



Making Good Progress in Key Stage 2 English

Making Good Progress Series



department for
children, schools and families

Making Good Progress in Key Stage 2

Dear Colleague,

We all want to remove the barriers which prevent any individual child from reaching their full potential and to encourage all children to achieve as much as they can. Over the last year we have been investigating the characteristics of those children in Key Stage 2 who started the key stage at Level 2 or Level 3 and were at risk of not making two level of progress by the end of the key stage. Over the course of the investigations hundreds of teachers and children were interviewed. What became clear is that many of these children display similar behaviours and attitudes to learning and that there are a number of practical things that teachers can do to help.

This leaflet summarises the finding of our investigations¹ and identifies some actions that can be taken to remove the barriers to progress. I encourage you to consider the findings of our work in the context of your own school and the children you teach to see if the suggested actions are relevant to your situation.

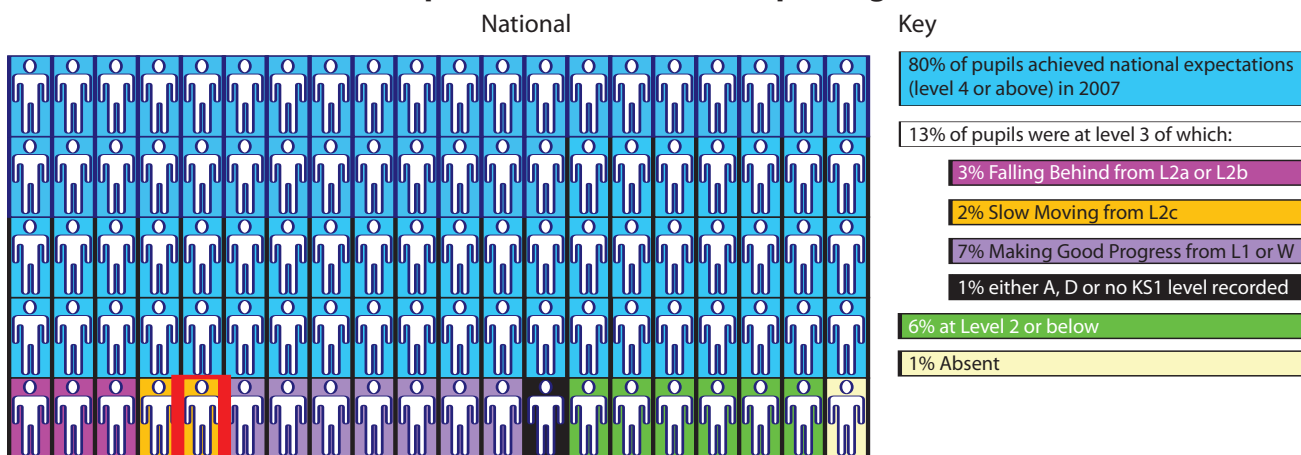
This resource is designed to help you personalise your classroom teaching to the needs of specific groups of children who are not progressing as they should in Key Stage 2 so that no child gets left behind.

Sue Hackman (Chief Adviser on School Standards)

Pupil Progression Charts – English KS2 (2007 provisional)²

The pupil progression chart can be used to examine pupil progress over the key stage. Each 'stick person' represents 1 per cent of the pupils nationally in Year 6. The charts below use colours to represent pupils and shades of colour to mark pupil progress, from different starting points. It is worth remembering that pupils who achieved Level 4 could still have made slow progress through the key stage depending on their starting points.

National Expectations and below Pupil Progression Chart



Blue represent pupils who reached national expectations (Level 4 or above).

The rest of the colours represent those who did not reach national expectations (Level 3 or below)

- Pink represents those who have fallen behind from achieving L2a or b at Key Stage 1
- Yellow represents those pupils who achieved Level 2c at Key Stage 1 but have not made two levels of progress
- Purple represents those pupils who have made 3 levels of progress but have not met national expectations
- Black represents those pupils either absent, disapplied or without KS1 data
- Green represents Level 2 or below
- White represents those pupils absent on day of test.

¹ The full findings of the two investigations can be accessed on the Teachernet website: (<http://www.teachernet.gov.uk/teachingandlearning/schoolstandards/reports/>) website:

'Keeping up – pupils who fall behind in Key Stage 2'

'Getting there – Able pupils who lose momentum in English and mathematics in Key Stage 2'

² You can download individual school pupil progression charts from RAISEonline.

Characteristics of 'slow moving' pupils in Key Stage 2 English

Pupils:

- Were often boys
- Were generally well behaved
- Displayed a positive approach to learning
- Usually persevered with the task set, especially when the task set was routine/of limited challenge
- Lacked self help strategies and relied on friends or left the task incomplete

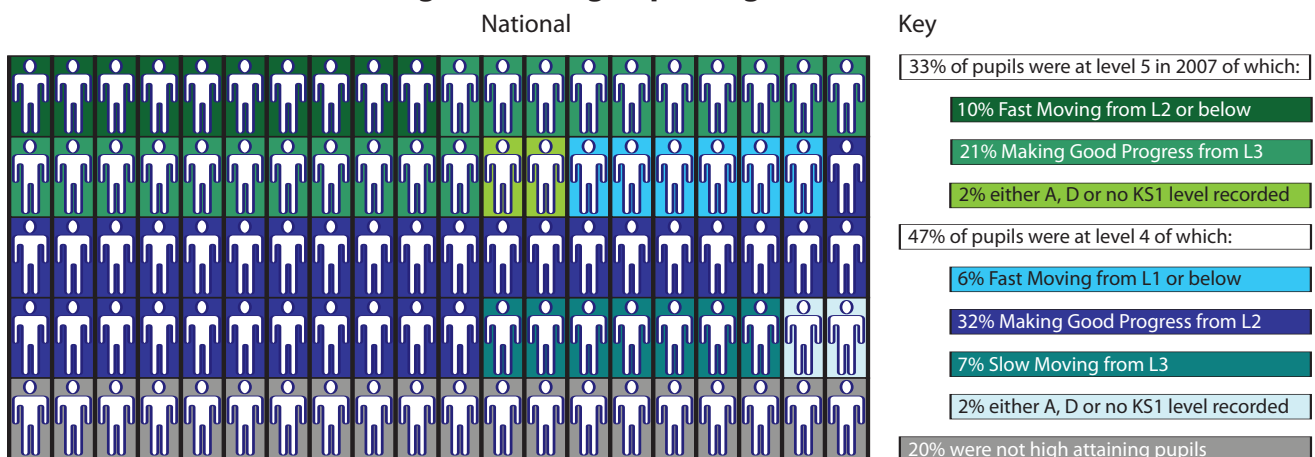
Pupils specifically struggling to progress from Level 2 to Level 4:

- Were described by teachers as 'invisible children' with the girls especially being quiet and undemanding
- Were often (in the case of boys) bubbly, lively, keen to respond to questions but unlikely to reflect or think before doing so
- When stuck put up their hands and waited to be noticed

Pupils specifically struggling to progress from Level 3 to Level 5:

- Were highly articulate and perceptive in small group discussion
- Picked up ideas quickly and were confident, motivated and enthusiastic
- Were overwhelmingly positive about reading
- Were, however, 'easy to miss'
- Were unwilling to take risks and didn't like to make mistakes
- Didn't ask for help and found difficulty in identifying their own successes
- Often worked exclusively in mixed ability groups, rarely working with children who were making similar rates of progress
- Often perceived themselves as additional support to less able pupils
- Said they would have liked more opportunities to work in ability groups or independently

High Achieving Pupil Progression Chart



Green – represents those who achieved **Level 5**:

- dark green – those who started at Level 2 or below
- light green – those who started the key stage at Level 3
- olive green – those who were absent or disapplied from the test or had no Key Stage 1 level recorded.

Blue represents pupils who achieved **Level 4**:

- light blue – those who started the key stage at Level 1 or below
- dark blue – those who started at Level 2
- turquoise – those who started at Level 3
- very pale blue – those who were absent, disapplied or had no KS1 level recorded.

Slow Moving Pupils in Key Stage 2 English

Obstacles to progress in KS2 for all slow moving pupils starting at Levels 2 & 3

Do you have pupils who:

- Demonstrate a limited ability to bring together all elements of writing (e.g. ideas, content, structure, vocabulary choices, punctuation for meaning) simultaneously and are generally insecure in the planning of writing?
- Have limited opportunities to engage in oral rehearsal prior to writing?
- Have targets which are frequently focused on simple secretarial skills, such as neat handwriting?
- Are unaware that speaking and listening is a skill that needs to be developed and practised?
- Demonstrate a lack of self help strategies to support independent learning?
- Demonstrate limited evidence of application of targets when working in other areas of the curriculum?
- Do not engage with teacher feedback and are often unclear about next steps for improvement when moving from one level to the next?

Obstacles hindering progression from Level 2 to Level 4

Typically pupils:

- Tended to rely on a limited range of reading strategies, for example picture clues and sounding out.
- Had not developed wider and more advanced reading skills, e.g. inference and deduction.
- Rarely read for pleasure.
- Received less targeted intervention in Years 3 and 4.
- Had developed an over-reliance on the support of teaching assistants.

Obstacles hindering progression from Level 3 to Level 5

Typically pupils:

- Had limited opportunities for making links between reading and reading comprehension and were developing an over-reliance on the use of extracts for reading.
- Often found a shortage of texts available in school that matched their interest/ability levels.
- Had developed a preference for personal/private writing which was not shared with a wider audience and found marking of their work intrusive.
- Lacked confidence in the wider use of punctuation, such as the role of the comma.

Common actions in KS2

What all slow moving pupils starting at Levels 2 & 3 need:

- Direct instruction and modelling of how to plan their writing within a range of contexts across the curriculum through focused teaching using shared and guided writing approaches.
- Planned opportunities to develop oral rehearsal throughout the writing process.
- High value curricular targets that are appropriate to need, for example at Level 4, *I can organise my writing into clear sections or paragraphs considering the purpose and audience.*
- Planned opportunities to develop the conventions of speaking and listening through a range of activities that encourage extended talk rather than one word answers.
- A learning environment which promotes independence and supports self help through targeted and interactive displays, working walls, etc.
- Explicit teaching of the range of ways they can overcome barriers to progress in lessons, for example by using displays, dictionaries, other pupils, the internet, etc.
- An understanding of how targets relate from one curriculum area to another, for example, a sentence construction target will apply to writing across the curriculum.
- Focused marking and oral feedback that clearly indicates successes and clear next steps to progress.

Actions to support progression from Level 2 to Level 4

Pupils need:

- Opportunities to develop a wide range of reading strategies, through shared and guided reading, to tackle unfamiliar texts successfully.
- Opportunities to develop higher order reading skills e.g. inference and deduction through targeted questioning and response in whole class and guided group activities.
- To see reading as pleasurable and meaningful by engaging with texts that provide a high level of interest and appropriate challenge.
- Targeted and specific intervention at the point of learning from both the class teacher and teaching assistants.
- Opportunities to work independently or in pairs/small groups without direct adult supervision.

Actions to support progression from Level 3 to Level 5

Pupils need:

- To transfer and apply their range of reading skills and stamina through the use of extended text.
- Opportunities to discuss their responses to texts and the writer's techniques, both with response partners and in guided reading.
- A range of good quality texts to stimulate private and independent reading.
- Opportunities to develop a greater sense of audience and response – real life reasons for writing both publicly and privately.
- Demonstration of the effective use of wider punctuation in texts and in shared writing.
- Guided writing sessions focusing on target areas including punctuation for meaning with teacher intervention at the point of writing.

Useful resources to support progress in English in Key Stage 2

Primary National Strategy

www.standards.dfes.gov.uk/primary

- Year 3 Literacy Support
- Year 5 Further Literacy Support
- Improving Writing with a focus on guided writing: Leading improvement using the Primary Framework
- Grammar for Writing
- Learning and teaching in the primary years: Professional development resources

Primary framework for literacy and mathematics

www.standards.dfes.gov.uk/primaryframework

- Year 5 and Year 6 timeline overview.

The cover features a photograph of three young children sitting at a desk, looking at a book. The text on the cover includes the title 'Primary National Strategy' and 'Primary Framework for literacy and mathematics Supporting guidance for headteachers and chairs of governors'. Logos for 'education and skills', 'Building Standards', and 'SureStart' are visible at the bottom.

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Planning actions to meet pupils' needs

Which of these priorities relate to the children in your class?

Action

Pupils need to:

<input type="checkbox"/> Be tracked on a regular basis and obstacles to progress identified	
<input type="checkbox"/> Develop a wide range of reading strategies and higher order reading skills, e.g. inference and deduction	
<input type="checkbox"/> Transfer and apply their range of reading skills and stamina through the use of extended text	
<input type="checkbox"/> Focus on bringing together all elements of writing simultaneously (e.g. ideas, content, structure, vocabulary choices, punctuation for meaning)	
<input type="checkbox"/> Be secure in the planning of writing through opportunities to orally rehearse their writing	
<input type="checkbox"/> Know how to improve their speaking and listening skills	
<input type="checkbox"/> Demonstrate and use a range of self-help strategies to support independent reading	
<input type="checkbox"/> Respond to focused feedback which provides greater awareness of targets and next steps to progress	

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www.teachernet.gov.uk/publications

Search using ref: 00947-2008BKT-EN

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DCSF Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 6022260
Fax: 0845 6033360
Textphone: 0845 60 555 60

Please quote the ref: 00947-2008BKT-EN

ISBN: 978-1-84775-078-5

PPSTER/D16(7369)/0108/73

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Published by the Department for Children, Schools and Families

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