KS3 CUSP English

Distilling evidence into practice

21/6/23

The challenge(s):

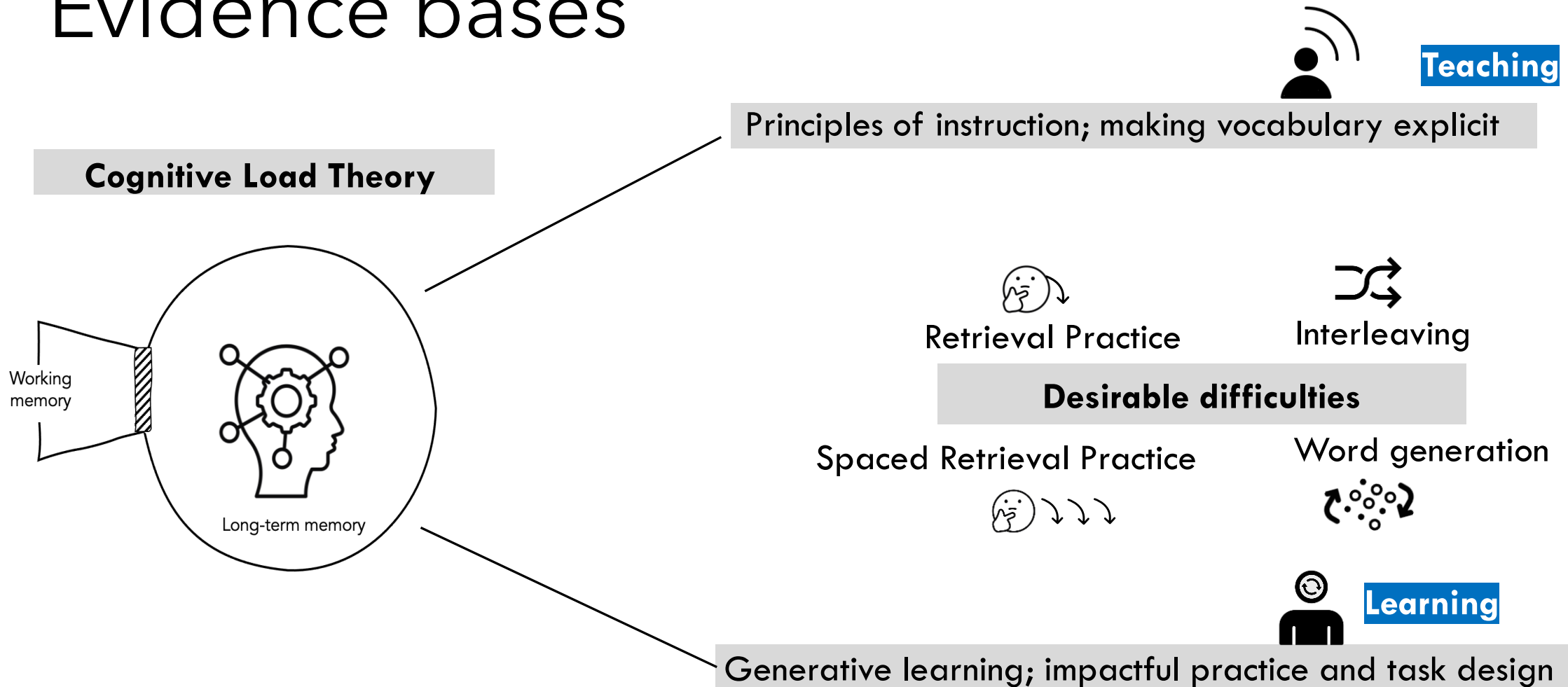The gap between evidence and practice

Historic imbalances in KS3 English curricula

A disconnect between Primary and Secondary

Three truths:

1. The conceptual load of the Primary English curriculum is vast – many teachers in our schools have told us that they need support to develop their subject knowledge.

2. Sometimes, schools get 'stuck' with legacy modules due to the challenges of developing and resourcing coherent schemes of work.

3. There is more to do to ensure that communication between Primary and Secondary colleagues results in meaningful coherence between curriculum diets.

Evidence bases

Teaching

Principles of instruction; making vocabulary explicit

Cognitive Load Theory

Working memory

Long-term memory

Retrieval Practice

Interleaving

Desirable difficulties

Spaced Retrieval Practice

Word generation

Learning

Generative learning; impactful practice and task design

Key ingredients:

Systematic revisiting

Spaced practice

Retrieval practice

Explicit vocabulary instruction

Prosodic reading

Structured talk

Explicit instruction of Reading and Writing

Gradual scaffold fade

Generative task design

The Frankenstein Curriculum

Stephen's provocation:

What would it look like if we
built this from the **ground up**?

How do we get there?

Building from KS2 towards KS4

- Gradual decrease in Language study
- Scaffolding reduced over time
- Incremental increase in demand
- Schema-building
- High-demand for all
- Building background knowledge

Built around key concepts

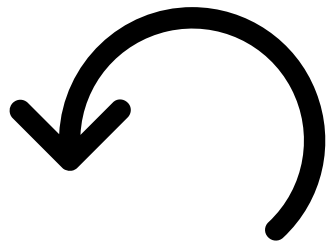|	
Technology: Friend or Foe?	The changing face of communication
What does it mean to be human?	Is conflict ever useful?

Pilot Literature module:

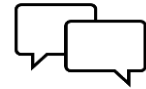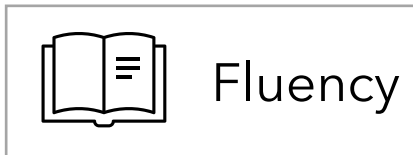Show us who you are

A study of dystopic fiction

Pedagogical infrastructure

Explain

Vocabulary

I do

We do

Activate

You do

Fluency

Apply

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CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP
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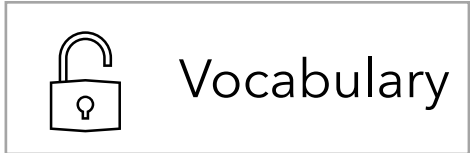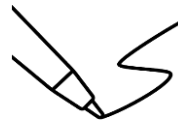
Building teacher subject knowledge

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Overview of the unit:
This unit allows students to explore a range of non-narrative texts and develop their skills for interrogating and crafting these. The unit carefully balances students' oracy, reading and writing skills and includes diagnostic assessment throughout to support teachers in reshaping their planning according to the needs of their class.

Week	Reading opportunities	Writing opportunities	At the end of this unit, students will …	
			Know:	Be able to:
1	Students will read an argument text and a short information text. Students will complete a short diagnostic Reading task.	Students will discuss, plan and write a short argument text as part of a diagnostic writing task.	• The grammatical structures and language used in simple argument texts.	• Retrieve key details from a text • Construct basic inferences • Participate in structured discussion • Structure a simple argument
2	Students will read a formal letter of application.	Students will unpick the structure, language and grammatical features of a formal letter of application.	• The grammatical structures and language used in a formal letter. • the structure of a formal letter of application.	• Identify examples of key conventions of a formal letter of application. • Select and use formal language precisely.
3	Students will read a discursive article. Students will read a series of emails and text messages.	Students will write a short summary of an article. Students will write a short formal email.	• How language can be used to create formality or informality	• prepare and write a short presentation • Summarise key points from what they have read • prove or disprove statements using evidence
4	Students will read an informal letter to a younger self.	Students will unpick the structure, language and grammatical features of an informal letter.	• That punctuation can be used deliberately for effect. • Conventions of an informal letter.	• Plan, draft and edit an informal letter. • Use punctuation accurately.
5	Students will read two short opinion pieces, representing different sides of an argument.	Students will plan, write and edit a news article.	• A range of sentence structures and how they can be punctuated • Language which can be used to represent a viewpoint	• Explore how writers choose language to convey their viewpoint • Rank key details from a text according to their importance
6	Students will read a short article.	Students will plan, write and edit a formal essay.	• Formal language conventions for exposition • The structure of a short discursive essay	• Build a personal response to a discussion question • Use formal language precisely to convey their viewpoint

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Unit: Communication	Week 2, Lesson 3	Focus: planning and oral rehearsal of a formal letter of application
1. Activate prior learning Display the four sentences. Ask students to identify whether they use formal or informal language conventions. Use this to prompt a recap of the conventions that are formal (formal vocabulary choices, subjunctive) and those that are informal (contractions, colloquial language, question tags).	**2. Vocabulary instruction** Read the words *long-term* and *man-made* and explain to students that these are compound adjectives because they join two adjectives together to act as one word. Ask them to identify the hyphen used to join them and define the words. Students can suggest other compound adjectives that are hyphenated. Explain that hyphens are also used to join some prefixes and root words, prompting students to match the pairs and re-write them with a hyphen. Why are these words hyphenated?	**3. Oral and critical thinking** Use the *Explain* slide to introduce the learning for the next three days. Read the Student Social Media Lead job advert and explain to students that they are going to apply the conventions that they have identified in formal letters to their own letter of application for this job. Provide students with the opportunity to give their initial thoughts about the qualities that the applicant would need to have. Teachers should make a list of these as students discuss them. *Teachers may wish to change this job advert if there is a real role that the school appoints students to at this point in the year.*

4. I do:	Return to the model letter of application that students read earlier in the week. Model how to analyse the contents of each paragraph and summarise it in note form in the table, ensuring that students understand that paragraphs 2 and 3 provide information about experience and qualities needed for the role.
5. We do:	Explain that we need to be clear about the difference between experience and qualities when we write application letters. Model how to give one piece of information for each and then ask students to collaborate to complete the table. Discuss as a group.
6. You do:	Ask students to use their list from the last task to complete a plan for their own application letter, detailing what information they will give in each section. Teachers should display the completed *I do* slide to support, as necessary.
7. Application:	Explain that students are going to hold mock interviews with each other to rehearse the ideas and the language that they will need to use when they write their letter of application. Model the mock interview process with a more confident student or with a teacher, as appropriate. Remind students of the formal language conventions and phrases that were gathered earlier in the week and model how to include these. Ensure that all students have the opportunity to rehearse and feed back to a partner on their successes.

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Week 3, Lesson 4

Students will:

- recap the /i/ sound spelt y

- explore the difference between formal and informal language

- write a short informal communication.

Activate

Decide whether the following would be written as **formal** or **informal** texts.

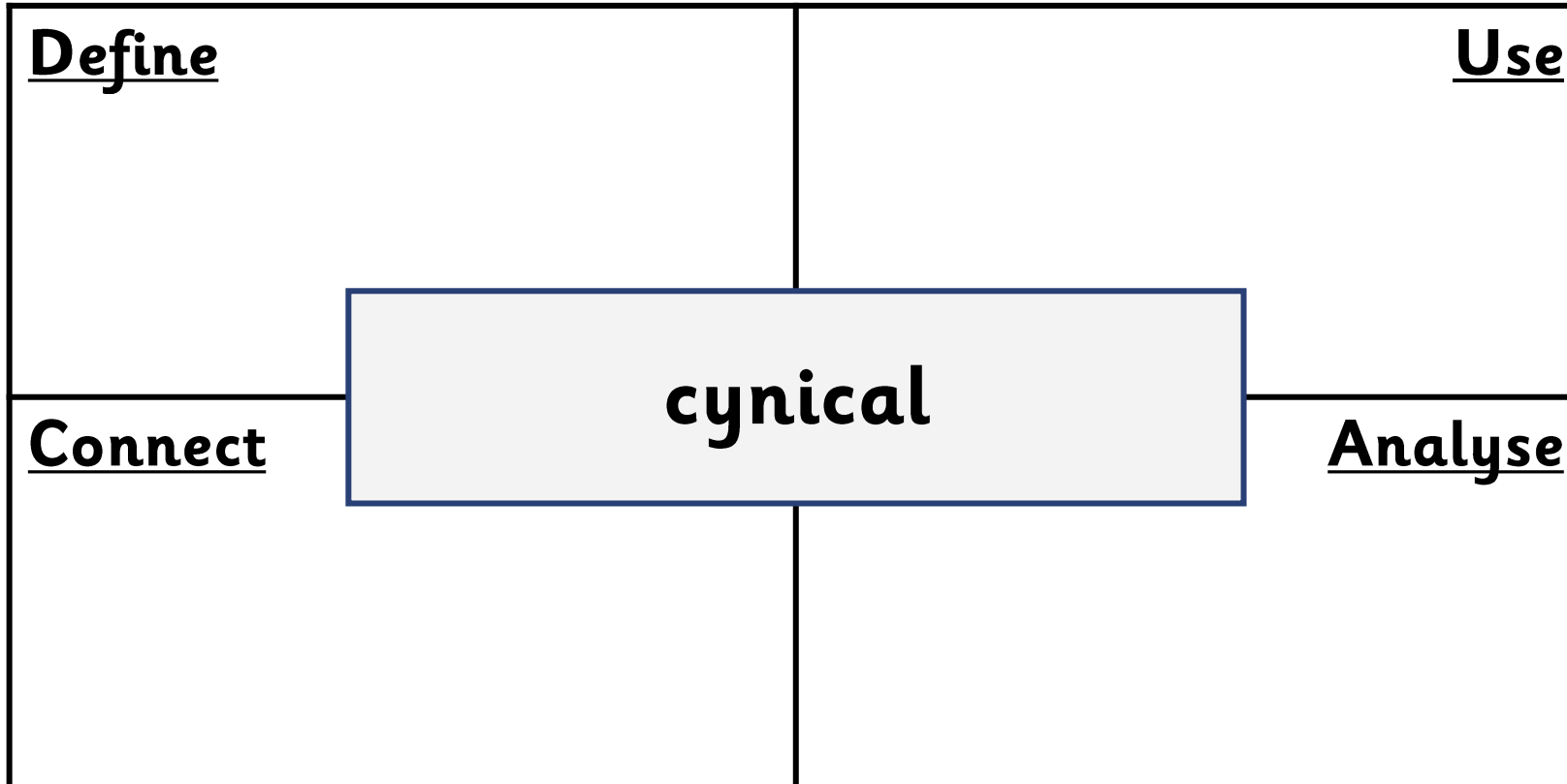|		
letter to the council	personal blog	job advert
product advert	magazine article for children	news report opinion piece

Vocabulary

Define	Use
Connect	Analyse

cynical

Spell: the /i/ sound spelt y

The /i/ sound can be spelt y within some words.

Add the /i/ sound spelt y to these words.

c___linder

ox___gen

s___stem

g___mnastics

ph___sics

p___ramid

Which other words do you know that follow the same pattern?

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Vocabulary

cynical
(adjective)

believing that people are motivated purely by self-interest; distrustful of human sincerity or integrity
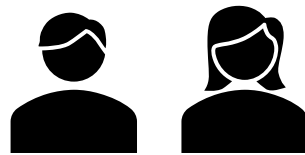
Is it **cynical** to think that tech companies deliberately produce devices that become outdated within three to five years?

Reading fluency ▷▷|
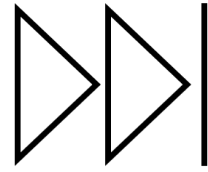
Paired read: in this strategy, students work in pairs and read aloud to each other to experience reading to and listening to other readers.

From: Ryan Barry
To: Eleanor Brandt
Subject: Smart speaker

Good afternoon Eleanor,

I hope you are well.

I was wondering whether you could help me. We have recently upgraded our router, which means our smart speaker is no longer connected to our Wi-Fi.

I know you understand these things better than I do so I was hoping you could talk me through how to change it.

Kind regards,

Ryan

From: Eleanor Brandt
To: Ryan Barry
Subject: Re: Smart speaker

Hello Ryan,

It is good to hear from you. That sounds like an irritating problem.

I am sorry to say that I do not have a great deal of expertise in that area. The best I can do is advise that you find your particular model's instruction manual or look it up online. I am sure it will be a lot clearer and quicker than anything I could manage.

I hope you get it rectified soon.

Kind regards,

Eleanor

Thursday, 17:25

Hi Els RUOK?

Hey Bazza! Yep. You?

Yep but smart speaker down so no tunes 😡😡😡

OMG!!! Nightmare!! Why?

New router. Can't connect to wifi SMH

Ur a tech geek

Any clues? 🤨

😂😂😂 Nope

OK NM

Tried looking at the manual?

Or online?

Genius! TY 😀 😀

Thursday, 19:45

Any luck?

Thursday, 21:15

???

Soz – didn't see your msg. Music on too loud 😂😂😂😂😂

👍

I do

I know that these two communications differ in their level of **formality**.

Good afternoon Eleanor,

I hope you are well.

I was wondering whether you could help me. We have recently upgraded our router, which means our smart speaker is no longer connected to our Wi-Fi.

I know you understand these things better than I do so I was hoping you could talk me through how to change it.

Thursday, 17:25

Hi Els RUOK?

Hey Bazza! Yep. You?

Yep but smart speaker down so no tunes 😠😠😠

OMG!!! Nightmare!! Why?

New router. Can't connect to wifi SMH

Ur a tech geek

Any clues? 🙄

I do

This text is a **formal** communication.

formal greeting

technical language

formal vocabulary

Good afternoon Eleanor,

I hope you are well.

I was wondering whether you could help me. We have recently upgraded our router, which means our smart speaker is no longer connected to our Wi-Fi.

I know you understand these things better than I do so I was hoping you could talk me through how to change it.

Standard English

no contractions

complex constructions

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I do

This text is a very **informal** communication.

informal greeting

non-standard English – abbreviations and slang

no grammatical structures

questions and exclamations

Thursday, 17:25

Hi Els RUOK?

Hey Bazza! Yep. You?

Yep but smart speaker down so no tunes 😠😠😠

OMG!!! Nightmare!! Why?

New router. Can't connect to wifi SMH

Ur a tech geek

Any clues? 🙄

We do

This text is an **informal** communication.

Hi Ry,

Great to hear from you! Oh my goodness – how annoying is that?

Sorry, I've got no idea – I'm useless with tech stuff! How about googling the manual? Reckon there'll be a picture or something to make it dead easy to do, don't you?

Hope you get it sorted,

Ellie

We do

This text is an **informal** communication.

informal greeting

interjection

chatty language / slang

simple constructions

Hi Ry,

Great to hear from you! Oh my goodness – how annoying is that?

Sorry, I've got no idea – I'm useless with tech stuff! How about googling the manual? Reckon there'll be a picture or something to make it dead easy to do, don't you?

Hope you get it sorted,

Ellie

informal punctuation

contractions

question tag

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You do

Convert these formal sentences into **informal** sentences that you might find in a personal email.

1. *That is a good suggestion.*

2. *More often than not, in my experience, their language is opaque and their explanations labyrinthine. It sometimes feels as if they do not want you to solve the problem yourself but pay for a repair or even a replacement.*

3. *Maybe I am being too cynical, though. I will investigate further and, with any luck, the solution will be simple to find and easy to follow.*

Apply

Convert this formal email into an **informal** personal email.

Hello Ryan,

I was just wondering how you fared yesterday with finding a solution to your technical issue. I did start investigating myself on your behalf but it seemed to raise more questions than it answered although that is probably because I suspect I have a different system from yours and am not sure what corrective steps you have taken already.

Were you to let me know if you have been successful, I would be extremely grateful.

Eleanor

Structured teaching of oracy

Apply

Work in groups of three or four. Assign and adopt clear roles.

Chairperson	**Secretary**	**Spokesperson**	**Assessor**
You will lead the discussion and ensure that everyone gets a chance to speak.	You will make notes about what has been said.	You will report back the key points from your discussion.	You will note examples of good quality contributions or conduct.

Apply

Begin a structured discussion using the following prompts to support you. Be prepared to feed back your discussion to the class.

Welcome. We are here to explore the question:

what is the **best** form of communication?

I would like to invite … to share their thoughts first.

Useful sentence openers

Whilst I agree …
I would like to add …
Have you considered …?
My first point is …
To add to this …
Can you clarify …?
In summary, …
One example is …

Speaking focus	Student name	Student name	Student name	Student name	Student name	Student name	Student name
Thinking: elaborate on a key theme or idea, supporting this with specific details.							
Listening: listen to others observantly, responding with comments and suggestions.							
Vocabulary: select specific vocabulary to convey precise meaning.							
Composition: structure a simple point around the most important details.							
Execution: present ideas coherently and succinctly.							
Standard English: use grammatically accurate Standard English, selecting a tone appropriate to the audience and task.							
Notes:							

These indicators have been included to help teachers identify some broad aspects of spoken English and oracy that students may require additional support with. There is no expectation that this will be completed for all pupils but it can be used as a diagnostic tool to help target specific areas of weakness.

Exemplification

Supporting Resource: Week 1, Lesson 4 Y6 Examples of Expected Standard Writing

These samples have been included to give Year 7 teachers an idea of what Expected Standard looks like at the end of KS2. This work was produced by USP Year 6 pupils during the Autumn term 2021. Both pieces illustrate the expectations of tone, vocabulary and technical accuracy required.

What problems does this solve?

1. Rebalances the diet

2. Reduces variation in the quality of offer

3. Builds teacher subject knowledge

4. Offers a blueprint for excellence

Consideration for implementation:

1. Which units?

2. Where? When? How?

3. How will you get under the skin of these with staff?

4. Existing pedagogical habits?

5. What subject knowledge is needed?

Just three things:

1. These will and should serve each school differently.

2. A focus on strong routines frees up mental capacity to think hard about demanding content.

3. Implementation takes time and commitment – if something is important, give it time.

Every student

Every day

No exceptions

@EduMeadows   lmeadows@unitysp.co.uk

@baronbedford   abedford@unitysp.co.uk

@benjhibee   bgodsal@unitysp.co.uk