English Curriculum Review and Planning Tool

for schools and ITT providers

Introduction

These resources are part of a range that aim to support schools and providers of initial teacher training (ITT) in their continuing professional development (CPD) and the implementation of the new National Curriculum. The authors of this work are groups of subject experts from schools, universities, providers of initial teacher education, Ofsted and subject associations. These groups (formed in January 2012) are sector-based and are independent of the Government. As such the advice is based on current research and good practice as well as the new statutory requirements. The materials are aimed at anyone who has a responsibility to train teachers or to deliver the new national curriculum.

Overall the new programmes of study provide a slimmer framework for the National Curriculum, giving more flexibility to schools in delivery. They do also, however, leave a number of gaps and considerations which schools will need to think through in order to design their own curriculum models. This will be particularly apparent in primary schools but will also affect transition processes and curriculum models for Key Stage 3. The documents produced by the Expert Groups are intended to support all schools' self-evaluation, through using the principles of effective pedagogy, and guidance in relation to all the sections of the new programme of study.

These materials are designed to support ITT providers, schools, trainees and teachers in adopting the new National Curriculum for English. The format is a review including principles and prompt questions about the curriculum, pedagogy, assessment and outcomes for trainees for Reading, Writing and the Spoken Word (1). Section Four deals specifically with teaching literature at Key Stage 3. Section Five Selected Reading provides references to support the principles and offers suggestions for reading for trainees. The review in Appendix 1 will be useful to experienced teachers as well as trainees and Appendix 2 offers suggestions for using the materials for professional development (2).

The Review and Planning Tool will help providers to support the development of a school curriculum as well as the English curriculum. It therefore also takes in to account:

- home/school partnership
- EAL
- issues of diversity
- children with disabilities and special educational needs
- 21st century texts
- cross curricular organisation
- creativity

The review format means that the materials can be used by tutors, schools, groups of schools or individuals as a means of identifying strengths and areas for attention and development. They offer a substantial tool for professional development.

Using the advice if you are a provider

ITT and CPD providers will need to anticipate the various ways schools will modify their curriculum design across the subject areas and support teachers and trainees in the next academic year in developing their knowledge, skills and understanding of the new curriculum requirements. We are attempting to provide examples of best practice and suggest resources to support this. The self-evaluation frameworks and resources may also guide the planning of training activities, with both primary generalist and secondary specialist teachers.

An online version of this tool can be downloaded from **www.literacytrust.org.uk/curriculum**

Using the advice if you are a teacher or trainee

The materials are provided as a guide for auditing and developing a teacher/trainees' own knowledge, understanding and skills. This in turn will inform training needs, and the effective planning of activities for their pupils. The resource links will provide useful banks of materials that can support lesson planning.

Using the materials to plan CPD

The range of materials developed by the Expert Groups is designed to provide CPD and inform future CPD needs. They indicate the nature of effective teaching and learning within the school curriculum and the range of experiences to be provided within the National Curriculum. Having established training needs using the self-evaluation tools, schools may wish to collaborate, perhaps through Teaching School Alliances or through subject associations to meet the training need gaps. Also included in the materials are a series of CPD planners for each subject area.

Progression

The need for there to be clear transition links across key stages and progression within key stages is apparent in all subjects. The new programmes of study specify core knowledge, skills and understanding for each key stage. There will be a need, especially with the removal of levels, to point teachers and trainees in the direction of resources that secure progression in pupils' learning as they move within and between the key stages.

Creativity

The advice on school principles for each subject is intended, in part, to help teachers and trainees who wish to adopt a more creative approach to planning, teaching and learning to do so in a rigorous way that ensures that the integrity and distinctive nature of the subject is maintained. All the Expert Groups fully endorse a creative approach to the implementation of any curriculum.

Assessment

We anticipate that there will be a need for the sector to draw up additional advice, including progression frameworks, to support teachers and trainees with the formative assessment of pupils' capability in relation to the new programmes of study. Such frameworks, combined with sufficient subject expertise on the part of teachers and trainees, will help to ensure that assessment is used effectively to inform future planning, teaching and learning.

Notes

1. The section on Drama draws on work by Lesley Hendy from Hendy, L. (2001) Supporting Drama and Imaginative Play in the Early Years. Buckinghamshire: Open University Press.

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These materials were developed by:

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Section One: Reading Review

Principles based on the content of the national curriculum	Review prompts			Assessment and outcomes for children	Outcomes for trainees
	Curriculum	Pedagogy			

READING FOR ENJOYMENT

Principles based on the content of the national curriculum	Curriculum	Pedagogy	Assessment and outcomes for children	Outcomes for trainees
Reading feeds the imagination and opens up a treasure house of wonder and joy for curious young minds. Teachers who are themselves enthusiastic and committed readers are more likely to be effective teachers of reading. The best reading teachers encourage and model reading for pleasure and establish an appreciation and love of reading. Good schools identify and further develop teachers' own expertise as readers to create a community of readers in the school. The reading curriculum should take into account the wide variety of forms of reading now universally valued as essential tools for the 21st Century, including digital, online and moving image media. Children learn best when they develop the habit of reading widely for both pleasure and information in and out of school.	How do your staff/trainees show awareness that reading widely and for enjoyment has to be developed from the earliest years? How do they develop children's positive attitudes and commitment to reading? How do your staff/trainees ensure that they keep up-to-date with and recognise a wide range of current high quality texts for both adults and children and foster others' interest in these? How do your staff/trainees show understanding of the importance of having an extensive knowledge of quality age-appropriate texts? How do they build and extend this knowledge for themselves? How do your staff/trainees show understanding of the value of links beyond school to foster reading? How do they make links with writers and literature organisations beyond school to share live readings with children?	How do your staff/trainees create a classroom environment that will encourage pupils to read widely and for enjoyment? How do they plan opportunities: to share their own enthusiasm for reading with the children to demonstrate reading behaviours for extended reading encounters with fiction and non-fiction texts to develop reading stamina for children to choose their independent reading material from the earliest years for children to bring their prior knowledge and cultural understanding to their reading, and make inter-textual links to use high quality texts, including those in home languages, to support children's positive attitudes to reading to establish and develop a varied range of texts in the classroom to establish a range of different contexts for reading in the classroom to read and discuss a range of different types of texts, including fiction, poetry, plays, multimodal, film, digital, reference and non-fiction texts • to read aloud to children up to and including Year 6, in order to introduce them to new authors and styles of writing • for children to recommend reading to their peers? How do your staff/trainees monitor the provision of a range of reading materials and opportunities in their classrooms? How do they ensure that children with DSEN have access to high interest quality texts with an appropriate reading age? How do they develop children's engagement with and commitment to reading, for example through use of the school library, school book clubs, book-making? How do they create and foster links with libraries and bookshops?	How do your staff/trainees use formative assessment to move learning forward? How do your staff/trainees keep records of children's reading? How do they describe and assess progress? How do they involve the children (and parents/carers) in assessing reading? How do your staff/trainees discuss the purposes for reading with the children and the criteria for successful reading across a range of text types? How do they measure reading for pleasure? How do your staff/trainees monitor the range of experiences the children have, both inside and beyond school, that help to develop their commitment to reading? How do they find out about and assess children's ability to read a range of forms of text, including digital, online and moving image?	Trainees develop their own reading for pleasure, including expanding their knowledge of a range of books for children. Trainees plan for ways of making the classroom a reading community. Trainees use their own experience of reading a wide range of materials, including, digital, online and moving image texts to plan to extend the range of reading for children. Trainees have knowledge of (some) children's out of school reading experience.

Section One: Reading Review – Reading For Enjoyment

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	Principles based on the content of the national curriculum	Review prompts		Assessment and outcomes for children	Outcomes for trainees
		Curriculum	Pedagogy		
WORD READING	Reading is a complex interaction of skills. Successful reading is taught through both word recognition and comprehension. The best reading teachers have expert knowledge about how children learn to read words and create a language rich environment to support word reading. In children's early school careers it is essential that they learn to use their phonic knowledge automatically in their reading (and writing), develop positive attitudes to reading and read for meaning and enjoyment.	Are your staff/trainees aware of the Simple View of Reading, understanding that recognising words and understanding meaning need to be taught in a balanced way? Are your staff/trainees aware of the statutory requirement to use systematic synthetic phonics as the prime route to reading unknown words? Are your staff/trainees aware of the need to ensure that high frequency exception words are learned visually from the start? How do they combine this with the statutory requirements about teaching comprehension, developing vocabulary, understanding meaning, and promoting pleasure in reading? Are your staff/trainees from both KS1 and KS2 aware of how children develop phonemic awareness and of underlying difficulties children may have in developing phonemic awareness? Are your staff/trainees aware of the impact of regional language variance on the teaching of phonics? Are your staff/trainees aware of the differing demands of teaching reading at KS1 and KS2? How do they build on work from the Foundation Stage and from Key Stage 1 to Key Stage 2? Are your staff/trainees aware of the importance of responding to children's interests and experiences to support reading development?	How do your staff/trainees balance and integrate word reading and comprehension? How do they plan opportunities to: • support children's development as independent readers with books that are consistent with their developing phonic knowledge • take a systematic approach to teaching and applying phonics for decoding and encoding, both in discrete sessions and across the curriculum • show flexibility in teaching phonics, for example, using a range of teaching methods to support the school's chosen scheme • teach common exception words • develop children's ability to make sense of what they read and understand how stories and books work • support children who are not making expected progress in developing reading skills • take account of regional language variance in teaching phonics • broaden their approach to account for different rates of progression • build skills by developing a range of strategies to extend developing readers • cater for the different demands of teaching reading at KS1 and KS2 • support parents/carers where necessary to help underachievers at home? How do they: • use decodeable texts for early reading • use texts that support comprehension as well as word reading • discuss with children how print and image works together in picture books • share and discuss a wide range of high-quality books to develop a love of reading and broaden the children's vocabulary • use appropriate interventions for children who are not in line with age related expectations • support children who have difficulties in developing phonemic awareness, in the classroom and through guidance for parents/carers?	How do your staff/trainees use guided reading to assess and progress reading? How do they monitor and assess children's: • phonemic awareness and word reading skills • fluency in reading • progress as independent readers • ability to use their phonic knowledge automatically in reading (and writing) • reading for meaning • enjoyment of reading?	Trainees are familiar with the Simple View of Reading. Trainees can draw upon sound understanding of child development to support early reading. Trainees are aware of statutory requirements about using SSP. Trainees ensure that children read fluently because they are taught both word recognition and comprehension as appropriate to their ages and needs. Trainees have appropriately expert knowledge about how children learn to read words. Trainees plan regular recurring opportunities for children to practise the application of their phonic knowledge in reading until they are able to draw upon it automatically. Trainees model positive attitudes to reading and reading for meaning and pleasure. Trainees are familiar with the differing demands of teaching reading at KS1 and KS2. Trainees know how to respond to children's reading interests and experiences.

Section One: Reading Review – Word Reading

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Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
	Curriculum	Pedagogy	Assessment and outcomes for children	

COMPREHENSION

Principles based on the content of the national curriculum	Curriculum	Pedagogy	Assessment and outcomes for children	Outcomes for trainees
Children should have extensive experience of listening to, sharing and discussing a wide range of high-quality books to engender a love of reading at the same time as they are reading independently. An understanding of children's language development is necessary for teaching reading. Children who are enthusiastic readers focus on meaning from the start. Talk is essential throughout the reading process. Discussion, questioning, drama and role play support pupils' understanding and appreciation of texts. Critical reading, discussing, appreciating and exploring texts is essential for learning across the curriculum and for developing writing throughout all curriculum areas.	Are your staff/trainees aware of how reading comprehension progresses? How do they show understanding of progression throughout EYFS, KS1 and KS2? Are your staff/trainees aware of the important role spoken language plays in reading comprehension and appreciation?	How do your staff/trainees provide opportunities for developing comprehension through: • group and class discussion, self-questioning, drama and role play etc. • using film to develop inference and critical skills • opportunities for children to ask their own questions about what they are reading • using reading diaries and other reflective writing • reading texts which are accessible to the whole range of learners in different curriculum areas • opportunities for recitation and performance • contexts where pupils are genuinely motivated to find out information, for example, related to museum, gallery or theatre visits?	How do your staff/trainees frame questions to encourage the development of higher order reading skills/comprehension? How do your staff/trainees use guided and independent reading, including written outcomes, to assess progress in comprehension? How do your staff/trainees measure children's understanding of text through observing their discussion, summarising, questioning and role play? How do your staff/trainees assess and record children's comprehension skills, and plan for progression across the curriculum?	Trainees have experience of a wide range of books for children. Trainees have experience of how to discuss reading productively with children. Trainees can draw upon an understanding of children's language development in order to teach reading effectively. Trainees plan to encourage children to continually focus on meaning as they learn to read. Trainees include discussion, questioning, drama and role-play to support pupils' understanding and appreciation of texts. Trainees plan for opportunities for children to discuss and explore texts in all areas of the curriculum.

Section One: Reading Review – Comprehension

Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
	Curriculum	Pedagogy	Assessment and outcomes for children	

READING AND GRAMMAR

Principles based on the content of the national curriculum	Curriculum	Pedagogy	Assessment and outcomes for children	Outcomes for trainees
Children will best understand grammar when it is explored through purposeful reading and writing. Children need to develop an appropriate metalanguage to understand and discuss how texts are constructed and how meaning is conveyed.	Are your staff/trainees aware of the importance of developing a language to talk about reading, grammar and text structure? How do they show an understanding of the importance of teaching grammar in context?	How do your staff/trainees plan for: • explicit teaching of the metalanguage necessary for children as they discuss and respond to texts • the teaching of grammar in the contexts of texts the class are sharing • support, within lessons, for children who are not making expected progress?	How do your staff/trainees observe and assess when: • children are able to: apply their knowledge of grammar in the context of developing their reading (and writing) • use appropriate metalanguage to talk about texts?	Trainees plan and teach lessons that explore grammar through purposeful reading and writing. Trainees plan for opportunities for children to develop an appropriate meta-language to understand and discuss how texts are constructed and how meaning is conveyed.

Section One: Reading Review – Reading and grammar

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	Principles based on the content of the national curriculum	Review prompts		Assessment and outcomes for children	Outcomes for trainees
		Curriculum	Pedagogy		
READING AT HOME	Home language and literacy experience is the foundation for writing development. Links with home over reading are essential for children's progress in and enjoyment of reading, including recognising good models of readers outside of school.	Are your staff/trainees aware that nearly all pre-school children have experience of a range of books, popular cultural and digital texts from their home experience? These may be in languages other than English. How do they find out about and build on children's pre-school literacy and cultural experiences? How do they organise to support reading development for those who speak other languages at home?	How are links made with homes and families about reading? How do your staff/trainees: • communicate with parents/carers about how to recognise good learning in the home • recognise and respect bilingual children's reading achievements in other languages and other scripts • make provision for children to read in their home language • make use of parents/carers and the community as partners in supporting children's reading development?	How do your staff/ trainees take account of diversity in assessment? How do they observe and assess the contribution of children's use of home language to reading development?	Trainees plan lessons that provide regular opportunities for pupils to use their home language. Trainees plan to engage parents in discussion and reading-related activity whenever possible.

Section One: Reading Review – Reading at home

Section Two: Writing Review

Principles based on the content of the national curriculum	Review prompts		Assessment and outcomes for children	Outcomes for trainees
	Curriculum	Pedagogy		
PURPOSES FOR WRITING — Writing is a creative, imaginative and communicative act as well as a means of thinking through ideas. Becoming a writer is a recursive learning process. The best writing teachers encourage and model writing for pleasure and establish enthusiasm for writing. Writing is best taught within a classroom environment that addresses relevance, engagement, motivation and individual children's interests. Effective teaching of writing starts with exploring, appreciating and comprehending texts. The curriculum must take into account the wide variety of forms of communication now universally valued as essential tools for the 21st Century, including digital, online and moving image media.	Are your staff/trainees aware that writing serves different functions? How do they show understanding that adults and children write to: • work out ideas and shape emerging thoughts • order and extend thinking • reflect on experiences, ideas or learning • create aesthetically satisfying works • communicate with others, known and unknown, in a range of formal and informal ways and in a variety of formats? Are your staff/trainees aware that writing varies according to the purpose and readership of the writing? How do they show understanding of the ways in which writers make choices about organisation, vocabulary, punctuation and according to audience, purpose and type of text selected?	How do your staff/trainees create a classroom environment that will support writing development? In the Early Years how do they provide models and opportunities for mark-making to develop into letter formation? How do they provide a range of tools for writing in indoor and outdoor learning areas? How do your staff/trainees: • encourage the exchange of written messages, including texting and message boards • use drama to support writing • invite children to write in the role of real or imagined others • allow children to engage in sustained periods of writing • foster talk to generate ideas, rehearse orally and to reflect on the process of writing • promote the production and use of multimodal text? Do plans for teaching writing include opportunities for children to: • draw on models and examples from reading • generate and capture ideas, e.g. framing questions, artefacts, role play, drama, moving image etc. • choose a form of writing to suit their own purposes?	How do staff/trainees identify stages of physical and motor development affecting writing development? How do they make individual observations and assessments to take account of differences, for example gender, birth date? How do your staff/trainees discuss the purposes for writing and the criteria of success with learners? How do they monitor children's ability to: adopt different styles for a range of audiences and purposes use oral rehearsal, drafting and editing to improve their writing use writing to communicate ideas effectively compose a range of texts including digital, online and moving image?	Trainees understand that writing is a creative, imaginative, cognitive and communicative act. Trainees plan to enable children to use writing to explore and refine their ideas. Trainees plan opportunities for children to practise the skills of writing regularly. Trainees draw on their personal experience to provide a model of how a writer can gain pleasure and satisfaction from writing. Trainees plan to create a writing environment in the classroom that takes account of relevance, engagement, motivation and individual children's Interests. Trainees plan lessons to explore and appreciate text structure, vocabulary and stylistic elements to support the children's own writing. Trainees plan teaching that allows children to read and create a range of texts including digital, online and moving image media.

Section Two: Writing Review – Purposes For Writing

	Principles based on the content of the national curriculum	Review prompts		Assessment and outcomes for children	Outcomes for trainees
		Curriculum	Pedagogy		
WRITING AT HOME	Home language and literacy experience is the foundation for writing development.	Are your staff/trainees aware that nearly all pre-school children have some sense of the purposes of written language and knowledge of digital technologies? How do they find out about and build on children's pre-school literacy experiences? How do they support writing development for those who speak languages other than English at home and those whose home language does not have a written form?	How are links made with homes and families about writing? How do your staff/trainees create a rich and supportive language(s) environment, including the use of digital technology, building on children's home experience? • How do your staff/trainees: recognise and respect bilingual children's writing achievements in other languages and other scripts • provide examples of language diversity in the classroom environment • make provision for children to write in their home language?	How do your staff/trainees take account of diversity in assessment? How do they monitor children's ability to draw on home language and literacy experience to support their writing development?	Drawing on their knowledge of children's experiences of language outside of school, trainees plan for children to use their home experience of language and literacy in their writing. Trainees plan support for children who do not have English as their home language and those whose home language is not written.

Section Two: Writing Review – Writing at home

	Principles based on the content of the national curriculum	**Review prompts**		**Assessment and outcomes for children**	**Outcomes for trainees**
		Curriculum	**Pedagogy**		
WRITING COMPOSITION AND TRANSCRIPTION	Writing is a complex process involving both compositional and transcriptional elements. Children learn best when they can apply writing skills in purposeful contexts. Children should be encouraged to take risks and be adventurous with their writing, understanding that making mistakes is an essential part of learning. Fluency in handwriting is important to free mental capacity for compositional skills. Spelling is best learned in purposeful writing contexts and through a range of explicit teaching strategies.	Are your staff/trainees aware that learning to write in school involves integrating a range of processes and skills? How do they show understanding that writing involves learning: • to exploit the potential of written language and shape it to meet its various purposes • to produce the language of written text and develop a personal voice • to construct multimodal text • to form letters, write easily and legibly and use a keyboard • to punctuate and spell appropriately? Are your staff/trainees aware of the full range of opportunities for writing, including using digital technologies? Are your staff/trainees aware of alternative methods of recording that DSEN children can use at compositional stage, for example, tape recorder, voice recognition software etc.? Are your staff/trainees aware: • that children learn to write most effectively through approaches that balance and combine communicative purpose with handwriting and spelling? • that fluency in handwriting enables automaticity in spelling • that children use multiple strategies in spelling right from the start • about the morphology of spelling • of evidence that isolated learning of lists of spellings are unlikely to be retained in long-term memory?	How do your staff/trainees balance and integrate the compositional and technical aspects of learning to write? How do your staff/trainees help children to understand when the prime focus is on accuracy is important and when experimentation and formulation of ideas are the main aim? What strategies are used to support the drafting process: Getting ideas going and organising ideas, drafting, revising, proof reading, reviewing and publishing, e.g. using drama and role play, annotating text, teacher modelling, shared writing, guided writing, collaborative writing, response partners? How do your staff/trainees plan to: • teach a fluid handwriting style • support children who have difficulties with fine/gross motor skills or muscle tone teach a range of spelling strategies • draw attention to the morphology of words • embed attention to spelling in meaningful contexts at relevant points across the curriculum • use phonological awareness and encoding skills to support spelling development • offer a range of spelling strategies including the sounds of words and their visual configurations?	How do your staff/trainees use formative assessment to move learning forward? How do your staff/trainees discuss and develop criteria for successful teacher assessment of writing? How do they monitor and assess children's readiness to take risks with writing, not fearing to make mistakes? How do your staff/trainees keep records of children's writing, describe and assess progress? How do they monitor and assess children's: • automaticity in spelling • ability to select the correct spelling strategy when writing • fluency and accuracy in handwriting • application of grammar and punctuation knowledge in their writing?	Trainees' planning shows awareness of how to support children in understanding and practising both the compositional and transcriptional elements of writing. Trainees teach lessons in which children are given opportunities to write in purposeful contexts. Trainees plan lesson that are sufficiently child-led and flexible and are taught in a supportive atmosphere to ensure that children can take risks and be adventurous with their writing. Trainees provide opportunities for writing using digital technologies. Trainees plan for inclusive teaching for children with DSEN who need alternative methods of recording Trainees plan opportunities for children to practise handwriting so that it does not impede their compositional skills Trainees plan for children to learn and apply spellings in purposeful contexts using a range of explicit teaching strategies.

Section Two: Writing Review – Writing composition and transcription

Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
	Curriculum	Pedagogy	Assessment and outcomes for children	
TALK AND WRITING Talk is essential at all stages of the writing process. Children need the appropriate metalanguage to talk about how their writing might be improved, and this is best learnt in the context of purposeful composition. Drama forms an important element of the writing curriculum.	Are your staff/trainees aware of • the specific value of talk for children whose language is restricted • how to use talk to generate and develop ideas • how to use talk to discuss and debate possible content • how to use talk to rehearse written text • how to use to talk to reflect on and revise writing • how to use talk to assess writing • the potential of collaborative talk to support writing, extend learning • the value of thoughtful mixed ability grouping to support children with DSEN • how drama enhances creativity and offers a context for purposeful writing?	How do your staff/trainees plan for • effective talk to support the writing process • developing content for writing through the use of the spoken word, drama and role play • purposeful opportunities for collaborative writing e.g. writing in role during and after drama activities? How do they provide opportunities for children to: • articulate their judgments about writing? • discuss the choices they have made in their writing?	How do your staff/trainees assess students' abilities to talk about language choices they have made in their writing? How do they monitor and assess children's ability to: • use talk to aid the writing process • use an appropriate metalanguage as they talk about and improve their writing? How do your staff/trainees plan opportunities for students to engage in and assess their own and peers' writing?	Trainees plan for a range of opportunities for children to use talk to support writing throughout the writing process. Trainees plan to introduce appropriate metalanguage within their overall planning for teaching writing. Trainees use drama and writing in role to support writing.

Section Two: Writing Review – Talk and writing

Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
	Curriculum	Pedagogy	Assessment and outcomes for children	
THE WHOLE CURRICULUM There should be opportunities for transfer and consolidation of writing skills to other curriculum areas.	Are your staff/ trainees aware of: • how to make links between writing skills taught in English with the writing demands of other subjects in the curriculum • that different forms of writing have different linguistic conventions?	What opportunities are there for extended writing in other curriculum areas to apply and consolidate skills learnt in English?	How do your staff/trainees use different areas of the curriculum to assess writing in meaningful contexts? How do they monitor and assess children's ability to adapt their writing to a range of contexts across the curriculum?	Trainees plan for opportunities for children to transfer and consolidate writing skills throughout the curriculum.

Section Two: Writing Review – The whole curriculum

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Section Three:
Spoken Language and Drama Review

Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
	Curriculum	Pedagogy	Assessment and outcomes for children	

FUNCTIONS OF SPOKEN LANGUAGE

Principles based on the content of the national curriculum	Curriculum	Pedagogy	Assessment and outcomes for children	Outcomes for trainees
The function of speaking is to give expression to thoughts and feelings. The speaker depends as much on physical as mental control. This applies to both informal and spontaneous speech as well as speech that is rehearsed. Spoken language offers opportunities for children's personal, social, cognitive, creative and imaginative development. It is a means of thinking through ideas as well as a medium of communication. The best teachers have command of their voice: • its production • the appropriate use of tone • the skills of vocal delivery and can help children develop their voices. The classroom should be an environment where there is constructive dialogue between adults and children and children and children. The best teachers model spoken language in all its functions: to develop and present ideas, to analyse, speculate and hypothesise, to reflect, to communicate, to entertain, amuse and play with language.	Are your staff/trainees aware that talk serves different functions? How do they show understanding that adults and children use language to: • speculate, hypothesise, imagine and explore ideas • justify, analyse, interpret, explain and predict • express personal ideas, feelings, concerns, opinions and beliefs • describe, instruct, narrate and present • negotiate and persuade • question, reflect, compare and evaluate • communicate with others, known and unknown, in a range of formal and informal ways?	How do your staff/trainees create a classroom environment that will support the development of speaking and listening? How do they model and support: • tentative uses of language, for example through simulations and role play • attentive listening • taking on the role of real or imagined others • personal expression, for example through drama strategies such as: 'in my head'; thought tracking; conscience tunnel • sharing ideas with others in more formal settings • dialogues (with adults and other children), discussions, interactive story making • reflective uses of language, for example, through hot-seating, response to others' presentations • exploration of language used in a range of formal and informal contexts • performance, presentation and enjoyment of poetry, drama, digital presentations, film-making and scripting? How do staff/trainees support children who are language restricted or who have speech, language and communication difficulties or hearing impairment? How do they encourage all children to participate in talk and drama and feel that their contributions are valued?	How do your staff/trainees discuss the purposes for spoken language with the children and the criteria for successful speaking and listening in a range of situations? How do your staff/trainees make sure that children are developing socially, cognitively and creatively as a result of their use of spoken language? How do they encourage learners themselves to set criteria for success in speaking and listening? How are your staff/trainees using modelling to help children's use of spoken language and their ability to apply it in a range of contexts? How are your staff/trainees engaging with children in real conversations that require confidence to engage? How well are your staff/trainees able to help children to develop good speaking skills through knowledge of: • voice production including: *posture, breathing, resonance and vocal focus, articulation, carrying power/volume* • the skills of vocal delivery including: *phrasing, pacing, pausing, pitch, stress, intonation, emphasis?*	Trainees understand that spoken language offers opportunities for children's personal, social, cognitive, creative and imaginative development. Consequently they teach lessons that enable children to use spoken language to explore ideas as well as communicate them to an audience. Trainees use standard English where appropriate, and model spoken language in all its functions: to develop and present ideas, to analyse, speculate and hypothesise, to reflect, to communicate, to entertain, amuse and play with language. Their lessons include opportunities for children to experience and use a variety of forms of spoken communication universally valued in the 21st century, including talk to accompany digital presentations and in moving image media. Trainees can demonstrate knowledge of voice production including: *posture, breathing, resonance and vocal focus, articulation, carrying power/volume* and the skills of vocal delivery including: *phrasing, pacing, pausing, pitch, stress, intonation, emphasis*

FUNCTIONS OF SPOKEN LANGUAGE (CONTINUED)	Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
		Curriculum	Pedagogy	Assessment and outcomes for children	
	Confidence and competence in spoken language is developed through awareness of how to adapt language for different circumstances and listeners. Dialogic talk supports the development and analysis of ideas. Active and critical listening is essential for engaging with all texts, including 21st century media.	Are your staff/trainees aware that effective spoken language needs knowledge of: • voice production including: *posture, breathing, resonance and vocal focus, articulation, carrying power/volume* • the skills of vocal delivery including: *phrasing, pacing, pausing, pitch, stress, intonation, emphasis?*	How do staff/trainees: • use effective questioning to sustain legitimate dialogue/ discussion between adults and children, and children and children • model spoken language through the oral feedback they give to children • evaluate how planned classroom activities will contribute to the quality of classroom talk • ensure all children have the opportunity to contribute to classroom discussion? How do your staff/trainees plan for productive dialogic talk throughout the curriculum? How do your staff/trainees support children's ability to: • listen attentively without being reminded • take turns in discussion • take time to think through what they have heard • consider and evaluate different viewpoints • respond to what others say?	Are your staff/trainees able to develop children's ability to use their spoken language for different contexts and audiences? How do your staff/trainees help children to critically explore and develop ideas? How do your staff/trainees develop children's ability to listen actively to form critical views about texts? How do your staff/trainees use formative assessment to move learning forward? How do your staff/trainees keep records of children's speaking and listening? How do they describe and assess progress? How do your staff/ trainees monitor children's opportunities to contribute to classroom talk? How do your staff/trainees use assessment as an integral part of the dialogic process? How do your staff/trainees monitor and assess effective listening?	Trainees plan for opportunities for meaningful dialogue between adults and children and children and children. Trainees have a sound knowledge of how to adapt language for different circumstances and audiences and use this to effectively inform their planning. Trainees teach children to use dialogic talk to support the development and analysis of ideas. Trainees plan lesson where children are active and critical listeners (including using 21st century media) and accurately assess pupil progress in this area.

Section Three: Spoken Language and Drama Review – Functions of spoken language

	Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
		Curriculum	**Pedagogy**	**Assessment and outcomes for children**	
LANGUAGE IN THE EARLY YEARS	In the Early Years particularly, children's language can best be developed through play and imaginative experiences. The Early Years classroom needs to provide an environment and activities that will help children communicate with confidence, promote active listening and give them access to adults who show interest in what they say. Home language, accent and dialect should be acknowledged and valued as legitimate aspects of personal identity and the foundation for school-based learning.	Are your EYFS staff/ trainees able to create environments and activities that will allow children to: • listen attentively in a range of situations • anticipate key events • respond to what they see and hear with relevant comments, questions and actions • give attention to what others say • respond appropriately • follow instructions • be able to respond to several ideas and actions at the same time • answer 'how' and 'why' questions about their experiences • respond to stories and events • ask appropriate questions of adults? Do all play activities take into account: • Unoccupied (play) • Solitary (independent) play • Onlooker play • Parallel play • Associative play • Cooperative play? Are there opportunities for outside play? Do all the adults spend quality time talking with children rather than only engaging in questioning? Are your staff/trainees aware that children in the Early Years develop language and communication best through engagement in a range of planned for, as well as spontaneous, play, drama and role play situations? How do they integrate play and drama into planning?	How do your staff/trainees create opportunities for play and communication? What types of activities and play experiences do they provide to encourage children to: • engage in personal talk about their feelings and desires • articulate their choices • talk about ideas • narrate events in the present, the past and the future • speculate on outcomes • justify choices • ask questions to develop understanding? How do staff/ trainees differentiate between the range of ages, experiences and cultural background of their children: • in imagined situations, when being themselves or when taking the role of someone else • when acting 'as if' they are someone else based on a role or person they are familiar with, for example, a doctor, their teacher or people from a fairy tale or familiar film?	How do your staff/trainees help children experiment with and then effectively use a range of language processes and skills? How do they develop children's ability to use language in a creative and playful way How do your staff/trainees arrange for assessment of children's use of spoken language in a range of play situations? Are your staff/trainees providing play environments that give children the chance to use language in more varied and sophisticated ways as their play progresses? How do your staff/ trainees observe and record children's ability to: listen with increasing attention and recall; show understanding of simple questions and concepts; initiate conversations? What arrangements are there for swift action when staff/ trainees observe that children are experiencing difficulties/ delay in speech and language development? How do staff/trainees use information from home about children's communication? How do staff/trainees make allowance for children for whom English is an acquired language? How do your staff/trainees help children to use language with increasing competency and confidence in all subject areas?	Trainees have a sound knowledge of child development and children's play and the relationship between the two. Consequently they can create a range of structures that use play whilst extending children's use of experimentation on language. Trainees plan lessons in which pupils are given the chance to use home language and dialect and feel valued in doing so.

Section Three: Spoken Language and Drama Review – Language in the Early Years

	Principles based on the content of the national curriculum	Review prompts		Assessment and outcomes for children	Outcomes for trainees
		Curriculum	Pedagogy		
HOME LANGUAGE		Are your staff/trainees aware of the language experience and expertise of the children? How do they find out about and build on children's pre-school language experience? How do they organise to support the development of spoken English for those who speak other languages at home?	How are links made with homes and families about spoken language? How do your staff/trainees create a rich and supportive language (s) environment, including the use of digital technology, building on children's home experience? How do your staff/trainees: • recognise and respect bilingual children's linguistic achievements and capabilities • provide examples of language diversity • make provision for children to use their home language?	How do your staff/trainees observe and record children's home language experience? How do your staff/trainees create a learning environment in which children feel comfortable to use their home language and dialect?	Trainees discover and build on children's home language experience. Trainees plan support for developing the spoken language of children who speak other languages at home.

Section Three: Spoken Language and Drama Review – Home language

	Principles based on the content of the national curriculum	Review prompts		Assessment and outcomes for children	Outcomes for trainees
		Curriculum	Pedagogy		
THE LANGUAGE REPERTOIRE	Understanding language variation is an essential feature of a full language repertoire. Children learn best when they can play with language, explore ideas and different ways of expressing them. Effective spoken language means combining physical production as well as a knowledge of a range of language forms. Children need the appropriate metalanguage to talk about language and its variety and range.	Are your staff/trainees aware that it is skilful to vary spoken language according to purpose and audience? How do they show understanding of the ways in which speakers make choices about register, vocabulary and tone, for different listeners and purposes? Are your staff/trainees aware of the differences between spoken and written standard English? Are your staff/trainees aware that learning to use explanation, exposition, presentation and performance involves integrating a range of processes and skills? How do they show understanding that these aspects of spoken language are best supported through: • opportunities to explore the potential of spoken language and shape it to meet its various purposes • practice and helpful response • the chance to develop a personal voice • experimentation and playing with the sound, volume and effects of language? Are your staff/trainees aware that effective spoken language needs knowledge of: • voice production including: posture, breathing, resonance and vocal focus, articulation, carrying power/volume • the skills of vocal delivery including: phrasing, pacing, pausing, pitch, stress, intonation, emphasis, audibility, clarity? High quality teaching in the spoken word will positively impact on all the other subject areas.	How do your staff/trainees balance and integrate the use of language to develop thought and language to communicate ideas? How do they teach about language variety and standard spoken and written language? How do they support children's development of a range of registers for different contexts, listeners and purposes? How do your staff/trainees use their knowledge of high-order thinking to engage children in creating, evaluating, analysing and applying ideas? Do plans for developing speaking and listening include opportunities for children to: • spend time discussing and developing ideas with others • generate their own questions • engage in a range of drama activities • choose a form of presentation to suit their own purposes • converse in their home language? How do your staff/trainees provide children with suitable texts for memorising and learning by heart across the different age ranges? How do your staff/trainees ensure that can children read aloud or speak from memory a variety of texts, which show their understanding of the piece by use of effective skills of vocal delivery? How do your staff/trainees help children to understand when the prime focus is on more formal oral presentation and communication and when informal everyday language is more appropriate? How do they provide opportunities for children to discuss the choices they and others make in their spoken language?	How do your staff/trainees take account of diversity in assessment? How do your staff/trainees assess the quality of thinking and feeling children demonstrate through their talk? How do your staff/trainees discuss and develop criteria for successful teacher assessment of spoken English? How do your staff/trainees help develop children's awareness of language variation and consequently vary their use of language, making appropriate choices about the way they use their voices? How do your staff/trainees keep records of children's speaking and listening and how do they describe and assess progress? How do your staff/trainees help children to become involved in self-assessment of their own spoken language?	Trainees plan sequences of lessons that allow children to develop an understanding of language variation to inform choices about how they use their voices and the choices they make about the language they use. Trainees plan sequences of lesson that allow children to experiment with and then use effectively a range of language processes and skills. Trainees use their understanding of children's play to develop lessons that draw upon this to allow children to use language in a creative and playful way. Trainees plan to introduce appropriate metalanguage to talk about language variety and range.

Section Three: Spoken Language and Drama Review – The language repertoire

DRAMA	Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
		Curriculum	**Pedagogy**	**Assessment and outcomes for children**	
	Drama fuels children's curiosity and critical capacity. It is vital that children engage with drama and role play early in their lives.

Drama can be both a support for learning and an art form in its own right. These are not mutually exclusive.

Drama is an expansion of play: both the play of the imagination and play that allows children to explore life situations.

Drama can make the curriculum more accessible for children with DSEN.

Drama is a means of giving children some control over their learning, through speaking and active participation that gives greater access to knowledge and ideas.

Drama can be a method of learning that allows children to function as the 'experts' (Mantle of the Expert) with adults in a subordinate role or that allows children and adults to function as equals.

Often, work undertaken in drama as a learning medium has elements of performance in it.

Drama supports engagement with the nation's cultural and literary heritage. It contributes to well-being, inspires children to enjoy watching performances and encourages future cultural engagement.

The best teachers look for opportunities to work with and learn from drama professionals | Are your staff/trainees aware of the difference between drama as an art form (performance) and drama as pedagogy?

How do they show understanding of the differences between drama strategies (providing shaping and clarification) and conventions (providing form and structure)?

How do they show understanding that role-play is not the same as characterisation since in role play children are asked to take on an attitude or point of view, not the identity of a single person?

Are your staff/trainees aware of the value of drama to give children fictional situations in which they can respond outside the ordinary structure of the classroom? How do they show understanding of the role of the imagination in learning?

Are your staff/trainees aware of the value of drama to provide a 'need to know' in order to scrutinise learning?

Are your staff/trainees aware of the value of drama in developing the ability to talk about inner feelings, thoughts, ideas, wants, needs and sensations? How do they show understanding of appropriate drama strategies to facilitate this?

Are your staff/trainees aware of the different aspects of drama as an art form? How do they show knowledge and understanding of:

• form and structure
• prepared improvisation
• script-writing
• characterisation
• space physical and psychological
• symbol/imagery/ritual
• climax and crisis
• skills of performance?

Do your staff/ trainees know how to access professional actors/ Theatre Companies for work in the classroom?

How do your staff/trainees use and build on the experience of visiting Theatres or professionals after the professionals have left?

Are your staff/trainees aware of the role of drama in children's social and cultural experience? How do they show understanding of the value of children experiencing live theatre?

How do staff/trainees develop children's knowledge of being an audience? | How do your staff/trainees plan opportunities for children to use both drama strategies and conventions to explore a range of experiences within the safety of the pretend world, for example to:

• enter other worlds, to explore possibilities emotionally and imaginatively
• experience a variety of points of view
• explore dilemmas and difficulties, set and solve problems
• question the 'given'
• stand in someone else's shoes
• use logic and analytical skills as well as flights of fancy?

How do your staff/trainees plan drama activities that will allow children to reflect and become self-observant and observant of others?

How do your staff/trainees provide opportunities to use drama to review learning that has already taken place or that will take place in later classroom learning?

How do your staff/ trainees plan occasional opportunities for children to:

• create developed plays, scripting, rehearsing and preparing costumes and sets
• see professional actors either in school as Theatre in Education or in visits to the theatre
• discover what being a professional set designer, costume maker, director, playwright or actor involves? | How do your staff/trainees enable children to use a range of drama strategies and conventions (including role-play) to augment their play in order to develop socially and academically?

How do your staff/trainees use drama to develop children's increasing skills in language to provide competence and confidence in all subject areas?

How do your staff/trainees enhance children's skills in using drama strategies and conventions to explore their ideas?

How do your staff/trainees ensure there is continuity and progression of drama?

How do your staff /trainees identify the skills that are acquired through using drama in other subject areas?

How do your staff/trainees decide on the 'learning focus' and 'dramatic context' when setting up drama activities?

How do your staff/trainees record progress in drama for individual children?

How do your staff/trainees to assess, evaluate and progress the use of drama as both a learning tool and an art form?

How do your staff/trainees vary their teaching techniques so that children are able to demonstrate their awareness of the value of drama strategies and conventions as a tool for learning?

How do your staff/ trainees create a learning environment that allows children to feel comfortable and confident enough to express their thoughts and feelings through drama either to their peers or to adults?

What methods do your staff/ trainees use to develop the language of drama in order for children to analyse and discuss critically the performances they have seen? | Trainees understand the difference between imaginative play, process drama and drama as an art form and therefore select approaches that allow children to best explore their ideas.

Trainees understand and can discuss the value of drama with children. Trainees understand how to plan for progression in drama.

Trainees understand the concept of "the penalty-free zone" in drama (where there are no wrong answers) and use this as a tool to empower children. They are able to enable this type of learning environment by adjusting their status within the drama.

Trainees have a developed drama vocabulary and can use this to teach children to critically discuss performances

Trainees recognise the value of drama as a learning medium and can use it to explore the nation's cultural and literary heritage at a level that is accessible for children |

Contents

Principles based on the content of the national curriculum	Review prompts			Outcomes for trainees
	Curriculum	Pedagogy	Assessment and outcomes for children	
DRAMA (CONTINUED) — Drama can bring any aspect of the curriculum to life, offering opportunities for development and consolidation learning in a range of curriculum areas.	How do your staff/trainees show awareness of the role of drama in learning in different curriculum areas?	What opportunities are there for drama/role play in different curriculum areas to develop, apply and consolidate learning? How do your staff/trainees use process drama to help children engage with their learning across the curriculum?	How do your staff/trainees assess drama in different curriculum areas? How do your staff/ trainees develop children's understanding of the different approaches used for stage and screen, or audio performance ? How do your staff/trainees develop children's use of drama strategies and conventions for the exploration of issues and tools for learning across the curriculum in subjects such as Art and History?	

Section Three: Spoken Language and Drama Review – Drama

Section Four: Key Stage 3 Literature

The Reading review covers much that is relevant for the KS3 English curriculum. This section specifically offers suggestions for reviewing provision for teaching literature.

Principles based on the content of the national curriculum	Review prompts		
	Curriculum	Pedagogy	Assessment
Students' experience of literature requires them to study whole texts of good quality across a wide range of genres and historical periods in order to learn about the choices writers make and the impact they create.	How do your staff/trainees show awareness that studying whole texts is qualitatively different from working with extracts? How far do your staff/trainees read widely across a wide range of genres and historical periods to develop a strong repertoire of texts on which to draw?	How do your staff/trainees plan and develop opportunities for students to: • read and enjoy whole texts • read in a wide range of genres • make choices about what they read • read independently • read for pleasure • challenge themselves • re-read purposefully • experience drama texts in performance / production both as actors and as audience • read literature from different parts of the world in English • read texts in different modes • experience literary texts in connection with other parts of the curriculum e.g. history; geography; music; science • experience written texts in conjunction with visual texts e.g. poems and paintings • experience written texts in conjunction with speaking and listening e.g. prose and choral reading?	How do your staff/trainees employ formative assessment to accommodate student learning about a whole text over an extended period of time? How do staff/trainees keep their own records of students' progress across a scheme of work and encourage students to do the same? How do staff/trainees encourage students to reflect, evaluate, justify their choices and contributions to group performances?
Students need access to a wide range of texts in order to be able to choose what to read independently, for challenge, interest and enjoyment.	How do your staff/trainees ensure that students actively and enthusiastically use libraries and other text-rich environments, including online, to make choices and develop as independent readers?		
Good literature teachers enable students to read and re-read texts purposefully so that they appreciate the different levels on which texts are crafted and operate.	How do your staff/trainees develop a literary critical curriculum which expands their own and their students' reading horizons?		
Good teachers ensure that students experience dramatic literature through performance and production – both their own and others' – as well as close textual analysis.	How do your staff/trainees ensure that students' learning about dramatic literature includes practical approaches to performance and production as well as seeing others' performances themselves?		
Good English departments will introduce students to a range of literature in English from different parts of the world.	How does your English department encourage staff/trainees to read widely beyond set texts and their own reading preferences, so that they are well-placed to select a range of literature in English from different parts of the world?		
Good English departments will study a wide range of non-literary texts which engage students through their content, diverse genres and different media, including moving image and multimodal texts e.g. films or graphic novels.	How does your English department ensure that departmental resources include texts in different media and genres, and ICT which encourages students to make and analyse texts in different genres and media?		

FUNCTIONS OF SPOKEN LANGUAGE

Section Four: Key Stage 3 Literature – Functions of spoken language

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Recommended journals

British Journal of Educational Psychology

Educational Psychology

Journal of Research in Reading

Literacy

Journal of Writing Research

Learning disabilities

Scientific Studies of Reading

Websites

Arts Council England: http://www.artscouncil.org.uk/

Cambridge Primary Review Network http://www.primaryreview.org.uk/network/

Centre for Literacy in Primary Education (CLPE) http://www.clpe.co.uk/

Communication Trust http://www.thecommunicationtrust.org.uk/

Early Shakespeare www.earlyshakespeare.com

English and Media Centre http://www.englishandmedia.co.uk/

Heart of English http://www.heartofenglish.com/

National Association for Language Development in the Curriculum (NALDIC) http://www.naldic.org.uk/

NASBTT (the site is not live yet)

National Association for the Teaching of English (NATE) http://www.nate.org.uk/

National Drama www.nationaldrama.org.uk

National Handwriting Association www.nha-handwriting.org.uk

National Institute for Adult and Continuing Education (NIACE) http://www.niace.org.uk/

National Literacy Trust http://www.literacytrust.org.uk/

Ofsted professional development materials http://www.ofsted.gov.uk/resources/subject-professional-development-materials-english

Reading Agency http://readingagency.org.uk/

Universities' Council for the Education of Teachers (UCET) http://www.ucet.ac.uk/

United Kingdom Literacy Association (UKLA) http://www.ukla.org/

Contents

Appendix 1: Self Review of Pedagogy

Reading

Reading for enjoyment

How do you create a classroom environment that will encourage pupils to read widely and for enjoyment?

How do you plan opportunities:

- to share your own enthusiasms for reading with the children
- to demonstrate reading behaviours
- for extended reading encounters with fiction and non-fiction texts to develop reading stamina
- for children to choose their independent reading material from the earliest years
- for children to bring their prior knowledge and cultural understanding to their reading, and make inter-textual links
- to use high quality texts, including those in home languages, to support children's positive attitudes to reading
- to establish and develop a varied range of texts in the classroom
- to establish a range of different contexts for reading in the classroom
- to read and discuss a range of different types of texts, including fiction, poetry, plays, multimodal, film, digital, reference and non-fiction texts, including fiction, poetry, plays, multimodal, film, digital, reference and non-fiction texts
- to read aloud to children up to and including Year 6, in order to introduce them to new authors and styles of writing
- for children to recommend reading to their peers?

How do you monitor the provision of a range of reading materials and opportunities in their classrooms?

How do you ensure that children with DSEN have access to high interest quality texts with an appropriate reading age?

How do you develop children's engagement with and commitment to reading, for example through use of the school library, school book clubs, book-making?

How do you create and foster links with libraries and bookshops?

Word reading

How do you balance and integrate word reading and comprehension?

How do you plan opportunities to:

- support children's development as independent readers with books that are consistent with their developing phonic knowledge
- take a systematic approach to teaching and applying phonics for decoding and encoding, both in discrete sessions and across the curriculum
- show flexibility in teaching phonics, for example, using a range of teaching methods to support the school's chosen scheme
- teach common exception words
- develop children's ability to make sense of what they read and understand how stories and books work
- support children who are not making expected progress in developing reading skills
- take account of regional language variance in teaching phonics
- broaden their approach to account for different rates of progression
- build skills by developing a range of strategies to extend developing readers
- cater for the different demands of teaching reading at KS1 and KS2
- support parents/carers where necessary to help underachievers at home?

How do you:

- use decodeable texts for early reading
- use texts that support comprehension as well as word reading
- discuss with children how print and image works together in picture books
- share and discuss a wide range of high-quality books to develop a love of reading and broaden the children's vocabulary
- use appropriate interventions for those children who are not in line with age related expectations
- support children who have difficulties in developing phonemic awareness, in the classroom and through guidance for parents/carers?

Comprehension

How do you provide opportunities for developing comprehension through:

- group and class discussion, self-questioning, drama and role play etc.?
- using film to develop inference and critical skills
- opportunities for children to ask their own questions about what they are reading
- using reading diaries and other reflective writing
- reading texts which are accessible to the whole range of learners in different curriculum areas
- opportunities for recitation and performance
- contexts where pupils are genuinely motivated to find out information, for example, related to museum, gallery or theatre visits?

Reading and grammar

How do you plan for:

- the teaching of grammar in the contexts of texts the class are sharing
- support, within lessons, for children who are not making expected progress?

How are links made with homes and families about reading?

How do your staff/trainees:

- communicate with parents/carers about how to recognise good learning in the home
- recognise and respect bilingual children's reading achievements in other languages and other scripts
- make provision for children to read in their home language?

Reading at home

How are links made with homes and families about reading?

How do you:

- communicate with parents/carers about how to recognise good learning in the home
- recognise and respect bilingual children's reading achievements in other languages and other scripts
- make provision for children to read in their home language
- make use of parents/carers and the community as partners in supporting children's reading development?

Writing

Purposes for writing

How do you create a classroom environment that will support writing development?

In the Early Years how do you provide models and opportunities for mark-making to develop into letter formation?

How do you provide a range of tools for writing in indoor and outdoor learning areas?

How do you:

- encourage the exchange of written messages, including texting and message boards
- use drama to support writing
- invite children to write in the role of real or imagined others
- allow children to engage in sustained periods of writing
- foster talk to generate ideas, rehearse orally and to reflect on the process of writing
- promote the production and use of multimodal text?

Do plans for teaching writing include opportunities for children to:

- draw on models and examples from reading
- generate and capture ideas, e.g. framing questions, artefacts, role play, drama, moving image etc
- choose a form of writing to suit their own purposes?

Writing at home

How are links made with homes and families about writing?

How do you create a rich and supportive language(s) environment, including the use of digital technology, building on children's home experience?

How do you:

- recognise and respect bilingual children's writing achievements in other languages and other scripts
- provide examples of language diversity in the classroom environment
- make provision for children to write in their home language?

Writing composition and transcription

How do you balance and integrate the compositional and technical aspects of learning to write?

How do you help children to understand when the prime focus is on accuracy is important and when experimentation and formulation of ideas are the main aim?

What strategies are used to support the drafting process: Getting ideas going and organising ideas; drafting, revising, proof reading; reviewing and publishing, e.g. using drama and role play, annotating text, teacher modelling, shared writing, guided writing, collaborative writing, response partners?

How do you plan to:

- teach a fluid handwriting style
- support children who have difficulties with fine/gross motor skills or muscle tone teach a range of spelling strategies
- draw attention to the morphology of words

- embed attention to spelling in meaningful contexts at relevant points across the curriculum
- use phonological awareness and encoding skills to support spelling development
- offer a range of spelling strategies including the sounds of words and their visual configurations?

Grammar

How do you plan to prepare for teaching the grammar content of the national curriculum?

How will you identify your own subject knowledge needs?

How will you:

- talk to the children about grammar, emphasising the effect it has on meaning
- ensure that grammar is taught in the context of purposeful talking, reading and writing?

How do you plan opportunities to build on children's implicit knowledge of grammar?

How do you use opportunities in shared and group reading for teaching grammar?

How do you incorporate strategies for explicit teaching of grammar in the context of writing?

How do you model the use of Standard English in writing?

Talk and writing

How do you plan for:

- effective talk to support the writing process
- developing content for writing through the use of the spoken word, drama and role play
- purposeful opportunities for collaborative writing, e.g. writing in role during and after drama activities?

How do you provide opportunities for children to:

- articulate their judgments about writing?
- discuss the choices they have made in their writing?

The whole curriculum

What opportunities are there for extended writing in other curriculum areas to apply and consolidate skills learnt in English?

Spoken Language

Functions of spoken language

How do you create a classroom environment that will support the development of speaking and listening? How do you model and support:

- tentative uses of language, for example through simulations and role play
- attentive listening
- taking on the role of real or imagined others
- personal expression, for example through drama strategies such as: 'in my head'; thought tracking; conscience tunnel
- sharing ideas with others in more formal settings
- dialogues (with adults and other children), discussions, interactive story making
- reflective uses of language, for example, through hot-seating, response to others' presentations
- exploration of language used in a range of formal and informal contexts
- performance, presentation and enjoyment of poetry, drama, digital presentations, film-making and scripting?

How do you support children who are language restricted or who have speech, language and communication difficulties or hearing impairment?

How do you encourage all children to participate in talk and drama and feel that their contributions are valued?

How do you:

- use effective questioning to sustain legitimate dialogue/ discussion between adults and children, and children and children
- model spoken language through the oral feedback they give to children
- evaluate how planned classroom activities will contribute to the quality of classroom talk
- ensure all children have the opportunity to contribute to classroom discussion?

How do you plan for productive dialogic talk throughout the curriculum?

How do you support children's ability to:

- listen attentively without being reminded
- take turns in discussion
- take time to think through what they have heard
- consider and evaluate different viewpoints
- respond to what others say?

Language in the Early Years

How do you create opportunities for play and communication?

What types of activities and play experiences do you provide to encourage children to:

- engage in personal talk about their feelings and desires
- articulate their choices
- talk about ideas
- narrate events in the present, the past and the future
- speculate on outcomes
- justify choices
- ask questions to develop understanding?

How do you differentiate between the range of ages, experiences and cultural background of the children:

- in imagined situations, when being themselves or when taking the role of someone else
- when acting 'as if' they are someone else based on a role or person they are familiar with, for example, a doctor, their teacher or people from a

fairy tale or familiar film?

Home language

How are links made with homes and families about spoken language?

How do you create a rich and supportive language (s) environment, including the use of digital technology, building on children's home experience?

How do you:

- recognise and respect bilingual children's linguistic achievements and capabilities?
- provide examples of language diversity
- make provision for children to use their home language?

The language repertoire

How do you balance and integrate the use of language to develop thought and language to communicate ideas?

How do you teach about language variety and standard spoken and written language?

How do you support children's development of a range of registers for different contexts, listeners and purposes?

How do you use their knowledge of high-order thinking to engage children in creating, evaluating, analysing and applying ideas?

Do plans for developing speaking and listening include opportunities for children to:

- spend time discussing and developing ideas with others
- generate their own questions
- engage in a range of drama activities
- choose a form of presentation to suit their own purposes
- converse in their home language?

How do you provide children with suitable texts for memorising and learning by heart across the different age ranges?

How do you ensure that can children read aloud or speak from memory a variety of texts, which show their understanding of the piece by use of effective skills of vocal delivery?

How do you help children to understand when the prime focus is on more formal oral presentation and communication and when informal everyday language is more appropriate?

How do you provide opportunities for children to discuss the choices they and others make in their spoken language?

Drama

How do you plan opportunities for children to use both drama strategies and conventions to explore a range of experiences within the safety of the pretend world, for example to:

• enter other worlds, to explore possibilities emotionally and imaginatively
• experience a variety of points of view
• explore dilemmas and difficulties, set and solve problems
• question the 'given'
• stand in someone else's shoes
• use logic and analytical skills as well as flights of fancy?

How do you plan drama activities that will allow children to reflect and become self-observant and observant of others?

How do you provide opportunities to use drama to review learning that has already taken place or that will take place in later classroom learning?

How do you plan occasional opportunities for children to:

• create developed plays, scripting, rehearsing and preparing costumes and sets
• see professional actors either in school as Theatre in Education or in visits to the theatre
• discover what being a professional set designer, costume maker, director, playwright or actor involves?

What opportunities are there for drama/role play in different curriculum areas to develop, apply and consolidate learning?

How do you use process drama to help children engage with their learning across the curriculum?

Appendix 2: Using the Curriculum Review and Planning Tool for professional development

The Curriculum Review and Planning Tool is designed for use by teacher trainers, whether in schools or higher education. However, the introduction of the new National Curriculum in 2013 means that teachers, as well as trainees, can use the tool to review their subject knowledge of the Programmes of Study for Reading, Writing and Speaking and Listening (including drama) and to consider their pedagogic approaches and assessment processes. The breadth of the document, taking account of

• home/school partnership
• EAL
• issues of diversity
• children with disabilities and special educational needs
• 21st century texts
• cross curricular organisation
• creativity.

means that the review tool can be used by schools to consider the wider literacy curriculum.

1. Use in ITT

For teacher training purposes, the Review may best be used as a portfolio document to accompany every aspect of the course enabling trainees to record their background reading, classroom experience and evaluation of children's learning.

1.1 Tutors might use the 'Principles' column as a basis for reading and discussing the issues which should guide the provision of a full and creative curriculum, perhaps drawing on the selected reading in Section Five. As a means of familiarising themselves with the English National Curriculum, trainees might be asked to consider which elements reflect the principles in each section, supporting their views by reading. Taking a part of a Section, for example, 'Reading for enjoyment' or 'Writing composition and transcription' they may be guided by questions such as:

What recent research evidence is there to support the principles?

What are the key elements of debate in this area?

If different pairs or groups each take a section, then have the opportunity to exchange ideas, there is likely to be engaged discussion of the issues underpinning the provision of a full and challenging English curriculum.

1.2 The 'Curriculum' 'Pedagogy' and 'Assessment and outcomes for children' columns offer trainees the opportunity to review the adequacy of their planning, teaching and lesson evaluation. At relevant points during training, they might be asked to highlight:

Which areas of curriculum and practice do you feel satisfied with?

Which areas would you like to explore more fully?

Which areas would you like more support in?

1.3 The 'Outcomes for trainees' column offers an ideal means of judging both course coverage and individual understanding. Again, at relevant points of the course, trainees might be asked to confirm their secure grasp of outcomes by providing brief evidence, for example:

'Trainees plan for making the classroom a reading community' might be annotated with: 'See plans for Week 3 – "My weekend reading record" - and discussion of the things we've enjoyed reading at home by choice.'

Or

'Trainees discover and build on children's home language experience' might be illustrated by: 'See evaluation Week 5 – my discussions with my focus group showed that four of them speak a language other than English at home and two of them can write in their home language. After some shyness they were keen to tell me about the books, magazines and films they have at home in languages other than English.'

2. Use by qualified teachers

The Review might be used by experienced teachers either as an adjunct to any courses they might be following in gaining qualifications to strengthen their professional experience and subject knowledge or, more usually, as part of continuing professional development with colleagues in school.

2.1 Teachers following courses might use the Selected Reading to support their work, or examine the Principles in relation to the new National Curriculum for English, with similar questions to those suggested for trainees:

What recent research evidence is there to support the principles?

What are the key elements of debate in this area?

2.2 To support professional development with a whole school, the Review may need to be used selectively, in line with the school development plan. Whilst of course it will be important to secure a working knowledge of the new National Curriculum for English, it may be best to identify which aspect of English the staff wish to tackle first and to build an ongoing programme of review and development. Alternatively, different groups of colleagues may wish to focus on a specific aspect, perhaps drama, early reading or to build speaking and listening across the school curriculum.

Some possible starting points:

2.2.1 Take the statements of principle about one aspect, for example, 'Purposes for Writing' and prepare them as cards to be discussed and ranked in order of importance, or diamond ranked, if some are of equal importance to others. The value of an activity like this is the discussion generated and the sharing of ideas. Having discussed what seem to be most important principles, colleagues might then consider how they make provision for these by addressing the questions in the 'Curriculum' and Pedagogy' columns. If there are gaps, they might consider:

How and when might the gaps be tackled?

What would be a suitable timescale?

What support/resources would be needed?

If there are examples of good practice, how might these be shared?

2.2.2 Working first of all in single year groups (or two years if there is only one class for each year) use the 'Curriculum' and 'Pedagogy' columns of one of the four elements: Reading, Writing, Speaking and Listening or Drama to identify practice that colleagues are satisfied with (marked with a green highlighter); practice that needs some attention but is generally sound (marked with an orange highlighter); and aspects that need focused attention (marked with a red highlighter).

Join together with other year groups to see if there are areas throughout the school/key stage that need attention, or whether the 'red' concerns are specific to one year, key stage or part of a key stage. Use the orange highlighted aspects as a guide to a medium term plan for development:

What are the specific areas to be addressed?

Which classes/staff (including teaching assistants) will be involved?

What will the time scale be?

What action will be taken?

What support/resources will be necessary?

What examples of good practice already exist in the school? How might these be shared?

How will success be evaluated?

The red highlighted areas will form a long-term plan for development:

Who will lead the development?

When should plans for action be ready?

Who will be involved?

What actions might be taken?

What will be the overall timescale of the development (possibly a year)?

What support/ resources will be necessary?

2.2.3 Taking the 'Assessment and outcomes for children' column, select one area (Reading, Writing, Speaking and Listening or Drama) and perhaps one key stage, and carry out a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.

How do current assessment arrangements measure up?

What are the strengths? Are they evident throughout the year groups? How might strenghts be built on?

Are weaknesses evident throughout the year groups? How might they be addressed? What support might be needed to tackle weaknesses?

What opportunities are there for development? Are they evident throughout the year groups? Who might be involved in leading any developments?

What threatens the possibility of development? How might these threats be addressed?

Any issues raised by self-review might be tackled through a planned action project where colleagues:

• identify a specific area of pedagogy or provision where they wish to make improvements

• develop an action plan, with a clear timeline (possibly alongside colleagues)

• put the plan into action and note developments (possibly focusing on the progress of specific children)

• meet regularly to compare progress and make any adjustment necessary to the plan and actions

• at the end of the planned time, evaluate success and plan for embedding changes into the curriculum/school plan.