



## The Warwick Evaluation (1994) Evaluation of the Implementation of English in the National Curriculum Key Stages 1, 2 and 3 (1991-1993)

Warwick (1994)

Research for the National Curriculum Council by  
University of Warwick

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**Research for the National Curriculum Council  
by the University of Warwick**

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### **Project Team**

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## **Evaluation of the Implementation of English in the National Curriculum at Key Stages 1, 2 and 3**

### **1.0 INTRODUCTION**

In the summer of 1991, the National Curriculum Commission (NCC) commissioned the University of Warwick to undertake, on its behalf, an evaluation of National Curriculum English. The evaluation was designed to investigate aspects of the subject's implementation in schools. It concentrated on the first three Key Stages (aged from 5 to 14). The project team was asked to identify whether any problems in implementing the English

were the result of the Order itself, whether it was : teacher knowledge and understanding, or whethe Statements of Attainment were pitched inappropri pupils in particular Key stages. Work began in Sep 1991.

A year into the project, however, NCC advised the State that the English Order needed revising. The State duly requested NCC to conduct a review of 1 This was completed in March of 1993. Necessarily the context in which the Warwick Evaluation tool much altered: it would have been inappropriate r continue the original specification. Consequently the project team was asked to redirect aspects of 1 evaluation exercise. This report is an account of tl findings during the project's lifetime. The project August 1993.

## **1.1 Methodology**

Different approaches to gathering information we The investigation was designed to compare the p the National Curriculum for English with the reali practice. In other words, the project aimed to inv the Order was being translated into planning and planning was reflected in pupils' experience of En teaching and in teachers' perceptions of their pla teaching.

An initial analysis of the Order offered a framework investigation in schools. Close scrutiny of the Ord enabled some issues to be addressed directly, for question of balance in Speaking and Listening, th encouragement of the necessary mix of teaching 1 the initial stages of Reading, and whether or not a framework was provided for the teaching of Know Language.

During the second phase of the investigation, LE/ identified and a wide range of schools visited. Du visits, teachers' views were sought through interv their teaching was observed and recorded. Their 1 the form of policy documents and Schemes of Wo reviewed in the light of the English Order.

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As a means of both verifying and extending these information, a postal survey of teachers at Key Stage 3 was organised nationally through the Field Service of the National Foundation for Educational Research.

## **1.2 Sources of information**

For the purposes of detailed investigation, 60 schools were visited in seven Local Education Authorities. The schools comprised small, medium and large schools in towns, suburbs and villages. Some schools had large numbers of ethnic minority children, others had traveller children and some had those with special needs. The schools visited included a two-teacher infant school in a rural location with 100 children on roll to an inner-city all-age primary school accommodating 436 children with an additional 70 in the nursery unit. Types of schools ranged across junior, primary, first, middle, and secondary stages, the latter taking mixed and single-sex children 11-16 years of age.

The schools were located in a Midlands market town, other urban, inner-city settings, an industrial centre in the North, rural areas in the South and suburban settings in the Midlands.

During these visits to schools, 49 Headteachers (Key Stages 1 and 2) and 54 Heads of English Departments (Key Stages 1 and 2) and English Coordinators (Key Stages 1 and 2) were interviewed to gain an overview of the teaching of English. School documents for the English curriculum were reviewed. 181 teachers were interviewed and discussions were held with 54 whole staff groups (Key Stages 1 and 2) and English departments (Key Stage 3). Detailed observations were made in classrooms through 269 sessions across the three Key Stages. Teachers returned 54 diaries which they kept of classroom work.

Over 2000 questionnaires were sent out to Key Stage 3 schools in England, in those LEAs which had not been visited. Approximately one third of these were returned. The most frequent reason given for not responding was lack of time due to pressure of work, especially at Key Stage 3. In most cases, however, no reason was given at all.

### 1.3 Research Team

Staff on the project included a Director based at the University of Warwick, with three full-time project staff and other part-time staff and consultants as required for the phasing of the investigation. The work was monitored and managed by the National Curriculum Council Professional Officers for English. Project staff spent several months visiting schools, talking to teachers and observing their work in classrooms. The remainder of the time was spent analysing the English Order, collating and analysing various kinds of information and preparing 23 reports as required.

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### 2.0 MANAGEABILITY OF THE ENGLISH CURRICULUM

At Key Stage 3, English is taught in clear time-tabled lessons. However, prior to the introduction of the National Curriculum, Key Stage 1 and 2 teachers tended to integrate their curriculum into cross-curricular topics rather than specific subjects. One consequence of implementing the National Curriculum, therefore, has been to make teachers more aware that their curriculum coverage should reflect the required content of all nine subject Orders. Teachers' planning is beginning to incorporate systematic provision of those requirements wherever possible. Elements of the curriculum, including English, not covered by planned topics are now being taught separately. Reading at Key Stage 1 and teaching mathematics at Key Stages 1 and 2 were usually taught separate from other work.

Teachers were beginning to distinguish between learning English through explicit teaching of skills and processes, and learning English through using it in the context of other work. An increasing number of teachers were becoming more sensitive to this distinction. When English was included in a lesson, it provided a focus for the teaching and practice of a particular aspect of English, such as writing a story or teaching more advanced reading skills.

Manageability of the English curriculum, therefore, increasingly became a focus for schools as new subject orders came on-stream during 1992. Because of this increasing

subject demands of the National Curriculum a number of questions were addressed which would highlight responses to this issue of manageability.

### Manageability at Key Stages 1 and 2

#### (a) Time

- (i) How much time is being spent on English?
- (ii) What is the balance of time between Attainment Targets?
- (iii) What is the balance of time between core subjects?
- (iv) Is there enough time to cover the 'basics' or is there a squeeze on time for these?
- (v) If so, what is the nature of this squeeze?

#### (b) English linked with other subjects

- (i) Teachers' views of these links.
- (ii) Teachers' perceptions of activities which are relevant to English but taught in other subjects.

#### (c) What have teachers changed to make the curriculum more manageable?

#### (d) How might the curriculum in English be made more manageable?

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### Manageability at Key Stage 3

#### (a) Time

- (i) Amount of time spent on different Attainment Targets
- (ii) Balance of time across ATs

#### (b) English linked with Drama and Media Studies

- (i) Teachers' views of these links.

#### (c) How might the curriculum be made more manageable?

Data relating to these issues were collected in a variety of forms in Key Stage 1, 2 and 3 schools and through

National Survey. In addition, six primary schools were selected as case studies to give a context for the changes to the

## **2.1 Manageability of English at Key Stages 1 and 2**

### **2.1.1 School Documents**

#### Schemes of Work

Inspection of school documents revealed that planning for English topics in primary schools was usually incorporated into Schemes of Work. The presentation of Schemes of Work varied, although certain common elements were identified. Typically, they provided an overview of the planned English curriculum coverage on a particular topic for an extended period of time, usually half a term or a term. However, in some schools teachers had begun to plan for longer periods of time to ensure coverage of National Curriculum requirements over a Key Stage. Within the Scheme of Work, planning for a given topic took account of the requirements of nine subject Orders. In addition, elements of a subject Order that were not covered by the topic were specified.

For instance, at Key Stage 1, Reading was taught as it related to a topic and through the use of other reading materials such as reading schemes, class books and library books. Writing was taught as it related to a topic and through activities which might have an English focus, such as handwriting. Speaking and Listening activities were also related to a topic. At Key Stage 2, the links between English curriculum and topic work increased, with English generally providing a focus for English activities. In some schools, class time was given to individual as well as whole class reading activities.

The degree to which coverage of the National Curriculum was specified within Schemes of Work varied considerably, from simply listing Attainment Targets to listing, in addition, Statements of Attainment and Programmes of Study. The English Non-Statutory Guidance (NSG) (1990: Section 2) provides schools with information on what Schemes of Work might include. This incorporates coverage of the National Curriculum as well as a variety of other provisions, e.g. teaching and learning groupings and differentiation. However, in

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practice it was found that teachers at both Key Stage 1 and 2 used Schemes of Work predominantly to ensure coverage of the content of English as well as other subjects above any other criteria to do with differentiation, progression and monitoring individual achievement.

It is therefore clear that teachers need considerable additional support for the development of Schemes of Work.

### English Policy Documents

English policy documents specified schools' approaches to teaching English but they did not indicate how these were to be translated or incorporated into the planning of Schemes of Work. The degree to which policies reflected practice common to a school was variable. In some schools policies had been written by the English Coordinator in collaboration with all staff to ensure that practice in the school was reflected in the document. By contrast in other schools they had been written solely by the English Coordinator and the relationship of the document to classroom practice in the school was less clear.

### Planning

Schools were beginning to use long, medium and short-term plans to ensure curriculum coverage. This was particularly evident in the schools visited in one LEA, where teachers followed guidelines suggested in an LEA planning document. These teachers planned in units of time which ranged from a term, a year or a Key Stage. Teachers' own individual plans were often set within this context of collaborative planning. Such planning incorporated Key Stage, whole year and half-term plans, and then gave details of weekly activities. Because of the long-term nature of this approach, changes in any subject Order have a considerable impact on the planning process.

As yet there is little evidence that all the requirements of the English Order were being consistently translated into practice through school documentation, either at Key Stage 1 or 2 in the majority of schools visited.

### **2.1.2 Interviews**

Key Stage 1 teachers in all schools thought there were

insufficient time to teach the full curriculum including English satisfactorily. In particular they mentioned time to hear individual pupils read. Teachers thought time was being taken away from the 'basics' because of pressures and demands of other subject areas. They interpreted the term 'basics' as either referring to the traditional notion of basic numeracy and literacy, or the National Curriculum core subjects of English, mathematics and science.

Despite their perception of pressure on time, Key Stage 1 and 2 teachers felt confident about implementing the English Order. They considered it

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manageable, though it was recognised that it was under increasing pressure from the amount of content in other subject Orders. Teachers said that it was the other subject Orders which needed to be reduced as a way of making the English curriculum more manageable. Nevertheless, they thought that the English Order positively influenced their planning and record-keeping procedures, although these were found to be time-consuming. Teachers acknowledged an increased breadth of the breadth of English, particularly in relation to Reading and Listening. Teachers remarked on greater structure introduced into English teaching by making it more and more focused. Teachers at both Key Stages 1 and 2 argued for Key Stage related documentation to support separate subject Orders. In particular, they stressed the need for coherence and wholeness in the curriculum at Key Stages 1 and 2. Headteachers' perceptions were the same.

### **2.1.3 Classroom Observations**

The time spent on English as a separate subject and within other subjects is shown in Table 1 below. Evidence which occurred in another subject typically involved pupils applying skills they had previously learnt in English. It was rare that the explicit teaching of an English skill was observed within the context of another subject. Teaching on English as a separate subject involved the pupils reading and applying English skills, although the teaching and learning of these skills may have taken place in English.

within the context of a cross-curricular topic.

### **Table 1 Observed Time (in minutes) spent on English as a separate subject and English within other subjects**

□

This summary of observed times shows that teachers at Key Stage 2 provided more opportunities for pupils to develop their writing skills in the context of another subject than their counterparts. Table 1 also shows that for Speaking and Listening, teachers provided pupils at both Key Stages 1 and 2 with opportunities to participate in a variety of activities within English and other subjects as well as within English.

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opportunities to participate in a variety of activities within English and other subjects as well as within English.

- At Key Stage 1, the focus of Writing was on the initial stages of writing. At Key Stage 2, writing in English focused on narrative or creative writing. At both Key Stages 1 and 2 what pupils wrote was related to a chosen topic. For example, at Key Stage 1 a teacher used the topic 'Ancient Egypt' to provide a context for a story, but taught the class a separate English activity (in this case how to plan a story).
- At Key Stage 1, pupils spent the greatest proportion of their observed time on Reading. The majority of reading occurred in a separate English context.
- At Key Stage 2, pupils spent the greatest proportion of their observed time on Writing. The majority of writing occurred in a separate English context.
- At both Key Stages 1 and 2, the majority of oral English teaching occurred when English was a separate subject, with the exception of Speaking and Listening at Key Stage 1. This finding is confirmed by the data in the section reporting school documents (section 2.1.1) and case studies (section 2.2 below).

#### **2.1.4 National Survey Data**

##### Hours spent on core subjects

Teachers were asked to give an indication of how many hours they spent in total during the course of one week, each year group, on each core subject. Table 2 illustrates the modal hours spent on each core subject.

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### Methods of teaching English

Teachers were asked about the main way they taught English. 72% of Key Stage 1 and 86% of Key Stage 2 teachers reported that their main way of teaching English was as part of other subject work drawing on more than one subject. This method of teaching English was teachers' perception of teaching English was as part of other subjects or cross-curricular topic work. However, this perception was in contrast to what was found in other policy documents and other data observed in the schools where there was much evidence of teaching English as a separate subject (see sections 2.1.1 and 2.1.3).

### Teaching English in other subjects

Teachers were asked to give details of any area of the curriculum which they or their colleagues planned to include as part of other subjects. Speaking and Listening was the most frequently mentioned aspect of English they planned to deliver through other subject areas. This finding was supported by data collected through classroom observation (see section 2.1.3). History and science were the subject areas most frequently thought to be the most appropriate as a vehicle for teaching aspects of English. Geography and Religious Education were also frequently mentioned. However, the majority of respondents did not specify a subject area. They gave a general response about teaching English in a cross-curricular manner.

### Changes in the teaching of English

Teachers were asked specifically whether or not they had changed the way they taught English since the introduction of the National Curriculum. 53% of Key Stage 1 and 63% of Key Stage 2 respondents believed that they had changed the way they taught English, leaving 37% of Key Stage 1 and 47% of Key Stage 2 teachers who did not believe this to be the case. On balance, the teachers at Key Stage 1 were more aware of such a change than their Key Stage 2 colleagues.



counterparts. This was also reflected in the interview reported in section 2.1.2.

If teachers answered 'Yes' to the above question, they were invited to give further information concerning the changes they thought had taken place. These responses were identified under four headings: content, teaching methods, time allocation and administration.

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### **Table 3 % of Responses Indicating Areas of Change in Teaching English**

□

For teachers at both Key Stages, administration was perceived to be the major area of change since the introduction of the National Curriculum. This was followed by changes in the content of their teaching. At Key Stages 1 and 2 as well as Key Stage 3, administration most frequently mentioned were record-keeping in general (42% - 49% range of responses) and record-keeping related specifically to assessment (35% - 42% range 23% - 35%).

At Key Stage 1, the most significant impact on content has been an increased emphasis on teaching Spelling, Handwriting and grammar, whilst at Key Stage 2, there was an increased awareness of Speaking and Listening. Teachers at both Key Stages also commented on an increased emphasis on the breadth of English. In the section identifying teaching methods, teachers in both Key Stages perceived that there was an increase in their use of formal teaching methods. Regarding time allocation, teachers in both Key Stages perceived that there was not enough time to teach the English curriculum. These findings confirm the perceptions of teachers from the interviews (section 2.1.2) and case studies.

#### Areas of English not satisfactorily covered

The final question in this part of the National Survey asked teachers whether they felt any areas of English were not covered satisfactorily and why they thought this was. At Key Stage 1 the area of English which respondents perceived most unsatisfactorily covered was Reading. Two reasons given were less time for reading generally and less time

individual pupils read in particular. In addition, 10 teachers perceived there to be inadequate resources in all areas of English. In particular they mentioned a lack of recorders and quiet areas for recording Speaking and Listening.

At Key Stage 2, teachers' responses were more diverse. However, like their Key Stage 1 colleagues, they also mentioned a lack of resources for all areas of English. Speaking and Listening in particular. They also noted a reduction in the time available for teaching reading. A comment was made by many teachers that they did not have enough time to teach the National Curriculum at Key Stage 2. All of these findings were

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confirmed by the perceptions of teachers interviewed in schools (section 2.1.2) and by the case studies.

## **2.2 Characteristics of Manageability**

The six primary school case studies have raised many issues concerning manageability of the English curriculum and curriculum generally at Key Stages 1 and 2. These are summarised below.

### **2.2.1 Planning**

- All six schools had made major changes to their curriculum, planned and documented their coverage of the National Curriculum. Teachers in these schools saw systematic planning to be part of the solution to managing the requirements of all National Curriculum subjects.
- A degree of collaborative planning was evident in one Key Stage 1 case study school. This style of planning was seen by the majority of teachers as the best way to meet National Curriculum requirements. Through collaboration, teachers were able to reduce the time spent concerning curriculum coverage.
- How teachers documented their planning for manageability and teaching of English varied from school to school. Schools also differed in whether the class teacher or English Coordinator took responsibility for teaching English.
- Planning in all the case study schools reflected

curriculum model of the whole school, whether topic-based, separate subject teaching or a combination of both.

### **2.2.2 Responsibility for English**

- In five of the case study schools, the designated English Coordinator attended available English INSET sessions offered by the LEA. This information was then disseminated to colleagues via school INSET sessions in after-school meetings. The English Coordinator was chiefly responsible for writing policy documents.
- In one case study school (Key Stage 1) responsibility for English was divided between two teachers. Responsibility for curriculum areas revolved so each of the four members of staff had held responsibility for English over a relatively short period. The whole staff wrote the English policy and each member claimed joint responsibility for its content.

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### **2.2.3 The Teaching of English**

- Where schools operated a topic-based approach, they also planned for some aspects of English to be taught separately. For example, at Key Stage 1, the teaching of reading, and, at Key Stage 2, individual reading were planned independently of topic work.
- The introduction of the Key Stage 1 SATs was seen by these teachers to have had an effect on the manageability of the English curriculum. In the case study schools cursive writing had been introduced in the Reception years as a direct result of the introduction of SATs rather than the National Curriculum itself. In the past, these schools had delayed the formation of cursive writing until Y2 or later. The decision to introduce it earlier was seen as a way of reducing some of the teaching load of the Year 1 and also to allow some of the pupils to achieve the Writing SAT.
- Teachers in the case study schools were aware of changes in the way they taught some aspects of English. For example, at Key Stage 1 the teachers pointed to a reduction in the time available for teaching

reading since the introduction of the National Curriculum. Because of this, they had enlisted support of parental and ancillary staff. These staff and volunteers had to be trained into the way in which the individual schools taught reading, thus creating further pressures on teachers' time in the classroom. At Key Stage 2 the schools did not support staff and volunteers to the same extent. However, the teachers also pointed to a reduction in time available for teaching reading, particularly in the case of beginning readers.

- Teachers in the Key Stage 2 schools expressed concern over the demands that SAT requirements would place on their teaching of the English curriculum.
- At both Key Stages 1 and 2, teachers in all the schools claimed that there was less time for teaching English generally and teaching reading in particular since the introduction of the National Curriculum. This was seen to be due to the demands of teaching the content of the other subject Orders. However, the content of the English Order itself was regarded as manageable by the case study schools.

These points are supported by evidence collected from School documents, interviews with teachers' and observations in classrooms in other schools, as well as evidence from the National Survey.

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## **2.3 Manageability of English at Key Stage 3**

### School Documents

As at Key Stages 1 and 2, school policy documents at Key Stage 3 set out the philosophy and major aims of the English curriculum. Where change had occurred, the pre-1988 Curriculum documents focused mainly on the teaching of literature. English department policy documents addressed all five Attainment Targets.

Schemes of Work at Key Stage 3 were found to be more specific than at Key Stages 1 and 2. They included detailed plans and activities for the teacher rather than learning objectives for the pupils. Schemes of Work revealed two main

for English teaching: one was centred on the class which provided the focus for all English activities the study of that text as a piece of literature; the strategy was to combine a range of English activities around a common theme. Some Schemes of Work used one of the two approaches exclusively, whilst others used a combination of the two.

### Interviews with Teachers

Teachers in Key Stage 3 schools, like their counterparts in Key Stage 1 and 2 Schools were divided over the usefulness of the English Order. However, 47% found it helpful. They gave two main reasons: they saw it as a way of re-organising themselves that they had been 'doing the right thing' and as a means of planning. Some felt that the Order led to a more structured way of teaching, which was viewed as a positive influence. Nevertheless, some teachers who found it useful, felt that it was weak on detail. For instance, it gave examples of how to deliver aspects of the curriculum, especially cross-curricular issues and non-fiction.

Key Stage 3 teachers reported that they relied on a range of books, media materials and other resources to meet pupils' individual needs. They mentioned use of Information Technology, whole class readers and individual titles for individual class reading. In contrast to their school colleagues, Key Stage 3 teachers placed less emphasis on non-teaching support in their classrooms. Key Stage 3 schools relied largely on their own in-school support when providing extra help in class for pupils with educational needs, whereas Key Stages 1 and 2 schools used a lot of parental and other voluntary help.

### National Survey

Key Stage 3 teachers who responded to the National Survey were asked for their own general reaction to the English Order. Over half of them welcomed and valued it. However, 50% pointed out that they were experiencing difficulties in implementing the curriculum because of lack of resources and time. In particular, this influenced their ability to implement Speaking and Listening, teaching listening and the requirements for Information Technology.

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Key Stage 3 teachers expressed a desire for further training in the new areas of IT and Knowledge about Language. Teachers also commented on the influence of the proposed changes on their teaching plans. Some Heads of Department commented that Schemes of Work, which had been prepared in advance for Y9 pupils, had been abandoned to accommodate the test requirements.

### The Balance of Attainment Targets

At Key Stage 3, 39% of teachers taught Speaking and Listening in separate English lessons whereas 58% taught it in English lessons and in Drama. Although 48% of schools have a separate Drama department, 39% of these shared Speaking and Listening policy between the Drama and English departments.

Table 4 illustrates the time given to each separate Attainment Target observed both in English lessons and in the schools where English was taught in cross-curricular contexts.

### **Table 4 Observed Time (in minutes) spent on English Attainment Targets at Key Stage 3**

□

At Key Stage 3, time spent on Speaking and Listening, Reading and Writing was found to be evenly distributed across the four Attainment Targets.

## **2.4 Conclusion**

### **2.4.1 Time**

(i) How much time is being spent on English?

Teachers who responded to the National Survey reported that the average amount of time devoted to English was equivalent to one hour each day at both Key Stage 3 and Key Stage 4 (section 2.1.4 Table 2).

Teachers who responded to the National Survey reported that the average amount of time devoted to English was equivalent to one hour each day at both Key Stage 3 and Key Stage 4.

(section 2.1.4 Table 2).

(ii) What is the balance of time between different Targets for English?

Classroom observation showed that at Key Stage 1 more time was given to Reading, while at Key Stage 2 the most time was spent on Writing. (section 2.1.3 Table 1). At Key Stage 1 time was evenly distributed between Attainment Targets (Table 4).

(iii) What is the balance of time between core subjects?

Teachers who responded to the National Survey and in interviews reported that they spent an average of three hours on English, five hours on mathematics and two hours on science each week at both Key Stages 1 and 2 (Table 2).

(iv) Is there enough time to cover the 'basics' or is there a squeeze on time for these?

(v) If so, what is the nature of this squeeze?

Data from the National Survey and interviews in schools indicated that teachers at both Key Stages 1 and 2 perceived there to be an inadequate amount of time available for teaching the National Curriculum, especially English. Reading in particular (sections 2.1.2, 2.1.4 and 2.2, 2.3). In the process of change was taking place, teachers in both Key Stages added new requirements to their existing programme of work and were finding this increasingly onerous.

## **2.4.2 English linked with other subjects**

(i) Teachers' views of these links.

(ii) Teachers' perceptions of activities which are related to English.

Data from the National Survey, interviews in schools, analysis of school documents, classroom observations and case study data indicated that the main way English was taught at Key Stages 1 and 2 was through a topic-based approach (sections 2.1.2 and 2.1.4). However, classroom observations (section 2.1.4) and case study data (section 2.2) showed that a large proportion of English was taught as a separate

although sometimes content may be linked to a t  
the classroom observation and the National Survey  
(section 2. 1.4) indicated that Speaking and Lister  
area of English most commonly linked to another  
Teachers perceived history and science to be the  
frequent subjects within which they taught English

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### **2.4.3 What have teachers changed to make the curriculum more manageable?**

Three main strategies were employed by schools to manage the curriculum in general and English in particular. These were: a system of collaborative, structured planning; changes in staffing responsibilities; and changes in teaching methods to include whole class and group teaching and streaming as well as mixed ability groupings. Survey data, along with information from interview and case studies in particular, showed that all of these could be applied to a cross-curricular topics or subject specific approaches to curriculum planning and delivery.

### **2.4.4 How might the curriculum in English be made more manageable?**

Where teachers have adopted the strategies in 2.4.3 they have had little difficulty in managing the English curriculum. Nevertheless, teachers in fieldwork schools common with teachers who responded to the National Survey, stated that a reduction in content of the current National Curriculum subject Orders would be helpful. Primary teachers were happy with the content of the current Order. Any difficulties in implementing it were due to time. However, teachers would welcome the opportunity to be included in discussions and development of the framework of the National Curriculum. Teachers at Key Stages wished that the pace of change could be slowed down to allow schools to adjust at a more appropriate

- Primary schools benefit from planning for long-term and short-term objectives.
- Teachers in primary schools benefit from planning the English curriculum together and liaising with colleagues in other schools.



Evidence from this part of the evaluation gives rise to the following recommendations:

- Teachers will benefit from clear guidance on how to proceed in identifying and preparing Schemes of Work.
  - Primary teachers would benefit from further support on the distinction between teaching English in the context of other subjects and using English as the medium of teaching and learning for all subjects.
  - Teachers require more time to be made available for teaching the early stages of learning to read at Stages 1 and 2.
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- The influence of SATs on the teaching of English needs to be carefully monitored.
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## **3.0 READING**

### **3.1 Introduction**

The team was asked to investigate these issues:

- What is the range of methods teachers use to teach initial reading at Key Stage 1?
- Does the Non-Statutory Guidance encourage a necessary mix of teaching methods and, in practice, place appropriate emphasis on the teaching of phonics?
- Is the gap between Levels 1 and 2 too wide to be bridged by teachers' practical assistance as they monitor and support reading progress?
- Does the Non-Statutory Guidance offer teachers sufficiently clear advice on the classroom management skills which are essential if the needs of individual children are to be identified and met?

- Does the Order give sufficient emphasis to the development of More Advanced Reading Skills at Key Stage 2?
- What is the range of literature taught at Key Stages 2 and 3 and the context within which it is taught?

Section 3.2 addresses the teaching of initial reading skills. Section 3.3 addresses the issues of More Advanced Reading Skills at Key Stage 2. Section 3.4 and Appendix 5 address the range of literature at Key Stages 2 and 3.

## **3.2 Key Stage 1: Initial Reading**

### **3.2.1 Teaching Initial Reading: Matters Related to the Order and Non-Statutory Guidance**

#### **(i) Initial Reading in the Order**

This section explains how the project team developed a framework for the teaching of initial reading skills based on the National Curriculum English documents. English 16 (DES 1989) and the NSG (NCC 1989) define reading in the following ways:

Reading is much more than the decoding of marks upon the page: it is a quest for meaning which requires the reader to be an active participant. (DES 1989: 16.2)

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When we read something we make sense of it for ourselves, not just by 'decoding' but by bringing our own experience and understanding to it. (DES 1989: 6.1)

These definitions were kept in mind during the development of the NSG (NCC 1989, 1990) for Key Stage 1 which is the main source of information about the teaching of reading falls under the following main headings: 'Contexts for learning to read', 'Resources', 'Variety of activities' and 'Ways of making learning explicit'. These headings also provided a framework for the means of analysis to locate and identify proposed teaching for reading. Specific details of these headings derived from the NSG are located in Appendix 5.

The teaching of phonics appears within the fourth

The teaching of phonics appears within the four 'Ways of making reading explicit'. Aspects of this the teaching of reading are to be found also in the Programmes of Study for (AT 3 - 5) Writing, and the Statements of Attainment for (AT 4) Spelling, as well as (AT 2) Reading. This emphasis on writing in the teaching of reading has been pointed out by Clay (1991) who states that the most pragmatic place to teach sound awareness is in writing, where segmentation is an essential element of the task.

## (ii) The Framework

A further analysis showed that methods of teaching reading can be categorised into two sets of activities. First, there are those activities specifically designed to develop pupils' ability to read books. These include pupils reading individually from books with a teacher (or an adult); talking about the content of books; reading aloud to their own or to each other; listening as a whole class to a book being read and discussing these with the teacher.

Second, there are those activities specifically designed to develop pupils' range of strategies to decode print. These include whole-word recognition and repetition activities, such as matching words to pictures and identifying words underneath pictures; and the teaching of phonic activities which were observed in the category of phonics have been listed in Appendix 3.

The specific teaching approaches contained within these two sets of activities formed a framework for methods of teaching initial reading at Key Stage 1. However, the two sets of activities complement each other. Phonics, whole-word recognition and repetition or practice activities can take place whilst a book is being read to a class, group or individual pupil, as well as being self-contained and unrelated to the content of a book. For example, a teacher may ask a class or an individual pupil to identify a word in a story by identifying its initial letter, or to identify a word informed by the context of a story, as well as engage pupils in phonic exercises and other exercises using flashcards. Repetition and practice activities may be used to

the characters used in a published reading scheme to self-contained activities unrelated to the content.

For the purpose of observation in classrooms, the phonics in the teaching of reading was identified following range of activities:

- play with language; rhyme, rhythm, etc.
- identify words by initial letter
- make links between sounds and letters
- use letter names and sounds
- teach and use alphabet order
- look at patterns of letters and spellings of words (blends, digraphs, etc.)
- use term 'letter'
- use phonic cues to read words.

Other methods for teaching reading included:

- choose books and discuss choice
- hear stories read and told
- read with and to teacher (or other)
- teacher acts as model for reading
- talk to teacher and others about books
- build up a sight vocabulary
- use cues - picture, word shape, meaning
- predict content of text
- make inferences and deductions
- use computer
- use letter shapes.

This framework was used as a basis for analysing the sources of data at Key Stage 1.

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### **3.2.2 Teaching Initial Reading: Policy and Practice**

#### **3.2.2(i) Policy and Teachers' Perceptions**

The Order does not specify in any detail the sequence involved in acquiring the initial skills of reading. One factor which would militate against this possibility is that the development is not linear, and so the apparent as

the Order that learning to read will happen at Key and reading for learning will be the substance of F is not necessarily the case. Some aspects of reading phonics and vocabulary acquisition will span Key Key Stage 2. The degree to which this happens will partly, among other factors, on pupils' acquaintance literacy activities on entry to school (Ferreiro and 1983; Raban 1984).

Teachers monitored pupils' progress between Levels by keeping records, and recording book titles rather tracking pupils' progress with the help of a concept reading development (an example of such a development progression can be found in Appendix 4). However responses in the National Survey showed that the understanding (albeit implicit) of how pupils progress develop as readers during Key Stage 1. This is illustrated their responses to a question in the National Survey asked teachers which reading activities they used frequently in addition to reading books. Their responses shown in Table 5:

**Table 5 % of Reading Activities Commonly Identified in National Survey**

□

\*Most frequently mentioned.

These responses indicate a pattern and development progression across the three year groups of Key Stage 1. Teachers develop pupils' recognition of individual letters from sight and give them practice in sounding individual letters most frequently in Reception, with these activities increasing in Y1 and Y2. Developing knowledge and use of the phonics remains constant across the three years. Using phonics for new words, reading new words informed by the context, and practice in sounding groups of letters remains constant across the three year groups from Reception to Y2. As pupils grow in their ability to draw on a range of c

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**3.2.2(ii) School Documents**

The main source of documentation for the teaching

reading in schools visited was each school's reading Schemes of Work did not generally incorporate handwriting taught reading. All Key Stage 1 schools had revised the process of revising, their reading policies following the introduction of National Curriculum English. This was generally undertaken as a co-operative activity and in schools led by the English Coordinator. These schools ensured that their documentation reflected their practice.

Collaboration of this kind between staff on writing documents such as the one for reading had increased since the introduction of the National Curriculum (see Manageability). It was clear from an analysis of school policy documents that teachers planned to use a range of activities to teach initial reading that fell within the sets of activities identified in the framework. Documents mentioned:

- pupils reading individually to the teacher (100%)
- pupils listening to reading (95%)
- using phonics (91%)
- teachers and pupils talking about books (91%)
- pupils reading by themselves (87%)
- teachers making a variety of reading materials (87%)
- using repetition and practice activities (78%)
- using whole word recognition (73%)
- using reading schemes (65%)

With respect to schools' planning for the teaching of reading, policy documents commonly identified published materials which schools used to support their phonic work. For example, Letterland (Wendon 1986) was used most frequently, while some schools mentioned Phonic Work (Jackson 1971). The detail of this planning ranged from referring to word attack skills using phonic knowledge to more detailed explication of the range of skills involved in a phonic approach to teaching reading. This greater detail typically included what was appropriate for each year group. For Reception, the emphasis was on rhyming words, games, and initial and final sounds of words. In Year 1 this was continued with the addition of initial and final consonant blends, word endings and alphabet order. In Year 2 this work was built on further to include magic words, digraphs, more complex phonic blends, and the r

between phonics and spelling. A quarter of the documents mentioned this relationship between and spelling explicitly.

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Irrespective of the level of detail achieved by these documents, the majority included a 'phonics checker' which teachers could use while monitoring individual pupils' progress.

The majority of the documents stressed the importance of establishing and maintaining a partnership between school and home as another means of developing pupils' reading. The most common way of doing this was through a reading record or diary in which teachers and parents commented on individual pupils' reading on a regular basis. Some schools also held regular meetings with parents to explain school policy on reading, as well as produced booklets specifically designed for parents.

### **3.2.2(iii) Interviews**

During interviews Key Stage 1 teachers reported to be implementing the requirements of Statements of Intent (for Reading 1d), 2d), e), 3c), d) as well as of the Progress Study for Reading at Key Stage 1, which require pupils to read about texts such as stories and poems as well as to have had led to teachers increasing the opportunities for reading activities to take place in the classroom and, consequently, the amount of time given to them.

Hearing individual pupils read their books was used by teachers as the main method of monitoring and assessing their progress in reading as well as a means of teaching. Teachers used ancillary help or volunteers in the classroom to assist them hear individual pupils read. Occasionally a Key Stage 1 beginning reader was paired with an older pupil. Both these strategies were used to increase opportunities to practise reading aloud. The class teacher, however, was responsible for monitoring the development of each pupil, assessing and recording progress, as well as planning the content of lessons themselves and not using ancillary help. Hearing each individual pupil read regularly was seen by teachers as an important aspect

monitoring reading progress effectively.

Teachers, before the National Curriculum, had heard pupils read daily, both for practice and to monitor their progress. After the implementation of the Order, however, this practice happened less often but for a longer period of time (for example, once a week), targeted more clearly on monitoring and assessment. They were using time outside classroom (for example, lunch hours), to hear individual pupils read. They did not feel they had enough time for this activity during the school day. The demands made by other subject teachers led teachers to feel they had less time to spend on reading. Some schools had extended their school day to make more teaching time available. However, in some schools, groups of staff and Headteachers stated that lengthening the school day was not in itself an appropriate measure because of the excessive demands it would place on the attention and concentration spans of younger children.

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Teachers interviewed in schools and in the National Curriculum reported that they placed equal emphasis on hearing individual pupils read from books, on pupils' independent silent reading and on reading stories to pupils as had been done prior to the introduction of the National Curriculum. They reported an increase in pupils reading to each other and sharing books. Of the teachers who reported placing emphasis on any of these activities, hearing individual pupils read aloud from books was cited most frequently.

54% of teachers in Key Stage 1 schools and 62% of teachers who took part in the National Survey each used several reading schemes to teach reading; 16% used a single reading scheme and 22% used a range of books not tied to any one reading scheme. Classroom observation made clear that where reading schemes were used, teachers also used classroom and school libraries to supplement them. Those schools that had a range of books not tied to any published reading scheme had adopted or devised a grading system such as the 'reading level' coding that allowed them to monitor and assess pupils' progress, as well as to guide pupils in their choice of books.

77% of the teachers in the National Survey and 69% of teachers in case study schools reported the way that



reading had not changed since the introduction of the National Curriculum. Those teachers who did report mentioned most frequently an increase in the breadth and diversity of their approach, and a decrease in time spent on individual pupils read.

### **3.2.2(iv) Observations and Diaries**

Classroom observation of initial reading was based on the framework described in Section 3.2.1 above, namely a framework specifically designed to develop pupils' range of skills to decode print and activities related to reading books. Tables 6 and 7 show the range of these two sets of activities as experienced by pupils and taught by teachers. The tables also account for a certain amount of double-coding to account for cases in which one type of activity occurred as part of the other. For example, a teacher asking pupils to identify the first word in a book being read to the class.

Tables 6 and 7 show the distribution of these activities from the pupils' perspective while Tables 8 and 9 show the distribution from teacher's point of view. Pupils were engaged in reading to each other or working from a phonic or comprehension worksheet while the teacher is working with an individual pupil or groups of pupils. Because the two sets of data have been separated.

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### **Table 6 Summary of % of Observed Reading Activities experienced by Pupils (Key Stage 1)**

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Table 6 indicates that pupils experienced activities related to aspects of phonics most often as a strategy for learning to read. 49% of the activities were concerned directly with pupils engaged in decoding strategies for reading, of which 25% were phonics, either as self-contained exercises or as activities undertaken in the context of pupils' reading books. The remaining 24% of the activities were concerned with reading books in the context of reading books. This distribution of activities is further reinforced by an analysis of the time which pupils spent on these different activities (Table 7).

### **Table 7 % of Pupil time spent on methods of Teaching**

## Reading (Key Stage 1)

□

Of the time pupils spent on learning to read, exactly their time was spent directly involved in learning strategies taught by the teacher (phonics, repetition practice activities and word recognition). The other their time was spent on activities related to reading either by reading from a

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time was spent on activities related to reading both by reading from a book with a teacher or adult, by book by themselves or with another pupil, or by listening story being read. The books used for these activities were mainly stories. Picture books, 'big books', reading books and story books from the class library were used by teachers as resources for teaching pupils to read. Teachers also used materials such as published or self-made worksheets and flashcards to teach phonics, repetition practice activities and word recognition.

Table 8 shows the distribution of reading activities from teachers' perspectives.

### **Table 8 Summary of % of Observed methods of Teaching Reading (Key Stage 1)**

□

Table 8 indicates that teachers use a range of methods for teaching reading, with pupils reading to the teacher, another adult and talking about their reading being the most method used most often. 31% of the teaching activities concerned with strategies for teaching reading, 69% reading books in a variety of contexts. This distribution is further reinforced by the analysis of the time spent on different activities shown in Table 9.

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### **Table 9 % of Teacher time spent on methods of Teaching Reading (Key Stage 1)**

Of the total time teachers spent on teaching reading, 65% was spent on activities that involved teaching pupils to read, either designed to decipher print, and 65% on reading a book to themselves, either by reading to the whole class or listening to pupils read.

Diaries kept by teachers supported this distribution. Activities designed to teach reading obtained from classroom observations in classrooms. 41% of these activities were concerned with strategies to decode print and 59% were reading books.

As has been pointed out above, strategies designed to help pupils decode print can occur in the context of reading a book or as a self-contained exercise. Further analysis of classroom observations showed that 68% of the phonics activities and 89% of the repetition and practice activities by the teacher occurred as self-contained exercises, such as completing a phonics worksheet or sequencing pictures to tell a story. Where these activities occurred in the context of reading a book, they were used by teachers to aid pupils in reading words used in the text. For example, a teacher pointed to an initial letter of a word in a story, asked a pupil to tell her what the letter was, and then read the word. In one case the teacher read a book aloud that included words that were encountered in pupils' reading. A full list of observed activities relating to the teaching of phonics appears in Appendix 3. Whole word recognition occurred equally as a self-contained exercise (50%) and in the context of reading a book (50%).

Where individual pupils read a book to their teacher or to books to each other or listened to a teacher reading, 98% of these activities involved the teacher talking to the pupils or pupils talking to one another about the content of the book. This included learning about narrative structure and general features of story structure; learning about how to distinguish features of books, such as the significance of the title page, reading from left to right and top to bottom and learning about the use of punctuation.

interrelated levels at this early stage: teaching pupils narrative structure and sequencing including identifying features of books; and teaching pupils how to read themselves using a variety of strategies related to exercises designed to decode print. (See section 6 Knowledge about Language).

### **3.2.3 Teaching Initial Reading in English and Across Curriculum**

Learning to read was taught as a discrete area of English at Key Stage 1. This was borne out by the advice in national policies and observations in classrooms which showed that the majority of Reading at Key Stage 1 occurred as an English activity. This also involved introducing pupils to a range of reading material such as fiction, poetry, and information texts. When reading activities were outside the context of other subjects they generally involved the teacher's or pupils' writing or the teacher reading fiction books to the pupils.

### **3.2.4 Assessing Reading at Key Stage 1**

Out of 47 Key Stage 1 teachers interviewed specifically on the issue of the gap between Levels 1 and 2 Reading, 70% expressed dissatisfaction with the progression of reading development implicit in Levels 1 and 2 of the Order of Attainment. A general feeling appeared to be that Level 1 was too easily achieved and at a stage of 'pre-reading' while Level 2 was broad and difficult to achieve for many Key Stage 1 pupils. The cause for teachers' concern was not the State Order of Attainment themselves, but the perceived breadth of achievement within Level 2. They found it difficult to explain to parents why some pupils remained working at such a long time.

1991 and 1992 SAT data (N = 326 Y2 pupils) showed a tendency for fewer children to achieve Statement of Attainment 2f) *read a range of material with some independence, fluency, accuracy and understanding* (Statements 2a) - 2e), indicating that this particular category was taking pupils the longest time to achieve. In fact, teachers were finding it difficult to interpret what was meant by 'some' for all four categories of independence, fluency, accuracy and understanding, within this Statement of Attainment.

A common point of frustration mentioned by Key teachers was that National Curriculum assessment procedures, particularly for SATs, appear to assume a standard starting point for all pupils. Even though the Programmes of Study for Key Stage 1 Reading state that 'reading activities should build on the oral language experiences which pupils bring from home' (PoS 1.1), it was felt that assessment procedures did not take sufficient account of the diversity of pupils' pre-school experience.

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### **3.3 Key Stage 2: More Advanced Reading Skills**

#### **3.3.1 Matters Relating to the Order**

Throughout Key Stage 2, pupils continue to widen their experience of books as they become more proficient in reading. From Level 2 onwards there are a series of Statements of Attainment which relate to matters of accurate and fluent reading of narrative. These Statements of Attainment pay attention to developing response and engagement with books on the part of young readers (Reading: 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 5a, 5b). In addition, other Statements of Attainment require pupils to develop skills related to finding, retrieving and using information from a range of texts and sources (Reading: 4d, 5b, 5c, 5d). These skills can be referred to as 'More Advanced Reading Skills'.

More Advanced Reading Skills, as presented in the Programmes of Study and Statements of Attainment for Key Stage 2, require pupils to become familiar with a range of information sources such as libraries and databases, and with the different range of text types such as reference materials, periodicals and encyclopaedias. These Statements of Attainment require that pupils learn to use a variety of reading skills beyond close reading to retrieve and collate information. Analysis of the Order revealed a need for a clearer identification of reading beyond the early stages and a consistent match between the Statements of Attainment and the Programmes of Study in terms of the development and progression of these skills.

The analysis revealed five categories of More Advanced Reading Skills:

- **Setting Purposes:** where pupils or teachers c questions that require research in a variety c order to be answered.
- **Searching for Information:** where pupils or t locate the sources and the texts appropriate inquiry, in order to retrieve information for purpose.
- **Variety of Reading Strategies:** where pupils e range of reading strategies to select the requ information from within texts in order to ga information for a particular purpose. These skimming, scanning, and close reading.
- **Collating Information:** where pupils make n ideas and supporting points from the text o may use these notes to form their own text f particular purpose.
- **Collating and Evaluating Information:** where compare and contrast texts or present an in point of view based on the information they found.

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These categories have been systematised to form a framework for the evaluation of teaching of More Advanced Reading Skills, although in the Order itself these are presented haphazardly.

### **3.3.2 More Advanced Reading Skills: practice in schools**

It was clear from visits to schools that Key Stage 2 continue to teach initial reading, in particular to make progress and development of slower learners and those with special needs. Time was allocated each week in all schools visited for individual or shared reading of books and the teacher to read stories to the class.

#### **3.3.2(i) Policy and Teachers' Perceptions**

All the schools visited had revised their reading policies and were in the process of revising them, since the introduction of National Curriculum English. The degree to which reference was made to More Advanced Reading Skills varied. Three policies devoted complete sections to More

Reading Skills outlining the school's recommendations to teaching these skills. For example, one policy described two ways in which pupils used reading: (i) pleasure reading, and (ii) reading as an information skill. For reading as an information skill, the following activities were:

- Gaining information from a variety of written materials such as timetables.
- Reading in different ways, including skimming and scanning.
- Distinguishing between fact and opinion.
- Using reference books.
- Making a choice of reference books.
- Using a library.

The majority of reading policies incorporated the 'More Advanced Reading Skills' approach to teaching More Advanced Reading Skills in terms of firstly, resourcing, such as extending the range of reading material to include fiction and non-fiction; the use of class and school library; and secondly, the development of specific skills such as reference skills to find information in books.

However, Schemes of Work from three schools referred specifically to the teaching of More Advanced Reading Skills. This teaching was seen generally to integrate More Advanced Reading Skills into the context of an activity rather than making them the focus of an activity. For example, in the Y6 Scheme of Work for the topic 'Aztecs', the teachers aimed to develop pupils' reference skills, to use a variety of resources to gain information and to develop pupils' strategies for finding information by using resources directly related to the topic.

In one school, the Headteacher, who was also the Curriculum Coordinator, had taken responsibility for this area of the curriculum and taught all the Key Stage 2 pupils in groups throughout the week, using activities designed to develop pupils' More Advanced Reading Skills. It was clear, however,

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whether the class teachers subsequently ensured that pupils applied the skills they had learnt in lessons with class teachers.

During interviews, teachers at Key Stage 2 stated that the requirements of the English Order had raised their awareness of the need to teach these More Advanced Reading Skills in a systematic way, with many schools planning to review their ways of being in the process of reviewing, the ways in which these skills were taught.

Initially, teachers at Key Stage 2 had interpreted the requirements for More Advanced Reading Skills to mean increasing the breadth and scope of pupils' general reading, rather than teaching specific skills. As the Order began to be implemented in Y5 as well as Y3 and Y4 during the school year 1992/3, teachers' growing familiarity with the Order has begun to alter significantly their perceptions of what was required for successful implementation in this area of work.

This increased awareness was particularly evident in the growing realisation that pupils could benefit from More Advanced Reading Skills being taught explicitly, rather than as something which pupils would develop naturally through wider reading. For example, as part of her work for the project, one teacher had undertaken her own research into pupils' abilities in More Advanced Reading Skills at Key Stage 2. She had been surprised to discover that the pupils with the highest reading ages were not necessarily the pupils with the highest scores for More Advanced Reading Skills. This had challenged her assumption that able readers would automatically know how to use a range of reading skills.

Teachers felt that meeting the requirements for More Advanced Reading Skills was best achieved through a school policy that had been agreed by all staff, and which took account of the requirements of other subject areas, particularly since More Advanced Reading Skills were to be taught within the contexts of subjects other than English (see section 3.3.2(iii) More Advanced Reading Skills across the Curriculum).

Teachers stated that they were unfamiliar with the term 'More Advanced Reading Skills'. However, they were familiar with the skills themselves as they were referred to in the English Order.

Although teachers recognised the requirement to teach More Advanced Reading Skills, they were uncertain about



translating these requirements into practice. This was shown in a variety of ways. Changes in practice were most consistent throughout those schools which adopted a common approach. For example, staff in the first school had reviewed their practice of teaching More Advanced Reading Skills led by the English Coordinator. The English Coordinator in one of these schools had, in addition, undertaken in-service training as part of the Language National Curriculum (LINC) programme, established a More Advanced Reading Skills teaching programme throughout the school where pupils approached topic-based work through the explicit

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teaching of More Advanced Reading Skills, particularly in the categories of Searching for Information, Reading for Information and Collating Information. The context for these activities was usually the pupils writing an extended piece of writing on their choice located within a subject area. The teacher in the subject area and the pupils decided the specific questions they wanted to answer.

The teacher of each class explained to pupils how to find information in books using contents and indexes and the range of reading strategies available to them in order to find the required information. These activities were supported by exercises from published material collected by the teacher. Once the pupils were engaged in these activities the teacher explained the ways in which information was collated. The teachers in this school used this approach to engage time pupils engaged in this type of activity. The teacher concerned stating that greater emphasis was placed on teaching More Advanced Reading Skills during the first term, and these were subsequently reinforced throughout the academic year.

The English Coordinator in the second school had, as a result of LINC training, incorporated more targeted activities of More Advanced Reading Skills and had suggested these to her colleagues for doing the same. The main strategy in this school was the constant drawing of pupils' attention to the various sources of information, locating information in books, and reading and collating it. The teacher made sure that More Advanced Reading Skills were explicitly detailed in her plans

Teachers interviewed in schools and as part of the Survey stated that the main way they taught More Advanced Reading Skills was as part of Schemes of Work in other subjects as well as English. (64% of case study interviews and 63% of National Survey.) Teaching these skills in response to the needs of individual pupils was the next most cited main way that teachers taught these skills (17%).

The majority of teachers interviewed (71%) report that their teaching of More Advanced Reading Skills has changed since the introduction of the National Curriculum. Of the teachers who did report a change, putting more emphasis on explicitly teaching the skills was the most common, followed by moving to a more structured approach and using a wider variety of written materials.

The National Survey asked teachers to identify what activities they used to develop pupils' reading skills. The following activities were cited in order of frequency for each year group of pupils:

- Developing specific strategies for information searching (e.g. referencing, skimming, scanning);
- Developing independent reading;

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- Using published or self-made materials, including worksheets and comprehension exercises, to teach More Advanced Reading Skills.

This pattern did not vary across the year groups. This is in accord with information gained from school visits. The most common activities were searching for information, independent wider reading, and dictionary exercises related to comprehension were the main ways in which teachers interpreted More Advanced Reading Skills.

National Survey responses showed the following pattern of teaching More Advanced Reading Skills across the year groups of Key Stage 2 illustrated in Table 10.

**Table 10 % of More Advanced Reading Skills Activities in Key Stage 2**

□

These responses indicate a clear pattern and development in the way that teachers teach More Advanced Reading Skills.

progression across the four year groups of Key Stage 2. Teachers first developed pupils' abilities to select appropriate information from books selected by the teacher alongside developing their referencing skills. In Year 4, pupils built

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on these referencing skills and concurrently developed their ability to use library skills to make their own selections of material. By Year 5, these library and referencing skills were developed further and, in addition, pupils were taught to skim and scan. The latter skills were extended during Year 6 as pupils were seen increasingly to be able to distinguish fact from opinion.

### **3.3.2(ii) Observations and Diaries**

Observations in classrooms at Key Stage 2 showed that More Advanced Reading Skills were used or taught. The most frequently observed category was Searching for Information which accounted for 42% of pupils' activities and tasks set by the teacher. The tasks observed were ranging, including: pupils locating books in a library, the teacher explaining to pupils how to use content area pages in information texts with the pupils fulfilling tasks, underlining key words in a passage, looking up words in a dictionary and dictionary-related exercises. The least frequently used category by teachers was Setting Purposes (4%) for pupils either to search for information, or to and collate information. Pupils setting purposes for themselves accounted for 17% of observed activities.

### **3.3.2(iii) More Advanced Reading Skills across the Curriculum**

It was clear from the schools visited and from the findings of the National Survey that, unlike Initial Reading Skills at Stage 1, the teaching and practice of More Advanced Reading Skills was not confined to English but was taught in other subjects. The exception to this was one school with a high percentage of special needs pupils (40%) which taught More Advanced Reading Skills regularly as a structured activity using a published scheme.

Outlined below are examples of subjects within which

teachers incorporated the teaching of More Advanced Reading Skills during classroom observations.

Examples (with % of total observed instances of More Advanced Reading Skills):

English: 22%

- (a) Close analysis of character descriptions by three different authors: Chaucer, Naughton, Barrett.
- (b) Writing a newspaper article using reference books to find and retrieve information.
- (c) Using reference books as a stimulus for class discussion.

Geography: 39%

- (a) Using reference books.
- (b) How to use content and index pages in a geography book.
- (c) Drawing a map of a journey, using atlases for reference.

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History: 28%

- (a) Investigating an area of pupil's own interest: World War Two using reference books.
- (b) Reading information and writing instructions.
- (c) Comprehension exercises.
- (d) Sequencing sentences in the right order.
- (e) Underlining key words.

Science: 11%

- (a) Locating reference books in the school library for descriptions and locating the information.
- (b) Looking at various books to generate discussion.

### **3.4 Classroom Management for Reading**

From our analysis of the Order and the NSG in paragraph 3.4 it is clear that while there are information, advice and resources prepared for teachers which address the issue of classroom management for reading, there is a need for more resources and support for teachers in this area.

management for English, these are targeted mainly at Speaking and Listening. Where there is advice for classroom management of Reading, it is concerned with the classroom environment and does not address the needs of individual children are to be met.

The term 'classroom management skills' was taken to refer to specific ways of teaching reading (for example, individual, group reading) and resourcing reading (physical, organisational, spatial). With this in mind a framework for classroom observation was derived from the current Order of the Day into three categories:

1) classroom organisation -

ways in which reading is organised in the class - individual, paired, group; whether it involves a particular use of space e.g. the reading corner or carpet area; or use of the classroom environment available in a particular classroom.

2) resource management -

what book resources are used, e.g. fiction, non-fiction, reference, dictionaries; using space outside the classroom e.g. the school library, local library, or local environment.

3) people management -

whether adults - teachers, parents, other helpers - are acting as readers, listeners or sharers of pupils' reading.

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### **3.4.1 Observations in Classrooms**

The framework of categories led to some double coding. Table 11 summarises the categories coded at each Key Stage.

**Table 11 % of Observed Instances of Different Categories of Classroom Management at Key Stages 1, 2 and 3**

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Table 11 shows that resources both physical and organisational are clearly the most important priority at all Key Stages.

### **3.4.2 Teachers' Perceptions**

Key Stage 1 teachers were divided over whether or not the NSG offered helpful advice concerning the classroom management of reading. 28% of teachers found it helpful, a further 30% thought that it did not offer anything new, 32% felt that they needed more time to digest the information. There was a tendency to see NSG as a confirmatory practice.

Key Stage 2 teachers were similarly divided, although more of them found the NSG useful. They felt that it was a useful guide, a means of clarification, a help in planning lessons, as a reminder of points to cover. Some teachers felt that it was a source of good ideas, though the NSG was felt to be generally stronger on methods of teaching reading than on the classroom management of reading. Teachers who did not find the NSG useful thought that it confirmed what they were already practising.

All Key Stage 2 teachers interviewed mentioned the various approaches they used to manage the development of reading and to meet individual needs. Setting individual reading times for different pupils (for example, silent reading, listen and read, individuals read) was mentioned most frequently (18%), followed by grouping pupils in different ways (18%), and using resources (5%) which included reading schemes. The need for support for individual learners, not only from the teachers but from parents and in some cases from other professionals, and welfare services was also mentioned (18%). This included links with home, either through direct teacher-parent contact or as a 'dialogue' with parents via

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Key Stage 3 teachers were also divided over the value of the NSG. 47% of teachers found it helpful. These teachers cited several reasons: they saw it as a means of reassuring themselves that they had been doing the right thing, as an aid to planning. It was felt by some teachers that it led to a more structured way of teaching, which was a positive influence. However, teachers who found it less helpful felt that the guidance was weak on detail and examples of how to deliver various aspects of the curriculum, the areas of cross-curricular input and discussion, and on fiction.

Key Stage 3 teachers also reported that they relied on a range of books, media materials and other resources to respond to individual needs. They mentioned using the school library, Information Technology, whole class reading and selected titles for individual class reading. There was an emphasis on adult support at Key Stage 3 (8% compared with 18% at Key Stage 2). Key Stage 3 schools relied largely on their own in-school support services for providing pupils with special educational needs extra help in class (whereas Key Stages 1 and 2 schools made use of parents and other voluntary help).

### **3.5 The Range of Literature Taught at Key Stages 2 and 3: the Contexts within which it is Taught**

#### **3.5.1 Introduction**

The evaluation of Reading also included examining the contexts for teaching literature and the range of literature taught at Key Stages 2 and 3. Literature in this section is taken to mean fiction, poetry and plays. Section 3.5.2 reports on Key Stage 2 and 3.5.3 on Key Stage 3 in detail. The range of literature recommended for pupils to be taught is listed in Appendix 5 and commented on in section 3.5.4.

#### **3.5.2 Key Stage 2: Policy and Practice in Schools**

##### **3.5.2(i) Policy and Teachers' Perceptions**

Key Stage 2 English Policies for Reading which were developed from visits to schools all stressed the importance of ensuring pupils with access to a wide range of reading materials and encouraging pupils to read for pleasure as well as for information. The policies referred to making time for reading either by silent reading, group or paired or class reading sessions, and to promoting the habit of reading books which were accessible to pupils.

Schemes of Work integrated teaching literature in a way designed to cover all subjects over the period of a year. For example, a Scheme of Work for Y6 incorporated teaching poetry into its topic 'Roads and Bridges'. The poem 'Highwayman' by Alfred Noyes was read to a class of language, including simile and metaphor, was discussed. Pupils subsequently chose a

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poem from a selection made by the teacher and v critical appreciation. Another Scheme of Work from different school incorporated reading 'Goodnight by Michelle Magorian as a class reader as part of t 'Britain since 1930'. Cloze procedure, sequencing variety of written activities were planned around order to develop pupils' understanding and appre Both these schools were located in the same local authority and followed LEA advice provided in a p booklet on incorporating subjects into topic work English Coordinators had benefited from LINC tr had provided them with strategies to incorporate literature into a topic approach. Schemes of Work schools detailed activities intended to broaden p experience of literature, such as visits to the libra stories and poems aloud, as well as written activit book-making.

Discussions with teachers in Key Stage 2 revealed saw the teaching of literature predominantly conc developing the habit of reading, rather than teach particular texts.

Every school visited at Key Stage 2 allocated a per every day or every week to individual reading, wh pupils read books by themselves, to each other or teacher, choosing books from the class library, sch or those which they had brought from home. The which this reading was monitored varied: some te a record of the books individual pupils read, whil cases, no record was kept at all.

Two schools were beginning to use sets of books v as whole class texts or smaller sets for use by grou within a class. However, when teachers read a poe novel to whole classes, generally pupils listened w having a copy of the text to follow.

Teachers extended pupils' reading by recommend either by providing reading lists, recommending books to individual pupils or encouraging pupils recommend books to one another. They also deve habit of reading by encouraging individual silent Teachers in two schools stated that they incorpor



teaching literature into topic-based activities which was appropriate.

The majority of teachers (88% in schools, 85% National Survey) stated that the way they taught literature changed since the introduction of the National Curriculum. Increasing the range of pupils' choice of books and topic-based activities were the areas of change mentioned frequently.

### **3.5.2(ii) Observations and Diaries**

Observations in classrooms and diaries kept by teachers verified the contexts for teaching literature found in the documentation and given by teachers in interviews. The balance was more in favour of individual reading than group context. Half the observed classroom activities for teaching literature were of pupils reading books individually or in pairs. The books read were chosen

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from a variety of sources, including the school or school libraries or the home. The range of books chosen included non-fiction as well as fiction. Pupils' choice was monitored and recorded by the teacher in most cases.

Other observed activities showed literature being used within the context of another subject. For example, a teacher read a story from 'Tales of Ancient Egypt' by Roger Lancelyn Green in order to stimulate pupils writing their own stories about Egyptian Gods as part of the topic 'Ancient Egypt'. In another case, pupils read short stories individually or in pairs from published collections, followed it with comprehension questions and other activities suggested by the follow-up work in the material. A teacher read part of a novel to a whole class and the class listened.

Some teachers recorded in their diaries that they read the following novels to the class: 'Oliver Twist' by Charles Dickens, 'Goodnight Mr. Tom' by Michelle Magorian, 'The Sheep-Pig' by Dick King Smith and 'Fantastic Mr. Fox' by Roald Dahl. Follow-up activities included: pupils writing their own stories; a sustained sequence of related activities over a week; further discussion of the writer and other works written by him or her.

It was clear that teachers placed greater emphasis on developing the habit of reading by providing time for individual reading and hearing stories read rather than on teaching particular texts. Teachers incorporated reading into topic work wherever they felt this was appropriate. Reading literary texts or extracts from literary texts was usually used as a stimulus for discussion and creative writing rather than to study the texts themselves.

### **3.5.3 Key Stage 3: Policy and Practice in Schools**

#### **3.5.3(i) Policy and Teachers' Perceptions**

A common feature in policy documents and Schemes of Work at this Key Stage was the organisation of the requirements of the Order into units or modules. Schemes of Work for the requirements of all five English Attainment Targets and the Knowledge about Language requirements either integrated these into these Schemes or forming separate standing Schemes (see section 6: Knowledge about Language).

Teaching literature, according to policy documents, was viewed in one of two ways. The most common approach was work based on a class reader that provided a range of all Speaking and Listening, Reading and Writing activities. The choice of text was usually left to the professional judgement of each individual teacher, chosen from the department's stock of books. Schemes of Work lists suggested activities for each Attainment Target, taking account the requirements of the Programmes of Study and Statements of Attainment for Key Stage 3. The Head of English at one of these schools stated that the department had found it difficult to meet all the requirements using such an approach, particularly those for

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Knowledge about Language. To overcome this, the department had produced its own booklets on grammar, for example, to ensure that any requirements not met by the use of a class reader were covered. Overall, policy documents and Schemes of Work aimed to balance the requirements of the Attainment Targets through their use of class readers. Schemes of Work based on a class reader did not

include studying it as literature on every occasion used to provide a context for oral and written activities rather than a study of the text itself.

The second approach was to define themes which incorporated a range of literature as well as provide focus for oral and written activities designed to meet complete requirements of the English Order. Examples of themes used in one school were: 'Myths', 'Adventure', 'Monsters'.

In middle schools with a Y7 class, teachers integrated requirements of the Order at Key Stage 3 into cross-topic-based Schemes of Work. For example, as part of the topic 'Medieval Realms', activities included reading Chaucer and Shakespeare and learning about language change. A combination of the two approaches was not uncommon. Schemes of Work based on self-contained areas of study were planned in addition to units based on class

70% of teachers interviewed in schools and 71% of those who took part in the National Survey stated that the way they taught literature at Key Stage 3 was as part of lessons that integrated the Attainment Targets. The remaining 30% of teachers interviewed in schools stated they mainly taught literature as a unit or sequence with a literary focus, as did 22% of teachers in the National Survey.

In addition to using one of these two approaches, the school visited made regular time available for pupils to read individually self-selected books monitored by the teacher. The Book provision for these reading times consisted of boxes selected by the teacher, published packages, a library, books from home, or the local library.

43% of teachers in schools visited and 41% of teachers in the National Survey stated that their teaching of literature had changed since the introduction of the National Curriculum. The main reasons given were: increasing the amount of literature-based activities; teaching plays by Shakespeare; increasing the range and variety of literary genres; ensuring that SAT requirements were met and generally increasing the range of pre-twentieth century literature.

### **3.5.3(ii) Observations and Diaries**

Observations in classrooms and activities recorded by teachers in their diaries showed the use of a novel, the class reader as well as poetry and the Key Stage 3 Anthology. Reading the text usually occurred as a shared activity, where each pupil had a copy of the text and both pupils, as well as the teacher, took turns in reading. Readings were usually preceded and

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followed by discussion about the text, both its content and vocabulary. For example: a Y9 whole class discussion on the major themes of the play 'A Midsummer Night's Dream' followed by groups of pupils finding and noting a range of quotations which exemplified the themes; a Y8 whole class discussion on 'Dulce et Decorum Est' followed by pupils individually completing a comprehension exercise; a Y7 pupil wrote an onomatopoeic poem following a reading of 'The Wind'; a discussion of another example of an onomatopoeic poem followed by pupils transforming the content of a narrative poem into a different form.

Heads of Department visited in schools during January and February 1993 stated that the requirements for SATS, especially for Reading, had forced them to abandon their Schemes of Work for Y9. They stated that reading and studying a Shakespeare play and the Key Stage 3 Anthology (with no prior knowledge of the assessment arrangements) had taken up most of Y9 English time during the year at the expense of fulfilling some of the other requirements of the English Order. Under these circumstances, they felt that some parts of the Order were not be adequately taught.

#### **3.5.4 Survey of Literature Recommended by Teachers at Key Stages 2 and 3**

Teachers at Key Stages 2 and 3 were asked to list the plays, poems and/or anthologies which they and their colleagues made certain their pupils read in each year. The responses reported here include those from 500 Key Stage 2 teachers and 494 Key Stage 3 teachers who were interviewed in schools or responded to the National Survey. Some teachers felt unable to respond to this question because books were chosen according to the content of the curriculum.

choice of books was left to pupils, choices were given to meet individual needs, or lists of books were felt to be inappropriate.

Library catalogues and databases were used to identify fully the responses which these teachers made to the lists. The lists in Appendix 5 still contain inaccuracies; some references remained impervious to our searches. Where no further information was available, a category 'miscellaneous' has been used. These lists appear in groups, under alphabet order of author with A or B for an Abridged or Full version of the text. The number in the title indicates the frequency of mention.

What is immediately noticeable from these lists is the extensive range and variety of prose, poetry and drama that teachers make certain their pupils read throughout the stages of schooling. This range and variety extend as pupils grow older and this progression is shown in

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## **Table 12 Range and Variety of Texts Recommended by Teachers**

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The table also shows that some picture books were recommended for Key Stage 2 pupils while pupils were more likely to encounter plays as they moved up the year group.

Some titles are read with different age groups of pupils and this illustrates the development in depth of work which exceptional texts can support. For example, 'The Postman' can be read on one level as a story while for older children it can be used as a stimulus for discussing the conventions of letter-writing and Knowledge about the world. An indication of the most frequently cited titles (above 10 references) are listed below. The asterisks indicate those which appear listed in the SAT Booklist for Key Stage 3 (DES 1992) or the Key Stage 3 SEAC Anthology (DES 1993)

### Year 3

Dahl, R.	1974	Fantastic Mr. Fox
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Dahl, R. 1968 Charlie and the Chocolate  
Hughes, T. 1971 The Iron Man

Tomlinson, I 1968 The Owl who was Afraid of

\*White, E.B. 1952 Charlotte's Web

### Poetry

Ahlberg, A 1983 Please Mrs. Butler

### Year 4

Dahl, R. 1968 Danny the Champion of the

Hughes, T. 1971 The Iron Man

\*King, C. 1963 Stig of the Dump

\*White, E.B. 1952 Charlotte's Web

### Poetry

Ahlberg, A 1983 Please Mrs. Butler

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### Year 5

Dahl, R. 1968 Charlie and the Chocolate

Dahl, R. 1975 Danny the Champion of the

Dahl, R. 1967 James and the Giant Peach

Hughes, T. 1971 The Iron Man

\*King, C. 1963 Stig of the Dump

Lewis, C.S. 1940/50 The Lion, The Witch and  
Wardrobe

Serrailier, I. 1956 The Silver Sword

\*White, E.B. 1952 Charlotte's Web

### Poetry

Ahlberg, A. 1983 Please Mrs. Butler

### Year 6

Kemp, G. 1977 The Turbulent Term of T

Serrailier, I. 1956 The Silver Sword

## Year 7

Bawden, N.	1987	Carrie's War
Byars, B.	1973	The 18th Emergency
Byars, B.	1970	Midnight Fox
*Chaucer	14th C.	Canterbury Tales
Dahl, R.	1984	Boy
Dahl, R.	1975	Danny the Champion of the World
Dickens, C.	1850	A Christmas Carol
Fisk, N.	1975	Grinny
Holm, A.	1965	I am David
Kemp, G.	1977	The Turbulent Term of T. Thomas
Lively, P.	1973	Ghost of Thomas Kempe
Naidoo, B.	1985	Journey to Jo'burg
Naughton, B.	1961	Goalkeeper's Revenge
O'Brien, R.C.	1971	Mrs. Frisby and the Rats of
Serrailier, I.	1956	The Silver Sword
Sutcliffe, R.	1971	Beowulf Dragon Slayer

## Poetry

Kitchen, D.	1980s	Out of Earshot
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## Plays

Kemp, G.	1977	The Turbulent Term of T. Thomas
Shakespeare, W.	1595	A Midsummer Night's Dream

## Year 8

Bawden, N.	1987	Carrie's War
Dahl, R.	1984	Boy

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Hinton, N.	1982	Buddy
Howker, J.	1984	Badger on the Barge
Kemp, G.	1977	The Turbulent Term of T. Thomas
Lively, P.	1973	Ghost of Thomas Kempe

Magorian, M.	1981	Goodnight Mr. Tom
O'Brien, R.	1971	Mrs. Frisby and the Rats of
Westall, R.	1975	The Machine Gunners

### Plays

Shakespeare, W.	1595	A Midsummer Night's Dream
Shakespeare, W.	1594	Romeo and Juliet

### Year 9

Barstow, S.	1964	Joby
Christopher, J.	1970	The Guardians
Hinton, N.	1982	Buddy
Lingard, J.	1980s	Across the Barricades
Orwell, G.	1945	Animal Farm
Richter, H.P.	1971	Friedrich
Westall, R.	1975	The Machine Gunners

### Poetry

Benton, P. & M.	1980s	Touchstones
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### Plays

Russell, W.	1984	Our Day Out
Shakespeare, W.	1600	Julius Caesar
Shakespeare, W.	1605	Macbeth
Shakespeare, W.	1596	Merchant of Venice
Shakespeare, W.	1594	Romeo and Juliet

The complete list of teachers' responses to the request for information is shown in Appendix 5, where it will be noted that titles are mentioned which were first published in the 19th Century, in the early modern 20th Century (1900-



during the modern period (1941-to date).

It was clear from all our evidence that teachers at provided a greater range of contexts within which was taught than at Key Stage 2. Teachers in middle ensured that they planned to meet the requireme Reading for Y7 in their topic-based approach.

Teachers in both middle and secondary schools p Schemes of Work on the principle that the five At Targets should be integrated, not taught separate main contexts for teaching literature were used at 3: using a literary text (usually a novel) to provide for activities; including the study of that text as a literature; the second combined a range of literary linked to a common theme such as 'Myths

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and Legends'. Some schools used one approach e whilst others used a combination of the two.

Pupils at Key Stages 2 and 3 were recommended b their teachers and these titles included both pre- and modern periods, with a bias towards the late range of texts were selected by teachers from pros and plays. Some picture books were still used witl Key Stage 2 while there was an increasing use of p Stage 3.

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## **4.0 WRITING (INCLUDING SPELLING & HANDW**

### **4.1 Introduction**

This section of the report examines the issues rel Writing in the specification. The sub-sections bel separately with the early stages of Writing (section (AT 4) Handwriting in Key Stages 1 - 2 (section 4.3 with (AT 5) Spelling in Key Stages 1 - 3 (section 4.4

## **4.2 Writing: The Teaching of Writing at Key Stage**

### **4.2.1 Introduction**

The English Order (DES/WO 1990) and English for (DES 1989 paras. 17.1, 17.2) distinguish between the compositional aspects of Writing, and the secret requirements of handwriting, spelling and presentation. This sub-section addresses issues associated with the compositional aspects of writing, while the secret requirements are discussed in sections 4.3 and 4.4. Issues surrounding the explicit teaching of grammar and punctuation are dealt with in the Knowledge about Writing section (6).

### **4.2.2 Matters relating to the Order**

The project team was asked to investigate whether the Statement of Attainment for Level 1 is pitched at the right level and if the gap between Level 1 and Level 2 is

The majority (73%) of teachers interviewed were concerned with the progression between Levels 1 and 2. They felt that Level 1 was achievable with some ease, while it was difficult to meet the range of criteria required for Level 2. The problem seems to lie in Statement of Attainment for Level 1 which requires pupils to:

'produce independently, pieces of writing using complete sentences, some of them demarcated with capital letters and full stops or question marks.'

Teachers were unsure what constituted 'some' in the statement and LEA guidance to teachers varied from one authority to another.

In 1991 and 1992, SAT data have been collected. Analysis of these data indicated that Statements of Attainment for Level 1 were achieved by fewer pupils than Statements of Attainment for Level 2 (a) and (b). However, a greater proportion of pupils achieved Statement 2a) in 1992, suggesting that there is a growing common understanding among teachers as to how to interpret this Statement more appropriately. This improvement in achievement could have been as a result of teaching being explicitly directed towards the SAT. This will be discussed in more detail below.

### **4.2.3 The Teaching of Initial Writing Skills**

Inspection of paragraphs 17.1 and 17.2 of English (DES 1989) and associated paragraphs of the Order to a framework which has been used to examine teaching methods used by Key Stage 1 teachers.

#### **(i) The Framework**

This framework is shown below. It allows teachers writing which is composed by pupils with a variety of teacher intervention. It also accounts for teachers acting as a model for the pupils to copy.

#### **Composing**

- (a) Teacher scribing for pupil exactly what s/he says
- (b) Teacher scribing for pupil re-phrasing what s/he says
- (c) Collaborative Writing in a group of pupils (with the teacher).
- (d) Pupil draws pictures and 'scribble-write' under pictures
- (e) Teaching using Breakthrough to Literacy materials
- (f) Computer used by pupil to compose writing.
- (g) Teacher provides opportunities for pupil to write independently.
- (h) Teacher writes down pupil dictation to provide a model for the pupil to then copy.

#### **Secretarial**

- (i) Teacher writes in pupil's book for pupil to copy
- (j) Teacher writes on the board for pupil to copy.
- (k) Teacher uses a sound/symbol (phonic) approach to spelling.
- (l) Computer used for editing pupil's writing.
- (m) Computer used to make a fair copy.
- (n) Wordbooks/dictionaries/print environment used to support writing.

#### **(ii) School Documents**

School documents illustrated how teachers plan to develop their pupils' initial writing skills. Policy documents and Schemes of Work form the evidence of this planning.

(a) English/Language Policies

The Writing framework (4.2.3(i) above) was applied to the language policies viewed in the schools visited in order to identify what kinds of advice on the teaching of Writing were contained in such documents. Table 13 below summarises the analysis of these policies.

**Table 13 % of Planning Activities for the Teaching of Writing in Key Stage 1 English Policies**

Activities

- Teacher scribing for pupil exactly what s/he says
- Teacher scribing for pupil re-phrasing what s/he says
- Collaborative Writing in a group of pupils (with or without the teacher)
- Pupil draws pictures and 'scribble-write' underneath
- Teaching using Breakthrough to Literacy materials
- Computer used by pupil to compose writing
- Teacher provides opportunities for pupil to write independently
- Teacher writes down pupil dictation to provide a model for the pupil to then copy
- TOTAL

Secretarial

- Teacher writes in pupil's book for pupil to copy
- Teacher writes on the board for pupil to copy
- Teacher uses a sound/symbol (phonic) approach to spelling
- Computer used for editing pupil's writing
- Computer used to make a fair copy
- Wordbooks/dictionaries/print environment used to support writing
- TOTAL

The majority of school policies were in the form of Writing policies although some policies integrated

with Spelling and Handwriting.

The policies varied in form and content although general points common to the majority of the documents. Most documents referred to the National Curriculum requirements, although this ranged from simply listing appropriate Statements of Attainment to extensive references from the Order and other non-statutory documents. In addition, the majority of policies discussed the importance of writing tasks having real function or purpose and the

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importance of drafting and re-drafting written work. Generally the policies stressed that opportunities across the curriculum allowed the pupils to experience writing in different forms for a variety of purposes. The policies made no explicit distinction between the teaching of initial writing skills in English and teaching them in subject-related areas across the curriculum.

Approximately half of the Writing policies advocated a 'writer's workshop' approach to teaching the initial 'emergent' stages of writing (Czwerniewska 1992). This approach was introduced to some teachers through the National Writing Project and acknowledges that pupils have the ability to compose texts at a very early stage although they may not be able to articulate this ability through the use of the written word. All early writing attempts are acknowledged even though these attempts may be at an early writing stage of development. This notion of valuing independent writing attempts is also covered by strands of the Writing framework, which is derived from the Order, without using the term 'writer's workshop'.

With respect to the Writing framework, school policies placed the greatest emphasis on the teacher creating opportunities for pupils to write independently from a very early age. The methods frequently mentioned included: methods where the teacher acting as a scribe and various types of collaborative writing. Policies sometimes simply listed teaching strategies, others described in detail various teaching strategies for different aspects of writing development.

The schools visited had policies which envisaged initial writing skills through an approach which concentrated on encouraging independent writing of different documents stressed that opportunities for writing different forms would arise from writing activities curricular as well as English contexts. The policies emphasised on teaching methods which relied on photocopying teacher-generated text.

### (b) Schemes of Work

Ten Key Stage 1 schools had Schemes of Work which explicitly mentioned Writing. The layout of these varied from school to school. One school broke down Schemes of Work into the English Attainment Targets. An Attainment Target was further divided into level-related sheets. Each level-related sheet was made up of four headed Statements of Attainment; Children's Assessment; Teaching Practice; Resources. The Teaching Practice outlined various strategies to facilitate the pupil against the relevant Statement(s) of Attainment.

Two Schemes of Work were much lengthier documents. Their nature was more like that of an English Policy with aims rather than specific aims and objectives. Two others outlined learning objectives associated with English Schemes of Work. In both cases, one of the objectives linked to developing a specific writing skill. One of the schools operated with these Schemes on a weekly basis while the other Schemes covered a term.

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The remainder and majority of the Schemes of Work were similar in format. Work was planned around a cross-curricular topic. This was then sub-divided into distinct sub-topics. The Schemes then outlined specific writing activities under the general English heading or sub-divided the section further into the English Attainment Targets. The Schemes of Work varied from simply listing to describing in detail a given writing activity. Some covered distinct year groups while others referred to a whole Key Stage. The length covered in the Schemes varied from one week, to a whole term.

### **(iii) Classroom Observation**

Observations of work in classrooms showed what taught as opposed to what they planned for initial skills. A summary of the observations from classrooms presented in Table 14 below.

#### **Table 14 % of Teaching Writing Activities observed in Stage 1 classrooms**

##### Activities

Teacher scribing for pupil exactly what s/he says

Teacher scribing for pupil re-phrasing what s/he says

Collaborative Writing in a group of pupils (with or without the teacher)

Pupils draw pictures and 'scribble-write' underneath

Teaching using Breakthrough to Literacy materials

Computer used by pupil to compose writing

Teacher provides opportunities for pupil to write independently

Teacher writes down pupil dictation to provide a model for the pupil to then copy

TOTAL

##### Secretarial

Teacher writes in pupil's book for pupil to copy

Teacher writes on the board for pupil to copy

Teacher uses phonics in a sound/symbol approach to spelling

Wordbooks/dictionaries/print environment used to support writing

TOTAL

Key Stage 1 teachers provided many opportunities to write independently without direct teacher intervention. As preparation for the SAT, schools visited had timetabled regular weekly sessions for pupils to write independently of their teacher. Activities ranged from pupils writing stories individually or collaboratively, to writing up experiments or reports. Teachers usually provided stimulus and context for these independent writing activities: thus s/he would direct pupils to fill in a story or write a story about a given theme. However, the

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teacher intervention. The remainder of the teacher's role in such activities was usually to monitor the work and to intervene with spellings if required. (This limited teacher intervention is why the writing task was categorised as independent writing.)

Independent writing of this kind was an important part of teaching initial writing skills. Although not an explicit teaching strategy as such (because of the minimum of direct teacher intervention), the activity was introduced for two reasons. Firstly, it gave pupils opportunities to practise composing lengthy texts in forms they had seen in their books. Secondly, it provided the teacher with a means of assessing how competent pupils were in writing without relying on their teacher for support with composition. Teachers in the interviews said they now put more emphasis on creating opportunities for independent writing to prepare their pupils for this aspect of the Writing for Pleasure curriculum. In other words, they provided pupils with opportunities to practise for the test.

In general, if this kind of writing took place in an explicit context it consisted of writing a narrative, e.g. about a character or story in a book that the class had read. In contrast, pupils' independent writing activities in the curriculum usually involved their reporting an experience arising from cross-curricular work,

e.g. Pupils wrote about a sound-journey they had been on. Each piece of work contributed to a 'Big-Book' on sounds. SCIENCE YrR/1

This contrasted with the school documents which stated that teachers planned to use writing in cross-curricular contexts as a means of developing writing across a variety of text-types.

Key Stage 1 pupils were also taught how wordbooks, dictionaries and the general print environment (e.g. labels, list of words on the board) could help them with writing. At the very early stages of writing the teacher acted as a scribe, allowing individual pupils to compose text



greater length or complexity than they would physically be able to produce.

There were a few instances of the teacher acting as a scribe, writing on the board or in pupils' books for them. There were a very few instances of pupils using software such as the computer or the Breakthrough to Literacy program to compose or copy writing.

Thus at Key Stage 1, observation in classrooms shows that teachers fostered writing which was composed by pupils with a varying amount of teacher intervention, ranging from relying on pupils learning how to write by copying to generating text. These observations can be compared with teachers' diary entries at Key Stage 1 which are discussed in (iv) below.

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#### **(iv) Writing Diaries**

Teachers in the Key Stage 1 schools visited were interviewed about their writing diaries which recorded instances of teaching writing. These diaries were filled in after the project team had completed their observations.

The framework for teaching writing was compared with the diaries. Results are shown in Table 16 below. The results show that the distribution of the compositional and semantic aspects of writing in the diaries exactly matches that of school documents.

#### **Table 15 % Summary of Activities in Writing Diaries at Key Stage 1**

##### Activities

- Teacher scribing for pupil exactly what s/he says
- Teacher scribing for pupil re-phrasing what s/he says
- Collaborative Writing in a group of pupils (with or without the teacher)
- Pupils draw pictures and 'scribble-write' underneath
- Teaching using Breakthrough to Literacy materials
- Computer used by pupil to compose their writing
- Teacher provides opportunities for pupil to write independently

Teacher writes to pupil dictation to provide a model for copying

TOTAL

### Secretarial

Teacher writes in pupil's book for pupil to copy

Teacher writes on the board for pupil to copy

Teacher uses phonics in a sound/symbol approach to spelling

Computer used for editing pupil's writing

Computer used to make a fair copy

Wordbooks/dictionaries/print environment used to check and support writing

TOTAL

As with the observations in classrooms, the largest proportion noted in the diaries involved teachers providing opportunities for pupils to write independently. This was clearly seen as an important teaching strategy despite the amount of direct teaching involved. Such independent writing encompassed a variety of forms: e.g. composing stories, making their own adverts, writing science reports. One example of this kind of writing in the diaries is provided below in order to illustrate the range of forms of writing in Key Stage 1. This range is representative of both the observations in classrooms and the diary entries.

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### English contexts

Pupils were writing a pirate story. Teacher acted as a scribe for less able pupils though others took turns and wrote the story on their own using word cards.  
YrR/1

Individual pupils filled in a book review sheet which they had to express their own opinion on.  
YrR/1

Pupils wrote independently in their own notebooks/record/diary. Teacher worked with groups of pupils analysing their writing progression with

the diary. The discussion mainly focused on putting capital letters and full stops in the correct place. Yr2

Teacher read part of a story and then pupils make up their own ending. Yr2

Pupils wrote and made their own newspaper adverts. Yr2

Pupils were making a book about the Christmas story. They wrote the beginning of the story without any help from the teacher. The work was then re-drafted if necessary with the teacher.

Pupils wrote their own sentences linked to the story of Jack and the Beanstalk. YrR/1

Pupils wrote their own sentences linked to the story The Rainbow Machine in the Story Chain series. YrR/1

Pupils wrote sentences linked to a Puddleland story. YrR/1

### Cross-curricular contexts

Pupils wrote a report of a science experiment using wordbooks or dictionaries to help them.

In the very early stages of writing, teachers recorded acting as scribes for pupils in a similar way to that in classrooms. This was done in order to enable them to construct lengthier texts than they were otherwise able to produce. All instances of pupils copying the teacher recorded in the diaries involved pupils copying text that they themselves had originally dictated. There were many instances of collaborative writing recorded in the diaries in the observations and these included groups of pupils writing with the teacher as scribe as well as whole class collaboration with teacher scribing ideas on the board. In both the diaries and the observations, pupils were encouraged to use wordbooks/dictionaries and the classroom environment to support their writing.

## Summary

Teaching methods concentrated on encouraging to create their own texts rather than copying their model. This was evident in classroom observations and teachers' diary entries.

Independent writing, the teacher acting as scribe and collaborating on written work - all these were consistent with schools' policies. There was a mismatch, however, between the theory of writing across the curriculum encouraging writing in varied forms and the reality found in the classroom. Pupils write narratives in English and write reports in other curriculum areas.

### **(iv) Teacher Perceptions**

The sections above have examined what teachers do and what they actually did in teaching initial writing. Generally there was a consistency in the analyses of the data. This next section examines how teachers perceived early writing.

Both Headteachers and their staff said that there was more emphasis on specifically preparing pupils for writing with the increased emphasis on punctuation and unaided writing. One teacher summarised this as

'(The) assessment is too narrow. A good piece of work may have to be rejected because it does not fulfil some (e.g. punctuation) criteria. Creativity doesn't get credit, we credit technicians.'

There was a general consensus that any change of approach was as a result of SAT demands rather than the requirements of the Order. Teachers were worried that the requirement to write independently and punctuated at such an early age had led to many pupils forming shorter pieces of writing, comprised of single clause sentences, than they might have produced in previous years. Some teachers believed that Y2 was too early for the majority of pupils to understand fully how to use punctuation and that over-emphasising its use in writing at Key Stage 2 could lead to problems later on.

The questions in the National Survey were designed to elicit further responses on the teaching of initial writing.

same questionnaire was used in some of the inter-  
individual teachers in the schools visited. The res-  
were presented with the writing framework (secti-  
and asked to identify five activities that they used  
frequently when teaching initial writing skills. Infor-  
gathered from fieldwork schools and from the Nat-  
is almost identical in this respect. The three categ-  
scored highest and accounted for approximately 1/3  
data were:

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### **Table 16 % of Most Frequently Identified Strategies Teaching Writing at Key Stage 1**

□

This supports the observations in classrooms with  
exception that slightly less emphasis was placed on  
independent writing in the National Survey. As was  
earlier, independent written work was an important  
for assessing pupils' competence and ability and  
teacher intervention. This may explain its lower score  
National Survey.

Teachers were also asked to what extent they thought  
teaching of writing to have changed. 37% of class-  
46% of English Coordinators acknowledged such a  
The fact that more English Coordinators acknowledged  
change may be due to their responsibility for ensuring  
implementation of the English Order throughout  
They were chiefly responsible for writing English-  
policy documents (see section 2.0: Manageability),  
they may well have had a clearer insight into how  
document level, the Order had affected their schools  
teaching of writing.

Since the introduction of the English Order, teachers  
commonly identified using a wider range of forms  
and claimed to place more emphasis on 'emerging'  
This corresponded with the other sources of information.  
There was one exception: although opportunities for  
in different forms was documented in the language  
was rarely observed in the classroom. Teachers also  
there to be a greater emphasis on drafting and editing  
the school documents, but this was not found in

and on grammar and punctuation.

## Summary

Interviews with teachers suggested that there was that there was a lack of fit between teachers' perceptions of their own teaching of writing, their plans for this and what they actually did in class while teaching writing.

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## **4.3 Handwriting: The Teaching of Handwriting and its Developmental Sequence at Key Stages 1 and 2**

### **4.3.1 Introduction**

Handwriting is:

the physical skill of writing which is concerned with 'legibility' and economy of movement through the correct letter, word and sentence formation. (Alston and Taylor 1987: 1)

Implicit in this definition are the two functions of handwriting: it needs to be quick for the benefit of the writer and it needs to be legible for the benefit of the reader. Handwriting needs to be fluent and fast without sacrificing clarity. Legibility and clarity are presentational skills, the secretarial requirements discussed in section 4.4.2.

The project team was asked to investigate the teaching methods associated with handwriting (section 4.4.2). In addition, they were asked to see whether there was a developmental sequence in handwriting competence (section 4.4.3 below). In the Order, Statements of Attainment, the skills pertaining to handwriting skills occur between Level 1 and Level 2. It is for this reason that the sections below concern handwriting at Key Stages 1 and 2.

### **4.3.2 The Teaching of Handwriting**

The team devised a framework for observing methods of teaching Handwriting. This framework originated from the detailed provisions of the Programmes of Study for Writing (AT 3) Writing, (AT 4) Spelling and (AT 5) Handwriting (NSG (NCC 1990) (paras B3.4 - B3.10) which support

Order. In addition, techniques for teaching handwriting have been extended after initial observations of handwriting in classrooms, to form the framework outlined below. The paragraphs in the NSG imply that the distinction between explicit teaching techniques for more pupils and strategies employed when monitoring individual pupils. These two strands have been integrated into the framework shown below.

#### **4.3.2(i) The Framework**

The framework was used to analyse teaching methods from classroom observation, diary, school documents and other data. Each type of data is discussed in the subsections which follow.

##### Explicit Teaching Strategies

Teacher uses the blackboard to demonstrate  
Teacher writes in pupil's book to demonstrate  
Teaching using worksheet/published Scheme

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Teaching using kinaesthetic activities (e.g. drawing shapes in the air)  
Teaching using tracing exercises  
Teaching by pupil writing over teacher's writing  
Teaching the difference between upper and lower case formation  
Teaching using 'movement families' for teaching formation

##### Monitoring Individuals

Teaching individuals in context of their own writing  
Pupils dictate then copy teacher's writing  
Teacher watches pupil's handwriting for purpose of diagnosis.

The team in addition noted what types of script (with serifs, cursive) were used in the print environment in different classrooms. The framework itself is equally applicable to print or cursive styles of handwriting.

#### **4.3.2(ii) School Documents**

School documents offer information about how E coordinators and class teachers plan to teach handwriting. Policy documents, Schemes of Work and school plans are discussed below.

(a) Policy Documents

Inspection of the policy documents showed that they contained the same kinds of information on the teaching of handwriting at both Key Stages 1 and 2. This focused on distinct explicit teaching strategies covering the use of worksheets or published Schemes, teaching using kinaesthetic activities and the use of 'movement families' for teaching letter formation. In addition, the policies advised that handwriting be taught in the context of pupils' own writing. At both Key Stages, the policy documents also stated the requirements of the Order.

A summary of the analysis of the policy documents is presented in Table 17 below.

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**Table 17 % of Teaching Methods for Handwriting in Policy Documents**

□

\*Most frequently mentioned.

Kinaesthetic activities, worksheets or published Schemes and the use of 'movement families' were most commonly recommended at both Key Stages 1 and 2. The published Schemes, Cripps (1991) and Nelson, (Smith and Ibbotson) were frequently mentioned in both Key Stage 1 and 2.

All of these strategies could involve the whole class or an individual pupil. At both Key Stages, the policy documents advised teachers to discuss handwriting in the context of the pupil's own writing.

(b) Schemes of Work

At both Key Stages, Schemes of Work were very diverse in terms of form and content. Generally though, the



learning objectives for the pupils rather than explicit methods of teaching handwriting. These learning objectives were commonly linked to Statements of Attainment.

Some Schemes listed activities and appropriate resources for helping pupils attain specific Statements of Attainment. Some outlined English activities linked to a topic and these activities were broken down into the different Attainment Targets and in this way handwriting was accounted for. In most cases, however, the handwriting activities were not explicitly linked to the overall theme of the topic.

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This indicated that handwriting was one area of focus that was planned as a separate activity (see Section 2.0 on Manageability).

Schemes of Work ranged from plans for one week to plans incorporating a whole term's work. They also varied in the range of pupils catered for. Some targeted specific ability groups, whilst others were aimed at all the pupils in the entire Key Stage.

#### (c) School Development Plans

One Key Stage 1 school identified handwriting as a focus for their school development plan. This involved researching an appropriate published Scheme of Work to follow and building up appropriate resources for developing handwriting, with the aim of helping pupils to develop a fluent style to achieve Level 3.

#### **4.3.2(iii) Classroom Observation**

The framework for teaching handwriting was used to describe what was observed in classrooms. Key Stage 1 practice roughly corresponded to what was planned in the documents discussed above. In contrast, observation in Key Stage 2 classrooms did not reflect closely the plan in Key Stage 2 documentation. This analysis is summarised in the table below.

**Table 18 % Summary of Handwriting Activities Observed in Classrooms at Key Stages 1 and 2**

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At Key Stages 1 and 2, recorded instances of handwriting activities were rarely linked to a specific theme of an over-arching topic, if there was one. Teaching was usually in the context of the pupils' current practice. Classroom practice corresponded with the planning in Schemes of Work.

At Key Stage 1, teaching of kinaesthetic activities was the most frequently observed activity. At Key Stage 2, handwriting was used less often. There was, however, an increase in the use of the blackboard.

At Key Stage 1, in addition to using kinaesthetic activities (13%), teachers wrote on the board (10%) and in pupils' books (10%) to demonstrate letter formation. However, the most common strategy was close monitoring of pupils' handwriting. It accounted for 26% of the observed instances of teaching handwriting. There was more emphasis on monitoring individuals in the observation data than in the documents. The other observed activities roughly corresponded to those identified in the policy documents.

Clearly at Key Stage 2, the most common explicit teaching strategy was for the teacher to demonstrate letter formation or joining strokes on the board (31%). The use of worksheets/published Schemes was also frequent (13%). This was more frequent than at Key Stage 1. There was also emphasis on these activities in the documents. However, the document data also recommended using movement families and kinaesthetic activities. These occurred very infrequently in the observation data. The blackboard had three times more emphasis in observed classroom practice than in the documents. In terms of explicit teaching strategies, what was recommended in the documents was not supported by observation data. Classroom practice. The handwriting framework used in the analysis was not wholly represented in the observation data. At Key Stage 2, as some categories were not observed in the documents, it indicated that the teaching strategies recommended in the documents were not reflected in classroom practice at Key Stage 2.

In terms of 'monitoring individuals', Key Stage 2 spent the greatest amount of time looking at pupils' handwriting for diagnostic purposes. This accounted for a majority (47%) of observed instances of teaching. However, there was very little direct teaching of individuals in the context of their own writing. This was in contrast to the data from Key Stage 1 which placed most emphasis on monitoring individuals in the context of their own writing. This suggested that the Order and NSG were not being implemented in the classroom practice observed in Key Stage 2. This was in contrast to Key Stage 1 observation which largely corresponded to the planning in the school documents. Thus it can be said that the Order and NSG were being put into practice in Key Stage 1 classrooms.

Information about the print environment indicated that slightly more Key Stage 1 schools relied on print, serif fonts, than cursive scripts. However,

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the majority of Key Stage 2 schools used cursive over print. The majority of Key Stage 1 schools used a mix of cursive and print scripts.

#### **4.3.2(iv) Handwriting Diaries**

The framework for teaching handwriting was applied to the use of handwriting diaries. Observation and diary data combined provide a picture of how handwriting was taught in Key Stages 1 and 2.

The table below summarises what teachers recorded in their handwriting diaries. There was a greater distribution of different types of handwriting in the Key Stage 1 than the Key Stage 2 diaries.

#### **Table 19 Handwriting Diaries - Key Stages 1 and 2**

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\*Most frequently recorded.

At Key Stage 1, few teachers recorded teaching handwriting in the context of their own writing. This may be because the focus (or implied focus) of the diaries was on separate, structured handwriting activities. The majority of recorded instances of teaching handwriting involved the use of worksheets or published Schemes of Work.

This figure is far higher than that observed in Key classrooms (8%). Most worksheets consisted of activities up to develop motor skills (e.g. dot-to-dot pattern specific letter formation (e.g. tracing over a letter) other explicit teaching strategies such as use of boards and

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pupils' books to demonstrate as well as kinaesthetic corresponded to the observation data. This in turn corresponded to the documentary evidence.

With regard to the print environment, apart from using movement families, there was only one entry explicitly referred to joined-up/cursive script in Key diaries.

The recorded instances of handwriting in Key Stage concentrate on only four strands of the framework: the majority involved the teacher monitoring a pupil's handwriting for diagnosis (43%). The next highest category involved the teacher demonstrating letter formation on the board (38%). The diary data show that such was usually in response to the teacher observing and diagnosing individual pupils' handwriting. Other recorded were teaching by demonstrating letter formation in pupils' books (9.5%) and teaching individuals in their own writing (9.5%). All Key Stage 2 diary entries explicitly referred to the process of writing in cursive.

Very few categories of the framework were represented in diary or observation data: further evidence that they were not being implemented fully at Key Stage 2.

#### **4.3.2(v) Teacher Perceptions**

##### **(a) Headteacher and Whole Staff Meetings**

At both Key Stages, the majority of Headteachers reported that there had been a change in their schools' approach to the teaching of handwriting. In most cases this was cited as a result of the implementation of the SAT. In order to get more pupils to attain Level 3 of the current Writing Framework, many schools had introduced the teaching of cursive handwriting earlier than they had previously. In addition, headteachers reported that

made general comments about how handwriting being taught more explicitly with targeted lessons handwriting in groups or the whole class. However Headteachers (one at each Key Stage) expressed reservations about implementing any more changes because of the proposed revision of the Order.

The teachers interviewed in the Key Stage 1 and 2 meeting agreed with the Headteachers' responses. The change they had made to their teaching was seen to have been as a result of the SAT requirements and was a move to a more formal teaching approach and the earlier introduction of cursive writing.

### **(b) Teacher Interviews**

Individual teachers were asked if they thought the way handwriting was taught had changed since the introduction of the National Curriculum. More Key Stage 1 English Coordinators (44%) than Key Stage 1 class teachers (33%) perceived there to have been some change. The earliest change was the introduction of cursive writing which accounted for 47% of Key Stage 1 responses pertaining to change in teaching handwriting. At Key Stage 2 change was identified in the areas of an earlier introduction of cursive writing (23%), increased use of published Schemes (23%) and a

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structured approach (20%) to their handwriting teaching. These stated views supported those of the Headteachers at the whole staff meetings across both Key Stages.

In addition, when respondents identified which handwriting script they used, 65% of Key Stage 1 teachers and 50% of Key Stage 2 teachers mentioned teaching cursive writing. This was in contrast to the observations and diary entries which showed that pupils at Key Stage 1 commonly used print script with serifs.

Most teachers interviewed (79%) said that they taught handwriting both as a separate decontextualised activity and within the context of the pupils' own writing. The teachers were asked to identify teaching strategies that they most commonly used to teach handwriting. The following strategies were most frequently mentioned at Key Stage 1.

## Activities

Teaching using movement families for teaching letter formation

Teaching using worksheet/published Scheme

Teaching using kinaesthetic activities

All of these strategies were frequently mentioned in school documents and all but the 'movement families' technique were commonly observed in the classrooms recorded in the diaries. In addition, all strands of the framework for teaching handwriting were mentioned in the interview data.

Key Stage 2 teachers identified the following teaching strategies as the most commonly used.

## Activities

Teaching using worksheet/published Scheme

Teaching using movement families for teaching letter formation

Teaching individuals in the context of their own writing

Although these activities matched the document did not correspond with what was observed in classrooms and recorded in diaries. In other words, teachers' activities and planning reflected the Order, but this was not reflected in the classroom. This was in contrast to Key Stage 2 the analysis of the different data using the handwriting framework indicated that the Order was reflected in the planning and teaching of handwriting.

### **4.3.2(vi) Conclusion**

The framework identified at the beginning of section 4.3 was originally derived from the English Order and Statutory Guidance. The analysis of all strands of the framework using this framework has therefore assessed how the handwriting elements of the National Curriculum

were being implemented.

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At Key Stage 1, the Order was reflected in the plan teaching of handwriting and in teachers' percepti provision. However, by contrast at Key Stage 2, th requirements of the Order, while being seen to be teachers' planning and their perceptions of their were not observed to be in evidence in practice.

### **4.3.3 The Developmental Sequence of Handwritir**

The project team was also asked to investigate pro handwriting through Key Stages 1 and 2. A possib developmental sequence for handwriting is outlin

#### **(i) The Sequence Outlined**

The sequence below has emerged as a result of tex research, primarily Jarman (1979), in so far as it m Statements of Attainment; of data obtained from documents; and from a consideration of the sequ outlined in ATs 5 and 4/5.

Teachers were asked about sequence in relation to they teach:

#### **Pupils can:**

- (a) copy printed or joined-up words and sentence control over size, shape and orientation of letters writing,
- (b) in their own writing, begin to form letters with control over size, shape and orientation of writing print (with serifs) and joined up,
- (c) begin to differentiate between the shapes of c and small letters in both joined-up and print (wit
- (d) produce recognisably formed letters which ha ascenders and descenders where necessary in bot and print (with serifs),
- (e) begin to join letters and write a simple joined-
- (f) begin to space words appropriately in both pri joined-up writing,
- (g) produce clear and legible handwriting in print
- (h) produce more fluent joined-up writing in ind

- work,  
(i) begin to develop a personal cursive hand,  
(j) produce clear and legible handwriting in cursive
- 

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### Stranding the Sequence

This sequence (a - j) has been amalgamated into three strands. These strands are not necessarily distinct items (such as d) can occur both in copying and in independent writing.

The progression towards independence, eventual a clear, legible style, was felt to be an important developmental sequence with clear implications for strategies (and perhaps assessment). The following has therefore been adopted:

- (a) copying,
- (b) independent work,
- (c) personal style.

An indication of how the strands (a) - (j) correspond to headings, *copying*, *independent*, and *personal style* is illustrated in Table 20 which follows.

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### **Table 20 Illustrating the Sequence and Stranding of Handwriting Development**

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#### **4.3.3(ii) School Documents**

Policy documents were found to be the most useful source of information on sequential development of handwriting. These are discussed below, using the developmental framework to assess how far the Order was used in



The policy documents gave a good deal of information relating to the early stages of the developmental framework identified in section 4.3.3(i) above. Much of the information in the Key Stage 1 documents was repeated in the Key Stage 2 documents. Additional information about the development of cursive writing was also supplied in the Key Stage 2 documents. Where the documents referred to a specific handwriting, the emphasis was usually on developing handwriting from the reception years. In addition, many documents made reference to the developmental link between handwriting and spelling. Table 21 below summarises this analysis.

**Table 21 % of Activities in Sequential Developmental Framework for Handwriting Found in the English Policies at Key Stage 1 and 2**

□

\*Most frequently mentioned.

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These data indicate that the stages (a) to (d) in Table 21 above were most frequently referred to in the Key Stage 1 policy documents. These stages have the highest percentage of schools, thus roughly correspond to the developmental sequence outlined in the early stages of the framework in section 4.3.3(i) above.

Stages which refer to the size and orientation of letters and formation refer to either print or cursive script according to the agreed handwriting style of the whole school. The majority of documents stated that cursive writing should be taught from reception. Other policies, however, advocated the use of print script throughout Key Stage 1. Few policies mentioned that print with serifs should be used from reception, moving towards cursive writing in Y2. In 44% of schools considered the developmental link between spelling and handwriting.

The handwriting framework reflected the content of the policy documents at Key Stage 1. As the framework was derived from the Order, this indicated that the developmental sequence for handwriting in the Order was being put into practice through to planning in the classroom.

The same applied in Key Stage 2, with the majority of documents mentioning the earlier stages of development in addition to the four stages outlined in the Key Stage 2 (d) above, the further two stages (d) and (h) of the framework were also frequently mentioned at Key Stage 2.

Therefore, at Key Stage 2 there was a move towards cursive writing. Indeed, the majority of policies, if they mention a script, discussed using cursive writing from the reception years. As at Key Stage 1, many schools (60%) discussed the developmental links between handwriting and spelling.

Since so much of the developmental framework was mentioned in the documents, it was clear that the Order was being translated into the planning stages of school policy documentation at Key Stages 1 and 2.

#### **4.3.3(iii) Classroom Observation**

In order to see how far this framework was evident in classroom practice, data from schools and classrooms were analysed. The main bulk of information was to be found in the school document and national survey data as the development of handwriting are difficult to capture in relatively short observations in the classroom. However, data from classrooms were analysed alongside the survey and document data and is thus discussed below.

At Key Stage 1, pupils were observed to rely heavily on copying as a means of practising handwriting. They were not conscious of their handwriting in their independent writing, especially in Years 1 and 2. Some Key Stage 1 pupils were beginning to develop their own personal style (though these instances occurred in the same school, where there was a strong emphasis on the introduction of cursive writing from Reception classes onwards).

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At Key Stage 2, pupils were no longer copying 'phrases and sentences with control over size, shape and orientation of letters or lines of writing' (stage a). They had moved towards independent writing and were showing signs of developing a personal style.

This indicated, as expected, that the notion of on

development being the move from copying towards independence culminating in a personal style, was one. It also supports the interpretation of the development sequence in the school document data. Thus it can be concluded that this aspect of the Order was being implemented in Stage 1 and 2 classrooms.

#### **4.3.3(iv) Teacher Perceptions**

The teachers were shown the sequence and asked to identify the stages which the majority of their pupils could achieve.

At Key Stage 1, the teachers who were interviewed identified the following stages of development most frequently as most representative of the majority of their pupils.

In their own writing, pupils can:

- (b) begin to form letters with some control over size, shape and orientation of writing (whether in print or in cursive)
- (d) produce recognisably formed letters which have clear ascenders and descenders where necessary (whether in print or in cursive)
- (f) begin to space words appropriately (whether in print or in cursive)

These stages are not consistent with the early stages of development identified in sections 4.3.3(i) and (ii). In identifying stages (d) and (f), Key Stage 1 teachers had a higher perception of what their pupils could achieve than was recorded in other sources of data. However, these stages were required as evidence of attainment in the 1995 Assessment Record Booklet. This may have led to the teachers' perceptions being influenced by the SAT.

Teachers in Key Stage 2 identified the following stages of development as most representative of the majority of their pupils.

Pupils can:

- (h) produce more fluent joined-up writing in independent work
- (j) produce clear and legible handwriting in cursive

(i) begin to develop a personal cursive hand

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In Key Stage 1, teachers' planning and practice were consistent. What was noticeable, however, was the consistency in teachers' perceptions of how pupils' handwriting developed.

These stages support the document and observational evidence which showed pupils using cursive script for independent writing while progressing towards the development of a personal style. This indicates that teachers clearly understood the requirements of the

At Key Stage 2, there was a greater level of comparison across planning, teaching and teachers' perceptions of handwriting development.

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## **4.4 Spelling: The Teaching of Spelling at Key Stages 1 and 2 and its Developmental Sequence at Key Stages 1 and 2**

### **4.4.1 Introduction**

Spelling has two main functions. Firstly, it is an important tool for writers since automatic correct spelling frees them to concentrate on the compositional aspects of writing. Secondly, spelling is an essential aid to communication. A text full of inaccurate spellings causes problems for the reader. Accurate spelling therefore aids comprehension.

A competent speller needs to have mastered a number of sub-skills:

- (a) knows the visual appearance (the shape) of a word,
- (b) knows the regularity and irregularity of the sound-symbol relations,
- (c) knows which letters are likely to occur together in a word.

e.g. q is always followed by u, (orthographic probability),

(d) knows how words are constructed (based on both morphological and etymological information such as prefixes, suffixes and root words).

Spelling is conventionally rule-governed and pupils understand this. Accurate spellers apply rules when attempting a new word. Competent spellers have a word bank of the visual shape of words with which they are familiar.

This section examines what teaching methods are employed in schools with regard to spelling (section 4.4.1) and whether the data show a sequence in teacher perceptions which is appropriate in their teaching and planning (section 4.4.3).

#### **4.4.2 The Teaching of Spelling**

Initial observations of teaching spelling gave rise to a framework against which a range of teaching methods used by teachers to develop pupils' spelling competence were examined. This framework has been developed from the Programmes of Study and paragraph 3.2 page B8 of the NSG. Paragraph 3.2 in the NSG distinguishes between explicit teaching techniques and teacher provision for the implicit teaching of spelling. Therefore, these two strands have been included into the framework which follows.

##### **4.4.2(i) The Framework**

###### **A. Explicit Teaching Methods**

(a) Teacher teaches 'irregular' spelling patterns. (The English spelling system is a mixture of different traditions: Anglo-Saxon, French, Latin

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and Greek spelling patterns, Teachers therefore teach the apparent irregularities of words such as 'through' and 'bough'.)

(b) Teacher teaches regular spelling patterns. (The text discusses how words are made up of units which

fixed, such as 'discuss' and 'discussion'. )

## B. Creating Independence

These strands focus on teachers providing pupils strategies for attempting unfamiliar words. These

- (c) Teacher helps pupil use a dictionary,
  - (d) Teacher teaches the 'look, cover, write, check'
- This is summarised below:

- (i) Teacher writes the word and says it to the pupil.
- (ii) The pupil looks at the word and says it.
- (iii) The pupil covers the word and tries to remember what it looks like.
- (iv) The pupil writes the word in full from memory without checking each letter.
- (v) The pupil checks what s/he has written against what the teacher had originally written.
- (vi) If the pupil mis-spells the word, s/he repeats steps (ii) - (v).

## C. Arising from Pupil's Writing

The following strands deal with approaches the teacher uses when a pupil asks for a word, or indicates that s/he needs help by using strategies such as the 'magic line' in the margin of his or her writing.

- (e) Teacher writes the spelling in the pupil's word or without comment.
- (f) Teacher corrects spelling in context of pupil's writing or without comment.
- (g) Teacher helps the pupil sound out the letters of the word the pupil requires.

The strands (e) - (g) may be accompanied by any techniques discussed in strands (a) - (d) above.

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## D. Assessment Techniques

One aspect of teaching is the monitoring by the teacher of the pupils' spelling competence:

(h) Teacher gives pupils a spelling list for learning words could arise from the reading scheme, from work, or be an individual list of words a pupil has frequently mis-spelling.)

(i) Teacher tests spelling. (This could be in the form of dictation, comprehension or a set of lists of words)

#### E. Provisions

The following concentrate on the contexts in which spelling is taught. Any of the teaching strategies discussed above can be used,

(j) Spelling is taught as part of ongoing activity.

(k) Spelling is taught as a separate lesson.

(l) Published/Teacher devised spelling Schemes are used.

(m) Teacher points out word in print environment (e.g. computer program).

This framework is applicable to all three Key Stages. The data accounted for the teaching of spelling either as a separate lesson or in response to an individual pupil's need. Applying this framework to the range of data across Key Stages 1 - 3, a picture of how spelling was taught emerged.

#### **4.4.2(ii) School Documents**

The framework was used to analyse which teaching strategies were advocated in school documentation. This documentation indicated what teachers planned to do when teaching spelling. English policies, Schemes of Work and other documentation were treated separately and discussed below.

In general, explicit advice about the planning and teaching of spelling was located in policies rather than Schemes of Work at Key Stages 1 and 2. These policies stressed the importance of teaching about sound-letter relationships and the use of visual imagery in learning to spell. At Key Stage 3, specific references to activities and strategies for teaching spelling were located in the Schemes of Work, rather than the policies. Thus at Key Stages 1 and 2 planning for teaching spelling tended to be a set of general aims, whereas at Key Stage 3 planning was targeted at specific activities for developing pupils' spelling competence.

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## **(a) Policy Documents**

Table 22 summarises the analysis of policy documents within the framework. The analysis shows that in general the distribution of strategies for teaching spelling was comparable across the policy documentation at all Key Stages. The exception to this is that as pupils progress through the Key Stages, teachers were more likely to be about spelling using explicit teaching methods.

### **Table 22 % of Teaching Methods for Spelling Described in Policy Documents**

□

At both Key Stages 1 and 2, policy documents emphasised that teachers needed to teach explicitly 'irregular' and 'regular' spelling patterns. Further emphasis was placed on the importance of teaching pupils how to use a dictionary appropriately, and on using the print environment (including the computer) as a spelling aid. The importance of developing good visual memory was enforced by a high proportion of policies advocating the use of the 'I See, I Write, Check' strategy. There was slightly more emphasis in the Key Stage 1 policies on the role of sound-symbol relationships in spelling new words. At both Key Stages 1 and 2 there was little emphasis on giving pupils spelling lists or spelling tests.

At Key Stage 3, the policy documents gave more general advice rather than specific advice on teaching methods. Where specific advice was given, this included teaching the pupils to distinguish between 'regular' and 'irregular' spelling patterns and on the use of the 'Look, Cover, Write, Check' strategy.

The majority of Key Stage 3 policies required teachers to provide opportunities to teach spelling when commenting on individual pupil's work. In addition to this, Key Stage 3 documents also mentioned teaching spelling in separate spelling lessons. No distinction was made in the policies across the Key Stages between teaching spelling in separate contexts or across the curriculum.

## **(b) Schemes of Work**

At Key Stages 1 and 2 any reference to spelling ten



non-specific and generalised. Only one Scheme of Work for Key Stage 1 went into any specific detail about planned spelling activities. Within this document, plans for

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each week were devoted to a particular topic. Within one week (where the topic was 'Food'), the Reception children's spelling activities were to make alphabet soup and to identify three letter words from alphabet letters on the floor. In the same week the Year 2 pupils worked on specific consonant blends at the beginning, middle or end of words. Other Schemes were more general or did not mention spelling at all.

At Key Stage 2, few schools explicitly mentioned spelling in their Schemes of Work and when they did these references were very general. For example, one school was looking at the topic 'Houses and Homes' and while other English activities were directly related to this topic, the specific spelling objective was not. Instead, pupils were to be encouraged to show how to:

- check spelling in a dictionary when revising reading. (AT 4 2c, 3d).
- use a variety of activities for help with understanding the alphabet and alphabetical order.
- play the dictionary game.
- look up words for the week - list according to word patterns. (Extract from a Scheme of Work)

By contrast, at Key Stage 3 references to spelling were more targeted and related to the overall theme of particular topics.

Two Key Stage 3 schools made explicit reference to spelling activities in their Schemes of Work. The first set of documents was divided into themes per year group. For example, in Yr 7 the theme was Myths and planned spelling activities included looking at classical word roots. In the second document, the spelling activity was directly related to the overall theme. In the second document, the Scheme of Work covered a term and provided objectives which the teacher should have covered by the end of that term. For spelling, the objective was to familiarise pupils with the use of dictionaries. This involved activities such as games

reinforce alphabetical use; looking at how a dictionary is used; and what explanations mean; and strategies for finding words quickly.

### **(c) School Development Plans**

Two Key Stage 1 schools targeted spelling as an area for improvement in their school development plans. In one school, the forthcoming year was very general in that it would consider various approaches to the teaching of spelling. However, the other school gave spelling a higher priority in its development plan. The aim was for the school to develop a new spelling policy and to raise teacher awareness of the developmental stages in learning to spell. This was followed by a large-scale review of how spelling was taught, an audit of resources in the school. Lead staff were to research current research and educational perspectives on the teaching of spelling.

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#### **4.4.2(iii) Classroom Observation**

The framework for spelling was also used to analyse the data obtained through classroom observation. This provided a point of comparison with the school documents. The analysis examined how far school plans were put into practice.

The table below shows the results of this analysis. It shows that the concentration on the first three categories (Teaching Methods, Creating Independence, Arising from pupils' Writing) in the school documents was not reflected through into practice. Within classrooms, the majority of the teaching of spelling occurred within the context of pupils' writing. Across the Key Stages there was very little emphasis on the explicit teaching of 'regular' and 'irregular' spelling patterns. Strategies to foster independent learning and autonomy in attempting to spell new words were rarely observed. In both planning and practice, assessment techniques were rarely recorded in any of the Key Stages.

**Table 23 % of Spelling Activities Observed in Classrooms  
Key Stages 1, 2 and 3**

□

#### **Key Stage 1**

The main context for teaching spelling was in response to the needs of individual pupils. In addition, the most common teaching strategy was for the teacher to help the pupil work out (or spell phonetically) a word in the context of his/her own work. This strategy accounted for 36% of observed instances of teaching spelling. Teaching spelling as a separate activity accounted for 5% of instances. Other strategies regularly employed included teachers taking opportunities to comment on spelling patterns when writing in wordbooks (10%) and to teach irregular spelling patterns (14%). The 'Look, Cover, Write, Check' method was also a common strategy employed by teachers (13%).

Teachers took opportunities to work with individual pupils developing their sound-symbol awareness as well as helping pupils to look for and memorise the visual patterns of words. Observations generally concur with the policy documents with the exception that there was more emphasis on teaching dictionary skills in the policies than was observed in the classroom.

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## **Key Stage 2**

The major teaching approach was to comment on the spelling of words when correcting a piece of work. As with Key Stage 1, helping pupils to spell words phonetically accounted for a large proportion of teaching (22%). Teachers were also observed to teach pupils explicitly how to use a dictionary. This accounted for 11% of instances of teaching spelling.

However, there were no instances of using the 'Look, Write, Check' strategy, nor of teaching about 'irregular' spellings. Teaching 'regular' spelling patterns only accounted for 4% of the observed data. Thus there was not the same emphasis on developing pupils' visual memory of words as in Key Stage 1. This lack of emphasis does not match the planned spelling programme in the school documents which stressed such techniques.

## **Key Stage 3**

All the teaching about spelling arose in the context of written work. There were no instances of teaching

as a separate lesson. As with Key Stage 2, most teaching of spelling occurred in the context of the teacher marking a pupil's piece of work. Teachers also tended to write the correct spelling of a word without discussing this with the pupil. This accounted for 22% of instances of recorded teaching of spelling.

Teachers no longer spelled words phonetically using case letter sounds. Rather they spelled out the words to the pupil, using the letter names. This accounted for 13% of the data. As with Key Stage 2, there was an emphasis on teaching pupils about dictionary use (13%). Teachers were more likely to address the whole class or group about spelling than their Key Stage 1 or 2 counterparts (9%). This was still quite low and the activity was always in the context of a piece of written work. This contrasts with the target for planning for spelling activities in the Schemes of Work for Key Stage 3.

There were no examples of explicit teaching about irregular spelling patterns or about the strategy 'Look, Cover, Write, Check'. However, such strategies were mentioned in the school documentation, particularly in the Schemes of Work. The main emphasis in the Key Stage 3 documentation was to correct mis-spelling in the context of a pupil's piece of work. This emphasis was carried through from the plan to the classroom and was observed in the classroom.

#### **4.4.2(iv) Spelling Diaries**

Diary entries and observations combined provide a more coherent picture of how spelling was taught at Key Stages 1 and 2. At Key Stage 1, these combined sources of data supported the planning for spelling in the school documentation. However, at Key Stage 2 there was more emphasis on the assessment aspects of spelling in the observations than in the diary entries. At Key Stage 3, the diary entries were insufficient to provide a useful comparison. The disparity between these two sources of data could result in the

circumstances in which they were collected. During observations a picture of a typical day or longer work

in the classrooms; this may or may not have coincided with the teacher's plans to teach a specific lesson. By contrast, the diaries explicitly asked the teacher to record instances of teaching spelling without the constraints of a specific term time limit set by the observations. Teaching an individual class or group about spelling would therefore most likely be noted in the diaries.

### **Table 24 % of Frequency of Activities Mentioned in Diaries at Key Stages 1 and 2**

□

At Key Stage 1, class teachers' diary entries indicated more instances of spelling being taught as a lesson in the diaries than in the classroom observations. Spelling accounted for 25% of the instances of teaching spelling in the diaries. Categories scoring highly included teaching about the relationship between letters and sounds (17%) and using a published or teacher devised scheme (13%). There were more instances of correcting or commenting on mis-spelling in the diaries than during observations. All instances involved the pupil's first draft of a piece of work.

The only categories not recorded in the diaries were those involving wordbooks and the use of tests. Teachers have written down instances of writing in or using wordbooks as they occurred so frequently that they were not recorded as explicit teaching strategies. There were no instances of explicitly testing spelling in either the Key Stage 1 observations or in the diaries.

At Key Stage 1, the combination of observations and diary entries was consistent with the planning for teaching spelling in the Key Stage 1 school policy documents.

Key Stage 2 diary entries presented a very different picture from observations in classrooms. There were more instances of spelling tests: indeed they accounted for the most instances of spelling teaching (18%), yet did not feature at all in the observations. The 'Look, Cover, Write, Check' approach accounted for 15% of the diary entries though this was not observed in classrooms.

In contrast, there were no references in the diaries to teaching pupils how to use a dictionary, or to help

sound out words. These were evident, however, in observations. Similarly, commenting on spelling i

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context of pupils' work only accounted for 15% of entries, yet it formed the majority (41%) of the ob

As with Key Stage 1, these sources of information that at Key Stage 2, teachers carried out more forms of teaching spelling, such as testing, and that classroom observations did not capture this. However, this was always in accordance with how spelling was planned in school documents at Key Stage 2.

#### **4.4.2(v) Teacher Perceptions**

This section brings together a range of information on teachers' perceptions of how they teach spelling. It is based on semi-structured interviews with Headteachers, whole school meetings at Key Stages 1 and 2, and structured interviews with teachers and national survey responses at Key Stages 1 and 2. Generally, Key Stage 1 and 2 teachers perceived SATs rather than the curriculum to have altered the teaching of spelling. They felt that this had resulted in a more structured approach to teaching spelling, with the emphasis being on developing their pupils' independence and producing competent spellers. This matched what was observed in classrooms and what teachers recorded in their diaries.

##### Headteacher and Whole Staff Meetings

Key Stage 1 and 2 Headteachers generally claimed that there was a formal emphasis than previously was being placed on spelling because of SAT requirements. These Headteachers felt that there to be more whole class or large group teaching and a general increase in developing independence in spelling. This was to enable pupils to perform better in a SAT without the aid of unaided writing. The majority of Head teachers said that they had initiated new spelling policies since the implementation of the National Curriculum. They also commented on an increase in the use of published Schemes. However, one Headteacher explicitly expressed a reluctance to initiate such an initiation because of the proposed revision of the National Curriculum Order which may lead to further changes in policy and documentation.

Meetings with school staffs echoed the information from the Headteachers in that they saw shift in emphasis on spelling because of the SAT requirements. This has led to more structured approaches to teaching spelling and increased use of 'Look, Cover, Write, Check'; and the emphasis on looking at words within words to develop pupils' memory and understanding of orthographic problems. Teachers frequently stressed that they now had to teach teaching strategies for developing their pupils' ability to attempt the spelling of new words independently of the teacher. One staff meeting asked for additional guidance on how to do this.

One Key Stage 2 Headteacher said that all the staff were anxious about assessment and were having meetings to agree on what was meant by the individual Standard Attainment in AT 4.

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### Teacher Interviews

Teachers were shown the framework for teaching spelling (section 4.4.2(a)) and asked to identify which method was used most frequently. Teachers in all Key Stages identified the teaching of 'regular' and 'irregular' spelling patterns as a commonly employed strategy. Key Stage 1 teachers chose the strategy of helping pupils sound out the word. This was supported by the observations and diary entries. At Key Stage 2, teachers emphasised assessment techniques. This matched the diary entries. It could be argued that teachers believe there to be an increase in testing but this has not been borne out by observations. At both Key Stages 2 and 3, teaching about dictionary use was commonly identified.

With the exception of the emphasis on testing at Key Stage 2, teachers across all three Key Stages identified teaching strategies which also featured in other sources of information. In general, planning, practice and perceptions of the effectiveness of these strategies were corroborated. In addition, teachers of all Key Stages generally perceived there to have been no change in the teaching of spelling since the introduction of the National Curriculum. However, when change was acknowledged to have occurred, it was usually in the area of more f

structured teaching and in encouraging spelling independence in order to prepare pupils for the S claim concerning areas of change matched the re made by Headteachers and teachers in whole staf

#### **4.4.2 (vi) Conclusion**

Planning for the teaching of spelling was found to general objectives located in policy documents at 1 and 2. At Key Stage 3, by contrast, this planning targeted towards specific activities detailed in Scl Work.

Evidence about actual practice was to be found in combination of diary entries and observations. At 1 and 3, these sources of information supported t for spelling located in the documents. However, a 2 there was more emphasis on the more formal as spelling (such as testing) in the diaries than in the observations and policy documentation.

Generally at Key Stages 1 and 2, perceptions about practice were affected by the SATs rather than the In this respect, these perceptions did not always c information in the documents and observed in cl At Key Stage 3, teachers generally perceived there been no change in their approach to teaching spe although some acknowledged that this had becom formal and structured since the introduction of tl Curriculum.

Overall, with regard to teaching spelling, the plan recorded in the documents was usually observed classroom practice. However, teacher

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perceptions of this practice and their diary entries always as corroborative.

#### **4.4.3 Developmental Sequence of Spelling**

The project team was also asked to investigate the developmental stages by which pupils learn to sp involved a theoretical search as well as analysis of data. This is presented below.



### 4.4.3(i) The Sequence Outlined

This sequence has been based on the work of Ger where it is consistent with the Order; on data obt the school document strand of the fieldwork; and consideration of the sequence outlined in ATs 4 a the Order. The sequence is:

Pupils ...

(a) can use individual and combination lett sound correspondence,

(b) are beginning to operate a sound-symbol system with evidence of word separation,

(c) can use a dictionary/wordbook but will not look beyond the first letter of words and confuse words of similar visual appearance,

(d) can use sight recognition and visual mea for 'irregular' spelling patterns, (e.g. 'rough', 'hiccough', 'through'),

(e) can use dictionary/word book correctly f most words needed,

(f) are beginning to build up and use a sight vocabulary of 'irregular' words and 'regular' patterns, understanding how they are used using a dictionary correctly.

### Stranding the Sequence

The sequence (a) - (f) above has been categorised strands: sound symbol; dictionary skills and orth probability. The strands are made up as follows:-

#### (I) SOUND SYMBOL

This encompasses the stage of development that sounds of language to a graphological representat

Pupils ...

(a) can use individual and combination letter-sou correspondence,

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(b) are beginning to operate a sound-symbol system with evidence of word separation.

## (II) DICTIONARY SKILLS

This strand covers pupils' developing competence in dictionary use. It builds on their knowledge of orthography, probability, morphology and etymology.

Pupils ...

(c) can use a dictionary/wordbook but will often look beyond the first letter of words and confuse words with visual appearance,

(e) can use a dictionary/wordbook correctly for most purposes needed,

(f) are beginning to build-up and use a sight vocabulary of 'irregular' words and 'regular' patterns, understand how they are used and using a dictionary correctly.

## (III) ORTHOGRAPHIC PROBABILITY

This strand covers the skills involved in learning to use the English spelling system in spelling regular and irregular words.

Pupils ...

(d) can use sight recognition and visual meaning to identify 'irregular' spelling patterns (e.g. 'rough', 'hiccough', 'through'),

(f) are beginning to build up and use a sight vocabulary of 'irregular' words and 'regular' patterns, understand how they are used and using a dictionary appropriately.

In structuring the sequence in the above way, an important element appeared to be missing: the pupils' ability to move from dependence on the teacher in attempts to spell words towards independence. This strand has been labelled Growing Independence. It moves from simply copying words from the board/books/wall displays/wordbooks to pupils only using a dictionary to check their own

attempts.

#### (IV) GROWING INDEPENDENCE

Pupils ...

(g) copying from the board/labels/books (including wordbooks where the teacher simply writes in words with no commentary),

(h) asking for help in spelling a word,

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(i) attempting to spell a word and then checks with the teacher

(j) attempting a word without checking with the teacher

#### **4.4.3(ii) School Documents**

This framework of spelling development was used to analyse school policy documents and thereby to assess what teachers accounted for this development in their schools.

With regard to plotting a sequential development of spelling documents rather than Schemes of Work were found to be most useful. Schemes of Work outlined activities and stages of development. Interestingly, one school's curriculum plan at Key Stage 1 mentioned raising the staff's awareness of the steps in learning to spell as one of its objectives for the coming year.

#### English/Language Policies

Policy documents across Key Stages 1 and 2 were analysed to see if they made any reference to a developmental approach for the learning of spelling. Where policies made such reference, the level of detail varied from quoting evidence from theoretical works such as Gentry (quoted earlier in 4.4.3(i) ) to stating isolated, age-related levels of achievement.

#### **Table 25 % of Activities in the Spelling Development Sequence found in English Policies at Key Stages 1 and 2**

□

Table 25 indicates that at Key Stage 1, many policy documents explicitly commented on developing spelling skills.

knowledge of the sound-symbol relationship in the spelling system. The documents also drew attention

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importance of developing pupils' ability to remember the visual appearance of words,

Therefore, the stages of the project's framework most frequently referred to in the Key Stage 1 documents were (b) and (d) from the Table above.

Key Stage 2 policy documents placed a similar emphasis on the stages of development outlined in the Key Stage 1 documents above. In addition they referred to the importance of developing ability to use a dictionary or word-book appropriately. Thus the stages most frequently mentioned in Key Stage 2 are: (a), (b), (d) and (e).

### Summary

The policy documents for Key Stages 1 and 2 generally referred to spelling progression and showed a picture of sequential development that matched that in section 4.4.2 above. Only one stage was not explicitly mentioned in the documents. This was:

Pupils ...

(c) can use a dictionary/wordbook but will often not look beyond the first letter of words and confuse words with similar visual appearance.

#### **4.4.3(iii) Classroom Observation Data**

Data from classroom observations show what pupils are capable of and hence provided information about their spelling and progression. The framework for spelling development was used to analyse these data.

Observations supported the documentary evidence from the Key Stages 1 and 2. They showed that at Key Stage 1 pupils relied heavily on a sound-symbol approach to spelling. As they were beginning to be able to retain a visual picture of words, familiar words were spelt. They could find the appropriate page in their alphabet-ordered wordbook when asked

spellings and were beginning to use wordbooks and dictionaries. Pupils relied heavily on copying words from a variety of sources. They also asked their teacher for individual words.

At Key Stage 2, pupils were familiar with the conventions of the English spelling system and could apply this knowledge to their attempts to spell words in their writing (e.g. that a vowel is always followed by 'u'; that a double consonant is always followed by a single vowel). They could successfully complete alphabet ordering exercises using a dictionary and wordbooks to help them spell the words they needed. They also knew how to use dictionaries to look up the spelling of words. They didn't rely solely on the teacher in asking for accurate spelling; they often asked their peers as well.

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Data obtained from fieldwork were in a sense arbitrary because the team was not explicitly coding instances of spelling. Therefore a large number of examples were given for each spelling instance could indicate that by chance the team observed more writing activities in a particular group than say, for example, reading activities. However, these data suggested what pupils in each year group were capable of in terms of their spelling ability.

### **(a) Developmental Sequence at Key Stage 1**

Pupils were capable of:

#### Sound Symbol

- saying which letter the word begins, when asked to spell,
- sounding out the letters of a word they wish to write,
- writing down the letters of simple or familiar words (such as their name) as the teacher sounds them out,

#### Dictionary Skills

- beginning to use a wordbook in writing their independent work,
- finding the appropriate page in their wordbook when asked how to spell a word,

- finding their way around wordbooks with help (they often find the right page but do not always realise it is already there),
- using dictionaries to look up the meanings of words.

### Orthographic Probability

- retaining visual pictures of how familiar words are spelled,

### Growing Independence

- copying, without discussion or commentary from wall displays, the board, books, word-books,
- asking for help with spelling words (they often do this before they've attempted the word themselves),
- beginning to attempt to spell a new word before checking with the teacher.

The observations generally supported the view of the school policy documents. There was slightly more emphasis on the early stages of dictionary use in the observations than in the documents. The observations showed that with regard to dictionary use, pupils were at stage (c) of the developmental framework:

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Pupils ...

(c) can use a dictionary/wordbook but will often not go beyond the first letter of words and confuse words with similar visual appearance.

This stage was the only aspect of the framework not mentioned in the Key Stage 1 and 2 documentation.

### **(b) Developmental Sequence at Key Stage 2**

Pupils were capable of:

#### Sound Symbol

- relating most sounds to a graphological symbol that is appropriate,

#### Dictionary Skills

- doing alphabet ordering exercises using a di
- using dictionaries appropriately to help the words they need in their independent work,
- using dictionaries to look up the meaning of

### Orthographic Probability

- discussing some of the conventions of the E spelling system such as the pattern that double consonants which were often followed by a s
- applying this knowledge in their own attempt words needed in their own writing,
- working on exercises which focused on these conventions,

### Growing Independence

- copying words from wordbook,
- not relying solely on their teacher in asking for spelling - they often asked their peers,
- attempting to spell words and then check with teacher or dictionary.

As with Key Stage 1, the observations generally supported the planning in the school documentation at Key Stage 1.

#### **4.4.3(iv) Teacher Perceptions**

In order to gauge whether the developmental sequence was appropriate, respondents were asked which two sequences represented the ability of the majority of pupils in a given year group. Each Key Stage is

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treated separately. The stages of development were presented to them in random order.

#### **(a) Key Stage 1**

The respondents indicated that pupils were most likely to be at the following stages of the framework:

Pupils ...

(a) can use individual and combination letter-sou

correspondence. (15%)

(b) are beginning to operate a sound-symbol system with some evidence of word separation. (18%)

(e) can use dictionary/wordbook correctly for most words needed. (16%)

(f) are beginning to build up a sight vocabulary of words and regular patterns, understanding how to use a dictionary and using a dictionary appropriately. (15%).

It should be pointed out, however, that all stages of the framework scored to some extent. The above items scored the highest percentages. Stages (e) and (f) above were not found in the Key Stage 1 observations nor school policy documents. This could indicate that Key Stage 1 teachers had a higher perception of what their pupils achieved than what they plan or cater for in their classrooms.

## **(b) Key Stage 2**

The respondents most frequently identified the following stages of development as representing the capabilities of their pupils:

Pupils ...

(b) are beginning to operate a sound-symbol system with some evidence of word separation. (26%)

(d) can use sight recognition and visual meaning to identify 'irregular' spelling patterns. (14%)

(e) can use a dictionary or wordbook appropriately for most words needed. (25%).

These items indicate that teachers under-estimated the capabilities of their pupils: school policy documents indicate what they plan for, and observations indicated they cater for a higher level of spelling competence.

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## **4.4.3(v) Conclusion**

The variety of sources of information indicate that



proposed sequence of development for spelling is appropriate one. Information relating to planning in the spelling policies rather than other documents. Key Stage 1, policy documents commented on developing pupils' knowledge of sound-symbol relationships and memorising the visual appearance of words. Key Stage 2 documents placed a similar emphasis on these strategies. In addition referred to planning to develop pupils' ability to use a dictionary appropriately.

The observations in classrooms illustrated what pupils were actually capable of. At Key Stage 1 this matched the planning documents, although there was slightly more emphasis on the early stages of dictionary use. Pupils at this Key Stage relied heavily on copying words from a variety of sources. They also spent time asking the teacher for help with individual words. At Key Stage 2, the observations in classrooms generally supported the planning of the documentation data. There was also a development towards independence reflected by the pupils' willingness to spell words individually and rely on help from their peers rather than their teacher for checking.

Although the schools' documents and observations in classrooms generally concurred, teachers' responses in interviews were shown to be at odds with these observations of evidence. At Key Stage 1, teacher perceptions overestimated what their pupils could achieve with a dictionary. At Key Stage 2 teacher perceptions tended to under-estimate pupils' competence.

Thus, with regard to developing spelling competence, the information in the planning documents was seen to be carried through into classroom practice at both Key Stages. Teacher perceptions, however, were seen to contradict the evidence. This suggests that teachers might benefit from further guidance and on how pupils develop their spelling ability.

The specification outlines the areas for investigation regard to Speaking and Listening. The specificatio

*HMI evidence reveals that teachers are devoting more than previously to Speaking and Listening.*

*Despite this the balance may still be skewed away from Listening. This will need to be investigated. If the balance between time given to Attainment Targets is shown to be unbalanced, reasons for this will require further study so that CfE can publish appropriate guidance to schools. (Specifically, the balance between Speaking and Listening.)*

The project has approached this issue of balance between Speaking and Listening in a number of ways. In the first instance, a framework for Speaking and Listening which categorises different types of talk.

The following sections describe this framework, by discussing the balance of Speaking and Listening in practice and teacher perceptions.

## **5.1 Towards a Framework for Speaking and Listening**

The framework derived from the Order was divided into two categories. The first incorporated the types of context in which Speaking and Listening might take place, and the second covered the specific types of talk which serve to communicate meaning.

It must be emphasised, however, that the following framework has arisen out of - and is applicable to - the English Order. It was not seen necessarily as a model for Speaking and Listening outside the context of this Order.

### The Speaking and Listening Framework

#### 1. Types of Context

Speaking	where no response is expected from listener.
Listening	which does not require a spoken response
Directed	where the teacher decides what is to be discussed and who participates
Discussion	where the teacher and pupils discuss a topic
Open	where commonly there are no right or wrong answers and turn-taking is encouraged
Discussion	where the teacher and pupils discuss a topic

influenced though not directed  
teacher who is usually present.

## 2. Types of Talk

Giving and responding to instructions.  
Asking and answering questions.  
Conveying or describing real and imaginary  
events.

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Conveying and describing information.  
Conveying and describing points of view.  
Listening and responding to real and imagin  
events.  
Listening and responding to information.  
Listening and responding to points of view.

## **5.2 The Role of Speaking and Listening in English other Subjects**

Speaking and Listening is commonly used as a m  
teaching English and other subjects. Therefore th  
distinction to be made when coding classroom of  
data between:

(a) English used in teaching and learning activitie  
using English as the medium of all teaching and l

(b) Teaching and learning activities specific to lea  
English; that is English as a subject as defined by  
of the Order. (See section 2.0.)

### **5.2.1 School Documents**

In the Key Stage 1 and 2 schools visited, the most  
document was the English Policy. The Schemes o  
teachers' plans were found to be underdeveloped  
translating the Order into practice. In Key Stage 3  
Speaking and Listening was mentioned in the Pol  
documents, in the Schemes of Work and teachers  
though the depth and amount of detail varied wit  
documents.

The most coherent documents had clearly expres

Speaking and Listening; outlining the role and pro-  
discussing the development of a pupil's Speaking  
Listening and giving guidance on ways in which to  
implement Speaking and Listening in the classroom.  
systematic documents simply repeated the gist of  
without elaboration or further guidance on imple

At Key Stages 1 and 2, all but one of the English Po-  
documents treated Speaking and Listening as both  
requirement of the Order and as a cross-curricula-  
Key Stage 3, departmental policies mentioned the  
in the English curriculum.

## **5.2.2 Policy into Practice**

### **5.2.2(i) Contexts for Speaking and Listening**

Teachers across the three Key Stages perceived the  
change in the way they now taught Speaking and  
Listening. This change was in the form of an increased aware-  
ness of the importance resulting in teachers creating more op-  
portunities for talk.

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When asked about the main way they taught Spee-  
king and Listening, 99% of Key Stage 1 and 96% of Key Stag-  
e 2 schools taught it as a cross-curricular, rather than English  
skill.

At Key Stage 3, 39% of teachers taught Speaking and  
Listening in separate English lessons, whereas 58% taught it  
in English lessons and in drama and role play sessions.  
48% of schools had a separate drama department, and  
these 'shared a common Speaking and Listening' with  
the English department.

### **5.2.2(ii) The Balance of Attainment Targets**

An analysis of classroom observation data shows the  
amount of time given to a single AT when it was the sole focus  
of an activity. This analysis is shown in Graph 1 below.

**Graph 1 Distribution of time spent across Attainment  
Targets at Key Stages 1, 2 and 3.**

At Key Stages 1 and 2 marginally more time was spent on Reading and Writing as sole activities and at Key Stage 3 more time was spent on Speaking and Listening as a sole activity. It can be seen, therefore, that the balance was not significantly skewed away from AT 1 at any Key Stage.

Graph 2 below shows the time given to English activities within which Speaking and Listening occurred which integrates with either Reading or Writing.

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### **Graph 2 Proportion of time given to English activities within which Speaking and Listening occurred at Key Stage 3.**

□

The majority of Speaking and Listening occurred at Key Stage 1, whereas at Key Stage 3 this shifts to Reading and Writing. This shift is noticeable as pupils gain in proficiency to discuss the content of their written work. In all Key Stages a large proportion of Speaking and Listening occurred where the focus of the activity was one or more of the other Attainment Targets.

In the teacher interviews, 84% of Key Stage 1 teachers, 74% of Key Stage 2 teachers and 74% of Key Stage 3 teachers welcomed the existence of an Attainment Target for Speaking and Listening. They claimed to balance their teaching to meet the Attainment Targets. Teachers who supported Target 1 did so for a number of reasons: e.g. Speaking and Listening enhanced learning in other language areas, it was an essential tool across the curriculum and more guidance on the role and status of Speaking and Listening was requested by teachers.

In summary, observations in classrooms and teacher perceptions have shown that the balance of attainment targets was significantly skewed away from AT 1. In all Key Stages a large proportion of Speaking and Listening occurred where the focus of the activity was one or more of the other Attainment Targets.

#### **5.2.2(iii) Balance of Categories of Talk**

Further analysis of observations in classrooms made

categories of teacher and pupil talk at Key Stages 1, 2 and 3. These general categories of talk are listed on page 92. The analysis of data into these categories is displayed in Graph 3. The figures for the amount of time spent on the S and L categories are shown in Table 5.2.2(iii). Listening categories were all within the 20-32% range. The most time given to 'directed' discussion (32%).

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### **Graph 3 Proportion of time spent on categories of teacher and pupil talk at Key Stages 1, 2 and 3.**

□

At Key Stage 2, the spread of time was less evenly distributed with 'directed' and 'open' discussion a prominent feature in these classrooms. At Key Stage 3, the spread of time was more evenly distributed, with the most time being spent on 'directed' discussion (28%).

#### **5.2.2(iv) The Balance of Different Types of Talk**

The analysis of data collected through classroom observation is illustrated in Graph 4. These data categorise the different types of talk which have been identified from the observations observed at Key Stages 1, 2 and 3.

### **Graph 4 Distribution of time spent on different types of talk within AT 1 Speaking and Listening at Key Stages 1, 2 and 3.**

□

Asking and answering questions was the most common occurring type of talk observed. It accounted for 28% at Key Stages 1 and 2 and 24% at Key Stage 3. Conveying information and responding to information formed the second largest category of talk within classrooms. The majority of classrooms at

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all three Key Stages, therefore, was concerned with explanation and clarification (Key Stage 1, 69%; Key Stage 2, 68%; Key Stage 3, 53%).

The least occurring type of talk observed was con-

responding to points of view, although this percentage was seen to increase as the pupils get older. It accounted for 10% of all talk at Key Stage 1, 9% at Key Stage 2 and 11% at Key Stage 3.

In the interviews with teachers, respondents were asked about the types of talk they planned to cater for in their classrooms. In all Key Stages the majority of responses referred to the most common type of talk identified in the Speaking and Listening framework (47% Key Stage 1; 40% Key Stage 2; 42% Key Stage 3). At Key Stages 1 and 2, teachers most commonly mentioned the following talk categories: asking and answering questions; describing real and imaginary events; and conveying information. This corresponds approximately with the distribution of the categories observed in classrooms. At Key Stage 3, the distribution across types of talk is different, in that the highest scoring categories were describing real and imaginary events, conveying information and describing points of view. These perceptions concur with observations in classrooms, where there was more talk on asking and answering questions and on responding to information and real and imaginary events.

In the interviews, teachers were asked if (and how) they planned for Speaking and Listening. In all Key Stages, 84% of the respondents said that they did so. The most common way of doing this was to combine structured planning documents and Schemes of Work with plans for Speaking and Listening as it arose in classroom practice.

Across the Key Stages, when asked about planning for Speaking and Listening teachers' main concerns were with actually setting up Speaking and Listening activities, altering the groupings for example, and providing resources. Teachers less frequently mentioned the tasks and different types of talk as planning issues, which would suggest that further guidance would be most useful if it balanced advice on resourcing and managing activities with support to ensure teachers know the role and objectives of each activity.

During observations in Key Stages 1, 2 and 3 classrooms there was no distinction drawn between Speaking and Listening which occurred in other subjects and that which occurred in an English lesson. The exceptions to this were the categories of talk that were not observed in other

contexts at Key Stage 3. These categories of talk were speaking and responding to instructions; listening and responding to real and imaginary events; listening and responding to a range of views of view. This cross-curricular observation at Key Stage 3 occurred in middle schools. The project team visited a relatively few middle schools and this could account for the more limited range of talk observed in other subjects at Key Stage 3.

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### **5.2.2(v) Balance of Teacher and Pupil Talk**

Observations in classrooms also focused on the various audiences pupils and teachers were addressing. This included Speaking and Listening in or to a pair, a small group (3 or 4), a large group (5 or more), whole class, teacher (for individual pupil) or individual pupil (for teacher).

Graph 5 illustrates findings relating to the most common classroom contexts for Speaking and Listening. The data shows that teachers speaking to the whole class and pupils speaking to their teachers. In both cases the percentage of time is shown as a proportion of all the time the teacher or pupil spent on Speaking or on Listening. For instance, at Key Stage 1, out of the total timings collected for 'Teacher Speaking', 82% of that time was spent by teachers addressing the whole class. There was not an equal amount of time spent by Key Stage 1 pupils listening to their teachers because the percentage in that column relates to the time pupils were listening to the range of audiences described above.

### **Graph 5 Proportion of time spent on some of the most common contexts for Speaking and Listening at Key Stages 1, 2 and 3**

□

The most common category observed in all three stages was that of the teacher speaking to the whole class. There was a general imbalance in the range of audiences employed by both teachers and pupils.

### **5.2.3 Overview of Speaking and Listening Across the Stages**

From the analysis, it can be seen that teachers at



Stages are devoting attention to Speaking and Listening. In particular, teachers value its inclusion in the Order of the Curriculum. Data analysed in sections 5.3.2(iv) above indicate that many teachers are unclear about the different types of listening included in AT 1, suggesting that this is a need for further guidance to support them in developing the curriculum.

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### **(a) Key Stage 1**

The project team most frequently encountered teachers talking to the whole class, with the observed pupils listening. The second most frequent category was pupils engaged in activities individually or in groups, where talk covered the process of the activity. Pupils spent the majority of their time when they were speaking, speaking to their teacher (53%). When discussion took place, it was mainly directed by the teacher, and most commonly 'directed' discussion. Teachers planned for talk to be part of the process of the activity as opposed to the final outcome, pupils were given the opportunity to interact in a variety of group settings. The most common type of talk employed by teachers was the asking and answering of questions. However, other types of talk were also found in classrooms - these types of talk correspond to the Speaking and Listening stages of the curriculum.

### **(b) Key Stage 2**

As with Key Stage 1, the most frequently occurring type of talk for Speaking and Listening involved the teacher speaking to pupils listening as a whole class. However, pupils spent the majority of the time when they were speaking, discussing their work with another pupil on a one-to-one basis. This time was also spent on a 'directed' or 'open' discussion with the teacher. The most common type of talk observed was either the teacher or the pupil asking and answering questions.

### **(c) Key Stage 3**

Again, as with Key Stages 1 and 2, the most common type of talk for Speaking and Listening at Key Stage 3 involved the teacher speaking and the pupils listening in a whole class setting. This was monitored and evaluated by the teacher. When

discussion took place with a teacher, it was most 'directed' discussion. The most commonly observed talk observed was 'asking and answering questions' there was a wider variety of other types of talk than observed at either Key Stages 1 or 2.

### **5.3 Matters Relating to the English Order and other Orders**

An early stage of the project's investigation involved a detailed analysis of the English Order and NSG, as well as of the other National Curriculum subject Orders and related documents. This part of the investigation is briefly summarised below and was aimed at exploring the balance for Speaking and Listening in a wider context. The 'balance' can be interpreted in one sense referring to the distribution of time spent on the English Attainment Targets. The project team extended the notion of balance in several other ways. Each Statement of Attainment, Programme of Study and paragraph in the Non-Statutory Guidance were analysed to assess the balance of distribution of Speaking and Listening in the Statutory and Non-Statutory curriculum documents.

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The analysis gave rise to the following findings:

(i) Across subject Orders Statements of Attainment and Programmes of Study emphasise pupils being active participants in talk situations where they must both speak and listen. Very few Statements or Programmes of Study require the pupil simply to listen to the teacher without having a more active role in the discussion.

(ii) In the English Order, Speaking and Listening are emphasised not only in AT 1, but also in ATs 2-5, particularly in AT 5 (Reading). This is mainly 'talking about books'.

(iii) Within the Statements of Attainment and Programmes of Study of the English Order, there is a balanced distribution across the categories of talk in the framework, with the exception of the lack of emphasis on pupils conveying points of view.

(iv) References to discussion figure highly in the National Curriculum (NCC 1989, 1990). However, the individual types of

Speaking and Listening framework figure hardly as an element of imbalance in the NSGs.

(v) In the NSGs (NCC 1989, 1990), the emphasis is on organising resources for talk. There is little discussion of the role of talk in learning, although this discussion is present in other National Curriculum subject documents.

(vi) A distinction was made in the analysis between references to 'possible' and 'definite' Speaking and Listening. These references reveal an even distribution across the English Order. However, across other subject Orders, the 'possible' analysis shows a high distribution of Speaking and Listening, while the 'definite' analysis reveals a very low distribution of Speaking and Listening.

(vii) In contrast to the English Order, there is a large distribution of content-related talk across the other subject Orders (i.e. the SoAs and PoS specify what should be discussed). The subject theme provides this content, while the English Order does not specify what types of content pupils should discuss in order to fulfil the requirements. Pupils conveying information forms the main focus of type of talk across the curriculum.

(viii) The NSG of the other subject Orders emphasises the role of talk in learning, and the role of evaluating talk. The English Order NSG makes little or no reference to such talk.

(ix) The Speaking and Listening framework (outlined in section 5.1.0 above) includes all the types of talk found in the English Order. However, there are other types of talk found in other subject documents.

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(finding (viii) above). This indicates that although a wide variety of Speaking and Listening activities cover the requirements of other subject Orders, the range is unevenly distributed across the English Order and across other subject documents.

## **5.4 Recommendations for Further Support**

In terms of support that is currently available to teachers, Non-statutory Guidance has been the most widely available across the three Key Stages. The majority of those

who have used it have found it helpful at Key Stage 3. Key Stage 3 teachers found the Non-Statutory Guidance useful, since they thought that the materials offered new and were not sufficiently practical.

The other type of support mentioned as being useful to teachers across the three Key Stages was that of Local School based INSET. When teachers had time to attend courses they found them stimulating and of practical value. There were, however, reservations about the 'cascading' of disseminating information. Key Stage 1 and 2 teachers, in particular, felt that time restraints prevented the effective feedback of information from subject co-ordinators.

When asked about future support, teachers requested more resources. The most common request at Key Stage 1 was for an extra adult in the room. The extra person would not only aid the classroom management of AT 1 but also provide another audience for the pupils, thus fulfilling AT 1's requirements.

Teachers would welcome the opportunity to explore their experiences with colleagues in other schools. In terms of written guidance, teachers wanted practical ideas for translating research documents into workable classroom practice. Many also mentioned the need for a national collation of ideas being used successfully by other teachers.

## **5.5 Spoken Standard English**

The project team was also asked to investigate issues connected with the concept of spoken Standard English. This resulted in an examination of current theoretical perspectives followed by teachers' perceptions of spoken Standard English.

### **Towards a Definition of Spoken Standard English**

There is a debate in both linguistic and educational circles as to what is meant by the term 'Spoken Standard English'. Indeed, some linguists doubt the existence of such a thing as Spoken Standard English. One way to formulate a definition of the term is to begin by stating what is not meant by Spoken Standard English. Spoken Standard English is not an accent. Standard English is in

reality usually spoken in regional accents without communication problems. Spoken Standard English is inherently superior to other dialects of English.

Spoken Standard English is a dialect with particular grammatical forms. It is socially prestigious and is used and appropriate in formal public contexts (e.g. public speaking and formal job interview). Spoken Standard English excludes by definition certain non-standard grammatical forms (e.g. 'I'll wait here while ten o'clock') and vocabulary (e.g. 'geezer', 'canny'). Although the dialect is usually associated with formal contexts, it can also be used in informal contexts.

Trudgill (1988: 17-18) emphasises that Standard English is the dialect that represents the language used in education, professions, and in other domains of power and influence.

Written Standard English is that form of English used in most formal written or scripted contexts (e.g. newspapers and news broadcasts). Spoken Standard English incorporates this but also includes features that are characteristic of unscripted spoken language. These features include:

- the ability to correct speech mid-utterance, (unscripted speech is often characterised by such features as topic, grammatical corrections, change of vocabulary choices.)
- miscues,
- language that is much more context-specific (e.g. the shared environment for the interaction, the shared environment for the interaction, the shared environment for the interaction, written language. It is often characterised by the use of deictics, that is, words which locate the speaker in space (e.g. these, those); time (e.g. now, then) or interpersonal relations (e.g. we, you),
- paralinguistic features (non-verbal communication such as gesturing),
- appropriate intonation to indicate mood (e.g. rising intonation for questions),
- unfinished sentences,
- use of pauses.

However, any definition of Standard English must include the notion of appropriate usage in different contexts.

Teachers who responded to the National Survey of English Literacy interviews were asked what they understood by the term 'Standard English'.

'Spoken Standard English'. The majority of responses were: Key Stage 1 - 53%; Key Stage 2 - 45%; Key Stage 3 - 59% the following definition:

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The vocabulary and grammar of English which is in print and in formal spoken contexts.

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## **6.0 KNOWLEDGE ABOUT LANGUAGE (KAL)**

The project team was asked to investigate particular issues related to Knowledge about Language:

- Which parts of Knowledge about Language in the current Programmes of Study would enhance the learning of language and grammar at Levels 1 - 4, and what additional 'Statements' of Attainment should be formulated for these Levels to provide a better framework for language teaching?
- Do the Programmes of Study and relevant Statements of Attainment for Key Stages 2 and 3 provide a framework and sequence for effective teaching of the Knowledge about Language strand?
- How do teachers manage the relationship between the Knowledge about Language strand of the five Attainment Targets and the Programmes of Study for Key Stages 2 and 3 for individuals and classes?
- Which Statements on Knowledge about Language should be reorganised or re-formulated and what should be the result?

Section 6.1 below outlines general issues related to the content and management of Knowledge about Language at three Key Stages 1, 2 and 3. Section 6.2 describes more detailed issues at each Key Stage, based on visits to schools. Table 6.6 illustrates reformulated and reorganised statements of Knowledge about Language.

## **6.1. Content and Manageability of Knowledge about Language**

### **6.1.1 Matters Relating to the Order**

In the Programmes of Study, the term 'Knowledge about Language' relates to a strand of Statements of Attainment from Levels 5 to 10 (Key Stages 2 to 4) based on the Model of English Language (DES 1988) and the recommendations made in English for Ages 5-16 (DES 1989). However, a preliminary analysis of the Order of Knowledge about Language in Statements of Attainment Programmes of Study below Level 5, as well as in the recognised strand. This analysis showed there was no definition or concise explanation of the term Knowledge about Language within the Order, Non-Statutory or other published material (Carter 1991). A working definition is therefore, for the term Knowledge about Language derived from the Order:

***Knowledge about Language is explicit and systematic knowledge and understanding of the organisation and use of English.***

The teaching of Knowledge about Language extends beyond implicit knowledge about language and explicitly teaches their competence and understanding of English.

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Analysis of the Order distinguished between those Programmes of Study and Statements of Attainment which require pupils to learn about language, from those which require them to use language. Knowledge about Language in this section addresses those elements of the Order of Knowledge about Language concerned with explicit teaching and learning about language. The framework for Knowledge about Language for each Attainment Target derived from this analysis is given below.

#### **AT 1 Speaking and Listening**

- Social and regional variations of English accents and dialects (including Standard English) and attitudes towards such variations.
- Spoken language use according to audience.

and purpose.

- Paralinguistic features of language.

## **AT 2 Reading**

- The process of reading.
- Differences between texts according to audi context and purpose.
- Language change and attitudes towards cha
- Reading in different ways for different purpo
- The structural organisation of written langua discerning and evaluating how it conveys m

## **ATs 3 - 5 Writing**

- The process of writing.
- Spelling and spelling patterns.
- Organisational and grammatical differences speech and writing.
- Drafting and editing processes.
- The range of forms and purposes that writte serves.
- The history of writing.

In addition, other Statements of Attainment in W require that pupils learn about sentence structure punctuation, for example, in Writing the Stateme Attainment 2a: '*produce, independently, pieces of u*

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*complete sentences, some of them demarcated with letters and full stops or question marks'.*

Moreover, elements of Key Stage 1 Programmes of enhance the learning of language and grammar. F Programme of Study 17 for (AT 3) Writing states t

*As children become more fluent and confident as u should be increased attention to the punctuation u demarcates sentences (capital letters, full stops, que and exclamation marks) and to the conventions of These should be taught in the context of the childre writing and should always be related to their junct making the writer's meaning clear to the reader.*



Key Stage 1 teachers have contributed to reports on classroom practice concerned with teaching Knowledge about Language both in LEA - produced material published as part of the LINC project. The project surveyed these sources. This survey found that most at Key Stage 1 have been teaching those areas of Knowledge about Language within the above framework. They were concerned with Speaking and Listening (14) with Reading (15) and with Writing (19) integrated language work which had authentic communication. The reports also showed that pupils' Knowledge about Language develops recursively through exposure to provided by other writers, combined with the opportunity to experiment with the use of similar techniques for Reading and writing provided a context for pupils to learn about rules and patterns of language, in particular grammar and punctuation, and apply them for their own purposes. Visits to Key Stage 1 schools and classrooms confirmed that most teachers taught pupils Knowledge about Language, particularly written language, in a similar way (section 6.2 below).

### **6.1.2 Teacher Knowledge and Understanding**

Teachers interviewed in schools and those responding to the National Survey were asked to give their interpretation of the term Knowledge about Language. Teachers' responses generated three broad though distinct categories:

(i) The organisation and use of language related to sentences, including spelling, punctuation and grammar. These aspects of Knowledge about Language were found to decrease from Key Stage 1 to 3.

(ii) The organisation and use of language within texts longer than one sentence (such as paragraphs). This aspect was found to remain constant across Key Stages.

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(iii) Theoretical aspects of language such as differences between accents and dialects, including Standard English, language change and differences between speech and writing. Those more theoretical aspects of Knowledge about Language were found to increase from Key Stage 1 to 3.

Teachers at Key Stage 3 were more likely to include this category than their colleagues at Key Stages 1 and 2. This may be because areas outlined by this third category correspond to Knowledge about Language Statements of Attainment 3, 4 and 5, three of the Levels of Key Stage 3 (5 to 8) and one Level of Key Stage 2.

These three categories generated by teachers' responses may be linked to the framework for Knowledge about Language and these relationships are illustrated in Table 26.

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**Table 26 A Framework for Knowledge about Language**

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Teachers' understanding of Knowledge about Language was found not to distinguish between different language modes. It related to written language more often than to spoken language. Although teachers' collective understanding of the term 'Knowledge about Language' corresponded to the framework, there was a degree of uncertainty amongst individual teachers about the terms of reference and the precise area of English to which it referred, particularly in Key Stages 1 and 2. Uncertainty lay in whether the term 'Knowledge about Language' included teaching about the organisational aspects of language structured within texts and theoretical aspects of language, as well as teaching about the organisational aspects of language related to words and sentences. These teachers found the Order unhelpful in this respect. English at Key Stage 3 stated that it was the term 'Knowledge about Language' itself which was unfamiliar to them, rather than the area of English to which it referred, although it also expressed a lack of confidence about teaching the organisational aspects of language, saying they lacked the necessary expertise.

### 6.1.3 Teaching Grammar and Knowledge about Language

Teachers who took part in the National Survey were asked to provide details of grammar they taught across Key Stages 1, 2 and 3. Tables 27 - 32 summarise these details.

#### **Table 27 % of Teachers' Perceptions of their Teaching of Grammar at Key Stage 1**

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Table 27 illustrates what Key Stage 1 teachers claim to have taught as part of their curriculum coverage of grammar and punctuation. There was a consensus about the teaching of sentence grammar and punctuation. More detailed information concerning these aspects of their actual teaching are shown in Tables 28 and 29 below.

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#### **Table 28 % of Frequency of observed Teaching about Punctuation at Key Stage 1**

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Table 28 indicates that those aspects of punctuation that teachers at Key Stage 1 taught most frequently were full stops and capital letters.

#### **Table 30 % of Frequency of observed Teaching about Grammar at Key Stage 1**

□

Table 29 indicates that teachers at Key Stage 1 taught sentence construction, including the use of tense and verb forms, more frequently than any particular word class within a sentence. Section 6.2 below describes in more detail approaches to teaching Knowledge about Language, including grammar and punctuation in schools visited at Key Stage 1. The results for teachers at Key Stages 2 and 3 are shown in Tables 30 and 31.

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#### **Table 30 % of Teachers' Perceptions of Teaching about Grammar at Key Stages 2 and 3**

□

Table 30 shows what teachers stated they taught about teaching grammar between Y3 and Y9. At Key Stage 2 teachers focused mainly on punctuation and sentence structure, with increasing attention to paragraphing aspects of language associated with (AT 1) Speaking and Listening were more frequently dealt with by Key Stage 3 teachers.

Table 31 gives further details of the aspects of punctuation which teachers taught to different year groups.

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### **Table 31 % of Frequency of Observed Teaching about Punctuation at Key Stages 2 and 3**

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Teachers of both Key Stages 2 and 3 stated that they taught about punctuation, but did not specifically name which aspects they taught. Teaching punctuation was observed throughout Key Stage 2 and decreased thereafter.

Teachers at Key Stage 2 who described which aspects of punctuation they taught, most frequently mentioned full stops, capital letters, question marks and exclamation marks, as well as the use of commas within sentences. Observations in Key Stage 2 classrooms indicated that teaching about capital letters, full stops and question marks decreased, whereas teaching about exclamation marks, commas and speech marks increased during the Key Stage. Teachers at Key Stage 3 stated they revised the use of punctuation as well as introduced the use of colons, semi-colons, brackets and hyphens. Teaching about the use of the apostrophe was found to increase across Key Stage 3 year groups.

Table 32 gives details of specific aspects of grammar taught to Key Stages 2 and 3.

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### **Table 32 % of Frequency of observed Teaching about Grammar at Key Stages 2 and 3**

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Key Stage 2 and 3 teachers who stated which aspects of grammar within sentences they taught, mentioned verbs and use of tense, nouns and adjectives most frequently. Teaching about these word classes was most frequently for Y3 and Y4 and less frequently for Y2. Teaching about conjunctions and prepositions increased throughout the two Key Stages. Introducing pupils to the grammatical and positional functions of words such as subject and object was introduced at Key Stage 3, as were 'parts of speech' collectively and individual word classes.

Teachers stated that they were most likely to teach about grammar by integrating it into the context of pupils' learning (55% Key Stage 1, 55% Key Stage 2, 50% Key Stage 3). Teaching about grammar as a separate lesson was most likely to occur at Key Stage 2 (29%). The comparable figures for other Key Stages were 6% (KS1) and 13% (KS3).

Teachers of all three Key Stages in the schools visited. Those who responded to the National Survey stated that they managed the teaching of Knowledge about Language in three main ways:

- Structured planning of Knowledge about Language as the main focus for a lesson or series of lessons:

□

- Teaching Knowledge about Language in response to meeting the needs of individual pupils within planned language activities.

□

- Structured planning of Knowledge about Language integrated into the main language focus of a teaching and learning activity:

□

At Key Stages 1 and 2, Knowledge about Language

primarily focused on AT 3. In particular, aspects of punctuation and grammar were taught through the Attainment Target. At Key Stage 3 activities were ranging, covering all the Attainment Targets.

Section 6.2. below describes in more detail approaches to teaching Knowledge about Language (including those of the schools visited).

## **6.2. Policy and Practice in Schools**

### **6.2.1 Key Stage 1**

#### **6.2.1 (i) Policy and Teachers' Perception**

English Policies made reference to encouraging the use of stops and capital letters in writing; an early awareness of the correct use of tense in writing, and simple sentences including the main parts of speech. Schemes of Work integrated teaching Knowledge about Language in their activities rather than referring to them separately.

Teachers interviewed in schools stated that it would be appropriate to extend teaching Knowledge about Language below Level 5. Indeed they already did so. However, some teachers stated that they felt it was more appropriate to locate the content of Knowledge about Language at Level 5 in the Programmes of Study rather than as separate Statements of Attainment.

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Several teachers pointed out that in order for pupils to achieve some of the current Statements of Attainment at Level 5 they were already having to teach elements of Knowledge about Language, particularly aspects of punctuation and grammar.

#### **6.2.1 (ii) Observations and Diaries**

Activities for Knowledge about Language in Reading were categorised as 'The Process of Reading' within the current framework (Table 26). These activities related to the teaching of the features of printed books (for example, front pages) and class-made 'big books'; pointing out the use of speech marks sequencing a story; explaining differences

between the content of 'story books' and 'information books'; discussing the importance of characterisation in stories, especially when pupils were writing their own; discussing the meaning of unfamiliar words in reading books; and whole-word recognition activities.

Activities related to Writing and Handwriting included teaching pupils about the convention of writing from left to right across the page; explaining that writing a play script is predominantly dialogue; explaining how to finish a paragraph to the class; and explicit teaching of letter shapes including drawing an 'S' in the air prior to writing it. Activities related to teaching Spelling were mainly observed and related to response to individual pupils' writing rather than structured activities.

Teaching about punctuation increased sharply during the period of this investigation because of the testing requirements. It occurred mainly in response to individual pupils' writing. However, teachers also taught punctuation as a structured activity using published material, as well as constantly reminding pupils about the need to punctuate their writing. Teachers were beginning to use the presence of three sentences punctuated with capital letters and full stops or question marks as their own criteria for assessing a piece of writing for Level 2.

At Key Stage 1, grammar activities were linked to writing complete sentences, use of appropriate punctuation and tense in writing.

## **6.2.2 Key Stage 2**

### **6.2.2(i) Policy and Teachers' Perception**

As at Key Stage 1, Key Stage 2 English policies mainly integrated requirements for Knowledge about Language in the section on Writing. Policies stated that teaching grammar should occur in class, group or individual sessions determined by the needs of the pupils. All policies stated compliance with the requirements of the Order, and the importance of pupils' writing for a range of purposes and audiences. All policy documents also included a section on Spelling (section 4.4 above).

Where policies mentioned correcting pupils' writing they recommended that this took place on an individual basis, at the drafting and editing stages of pupils' work.

Schemes of Work showed that teaching about language sometimes integrated into a range of activities and sometimes the main focus of a lesson. For example, one topic-based Scheme of Work for Y5, the teacher planned that pupils were to be taught how to use the contents and index pages of textbooks connected with the topic as well as about alphabet order and various reading skills concerned with extracting, collating and presenting information. Opportunities were planned for pupils to write in different styles, including both narrative and non-fiction forms generated by the topic. In addition, the plan included teaching pupils about syllables, speech marks, punctuation, the use of adjectives, nouns, verbs, and paragraphs, in addition to general sentence structure.

Teachers interviewed in schools stated that implementing the National Curriculum had influenced their teaching of grammar. They now planned to teach in a structured and explicit way, teaching grammatical terms and aspects of grammar to a whole class as well as on an individual basis. English Coordinators stated that they would welcome guidance on strategies for effective management of the grammar strand at this Key Stage, based on examples of successful classroom teaching.

### **6.2.2(ii) Observations and Diaries**

Classroom observations indicated that teaching about Language fell into one of the first two categories outlined in section 6.1.2 above, namely teaching about the organisation of language related to words and sentences within texts. This teaching also occurred most frequently as part of Writing and as a whole class lesson. For example, a teacher explained how to set out a formal letter to a friend prior to the pupils writing their own letter to thank a teacher for helping to look after them on a recent school trip. Another teacher subsequently helped individuals and groups to write their own letters. A Y5 teacher explained that she read out a poem to a class to act as a model for pupils' oral writing. In addition, teachers of all year groups discussed the individual pupils' use of grammar and punctuation.



their own writing. Teachers also set cloze exercises for the whole class, encouraging the effective use of adjectives and verbs. The content of these exercises was either on a topic or was taken from textbooks. Teachers also taught about word derivation, the differences between long and short vowels and about homonyms.

Very few Knowledge about Language activities were recorded as part of teaching Reading. They were usually included in lessons explaining the meaning of unfamiliar words in texts. Teachers read to a whole class or with an individual. In Spelling and Listening, activities tended to be more varied, including teaching about differences between accent and dialect and the use of gestures to

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communicate (e.g. as part of a dance lesson) and to teach about the delivery of a scripted presentation that requires preparing for assembly.

Activities recorded in diaries kept by teachers corresponded to the KAL framework (Table 26). The majority of activities were recorded as part of teaching Writing and Spelling, particularly teaching about spelling, punctuation and word classes. Teachers also recorded teaching about narrative sequencing, the layout of letters and the writing of poems. This was often followed by pupils writing their own forms. One teacher recorded researching the 'History of Writing' with a Y5 class as part of the content for a lesson on 'Printing and Writing'.

### **6.2.3 Key Stage 3**

#### **6.2.3(i) Policy and Teachers' Perceptions**

English policies followed a similar approach to those found in earlier Key Stages, incorporating the requirements of the Order into its policy on each of the Attainment

Schemes of Work indicated two main approaches to managing the KAL strand. These approaches were either teaching about language as a clearly identified aspect of a Scheme of Work based on a topic (middle school) or a novel (secondary school), or teaching about language separately.

As at Key Stage 2, teachers interviewed at Key Stage 3 stated that implementing the Order had raised their awareness of the importance of teaching pupils terminology, sentence structure and punctuation, as required by the Progression Study. They increasingly structured their teaching and their teaching of grammar more explicit.

Heads of English departments, like English Coordinators at Key Stage 2 schools, stated that they would welcome guidance on strategies for the effective management of Knowledge about Language based on examples of good teaching.

### **6.2.3(ii) Observations and Diaries**

Observations in Key Stage 3 classrooms showed that Knowledge about Language (KAL) fell into at least one of the three categories outlined in section 6.1.2 above. A greater range of KAL activities was observed at Key Stage 3. These activities occurred frequently as part of teaching Writing. For example, a teacher of a Y7 class explained the structure and use of paragraphs to the class, followed by a practice activity. Pupils in pairs read out draft dialogues they had been writing and the teacher directed subsequent discussion on improvements that could be made. A teacher of a Y9 class explained to pupils how to write an accident report drawing on information from a variety of sources. Teachers of other classes also discussed on an individual basis

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pupils' use of grammar and punctuation, particularly the accurate use of speech punctuation and sentence structure.

Further observations included a teacher of a Y8 class of Reading worked with pupils on the topic of language change using published material; a teacher of a Y9 class discussed the sequencing of events in a narrative in a class, followed by pupils undertaking a sequencing activity in groups; a teacher of a Y7 class set the pupils the task of evaluating the usefulness of reference books by judging whether the books met particular criteria; for instance, the use of contents and index pages, and illustration, and readability.

In Speaking and Listening, KAL activities were related

either differences between accent and dialect or register. For example, a teacher of a Y8 class taught lessons on different regional accents and dialects published material, while a teacher of a Y9 class d appropriate use of register in both speech and wr

Teaching KAL was more consistent within school Stage 3 than at Key Stage 2. All of the activities ob managed according to at least one of the three ca managing KAL outlined in section 6.1.2 above; tea integrated teaching Knowledge about Language in focus of a lesson, such as structuring paragraphs, as the main activity of a lesson, or series of lesson class. The approach used was one agreed by the w department. In addition, all teachers responded t queries about language on an individual basis or individual pupils' use of language, especially writt language. As with observations in classrooms, acti recorded by teachers in their diaries were divided the Attainment Targets.

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## **7.0 SUMMARY, CONCLUSIONS AND RECOMMEN**

### **7.1 Summary**

#### **Key Stage 1**

The introduction of the National Curriculum Eng has resulted in more systematic, structured planr teaching of all aspects of the Order. Teachers com a greater sense of collaboration which was usually this planning. Details of explicit teaching strategi located in the policy planning documents rather t Schemes of Work. These were mainly in the form objectives linked to specific Statements of Attaini

Time spent hearing individual pupils aloud was s for the purpose of monitoring progress. Since the introduction of the National Curriculum this tim included pupils talking about the content of their This additional activity was seen by teachers to h greatest influence on their teaching of reading an

claimed there was not enough time for both activities. Teachers also reported a lack of time for teaching reading generally and they attributed this to the demands of other subject Orders (see section 2, Manageability). Some teachers thought the requirements of the Statements for Level 1 Reading were too broad compared with those of Level 2. Consequently they found it difficult to explain why some pupils remained working within Level 1 for a relatively long time. Their concern was with the basic development required by Level 2, rather than its content.

Pupils spent their time on reading almost equally between activities that were designed to teach the skills and on reading as an activity itself. In learning to read, phonics activities were the ones which pupils spent most time on most often and for the longest time. Another common activity, used frequently by teachers to teach reading, was listening to pupils read. Also, they used this activity to monitor and assess reading as well as providing pupils with reading practice. However, hearing reading was probably very time-consuming. To deal with this, teachers in all classes a variety of independent reading activities, including phonic work, or repetition and practice activities, releasing themselves to hear individual pupils read. They also created other opportunities to hear reading, such as when other pupils were working in groups or as a part of a variety of activities not related to reading, or during the teacher's lunch break.

In teaching reading, teachers used a wide range of methods in the early stages. Their planning for teaching phonics was structured and followed a sequence of progression checklists and published schemes. Teaching reading occurred most frequently in English, rather than as a curricular activity.

The NSGs (NCC 1989, 1990) deal primarily with the learning environment (e.g. the use of a particular area such as a reading corner), and use of time

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generally, rather than being specifically targeted to meeting and identifying pupils' needs in learning. However, observations in classrooms showed that

limited guidance in this area, teachers were achieved largely through management of resources and materials, books and related activities to individual pupils.

Teachers most often used a combination of reading materials supplemented by books from class or school libraries. Schools that used a range of books not tied to any scheme had adopted or devised a graded scheme 'colour-coding' that allowed them to monitor and guide pupils' progress, as well as to guide pupils in their book choices. Teachers increasingly used published reading programmes to monitor progress between Levels

At the very early stages of writing the teachers acted as scribes, allowing pupils to write lengthier pieces of text than they would physically be able to produce themselves. Their initial writing activities helped pupils to understand the use of workbooks/dictionaries and the general print environment (e.g. wall labels) could help them in their writing. The provision also provided many opportunities for pupils to write independently without direct teacher intervention. This provision had two functions: giving pupils opportunities to practise composing lengthier texts and also providing teachers with a means of assessing pupils' competence in writing such texts without help.

Cross-curricular independent writing focused on reports of activities experienced by the pupils. Opportunities for writing independently in English contexts concentrated on narrative. This was in contrast to school documents which advised teachers to provide opportunities for pupils to write in a wide variety of forms across the curriculum.

Teachers claimed the increase in independent writing was a direct response to SAT requirements for unaided handwriting rather than the demands of the curriculum. In a sample of schools taught cursive writing at an earlier age than previously and many schools relied on published handwriting schemes. This was again claimed to be in direct response to the requirements to fulfil Level 3. Since the introduction of the National Curriculum, teachers said that they had targeted lessons in handwriting for groups or the class rather than individuals, which had previously been the case. However, classroom observation showed that teachers frequently monitored and taught handwriting to individual pupils. Which ever approach was used,

employed handwriting teaching strategies consistent with the guidance in their own school documentation. Teachers were seen to follow a structured handwriting programme based on the Order.

The requirements of the Writing SAT were also seen to influence the teaching of spelling. It was claimed that spelling became more formal and geared to groups or the class. However, the most frequently observed context for spelling teaching was again in response to the needs of individual pupils both in English and across the curriculum. Teachers also said there was a general

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increase in developing independence in spelling in order for a pupil to perform better in a SAT which tests unaided spelling. Perceptions about what explicit teaching strategies were used corresponded to what was planned and observed in 11 classrooms and this also matched the requirements for Spelling. These strategies stressed the role of the sound-symbol relationship as well as the use of the visual word learning to spell.

The punctuation requirements of the Writing SAT governed which aspects of Knowledge about Language were taught. Teachers were beginning to use the SAT criteria which required three sentences with capital letters, full stops or question marks, before assessing the content. So far, they were using these criteria for assessing every piece of independent writing. The use of the full stop and the appropriate verb tense were the most frequently observed aspects of punctuation and grammar observed.

Suggested additional Statements of Attainment for Knowledge about Language at Levels 1 to 4 can be found in Appendix 6. It is clear, however, that teachers at Key Stage 1 are fully aware of the requirements for teaching grammar and punctuation in the Order for Levels 1 to 4.

Across a range of data, teachers perceived Knowledge about Language, particularly grammar and punctuation, to form part of their teaching of English. Observations in classrooms and activities recorded by teachers showed that these teachers taught about the organisation and

written language related to letters, words, sentences about the organisation and use of written language whole texts. Teaching Knowledge about Language teaching about the conventions of written forms: title pages of books, writing and reading left to right about narrative sequencing. This was interrelated teaching pupils how to decode print and write letters sentences and complete texts for themselves. Such occurred as part of an ongoing activity, rather than at this Key Stage.

The teaching of Speaking and Listening had been influenced by the requirements of the Order rather than assessment demands. At Key Stage 1, the project frequently encountered the teacher talking to the class with the pupils listening. The second most frequent was pupils engaged in activities individually or in pairs where talk could be part of the process of the activity where discussion took place it was mainly with the teacher most commonly directed by the teacher. When teachers planned for talk to be part of the process of an activity (the final outcome) pupils were given the opportunity to interact in a variety of group sizes. The most common talk employed was the asking and answering of closed questions (i.e. questions to which there was an expected answer in the teacher's mind). However, a variety of types of talk was also found in Key Stage 1 classrooms.

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## **Key Stage 2**

In terms of Reading, teachers continued to teach initial reading skills, particularly in monitoring the progress of slower learners and pupils with special needs. In the visited time was allocated each week for individual reading and for the teacher to read stories to the class. Aspects of early reading development, e.g. building vocabulary and phonics, spanned Key Stages 1 and 2. The degree to which this happened depended partly, among other factors, on pupils' experience of literacy on entry to school and, therefore, their individual needs.

Analysis of the Order showed a need for clearer identification of Reading beyond the early stages and a more coherent

match between the Statements of Attainment and Programmes of Study in this area. Teachers in schools were unclear as to the terminology, More Advanced Reading Skills, but were familiar with the specific skills included.

Teachers interviewed stated that implementing More Advanced Reading Skills drew their attention to the need to develop pupils' reading skills as well as increasing the breadth and scope of pupils' reading. The National Survey showed that teachers had developed their own framework for teaching More Advanced Reading Skills. Observations in classrooms demonstrated that when teaching these skills, unlike learning to read at Key Stage 1, was taught using a variety of reading material related to other subjects as well as English. Observations also illustrated that pupils were more likely to be provided with opportunities to use specific skills rather than to be explicitly taught such skills.

There was a marked difference in practice between schools that implemented a school policy on teaching More Advanced Reading Skills and those schools that did not. The former taught More Advanced Reading Skills explicitly.

It was clear from all our evidence that teachers placed emphasis on developing the habit of reading by providing time for pupils to read individually and hear stories rather than on teaching particular texts. Teachers incorporated teaching about literary texts into topics wherever they felt this was appropriate. Reading lists or extracts from literary texts was usually used as a basis for discussion and creative writing, rather than to teach texts themselves. Teachers recommended a wide range of titles, mainly prose and poetry, but with some picture books and (to a lesser extent) plays. These texts were mainly from the modern period (1941 - to date) with some added from pre- and early 20th century literature. In terms of classroom management of Reading, Teachers prioritised allocation of resources for reading widely and the organisation of other adults to whom the pupils could turn besides their class teacher.



observations in classrooms did not match the planned programmes in schools' policy documents. Since documents matched the requirements of the Order, it was found that implementation was not yet complete. Changes in their teaching of handwriting were identified in the areas of an earlier introduction of cursive writing, increased use of published schemes and a more structured teaching approach. Changes in the teaching of spelling at Key Stage 2 were claimed to be related to a more formal approach coupled with teaching that developed pupils' autonomy in attempting to spell new words.

As with Key Stage 1, the most frequently occurring activity was Speaking and Listening involved the teacher speaking to the whole class with the pupils listening. Time was also spent on discussions, both those closely directed by the teacher and those which were more influenced by the pupils, with the teacher present. The most common type of task involved the teacher asking closed questions in a directed discussion.

Teachers interviewed in schools stated that they were beginning to structure their teaching about language in a more formal and explicit way since the introduction of the Order. Observations in schools supported this, although schools had not yet established a common policy on Knowledge about Language. Teachers taught about the organisation and use of language (especially grammar and punctuation) related to words and sentences as well as longer texts. They either integrated teaching about language into the current topic of a lesson or taught it as the focus of a lesson to a whole class. In addition, teachers taught about punctuation and sentence structure in pupils by individual consultation, correcting errors and recommending improvements.

The majority of observed activities concerning Knowledge about Language occurred in Writing, particularly in lessons about punctuation and word classes.

Any changes in the teaching of English were perceived as a result of the implementation of the Order: those who had not yet implemented testing arrangements. However, some mentioned an anxiety that they would have to change their teaching to accommodate test requirements in the future. They said this in their response to the experiment.

their Key Stage 1 colleagues.

## **Key Stages 1 and 2**

There was general agreement that primary teachers were happy with the content of the Order. Any difficulties in implementing it were claimed to be due to lack of resources to deliver all the requirements of the other eight subjects. However, teachers expressed contradictory views on the Order. Some opposed to any changes to the statutory framework of the National Curriculum. Nevertheless, in the interests of the system's manageability, they would welcome the opportunity to take on professional responsibility for any measures they considered to be appropriate in order to make teaching the curriculum more

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effective. Primary schools benefited from approaches to lesson planning which were collaborative and supported a nested planning structure incorporating long, medium and short-term goals. In addition, teachers in small primary schools benefited from planning the English curriculum through liaison with colleagues in other schools.

Discussions with teachers and analysis of primary school documents indicated that teachers were unclear about the role and purpose of Schemes of Work. Also, some teachers were unsure of the distinction between the teaching of English in the context of other subjects and using English as a medium of teaching and learning for all subjects. Some teachers expressed concern that there was a reduction in time made available for teaching the early stages of reading to read at both Key Stages 1 and 2. Finally, there was evidence of the influence of the tests on the teaching of English.

## **Key Stage 3**

Teachers in both middle and secondary schools prepared Schemes of Work for English to incorporate the requirements of all five Attainment Targets rather than any single one. The main contexts for teaching literature were used. The first was using a literary text (usually a novel) which provided a focus for all activities, including the study of that text; the second combined a range of texts linked to a common theme. Some schools used

the two approaches exclusively, whilst others use a combination of the two.

Like their Key Stage 2 counterparts, Key Stage 3 teachers recommended an extensive range and variety of texts. The range included poetry and prose titles in addition to dramatic texts which were given more emphasis than they had received at Key Stage 2. Along with their Key Stage 2 colleagues, Key Stage 3 teachers most commonly recommended modern titles (1941 - to date) although they also guided their pupils towards pre- and early 20th century texts.

As with Key Stages 1 and 2, allocation of resources was the most important aspect of classroom management at Key Stage 3. In addition the management of what and how the pupils read became important.

The major impact on the teaching of English since the introduction of the Order has been the plans for the Key Stage 3 SAT (1993). Heads of Department said that this forced them to abandon Schemes of Work for Y9. Instead, that reading and studying a Shakespeare play and an Anthology without prior knowledge of the assessment arrangements had taken up most of Y9 English time at the expense of fulfilling any other requirements of the Order. Like their Key Stage 1 counterparts, they felt that they were teaching to the test rather than to the curriculum.

In implementing the Order, the status of Speaking and Listening has been raised in Key Stage 3 schools. Like with Key Stages 1 and 2, the most

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common context for Speaking and Listening at Key Stage 3 involved the teacher speaking and the pupils listening. This was a whole class activity that was monitored and evaluated by the teacher. When discussion took place with a teacher, it was most likely to be a directed discussion. The most common type of talk observed at Key Stage 3 was class closed questions in a directed discussion. However, there was a wider variety of other types of talk than was observed at either Key Stages 1 or 2.

Specific references to activities and techniques for

spelling were located in Schemes of Work rather than in policy documents. All the observed instances of spelling arose in the context of a piece of written work rather than as a separate lesson. When change was acknowledged to have taken place since the National Curriculum, it was perceived to have been in the areas of formal structure of teaching and encouraging more independence in writing.

Teachers interviewed stated that they were structuring their teaching about language in a more formal and explicit way since the introduction of the National Curriculum, particularly in meeting the requirements of the domain of Knowledge about Language strand of Levels 5 to 8. This was either integrated teaching Knowledge about Language as the main focus of a lesson, or taught it as the main focus of a lesson or series of lessons. Both these management strategies used whole class lessons. Teachers also taught individual pupils how to improve their own use of sentence structure, punctuation and spelling through correcting their work and recommending improvements. Documentation and observation supported this.

Activities concerning Knowledge about Language were more wide-ranging than at Key Stage 2. Teachers taught about the organisation and use of language, especially grammar and punctuation, within printed texts as well as within their own written language. Teachers were also beginning to teach pupils about the theoretical aspects of language through the relevant Statements of Attainment of Levels 5 to 8 and all the Attainment Targets.

With respect to managing the English curriculum, the policy documents reflected the departments' philosophy concerning the teaching of Attainment Targets 1-3. Since the introduction of the National Curriculum, these documents primarily addressed literature-related issues. Schemes of Work were found to target and identify specific strategies rather than learning objectives. This was similar to Schemes of Work at Key Stages 1 and 2. English at Key Stage 3 was taught in one of two ways, or a combination of both. Firstly, using a class reader to provide a focus for English activities, and secondly, combining a range of English activities around a common theme.

While Key Stage 3 teachers viewed the Order and Attainment Targets as valuable planning aids, they were mindful of a lack of

time and resources to implement fully and successfully new curriculum, especially with respect to Speaking and Listening. However, evidence from classrooms shows that they were

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achieving an even balance between their teaching of the main Attainment Targets for English.

## 7.2 Conclusions

The following list addresses issues arising from the specification, including those which were provided at the beginning of the investigation and others which emerged during the progress of the project:

- Schools and teachers at Key Stages 1, 2 and 3 were successfully using the Order in their planning and delivery of the teaching of English.
- Teachers' general response to the Order has been to structure their teaching of English more formally and explicitly.
- The Order has developed teachers' awareness of the breadth of the English curriculum.
- Primary schools benefited from approaches which were short, medium and long-term, and which were collaborative and systematic.
- The teaching of reading at Key Stage 1 involved a range of approaches including the teaching of phonics.
- NSG offers teachers comprehensive advice on the management skills for meeting the needs of pupils with respect to Speaking and Listening.
- The Order does not provide an appropriate developmental framework for More Advanced Reading Skills, nor does it give sufficiently clear emphasis to the development of More Advanced Reading Skills at Key Stage 2.
- There was an extensive range of literature in use with pupils at Key Stages 2 and 3. This literature included a variety of types of texts (e.g. prose, poetry, plays) including those from pre- 20th century, early 20th century and modern times.
- The gaps between Levels 1 and 2 in Reading and Writing were found by teachers to be too wide.

of the Order and SAT data indicated the difficulty of Level 2 being too broad.

- At Key Stage 1, the teaching of Writing was in accordance with the recommendations of the Order directed specifically towards the requirements of the Key Stage 1 tests.
  - The teaching strategies for Handwriting in the Order were present in Key Stages 1 and 2 policy documents. However, observations in classrooms showed that this planning was not put into practice at Key Stage 1 and was not the case at Key Stage 2.
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- The development of pupils' handwriting skills was evident in planning and in classroom practice at Key Stages 1 and 2. However, Key Stage 2 teachers' perceptions of this developmental sequence were more realistic than the perceptions of their Key Stage 1 colleagues.
- The requirements for teaching Spelling in the Order were present in Key Stages 1 and 2 policies and in Schemes of Work. Evidence for practical implementation of this planning was observed in Key Stage 1 and 3 classrooms.
- As pupils progressed through the Key Stages, teachers were more likely to teach spelling using explicit methods.
- The developmental sequence for Spelling within the Order was seen to be carried through in planning and practice at Key Stages 1 and 2. However, National Survey data show that Key Stage 1 teachers overestimated what their pupils could achieve and Key Stage 2 teachers tended to under-estimate their pupils' spelling competence.
- Time given to the different Attainment Targets was found to be evenly distributed across Key Stages 1 and 2.
- The range of types of talk and audiences for Speaking and Listening in Key Stages 1 - 3 classrooms adequately reflect those identified in the Order.
- The most common Speaking and Listening activity at all Key Stages was that of teacher speaking to the class.
- While more than half of the Key Stage 1 and 2 teachers showed an informed understanding of the c

Spoken Standard English, more than half of Stage 2 teachers did not.

- Teachers found the Order unhelpful when trying to establish terms of reference for the phrase Knowledge about Language.
  - Teachers at Key Stages 1 - 3 explicitly taught Knowledge about Language requirements of the Order.
  - The Order offers a practical framework for the teaching of Knowledge about Language.
  - There is a need for a reorganisation and reform of the Statements of Attainment and associated Programmes of Study both below and above Key Stage 2 which would more adequately reflect pupils' current development of Knowledge about Language.
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- At Key Stages 1 and 2 teachers related Knowledge about Language to the development of Writing and Reading to a large extent, Reading in response to the needs of individual pupils. At Key Stage 3 Knowledge about Language teaching reflected all the Attainment Targets.
- Teachers' planning and teaching of the English Language were influenced more by Statements of Attainment than by Programmes of Study.
- Key Stage 2 teachers need more guidance on the implementation of the Order than their Key Stages 1 and 3 counterparts.

An overriding finding is that above all else teachers need for a period of stability. At Key Stages 1 and 2, in particular, the response to the proposed revision of the Order resulted in teachers halting any further effort in implementation.

### **7.3 Recommendations**

Whilst teachers acknowledged, and our evaluation indicated, some weaknesses within the English Order, teachers have welcomed National Curriculum English as a workable framework within which their work with pupils can develop. They believe it can be strengthened best by further support and sharply targeted guidance.

Specific recommendations have emerged from the evaluation:

- Practical guidance should be made available following elements of the Order:
  1. Ways of developing different types of talk in classrooms.
  2. Range of contexts and audiences for talk that can be successfully encouraged in classroom.
  3. Monitoring and assessing the development of the early stages of Reading at Key Stages 1 and 2.
  4. More Advanced Reading Skills at Key Stage 2.
  5. Classroom management skills for Reading and Writing to ensure that the needs of individual pupils are met.
  6. The development of handwriting at Key Stages 1 and 2.
  7. The development of spelling at Key Stages 1 and 2.

Teachers would welcome examples of practice which have been tried and tested in classrooms.

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- Primary teachers will benefit from clearer guidance and support in identifying and preparing Schemes of Work which adequately cater for progression and differentiation as well as coverage of content.
- While parts of the Order can be taught through cross-curricular subjects, primary teachers would benefit from guidance on the distinction between teaching English in the context of other subjects and using English as the medium of teaching and learning for all subjects.
- More consideration needs to be given to the development of reading made available and used for teaching the early stages of learning to read at both Key Stages 1 and 2.
- The influence of SATs on the teaching of English needs to be carefully monitored.
- Teachers need clear explanations of the terms Advanced Reading Skills, and Knowledge about Language.
- The pace of change needs to be slowed down to allow time for a period of stability during which teachers can make professional decisions about the best practice.



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## **APPENDIX 1 - LIST OF PEOPLE CONSULTED**

Richard Andrews	University of Hull
Myra Barrs	Centre for Language in Primary Education
Richard Bates	Warwick LEA
Margaret Berry	University of Nottingham
Prof. Christopher Brumfit	University of Southampton
Prof. Ron Carter	University of Nottingham
Prof. Courtney Cazdan	University of Harvard

Dr. Tom Gorman	National Foundation for Educational Research
Prof. Michael Halliday	University of Sydney, Australia
Jane Hooper	University of Southampton
Alan Howe	National Oracy Project
George Keith	LINC Coordinator
Dr. Sheila Lawlor	Centre for Policy Studies
Ros Mitchell	University of Southampton
Kate Norman	National Writing Project
Henry Pearson	Chester College of Higher Education
Prof. Katherine Perera	University of Manchester
Mike Torbe	Coventry LEA

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## **APPENDIX 2**

### **Framework for Teaching Initial Reading**

The contribution made by statements in Non-Statutory Guidance (NCC 1989, 1990) are listed below under the heading of the framework:

#### **CONTEXTS FOR LEARNING TO READ**

##### **Non-Statutory Guidance (NCC 1989)**

6.1 Teaching has to take account of the breadth of children's print experience ...

6.2 Experience of texts which make sense of life.

6.4 Developing an active response to all texts needs to be explored throughout the curriculum. They should be encouraged to develop an enquiring approach to reading.

6.5 Children's views and opinions ... must be valued and respected.

8.10 Teachers will need to plan to involve parents possible.

10.1 Classroom plans should take account of child knowledge of varieties of written language.

11.3 Classroom display should include: posters ... labels, etc.

### **Non-Statutory Guidance (NCC 1990)**

B4 An environment in which print is valued ...

B5 Selective use of captions, labels and explanatory classroom should invite children to think, talk and and relate purposefully to current work.

D1

1.1 Reading texts which make sense of life and experience help children to become active readers.

1.2 Pupils should read for enjoyment.

1.5 Readers respond to the same text in different ways at different times.

1.5(a) Readers make analogies between their own current issues and those represented in texts, using them as a fictional commentary on their own experiences.

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### **RANGE OF RESOURCES FOR TEACHING READING**

6.3 Encourage children to respond to a wide variety of material.

7.1 Classroom and school should be full of print which children need to read. Classrooms need an area with a variety of reading, viewing and listening material readily available and attractively displayed.

7.3 Relevant and range of reading resources will not be available.

8.1 Children should be encouraged to contribute

reading resources of the class.

8.7 Use big books.

11.3 Children should see their own writing and other work in different forms.

### **Non-Statutory Guidance (NCC 1990)**

B4 A variety of rich and stimulating texts should be available.

B5 Books should be properly displayed and accessible to all children. In selecting books teachers should note the quality of design and illustration, the interest of the narrative and the accessibility of the information.

D1

1.1 Teachers should encourage all children to read and respond to a variety of literature.

1.3 Memorable language and interesting content are distinguishing features of good quality texts.

D2

1.9 The widest possible choice of high quality work and interesting materials for reading should be available. Children will be encouraged if notice boards and displays invite their attention and interest. Children should be encouraged to make use of video and audio tape to record. The school or public library should be used to provide support.

1.10 Texts include not only books, but media texts.

1.12 Children's writing should form part of the reading material.

D3

1.16 Pupils experience literary and media texts from different cultures and periods and from different genres.

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1.19 Include literature from pre-20th century sources for enjoyment and to deepen pupils' experience.

5.2 Using a computer will enhance a particular project work being followed.

## **VARIETY OF ACTIVITIES FOR TEACHING READING**

### **Non-Statutory Guidance (NCC 1989)**

7.1 Pupils can browse, choose or reject a book, read and discuss reading with a friend.

7.2 Children should pay attention to the various functions of the printed word and the function it serves. They should be encouraged to think about why print and images are seen together.

8.4 Teachers should read aloud at least daily.

Use stories on tape or video.

Use children's knowledge of stories, etc. to develop an understanding of the different forms a story or account can take, the different ways language can be used, and for different purposes.

Use story telling.

Give opportunities for all children to discuss their reading. Time for the teacher and the children to become involved with the book.

8.6 Opportunities for silent reading.

8.7 Work with individuals and groups.

8.9 Provide for a variety of forms of response which children might make to their reading.

8.12 Include scope for computer-based work.

11.2 Place for children to display own writing and encourage regular discussion of its contents.

11.3 Word banks and word retrieval systems based on themes.

11.5 Provide the facility to reorganise text on screen and try out new ideas and vocabulary - this will stimulate increasing awareness of the links between reading and writing.

## **Non-Statutory Guidance (NCC 1990)**

B5 Help children make book choices.

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B7 Introducing drafting and opportunities for col (in writing) will encourage planning and critical r

B8

3.2(a) Read with teachers and refer to print such a and lists in the classroom.

(h) Make collections of words related to children's and work in different subjects.

B9

3.8 Activity with rhymes, alliteration and I-Spy ga help children to discriminate and make the link b sound and the written form referred to as 'phonic

D1

1.3 Classroom texts should be open to interpretat different levels.

1.4 Children must be given opportunities to expre opinions, make choices and question assumption what they read. Children's views and opinions sh used to extend understanding.

D2

1.7 Children need to reflect on what they read.

1.9 Pupils' choice of what they read will need teac guidance. Children should be encouraged to mak audio and video tape to record favourite material

D3

1.15 Teachers need to read to children of all ages ( daily).

Teachers should read new and familiar material. Give children opportunities to hear different acc

dialects.

Children should hear taped versions of stories.

Other people should be invited to read to children

D12

5.2(b) Put together a class magazine using a word

## **WAYS OF MAKING READING EXPLICIT**

### **Non-Statutory Guidance (NCC 1989)**

6.4 Develop an enquiring approach to reading.

7.2 Children should be encouraged to think about  
and images are often seen together.

8.2 Be encouraged to take on an authorship role. I  
analyse material heard and viewed.

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8.4 Discuss different ways stories can go and lang  
used. Discuss their reading with teacher or other

read to

discuss author

help to 'cue' check or predict

look at cover

discover author and illustrations

predict content

both read together

work on text together

reading to adult

challenging discussion.

8.5 Do not intervene too soon when hearing child  
Make useful comments rather than give the word  
away.

8.7 Give detailed scrutiny of the books they know.  
**Demonstrate and develop strategies for making s  
strategies to predict text:** illustration, storyline, rh  
rhythm, memory.

Within familiar texts use: picture, context cues.

**Identify unknown words (e.g. using phonic knowl**



consider punctuation.

Analyse and interpret more complex material

8.8 Compare the opening and closing sections of different versions of the same story.

Examine the differences between stories read and written.  
Use stories in SE and dialect.

8.11 Encouraged to see media as 'reading'.

8.12 Computer-based work can provide the need for analytical reading.

12.4 Discuss their writing frequently:

talk about varied types and purposes of writing  
talk about specialist terminology

(Punctuation, letter, capital letter, full stop, question mark, sentence, verb, tense, noun, pronoun).

12.10 Encourage a whole word approach.

Encourage visual strategies.

Read with teacher.

Refer to print (captions and lists) in the classroom

**Discuss words and their patterns.**

**Group words looking for common letter clusters.**

**Identify words by initial letter.**

**Look for words in alphabetical word bank or dictionary.**

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12.11 **Draw children's attention to letters in their writing.**

Distinguish different letter shapes, upper and lower case, and different typefaces.

Learn names of letters.

**Talk freely about letters.**

**Build on their interest in letters.**

**Collect words in alphabet order.**

**Learn the alphabet.**

**Use alphabet in a variety of contexts.**

**Make links between sound and written forms (phonics).**

**Discriminate and inform through I-Spy, rhymes, and word games.**

**Generalise the relationship between letters and sounds.**

**(Use this knowledge in their own writing).**

## **Non-Statutory Guidance (NCC 1990)**

B4 Make inferences and deductions and develop understanding of the structure of texts.

B5 In reading with a child, teachers may decide to read the reading themselves, showing how it can be done. Read alongside the child in order to maintain the meaning.

Encourage the child to look back, or read on, in order to gain a sense of text.

Ask the child to express an opinion or make predictions.

B8

3.2(b) Compose stories and poems, **discussing the use of words and their patterns.**

(c) **Group words and look for common letter clusters in books and magazines.**

(e) **Encourage children to identify a word by its initial sound and look for it in an alphabetical word bank or dictionary in a book where they know it appears.**

3.5 **Learn letters, beginning with those in their own names. Distinguish letter shapes, including upper and lower case. Use different typefaces.**

**Names of letters.**

**Talk freely about letters.**

**Build on this interest.**

B9

3.8 **Discuss their thinking when writing stories, then generalise the relationship between letters and sounds.**

D1

1.5(b) Create meaning through using the context of the text, predicting and bringing experiences to bear on the text.

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(c) Reflect on, describe and analyse feelings inspired by the text.

1.6 Need to reflect on their reading.  
Become familiar with texts and respond to them.

D2

1.8 Explore how writers create meaning.

1.13 Demonstrate ways of reading.

Read with the learner.

Keep the flow of meaning going.

Be an appreciative audience for their efforts.

Children should read with other people; one read lead and the others follow and/or join in.

A pair of children might share a storybook.

A group of children might read a book silently and discuss it.

A parent can provide an audience for re-reading.

A group of children can take parts reading a play.

D3

1.17 Ways of responding to literature;

predict

fill in gaps to narrative

dramatise significant episodes

design book jackets and other publicity material

1.18 Compare the opening and closing sections of familiar stories. Examine differences between stories told, stories in dialect and SE, stories adapted for

D21

5.2(a) Using a computer, have children work together piece together hidden text.

(c) Use a computer text which offers alternative endings.

5.3(a) Use IT to help children reflect on their reading

## APPENDIX 3

### Framework for and Observed Teaching of Phonic Stage 1 Classrooms

A framework for identifying phonics activities has been derived from the Order and Non-Statutory Guidance documents (see Appendix 2). This framework can be found on page 19 of the main report and is listed below.

- (A) play with language, rhyme, rhythm etc.,
- (B) identify words by initial letter,
- (C) make links between sounds and letters,
- (D) use letter names and sounds,
- (E) teach and use alphabetical order,
- (F) look at patterns of letters and spellings of words,
- (G) use term 'letter',
- (H) use phonic cues to read words.

Appendix 3 categorises every instance of phonics observed in Key Stage 1 classrooms according to the framework. A distinction has been made between phonics taught in the context of reading and phonics taught in the context of writing; the latter are marked with a (W). Examples inevitably are double coded such as

(W) 'P. asks T. how to spell 'spoon' - T. asks her what it is with and then helps pupil sound it out?

This example has been coded both as:

(B) Identify words by initial letter,

and ...

(C) Make links between sounds and letters.

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#### **(A) Play with language, rhyme and rhythm**

Teacher points out two words rhyming.

Pupils join in rhymes and songs from video program.

Teacher says a rhyme

Teacher reads a story which rhymes.

Teacher points out rhyming words, children provide

Teacher reads book of nursery rhymes, pupils join in rhymes.

Class recite poem.

Group of children have to think of words, describe them, begin with the same letter and then to write a poem about them.

Pupils have to clap the rhythm of syllables in each other's names.

T reads the class a rhyming story and points out the rhyming words (in Hairy MacLeary Scatter Cat by Lynley D. D. Teacher shows class some letters and pictures beginning with that letter - she teaches the pupils a song to go with each letter card.

Class recite associated rhymes for each Letterland letter.

### **(B) Identify words by initial letter**

Teacher draws attention to 'qu' in 'queen'

Picture - word matching with words beginning with 'q'

Letterland worksheets focusing on the initial sound 'q'

Letterland worksheets focusing on the initial sound 'qu'

Word and picture matching activities focusing on words beginning with 'q' and then putting these words into sentences.

Pupils saying words beginning with 'r'.

Teacher uses tongue-twisters from Letterland materials focusing on initial letter 'w'.

Teacher plays game 'What's in my pocket?' beginning with words ending in 'p'.

Teacher asks pupils to think of words beginning with 'p'

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Teacher writes words on board drawing attention to the first and last letters.

Teacher changes first letter for pupils to read words beginning with 's'.

Pupils fill in initial letter which is missing from words.

Pupils draw a picture of something beginning with a particular letter x 6.

Pupil checks with teacher that 'ball' begins with 'b'.

Teacher continues work on initial letter sounds.

Pupils use scrabble letters to change first and last letters of words.

Teacher helps pupils distinguish between 'd' and 't'.

Teacher asks what letter and sound does 'pancake' begin with.

with.

Teacher asks what letter and sound does 'flour' be  
Pupils fill in a phonic worksheet - filling in missing  
beginning with 'b' or 'sp' in a cloze exercise.

Pupil asks for help in reading a word - Teacher tel  
at the beginning of the word to help her.

Group of children have to think of words describi  
begin with the same letter and then have to write  
using them.

Watching TV programme 'Words and Pictures' wh  
concentrates on an initial letter - pupils shout ou  
beginning with that letter are flashed on screen. (C  
Pupils work through a phonic worksheet - colouri  
pictures that begin with a particular letter.

Teacher dismisses pupils for lunch by telling pup  
names begin with a particular sound to go - then  
other sounds.

Teacher asks group of pupils to think of words ass  
with breakfast that begin with 'E'.

The class letter of the week is 't' and each mornin  
bring things from home beginning with the letter  
the class.

Teacher shows class some letters and pictures beg  
that letter - she teaches the pupils a song to go wi  
card.

Teacher asks class to point out pupils whose nam  
with 'a' sound.

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As pupil reads to teacher, he hesitated over a cou  
- Teacher suggests he looks at the initial letter of t  
help him.

### In writing

(W) Teacher tells pupil that 'space' starts with 'sp

(W) Pupil asks for spelling of a word - teacher tells  
the right page in her alphabet-ordered wordbook.

(W) In writing a story, one pupil asks another how  
'grass' - other pupil tells him initial sound, so first  
in his word book for the 'g' page.

(W) Teacher points out that 'circle' beings with 'c  
when pupil asks for help in spelling the word.

(W) Pupils asks teacher how to spell 'spoon' - Tea

her what it begins with and then helps pupil sound

### **(C) Make links between sounds and letters**

Teacher distinguishes between letter names and sounds.  
Teacher gets pupils to sound out letters and then write them down.

Work on 'sh', 'ch', and 'th' - Teacher dictates words and pupils sound out the sounds.

In reading drop-in session, parents help pupils write words by sounding them out.

Teacher listens to pupil read a cloze passage he has completed, when he struggles over words - Teacher helps them out for him.

Pupil sounds out words on word-cards.

Teacher helps pupil sound out word he is trying to write.

Pupils working on a worksheet have to underline words with the sound 'ee' in one colour, and 'sh' in another.

Teacher then helps the pupils sound out the words.

In a withdrawal lesson for dyslexic pupils, one pupil blindfolded has to feel the shape of individual letters (made up of cloth material) and say the sound the letter makes.

Teacher helps pupil sound out the word of the day which is pinned on the wall.

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Pupils sound out words when reading cards from the teacher to the teacher.

In working on an alphabet jigsaw - pupil knows the names but not the sounds.

Teacher helps by referring to the appropriate Letter characters.

### **In writing**

(W) Teacher or other adult sounds out spellings and asks for help in their writing.

(W) Teacher tells pupil that 'space' starts with 'sp' (x6)

(W) Pupils sound out words to aid spelling.

(W) Teacher asks pupils to sound out words they can spell.

(W) Pupil spells 'would' - 'w-u-d'.

(W) Teacher reminds pupils in a spelling lesson that

sound in 'stuck' is made up of a round 'c' and 'k'.  
(W) Pupils has written 'twee' instead of , tweet' -  
sounds out the end of the word for him.

### **(D) Use letter names and sounds**

Teacher sounds out and relates letter names.  
Teacher distinguishes between letter names and sounds.  
In a withdrawal lesson for dyslexic pupils, one pupil  
blindfolded has to feel the shape of individual letters  
(up of cloth material) and say the sound the letter

#### In writing

(W) Teacher sounds out a spelling when pupil asks  
(x2)

(W) Teacher sounds out the spelling of 'foil'.

(W) Teacher sounds out the spelling of 'fire' in context  
pupil's writing.

(W) Teacher sounds out the spelling of 'star'

(W) Teacher reminds pupils in a spelling lesson that  
sound in 'stuck' is made up of a round 'c' and a 'k'

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### **(E) Teach and use alphabetical order**

Teacher suggests children read alphabet (look at letters  
whole word in alphabet order) as one of a range of  
activities.

Pupils use alphabet card to find words.

Class are writing a Big-Book on sounds - each pupil  
page to write on - the pupils' names are arranged  
alphabetically - Teacher goes through the book pages  
reinforcing the alphabetical order.

Teacher helps a pupil with an alphabet jigsaw - he  
letter names but not the sounds - teacher talks about  
Letterland characters to help emphasise the relationship  
between letter names and sounds.

Pupils fill in worksheets that involve an alphabet-  
exercise.

As a 'filler' exercise at the end of the day, Teacher  
pupils to recite the alphabet.

#### In writing



(W) Pupils find correct letter page in alphabet-ord wordbook for spellings.

**(F) Look at patterns of letters and spellings of wor**

Pupils invited to put in mid vowel to make C-V-C  
Teacher goes through letter sounds on worksheet:  
pupils.

Teacher goes through sounds at ends of words '-e  
magic 'e'.

Teacher discusses Letterland diagrams of letters.  
Pupils work on magic 'e' and '-ed' words, and wor  
beginning with 'dr' and 'fr'.

Pupils find magic 'e' words in their story.

Teacher writes words on board drawing attention  
last letters.

Pupils working on Letterland worksheets.

Pupils make words from letters and talk about wo  
have made.

When listening to a pupil read, Teacher points ou  
in 'magic' is read as a 'k'.

Work on 'sh', 'ch', 'th' - Teacher dictates words wi  
either initial or final sounds.

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Pupil asks for help in reading a word - Teacher tel  
at the beginning of the word and work it out.

In paired reading, one pupil helps another pupil  
words by sounding out the letters of the word.

Pupils working on a worksheet. They have to und  
words with the sound 'ee' in one colour, and 'sh' ,  
another colour. Teacher then helps them sound o  
words.

Pupils watch the TV programme 'Words and pictu  
focuses on words ending in 'ing' and on magic 'e'  
Teacher works with a group of 4 pupils doing a ca  
matching activity using GALT materials.

**In writing**

(W) In context of pupil's writing, Teacher explain  
one of the words that sounds like it should be spe  
that it is spelt 'ight'.

**(G) Use term 'letter'**

Teacher points to and asks about letters.

### **(H) Use phonic cues to read words**

Teacher listens to a pupil read a cloze passage he completed - when he struggles over words - Teacher helps them out for him.

In reading drop-in session - parents help pupils with words by sounding them out.

Pupil asks Teacher for help in reading a word. Teacher helps him to look at the beginning of the word and try and sound it out.

In paired reading, one pupil helps another pupil with words by sounding out the letters of the word.

Teacher helps pupil sound out a word he is trying to read.

Teacher helps pupil sound out the word of the day which is pinned on the wall. Pupils sound out words on reading cards from word-tins to the teacher.

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## **APPENDIX 4 - LIST OF DEVELOPING READING COMPETENCIES**

Moon, C. and Raban, B. (1992) A Question of Reading  
David Fulton.

### *First Steps* (NC Level 1)

1. Talks about pictures in books.  
Asks questions about pictures in books.  
Listens to stories and offers to 'read' some.

2. Makes up own story to print in a picture book.  
Uses pictures to cue meaning.

3. Repeats sentence patterns remembered from text read aloud.

Self-corrects story retellings using pictures.

Can predict outcomes using pictures.

Cannot identify individual words.

### *Early Stages* (NC Level 1)

4. Begins to show an interest in printed text.  
Asks for what the print says.

Can accurately recall stories heard read aloud.  
Begins to talk like a book.

5. Finger and voice pointing, trying to match text.  
Asks for unknown words.  
Picture cues will be important for interpretation of text.  
Begins to respond to the conventions of text:

top/bottom of page,  
left/right tracking,  
one page after another.

### *Beginning Reading* (NC Level 2)

6. Can predict sentence ends.  
Begins to understand one-to-one word correspondence.  
Begins to identify initial letters of words.  
Uses initial letters and pictures to interpret meaning.

7. Re-reads to make sense of the text.  
Reads with word by word voice match.  
Uses some graphic cues; initial letters and word endings.

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### *Reading* (NC Level 2)

8. Reads words in known text fluently.  
Monitors meaning and self-corrects.  
Asks for confirmation of words read.  
Semantic and syntactic cues override grapho-phonics.

9. Finds known words in unknown words.  
Uses context and grapho-phonics cues.  
Reads word by word.  
Decoding often inaccurate.

### *Developing Reading* (NC Level 3)

10. Reads known words and decodes unknown words.  
Scans ahead and monitors punctuation.  
Uses all available cue systems appropriately.  
Reads fluently with expression.  
Can read silently.

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## **APPENDIX 5 - SURVEY OF LITERATURE RECOMMENDED BY TEACHERS AT KEY STAGES 2 and 3**

In the National Survey and during interviews in S... teachers were asked to list the novels, plays, poem... anthologies they and their colleagues made certai... pupils read in particular year groups. Up to ten ti... specified.

From these titles the following lists have been ass... information received was sparse in some cases. Th... there will be some bibliographic inaccuracies for... apologise.

The books are listed in each year group in section... poetry, picture books/miscellaneous and plays. Ea... supported by author information, date of original... publication, full or abridged version where this w... The final column indicates the number of mentio... received.

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### **BOOKS RECOMMENDED**

#### **YEAR THREE**

Author	Title	Date
--------	-------	------

#### **Prose**

Ahlberg, I & A.	The Jolly Postman	1986
Ahlberg, A.	Mrs. Wobble the Waitress	1985
Ahlberg, A.	Master Bun the Baker	1988
Ahlberg, J. &	Burglar Bill	1977

A. Ahlberg, J. & A.	Jeremiah in the Dark Woods	1977
Aiken, J.	A Necklace of Raindrops	1968
Aiken, J.	The Moon's Revenge	1987
Arkle, P.	The Village Dinosaur	1968
Asquith, H.	The Elephant	
Ashley, B.	Dinner Ladies Don't Count	1981
Barrie, J.M.	Peter Pan	1904
Blyton, E.	Five have plenty of fun	1950s
Blyton, E.	Famous Five, etc.	1950s
Bond, M.	Paddington Bear Stories	1958
Bond, M.	A Bear called Paddington	1958
Brown, J.	Flat Stanley	1974
Brown, M. (ed)	Sea Legends	
Burnett, F.H.	The Secret Garden	1910
Carroll, L.	Alice in Wonderland	1865
Carroll, L.	Jabberwocky and Alice selection	1865
Carpenter, M.	Mr. Majeika and the Music Teacher	1987
Carpenter, R.	Catweazle	1970
Cave, K.	Dragonrise	1992
Cole, B.	The Trouble with Mum	1985
Cole, B.	Dad	1987
Cole, B.	Trouble with Grandad	1988
Corbalis, T	Wrestling Princes	1986
Corrin, S. & S.	Once upon a Rhyme	1982
Dahl, R.	Fantastic Mr. Fox (Novel)	1974
Dahl, R.	Charlie & the Chocolate Factory	1968
Dahl, R.	Danny the Champion of the World	1975
Dahl, R.	James and the Giant Peach	1967
Dahl, R.	Fantastic Mr. Fox (Play)	1991
Dahl, R.	Matilda	1988
Dahl, R.	The Enormous Crocodile	1978

Dahl, R.	George's Marvellous	1981
Dahl, R.	Medicine The Twits	1982
Dahl, R.	The Magic Finger	1968
Dahl, R.	Boy	1984
Dahl, R.	Esio Trot	1990

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### **YEAR THREE**

Dahl, R.	BFG	1984
Derwent, L.	The Tale of Greyfriars Bobby	1985
Dickens, C.	Oliver Twist	1837
Doherty, B.	'Tilly Mint' Books	1980
Doherty, B.	Spellhorn	1990
Feagles, A.	Casey the Utterly Impossible	
Feagles, A.	Horse	1981
Fine, A.	A Sudden Puff of Glittering	
Fine, A.	Smoke	1991
Garner, A.	Weirdstone of Brisinghamen	1974
Grahame, K.	Wind in the Willows	1908
Grimm Brothers	Fairy Tales	1823
Heide, F.P.	The Shrinking of Treehorn	1971
Hewett, A.	Mrs. Mopple's Washing Line	1970
Hughes, S.	It's Too Frightening For Me	1986
Hughes, T.	The Iron Man	1971
Hughes, T.	How the Whale Became	1963
Jackson & Pepper (eds)	The Green Storyhouse	1976
Jackson & Pepper (eds)	The Blue Storyhouse	1976
Jansson, T.	Finn Family Moomintroll	1948
Kemp, G.	The Turbulent Term of Tyke Tyler	1977
Kemp, M.	The Touch of Gold	1991
King, C.	Stig of the Dump	1963
Kingsley, C.	Water Babies	1863

King-Smith, D.	Emily's Legs	1988
King-Smith, D.	Magnus Power Mouse	1988
King-Smith, D.	George Speaks	1988
King-Smith, D.	The Hedgehog	1987
Kipling, R.	Rikki-Tikki-Tavi and other animal stories	1894
Lane, S.	The Three Trolls - scheme	1991
Lewis, C.S.	Tales of Narnia	1950
Lewis, C.S.	The Lion, Witch & Wardrobe	1950
Lingham, B.	Children's Ramayan	
Lively, P.	Dragon Trouble	1984
Manning, R.	Green Smoke	1957
Milne, AA.	Winnie the Pooh	1926
Milne, AA.	House at Pooh Corner	1928
Muir, H.	Wonder Witch	
Murphy, I	The Worst Witch	1974
Nicholson & Watts	The Vikings - Thor's Saga	
Nimmo, J.	The Snow Spider	1986
O'Brien, R.	The Secret of NIMH	1970
Pearce, P.	A Dog So Small	1978

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		<b>Y</b>
Pearce, P.	Tom's Midnight Garden	1958
Pearce, P.	The Battle of Bubble & Squeek	1978
Proysen, A.	Mrs. Pepperpot - series	1960
Randle	Grandpa's Balloon	
Ransome, A.	Old Peter's Russian Folk Tales	1916
St. John, P	Treasures of the Snow	1980
Samson, F.	Josh's Panther	1988
Scieszka, J.	True Story of the 3 Little Pigs	1991
Serrailier, I.	The Silver Sword	1956

Shatan	There's Something in There	
Smucker, B.	Jacob's Little Giant	
Stevenson, R.L.	Treasure Island	1883
Sutcliffe, R.	Beowulf: The Dragon Slayer	1971
Sutcliffe, R.	The Eagle of the Ninth	1954
Tomlinson, J.	Owl who was Afraid of the Dark	1968
Twain, M.	Tom Sawyer	1876
West, C.	Monty the Dog Wears Glasses	1990
Westall, R.	Machine Gunners	1975
Westall, R.	The Scarecrows	1981
White, E.B.	Charlotte's Web	1952
Wilde, O.	The Happy Prince	1888
Williams, M.	Gabboline	
Wilson, J.	The Killer Tadpole	

### **Poetry**

Ahlberg, A.	The Mighty Slide	1988
Ahlberg, A.	Please Mrs. Butler	1983
Ahlberg, A.	Heard it in the Playground	1989
BBC	Poetry Corner Pamphlet	
Belloc, H.	'Moral' Poems	1870
Bennett, J.	Noisy Poems	1986
Blake, W.	Songs of Innocence and Experience	1789
Brand, C.	Naughty Children Anthology	1962
Browning, R.	Poetry	1812
Cadbury	7th Book of Children's Poetry	
Edwards, G.	'Caterpillar Stew' Poems	1990
Elliott		
Cannon, A.	Travelling Light	1962
Foster, J. (ed)	A First Poetry Book	1979
Foster, J. (ed)	A Second Poetry Book	1980
Foster, J. (ed)	A Third Book of Poetry	1982
Henri, A.	Phantom Lollipop Lady	1986
Ireson, B.	(The Complete) Rhyme Time	1977
Ireson, B.	The Complete Rhyme Time	1992



### **YEAR THREE**

McGough, R.	Blazing Fruit - Selected Poems	1990
McGough, R.	The Great Smile Robbery	1982
Milligan, S.	Selected Poems	1960
Murray		
MacBain, J.	Book of 1000 Poems	1942
Nicoll, H. (ed)	Poems for 7 Year Olds	1983
Patten, B.	'Gargling with Jelly' Poems	1985
Rosen, M.	Book of Children's Poetry	1991
Rosen, M.	Kingfisher Book of Children's Poetry	1985
Royds, C. (ed)	Read me a Poem (Anthology)	1986
Sheurat, N.	Poetry 1/2	
Stevenson, R.L.	Collected Poems	1850
Tennyson, A.	Lady of Shallot	1832
Waters, F.	Golden Apples: Poems for Children	1988
Wright, K.	Poems including 'Grandad'	1980
Wright, K.	Rabbitting On Diary of Poems Selection of First World War Poems	

### **Picture Book/Miscellaneous**

Arnold, T	No Jumping on the Bed	1987
Armitage, R&D.	The Lighthouse Keeper's Lunch	1977
Browne, A.	Piggy Book	1986
George, J.	My Side of the Mountain	1970
Graves, R.	The Big Green Book	1978
Harker, J.	My Best Friends	1992

Hedderwick, M.	Katie Morag (series of stories)	1980
Herriot, J.	Only One Woof	1986
Hissey, J.	Jolly Tall	1990
Hutchins, P.	Curse of the Egyptian Mummy	1985
Hutchins, P.	Follow that Bus	1992
King-Smith, D.	Harry's Mad	1993
Mahy, M.	Little Witch and other favourites	1987
Mare, de la, W.	Mr. Nobody	1873
Nation, T.	Rebecca's World	1986
Oakley, G.	The Churchmice	1970
O'Donnell, E.	Elliott O'Donnell's Great Ghost Stories	1985
Palmer, S.etal	Cliffhangers 1 and 2	1983
Peake, M.	Captain Slaughterboard Drops Anchor	1972

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Pearce, P.	The Elm Street Lot	1988
Peterson, J.	The Littles to the Rescue	1990
Storr, C.	The Spy Before Yesterday	1991
Strong, J.	Fatbag	1983
Swindells, R.	Ice Palace	1987
Sylvestre, R.	The Old Woman who Lived in a Roundabout	1991
Tolkein, J.R.R.	Father Christmas Letters	1978
TomJinson, J.	The Gorilla who Wanted to Grow Up	1991
Tomlinson, J.	The Cat who Wanted to go Home	1991
Turnball, A.	The Summer of the Cats	1988

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**BOOKS RECOMMENDED  
YEAR FOUR**

Author	Title	Date
<b><u>Prose</u></b>		
Ahlberg, A.	Woof	1986
Ahlberg, A& J.	Jeremiah in the Dark Woods	1977
Ahlberg, J & A.	Burglar Bill	1977
Ahlberg, J & A.	The Jolly Postman	1986
Ahlberg, J & A.	The Jolly Christmas Postman	1991
Aiken, J.	Midnight is a Place	1974
Aiken, J.	A Necklace of Raindrops	1968
Aiken, J.	The Kingdom under the Sea	1971
Anderson, H.C.	Fairy Tales	1846
Bach, R.	Jonathan Livingstone Seagull	1970
Banks, L.R.	The Indian in the Cupboard	1980
Barrie, J.M.	Peter Pan	1904
Bawden, N.	The Runaway Summer	1969
Bawden, N.	Carrie's War	1987
Benchley, N.	Red Fox and his Canoe	1964
Berna, P.	100 Million Francs	1957
Blume, J.	Super Fudge	1980
Bond, M.	Paddington	1958
Brown, J.	Flat Stanley	1974
Browne, A.	The Piggy Book	1986
Burnett, F.H.	The Secret Garden	1910

Burningham, J.	Come Away from the Water, Shirley	1977
Burton, H.	When Beacons Blazed	1978
Byars, B.	The Pinballs	1977
Carroll, L.	Alice in Wonderland	1865
Cave, K.	Dragonrise	1992
Cole, B.	The Trouble with Mum	1985
Cole, B.	Dad	1987
Cole, B.	Grandad	1988
Corbalis, T.	Wrestling Princes	1986
Crompton, R.	William	1930s
Cross, G.	The Demon Headmaster	1982
Crossley-Holland, K.	Storm	1985
Crossley-Holland, K.	Tales from Europe	1991
Dahl, R.	The Magic Finger	1968
Dahl, R.	George's Marvellous Medicine	1981
Dahl, R.	Matilda	1988
Dahl, R.	Esio Trot	1990

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Dahl, R.	James and the Giant Peach	1967
Dahl, R.	Charlie and the Chocolate Factory	1968
Dahl, R.	Danny the Champion of the World	1975
Dahl, R.	Charlie and the Great Glass Elevator	1973
Dahl, R.	Fantastic Mr. Fox	1974
Dahl, R.	The Twits	1982
Dahl, R.	The Enormous Crocodile	1978
Dahl, R.	Boy	1984
Dahl, R.	BFG	1984
Dann, C.	Animals of Farthing Wood	1979

Dickens, C.	Oliver Twist	1837
Dickens, C.	A Christmas Carol	1850
Doherty, B.	Spellhorn	1990
Doherty, B.	Tilly Mint Books	1980s
Doyle, AC.	The Hound of the Baskervilles	1902
Fisk, N.	Space Hostages	1970
Garner, A.	Weirdstone of Brinsinghamen	1974
Garnett, E.	Family from One End Street	1937
Gordon, G. & Hughes, D. (eds)	Short Stories	1990s
Grahame, K.	The Wind in the Willows	1908
Heide, F.P.	The Shrinking of Treehorn	1971
Hughes, T.	The Iron Man	1971
Hughes, T.	How the Whale Became	1963
Jackson, D. & Pepper, D.	The Green Storyhouse	1976
Jackson, D. & Pepper, D.	The Blue Storyhouse	1976
Jacques, B.	Redwall Trilogy	1986
Kaye, G.	Kassim Goes Fishing	1980
Kemp, G.	The Turbulent Term of Tyke Tyler	1977
King, C.	Stig of the Dump	1963
King Smith, D.	The Hodgeheg	1980s
King Smith, D.	Harry's Mad	1993
King Smith, D.	George Speaks	1988
King Smith, D.	The Sheep-Pig	1983
King Smith, D.	Magnus Powermouse	1988
King Smith, D.	Master Butcher	
King Smith, D.	Noah's Brother	1986
King Smith,	Tumbleweed	1987

Kipling, R.	Just So Stories	1902
Kipling, R.	Rikki-Tikki-Tavi and other Animal Stories	1894
Latham, G.	No Strings Puppet Theatre	1989
Lawrence, A.	The Travels of Oggy	

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## YEAR FOUR

Lewis, C.S.	Narnia Series	1950s
Lewis, C.S.	The Magician's Nephew	1955
Lewis, C.S.	The Lion, Witch and Wardrobe	1950
Lobel, A.	Frog and Toad Together	1972
Manning, R.	Green Smoke	1957
Mark, J.	The Dead Letter Box	1982
Milne, AA.	Winnie the Pooh	1926
Milne, AA.	House at Pooh Corner	1928
Muir, H.	Wonderwitch	1988
Nesbit, E.	The Railway Children	1906
Nesbit, E.	The Railway Children	1906
Nimmo, J.	Snow Spider	1986
Norton, M.	Bed Knobs and Broomsticks	1962
Norton, M.	The Borrowers	1950s
Oakley, G.	The Churchmice series	1970
O'Brien, R.	Mrs. Frisby and the Rats of NIMH	1971
O'Donnell, E.	The Best Stories	
Paton-Walsh, J.	Dolphin Crossing	1967
Peake, M.	Captain Slaughter Board Drops Anchor	1972
Pearce, P.	Battle of Bubble and Squeak	1978
Pearce, P.	Tom's Midnight Garden	1958
Pratchett, T.	Diggers	1990
Proysen, A.	Mrs. Pepperpot Strikes	1960
Robinson, J.	Teddy Robinson Stories	1960

Scieszka, J.	The True Story of the 3 Little Pigs	1991
Serraillier, I.	The Silver Sword	1956
Sewell, A.	Black Beauty	1877
Stevenson, R.L.	From a Railway Carriage	
Stevenson, R.L.	Treasure Island	1883
Sutcliffe, R.	The Queen Elizabeth Stories	1950
Sutcliffe, R.	The Eagle of the Ninth	1954
Tolkien, J.R.R.	The Hobbit	1937
Tolkien, J.R.R.	Father Christmas Letters	1978
Tomlinson, J.	Owl who was Afraid of the Dark	1968
Troughton, J.	The Story of Rama & Sita	1975
Turvey, B.	Biggest Jelly in the World	1988
Warner Hooke, J.	The Snow Kitten	1987
Westall, R.	Machine Gunners	1975
White, E.B.	Charlotte's Web	1952
Wyss, J.D.	The Swiss Family Robinson	1818
	Bible Stories	
	Greek Mythology - various	

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### **Poetry**

Ahlberg, A.	Please Mrs. Butler	1983
Ahlberg, A.	The Mighty Slide	1988
Belloc, H.	'Moral' poems	1870
Bennett, J.	Noisy Poems	1986
Bennett, J.	Sound Patterns	
Blake, W.	Songs of Innocence and Experience	1789
Brand, C.	Naughty Children Poems	1962
Browning, R.	Poetry	1812
	Seventh book of Children's	

Cadbury	Poetry	
Carroll, L.	The Lobster Quadrille Poem	1865
Carroll, L.	The Walrus and the Carpenter Poem	1865
Carroll, L.	'J abberwocky' and others from 'Alice'	1865
Cawsley, C.	Figgie Hobbin	1970
Clare, J.	Nature Poets	1793
Cole	The Clothes Line (poem)	
Coleridge, S.T.	The Ancient Mariner	1789
Dahl, R.	Revolting Rymes	1982
Ewart, G.	Caterpillar Stew	1990
Elliott		
Cannon, A.	Travelling Light	1962
Foster, J. (ed)	A First Poetry Book	1979
Foster, J. (ed)	A Second Poetry Book	1980
Foster, J. (ed)	A Third Poetry Book	1982
Henri, A.	Phantom Lollipop Lady	1986
Ireson, B.	(The Complete) Rhyme Time	1977
Magee, W.	Puffin Book of Christmas Poems	1990
Mare, de la, W.	Nicholas Nye	1873
Mare, de la W.	Mr. Nobody	
McGough, R.	The Great Smile Robbery	1982
McGough, R.	Blazing Fruit - Selected Poems	1990
Milligan, S.	Selected Poems	1960
Patten, B.	Gargling with Jelly	1985
Rosen, M.	Don't put mustard in the custard	1985
Rosen, M.	Book of Children's Poetry	1991
Roydes, C.	Read me a Poem (Anthology)	1986
Sansom, C.	Speech Figures	1970
Sherrat, N.	Poetry 1/2	
Stevenson, R.L.	Collected Poems	1850



Styles, M.	I Like that Stuff	1984
Summerfield, G.	Junior Voices	1970
Swift, J.	Gulliver's Travels	1709

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### **YEAR FOUR**

Tennyson, A.	Lady of Shallott	1832
Webb, K.	Anthology - I Like this Poem	1979
Wright, K.	Poems including 'Grandad'	1980

### **Picture Book/Miscellaneous**

Arnold, T.	No Jumping on the Bed	1987
George, J.	My Side of the Mountain	1970
Harker, J.	My Best Friends	1992
Hutchins, P.	Curse of the Egyptian Mummy	1985
Palmer, S. et al	Cliff Hangers 1 and 2	1983

### **Play**

Carew, J.	Spiral Plays	1991
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### **BOOKS RECOMMENDED YEAR FIVE**

Author	Title	Date
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### **Prose**

Aesop	Fables
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Ahlberg, A. & J.	Jolly Postman (3D)	1986
Ahlberg, A.	Woof	1986
Aiken, J.	The Wolves of Willoughby Chase	1962
Aiken, J.	Mortimer Says Nothing and other Stories	1985
Anderson, H.C.	Fairy Tales	1846
Ashley, B.	I'm Trying to Tell You	1981
Banks, L.R.	Maura's Angel	1984
Banks, L.R.	Indian in the Cupboard	1980
Bawden, N.	Carrie's War	1987
Bawden, N.	The Witch's Daughter	1966
Berna, P.	100 million Francs	1957
Bevan, C	Mightier than the Sword	1989
Blume, J.	Super Fudge	1938
Booney, B.	It's Not Fair	
Bradman, T.	Smile Please	1989
Burt, R.	Magic with Everything	1990
Browne, A.	Piggy Book	1986
Burnett, F.H.	The Secret Garden	1910
Byars, B.	18th Emergency	1973
Byars, B.	The Midnight Fox	1970
Byars, B.	Pinballs	1977
Byars, B.	Not-Just-Anybody Family	1986
Carpenter, R.	Catweazle	1970
Carroll, L.	Alice's Adventures in Wonderland	1865
Cheetham, C.	Rebecca's World	
Cole, B	The Trouble with Gran	1991
Creaves, M.	Hetty Peglar - Half Witch	
Cresswell, H.	Piemakers	1967
Crompton, R.	William	1930s
Crossley-Holland, K.	Folk Tales of the British Isles	1985

Dahl, R.	BFG	1984
Dahl, R.	Charlie & the Chocolate Factory	1968
Dahl, R.	Charlie & the Great Glass Elevator	1973
Dahl, R.	Danny the Champion of the World	1975
Dahl, R.	Fantastic Mr. Fox	1984
Dahl, R.	James and the Giant Peach	1967
Dahl, R.	Magic Finger	1968
Dahl, R.	Matilda	1988
Dahl, R.	The Twits	1982

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### **YEAR FIVE**

Dahl, R.	The Witches	1983
Dahl, R.	The Wonderful World of Henry Sugar	1977
Dahl, R.	George's Marvellous Medicine	1981
Dann, C.	Animals of Farthing Wood	1979
Davies, A.	Conrad's War	1978
Dejong, M.	Wheel on the School	1956
Desai, A.	The Peacock Garden	1991
Dickens, C.	A Christmas Carol	1843
Dickens, C.	Great Expectations	1861
Dickens, C.	Oliver Twist	1837
Disney, W.	101 Dalmations	
Doherty, B.	Tilly Mint Books	1980
Doherty, B.	Children of Winter	1985
Fine, A.	Bill's New Frock	1989
Frank, A.	Diary of Anne Frank	1954
Garfield, L.	Smith	1967
Garner, A.	Wierdstone of Brisingamen	1974
Garnett, E.	The Family from One End Street	1937
Gee, M.	Halfmen of O	1982

Gee, M.	World Around the Corner	1983
Gosciny	Asterix The Gaul Books	1960
Grahame, K.	The Wind in the Willows	1908
Granger, M.	The Summer House Cat	1989
Grimm Brothers	Fairy Tales	1823
Hall, W.	Henry Hollins and the Dinosaur	1988
Heide, F.P.	The Shrinking of Treehorn	1971
Hoban, R.	A near thing for Captain Najork	1970
Hoffinan, M.	Ip Dip Sky Blue	1990
Holm, A.	I am David	1965
Hughes, T.	The Iron Man	1971
Hughes, T.	How the Whale Became	1963
Hunter, N.	Professor Branestawm (various)	1974
Hutchins, P.	The Curse of the Egyptian Mummy	1985
Hutchins, P.	The Mona Lisa Mystery	1987
Hutchins, P.	Follow that Bus	1988
Jacques, B.	Redwall Trilogy	1990
Jones, D.W.	The Ogre Downstairs	1990
Jungman, A.	Vlad the Drac	1982
Juster, N.	The Phantom Tollbooth	1962
Kaye, G.	Comfort Herself	1984
Kemp, G.	The Turbulent Term of Tyke Tyler	1977
Kemp, G.	Gowie Corby Plays Chicken	1978
Kimmel, E.A.	Anansi and the Moss- Covered Rock	1988
King, C.	Stig of the Dump	1963
King-Smith, D.	The Fox Busters	1989
King-Smith, D.	Daggie Dogfoot	1990

King-Smith, D.	Sheep Pig	1983
King-Smith, D.	Emily's Legs	1988
King-Smith, D.	Harry's Mad	1993
Kipling, R.	The Just So Stories	1902
Kitamura, S.	When Sheep Cannot Sleep	1986
Lawrence, A.	The Travels of Oggy	
Lewis, C.S.	The Magician's Nephew	1955
Lewis, C.S.	The Lion, Witch & Wardrobe	1950
Lewis, C.S.	Namia Chronicles	1950s
Lewis, C.Day	The Otterbury Incident	1966
Limb, S.	The Strange Case of Mr. Jupiter	
Lively, P.	The Ghost of Thomas Kempe	1973
Longman	Longman Classic Series	
Magorian, M.	Goodnight Mr. Tom	1981
Manning, R.	Green Smoke	1957
Milne, AA.	Winnie the Pooh	1926
Moon, P.	Earthling	
Morpurgo, M.	Little Foxes	1984
Morpurgo, M.	Why the Whales Came	1985
Murphy, J.	The Worst Witch	1974
Naidoo, B.	Journey to Jo'Burg	1985
Naughton, B.	The Goal Keeper's Revenge	1961
Nesbit, E.	5 Children and It	1902
Nesbit, E.	The Enchanted Castle	1906
Nesbit, E.	The Railway Children	1906
Nesbit, E.	The Treasure Seekers	1897
Nimmo, J.	The Snow Spider	1986
Norton, M.	The Borrowers	1950s
Norton, M.	Bedknobs and Broomsticks	1962
O'Brien, R. C.	Mrs. Frisby and the Rats of NIMH	1971

O'Donnell, E.	Time Ghost Stories	
Palmer, S.	Cliffhangers 3	1983
Pearce, P.	Tom's Midnight Garden	1958
Pearce, P.	The Elm Street Lot	1988
Pearce, P.	The Battle of Bubble and Squeak	1978
Pratchett, T.	Diggers	1990
Price, W. & Marriott, P.	African Adventure	1993
Reeves, J.	Heroes and Monsters	1969
Ridley, P.	Krindlekrax	1991
Robinson, T.	Odysseus 1 - 2	1986
Serraillier, I.	The Silver Sword	1956
Sewell, A.	Black Beauty	1877
Sleigh, B.	Broomsticks and Beasticles	
Sleigh, B.	Carbonel	1970

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## **YEAR FIVE**

Stevenson, R.L.	Treasure Island	1883
Stoker, B.	Dracula	1897
Storr, C.	The Boy and the Swan	1987
Tolkien, J.R.R.	Father Christmas Letters	1978
Tolkien, J.R.R.	The Hobbit	1937
Turnbull, A.	The Queen Cat	1992
Twain, M.	Tom Sawyer	1876
Unsworth, W.	Whistling Clough	1989
Verne, J.	Around the World in 80 Days	1873
Wakefield, S.A.	Bottersnikes & Gumbles	1984
Welsh, P.	Ignatius Goes Fishing and More Beastly Tales	1984
Westall, R.	Machine Gunners	1975

White, E.B.	Charlotte's Webb	1952
Wilde, O.	Short Stories	19th C.
Wilder, L.	Little house in the Big Woods	1935
Wilder, L.	Little House Series	1930s
Wilmer, D.	Bike Run	1987
Wiseman,	Fate of Jeremy Vi sick	1984
Wynn Jones, D.	Ogre Downstairs	1977
Young, H.	What Difference Does it Make Danny?	1980

### Poetry

Agard	I Din Do Nuttin	1983
Ahlberg, A.	Please Mrs. Butler	1983
Ahlberg, A.	Heard it in the Playground	1989
Aylen, L.	Rhymoceros	1989
Blake, W.	Tyger, Tyger	1757
Brand, C.	Naughty Children	1962
Coleridge, S.T.	The Ancient Mariner	1789
Corrin, S.	Once Upon a Rhyme	1982
Dahl, R.	Revoltng Rhymes	1982
Dahl, R.	Rhyme Stew	1989
De La Mare, W.	Poems	1873
Edwart, G.	'Caterpillar Stew' Poems	1990
Eliot, T.S.	Old Possum's book of Practical Cats	1939
Elliott		
Cannon, A.	Travelling Light	1962
Foster, J.	A First Poetry Book	1979
Foster, J.	A Second Poetry Book	1980
Foster, J.	A Third Poetry Book	1982
Graham, E.	Puffin Book of Verse	1969
McGough, R.	Blazing Fruit - Selected Poems	1990
McCall, P. & Palmeer, S.	Presenting Poetry 1 - 4	1986

Noyes, A.	The Highwayman	1981
Owen, G.	Song of the City	1985
Patten, B.	Gargling with Jelly	1985
Rosen, M.	Don't Put Mustard in the Custard	1985
Rosen, M.	Don't Do That	
Rosen, M.	You Can't Catch Me and other poems	1981
Royds, C.	Read me a Poem (Anthology)	1986
Stevenson, R.L.	Child's Garden of Verses	1979
Stevenson, R.L.	Poems	
Styles, M.	I Like that Stuff	1984
Summerfield, G.	Junior Voices	1970
Tuckey, J.	BBC Radio Verse Universe	1992
Webb, K.	I like this poem	1979
Wright, K.	Cat among the Pigeons	1987

### **Picture Book/Miscellaneous**

Alcock, V.	The Cuckoo Sister	1980
Kestrel, V.	Read Alone Series	1991

### **Plays**

Burgen, J.	Take Part Plays	1986
Gorman, D.	Short plays for assemblies	
Shakespeare, W.	Macbeth	1605
Shakespeare, W.	Macbeth	1605
Shakespeare, W.	A Midsummer Night's Dream	1595
Shakespeare, W.	Romeo and Juliet	1594



Shakespeare, W.	Romeo and Juliet	1594
Stevenson, R.L.	Treasure Island (Play)	1883
Taylor, D.	The Roses of Eyam	1976

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**BOOKS RECOMMENDED  
YEAR SIX**

Author	Title	Date
<b><u>Prose</u></b>		
Adams, R.	Watership Down	1972
Aiken J. & Lee, A.	The Moon's Revenge	1987
Anderson, H.C.	Fairy Tales	1846
Ashley, B.	Dinner Ladies Don't Count	1981
Ashley, B.	The Trouble with Donovan Croft	1974
Barrie, I.M.	Peter Pan	1928
Bawden, N.	Carrie's War	1987
Bawden, N.	Keeping Henry	1988
Bawden, N.	On the Run	1964
Blackmore, R.D.	Lorna Doone	1910
Blume, J.	Superfudge	1982
Bronte, C.	Jane Eyre (Abridged)	1847
Browne, A.	Piggy Book	1986
Burnett, F.H.	The Secret Garden	1910
Byars, B.	18th Emergency	1973
Byars, B.	The Midnight Fox	1970
Byars, B.	Not-Just-Anybody Family	1986
Byars, B.	Pinballs	1977

Carpenter, R.	Catweazle	1970
Carroll, L.	Alice in Wonderland	1865
Coolidge, S.	What Katy Did	1872
Cooper, J.F.	Last of the Mohicans	1900
Coppard, A.	Who Has Poisoned the Sea	1992
Cresswell, H.	The Bongle Weed	1973
Cresswell, H.	The Beachcombers	1972
Cresswell, H.	Ellie and the Hagwitch	1984
Cresswell, H.	Lizzie Dripping	1985
Cresswell, H.	The Piemakers	1967
Crossley- Holland, K.	Norse Myths	1980
Dahl, R.	BFG.	1984
Dahl, R.	Boy	1984
Dahl, R.	Charlie & the Chocolate Factory	1968
Dahl, R.	Charlie and the Great Glass Elevator	1973
Dahl, R.	Danny, Champion of the World	1975
Dahl, R.	Esio Trot	1990
Dahl, R.	Fantastic Mr. Fox	1984
Dahl, R.	George's Marvellous Medicine	1981
Dahl, R.	James and the Giant Peach	1967
Dahl, R.	Matilda	1988

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Dahl, R.	The Twits	1982
Dahl, R.	The Witches	1983
Dann, C.	Animals of Farthing Wood	1979
Davies, A.	Conrad's War	1978
Defoe, D.	Robinson Crusoe	1719
Dickens, C.	A Christmas Carol	1850
Dickens, C.	David Copperfield	1850
Dickens, C.	Great Expectations	1861

Dickens, C. Elliott-	Oliver Twist	1837
Cannon, A.	Travelling Light	1962
Fisk, N.	Grinny	1990
Frank, A.	The Diary of Anne Frank	1954
Gallico, P.	Snowflake Goose	1952
Garfield, L.	Devil in the Fog	1970
Garfield, L.	Smith	1967
Garfield, L. & Foreman, M.	Shakespeare stories	1985
Garner, A.	Elidor	1973
Garner, A.	Wierdstone of Brisingamen	1967
Garnett, E.	The Family from One End Street	1937
Godden, R.	The Diddakoi	1973
Gough, L. (ed)	Anthology from Shakespeare's plays	1959
Grahame, K.	The Wind in the Willows	1908
Grant	Private - Keep Out	
Hoffinan, M.	Ip Dip Sky Blue	1990
Holm, A.	I am David	1965
Hughes, S.	Here comes Charlie Moon	1980
Hughes, T.	How the Whale Became	1963
Hughes, T.	Short Stories	
Hughes, T.	The Iron Man	1971
Hunter, N.	Professor Branestawm	1974
Hutchins, P.	Curse of the Egyptian Mummy	1985
Jacques, B.	Redwall Trilogy	1990
Juster, N.	The Phantom Tollbooth	1962
Kastner, E.	Emil and the Detectives	1959
Kaye, G.	Comfort Herself	1984
Kemp, G.	Gowie Corby Plays Chicken	1978
Kemp, G.	The Turbulent Term of Tyke Tyler	1977
King, C.	Ninny's Boat	1980
King, C.	Stig of the Dump	1963
Kingsley, C.	Water Babies	1863
King-Smith,	Magnus Powermouse	1988

D. King-Smith, D.	The Sheep Pig	1983
Kipling, R.	Jungle Book	1894
Kipling, R.	Just So Stories	1902
Kipling, R.	Rikki Tikki Tavi and other animal stories	1894

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## YEAR SIX

Klein, R.	Junk Castle	
Krailing, T.	Miranda and Friends	1991
Lambarne, D.	The Muscle Man	
Layton, G.	The Fib and Other Stories	1981
Lewis, C.S.	The Lion, Witch & Wardrobe	1950
Lewis, C.S.	The Magician's Nephew	1955
Lewis, C.S.	Namia Chronicles	1950s
Lewis, C. Day	The Otterbury Incident	1961
Lively, P.	Astercote	1970
Lively, P.	The Ghost of Thomas Kempe	1973
Mark, J.	Handles	1983
McKee, D.	Not Now Bernard	1980
Milne, A.A.	Winnie the Pooh	1926
Magorian, M.	Goodnight Mr. Tom	1981
Morpurgo, M.	Friend or Foe	1977
Moyle, D.	Language Patterns Anthologies Further Afield	1989
Moyle, D.	Moving on	1989
Nesbit, E.	5 Children and It	1902
Nesbit, E.	The Enchanted Castle	1906
Nesbit, E.	The Railway Children	1906
Nimmo, J.	The Snow Spider	1986
Norton, M.	The Borrowers	1950s
Norton, M.	Bedknobs and Broomsticks	1962

O'Brien, R.	Mrs. Frisby and the Rats of NIMH	1971
O'Brien, R.	The Secret of NIMH	1970s
O'Donnell	Time Ghost Stories	
Paton Walsh, J.	The Butty Boy	1975
Paton Walsh, J.	Gaffer Samson's Luck	1984
Paton Walsh, J.	A Parcel of Patterns	1983
Pearce, P.	Battle of Bubble and Squeak	1978
Pearce, P.	Tom's Midnight Garden	1958
Pratchett, T.	Diggers	1990
Robinson, T.	Odysseus 1 and 2	1986/
Serraillier, I.	The Silver Sword	1956
Shah, I. (ed)	World Tales	1991
Sherlock	West Indian Folk Tales	1983
Spyri, J.	Heidi	1881
Stannard, R.	Time and Space of Uncle Albert	1990
Stevenson, R.L.	Kidnapped	1886
Stevenson, R.L.	Treasure Island	1883
Stoker, B.	Dracula	1897
Streatfield, N.	Thursday's Child	1970
Sutcliffe, R.	The Armourers House	1951
Sutcliffe, R.	Queen Elizabeth's Story	1950
Sutcliffe, R.	Warrior Scarlet	1958

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Swift, J.	Gulliver's Travels	1709
Swindellis, R.	A Candle in the Dark	1987
Swindellis, R.	Room 13	1989
Theroux, P.	A Christmas Card	1978

Tolkien, J.R.R.	Father Christmas Letters	1978
Tolkien, J.R.R.	The Hobbit	1937
Tolkien, J.R.R.	The Lord of the Rings	1954
Townsend, J.R.	Gumbles Yard	1961
Verne, J.	A Journey to the Centre of the Earth	1864
Westall, R.	The Machine Gunners	1975
White, E.B.	Charlotte's Webb	1952
Williams, Y.M.	Gobbalins, The Witch's Cat	1969
Wilmer, D.	Bike Run	1987
Woodward, R.	Boy on the Hill	

### **Poetry**

Ahlberg, A.	Please Mrs. Butler	1983
Aylen, L.	Rhymoceros	1989
Brand, C.	Naughty Children	1962
Corrin S. & S.	Once upon a Ryme	1982
Cross, G.	The Demon Headmaster	1982
Dahl, R.	Revolting Rhymes	1982
Foster, I	Oxford - A Second Poetry Book	1980
Foster, J.	Spaceways Poetry Anthology	1976
Foster, J.	A Third Poetry Book	1982
Graham, E.	Puffin Book of Verse	1969
MacBain, M.J.	Anthology - Book of 1000 Poems	1942
McGough, R.	Blazing Fruit - Selected Poems	1990
Moses, B. & Corbett, P.	Catapaults and Kingfishers	1986
Moses, B.	Leave your Teddy Behind	
Oxford	Oxford Book of Verse	
Oxford	Oxford Book of Yerse for	1959

Oxford	Junior Readers (36 titles)	
Patten, B.	Gargling with Jelly Poems	1985
Rogers	A Children's Book of Verse	
Rosen, M.	Piggy Poems	1992
Rosen, M.	Quick Let's Get Out of Here	1983
Rosen, M.	You can't catch me	1981
Schiller, D.	Sounding	1989
Summerfield, G.	Voices	1970
Summerfield, G.	Junior Voices	1970
Tennyson, A.	The Lady of Shallot	1832
Webb, K.	I Like this Poem	1979

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### **YEAR SIX**

Wordsworth, W.	The Daffodils	1807
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### **Picture Book/Miscellaneous**

Brown, K.	Why Can't I Fly	1990
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### **Plays**

Shakespeare, W.	Macbeth	1605
Shakespeare, W.	A Midsummer Night's Dream	1595
Shakespeare, W.	Romeo and Juliet	1594

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**BOOKS RECOMMENDED  
YEAR SEVEN**

Author	Title	Date
<b><u>Prose</u></b>		
Adams, R.	Watership Down	1972
Aesop	Fables	1484
Aiken, J.	Wolves of Willoughby Chase	1962
Alcock, V.	The Monster Garden	1988
Allen, J.	A waiting Developments	1988
Ashley, B.	Break in the Sun	1980
Ashley, B.	Terry on the Fence	1975
Ashley, B.	Running Scared	1986
Ayckbourne, A.	Ernie's Incredible Illucinations	1969
Babbitt, N.	Tuck Everlasting	1983
Baldwin, M.	Grandad with Snails	1962
Banks, L.R.	Indian in the Cupboard	1980
Barber, A.	The Ghosts	1969
Bawden, N.	Carrie's War	1987
Bawden, N.	The Finding	1985
Bawden, N.	Kept in the Dark	1982
Bawden, N.	On the Run	1964
Bawden, N.	The Robbers	1979
Bellamy, D.	How Green Are You?	1991
Berna, P.	A Hundred Million Francs	1957
Berry, J.	Thief in the Village	1987
Blume, J.	Iggie's House	1980
Bolt, R.	Thwarting of Baron Bolligrew	1966
Bronte, C.	Jane Eyre	1847
Burnett, F.H.	The Secret Garden	1910
Byars, B.	The 18th Emergency	1973
Byars, B.	The Animal, The Vegetable and John D. Jones	1982
Byars, B.	The Cartoonist	1978
Byars, B.	Daniel, Reg and John	
Byars, B.	The Midnight Fox	1970



Byars, B.	House of Wings	1972
Byars, B.	Midnight Fox	1970
Byars, B.	The Night Summers	1980
Byars, B.	Pinballs	1977
Byars, B.	TV Kid	1976
Cameron, II.	Explorers and Exploration	1993
Canning, V.	The Flight of the Grey Goose	1974
Canning, V.	The Runaways	1974
Chambers, A.	Johnny Salter	1966

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## YEAR SEVEN

Chambers, A.	Present Takers	1983
Chaucer	Canterbury Tales	1386
Chaucer	Pardonners, Franklyns	1386
Chitham, E.	Ghost in the Water	1973
Christopher, J.	The Guardians	1970
Church, R.	The Cave	1950
Church, R.	Choices (Stories)	
Conan Doyle, A.	Hound of the Baskervilles	1902
Conoley, C.	Timothy Winters	
Cooper, S.	The Dark is Rising	1973
Cresswell, M.	Moondial	1987
Cross, G.	Dark behind the Curtain	1982
Cross, G.	Demon Headmaster	1982
Culpin, J.	Cowper	
Dahl, R.	BFG.	1984
Dahl, R.	Boy	1984
Dahl, R.	Charlie and the Chocolate Factory	1968
Dahl, R.	Danny, The Champion of the World	1975
Dahl, R.	George's Marvellous Medicine	1981
Dahl, R.	Going Solo	1986

Dahl, R.	Matilda	1988
Dahl, R.	The Witches	1983
Dahl, R.	Wonderful World of Henry Sugar	1979
Davidson, L.	Under Plum Lake	1988
Davies, A.	Conrad's War	1978
Dejong, M.	House of 60 Fathers	1958
Desai, A.	The Village by the Sea	1982
Dickens, C.	A Christmas Carol	1850
Dickens, C.	David Copperfield	1850
Dickens, C.	Great Expectations	1861
Dickens, C.	Oliver Twist	1837
Disney, W.	101 Dalmatians	
Dumas, A.	The Three Musketeers	1850
Du Maurier, D.	The Birds	1980
Du Maurier, D.	The Old Man	
Edwards, D.	A Strong and Willing Girl	1980
Faulkner, I.M.	Moonfleet	1965
Fine, A.	Goggle Eyes	1989
Fisk, N.	Grinny	1975
Frank, A.	The Diary of Anne Frank	1954
Garfield, L.	Apprentices	1982
Garfield, L.	Smith	1967
Garner, A.	Elidor	1965
Garner, A.	Wierdstone of Brisingamen	1974

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George, T.	My Side of the Mountain	1970
Gibson, W. W.	All that Mattered	
Giles, B.	'Giles' Cartoons	1992
Godden, R.	The Diddakoi	1973
Golding, W	Lord of the Flies	1962

Gordon, J.	Giant Under the Snow	1971
Grahame, K.	Wind in the Willows	1908
Grant, G.	Knock and Wait	1981
Grant, G.	Private: Keep Out	
Graves, R.	Greek Myths	1993
Green, R.L.	King Arthur	1963
Green, RL.	Robin Hood	1956
Gretz, S & William, K.	10 Green Bottles	1976
Griffin	Power Play	1984
Grimshaw	Skulker Wheat	1979
Guy, R.	Sci Fi Stories	
Guy, R.	Paris, PeeWee and Big Dog	1984
Harmer, Macmillan & Wiley	Overstone	1988
Hinton, N.	Buddy	1982
Hinton, N.	Collision Course	1983
Hinton, N.	Playgirl 1, 2, 3	
Holm, A.	I am David	1965
Howker, J.	Badger on the Barge	1984
Hughes, T.	How the Whale Became	1963
Hughes, T.	The Iron Man	1971
Ibbotson, E.	Which Witch	1979
Jackson, D. (ed)	Springboard	1985
Jacobs, W.W.	Cargoes	1963
Jacques, B.	Strange and Ghostly Tales	1991
Jenkins, R.	Five Green Bottles and The Whole Truth	1975
Jennings, P.	Unbelievable	1990
Jennings, P.	Uncanny	1991
Kastner	Emil and the Detectives	1959
Kemp, G.	Gowie Corby Plays Chicken	1978
Kemp, G.	Jason Bodger and the Priory Ghost	1985
Kemp, G.	Mr. Magus is waiting for you	1986
Kemp, G.	The Turbulent Term of Tyke Tyler	1977
	When Hitler Stole Pink	

Kerr, J.	Rabbit	1971
King, C.	Me and My Million	1979
King-Smith, D.	Magnus Powermouse	1988
King-Smith, D.	The Sheep Pig	1983
King, C.	Stig of the Dump	1963

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## YEAR SEVEN

Kipling, R.	Just So Stories (extracts)	1902
Kipling, R.	Smugglers Song	
Layton, G.	The Fib & Other Stories	1981
Layton, G.	A Northern Childhood	1991
Lee, L.	Cider with Rosie	1959
Leeson, R.	Harold and Bella, Jammy and Me	1980
Leeson, R.	Third Class Genie	1975
Lessing, D.	Through the Tunnel (from SEAC Anthology)	
Lewis, C.S.	Chronicles of Nania	1950
Lewis, C.S.	The Lion, Witch & Wardrobe	1950
Lewis, C.S.	The Magician's Nephew	1955
Line, D.	Run for Your Life	1966
Lively, P.	Ghost of Thomas Kempe	1973
Lively, P.	Whispering Knights	1971
London, J.	White Fang	1971
Maddock, R.	Dragon in the Garden	1988
Magorian, M.	Goodnight Mr. Tom	1981
Mahy, M.	The Haunting	1982
Mark, J.	Izzy	
Mark, J.	Nothing to be Afraid Of	1989
Mark, J.	Thunder and Lightnings	1976
Mark, J.	Trouble HalfWay	1985
Marshall, J.	Walkabout	1959
Maugham, S.	Kite	1963
McCaughrean,		

G.	The Canterbury Tales	1984
McCaughrean, G.	A Little Lower than the Angels	1987
McLeish, K.	Odysseus Returns	1980
Morgan, E.	Off Course	
Morgan, E.	The Computer's First Xmas Carol	
Morpurgo, M.	Friend or Foe	1977
Naidoo, B.	Journey to Jo'Burg	1985
Naughton, B.	A Dog called Nelson	1978
Naughton, B.	Goalkeeper's Revenge	1961
Naughton, B.	My Pal Spadger	1982
Needle, J.	Albeson and the Germans	1977
Nesbit, E.	The Railway Children	1906
Nostlinger, C.	Conrad the Factory Made Boy	1976
Nye, R.	Beowulf	
O'Brien, R.C.	Mrs. Frisby and the Rats of NIMH	1971
O'Brien, R.C.	The Silver Crown	1983
Odell, S.	Island of the Blue Dolphins	1961
Orwell, G.	Animal Farm	1945
Paterson, K.	Bridge to Terabithia	1978

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Paterson, K.	The Great Jilly Hopkins	1978
Paton-Walsh, J.	Gaffer Samson's Luck	1984
Pearce, P.	Battle of Bubble and Squeak	1978
Pearce, P.	A Dog so Small	1978
Pearce, P.	Tom's Midnight Garden	1958
Pettersson, A.	Frankenstein's Aunt	1982
Pilling, A.	Henry's Leg	1985
Pilling, A.	The Year of the Worm	1985
Pratchett, T.	Trucker's Trilogy	1989

Ransome, A.	Swallows and Amazons	1930
Reid Banks, L.	One More River	1973
Richler, M.	Jacob Two-Two	1979
Schoeffer	Shame	
Seely, I.	Only a Game and other stories	1989
Serraillier, I.	Beowulf the Warrior	
Serraillier, I.	The Clashing Rocks	1963
Serraillier, I.	The Enchanted Island	1964
Serraillier, I.	Greek Myths	
Serraillier, I.	Men, Gods and Myths	
Serraillier, I.	The Silver Sword	1956
Serraillier, I.	The Way of Danger	1962
Shyer, M.	Welcome Home Jelly Bean	1980
Slater, J. (?)	Goldenwood (?)	
Smucker, B.	Underground to Canada	1978
Southey	Bishop Hatto	
Sperry, A.	The Boy who was Afraid	1942
Steinbeck, J.	The Pearl	1954
Stevenson, R.L.	Dr. Jekyll and Mr. Hyde	1886
Stevenson, R.L.	Treasure Island	1883
Stevenson, R.L.	Treasure Island	1990
Stoker, B.	Dracula	1897
Sutcliff, R.	Beowulf Dragon Slayer	1971
Sutcliff, R.	Warrior Scarlet	1958
Swindells, R.	The Ghost Messengers	1988
Taylor, T.	The Cay	1973
Thompson, A ed	Storylines	
Thompson	Bulls Eyes	
Thurber, J.	The Night the Ghost got in	1993
Tolkien, J.R.R.	The Hobbit	1937
Treece, H..	Bows Versus Barons	
Treece, H.	The Dream Time	

Treece, H.	Legions of the Eagle	1954
Twain, M.	Huckleberry Finn	1880s
Twain, M.	Tom Sawyer	1876
Ure, J.	Tealeaf on the Roof	1987
Uttley, A.	A Traveller in Time	1977
Warner, R.	Chough	

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## **YEAR SEVEN**

Warner, R.	Mallard	
Warner, R.	Men and Gods	1951
Westall, R.	The Kingdom by the Sea	1990
Westall, R.	The Machine Gunners	1975
Westall, R.	The Scarecrows	1981
White, E.	Charlotte's Web	1952
Wilson	War of the Computers	
Wiseman, D.	Adam's Common	1980
Young, A.	The Swallows	

## **Poetry**

Ahlberg, A.	Please Mrs. Butler	1983
Auden, W.H.	The Ballad of James Honeyman	1930s
Auden, W.H.	Night Mail	1930s
Benton, M. & P.	Touchstone Selections Vol/Part 1	1987
Benton, M. & P.	Touchstone Selections Vol/Part 2	1987
Benton, M. & P.	Touchstone Selections Vol/Part 3	1988
Benton, M. & P.	Touchstone Selections Vol/Part 7,8,9	1988
Browning, R.	Pied Piper of Hamelin	1845
Boyle, B.	What's in a Poem?	1983
Carroll, L.	Jabberwocky	1865
Causley, C. et		

al	Poems about People	1991
Coleridge, S.T.	The Rhyme of the Ancient Mariner	1798
Coleridge, S.T.	The Rhyme of the Ancient Mariner	1798
Conoley, C.	Poems	
Dahl, R.	Nursery Rhymes and Beastly Tales	
De la Mare, W.	High	
De la Mare, W.	The Listener	1912
De la Mare, W.	London Poems	
Dunbar	London Poems	
Eliot, T.S.	MaCavity and Other Cat Poems	1939
Eliot, T.S.	Old Possum's Book of Practical Cats	1939
Fisher, R. (ed)	Poems About People	1991
Foster, J. (ed)	A Fourth Poetry Book	1986
Foster, J.	Poetry 1	1986
Foster, J.	A 2nd, 3rd, 4th Poetry Book	1986
Foster, J. (ed)	New Angles - Various Poets	1987
Frost, R.	Selected Poems	1963
Frost, R. et al	Nature Poems Selected	
Graves, R.	Poems	1992

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Graves, R. et al	Poems about People	1990
Harrison, M. & Clark, C.S.	New Dragon Book of Verse	1977
Harvey, A. (ed)	Poems About People	1990/
Higgins, P.	Poetry Processor I & II	1980s



Hughes, T.	Poems	20c
Hughes, T. et al	Selected Nature Poems	20c
Kitchen, D. (ed)	Axed Between the Ears	1987
Kitchen, D.	Earshot	1988
Larkin, P.	Poems	20c
Larkin, P. et al	Selected Nature Poems	20c
Lear, E.	Nonsense Poems	1991
Longfellow	Hiawatha	1858
Magee, W.	Read a Poem, Write a Poem	1989
Mare, de la, W. et al	Poems about People	1991
Mare, de la, W.	Silver	
Masefield, J.	Sea Farer	
McGough, R.	First Day at School	
McGough, R.	Selected Poems	1989
McGough, R.	Strictly Private	1981
McGough, R.	You Tell Me (Selected Poems)	1989
McGough, R. & Rosen, M.	You Tell Me	1981
Noyes, A.	The Highwayman	1981
Orme, D., Sale, J.	Poetry Street I - 3	1991
Owen, W.	Dulce et Decorum est	1920
Pearson, M.	Winners and Losers	1988
Phinn, G.	Barshots	
Phinn, G.	Lizard over Ice	1990
Phinn, G.	Turning Tide Anthology	1990
Phinn, G.	Perci	1987
Riley, M.	Six Anthologies 1 - 6	
Riley, J.	Nine O'clock Bell	1985
Rosen, M.	Wouldn't you like to know	1977
Sadler, N.P.	Enjoying Poetry	1981
Shakespeare, W.	Witches Chant from Macbeth	1605

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**YEAR SEVEN**

Smith, J.	Faber Book of Children's Verse 7/8	
Tennyson, A.	Lady of Shallott	1832
Thomas, D.	Christmas Poems	
Tuckey, J.	BBC Verse Universe	1992
Webb (ed)	I like this Poem	1979
Wood, J & L	Poetry Workshop	1988
Woolger, D. (ed)	Poems about People	1990
Wordsworth	The Daffodils	1807
Wordsworth	London Poems	1793
Wright, K.	Hot Dog and other Poems	1981

**Plays**

Adorian, S.	The Ratz	1991
Dahl, R.	Charlie and the Chocolate Factory (play)	1968
Chambers, A.	Chicken Run	1968
Eliot, T.S.	Murder in the Cathedral	1935
Kemp, G.	The Turbulent Term of Tyke Tyler	1977
Lambert, A.	Junior Drama Workshop	1987
Lambert, A. & Mitchell, J.	Themescripts	1990
Milne, A.	Toad of Toad Hall	1991
Morgan, E.	Treasure Island (Kingswood Plays)	1954
Parker, A.	Bugsy Malone	1984
Phinn, G.	Perci	1987
Robinson	Down Your Way	1974
Samuels, D.	Monster Garden	1992
Shakespeare, W.	As You Like It	1599

Shakespeare, W.	Julius Caesar	1600
Shakespeare, W.	Macbeth	1605
Shakespeare, W.	Merchant of Venice	1596
Shakespeare, W.	A Midsummer Night's Dream	1595
Shakespeare, W.	Romeo and Juliet	1594
Shakespeare, W.	The Tempest	1611
Sherry, S.	A Pair of Jesus Boots	1969
Southworth, J.	David Copperfield	
Tordoff, B.	Play it for Laughs	1986
Tordoff, B.	Laughter Lines	1988
Wood, E.R. (ed)	Windmill One Act Plays No. 8	1978

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**BOOKS RECOMMENDED  
YEAR EIGHT**

Author	Title	Date
<b><u>Prose</u></b>		
Adams, R.	Watership Down	1972
Aiken, J.	Midnight is a Place	1974
Aiken, J.	The Wolves of Willoughby Chase	1962
Alcock, V.	The Monster Garden	1988
Alcock, V.	The Trial of Anna Cotman	1989
Allen, J.	Awaiting Developments	1988
Ashley	A Kind of Wild Justice	1978
Ashley	Running Scared	1986
Ashley	Trouble with Donovan Croft	1974
Babbit, N.	Tuck Everlasting	1983

Baldwin, M.	Grandad with Snails	1962
Banks, R.	One More River	1988
Banks, R. (ed)	T en Ghost Stories	1977
Barlow, S. & Skidmore, S.	Paper Tigers	1991
Barstow, S.	Joby	1964
Batten, M.	The Singing Forest	
Bawden, N.	Carrie's War	1987
Bawden, N.	The Finding	1985
Bawden, N.	Handful of Thieves	1980
Berry, J.	A Thief in the Village	1987
Bolt, R.	Thwarting of Baron Bolligrew	1966
Bradbury, R.	And there will come soft rains	1950
Branfield, J.	The Fox in Winter	1980
Bronte, C.	Jane Eyre	1847
Buiyon, L.	For the Fallen	
Byars, B.	The Eighteenth Emergency	1973
Byars, B.	The House of Wings	1972
Byars, B.	Midnight Fox	1970
Byars, B.	Mr. Pinballs	1977
Byars, B.	The TV Kid	1979
Canning, V.	The Flight of the Grey Goose	1974
Canning, V.	The Runaways	1974
Carter, P.	Under Goliath	1977
Chambers, A.	Chicken Run	1968
Chambers, A.	Present Takers	1983
Chambers, A.	Johnny Salter	1966
Christopher, J.	Empty World	1977
Christopher, J.	Prince in Waiting	1970
Clarke, A. C.	Of Time and Stars	1993

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**YEAR EIGHT**

Collins (ed)	Choices - Friends and Enemies Short Stories	
Conan Doyle, A.	Hound of the Baskervilles	1902
Conan Doyle, A.	Sherlock Holmes Casebook	1927
Cooper, S.	The Dark is Rising	1973
Cross, G.	Demon Headmaster	1980
Cross, G.	Dark behind the Curtains	1982
Dahl, R.	The Big Friendly Giant	1984
Dahl, R.	Boy	1984
Dahl, R.	Charlie and the Chocolate Factory	1968
Dahl, R.	The Club of the Grand High Witch (?)	
Dahl, R.	Danny, Champion of the World	1975
Dahl, R.	Going Solo	1986
Dahl, R.	Matilda	1988
Dahl, R.	The Witches	1983
Dahl, R.	The Wonderful Story of Henry Sugar	1979
Davies, A.	Conrad's War	1978
De Maupassant	Prisoner of War and other stories	1969
Desai, A.	Village by the Sea	1982
Dickens, C.	Christmas Carol	1850
Dickens, C.	Great Expectations	1861
Dickens, C.	Hard Times	1854
Dickens, C.	Oliver Twist	1837
Doherty, B.	Granny was a Buffer Girl	1986
Duncan, L.	The Eyes of Karen Connors	1986
Durrell, G.	My Family and other Animals	1956
Eliot, G.	Silas Marner	1861
England, A.	A Day in the Mind of Tich Oldfield	1991
Fine, A.	The Granny Project	1986
Fine, A.	Madame Doubtfire	1987
Fisk, N.	Grinny	1975

Frank, A.	The Diary of Anne Frank	1954
Gallico, P.	The Snow Goose	1969
Garfield, L.	Devil in the Fog	1970
Garfield, L.	John Diamond	1981
Garfield, L.	Lancelot and Elaine	
Garfield, L.	Six Apprentices	1982
Garfield, L.	Smith	1967
Garfield, L.	Sound of Witches	
Garner, A.	EJidor	1965
Garner, A.	The Owl Service	1967
Garner, A.	Weirdstone ofBrisingamen	1974
Garnett, E.	Further Adventures of the Family from One End Street	1993
Gates, S.	The Burnhope Wheel	1989

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Geeley, J.	Only a Game and other stories	1989
George, J.	My side of the Mountain	1970
George, J.C.	Julie of the Wolves	1973
Golding, W.	Lord of the Flies	1962
Godden, R.	The Diddakoi	1973
Gordon, J.	The Quelling Eye	1986
Grahame, K.	The Wind in the Willows	1908
Grimm	Fairy Stories	1823
Hinton, N.	Buddy	1982
Hinton, N.	Playgirl 1, 2, 3	
Hinton, S.E.	The Outsiders	1970
Hoban, R.	The Mouse and his Child	1967
Holm, A.	I am David	1965
Horowitz	Silver Citadel	
Howker, J.	Badger on the Barge	1984
Hughes, T.	The Iron Man	1971
Ireson, B.	In a Class of their Own	1985
Jackson, D.		

(ed)	Springboard	1985
Jones, T.	Fairy Tales	1981
Kaye, G.	Comfort Herself	1984
Kemp, G.	Gowie Corby	1978
Kemp, G.	Mr. Magus is waiting for you	1986
Kemp, G.	The Turbulent Term of Tyke Tyler	1977
Kennemore, T.	Fortunate Few	1981
King, C.	Me and My Million	1979
Kipling, R.	Just So Stories	1902
Laird, E.	Red Sky in the Morning	1988
Lambert, A. & Mitchell, J.	Themescritps	1990
Layton, G.	The Balaclava Stories	
Layton, G.	A Northern Childhood	1991
Leeson, R.	Third Class Genie	1975
Leeson, R.	Harold and Bella and Jammy and Me	1980
Le Guin, U.	The Wizard of Earthsea	1971
Lewis, C.S.	The Magician's Nephew	1955
Line, D.	Run for your Life	1966
Line, D.	Screaming High	1985
Lingard, J.	Across the Barricades	1980
Lively, P.	Astercote	1970
Lively, P.	Ghost of Thomas Kempe	1973
Lively, P.	The House in Norman Gardens	1974
London, J.	The Call of the Wild	1963
Macleish	Odysseus Returns	
Maddocks, R.	The Pit	1988
Maddock, R.	Dragon in the Garden	1988

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## YEAR EIGHT

Magorian, M.	Back Home	1985
Magorian, M.	Goodnight Mr. Tom	1981

Magorian, M.	Whale	1980
Mahy, M.	The Haunting	1982
Mahy, M.	Memory	1987
Mark, J.	Nothing to be Afraid Of	1989
Marshall, J.	Walkabout	1959
McCaughrean, G.	A Little Lower than the Angels	1987
Meade-Faulkner, J.	Moonfleet	1965
Metlock, G.	Green Strawberry	
Montgomery, L.M.	Anne of Green Gables	1925
Mooney, B.	The Stove Haunting	1986
Morpurgo, M.	Friend or Foe	1977
Morpurgo, M.	Warhorse	1982
Morpurgo, M.	Why the Whales Came	1985
Naidoo, B.	Journey to Joburg	1985
Naughton, B.	Goalkeeper's Revenge	1961
Naughton, B.	Mischief Makers	
Naughton, B.	My Pal Spadger	1982
Needle, J.	A Game of Soldiers	1985
Needle, J.	Losers Weepers	1981
Needle, J.	My Mate Shofiq	1978
Needle, J.	Rebels of Gas Street	1986
Nesbit, E.	The Railway Children	1906
Nimmo, J.	The Snow Spider	1986
O'Brien, R.	Mrs. Frisby and the Rats of NIMH	1971
O'Brien, R.	Z for Zacharia	1984
Orwell, G.	Animal Farm	1945
Park, R.	Playing Beatie Bow	1981
Paterson, K.	Bridge to Terabithia	1978
Paterson, K.	The Great Gilly Hopkins	1978
Paton Walsh, J.	Fireweed	1969
Patten, B.	Mr. Moon's Last Case	1988
Pearce, P.	Shadow Cage	1978
Pearce, P.	Tom's Midnight Garden	1958



Berrault, C.	Cinderella	1687
Philp, N.	Tales of Sir Gawain	1987
Picard, B. L.	Stories of King Arthur	1955
Pratchett, T.	Truckers Trilogy	1989
Rees, D.	The Exeter Blitz	1978
Richter, H.P.	Friedrich	1971
Robinson, K.	Short History of Brian Beck	
Rockwell, T.	How to Eat Fried Worms	1979
Rodgers, M.	Freaky Friday	1976
Salway	2nd on the Right	
Seeley, J.	From the Top Deck and Other Stories	1989

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Serraillier, I.	The Clashing Rocks	1963
Serraillier, I.	The Enchanted Isle	1964
Serraillier, I.	Road to Canterbury	1979
Serraillier, I.	Selections (Round Two)	
Serraillier, I.	Silver Sword	1956
Serraillier, I.	The Windmill Book of Ballads	1962
Shelley, M.	Frankenstein	1818
Sherry, S.	A Pair of Jesus Boots	1969
Shyer, M.	Welcome Home Jellybean	1984
Sleator, W.	Interstellar Pig	1984
Smucker, B.	Underground to Canada	1978
Southall, I.	Hills End	1970
Sparks, W.	Last of the Cockleshell Heroes	1992
Spender, S.	My Parents Kept Me From People Who Were Rough	
Steinbeck, J.	Of Mice and Men	1937
Steinbeck, J.	The Pearl	1947
Steinbeck, J.	The Red Pony	1968
Stevenson, R.L.	Treasure Island	1883
Stoker, B.	Dracula	1897
Storr, C.	The Boy and the Swan	1987

Styles, M.	I Like that Stuff	1984
Sutcliff, R.	Dragon Slayer	1971
Sutcliff, R.	Eagle of the Ninth	1954
Sutcliff, R.	Sun Horse, Moon Horse	1977
Swindells, R.	Ghost Messengers	1988
Swindells, R.	Brother in the Land	1984
Taylor, M.	Roll of Thunder Hear my Cry	1976
Taylor, T.	The Cay	1973
Tolkien, J.R.R.	The Hobbit	1937
Trease, G.	Viking Down	1940
Trease, G.	Cue for Treason	1940
Twain, M.	Huckleberry Finn	1880
Twain, M.	Tom Sawyer	1876
Warner, R.	Men and Gods	1950
Westall, R.	Blitzcat	1989
Westall, R.	The Kingdom by the Sea	1990
Westall, R.	The Machine Gunners	1975
Westall, R.	The Scarecrows	1981
Wilson, D.H.	There's a wolf in my pudding	1986
Wiseman, D.	The Fate of Jeremy Vsick	1981
Wyndham, J.	The Chrysalids	1955
Wyndham, J.	Pre-20th Century Novel Extracts	
Wyndham, J.	20th Century Novel	

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## **YEAR EIGHT**

Anthologies: Dahl, R.  
C.S. Lewis  
R. Bradbury  
C. Dickens  
Sir Gawain and the Legends  
of King Arthur  
Autobiographical Extracts:  
Heaney, Naughton, McGough

## Poetry

Baldwin, M.	Billy the Kid Anthology of Tough Verse	
Benton, P.	Inside Stories	1991
Benton, P.	Watchwords	1979
Benton, P. & M.	Touchstones	1980s
Black, E.L. (ed)	1914-18 in Poetry	1970
Browning, R.	Pied Piper of Hamelin	1842
Brownjohn, A.	The Rabbit	1970s
Carroll, L.	Jabberwocky	1865
Causley, C.	Charlotte Dymond	1970/80
Chaucer, G.	Canterbury Tales	1386-
Clark, C.S. & Harrison, M.	Poems 2	1980
Coleridge, S.T.	The Ancient Mariner	1798
Cookson, P.	A Selection of Poems	
De la Mare, W.	The Listeners	1912
Eliot, T.S.	Macavity the Mystery Cat	1939
Foster, J.	Poems One	1986
Foster, J.	Poetry 2	1986
Foster, J.	2nd, 3rd, 4th Poetry Book	1986
Frost, R.	Stopping by Woods	
Garfield, L	Shakespeare Stories	1985
Hangaard	The Little Fishes	
Hanson	Poems	
Harrison, M. & Clark, C.S.	Dragon Book of Verse	1977
Higgins, P.	Poetry Processes I & II	
Kitchen, D. (ed)	Axed Between the Ears	1987
Kitchen, D.	Earshot	1988
Kitchen, D. (ed)	Thin Ice	1991
Longfellow,		

H.	Hiawatha	1855
Magee, I.	Read a Poem Write a Poem	1989
McGough, R.	Strictly Private	1981
Noyes, A.	The Highwayman	1981
Blishen, E.	Oxford Book of Poetry for Children	1963
Phinn, G.	Lizard over Ice	1990

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Phinn, G.	Turning Tide Anthology	1990
Rosen, M. & McGough, R.	You Tell Me	1989
Sadler, R. & Hayllar, T.A.S. (eds)	Enjoying More Poetry	1985
Salter, R. Hayes and Powell	Enjoying Poetry	1985
Sheldon	Book of Verse	
Summerfield	Voices I and II	
Tennyson, A.	The Lady of Shallott	1832
Tennyson, A.	Victorian Poetry	19thC
Thiele, C.	Danny's Eggs	1991
Thompson, A.	Bulls Eyes	
Thompson, A(ed)	Storylines	
Tucker, J.	BBC Verse Universe	1992
Wood, L. and J.	Poetry Workshop	1988/9
Wordsworth, W.	Lucy Gray	1798
	School produced Poetry Anthology	
	Pre-20th Century Poetry	
	Ballads - collected authors	
	Telesware/Tapestry, etc.	

Poetry Anthology  
A Galaxy of Poems Old and  
New ed. Longman  
Poetry Street 1-3  
Poetry Anthology  
War Poets

### **Plays**

Adorian, S.	The Ratz	1991
Ayckbourn, A.	Ernie's Incredible Illucinations	1969
Brighouse, H.	Hobson's Choice	1916
Burgess, J.	Take Part Play Anthology	1986
Dahl, R.	Charlie and the Chocolate Factory	1968
England, A.	Dramarama	
Flynn, A.	Demon Headmaster	1990
Frank, A.	The Diary of Anne Frank	
Gray, N.	Black Harvest	1986
Hines, B.	KES	1968
Mark, J.	Interference	1987
Nicholls, D.	The Goalkeeper's Revenge	1960
Pick, J.	Carrigan Street	1972
Platter, A.	Excusions	1969
Robinson	Down Your Way	1974
Samuels, D.	Play of the Monster Garden	1980
Saunders, S.	In Holland Stands a House	1991
Shakespeare, W.	Comedy of Errors	1592

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### **YEAR EIGHT**

Shakespeare, W.	Hamlet	1600
Shakespeare, W.	Julius Caesar	1600
Shakespeare,	Julius Caesar	1600

W.		
Shakespeare, W.	Macbeth	1605
Shakespeare, W.	Macbeth	1605
Shakespeare, W.	Merchant of Venice	1596
Shakespeare, W.	Midsummer Night's Dream	1595
Shakespeare, W.	Midsummer Night's Dream	1595
Shakespeare, W.	Othello	1604
Shakespeare, W.	Romeo and Juliet	1594
Shakespeare, W.	The Tempest	1611
Shakespeare, W.	Twelfth Night	1599
Southworth, J.	David Copperfield	
Twain, M.	Tom Sawyer	1876
	20th Century Plays	
	Frankenstein	

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**BOOKS RECOMMENDED  
YEAR NINE**

Author	Title	Date
<b><u>Prose</u></b>		
Alcock, V.	The Trial of Anna Cotman	1989
Ashley, B.	Break in the Sun	1980
Ashley, B.	A Kind of Wild Justice	1978

Ashley, B.	Running Scared	1986
Asimov, I.	Fifty Short Science Fiction Stories	1963
Atwood, M.	Bull Song	
Austen, J.	Pride and Prejudice	1848
Avery, V.	London Morning	1969
Babbitt, N.	Luck Everlasting	1983
Ballard, M.	Dockie	1972
Baldwin, M.	Grandad with Snails	1962
Barstow, S.	Joby	1964
Bawden, N.	Carrie's War	1987
Bawden, N.	The Witch's Daughter	1966
Bethell, A.	Gregory's Girl	1983
Bleasdale, Al	Detention	
Blume, J.	Its not the end of the World	1972
Bradbury, R.	Golden Apples of the Sun	1990
Bradbury, R.	And there will come Soft Rains	1950
Braithwaite, E.R.	To Sir With Love	1959
Branfield, J.	The Fox in Winter	
Branfield, J.	The Fox in Winter	1980
Bronte, C.	Jane Eyre	1847
Bronte, C.	Jane Eyre	
Burton	Inside Stories	
Byars, B.	The Pinballs	1977
Byars, B.	TV Kid	1976
Canning, V.	Flight of the Grey Goose	1974
Canning, V.	The Runaways	1974
Carter, P.	Under Goliath	1929
Causley, N.	Battle of C. Diamond	
Causley, N.	Battle of Billy Rose	
Chambers, A.	Johnny Salter	1966
Chambers, A. ed	Out of Time (extracts)	
Christopher, J.	Empty World	1977
Christopher, J.	The Guardians	1970

Clare, J.	Badger	
Conan Doyle, A.	The Hound of the Baskervilles	1902
Conan Doyle, A.	Silver Blaze and other stories	1987
Cooper, S	The Dark is Rising	1973
Cray, R.	The Friends	

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## YEAR NINE

Dahl, R.	Boy	1984
Dahl, R.	Wonderful World of Henry Sugar	1979
Dahl, R.	Matilda	1988
Dahl, R.	Short Story Collection	1991
Dahl, R.	Tales of the Unexpected	1979
Darke, M.	A Question of Courage	1978
Desai, A.	A Village by the Sea	1982
Dickens, C.	A Christmas Carol	1850
Dickens, C.	David Copperfield	1850
Dickens, C.	Great Expectations	1861
Dickens, C.	Mystery of Edwin Drood	1812
Dickens, C.	Oliver Twist	1937
Dickens, C.	Oliver Twist	
Dickens, C.	Signalman and other Ghost Stories	1990
Dickinson, P.	The Gift	1973
Doherty, B.	Tough Luck	1987
Durrell, G.	My Family and other Animals	1956
Eliot, G.	Silas Marner	1878
Fine, A.	Goggle Eyes	1989
Fitzhugh, L.	Nobody's Family is Going to Change	1976
Forrester, H.	Twopence to Cross the Mersey	1979
Frank, A.	The Diary of Anne Frank	1954



Gallico, P.	The Snow Goose	1969
Garfield, L.	Smith	1967
Garner, A.	Elidor	1965
Garner, A.	The Owl Service	1967
Garnett, E.	The Adventures of the Family from One End Street	1956
George, J.	My Side of the Mountain	1970
Godden, R.	The Diddakoi	1973
Golding, W.	Lord of the Flies	1962
Gordon, J.	Giant under the Snow	1971
Gray, N.	The Black Harvest	1986
Greene, B.	Summer of my German Soldier	1976
Gregory	Trigger of War	
Guy, R.	Disappearances	1980
Guy, R.	The Friends	1977
Hall, W.	The Long, the Short and the Tall	1964
Hardy, T.	Selected Stories	1966
Hardy, T.	The Withered Arm and other Wessex Tales	1888
Hill, S.	I'm King of the Castle	1974
Hines, B.	Kestrel for a Knave	1968
Hinton, N.	Buddy	1982
Hinton, N.	Friend or Foe	

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## YEAR NINE

Hinton, N.	Playgirl 1, 2, 3	
Hinton, S.E.	The Outsiders	1970
Hoban, R.	The Mouse and His Child	1967
Holm, A.	I am David	1965
Holm, A.	Charlie Bates Treatment	
Horowitz	Silver Citadel	
Howker, J.	Badger at the Barge	1984
Howker, J.	Isaac Champion	1986

Howker, J.	Nature of the Beast	1985
Hoy, L.	Your Friend Rebecca	1981
Hughes, T.	Jaguar	
Hughes	October Dawn	
Hughes	Thought Fox	1957
Hunter, K.	Soul Brothers and Sister Lou	1987
Iresin, B.	In a class of their own	1985
Jackson, D. (ed)	Springboard	1985
Jacobs, W.W.	Cargoes	1963
Jasper, AS.	A Hoxtan Childhood	1969
Johnston, J.	Shadows on Our Skin	1987
Kaye, G.	Comfort Herself	1984
Kemp, G.	The Turbulent Term of Tyke Tyler	1977
Keyes, D.	Flowers for Algernon	1968
Lawrence, D.H.	Odour of Chrysanthemums	20c.
Lawrence, D.H.	Snake	20c.
Layton, G.	The Balaclava Stories	
Layton, G.	A Northern Childhood	1991
Lee, L.	Cider with Rosie	1957
Leeson, R.	It's my Life	1983
Leeson, R.	The Third Class Genie	1983
Le Guin, V.	Wizard of Earth sea	1971
Lester, J.	The Basketball Game	1982
Lester, J.	Long Journey Home	1977
Line, D.	Run for your Life	1966
Lingard, J.	Across the Barricades	1980
Lingard, J.	The Clearance	1974
Lingard, J.	Into Exile	1973
Lingard, J.	Proper Place	1975
Lingard, J.	Rags to Riches	1988
Lingard, J.	Twelfth Day of July	1989
Lively, P.	Ghost of Thomas Kempe	1973
Magorian, M.	Goodnight Mr. Tom	1981
Mahy, M.	The Haunting	1987
Malorg, Sir,		

T.	Morte d' Arthur	1400
Mark, J.	Hairs in the palm of your hand	1981
Mark, J.	Nothing to be Afraid Of	1987
Marshall, J.	Walkabout	1977
Maupassant, G.	Prisoners of War and Other Stories	1969

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## YEAR NINE

Maupassant, G.	Short Stories	1971
Maxwell, G.	Ring of Bright Water	1962
Meade-Faulkner, J.	Moonfleet	1965
Milne, P.	SWALK	1987
Minies, B.	Frankly Frank	
Montgomery, L.M.	Anne of Green Gables	1925
Mooney, B.	The Flower of Jet	1990
Morpurgo, M.	Friend or Foe	1977
Morpurgo, M.	Why the Whales Came	1985
Morrow, K.	Splendid Journey	1950
Naidoo, B.	Free as I Know	1987
Naidoo, B.	Journey to Jo'Burg	1985
Naughton, B.	Goalkeeper's Revenge	1961
Naughton, B.	My Pal Spadger	1982
Needle, J.	The Evacuees	
Needle, J.	A Game of Soldiers	1985
Needle, J.	My Mate Shofiq	1978
Needle, J.	Rebels of Gas Street	1986
Needle, J.	The Thief	1989
Nesbit, E.	The Railway Children	1906
O'Brien, R.	Mrs. Frisby and the Rats of Nimh	1971

O'Brien, R.	Z for Zachariah	1984
Orwell, G.	1984	1949
Orwell, G.	Animal Farm	1945
Patterson, C.	The Great Gilly Hopkins	1978
Paton-Walsh, J.	Dolphin Crossing	1967
Paton-Walsh, J.	Fireweed	1975
Paton-Walsh, J.	Murder at End Barn	
Paton-Walsh, J.	A Parcel of Patterns	1987
Plath, S.	Mushrooms	
Remarque, E.M.	All Quiet on the Western Front	1929
Richter, H.P.	Friedrich	1971
Rochman, M.	Somehow Tenderness Survives	1992
Scannell, V.	The Dangerous Ones	1970
Schaeffer	Shone	
Self, D. (ed)	Love and Marriage	1981
Serrailier, I.	Beowulf the Warrior	
Serrailier, I.	The Clashing Rocks	1963
Serrailier, I.	Enchanted Island	1964
Serrailier, I.	Road to Canterbury	1979
Serrailier, I.	The Silver Sword	1956
Shapiro, K.	Autowreck	
Sheldon, D.	Haunted: Save the Last Dance for Me	1993
Shelly, M.	Frankenstein	1818

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Sherry, S.	A Pair of Desert Wellies	1986
Sherry, S.	A Pair of Jesus Boots	1969
Slater, J.	Maria Marten	1971

Smith, R.	Salt on the Snow	1998
Smucker	Underground to Canada	1998
Steinbeck, J.	The Pearl	1947
Steinbeck, J.	Red Pony	1968
Stevenson, R.L.	Treasure Island	1883
Stoker, B.	Dracula	1897
Strachan, I.	Moses Beech	1981
Stryer, F.	Welcome Home Jellybean	1984
Styles, M.	I Like That Stuff	1984
Sutcliffe, F.	Dragon Slayer	1971
Sutcliffe, R.	Eagle of the Ninth	1954
Swindells, R.	Brother in the Land	1984
Taylor, T.	The Cay	1973
Taylor, M.	Roll of Thunder, Hear my Cry	1976
Tey, J.	Brat Farrar	1987
Thompson, A. ed	Storylines	
Tolkien, J.R.R.	The Hobbitt	1937
Townsend, S.	Secret Diary of Adrian Mole	1982
Treece, H.	Cue for Treason	1940
Waterhouse, K.	There is a Happy Land	1968
Watson, J.	Talking in Whispers	1983
Wells, H.G.	The Time Machine	1895
West, M.	Seven Detective Stories	1969
Westall, R.	Blitzcat	1989
Westall, R.	Brother in the Hand	
Westall, R.	Ghost Messengers	
Westall, R.	The Kingdom by the Sea	1990
Westall, R.	The Machine Gunners	1975
Westall, R.	The Scarecrows	1981
Westall, R.	The Watch House	1977
Zindel, P.	The Pig Man	1976
	Thirteen Ghosts (short stories)	
	Anthologies: R Dahl	
	C.S. Lewis	

R Bradbury  
 C. Dickens  
 No titles given - Shakespeare  
 SEAC List 1993

**Poetry**

Alcorn, M. &  
 Ebborn, A. Making Poems 1991

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**YEAR NINE**

Baldwin, M. Billy the Kid Anthology of  
 Tough Verse  
 Benton, P. Inside Stories 1991  
 Benton, P. &  
 M. Touchstones 1980  
 Benton, P. &  
 M. Poetry Workshop 1975  
 Browning, R. Pied Piper of Hamelin 1842  
 Brownjohn,  
 A. The Rabbit 1970  
 Carroll, L. Jabberwocky 1865  
 Chaucer, G. The Pardoner's Tale 1380  
 Clark, C.S.  
 and  
 Harrison, M. Poems Volume 2 1980  
 Coleridge,  
 S.T. Rhyme of the Ancient  
 Mariner 1798  
 Foster, J. Poetry 3 1986  
 Foster, J. New Angles Book 1 1987  
 Graves, R. Welsh Incident  
 Harrison, M.  
 & Clark, C.S. Young Dragon Book of Verse 1989  
 Harrison, M.  
 & Clark, C.S. New Dragon Book of Verse 1977  
 Heaney, S. Death of a Naturalist 1966  
 Keats Ode to Autumn 1819

King, J.	Poetry Workshop	1990
Kitchen, D. (ed)	Axed between the Ears	1987
Kitchen, D.	Earshot	1988
Kitchen, D. (ed)	Thin Ice	1991
Knott, R.	Wordlife	1988
McGough, R.	Strictly Private	1981
Noyes, A.	The Highwayman	1981
Owen, W.	War Poems	1920
Pearson, M.	Winners and Losers	1988
Phinn, G.	Lizard Over Ice	1990
Phinn, G.	Turning Tide Anthology	1990
Riley, M.	Six Anthologies	
Sadler, RK. & Hughes, P.	Enjoying Poetry	1981
Tennyson, A.	The Lady of Shallott	1832
Thomas, D.	Holiday Memory	1972
Thompson, A.	Bulls Eyes	
Wood, L. & J.	Poetry Workshop	1988
	Poetry Anthology	
	Gawain and the Green Knight	
	Voices Book 3	
	Going, going ... and other environmental poems	
	Poetry Street 1-3	
	Modern Poetry	

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	Poetry Anthology - SEAC list	1993
	Sheldon Book of Verse	
	Down a Dark Street	

### **Plays**

Adorian, S.	The Ratz	1991
Bennitt, C.		

(ed)	Humour and Horror	1985
Brighouse	Hobson's Choice	1916
Chambers, A.	Chicken Run	1968
Cooper, G.	Unman, Wittering and Zygo	1971
Delaney, S.	A Taste of Honey	1974
Fine, A.	The Granny Project	1986
Flynn, A.	Demon Headmaster	1990
Frank, A.	The Diary of Anne Frank	
Goldsmith, O.	She Stoops to Conquer	1773
Hines, B.	KES	1968
Hinton, N.	TV Script of Buddy	
James, R. (ed)	Themes in Drama	1979
Leland, D.	Rhino	1986
Lane, S. & Kemp, M.	Playmakers 1 and 2	1982
Rosenthal, J.	P'tang, Yang, Kipperbang	1984
Russell, W.	Our Day Out	1984
Shakespeare, W.	As You Like It	1599
Shakespeare, W.	Hamlet	1600
Shakespeare, W.	Henry V	1599
Shakespeare, W.	Julius Caesar	1600
Shakespeare, W.	Macbeth	1605
Shakespeare, W.	Macbeth	1605
Shakespeare, W.	Merchant of Venice	1596
Shakespeare, W.	A Midsummer Night's Dream	1595
Shakespeare, W.	A Midsummer Night's Dream	1595
Shakespeare, W.	Romeo and Juliet	1594



Shakespeare, W.	Romeo and Juliet	1594
Shakespeare, W.	The Taming of the Shrew	1593
Shakespeare, W.	Twelfth Night	1599
Shaw, G.B.	Pygmalion	1912
Sophocles	Theban Plays	450BC
Southworth, J.	David Copperfield	
Thomas, D.	Under Milk Wood	1954
Townsend, S.	Adrian Mole	

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## **APPENDIX 6 - KNOWLEDGE ABOUT LANGUAGE**

### **Which Statements on Knowledge about Language organisation or reformulation and what should t**

Statements of Attainment for Knowledge about Language were reorganised, reformulated and, wherever appropriate, added, to form a strand within each Level from Level 1 to 3. These Statements followed the pattern set out in making the requirements for grammar occur in the context of pupils' own writing as well as taking into account the content for Knowledge about Language and the nature of pupils' learning about language as far as possible within a linear progression. The following Statements are offered for the purpose of further discussion. They have been re-written taking account of the following:

1. Programmes of Study at Key Stages 1, 2 and 3
2. Statements of Attainment already present at Level 5 which relate to Knowledge about Language as identified by the framework derived from the Framework Order.
3. Statements of Attainment from Levels 5-1 to 5-3 which relate to Knowledge about Language.
4. The degree of complexity in Attainment Target 5 Handwriting, and Attainment Target 5 Spelling.

5. Progression within a linear structure by increasing the complexity and difficulty of tasks and pupils' own analysis and evaluation of tasks.

Where a statement has been reordered its present position in the list of Statement of Attainment is shown in brackets.

Words in brackets show an alternative wording within the Statement of Attainment.

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## **SPEAKING AND LISTENING**

**Level 1** (Demonstrate) (in discussion) an understanding of the contributions that facial expressions, gestures and intonation of voice can make to a speaker's meaning (8 d).

*e.g. recognise from pictures of peoples' expression in a film that they mean or do not mean what they say.*

**Level 2** (Demonstrate) (in discussion) an understanding of the appropriate use of spoken communication according to topic, purpose and audience (7 d).

*e.g. recognise some examples of differences between formal and informal modes of speech. For instance, identify differences between the way one might speak to a teacher as opposed to a friend.*

**Level 3** Demonstrate an understanding of their own use of language depending on topic, purpose and audience.

*e.g. identify some of the ways in which they might adjust their speech in talking to different people. For instance, recognise appropriate forms of address in talking to different people.*

**Level 4** Demonstrate an understanding of general differences between spoken and written English.

*e.g. identify differences in permanence between the spoken and the ways in which speech can be restructured and the written word; of audience; recognise how punctuation can function in writing to convey some of the effects of stress and intonation in speech.*

**Level 5** (Demonstrate an understanding of) variations in (vocabulary and grammatical structures) between different regional or social groups, and relate this knowledge to their own experience appropriate to personal experience (5 e).

*e.g. identify examples of standard and non-standard vocabulary; standard and non-standard grammar use of the verb 'to be') (e.g. in the use of double neg*

**Level 6** Demonstrate an understanding of ways in which spoken language functions within discussion.  
*e.g. evaluate examples of turn taking, the contribution gestures and expressions make to discussion.*

**Level 7** Demonstrate an understanding of how speech is adjusted in order to convey meaning more clearly.  
*e.g. identify examples of the ways in which speech is restructured to help a listener understand what is being said. For instance, evaluate the use of repetition, rephrasing and paraphrasing in speech.*

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**Level 8** Demonstrate an understanding that spoken language changes in use of sound and meaning over time and understand why.  
*e.g. identify examples of how cultural or other influences contribute to changing words of a similar meaning, new additions to Standard English vocabulary; 'wit' becomes 'radio' and 'yuppy' enters the English dictionary. recognise examples of pronunciation changes over time.*

**Level 9** Demonstrate an understanding of ideas about the appropriateness of register and how this relates to context.  
*e.g. identify the function of Standard English. For instance, evaluate why one might talk differently to a prospective employer than to a friend.*

**Level 10** Demonstrate an ability to evaluate the structure and organisation between standard and non-standard speech when these relate to purpose.  
*e.g. compare and contrast examples of some of the ways in which a spoken conversation will be different depending on audience, context and purpose.*

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## READING

The following statements are offered for the purpose of discussion. These statements have been directly influenced by the analysis undertaken in the first interim report (1992). They reflect the content and emphasis contained in the Knowledge about Language in the Order, as well as the intention to be more specific concerning the place of grammar and punctuation in pupils' Knowledge about Language.

Where a statement has been reordered, its present position in the list of Statement of Attainment is shown in brackets.

Words in brackets show an alternative wording which is not in the current Statement of Attainment.

**Level 1** Demonstrate an understanding of differences between writing and drawing.

*e.g. be able to differentiate between words and a picture on a page of a book.*

**Level 2** (Demonstrate an) understanding of (the) structure of (texts) are structured and organised according to purpose (3 e).

*e.g. understand that some stories have a beginning and an end; recognise the function of punctuation in texts by drawing attention to the ways commas, speech marks and well as capital letters and full stops are used in writing.*

**Level 3** Demonstrate, in talking about stories, poems, fiction and other (texts), that they are developing abilities to use inference, deduction and previous experience (to find and appreciate meaning) (4 c)

*e.g. recognise those clues in a text which help the reader to understand events. For instance, recognise the use of vocabulary to attract a reader through written text: Once upon a time; and the next day; etc.*

**Level 4** Demonstrate an understanding that texts are structured according to audience, context and purpose.

*e.g. show how simple and complex sentences function in different types of text, show how paragraphs function in different types of text. For instance, show the differences and similarities in structure and organisation between a story and an encyclopaedia entry.*

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**Level 5** (Demonstrate an understanding) of a writer's use of particular words and phrases and their effect on the reader (7 e).

*e.g. recognise the use of verbs, nouns, adverbs and adjectives used to particular effect in written texts, For instance, puns, word play, unconventional spellings and the relationship between pictures and text.*

**Level 6** (Demonstrate an understanding) of writer's use of sound patterns and some other literary (stylistic) devices and their effect on the reader (7 e).

*e.g. identify how writers use rhyme, alliteration and onomatopoeia in speech such as similes, metaphors and personification to achieve different effects.*

**Level 7** Show in discussion or in writing an awareness of how written language changes over time (6 e, 8 e, & 10 e) and demonstrate reasons for such change).

*e.g. identify differences of vocabulary, grammar and organisation in texts from different historical periods. For instance, recognise that euphemism, contact with other languages and fashion all contribute to language change.*

**Level 8** Demonstrate an understanding of the differences and similarities in structure and organisation between texts and discerning and evaluating how such differences contribute to the meaning of a text.

*e.g. be able to contrast pieces of written text in terms of differences of vocabulary, grammar and organisation. For instance, understand the differences and similarities in the structure and organisation of an advert and a poem.*

**Level 9** Demonstrate (an) understanding of the use of rhetorical devices and grammatical effects (in the use of language with a view to persuasion) (9 e).

*e.g. evaluate the use of repetition of words or structures, use of dialect forms, archaisms, etc.*

**Level 10** Demonstrate the ability to evaluate the appropriateness of written language in different contexts and for different purposes and how this relates to meaning (reworded).

*e.g. evaluate an issue of language usage in a newspaper article or short story.*

## WRITING

The following statements are offered for the purpose of discussion. These statements have been directly influenced by the analysis undertaken in the first interim report (1992). They reflect the content and emphasis contained in Knowledge about Language in the Order, as well as the need to be more specific concerning the place of grammar and punctuation in pupils' Knowledge about Language. Knowledge about Language for spelling is currently covered by Attainment Target 4 Spelling.

Where a statement has been reordered, its present position in the list of Statement of Attainment is shown in brackets.

Words in brackets show an alternative wording which is not in the current Statement of Attainment.

**Level 1** Demonstrate an understanding of differences between words and pictures.

*e.g. be able to distinguish in their own writing between words and pictures.*

**Level 2** Demonstrate an understanding of the general differences between speech and writing.

*e.g. be able to understand conventions and functions of punctuation such as question marks, capital letters, full stops in their own writing; be able to understand that writing leaves gaps between words, is written from left to right and top to bottom of the page.*

**Level 3** Demonstrate an understanding of how their own writing relates to audience, purpose and content.

*e.g. understand the organisation of different forms of writing such as letters, poems and stories. For instance, most forms of writing have a beginning, middle and an end. The organisation varies according to audience, purpose and context.*

**Level 4** Demonstrate an understanding of how their own writing is influenced by purpose, context and audience.

*e.g. understand the function of paragraphing in different forms of writing. For instance recognise that a list will be organised differently from a story.*

**Level 5** Demonstrate an understanding of what is and inappropriate language use within their own written texts.

*e.g. appreciate the need to take account of audience choosing vocabulary items in writing a note to a friend or their teacher. For instance, understand the appropriate use of verb tense, noun phrases, adjectives and adverbs, and the use of present tense in a dictionary entry.*

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**Level 6** Demonstrate an ability to explain the various sentence structures within different written forms (in their own writing) and how this structure is influenced by audience, purpose and context.

*e.g. understand that sentences are made up of clauses and phrases; recognise the use of coordinate and subordinate clauses and their particular effect within, for instance, newspaper articles and scientific reports.*

**Level 7** Demonstrate an understanding of the different organisational structures within a variety of different texts and how they relate to purpose.

*e.g. understand the difference between the use of direct speech in literary texts compared with reported speech in non-fiction; understand how vocabulary and grammar is used to structure and organise writing.*

**Level 8** Demonstrate an understanding of ways in which the structure of language varies between different types of texts (in relation to their audience) (9 d).

*e.g. identify what is distinctive about the language used in personal letters, formal letters, printed instructions, different newspapers, play scripts or films. For instance, in their own writing understand the use of appropriate grammatical structures and how these contribute to a particular effect within texts.*

**Level 9** Demonstrate, in discussion and in writing, an understanding of criteria by which different types of written language are judged (10 d).

*e.g. make use of criteria such as clarity, coherence, appropriateness, effectiveness, vigour and awareness of context and audience.*

**Level 10** Demonstrate, in discussion and in writing, the ability to evaluate and discriminate between the criteria by which written language can be judged in writing.

*e.g. comment on their own writing in terms of clarity, coherence, appropriateness, effectiveness, vigour and of purpose and audience.*

