

Visit to Killigrew Primary School

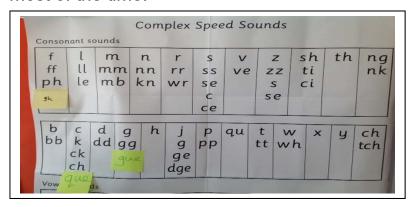
Year 5 Mrs Ainsley's class for registration and spelling group

The school run a program entitled Read Write Inc to support the teaching of spelling. Students are 'streamed' by spelling ability. The group I attended was composed of 36 students from Years 3, 4 and 5. It ran for approximately 25 minutes and was teacher-led. The school had put this program in place as they had identified a gap in KS2 results and spelling marks were lowering the writing marks. The program is used throughout the school and has been successful.

The session began with a Speed Spell. Students had to recall last week's 6 spellings. Spellings are taught by patterns, in this case ei words (receive, ceiling etc) this was self-marked. Students were then asked to 'circle and fix' any errors. Students then watched a short video 'Spelling Planet' which covered the rules for the spelling pattern for this week. -ance, -ant words were this week's topic.



Students then completed two activities. The first were they had to select an appropriate spelling from a list to fill a gap in a sentence that was read out. Some found this tricky as they didn't know what the words meant e.g. defiant and tolerant. Finally, they had to work out how many sounds were in each word using the chart they were given. This activity is aimed at phonic development. Students had a mixed degree of success with this. One boy got them all right. There was a TA working with the group. She knew which students to targets with support, prompted them and knew what skills each activity was getting the students to achieve. TAs seemed very proactive and were given their own desk in each classroom as they work with one class for most of the time.

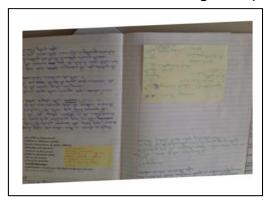


Year 6 English with Mrs Hooper (ex Marlborough mum!)

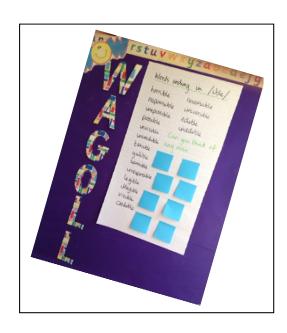
The lesson was on subordinating conjunctions and recount writing. A TA was working with the group and was always attached to the same class. The lesson was similar to an English lesson in secondary school in terms of content except for that there was more emphasis on technical language (prepositional openers, fronted adverbials) students were working on whiteboards and worksheets although they did have exercise books. There was a 'Learning Wall' display in the classroom to support this.

The starter activity involved students identifying subordinating conjunctions. They then read an extract from 'Boy' by Roald Dahl, both individually and as a class, and picked out various language features. A list of features to identify was on the whiteboard and students had to number them.

Exercise books were marked in depth and students had completed their 'big write' tasks in there. There was a detailed review and marking process evident. Students used green pen to correct errors and respond to feedback.

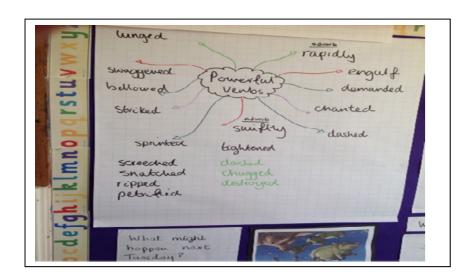






Year 5 English with Mr Napoleon

Students were working on improving the drafts of a newspaper article they had written based on a fictional text. There was a very detailed improvement process including drafting, proof reading, peer review based on the success criteria and editing. The teacher explained the process to them whilst they sat on the carpet. They then spent the majority of the lesson peer reviewing each other's work. They had a detailed sheet of prompt questions to ask each other and a WWW and EBI sheet to complete. The teacher modelled this. Peer assessment was part of the drafting process rather than coming at the end.



Year 5 Planning Meeting

I attended a meeting with the three Year 5 teachers. They were planning out the remaining English lessons for this term and discussing next term. A top priority was getting the Year 5 students up to age- related expectations in preparation for the new SATS next year.

The teachers showed me the planning format they use. See laminates. This was a very useful meeting, as it showed me the demands of a very prescriptive primary curriculum and that primary staff were clearly having just as much trouble as we are getting to grips with new curriculum demands!

Learning Powers

I thought this display in reception was very child friendly and I saw 'learning powers' being referred to in a lesson and in the assembly about The Red Cross that the students all had. The learning powers are: resilience, reasoning, resourcefulness, reflectivity and responsibility.



What we can learn from the day:

- Planning Meetings seemed to be really useful. Perhaps we could benefit from more time specifically devoted to joint planning.
- TAs seemed to be really effective and knew the students really well.
 They knew which students to target and seemed to work seamlessly
 with the class teacher. They were actively involved in the planning
 process.
- Students will be coming in to secondary school with a much higher level
 of specialist vocabulary. We need to make sure we know what that is
 and help them transfer their knowledge to the demands of the new
 GCSE.
- Students are very familiar with peer marking, self-assessment and green-penning their work
- They are still going to need help with writing extended pieces and writing analytically about language in order to be prepared for the new GCSE.
- Using peer assessment as part of the process of writing rather than at the end.

Emma Blount