

Reading in Year 3 & 4 across PPAT and St Mary's

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NPQSL Project

Overview

During 2015-16, PPAT worked on evolving guided reading across our schools. Following research into the pedagogical approaches to guided reading, the traditional carousel structure was streamlined into whole class teaching with a short input and coverage of a single key skill per lesson.



Throughout the Autumn Term, reading was rooted in picture books. We wanted to enable teachers to feel confident and in control of teaching and learning, as well as ensure pupil engagement. We found that the style of lessons enabled teachers to teach the key reading skills needed to access the curriculum and KS1 and KS2 tests, establish clear routines within reading lessons and create a systematic approach to both planning and teaching.

By January, more sustained texts were needed as pupils had a clear understanding of the basic reading skills. From here, teachers were able to teach more open ended reading lessons in order to develop higher order thinking and enhance creativity.

Impact

Impact has been clear across the schools and the new reading format is now embedded across Year 3 and 4 in each school. Phase and whole school reviews, and regular book scrutiny, highlighted clear progress in pupil books. Pupils completed a questionnaire at the start and end of the project. This showed clear engagement in lessons and a love of reading.

Year 3 and 4 teachers are secure with the teaching of reading and enjoy the systematic approach to lessons. They were positive in their feedback at the end of the school year and felt that pupils were more **confident** and more engaged in lessons. This style of reading is now in place across the majority of year groups and the systematic approach has proved to be successful.

Moving Forward

Over this year, we are working to embed and deepen the work that we put in place last year. Pupils are competent in their understanding of the key skills for reading. Our next steps involve the use of more sustained texts across all year groups, developing fluency in our less able pupils and trials to develop our understanding of greater depth and how to teach for this.

"It is clear to see the children's developing love of reading and how they explore books."
Year 3 Teacher

Social Media



Found an inspiring tweet?

Email Roisin, Keith or Steph with a snapshot or retweet @Steph_Mander @PTSAeducation.



The Chartered College of Teaching believes the way to achieve excellent teaching and leadership is by supporting, developing and giving a voice to teachers, enabling them to be the very best they can be.
@CharteredColl



The Education Endowment Fund has released 2 guidance reports on strategies to improve maths and literacy and Key Stage 2 and 3, based on research and evidence collected from schools.
www.educationendowmentfoundation.org.uk/tools/guidance-reports/ follow @EducEndowFoundn

INNOVATE

Task Design
Mixed year groups
Missing information
Linked to the curriculum
Answers written by children
Language is key
GRIT
Rich as a resource
Choosing the problem
Working backwards

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Sarah Carpenter

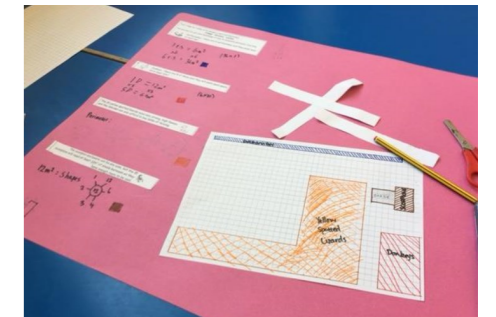
Autumn 2017

Inspirational Teacher Talk

Launching our first Teacher Talk last month, Mel Butt (Tanners Brook Primary School) shared how she is engaging and challenging the more able children in Year 5 and Year 6 at Tanners Brook.

The word cloud captures some of the key messages and areas of discussion that stemmed from Mel's engaging session.

Inspired by her practice, approach and well-designed tasks, Year 5 teachers at Portswood Primary, supported by their coach, implemented one of these Maths challenges in their own classes. A testament to how shared practice can positively impact our children.



TEACHER TALK: THIS GIRL CAN

Recent data analysis shows that some girls are underachieving in our schools. How are we addressing this? How can we raise their aspirations and their performance? Join us for our next Teacher Talk to share your ideas and get involved in our 'THIS GIRL CAN' initiative

Date: Thursday 30 November 2017, 4.00pm

Venue: Training Facility, Portswood Primary School

Creative- and Better for it! Improving Teaching, Learning and Well-Being

A synopsis of our INSET Day with Alistair Smith

Steph Mander

The first thing that struck me when I walked into Solent Hotel on Monday 4 September at 8:15am was not the smell of the fried breakfast wafting from the restaurant, nor the jumpers and coats everywhere in sight that signalled Winter-Is-Coming-and-Summer-Is-Definitely-Over. It was the **buzz of teachers talking**. And I don't mean conversations of planning and resources and EHCPs that had or had not been approved, but the buzz of teachers greeting each other after 6 weeks of holiday, the buzz of friends catching up over coffee, the buzz of four schools coming together for another year for one purpose: teaching. Another year of children. An incredible sight.



INSET days with an inspirational speaker are exactly that - **inspiring**. It reminds us that although there is data to pour over, progress to be made, tests to prepare for and numbers to crunch, we don't enter the profession anticipating all those things, we enter it, and stay in it, because we want to teach the Romans, the solar system, the cities and countries of Europe, to see children's faces light up when they make a cam toy move, to show them a world of books that they haven't discovered yet and develop a curiosity and a **love of learning**.

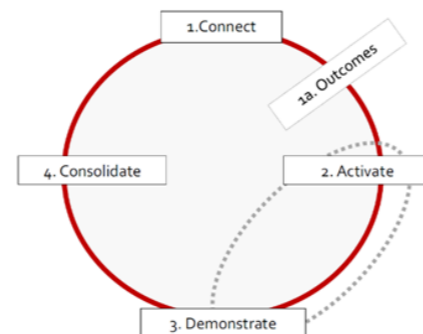


How are you fascinating your children?

How are you using the INSET day to inspire your teaching and your colleagues?

Alistair Smith's keynote was littered with ideas and golden nuggets to take away and reflect on. Captured below are some of the key messages that have stuck all these weeks later:

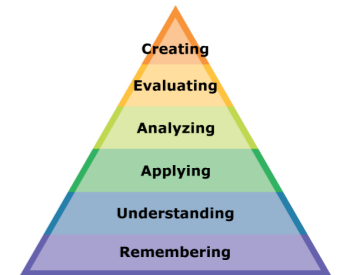
- Making children curious**
 - * How often do we explain the purpose behind the learning to the children? Do they know *why* they are learning that skill or concept
 - * Engage curiosity with questions: what do we already know? What would be good to know?
- Making the most of plenaries**
 - * Plenary prefects
 - * Key questions to ask: have you learned anything new? What do you need more help with? If we were to do the lesson again, what could we do differently? Where did you get stuck?
 - * Using wallpaper
- BBC News approach** – constant review, recap, recall
 - * Contents > Process > Benefits
 - What we will learn > how we will learn it > why we will learn it*
- Possible teaching model**



Should we Base our Questioning on Bloom's Taxonomy?

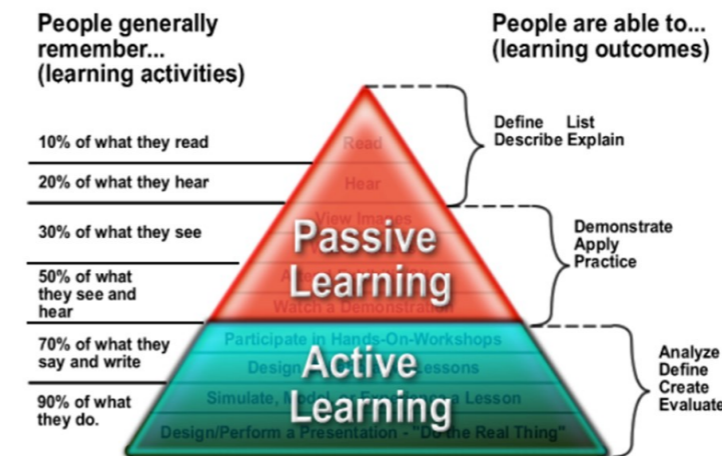
Randhir Hothi, Natasha Bailey, Charlotte Boreham, Camilla Samuels, Amanda Bushell, Katie Wolsey, Ceri Light & Amy Jones

Bloom's Taxonomy is a principle studied on teacher training regardless of the pathway into the profession, but it can often be a forgotten area of our practice once the responsibilities of the classroom take over. Our 2017 NQT Challenge project involved us reflecting on what kinds of questions we are asking our children on a daily basis and whether these questions reach all areas of Bloom's Taxonomy?



Methodology

The project had 2 groups both consisting of similar attaining children across a range of years from Nursery all the way through to year 6, and all reading age appropriate texts. In each mini assessment, group 1 were given lower order thinking questions, including some knowledge and basic comprehension questions. Group 2 children were given higher order thinking questions, such as analysis and evaluation questions. Both groups were then given a list of tasks of which they could pick one to complete.



Findings

We found that children who faced the higher order thinking questions were able to have more meaningful and deeper discussions and willingly embellished their answers by offering more detail. Group 1 children gave fairly closed answers and had to be pressed to give more detail. Group 1 children also chose the 'easier' tasks at the end, whereas Group 2 children favoured the more challenging tasks.

The depth of the discussions were clearly more detailed in Group 2 as the children were able to link to personal experiences and also to make links to texts they have read previously.

Conclusions

We find that whilst these higher order thinking skills are desirable, they should not come at the expense of embedding foundation skills. We must view the process as a journey from Nursery to year 6, not September to July.

It is clear from our research is that is it important for a school to have a central questioning method. We spoke to many experienced teachers who have used different questioning methods and they have honed their skills with experience. However, there is no single agreed approach to questioning. With this in mind, we suggest using Bloom's Taxonomy as a support when it is deemed necessary.