

Do you think any of these statistics are particularly relevant to Swindon?

1 in 8 disadvantaged children in the UK say that they don't have a book of their own

3 in 5 children in the UK enjoy reading

Only half of children in the UK enjoy writing

Children born into communities with the most serious challenges have some of the lowest life expectancies

Literacy results at 10 predicts GCSEs at 16 and earnings at 42.

A child at the top 10% of cognitive development at age 22 months from a working class family will be overtaken by a middle class child in the bottom 10% of cognitive development at 22 months by the age of 7

Literacy Transition Project



The Vision

- ❖ To **improve the life chances of the children** in our care by working collaboratively between the key stages.
- ❖ To **engage students** with reading and writing, whilst developing verbal oracy skills.
- ❖ To **improve pupil outcomes** by sharing expertise.
- ❖ To maximise each child's **educational journey** by helping them prepare for secondary school

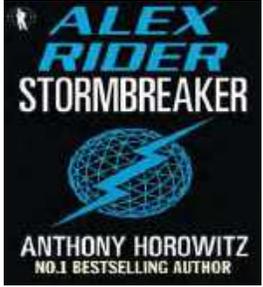
The Team

- ❖ To have an opportunity to work across schools and key stages with other **enthusiastic teachers** who are passionate about their subject.
- ❖ To **share expertise** in teaching reading and writing to promote professional development and enrich the curriculum.

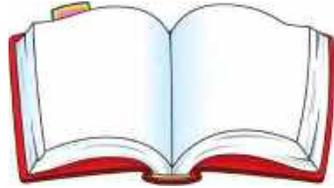
The Outcomes

- ✓ To support students with their literacy in their **transition** from Primary to Secondary school.
- ✓ **Improved pupil outcomes.**
- ✓ To reap the benefits of **one educational journey** by having **consistently high expectations.**

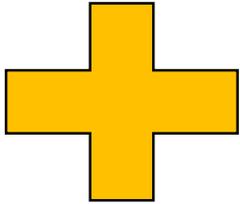
Project Overview – Spy Fiction and Writing Unit



KS2



12 lessons based on chapters 1-6 supporting reading skills



Chapters 7 – 10 are read in class

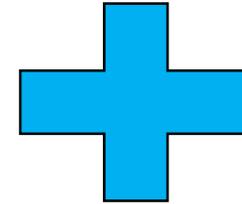
Debate Mate strategies to improve oracy



KS3



15 writing lessons preparing students to write a spy short story



Chapters 11 – 17 are read in class

Debate Mate strategies to improve oracy

Spy Fiction Reading Unit Overview

Lesson	Objective	Chapter
1	An Introduction to the Spy Fiction genre and PEAWI structure	Chapter 1
2	Reading comprehension and selecting evidence	Chapter 1
3	Identify language devices (SOSMAPS) – Diagnostic Task (Peer assessed)	Chapter 2
4	Close textual analysis and slow – write PEAWI	Chapter 2
5	Speaking and listening – debate mate lesson	Chapter 3
6	Understanding characterisation	Chapter 4
7	Character evaluation – PEEL	Chapter 4
8	Analysing structure – mid term task (teacher assessed)	Chapter 5
9	Narrative perspective	Chapter 5
10	The writer’s intentions – drama	Chapter 6
11	Impact on the reader	Chapter 6
12	Revising plot and reflection lesson based on teacher feedback	Revision lesson
	READ CHAPTERS 7-10	

Peer Assessment Criteria



Peer Assessment Assessment Grid					
Name:			Class:		
Topic: Spy Fiction	😊	😐	😞		
Detailed analysis of language used for effect.					
Precise analysis of implicit meanings at word level.					
Included an alternative interpretation.					
HTI target:					
Signature of Pupil:				Date:	
Signature of Teacher:				Date:	



Teacher Assessment Grid



Name:		Class:	
Topic: Spy Fiction	😊	😞	
A clear point that answers the question	✓		
Relevant evidence that is clearly introduced	✓		
Used a range of embedded key quotations	✓		
A correct explanation of the quotation	✓		
Identified and analysed a language device	✓		
Identified and analysed a structure device			✓
Included one – word analysis with explicit and implicit meanings	✓		✓
Included an alternative interpretation			✓
Evaluated the writer's intentions	✓		
Correctly commented on the impact on the reader	✓		
HTI target: I need to improve my paragraph by ... identifying and commenting on the effect of a structure device.			
<i>Working on my HTI:</i>			
Signature of Pupil:			
Signature of Teacher:			

Teacher Marking Criteria



- Tick the areas that have been successfully completed.
- Tick the areas that could be improved.
- Students write down one target based on your feedback.
- Students act on this target to show progress.





St Joseph's: English Feedback Form

<p>Star students </p>	<p>Cause for Concern </p> 	<p>SPAG errors / commonly misspelt words</p>	
<p>Teacher Reflection </p>		<p>Strengths </p>	<p>Weaknesses </p>
		<p>Common Misconceptions</p>	

Star students



Archer
Pricilla
Joseph
Melissa
Ammisha
Sanaida

Cause for Concern



Some students rushed their work instead of completing it to the best of their ability.

SPAG errors / commonly misspelt words

Sweat Eventually
Opened Slowly
Happens Frustrated
Calm

Teacher Reflection



Revise how to create simple, compound and complex sentences.

Explain what a 'fused sentence' is and why it is wrong.

Praise all students for impressive progress for term 1.

Strengths



Students used paragraphs to structure their story.

All students built suspense and tension.

Some students used metaphors and similes.

All students used features of gothic horror.

All students used narration for effect.

Weaknesses



Mostly basic vocabulary.

Sentence structures need to be improved.

Use full stops and commas.

Common Misconceptions

Some students use words like 'gonna' and 'wanna' instead of 'going to' and 'want to'.

Using commas instead of full stops.

Fused sentences without correct punctuation.

Purple Book Expectations

The purple books are a really important aspect of the continued educational journey we want to create.

Only students going to St Joseph's will be given a purple book.

In each book, students should have:

- A spy fiction title page
- A peer assessed PEAWI paragraph
- A teacher assessed PEAWI paragraph with completed marking criteria
- Their best piece of writing from Year 6
- *Please do not include any other work or notes in the purple books. Use Year 6 literacy books for other lessons.*





Point The introduction sentence to my paragraph.



Evidence A quotation to support my point.



Analysis Looking closely to explain the meaning of my quotation.



Writer's Intentions Explain what the writer is teaching us.



Impact on the reader How does it make you feel.

How does Shakespeare present the character of the Prince?

Answer the question using a PEAWI paragraph.

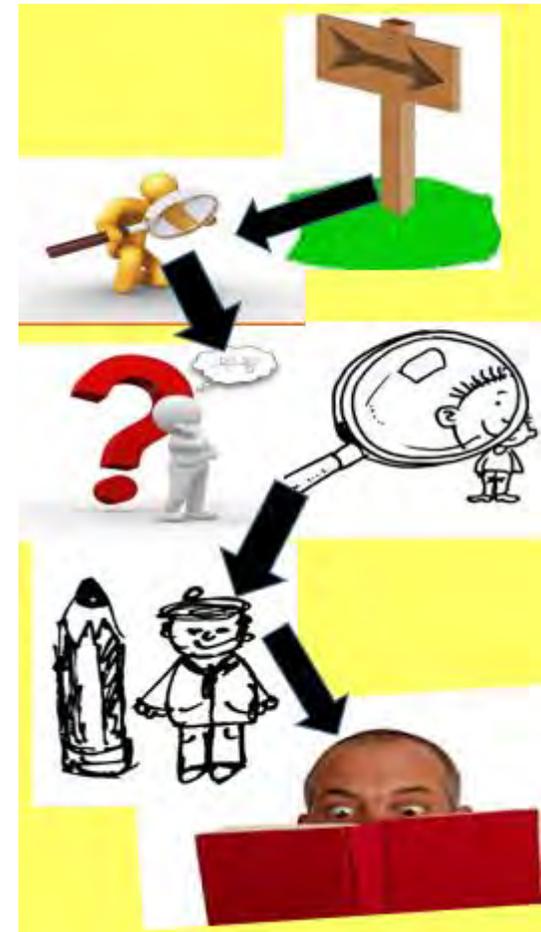
P - Point: *A short topic sentence giving the main idea.*

E - Evidence: *A relevant quote from the text that precisely supports your point*

A - Analysis: *Explain the quote saying why it proves the point. Explore what you think it means saying: 'This shows ... suggests... means...'* *Do not repeat the point.*

W - Writer's Message: *Explain what the writer is teaching us; the moral of the text. 'Shakespeare is suggesting that...'*

I - Impact on the reader/audience: *Identify the effect of the writer's ideas on you. 'The reader/audience would feel...'*



Building PEA Paragraphs – stick into your books

P. (Begin with a point which answers the question.)

E. I know this because it says (quote)

A. (Your analysis **MUST** look specifically at the quote you have chosen.)

This shows that...

This could also show that...

The word '...' means (explicit)...

This suggests (implicit)...

At the time the text was written...

The writer has done this because...

This makes the reader feel...



Language Devices

S

Simile: when you compare one thing to another using 'as' or 'like'.

O

Onomatopoeia: the formation of a word from a sound associated with what is named.

S

Senses: sensory descriptions of sound, sight, taste, touch and smell.

M

Metaphor: comparing two things by saying it is something else.

A

Alliteration: the occurrence of the same letter or sound at the beginning of closely connected words.

P

Personification: describing something non-human with human characteristics.

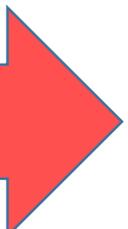
S

Strong adjectives: words used to describe a noun.

Structural Devices

- S Sentences:** a range of sentence types, functions and lengths
- C Contrast:** obvious differences within the texts
- O Openings:** how the text opens (description, action, dialogue)
- R Repetition:** words or images repeated for emphasis
- E Endings:** how the text ends (resolved, unresolved, circular)

Where do you stand?

 AgreeDisagree 

- One side of the room represents 'agree' and the other side of the room represents 'disagree'
- Once you hear the statement, you move to the side of the room which reflects your opinion. If you strongly agree, you go right to that side of the room, if you strong disagree the other. If you are 50/50 you can stand in the middle.

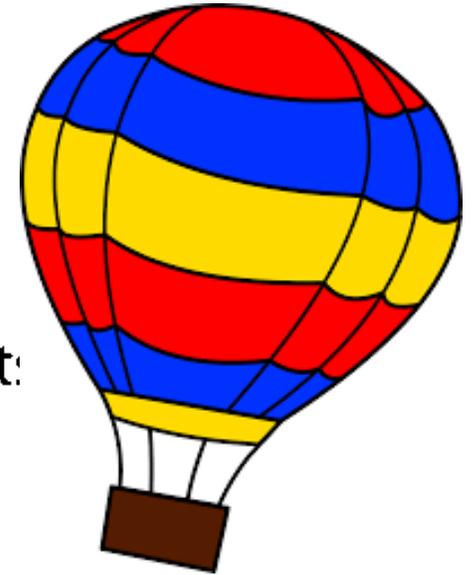
- Be ready to justify why you are standing where you are.

- 5, 4, 3, 2, 1...Where Do You Stand?



Balloon Debate

- Each speaker has 30 seconds on the spot to convince the audience and state their case for being kept alive.
- You get **one vote** which is for the person you want to save
- Remember, you are voting based on how persuasive their argument: are **not** which character you like the most
- 2 people will be **leaving** the balloon at the end of this round.



Debating Activities

Structuring arguments: PEEL

POINT

This is the headline or summary of your idea.
This is typically a **short sentence** that summarises everything you want to say. It's a great way for students to practise being **concise**.



EXPLANATION

Your idea might be true but has not yet been proved. Explanation is about **providing analysis to prove why your idea is true**. A good explanation will include these two things:
- Why your idea or point true / How does your idea happen?
- Why should we care / why is it important / why does your explanation matter?

EXAMPLE

Examples add credibility and help the listener visualise your ideas. A good example would be a:
- Fact or statistic
- Quotation
- Analogy
- Hypothetical or story (in certain subjects this might be an hypothetical scenario)



LINK

The **link ensures that our ideas are relevant to the discussion or question**. You do this by linking your idea back to the question or overall classroom discussion.



The Final Steps

To ensure the Literacy Transition Project continues to grow and improve, we would like to plan opportunities to reflect and review.

1. Student evaluation forms
2. Teacher evaluation forms
3. Mutual informal observations to support the implementation and teaching of new strategies.

