of learning is assessed and therefore the assessments must be done at the time that learning is taking place.

or The learner works in a collaborative group. Issues arise concerning how to identify the contribution of one learner, especially when the exercise depends on a co-operative effort by all.

We shall look at assessing the *process* first.

1 Question and answer

Open and closed questions

(a) Open

e.g. discussion where the learner is encouraged to talk freely, 'Tell me about ...' or 'How do you feel about ...'

(b) Closed

e.g. questions requiring short specific answers

In considering questions, the following points must be addressed:

- Is the wording clear?
- Do they get the desired information?
- Do they flow from easy to difficult?
- How are the responses used?

2 Observation

Think about what we have said concerning active learning and how it gives meaning to knowledge by placing it in the context of a rounded experience. Think also about how this experience and knowledge can be linked to a wider continuum of knowledge by allowing learners to understand where they are on their learning journey.

Active / experiential learning gives you, as the teacher, the opportunity to approach a topic in many different ways at once. It also gives you the opportunity to observe how individual learners learn, which topics they learn best and in what particular way they learn best. This can inform your planning in terms of their development and also in terms of improving your own delivery over time.

Think about what makes an impact on a young learner's mind:

* seeing? * thinking? * hearing? * feeling? *

These might translate approximately into:

- practical activity
- investigation
- problem solving
- game
- drama / role play.

You will need to consider *how* any observation is to take place such as:

The physical location of the teacher

- The teacher sitting with a group of learners where any participatory role is 'outside' the assessment to be made.
- The teacher sitting with a group of learners where the role is passive and understood by the learners – should any intervention be necessary to extend explanations, etc., then it must take place because assessment is not about creating a threatening situation that may prove intimidating for learners. It is about being part of a positive learning experience. (The assessment may continue even if adjustments have to be made to the main objective and anticipated outcomes.
- The teacher sitting away from the learners but in a situation that can fulfil the requirements of the assessment.

The learners being assessed

- Learners must be involved, as with all assessments, with the relevant success criteria at the start of the activity
- Issues concerning collaboration must be addressed positively. As a means of promoting learning, learners need to interact and this should not be dismissed in terms of making valid assessments. Attention may be focused so that these issues are not perceived as a problem but as a positive contribution to the learning process. In this respect the professional judgement of the teacher plays a crucial role in determining what each learner has achieved

Techniques 1 and 2 (open and closed questions, and observation) are of the *process* type where concentration on a single learner or small group is required for a short time. The number of assessment decisions is restricted to one or a small number of objective.

Technique 3 below is of the *product* type. Much of it can take place outside the classroom. This allows recording of the decisions away from the restrictions of the classroom. A larger number of objectives may be tackled. At the same time it must be emphasised that marking work with the learner can be an example of excellent practice.

3 Giving feedback

Feedback may be oral or written. All feedback should be positive and meaningful to learners. Teachers are constantly giving learners feedback. A response to their contributions in question sessions or discussions may be oral but it can also be non-verbal – a smile or a gesture. There are countless examples of when we do this – a smile at the beginning of a lesson, a nod of the head. Below are listed a number of different techniques for giving feedback.

Oral feedback

Oral feedback is potentially the most effective form of feedback. Getting learners to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for learners. The language of the classroom has an enormous impact on learners, and should create an ethos where speaking freely about learning is positive. Teachers' oral feedback needs to be focused mainly around the learning outcome of the lesson, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work the task could be annotated V.F. (verbal feedback) and initialled by the marker.

Distance marking

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and learners, and the outcomes need to be fed back into planning (formative assessment). Most effective marking occurs when the work is marked together face-to-face, but if this does not occur and the work is marked away from the learner, the following should be considered:

- Can the learner read your comments?
- Can the learner understand your comments?
- Do you allow the learner time to read your marking?
- Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you expect the learner to be able to transfer your improvement suggestions to another piece of work in a new context?

Acknowledgement marking

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had an impact on the learner's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

Closed exercise marking

This is where the work is marked together, and therefore fewer examples of the work have been given. Learning is the priority, and misconceptions or errors are shared, and not reinforced. Answer cards may be given to the learners to mark their own work, if it has been differentiated. Where this method has been used in class time, the learner marking the work will annotate and initial.

Motivational marking

Some learners seek confirmation from the teacher that they are achieving. We need to encourage intrinsic motivation where the learner can identify their own successes first, then celebrate them. As a general rule this marking should be as positive as possible.

Response partners

This is when two learners discuss their findings, thoughts, ideas or answers together before giving a response to the class or the teacher. They can be paired, in mixed ability or same ability groups. It engages all learners in the lesson, develops collaborative and active learning, clarifies thoughts, and makes it a 'safe to talk' environment. It can occur in the introduction, independent work and plenary. A response partner helps learners with their work, offers a reflection on learners' work and helps learners to work better.

Quality marking

This is when success and improvement needs are highlighted against the learning outcome. Asking for some small improvement is rich in its impact on a learner's work, and their attitude to improvement and learning. This would not take place for every piece of work, and with training and modelling by the teacher, learners can be encouraged to mark their own, and each other's work using this approach. This approach can be done orally, especially with younger learners, as well as written.

Self and peer assessment

Learners should be involved as far as possible in the analysis and constructive criticism of their own work. Learners should be encouraged to continually use self-evaluation, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

Peer assessment and self-assessment is much more than learners marking their own or each other's work. To improve learning, it must be an activity that engages learners with the quality of their work and helps them reflect on how to improve it. Peer assessment enables learners to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables learners to achieve beyond what they can learn unaided. Peer assessment helps develop self-assessment, which promotes independent learning, helping learners to take increasing responsibility for their own progress.

Self-assessment and monitoring can involve learners directly if they have a homework journal. Teachers can add comments providing informal feedback to parents at the same time. The same is true for a reading journal, which keeps track of a learner's reading experience both at school and at home. Spelling logs are useful as a means of tracking learning with different headings for known words and for new words to be learnt.

Further advice on marking

Time spent marking must lead to improving learners' work. Sometimes a frustrating aspect can be when learners keep repeating the same errors all the time. Marking strategies need to make marking quicker and more effective.

Marking has other key functions:

- It can show what needs to be taught next. Often, the same error may be identified – perhaps this can form the basis of a whole class discussion. Feedback from marking should be planned into the next session. Learners need to become used to feedback as a way of learning. They can often make improvements straight away to their work.
- It shows teachers how successful their teaching has been – it is easy to identify when a lesson or activity has not contributed to the learning.
- A positive outcome is the way that plans for the next lesson will be amended.

When marking writing:

- A highlighter pen can show where the writing has been particularly successful.
- If the learning intention has been written, pages of work can become more meaningful, both for the learner and the teacher, when reviewing the work at a later date. A brief comment can be written against the learning intention to say whether it has been *very well achieved* or *achieved*. Not achieved is a very negative comment. *Needs more help* or *partly achieved* sound much better. A system of codes could work just as well. At the same time, a comment directed to the learner is important, for example, *'This is a very entertaining story, Anna, I have enjoyed reading it. Thank you.'*
- Where the learning intention is not written down, a marking comment at the end of the work needs to be written that includes the wording of the learning intention, for example, *'You have managed to use semi-colons very well.'*
- To save time-consuming record-keeping, a triangular corner of the page may be folded and coloured to show that the piece of work shows achievement of the particular objective. Schools and teachers will have their own systems of record keeping – it is worth remembering that marking the learners' work as suggested saves a lot of paperwork!

This leads to the next sub-section as many of the strategies described above, especially in self and peer assessment, are examples of where active learning and assessment can happen.

4.5 Assessment available from Cambridge

As part of Cambridge Secondary 1, end of stage tests (progression tests) are provided for Stages 7–9. These are available to registered centres from the Cambridge Secondary 1 support site.

Progression tests

These are for use within the classroom to measure the progress of learners and identify strengths and weaknesses.

The tests are designed to be flexible and can be used to:

Assess the performance of learners against the learning objectives in the curriculum framework.

Progression tests are produced to precise specifications to ensure a representative coverage of skills and knowledge. The tests assess learning objectives from the entire stage and so should be used once they have all been taught. However, it is preferable that they are used when there is still time left in the term to provide learners with feedback and help them reflect on their achievements and consolidate the year's work.

Diagnose strengths and weaknesses. The results of the tests should be fed back to the learners. It is important that they know their strengths as well as being aware of the areas where they are weak. Feedback should always be constructive and should include practical advice on how to improve areas of weakness.

Examine progress from one year to the next. Progression tests can help you see whether learners are progressing at a steady rate, faster, or slower, than expected. The comparison against an external standard means that even the weakest learners can show progress. This may have been overlooked if these learners were only compared with their stronger peers. Similarly, lower than expected performance in an able learner can be identified and investigated.

Inform planning. The results of the progression tests can be used to reflect on the teaching over the year and prompt changes for subsequent years. If there are areas where the entire class appears to be strong or weak, the teacher should consider the strategies used for those areas and adapt them as necessary. The data from the tests will also be of value to the following year's teachers to provide them with information about prior knowledge of the learners entering their classes. Alternatively, it is possible to give the test for the previous stage at the beginning of the next stage to determine the 'starting point' of the learners and identify any areas of weakness that need to be addressed.

Aid reporting to parents. The results of the progression tests can be combined with the teachers' own observations to produce informative reports to parents. Parents want to know how their child is doing and the results of the tests provide quantitative evidence of this. Reports should include areas of strength as well as areas where improvement is needed.

Administering the progression tests

You can administer the progression tests through the Cambridge Secondary 1 support site (<https://cambridgesecondary1.cie.org.uk>). The site allows you to:

- organise your learners into groups, making it easier to administer the tests and run reports for each group

- access the Progression Tests and store learners' marks
- use the reports to track learners' progress by comparing individual results against the rest of the class, the school or other schools around the world
- compare results on a year-by-year basis
- analyse the reports to reflect on your teaching and then focus your efforts where they're needed most
- download, print or email your reports to share with other staff and parents
- access your account on different devices.

Making use of the reports

These are useful analyses to gain an overview of the strengths and weaknesses in the whole group. They enable teachers to consider factors that might affect this. It is always a good idea to begin by reviewing the planning for the objectives where the weakness was shown, for example:

- Was a reasonable amount of time allowed for delivering the objectives?
- What do the notes say on the planning following the lessons?
- Was a balance achieved between whole class and differentiated tasks?
- Were there any activities which could be described as favouring either boys or girls (gender bias)?

It may be that the planning check alone does not directly reveal the possible reasons for any weaknesses shown in the reports. If this is the case, we need to consider the response of the learners and their performance in class. This could still lead back to planning.

It is possible that the content of a lesson was too difficult for some learners. If so, some amendments should be made to the original plans. Doing this does increase pressure on 'finishing' the set of lessons for the objectives in question. However, time spent revising materials can save time when new objectives are introduced because they will be delivered on a firmer base of understanding.

It is also important to check the areas that were strengths because some 'extra' time could be gained by reducing the input for these areas. This has to be carefully judged as you do not want to reduce the standard in those areas.

A content review for areas of weakness may show that the chosen activities were not as stimulating as others. This will affect learners' responses quite significantly.

All of this analysis will provide information that can help you improve the planning and teaching for the following year. Although groups of learners will vary from year to year – the review process needs to be ongoing to allow learners to gain a firm grasp of concepts and methods and should not be seen as a procedure that simply follows the tests.

The tests assess learning objectives from the entire stage and so should be used once they have all been taught. Lessons following the test period will need careful planning so that learners can target their particular weaknesses as identified in the reports. Differentiation is the key to the success of these lessons. The reports may show similar problems for groups of learners which will help with organisation. Groupings created as a result of this may change from lesson to lesson.

More able learners can have a set of lessons prepared that extend their skills and understanding whilst ensuring that their areas of weakness are picked up as well.

Learners can have their own set of targets. These should be set up as part of regular practice in class. Setting up success criteria will support this as well as other self-assessment tools so that learners are involved at all times.

For target setting to be successful they should be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-related (i.e. SMART). They also need to focus upon key priorities.

Cambridge Secondary 1 Checkpoint

Cambridge Secondary 1 Checkpoint are additional (end of Secondary 1) tests available to Cambridge Secondary 1 centres.

These are intended for learners at the end of their final year of lower secondary education, when they are around 14 years old. They provide an assessment of learning objectives from Stages 7–9 of the curriculum framework.

They provide a form of detailed, diagnostic feedback that is a central feature of Cambridge Secondary 1 Checkpoint.

Feedback is provided at the level of individual learners, teaching groups and whole school.

Details about Cambridge Secondary 1 Checkpoint (including past papers) are available from <http://cambridgesecundary1.cie.org.uk>. Here there is also a link to the Cambridge International Examinations website where you can find specimen papers.

Section 5: Information Communication Technology (ICT) and English

The ICT capability of each school will vary but even simple word processing can be used to good effect in English to develop learners' learning. Indeed, using ICT purposefully is about understanding how to access, use, develop, create and communicate information using technological tools – whatever they may be. In essence, learners need to know what aspects of ICT are available to them, *when to use it* and *why* it is appropriate for the task, and of course, when it is not appropriate for the task. For example, in the run-up to a Cambridge Progression Test it may be much more sensible for learners to write up a final version of a story than to word process it, as they will not be able to do this in the paper-based test. Equally, unless the word processed story is going to be used for a particular purpose, it might actually be more time-consuming to do this, and, ultimately, of little learning value. ICT fulfils a legitimate function if using it moves learning forward.

Schools will vary in whether they have discrete ICT teaching time or whether ICT is taught within subjects. It will be for schools to decide which is the most effective model. As learners become more confident and proficient in using ICT, there will be opportunities for them to apply and develop higher ICT capability. For example, producing web pages for a given purpose and audience or incorporating sound and video into a presentation to add meaning and impact. Whatever the level of ICT capability applied, it **must add value** to the teaching and learning.

In English, ICT can be used to enable learners to:

- recognise different types of texts for different audiences and purposes
- detect patterns, literary and stylistic devices in texts
- engage with levels of meaning within and across a range of texts
- consider a range of viewpoints and contexts
- evaluate the reliability of resources
- engage in online research
- communicate in a variety of ways, e.g. email, social networking sites, texting, blogs
- engage in peer/class discussion, e.g. email, discussion forums, twitter
- add reliability or accuracy to their work
- draft and plan, manipulate their writing and access a wider variety of strategies to improve attainment
- review, refine, re-draft and modify work in progress
- refine and present their ideas more effectively and in different ways.

Using ICT within English

Teachers will certainly want to incorporate ICT in terms of the capabilities they have within the school, their own level of proficiency, and whether they think it will enhance learning. Does using ICT add any value to the execution of a given activity? Does it enhance the learning better than doing it using other, non-ICT resources?

Where ICT could enhance learning

- Highlighting stylistic, linguistic, literary devices in different types of texts.
- Highlighting of sentence structure/punctuation features. For example, the use of the comma, with some gathering and categorising of its different uses; highlighting cohesive connectives in a different range of texts and recording which ones are used on which types of text.
- Moving text around. For example, re-ordering a jumbled poem; sequencing words/actions/pictures; adding prefixes and suffixes to develop understanding of meaning of words/spelling.
- Removing unwanted words from a draft poem; removing unimportant points from non-fiction text in preparation for note-taking; removing complex vocabulary to simplify text.
- Gradually revealing text/image – encouraging use of questions and inference and deduction.
- Comparisons of two texts on a split screen to identify similarities in structure and use of language; differences between texts with the same focus for different audiences; text before and after redrafting.
- Compare internet text in relation to presentation, layout, audience, purpose, reading strategy to similar non-internet text.
- Display text/image with sounds/animation; present stimulus for text writing. For example, add seaside sounds to a picture of the beach.
- Annotate image: add words to describe image in preparation for writing.
- Class to work in small groups to present an image from the poem. Each group takes responsibility for recording this image using the digital camera. Later the teacher presents these images on the interactive whiteboard and uses hot-seating/drama to explore thoughts and feelings in depth. This leads to a first person writing activity.
- Teacher takes examples of work and, using the whiteboard, highlights those features which can be improved. Then in a different colour, types in improvements so that they can be clearly seen.
- Learners to highlight each other's work for success criteria and, in a different colour, where improvements could be made, even suggesting what these could be.
- Online class blog of reading done across a week.
- Email communication with a group of learners in different country.
- Explore the nature of search techniques. The teacher can demonstrate how vague or general entries fail to provide the websites required. Focusing on a topic, learners can then investigate how to refine search techniques to arrive at the right selection of websites.
- Learners can be given a range of websites on one topic, and can be asked to categorise these according to audience, purpose, text type, etc.
- Search for images on a literary text. These can be printed and annotated with key images from the text, and findings shared and explained.
- Learners analyse the presentational features used to advertise novels online, and copy these.
- Highlight three or four texts on the same topic for fact and opinion. Share findings.
- Copy the features of a news website page for school news.
- Use a crime plot scenario based in school, take a series of photographs that will represent a convincing storyboard.
- Word process a poem in different fonts with different images. How does this impact on meaning?
- Find images which could accompany a poem, and justify choice!

Opportunities for ICT in the Cambridge Secondary 1 English Curriculum Framework

Appendix B of this guide lists ICT opportunities and suggestions for use within English.

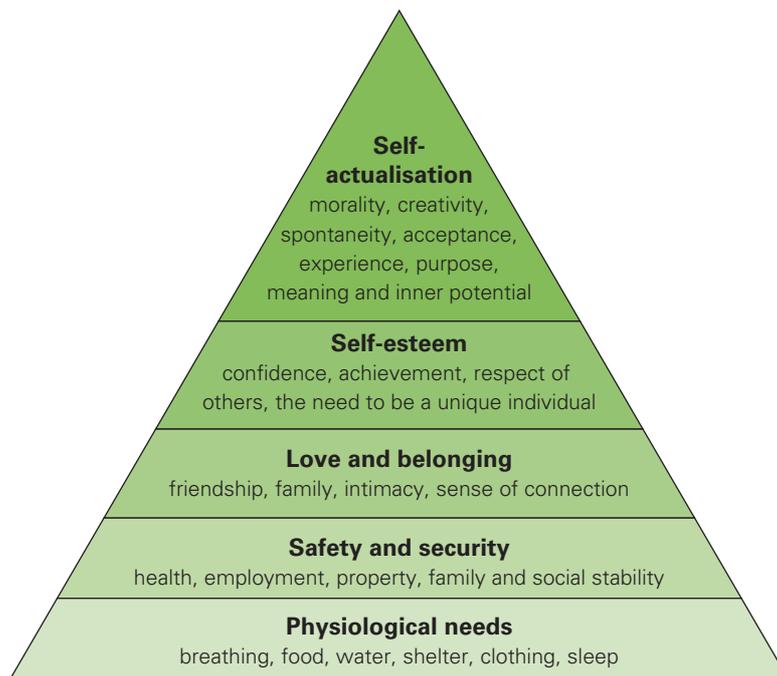
Section 6: Creating a positive learning environment

6.1 Classroom organisation

There are many different ways of organising the classroom when teaching English. Over time, a mix of all the approaches outlined below will prove suitable depending on the nature of the work being undertaken, available resources (including time), the abilities of the learners, and the teacher's personal preference.

Strategies for the effective management of learning

A good starting point for this section is the diagram of Maslow's hierarchy of needs:



Maslow's hierarchy of needs offers a useful model for thinking about how to create a positive learning environment in the classroom. A well organised classroom is one where learners feel safe, respected and valued, one that will generate the type of learner who feels they can take risks, rise to challenges, and be creative.

Indeed, the classroom should be a place that *recognises* learners. A teacher who understands the learning needs and behaviours of each individual and their personal targets is in a key position to make a difference and affect their ultimate progress.

The celebration of learners' work, complemented by the display of key learning messages, can also help create a positive environment for learning. The fluid organisation of the classroom, whether it is several tables organised as a large discussion table or seats arranged in a horseshoe shape, accommodates different kinds of learning, teaching and interaction.

Through simple procedures such as having a question-time slot where learners can ask any questions they want and are actively encouraged to do so, an ethos of enquiry and openness can be established. The frequent opportunity for purposeful talk as part of discussion and collaboration is also an essential feature, as is a strong value put on thinking and awareness of the thought process in action. Teachers model the thought process, explaining what they are doing as they are doing it, thinking and questioning aloud.

Section 6: Creating a positive learning environment

The use of formative assessment is important in ensuring that each individual's learning is put to the fore, with this impacting significantly on their sense of worth and self-esteem. Once learners know what they have to learn and what that learning looks like, they are placed firmly at the centre of the action. The challenge they receive is appropriate and feedback can be precisely aligned to learning. Praise is positioned within an active and constructive context of feedback and feed forward, not just praise for the sake of it.

A positive learning atmosphere does not take inclusion for granted. Through using formative assessment, the teacher constantly monitors individual progress. They identify any learner who is missing out and/or finds it difficult to engage, and take practical steps to meet that learner's individual needs effectively.

Learners do not always stay in the same groups, as these usually vary with the learning activity. Learning buddies and talk partners are fundamental features of a positive classroom environment. Talk is encouraged and focus is maintained through a clear purpose. The different forms of discussion, between partners, in groups, as a group or in a formal debate with clearly allocated roles all help to embed appropriate behaviours and mutual respect. For example, the task of a chairperson is to ensure that each learner contributes to the discussion and all contributions are valued and commented upon.

- Ensure that learners take an active role in the learning process
- Show appreciation of everyone's ideas
- Encourage learners to give good reasons for their ideas
- Involve everyone in discussions
- Inspire confidence in learners to test their own ideas
- Make sure learners have enough time to explore ideas properly
- Help learners to work together and share their ideas with others and to appreciate the ideas of others
- Encourage learners to make their own decisions
- Use varied questioning techniques and encourage learners to think of their own questions
- Make learning English enjoyable and fun.

Section 7: Support and resources

7.1 Resources from Cambridge

Cambridge Secondary 1 schools receive access to a range of resources when they register. The Cambridge Secondary 1 support site (<https://cambridgesecundary1.cie.org.uk>) is a password protected website that is the source of the majority of Cambridge-produced resources for the programme. Included on this website are:

- Curriculum Framework
- Progression Tests and analysis tools (see Section 4: Assessment)
- Schemes of work – these give a recommended course outline where teaching objectives are organised into a recommended teaching order. A brief outline of activities to achieve these objectives is provided. Some resources are recommended here.
- editable versions of the planning templates in this guide.

7.2 Training available from Cambridge

Online training opportunities

An online introductory course is available free to Cambridge Secondary 1 schools. Details including the enrolment key and instructions on how to access the course are sent to the main Cambridge Secondary 1 Administrator at your centre upon registration and are also available from the Cambridge Secondary 1 support site. The course is self-study and as such can be completed at any time when you first register for Cambridge Secondary 1. It provides an introduction to the programme, the Cambridge educational philosophy and the services and resources available to registered centres.

Additional online tutor-led courses are also available. These courses will be advertised on the events page of the Cambridge public website at www.cie.org.uk/events as they become available through the year.

Face-to-face training opportunities

Face-to-face training is available in the form of workshops and lectures covering structure, planning and teaching strategies. To see what training courses are currently available in your region go to www.cie.org.uk/events.

You can email Customer Services via info@cie.org.uk or call us on +44 1223 553554 or 01223 553554 if you are in the UK.

If you would like to discuss bespoke training please contact our Training Services Team at trainingservices@cie.org.uk. Face-to-face training can be arranged to meet your individual school's requirements. This bespoke training will be tailored to the particular training needs of your staff.

7.3 Support with administration for Cambridge Secondary 1 Checkpoint

There are three key documents that will be sent to your Cambridge Secondary 1 Administrator on an annual basis:

- Handbook for Centres
- Cambridge Secondary 1 Checkpoint Administrative Guide
- Procedures for the Submission of Entries booklet

These documents are made available electronically on CIE Direct.

CIE Direct <https://direct.cie.org.uk> is the online tool for Cambridge Examinations Officers and Administrators and can be used to submit and amend Cambridge Checkpoint entries.

7.4 Enquiries

Ask CIE

Ask CIE is an online bank of answers to frequently asked questions about Cambridge examinations and services. The next time you have a question about administering Cambridge examinations, just go to Ask CIE. Simply type your question into the search box or use the menu to guide you. There is also a 'Noticeboard' on the Ask CIE homepage to alert you to important announcements. You can find Ask CIE on our website at www.cie.org.uk or go direct to ask.cie.org.uk

Customer Services

You can also email us via info@cie.org.uk or call us on +44 1223 553554 or on 01223 553554 if you are in the UK.

7.5 Resources recommended by Cambridge

The Cambridge Secondary 1 support site gives details of materials currently endorsed or recommended by Cambridge. These materials have been approved to support the delivery of the Cambridge Secondary 1 English programme and their content has been checked against the framework. Recommended schemes are useful as a set of resources from which teachers can select appropriate activities. Endorsed schemes are able to support Cambridge Secondary 1 comprehensively in all aspects (or match the framework very closely if they only cover a part of it). As publishers create new or updated materials, these are reviewed and added to the list on the website. Please note these items must be bought direct from the publisher or from a bookseller.

Appendix A: Teacher training activities

The following pages include training activities referred to throughout the guide.

A1 Agreeing terminology

A2 Producing a lesson plan format

A3 Sharing learning intentions

A4 Creating success criteria with learners

A5 Preparing and delivering a lesson

A6 Taking stock of formative assessment skills

Training activity A1: Agreeing terminology

Workshop session to agree terminology.

This is a very short activity which should lead towards a discussion that reaches an understanding of the different levels of planning.

Objectives:

To identify different levels of planning

To identify their purpose

To obtain an oversight of different terminology

Instructions:

Explain activity using Training activity A1: Handout sheet (photocopiable overleaf)

- Consider all of the terms used in planning and display them.
e.g. long term
medium term
short term
scheme of work
unit of work
framework
lesson plan
- Individuals or groups use Handout 1 to make notes identifying different planning levels and terminology and what they mean.
- Discuss at end to reach agreement.

The value of this activity is in working through the task and not so much the outcome. The discussion will make the levels of planning clearer.

At the end, leaders of the activity may wish to share the definitions as given in this guide. A shared understanding will make the guide easier to follow.

Training activity A1: Handout

Objectives:

- To identify different levels of planning
- To identify their purpose
- To obtain an oversight of different terminology

Long-term planning

Medium-term planning

Short-term planning

Training activity A2: Producing a lesson plan format

Objective:

To produce a format for lesson plans

Instructions:

- Handout 1: invite colleagues to list as many of the areas they think should be included on a lesson plan as possible.
- Collate ideas on flip chart to gain some kind of consensus.
- On A4 paper work out a possible format to include all of vital material.
- Distribute Handout 2 with more details either during activity or as part of plenary.
- Distribute Handout 3 as a sample format following discussion.

Possible inclusions that may be suggested:

Objective(s)

Success criteria – statements that support assessment (whether or not an objective has been achieved – see Section 4: Assessment)

Activity/activities

Organisation

Any special arrangements/groups

Roles of different adults (including teacher)

Resources, etc.

Training activity A2: Handout 1

Objective:

To produce a format for lesson plans

LESSON PLAN FORMAT

WHAT SHOULD IT INCLUDE?
<ul style="list-style-type: none">•••••••••

What could it look like?

Design a format for lesson plans. Include all of the appropriate headings and spaces for completion.

Training activity A2: Handout 2

Information for formatting short-term plans

Activity/lesson plans (for a single lesson or related lessons in a subject, taught over the course of a week) should show:

- detail of the planned activity, including points to be covered by the teacher in introducing tasks and supporting the learners' learning during and after each lesson
- key questions to be covered/addressed during each activity
- a breakdown of specific tasks in detail (steps the learners need to go through, rather than the overall activity)
- differentiation and grouping of the learners, and any relevant staffing details
- details showing how the lesson(s) will link to existing provision for special educational needs, such as learning support assistants or individual education plans
- information about time needed for the activity
- resources needed for the activity
- learning objectives
- expected learning outcomes
- success criteria – descriptions/statements to measure whether the learning objective has been achieved
- assessment opportunities
- space for notes about specific group or individual performances.

Annotating the short-term plan should also support the teacher in preparing subsequent activities in the medium-term plan, in response to the learners' performances or the outcomes of tasks.

Training activity A2: Handout 3

Short-term plan template

Class:	Date:	Title of unit:	Framework code:
Learning context	(Prior/future learning):		
Learning objective/s			
Learning intention			
Success criteria			
Differentiation: individuals/groups			
Resources	Strategies for differentiation (highlight/tick/add)		
Resources used should be detailed here.	Adult support	Targeted teacher support for particular individuals/groups	Extension tasks: opportunity for more complex tasks/thinking
	Modified tasks	Targeted/different level of teacher questioning	
	Resources adapted	Frequent opportunities for purposeful talk	
	Learners grouped/paired for specific learning purposes	Learners have opportunity to ask questions / pursue misconceptions	
	Writing frame/language support provided	Varied learning styles incorporated	
	Speaking frame/question stems provided	Learners have personal targets	
Teaching and learning activities			
			Ongoing assessment strategies (highlight/tick/add)
Plenary			
			Evaluation of lesson

Training activity A3: Sharing learning intentions

Objectives:

- To learn how to convert a range of learning objectives into child-friendly language
- To learn how to write appropriate success criteria
- To be made aware of the many ways in which learning intentions can be presented to learners

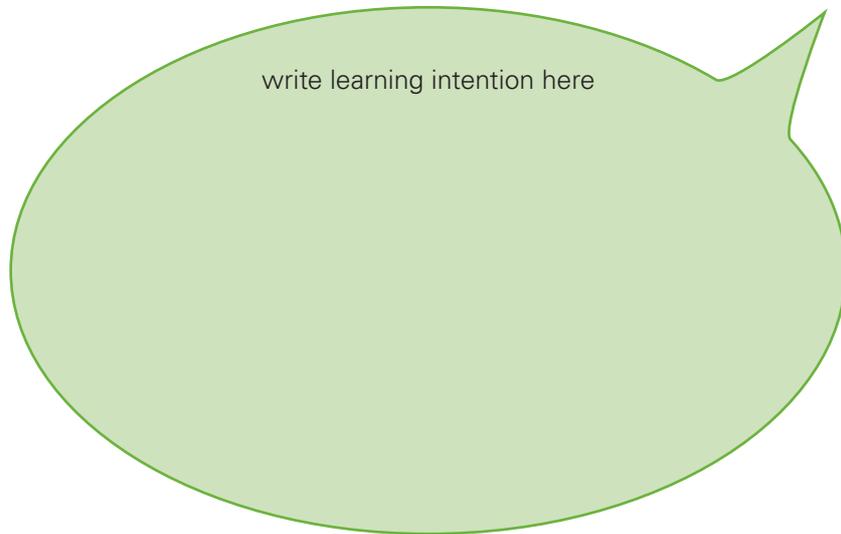
Instructions:

- 1 Refer back to Section 3: Teaching approaches. Select a range of learning objectives from the curriculum framework that clearly represent the following categories of activity:
 - to know
 - to understand
 - to be able to
 - to be aware of
- 2 Ask teachers to re-word these objectives using child-friendly terms.
- 3 Refer back to Section 3: Teaching approaches and ask teachers to suggest appropriate success criteria for each objective.
- 4 Give out Handouts 1 and 2. Ask teachers to suggest a range of methods in which learning intentions can be presented to a whole class, differentiated groups, etc. A list of possible methods can be found below.
 - Verbally – not always as successful as a visual method which remains available throughout the session.
 - Write on a black/whiteboard/flipchart – the simplest way.
 - Complete a chart and displaying for all to see.
 - Save it on a computer for display on an interactive whiteboard.
 - Have a set of pre-printed sticky labels for each learner's book.
 - Write on an individual or group sheet to display on the desk (good where tasks are differentiated and objectives are different).

Charts or posters might look like something like those suggested in Handouts 1 and 2.

Training activity A3: Handout 1

Today we are learning to



write learning intention here

We'll know we've done this because



list success criteria here

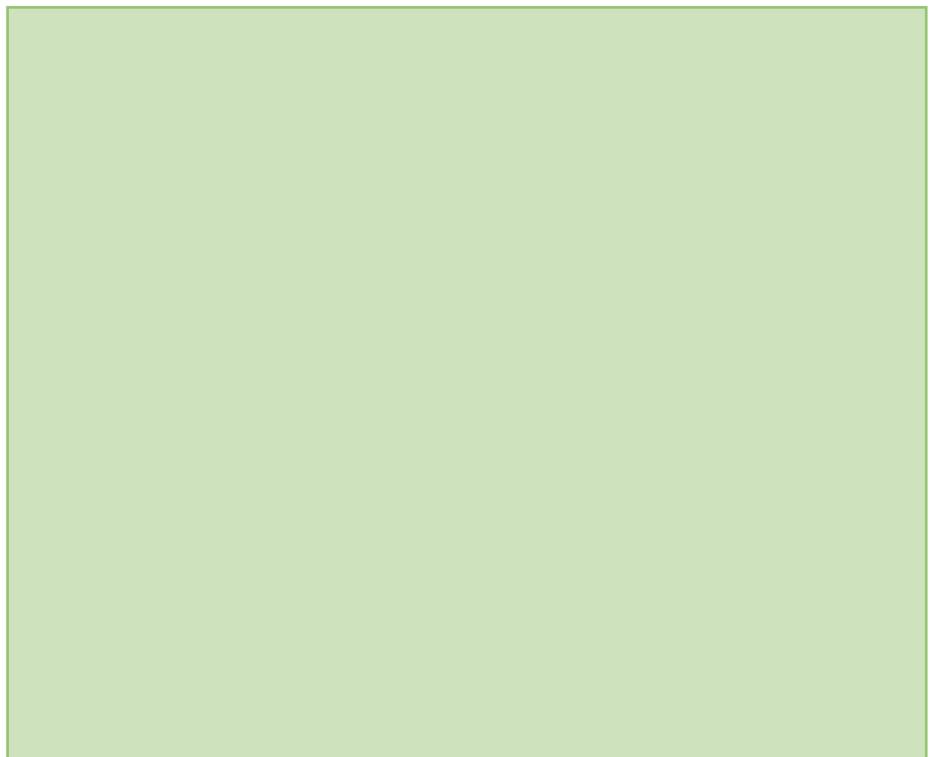
Training activity A3: Handout 2

Learning intention

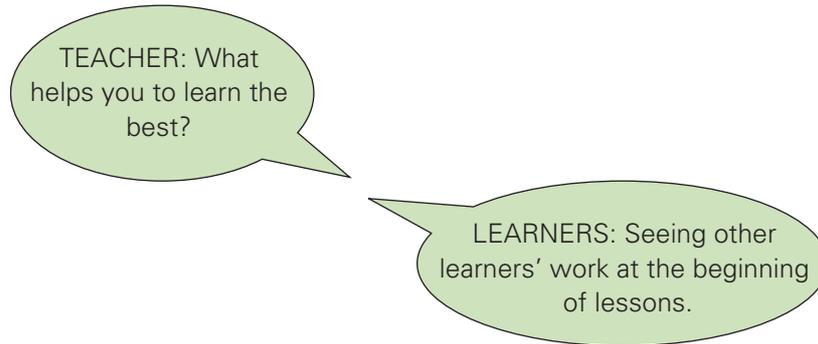


We will know we have achieved this because ...

Success criteria



Training activity A4: Creating success criteria with learners



Objective:

To plan and deliver a lesson in which learners write their own success criteria

Instructions:

Step 1: Planning

- Select learning objectives
- Create own estimation of success criteria
- Prepare samples of previous work – good and not so good
e.g. writing worksheets, marked work, homework tasks
- Plan good (open) questions that will get students (in talk partners) thinking and discussing the subject matter of the learning objective, and how they can demonstrate that it has been met. (Responses may reveal some misconceptions).

Step 2: Lesson delivery

- Introduce lesson
- Give task instructions
- Share learning intention/objective
- Ask questions to promote discussion – record success criteria
- Share work samples: what can you see? compare and check against list ... this may add or subtract items
- Display the agreed list in ways already described
- Learners work on task referring to criteria as they work
- Invite learners to share work with class/talk partner
- Learners make improvements
- Plan a discussion at the end that:
 - summarises the learning
 - selects examples where improvements have been made
 - refers to the next step/learning focus.

Training activity A5: Preparing and delivering a lesson

Objective:

This is a motivational exercise to share experience and build confidence.

Instructions:

Distribute sticky labels or 'post-it' notes. Ask colleagues to think of all the different things they do when preparing and delivering a lesson. Invite them to write each one on a separate label or note and stick it on a large sheet of paper displayed for all to see. The following discussion can be very entertaining but it has a serious side, too, in recognising all of the skills that a teacher has to practise in the classroom.

The list below is just a sample that might come from the activity above.

They are **not** presented in order of importance:

Prepare lessons/resources	Instructing a class
Letting learners talk	Make tasks accessible to all
Sharing achievements	Giving praise and rewards
Asking questions	Setting tasks
Marking work	Leading discussions
Sharing learning intentions (objectives)	Setting homework
Setting targets	Letting learners take the lead
Observing learners	Discussing with groups
Discussing with individuals	Helping an individual
Explaining things	Answering questions
Offering reassurance	

The list can go on and on.

It is possible that all of the above could occur during one lesson. Good management of time, resources and, most important of all, the learners can make it all happen!

Training activity A6: Taking stock of formative assessment skills

Instructions

- Teachers may want to complete the following 'survey' sheet. This asks them to consider which elements of formative assessment they feel most comfortable with and also to help identify where further training would be helpful.
- Teachers could complete it individually, and then compare their responses in a group.
- Issues could be selected to be put forward for whole school discussion.

Formative assessment	Always	Mostly	Never
I write clear learning intentions for every lesson or activity I plan to do.			
I share my learning intentions with the learners both verbally and in writing, and they are an expectation now.			
My learning intentions are put into 'learner speak'.			
I identify the success criteria for the lesson and share them with learners.			
Learning intentions and success criteria are clearly displayed.			
Learners write the learning intentions in their books (where appropriate).			
Learners are able to say the learning intention.			
I use learning intentions and success criteria as part of my marking strategy.			
I take time to teach students to be self-evaluative.			
Learners are involved regularly in evaluating their own success.			
I give oral feedback during the lesson based on the learning intention.			
In my marking, I indicate where the learner has met the success criteria.			
I show where some improvement can be made.			
I write a 'closing the gap' prompt to help learners make the improvement.			
Learners are given time to identify their own improvement.			
All the learners in my class have personal targets.			
Targets are visual, e.g. using target cards, on display or in books.			
Targets are SMART so that learners know when they have met them.			
Reflection	Yes	No	Not sure
I think having shared learning intentions has impacted positively on learners' learning.			
I think giving oral and written feedback based on success criteria has had a positive impact on learners' learning.			
I think the use of individual writing targets has had a positive impact on learners' learning.			
I think parents understand our approach to providing feedback and marking.			

A simple summary sheet could help teachers – and schools – decide on subsequent training and support

TEACHER SUMMARY SHEET

Teacher: Class:

I feel really confident about these aspects of formative assessment

I feel less confident about these aspects of formative assessment and would appreciate some support and guidance on these.

Appendix B: Opportunities for ICT in the Cambridge Secondary 1 English Curriculum Framework

ICT is a valuable resource which should be used appropriately to help develop learners' knowledge, skills and understanding in their study of English.

The following suggestions are not exhaustive. They are designed to be illustrative and demonstrate a range of opportunities where ICT can be used in the teaching of English.

There is potential for the use of ICT throughout the English curriculum and the ideas presented in this section can be applied to most areas. In addition, where an approach is particularly relevant to the aspect being studied, it is listed against that aspect.

Online activities and resources: There is a wealth of relevant materials designed to target different aspects of the curriculum. Not all are free, but most subscription sites have free resources.

Interactive whiteboard hardware and software: This resource is available in many educational settings and has huge potential which is not always tapped. The software can be installed and used on learners' computers, used away from the board to support teaching and learning. Even where the physical board is not installed, there are often 'lite' or open source versions of the software that can be installed and used.

- The interactive whiteboard provides a very useful way of displaying words and texts. The tools can be used to highlight elements in text, and it is simple to drag a word from a block of text to use in another area of the board. This is useful for grammar as well as for such activities as exploring vocabulary and developing poetry from a piece of text.
- Most interactive whiteboard software has many resources, which can be used to support the curriculum. These range from still images and text to animations and sound files. As the software can normally be installed on learner computers as well as the teacher's machine, these can be used with teaching and learning and developed further for learner activities. Teachers are strongly advised to explore these before looking elsewhere.
- As the software allows hyperlinks to be included, this can be used to guide learners to a specific site for an activity or further study, using the software to capture any resources they have been using online.
- As interactive whiteboard is very simple to use, learners can develop their own games and activities to support an area of learning and then use these with their peers. As learners have to understand the teaching point to develop the activity, this can be an excellent approach to help consolidate learning.
- As the board software is effective as a word processor and multimedia tool, it can be used by learners to develop class books and complex text and presentations targeted to different audiences. Music and sound files, images and film can be easily included.

Handheld devices/tablets: There are an increasing number of handheld devices and tablets on the market, which either have their own bespoke software or can run apps, which can be downloaded for free, or for a small charge from the internet. There is a huge number of such apps, some of which provide excellent support for learners and their learning, although there are many which are not so appropriate and time needs to be taken to ensure quality. The management of handheld devices in a classroom would also need to be considered carefully, with potential issues around charging and syncing the devices.

Class response systems: If the educational setting has such hardware, it will normally be linked to the interactive whiteboard and the software can be used by teachers and learners to create open discussion topics as well as closed quizzes to test understanding. There are now software options some of which use the learners' own handheld devices which could provide an alternative to dedicated hardware.

Visualisers: Where these are available, they can be used to share work, model writing and capture still and moving images in the class as a focus for discussion, story development, etc.

Word processing/publishing software: Most word processors have potential for pupil use of ICT, especially in cases where the organisation has no interactive whiteboard hardware or software. Possible uses include:

- Texts can be produced and learners can use highlighting and formatting tools to select and work with elements of the text.
- Find and replace can be used to locate elements within a text and correct/improve them (for example to correct regular mistakes, change punctuation, detect use of less interesting words, etc).
- Spelling, grammar and thesaurus tools can be used to improve texts and can provide potential for exploring and discussing vocabulary and grammar.
- The software can be used to create texts and publications for stated purposes or targeted to specific audiences.

Organisational tools: Table tools within word processing software, spreadsheet worksheets and interactive whiteboard software can be used to organise information and comment on texts. Mind mapping software can be used to develop ideas and plan for the creation of texts.

Databases: This software can be used to organise information, so that it can be searched and sorted. It can be used to support the creation of information texts and to create databases around certain topics. For example, books and authors (library systems), characters in fiction, etc.

Cartoons: Creating cartoons can help learners explore spelling rules, present ideas and create reports, accounts and stories. Older learners can create cartoons to explain ideas and concepts to younger learners.

Sound recording: Use of sound can be both motivational and supportive for learners learning English. Much standard software, MS Windows, Apple Mac OS, etc., has the capability to record sound direct to a computer. Alternatively mp3 players/recorders, able to capture and playback sound as well as download to the computer, are generally available. See resources list for open source sound editing software. Recorders, microphones, etc. can be sourced from general electronics suppliers.

- Listen to commercially available sound recordings, including news reports, advertisements, short stories, etc. Comment on narration and style or presentation, as well as the content. Script, rehearse and record advertisements, reports and stories and upload them to an online space as podcasts (a series of recordings on a theme or topic).
- Listen to a play or news interchange. Consider the techniques used to develop the mood of the piece. Script and record a short play or news interview designed for a specific audience. Use emphasis, expression, pitch, etc. to vary the piece and support the piece. Take the role of director and consider how to develop the piece for the greatest impact. Consider how the same piece can be recorded in a different style to produce a different type of impact.
- Review the process of planning and broadcasting a radio show. Consider audience and focus. Script, organise and record the show, placing it on an approved online space as a podcast. Consider and plan for copyright and eSafety aspects.
- Set up a simple recording station in the educational setting, run and scripted by learners. This can range from a computer and microphone linked to a simple loudspeaker system, through the same set-up with a simple mixer desk to commercially-produced school radio systems. This provides a concrete reason for writing and editing and improving as well as good opportunities for speaking and presenting.

Film: Learners begin to appreciate the need for drafting and scripting when using film, and use of such technology can be highly motivational. There are many digital film cameras on the market. The device will be supplied with simple film editing software or alternatively most computer operating software includes a free utility to edit film. When watching film in an educational setting it is important to ensure that the setting has the correct licensing in place. When creating stop animation, it is advisable to investigate specific educational software for this purpose, although it is possible to create stop animation using a standard camera and film editing software.

- Watch and analyse short film extracts, including news reports and advertisements for commercially released films. Consider how such materials are planned and written and draw out the key elements and approaches employed to try to make the film achieve its objective.
- Plan, script and create a film to explain an area of learning to a specified audience. Review the work with the selected audience and consider its effectiveness. Suggest ways in which it might be further improved.
- Consider the advantages of stop animation film as an approach to promoting an idea or concept. Compare this method to others (standard film, sound multimedia presentation). Choose an appropriate idea and use stop animation to present it to a specified audience. Review and evaluate.
- Films created by learners can be shown within the educational setting or shared through the school website and online spaces. Learners should be encouraged to think about copyright, ownership, permission and other eSafety issues as part of this process.

Image animation software: Explore resources for animation, considering how these can be used to develop and present ideas. Use appropriate electronic/animation tools to tell a story and/or present an argument or point of view. Bespoke software/online tools are normally needed for this.

Other multimedia software: Generic and/or open-source resources exist to combine pictures into slide shows, and/or to animate the picture and graphic elements. These normally allow for scripting and the addition of narration, sound effects and music. These can be used to support pupils in making presentations or creating a standalone production, which can be used in the same way as a film clip. Exploring, reviewing the effectiveness and creating such materials can support the development of pupils' reading, writing and critical skills, as well as being used by both teachers and learners to create resources to support learning.

Online spaces: There are many generally available online spaces for saving, sharing and commenting on materials. The educational setting may have its own learning platform or VLE. If this is not the case, teachers will need to ensure that the space is safe and reliable before encouraging learners to use it. Learners should also be taught to respect others, work online, understanding the rules for copyright, ownership and safe and responsible use. Learners' activity on the site/s should be monitored to ensure the rules for safe and responsible use are being applied.

- Learners can be encouraged to save and share work online, providing the opportunity to discuss, review and improve their work.
- Learners and teachers can create blogs to explore and develop ideas around a topic or theme.
- Groups of learners can create wikis, after exploring and commenting on existing wikis.
- Learners can engage in online discussion around a topic or idea, or use a discussion board to develop a story or information text.
- Learners can design a page in an online space to provide information and ideas sharing around a topic. Consider layout, user access and audience. Review and evaluate.

Opportunities for ICT in STAGE 7

Reading		
		Learners should
Stage 7	7Rx1	<p>Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning.</p> <ul style="list-style-type: none"> Use copy and paste to draw out the key points from an e-text.
Stage 7	7Ri1	<p>Use inference and deduction to recognise implicit meanings.</p> <ul style="list-style-type: none"> Use mind mapping or interactive whiteboard software to cut and paste elements from an e-text which have implicit and/or inferred meaning. Annotate these to indicate what they infer and to which aspect of the narrative they relate.
Stage 7	7Rw2	<p>Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language.</p> <ul style="list-style-type: none"> Use highlighting, formatting or tables to support analysis of e-texts and draw out these features.
Stage 7	7Rw7	<p>Comment on how the choice of sentences and variety of sentence openings control pace and meaning.</p> <ul style="list-style-type: none"> Review online and other e-texts to explore approaches to controlling pace and meaning in them. Build an electronic bank of useful examples to use in their own work.
Stage 7	7Rw8	<p>Explore the variety and range of ways in which the content of texts can be organised, structures and combined.</p> <ul style="list-style-type: none"> Explore a range of on-screen texts analysing their structure.
Stage 7	7Rv3	<p>Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written.</p> <ul style="list-style-type: none"> Download a short e-text to the centre of an interactive whiteboard page and surround it with images, sound clips, film and text to draw out the various contexts from the time in which it was written.

Writing		
		Learners should
Stage 7	7Wo1	<p>Practise note-taking using different styles for different purposes.</p> <ul style="list-style-type: none"> Use ICT to support note-taking, including using handheld devices to note the main point in another learner's presentation or speech. Recount a summary using these notes as support.
Stage 7	7Wa1	<p>Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.</p> <ul style="list-style-type: none"> Use mind mapping tools and approaches to plan for writing.
Stage 7	7Wa3	<p>Begin to develop character and voice in fiction writing.</p> <ul style="list-style-type: none"> Use sound recording device to record a short fiction piece, using sound manipulation software to edit and improve it.
Stage 7	7Wt1	<p>Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.</p> <ul style="list-style-type: none"> Use presentation software (including interactive whiteboard software) to support the organisation of a text they are writing.
Stage 7	7Wp3	<p>Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.</p> <ul style="list-style-type: none"> Analyse a piece of their writing using highlighting / other formatting to demonstrate the range of approaches used to give fluency to their writing.
Stage 7	7Wp5	<p>Use correct grammar, including articles, word order and tense in a range of genres and text types.</p> <ul style="list-style-type: none"> Use grammar-checking tools to review grammar in writing, but considering whether to accept the suggested changes and being able to discuss the reasons for this.
Stage 7	7Ws1	<p>Spell correctly most commonly used words with regular patterns.</p> <ul style="list-style-type: none"> Regularly use a spell checker to support spelling.
Stage 7	7Ws2	<p>Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns.</p> <ul style="list-style-type: none"> Regularly use online and electronic dictionary and thesaurus tools to expand and develop vocabulary.

Speaking and listening		
		Learners should
Stage 7	7SL2	<p>Shape talk for clarity and effect and to engage a listener.</p> <ul style="list-style-type: none"> • Script and record a piece for an audience. Play back to review and use this review to repeat the exercise to improve the recording.
Stage 7	7SL4	<p>Practise speaking fluently and clearly at an appropriate pace and volume.</p> <ul style="list-style-type: none"> • Listen to sound clips of famous speakers, poets, etc. and use this experience to develop their own delivery.

Opportunities for ICT in STAGE 8

Reading		
		Learners should
Stage 8	8Rx1	<p>Identify relevant points, synthesising and summarising ideas from different parts of a text.</p> <ul style="list-style-type: none"> • Use editing and highlighting tools to analyse an e-text. Use this approach to draw out the main points from the text and to support a summary of the ideas in the text.
Stage 8	8Rx2	<p>Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.</p> <ul style="list-style-type: none"> • Use find tools to locate information within a text. • Annotate to distinguish between fact and opinion in a range of e-texts.
Stage 8	8Rw1	<p>Comment on how a writer's use of language contributes to the overall effect on the reader, using appropriate terminology.</p> <ul style="list-style-type: none"> • Use the comment tool in word processor software to annotate and comment on this aspect of an e-text.
Stage 8	8Rv4	<p>Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.</p> <ul style="list-style-type: none"> • Review a wide range of online and electronic texts. Use tables / spreadsheets to analyse their features. • Draw conclusions from this analysis.

Writing		
		Learners should
Stage 8	8Wo1	Apply editing and proofreading skills to a range of different texts and contexts. <ul style="list-style-type: none"> Use the various checking tools available within word processor software, but with discernment as not all suggested changes are accurate. Keep a list of their own common errors and use find and replace to correct.
Stage 8	8Wo2	Extend vocabulary by noting down powerful words in books read. <ul style="list-style-type: none"> Create personal and easily accessible lists of useful words, using ICT to help organise these.
Stage 8	8Wa4	Write in a range of forms for a variety of purposes. <ul style="list-style-type: none"> Use a range of online media productions and analyse them. Use their comments in their own presentations/broadcasts.
Stage 8	8Wt1	Experiment with different ways of structuring and presenting texts, appropriate for different audiences and purposes. <ul style="list-style-type: none"> Explore and use different ICT tools for presenting ideas. Consider audience reaction to different techniques and adapt the texts and approaches as needed.
Stage 8	8Wp4	Use accurate punctuation including commas, parenthetical commas, colons, semi-colons, dashes and brackets. <ul style="list-style-type: none"> Use electronic tools to annotate pieces of their word processed writing to show the range of the punctuation used.
Stage 8	8Ws2	Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling. <ul style="list-style-type: none"> Build an electronic spelling dictionary of difficult and commonly misspelt words, together with supportive strategies. Organise this dictionary using tables or spreadsheets to make it simple to access.

Speaking and listening		
		Learners should
Stage 8	8SL3	Explore complex ideas and feelings, both succinctly and at length. <ul style="list-style-type: none"> Plan, script and create a short film or animation to present complex ideas or feelings. Present to an audience and review in the light of their comments.
Stage 8	8SL10	Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language. <ul style="list-style-type: none"> Access a range of online media productions and analyse them. Use their comments in their own presentations/broadcasts.

Opportunities for ICT in STAGE 9

Reading		
		Learners should
Stage 9	9Ro1	<p>Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations.</p> <ul style="list-style-type: none"> Contribute to a safe class blog, sharing their ideas around their reading and responding to the comments of others.
Stage 9	9Ro2	<p>Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media.</p> <ul style="list-style-type: none"> Use various electronic approaches, including mind maps, tables, spreadsheets, comments and annotating, etc., and choose those which they find most useful and supportive.
Stage 9	9Rw3	<p>Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character's changing emotional state.</p> <ul style="list-style-type: none"> Use a range of electronic text analysis and comment tools to support analysis of a range of electronic and online texts.
Stage 9	9Rw5	<p>Recognise ways in which writers use different registers and other methods to communicate with their audience.</p> <ul style="list-style-type: none"> Access a wide and varied range of e-texts, including radio and television broadcasts and consider how the writers of these pieces communicate with their audiences.

Writing		
		Learners should
Stage 9	9Wa2	<p>Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.</p> <ul style="list-style-type: none"> As ongoing practice, read and analyse a range of online and electronic texts, building an extended resource of varied vocabulary. Access and use this in their work.
Stage 9	9Wa5	<p>Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information.</p> <ul style="list-style-type: none"> Create and develop a wiki in a safe online space to provide information and ideas around a topic of personal interest. Invite others to comment on entries and respond to this.
Stage 9	9Wt1	<p>Select the most appropriate text format, layout and presentation to create impact and engage the reader.</p> <ul style="list-style-type: none"> As a group write, edit and publish in a safe online space, an online collection of stories and poems designed for a particular audience.

Speaking and listening		
		Learners should
Stage 9	9SL2	<p>Make increasingly significant contributions both as a solo speaker and as a member of a group.</p> <ul style="list-style-type: none"> As a group, script and present a radio broadcast for the school community, including music, comment, interviews, etc.

Appendix C: Planning templates

This contains planning templates with accompanying notes as referred to in Section 2 of the guide.

- Long-term planning_1
- Long-term planning_2
- Long-term planning_3
- Medium-term planning_1
- Medium-term planning_2
- Short-term planning

Long-term planning template 1

STAGE

TERM 1	TERM 2	TERM 3
1A	2A	3A
1B	2B	3B
1C	2C	3C

Notes:

- *The current model of nine units per stage is recommended – three per term. Fewer would give too large a group of objectives to address in one unit. More would be too fragmented to give coherence to the overall scheme.*
- *Terminology can vary although consistency is recommended within a school.*
- *An audit of the learning objectives for the whole stage is recommended to ensure coverage.¹*
- *Each learning objective may be revisited in different ways in different units to continue to develop new skills in different contexts.*
- *Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended.²*
- *Detail of the ongoing learning objectives may be given in an outline plan.³*

1 See audit tool.

2 See table of ongoing objectives.

3 See table of ongoing work.

Notes:

- *The number of lines in the table will match the total number of learning objectives for the stage.*
- *Curriculum framework codes will be entered in the order that they appear.*
- *Learning objectives will appear in full.*
- *The final column will give a clear overview of coverage. Where a learning objective is addressed in more than one unit, all of the relevant units will be listed – this will help to achieve a balance, ensuring that coverage is sufficient and/or not too frequent at the expense of others.*

Notes:

- *The number of lines in the table will match the total number of learning objectives for the stage.*
- *Curriculum framework codes will be entered in the order that they appear.*
- *Learning objectives will appear in full.*
- *The learning objectives can be colour coded:*
 - *Ongoing.*
 - *A different colour for each term – once only when it is first introduced.*

Medium-term planning template 1

STAGE:

UNIT:

Title:

Framework codes	Learning objective	Activities	Resources	Comments	Time

Notes:

- There may be more than one curriculum framework code in each block, e.g. if scheme considers weekly blocks within the whole unit. Learning objectives will be listed to match the first column.
- The activities are given in outline only.
- Main resource needs are required to enable strategic planning, e.g. spending.
- This plan will require a statement in the opening rationale regarding prior knowledge.
- Comments will highlight specific details:
 - where something requires advance preparation
 - where different assessment strategies may be in place, e.g. opportunities for active assessment (details will be in short-term (lesson) plans).

Medium-term planning template 2

STAGE:

UNIT:

Title:

Framework codes	Learning objective	Activities	Resources

Notes:

- *There may be more than one curriculum framework code in each block. It may make sense to address certain objectives together.*
- *The activities are given in outline only.*
- *Main resource needs are required to enable strategic planning, e.g. spending.*
- *No time budget is given for obvious reasons.*
- *This plan will require a statement in the opening rationale regarding prior knowledge.*

Short-term planning template

Class:	Date:	Title of unit: e.g. <i>Horror and suspense</i>:	Framework code:
Learning context	(Prior/future learning):		
Learning objective/s			
Learning intention			
Success criteria			
Differentiation: individuals/groups			
Resources	Strategies for differentiation (highlight/tick/add)		
Resources used should be detailed here.	Adult support	Targeted teacher support for particular individuals/groups	Extension tasks: opportunity for more complex tasks/thinking
	Modified tasks	Targeted/different level of teacher questioning	
	Resources adapted	Frequent opportunities for purposeful talk	
	Learners grouped/paired for specific learning purposes	Learners have opportunity to ask questions / pursue misconceptions	
	Writing frame/language support provided	Varied learning styles incorporated	
	Speaking frame/question stems provided	Learners have personal targets	
Teaching and learning activities			
			Ongoing assessment strategies (highlight/tick/add)
Plenary			
			Evaluation of lesson

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