

DFE guidance April 2019 states that local authorities may specify requirements as to effectiveness ... in deciding whether education is suitable, whilst accepting that this must be applied in relation to the individual child’s age, ability and aptitude. Children will be at different levels, some may be in advance, some at a lower level and some children may be working towards the minimum standard. Our Home Education Advisor will discuss where you think your child is and what your plans are in relation to providing a suitable education.

As students read or write, they draw on a common body of knowledge, related to the topic being studied, and to their understanding of texts, syntax, and vocabulary. Reading and writing also enhance one another. Reading has been shown to improve the quality of students’ writing, while writing about texts improves students’ reading comprehension and fluency. While it is not a mistake to spend some time teaching reading and writing separately, it is beneficial to consider how to integrate reading and writing instruction, and likely to be a missed opportunity to think of writing as something that happens after students have ‘learned the material’.

<p>What students should be expected to do in terms of reading through all subject areas</p>	<p>What should students be expected to demonstrate in their writing across subjects</p>
<p>Years 7 to 11:</p> <ul style="list-style-type: none"> • To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. • Students need to engage with what they are reading, drawing on what they already know and making new inferences to learn more. • Reading strategies, such as activating prior knowledge: students think about what they already know about a topic from reading or other experiences, such as visits to museums, and try to make meaningful links. This helps students to infer and elaborate, fill in missing information and to build a fuller ‘mental model’ of the text. • Reading strategies, such as prediction: students predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension. • Reading strategies, such as questioning: students generate their own questions about a text to check their comprehension and monitor their subject knowledge. • Reading strategies, such as clarifying: students identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning. • Reading strategies, such as summarising: students summarise the meaning of sections of the text to consolidate and elaborate upon their understanding. This causes students to focus on the key content, which in turn supports comprehension monitoring. This can be supported using graphic organisers that illustrate concepts and the relationships between them. 	<p>Years 7 to 11:</p> <ul style="list-style-type: none"> • Students should have opportunities for extended writing each week, either describing an event they attended, explaining how a phenomena works, persuading others to engage in an activity, comparing the portrayal of a character or event by two different views, etc... • Writing is demanding because it requires students to combine three processes: transcribing, composing and structuring meaning. • Using pre-writing activities that ensure students have secure background knowledge related to the topic they are writing about. For example, recapping key ideas before beginning a writing task will help students use them in writing more successfully. • Students must be able to transcribe: that is, physically write or type (including spelling, handwriting, typing, punctuation and grammar) • Students’ attitudes and self-perception matter in all aspects of literacy, but appear to have a particularly strong effect on writing. Students can be motivated by writing together learning to provide structured feedback at each step of the writing process. • Students must be able to compose, generating ideas and translating them into words: this involves communicating meaning in sentences and structured texts (this involves using vocabulary effectively and understanding why model texts are effective). • Finally, students must be able to make plans, draft ideas, review and redraft texts.

- Students need to make inferences that go beyond the literal words in the sentence and draw upon their knowledge of their subject.
- Effective readers of informational texts continually draw upon a complex wealth of prior knowledge about the world and language, as well as their awareness of subject specific genres and vocabulary.
- As students tackle a challenging text, they make sense of it by constructing a rich mental representation (called a 'situation model') that goes far beyond a simple, literal interpretation.
- Drawing on their language skills, relevant background knowledge and ability to infer, readers develop their understanding, which is refined and adjusted as they learn more.
- Understanding sourcing—as students read, they annotate any information related to the origin of a historical source, to establish its significance and evaluate the degree of certainty that can be attached to claims made in the source.
- Understanding contextualising—students underline and annotate key information related to the social and political context of when a source was created, including considering the purpose of the text and for whom it was written. They also need to be aware that words or phrases in a historical context often convey different meanings from their modern usage.
- Understanding corroborating—students carefully compare sources, in order to create and refine an 'event model'. Some details may be raised to the level of facts, whilst others are rejected as falsehood, or categorised as possibilities.
- Reading high quality texts in every subject, for example those that effectively illustrate the conventions of particular types of writing, gives students an opportunity to observe the discipline-specific aspects of writing that relate to particular subjects.

Students should understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
- identifying and interpreting themes, ideas and information
- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
- seeking evidence in the text to support a point of view, including justifying inferences with evidence
- distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence

- The complexity of writing means it can place a heavy burden on working memory, which can be thought of as the part of the brain where information is processed and combined.
- Students' working memories can become overloaded if any of the processes involved in writing become too demanding.
- Providing word-level, sentence-level and whole-text level instruction. There is evidence to suggest that by focusing on the micro elements of writing for longer, students will ultimately be able to write longer, high quality responses. For example, in history, sentence starters can encourage students to analyse sources more deeply (for example, 'While initially it might appear that..., on closer inspection...').
- Students use graphic organisers to plan the structure of their writing.
- Helping students monitor and review their writing, for example by providing a checklist of features included in high quality answers or using it as a self or peer-assessment tool.
- Writing tasks, including high mark questions in exams, can require students to recall and marshal large quantities of information, communicate with accuracy and group ideas in structured ways.

Students should write accurately, fluently, effectively and at length for pleasure and information through:

- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

Students should revise, edit and proof-read through:

- reflecting on whether their draft achieves the intended impact
- restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling

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| <ul style="list-style-type: none"> • analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact • making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading • make an informed personal response, recognising that other responses to a text are possible and evaluating these. | |
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Supporting older children in school:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas, grouping ideas
- Naming the topic of each group or give each group a title
- Using the name/title to create a sentence describing the topic
- Teaching groups of related spellings alongside a discussion of the morphology and etymology, prioritising words that are linked to content that is currently being studied rather than from decontextualized word lists.
- Pre-teaching spellings of challenging words and anticipating common errors, for example, 'government' in politics or 'Shakespeare' in English Literature, homophones such as 'there' vs. 'their' or joining errors, for example, 'alot' instead of 'a lot'.
- Helping students recognise familiar patterns of letters within words and sound out words based on their knowledge of phonics.
- Undertaking 'word building' activities, such as matching prefixes and root words for example, 'anti-body' or 'anti-matter.'
- Exploring common word roots. For example, in science, analysing the etymology of 'photo' ('light') and generate other scientific vocabulary that includes the root 'photo' such as 'photosynthesis', 'photobiotic' and 'photon'.
- Encouraging independent word-learning strategies, such as how to break down words into parts and how to use dictionaries, to support students as they read more widely.
- Using graphic organisers and concept maps to break down complex academic terms in visual ways to aid understanding.
- Consistently signposting synonyms so that students recognise how some more sophisticated vocabulary items can enhance the accuracy and sophistication of their talk and writing in the subject domain.
- Providing multiple opportunities to hear, see and use new words;16 developing the number of words students know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth), for example, by exploring links between language used in different subject disciplines.
- Combining vocabulary development with spelling instruction. For example, highlighting morphological patterns that determine complex spelling of subject specific vocabulary.
- Teaching students to self-quiz using retrieval practice, for example, using flash cards.
- Teach grammar in a way that highlights how grammatical changes can convey different types of meaning in the context of given types of writing, rather than on defining and describing grammatical terms in the abstract. For example, to support students to write with precision about competing arguments in History, teachers might find it helpful to explicitly explain to students the role of modal verbs like 'could, would, should' and 'might', or the way in which adverbs can be used to create more fine-grained distinctions between judgements. For example, instead of saying "If Hitler had been killed at the Beer Hall Putsch, the war would have been prevented," as historians we would say: "Arguably, if Hitler had been killed at the Beer Hall Putsch, the war might have been prevented."

Example minimum expectations

Camden in line with [DFE guidance](#) has set some example minimum expectations for education in Maths and English for each Key stage – See Section 2.10 in parents guidance and 9.4 to 9.6 in LA guidance. **There is no requirement for you to follow these examples**

These are indications for parents and our advisor to get a better understanding of the education your child is receiving. We recognise that children will be on journey in their education some child will be at expected level, some will be in advance of their key stage indicator, some may be working towards the indicator or some children due to their education needs maybe below the indicator. You may find that children can do some elements of the different indicators as well.

Knowing where your child is can be helpful for you in setting work for them, ensuring it is appropriate for them but can also help you know where they could be “stretched” or work needs to be reviewed. It will also enable our home education advisor to offer a tailored set of advice for each child and make suggestions for parents so they can help support their child reach the minimum expectations where appropriate.

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