

**A STUDY WHICH EXPLORES THE IMPACT OF THE
ENGLISH NATIONAL CURRICULUM (1990) ON THE
WORK OF TEACHERS AT KEY STAGE 2**

A thesis submitted for the degree of Doctor of Philosophy

by

Mary Elizabeth Williams

School of Education, Brunel University

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For the steadfast patience of David, the unstinting encouragement of supervisors and colleagues and to the memory of my parents.

ABSTRACT

This thesis is a report of a longitudinal study which explores the impact of the English National Curriculum (1990) on the work of teachers at Key Stage 2. It is based on teachers' experiences viewed in relation to a theoretical template of questions. The questions - refined during a process of iteration throughout the research - provided a conceptual framework which kept it focused and manageable. Data - obtained from interviews, document study and observation - derived from five cases were subjected to qualitative analysis which involved progressive reflection, the use of matrices to sort and sift and the identification of similar phrases, patterns, themes and differences, both between and across the range of participants, and across the various cases. Key patterns and differences emerged which were then cross matched with each subsequent case in a process of refocusing and refinement. Preliminary findings were discussed with recognised experts chosen for their connection with English teaching at Key Stage 2 or for their role in developing the statutory Order.

Several issues emerged prompting questions about teachers' experience of:

- subject knowledge across all four language modes of English;
- the complexities involved in teaching pupils to read;
- process approaches to teaching writing;
- the part that metatextual and metalinguistic understanding plays in learning;
- teaching techniques which support the teaching of speaking and listening;
- the relationship between standard English and language variation;

which were viewed within the context of the National Literacy Strategy (March, 1998) in order to reach conclusions and frame recommendations for theory, practice and policy. In summary, these relate to teachers' ability to deal with the complexities involved in English teaching, particularly with regard to raising standards in literacy and the role that speaking and listening plays in this, and the implications which this has for Initial Teacher Training and for Continuing Professional Development.

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CHAPTER 1 - INTRODUCTION : RESEARCH STRUCTURE AND QUESTIONS WITH THEORETICAL FRAMEWORK

Aims

The statutory implementation of the Education Reform Act in 1988, and, the subsequent introduction of a National Curriculum in English in 1990 brought prescriptions to the content of English teaching. The question of what should be included in an English curriculum has been a matter for debate even before free, compulsory elementary education was introduced in 1870, but only in 1990 was the result of the debate crystallised in the form of a prescribed curriculum. By means of a longitudinal study of teachers' experiences of the period of intense change associated with the introduction of the National Curriculum for English - with both prospective and retrospective stages - this study aims to explore the impact of the National Curriculum on the teaching and learning of English at Key Stage 2.

Analysis of data gathered during interpretive/descriptive case studies will be used to establish a 'pool of collective knowledge' (Marton, 1994, p39) which will encompass teachers' experiences of the what and the how of teaching English (Ryle, 1949). A consensus is not sought, as this would remove the richness in the data. Instead, the study seeks to identify qualitatively different ways of experiencing Key Stage 2 English. This is achieved by means of a progressive process of iteration based on analysis of data derived from a range of sources. By commentating on variation across respondents, during a period of great turbulence, the study aims to discover 'more complex and inclusive understandings' (Marton and Fazey, 1997, p6) of the phenomenon of teaching English at Key Stage 2.

Analysis leading to the establishment of the pool of collective knowledge will draw on a theoretical framework derived from a review of relevant literature and interviews with acknowledged experts whose opinion are also likely to display variation.

Research framework - a rough template

In order to provide sufficient focus for the study three questions which encapsulate the significant features of the primary English curriculum are used as a rough template. These are:

- What do primary teachers understand by English subject knowledge at Key Stage 2?
- How do primary teachers think it should be taught ?

- How do primary teachers think pupils learn English most effectively at Key Stage 2?

An overview of each of these three questions is provided and some issues which could reasonably be expected to emerge from the data are identified. These should be seen as purely illustrative and provisional, a means of exposing the researcher's own position prior to the study.

WHAT IS ENGLISH SUBJECT KNOWLEDGE AT KEY STAGE 2?

Controversy over the subject content of English has existed for some considerable time. Questions have been raised about what should be included as discrete knowledge. Whether English should be viewed as a subject at all in the primary school or taught predominantly across the curriculum is critical to this. In other words, there has been debate about whether English should be used more as a tool of learning rather than a subject in its own right.

Predictable features in teachers' perceptions

There is likely to be variation in perceptions over the teaching of grammar which may be expressed in the form of questions. Should grammar content be prescribed, or dealt with under the auspices of 'Knowledge about Language' which can be taught across the primary curriculum? Are children best served by knowing about language in use; or are they disadvantaged by not knowing grammatical terminology? Or do they need both?

HOW SHOULD ENGLISH BE TAUGHT AT KEY STAGE 2 ?

Teachers have traditionally had a great deal of freedom over how they teach English. Indeed, it could be argued that prescription would be an impossibility, as variation is endemic to the act of teaching. However, those seeking higher standards argue that there has to be more direct intervention in terms of teaching methods, for example, as in the 'Literacy Hour' (Draft Framework, 1997). In terms of the 1990 Order freedom over what to teach was reduced, some erosion of teachers' autonomy in relation to how they teach may also have occurred and the debate about the balance between whole, group and individual teaching has intensified.

Predictable features in teachers' perceptions

One area where change in approaches to teaching is likely to be necessary for many teachers is in how they teach speaking and listening. This attainment target is controversial both in terms of its content and how it is taught. Some teachers were

already aware of its significance through the work of the National Oracy Project (Baddeley et al., 1991) but for others it was problematic. How would they cope with this? What effect had it on their teaching in general? In other words, where were they on a continuum with providing opportunities for classroom talk at one end, and insisting on quiet classrooms at the other? Or between transmission models of teaching through to more collaborative learning styles? Observations of classroom rituals, practices and habits will be used to explore the relationship between teachers' 'espoused theory' (Fullan, 1991) and their working practices on this, and other related issues.

HOW DO PUPILS LEARN ENGLISH MOST EFFECTIVELY AT KEY STAGE 2?

When the National Curriculum was introduced it was decided that working groups - with minimal teacher presence - were needed to set out the subject content of each curriculum subject. This has been criticised for its failure to recognise the complexity of the learning and teaching process. It has been suggested (Hayden, 1990; Preen, 1990; Hargreaves, 1991) that a linear model where subject knowledge was set out by one group, taught by another, learnt by children irrespective of their life experiences, then assessed by yet another body in the form of tasks compiled by the Task Group on Assessment and Testing (TGAT) failed to acknowledge the cyclical nature of assessment and planning at the outset.

Data obtained from teachers, either during interviews or classroom observations, will be analysed to see what it reveals about how children learn most effectively. Of particular interest will be the position at which views about learning are placed along a prescriptive/descriptive continuum. Do teachers think that a linear model is best suited to children learning English at Key Stage 2? Will this model achieve its aim of raising standards? Is all that is required just a matter of finding 'the correct knowledge' and offering it to pupils in a transmission style?

Is subject knowledge something which can exist irrespective of the teachers who teach it, and the pupils who attempt to learn from them when it is known that a

'meeting between the individual and the world takes place with every act of consciousness' (Alexandersson, 1994, p140),

and this is conditional to being human? For both teachers and pupils understanding will be transformed as teaching and learning get underway. Teachers and their pupils will

seek to 'accommodate and assimilate' new information (Piaget, 1953) in light of their individual and collective experiential backgrounds. This is likely to involve initial recognition - at a fairly superficial level - of the area to be learnt, with progressively deeper understanding occurring as this is integrated with prior learning, until it is subsequently transformed into 'new' understanding, a process which may be achieved through:

- learning by doing;
- learning to know;
- learning to understand (Pramling, 1983 in Marton & Booth, 1995).

As a result, what is taught by the teacher, or what is advocated should be taught by the expert, is likely to be unique to him or her to some extent. It is this inevitable variation in terms of views about the ways in which primary English is learnt which will provide a rich source for data collection.

Predictable features in teachers' perceptions

Teachers' perceptions of how children learn English will be of great interest. Issues relating to each AT of English are likely to provide a focus. For example, how do teachers view the role of talk in learning? Or, indeed, do they think children learn best by listening to the teacher for most of the time? Should the understanding of reading be taught through comprehension exercises, or should it be achieved through directed tasks relating to texts (DARTs - Lunzer and Gardner, 1979) which provide real contexts for learning? Similarly, in writing, should children learn through process approaches, or should they be taught how to form letters and spell words before they compose?

These, and many other issues will be surveyed in this research which aims at discovering the critical features in primary English teaching.

This chapter has sought to provide a background for this endeavour which will be charted adopting the following course of action.

Structure

The study will be presented according to the following structure. In chapter 2 the background to the implementation of a statutory English Curriculum at Key Stage 2 will be described, and the composition of the Working Group chosen to lead these deliberations indicated. Reactions to its first report, final proposals and to the statutory Order itself will be evaluated.

In order to provide a foundation for the three questions which focus and bound the research, a review of the literature will be undertaken in chapter 3. This will be enriched through interviews with acknowledged experts and through review of relevant HMI/OFSTED inspection findings.

In chapter 4 the reasons for adopting the chosen research methodology will be examined and the practical implications arising from the choice will be considered. The cases, in the form of reports, as they relate to the research framework, will be described in chapter 5.

Analysis and discussion of findings will be undertaken in chapter 6, and the impact that these may have on policy, practice and theory for primary English teaching at Key Stage 2 will be explored in chapter 7. The conclusions - and their reliability - are summarised in chapter 8, along with the identification of major areas where further research is still needed.

In the next chapter the reasons for implementing a national curriculum, in a general, and for English at Key Stage 2, in particular, will be discussed.

CHAPTER 2 - BACKGROUND TO THE INTRODUCTION OF A NATIONAL CURRICULUM FOR ENGLISH - THE POLITICAL CONTEXT

Overview

In this chapter the background to the statutory implementation of a National Curriculum for England and Wales is described in order to set the context for the study. Similarly, the development of English within that National Curriculum is outlined in relation to the composition of the Working Group under the chairmanship of Professor Brian Cox, the first report of this Group, the final proposals for the English curriculum, and the statutory Order for English as published in March 1990.

Background To The Introduction Of A National Curriculum

Since the 1976 Ruskin speech in Oxford by the then Labour Prime Minister, James Callaghan, which heralded the 'Great Debate' on education, and alluded to the possibility of a core curriculum, governments from both right and left have been concerned with standards. The justification for politicians' concern has been a matter of dispute, as is illustrated by a survey of literacy and numeracy standards between 1948-1994, which shows little evidence for this purported decline (National Commission on Education, June, 1995). However, scandals at such schools as the William Tyndale school in Inner London (Auld Report 1976) - where children were found to be underachieving - prompted politicians to fear that national economic goals would be permanently frustrated if schools were led by weak head teachers and peopled by teachers who were not keen to be accountable in areas such as the following:

- basic skills;
- traditional learning;
- discipline;
- economic relevance (Pring,1992).

After a national fact-finding tour, Shirley Williams, the Labour Secretary of State for Education, issued a Green Paper entitled 'Education in Schools' (1977). In this she charged central government, under Section 1 of the 1944 Education Act, not to abdicate its leadership role, but to investigate the part which might be played by a 'core' element to the curriculum for all schools.

The Conservative Government, which came to power in 1979, quickly confirmed that it intended to move in the same direction by issuing 'A Framework for the School Curriculum' (1980). However, by 1981 there was a shift in policy, when the Secretary of

State for Education, Mark Carlisle, in a circular expanding on 'The School Curriculum' (March 1981), argued that governing bodies in consultation with head teachers and their staff, parents and the local community had an important part to play in curriculum development. And, in 1984 (after a change in Secretary of State) Sir Keith Joseph affirmed that

'it is no part of the responsibilities of the holder of my office to put forward a single model curriculum for all our schools' (Aldrich,1988,p32).

However, the call for greater efficiency and accountability remained so that by 1985, in 'Better Schools', Joseph stated that he wished to raise standards at all levels of ability (DES, Better Schools, 1985, pp2) because 'the standards now generally attained by our pupils are neither as good as they can be, nor as good as they need to be' (DES, 1985, para.11). He argued that the Government should take a lead in improving this but being on the 'market wing' of the Conservative party (Simon, 1988; Tomlinson in Haviland, 1988), Sir Keith believed that schools should sink or swim according to their reputation and their ability to fill places. Certainly, a national curriculum did not form part of his agenda.

'It would not, in the view of the Government, be right...for the range and pattern of the five to sixteen curriculum to amount to the determination of national syllabuses for that period...The Government does not propose to introduce legislation affecting the powers of the Secretaries of State in relation to the curriculum' (DES, 1985).

In May 1986 Kenneth Baker succeeded Sir Keith Joseph as Secretary of State for Education. By now the Centre for Policy Studies - a think-tank of right wing policy advisers - were favouring a much more interventionist approach to education. Despite the views of Sir Keith Joseph two years previously, the Department for Education and Science (DES) announced that a ten-subject national curriculum would be introduced into schools in the following year, July, 1987, which would have at its core English, mathematics and science. In December 1987 the Task Group on Assessment and Testing (TGAT) was set up under the chairmanship of Professor Paul Black. It recommended a ten-level scale for measuring pupil achievement. With the passing of the Education Reform Act in 1988 came the setting up of the National Curriculum Council (NCC) under Duncan Graham and the Schools Examinations and Assessment Council (SEAC) under Philip Halsey.

THE CORE SUBJECT OF ENGLISH

English has not been immune to the effects of what has been called 'a powerful myth' (Bibby,1990) - the belief that education standards are falling. The past twenty years have seen two major inquiries into the teaching of English: the 'Bullock Report' (DES,1975), and the Kingman Report (Kingman,1988). Bullock (DES, 1975, p515) concluded that

'There is no firm evidence upon which to base comparisons between the standards of English today and those before the war, and the comparisons are sometimes based on questionable assumptions. Nevertheless, standards of reading and writing need to be raised to fulfil the increasingly exacting demands made upon them by modern society.'

English teaching should enable pupils to emerge from school able to read, write, talk and listen appropriately (Kingman,1988,p8) so that they can eventually become socially responsible citizens who are able to take up appropriate positions in the workplace but how these goals were to be achieved was open to debate. The Kingman Committee had been appointed in 1987 to

'recommend a model of the English language as a basis for teacher training and professional discussion, and to consider how far and in what ways that model should be made explicit at various stages of education' (Kingman,1988,p1).

The Kingman Committee suggested that language is governed by a series of conventions relating to varying audiences, contexts and purposes of its use and it is command of these rules and conventions (Kingman,1988,p3) which is of positive benefit to pupils. It recognised that a detailed and prescriptive model of English could be limiting (Kingman, 1988, p4) but that children had an entitlement to an education which enabled them to use their language abilities to the full.

Although Kenneth Baker had an important influence on the course of English, Brian Cox, a member of the Kingman committee, was chosen to chair the English National Curriculum working group. It has been argued (Sharpe,1988) that this choice was as the result of Cox's right wing views which had been expressed in his editorship of the Black Papers. The proposals made by the Cox Working Group exerted a great deal of influence over what was included in the English National Curriculum (English in the National Curriculum, 1990).

Cox Working Group Membership

Under the 1988 Act (and under a Conservative administration) groups were set up to advise on the content of each subject of the National Curriculum. These working groups included industrialists, broadcasters, academics and teachers. The membership of the English Working Group was as follows:

- Professor Brian Cox (Chairman), Pro-Vice Chancellor and John Edward Taylor Professor of English Literature at Manchester University;
- Mrs Di Billups, Head of Broughton Junior School, South Humberside;
- Ms Linda Cookson, Senior Tutor, Central School of Speech and Drama, London;
- Mr Roald Dahl, Writer (resigned July 1988);
- Mrs Katharine Perera, Senior Lecturer, Department of Linguistics, Manchester University (appointed September 1988);
- Mr Roger Samways, Adviser for English and drama, Dorset LEA;
- Professor David Skilton, Head of the School of English Studies, Journalism and Philosophy at the new University of Wales College, Cardiff;
- Mr Brian Slough, Deputy Head, Kettering Boys' School, Northamptonshire;
- Professor Michael Stubbs, Professor of Education with special reference to the teaching of English in Education, Department of English and Media Studies, University of London Institute of Education;
- Dr Charles Suckling, CBE, formerly general manager (research and technology) ICI PLC.

HMI Observer : SI Mr Graham Frater

Cox compared the composition of this relatively small Working Group with that of the Kingman committee, noting that the latter had contained traditionalists like Peter Levi, Professor of Poetry at Oxford, and Patrick Kavanagh whose articles in 'The Spectator' proclaimed his conservative views. The four educationists 'represented the best in modern ideas about teaching English, the new consensus between the traditional and the progressive' (Cox, 1991,p5).

When the names of this Working Group were announced there was consternation among some sections of the teaching profession who believed that various members had been appointed because they reflected the then Government's ideological position - particularly as membership drawn from relevant professional associations (such as the National Association for the Teaching of English) had been refused (Bibby,1988). Cox's response was as follows:

'My own view is that neither Mr Baker nor Mrs Rumbold knew very much about the complex debate that had been going on at least since Rousseau about progressive education, and that they did not realise that my Group would be strongly opposed to Mrs Thatcher's views about grammar and rote-learning' (Cox, 1991,p6).

First Report : English For Ages 5 - 11 (November 1988)

This first report drew on its various antecedents - Plowden, Bullock and Kingman - and acknowledged the valuable contribution they had made. Cox affirmed that 'people need expertise in language to be able to participate effectively in a democracy' (DES, November 1988, 3.16) and that linguistic abilities are vital for the personal and social development of the individual. Children should have an entitlement to be taught the functions and forms of standard English, as these are inextricably linked to the ability to learn effectively. However, 'standard English' should not be regarded as something fixed. It changes over time (DES, 1988, 4.5).

In a chapter entitled 'Linguistic Terminology', careful accounts of grammar teaching in context were offered. The report called 'for a rigorous approach to grammar but not a return to clause analysis and parsing' (Nash & Bayliss,1988). It recommended that children should have an understanding of 'Knowledge about Language' which should be taught in contexts which were real to them (DES, 1988, 5.5).

It was proposed that there should be three profile components - 'Speaking and Listening', 'Reading' and 'Writing' - and that from these six attainment targets (ATs) should be derived:

AT1 : Speaking and Listening

AT2 : Reading : 1 - Reading

Reading : 2 - The development of reading and information-retrieval strategies

AT3 : Writing

AT4 : Spelling

AT5 : Handwriting/Presentation

Speaking and Listening

'Our inclusion of speaking and listening as a separate profile component...is a reflection of our conviction that these skills are of central importance to children's development' (DES, 1988, 8.1).

The Cox Working Group believed 'Speaking and Listening' should be given the same weighting in assessment terms as 'Reading' and 'Writing'. Throughout the report the need to respect the child's own language and dialect was acknowledged. The role that talk plays in all subjects of the curriculum, both as a means of promoting understanding, and in monitoring pupil progress was emphasised (DES, 1988, 8.2). Teachers should make children aware that language has to be adapted to meet the needs of the particular situations in which they find themselves (DES, 1988, 8.14).

Reading

'Reading is also one of the means by which we interact with the society in which we live' (DES, 1988, 9.6).

This shows the level of importance attributed to being able to read. The Report affirmed that a variety of methods of teaching reading should be advocated. Reading was much more than decoding black marks on a page; it was a 'quest for meaning' (DES, 1988, 9.4). Two attainment targets were thought to be appropriate within this profile component. The first concentrated on the child's developing ability to read, the second was concerned with information-retrieval strategies. The role of parents was acknowledged as very important and a list of suitable authors was recommended.

Writing

In the chapter relating to writing it was suggested that a distinction should be made between the child's ability to compose and the 'secretarial' skills that relate to spelling and handwriting (DES, 1988, 10.2). The Cox committee was aware that writing can be used for a variety of reasons: that it transmits the culture (DES, 1988, 10.5), but also that it can be used for essentially private purposes in order to help the child to clarify thoughts or feelings. The Working Group was firm in its belief that children could not be expected to get everything right at once:

'Children cannot be expected to learn everything at once. A measure of tolerance of errors in different language tasks is essential' (DES, 1988, 10.8).

It was considered important to see the child's development as a writer as something which did not progress in a linear fashion, but as recursive (DES, 1988, 10.16). Cox suggested that the 'best writing is vigorous, committed, honest and interesting' (DES, 1988, 10.19) - a sentence much heralded by teachers - but because of difficulties in relating this to the various levels contained within AT 3 : Writing, it was not included in attainment targets.

Assessment

The Cox working group recommended that assessment should be introduced along the lines of the Primary Language Record developed by the Inner London Education Authority (Bayliss,1988) and, that, in accordance with the guidance of TGAT, testing should be the servant and not the master of what is taught (DES, 1988, 7.3). It was aware that there were problems in defining a linear progression of language development. However, it suggested that it ought to be possible to outline what children should 'reasonably be expected to know' at the end of each Key Stage (DES, 1988,7.6). Assessment should form an integral part of the process of learning and should offer 'feedback' and 'feedforward'. Tests which are decontextualised do not adequately assess children's understanding of meaning (Bayliss, 1988) and the results of any testing should be capable of being used formatively to assist in diagnostic assessments of the child's needs. Furthermore, it was important that the system chosen was trusted by the various stakeholders who had a vested interest in education (DES, 1988, 7.11).

The Report devoted a chapter to the needs of bilingual children and those with 'special educational need'. It accented the importance of drama with its close links to speaking and listening, the role of media and of information technology.

Final Proposals : English For Ages 5-16 (June 1989)

After further consultation, an Order was set before Parliament on 31 May 1989 covering the attainment targets (ATs) and Programmes of Study (PoS) for Key Stage 1 (children from 5 to 7 years of age). In May a final report was submitted by the Cox Working Group which covered Key Stages 2 to 4 (children from 7 to 16 years of age). In June 1989, these final proposals were published. Each profile component was given an introduction, followed by level descriptions for the respective AT(s), and, finally, the supporting PoS.

Speaking and Listening

'Primary schools must respect children's talk, as children put into words their thoughts and feelings, explore new ideas and deepen understanding' (DES, June 1989, 3.5).

Thus, the importance of speaking and listening was further emphasised in the June proposals. The overall aim of this profile component was

'the development of pupils' understanding of the spoken word and the capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose' (DES, 1989, 15.42).

An awareness that effective communication plays a significant part in successful employment was clearly shown (DES, 1989, 15.5). The need to be a good listener was also highlighted (DES, 1989, 15.12). The debate about standard English and dialects persisted, with the re-echoing of the view that the latter should be valued so that the child's self-esteem was not damaged. Using bold type, it was clearly stated in the proposals, that

'We do not, however, see it as the school's place to enforce the accent known as Received Pronunciation' (DES, 1989, 15.15).

In the general provision for Key Stages 2 to 4, the accent was on children gaining increasing facility in the skills outlined in the previous report. Children should be given opportunities to collaborate with a specified learning outcome in mind, and to discuss issues in small and large groups, in order to show themselves able to take account of others' views and to be able to compromise when necessary (DES, 1989, 15.29;15.33).

Reading

'Good schools foster positive attitudes towards books and literature, encouraging pupils to become attentive listeners and reflective readers...' (DES, 1989, 3.9).

In the first report there had been two attainment targets for this profile component, relating to reading development and the use of information-retrieval strategies. In these final proposals, the importance of an understanding of 'Knowledge about Language' was also emphasised (DES, 1989,16.1) but the number of attainment targets was reduced to one. Its overall aim was

'the development of the ability to read, understand and respond to all types of writing, as well as the development of information-retrieval strategies for the purposes of study' (DES, 1989,16.21).

The main objective was to enable children to become independent readers and 'in their quest for meaning, children needed to be helped to become confident and resourceful in the use of a variety of reading cues' (DES, 1989,16.9). As they progressed they should be encouraged to look at the way meaning is expressed and how particular effects are achieved in writing (DES,1989,16.11). The range of books read should be increased, and, to support this, children would need to learn that 'skimming, scanning' or 'close reading' could be useful (DES,1989,16.11), depending on the text. To ensure progress well-informed assessment procedures would be needed (DES,1989,16.24). As contained in the

PoS, the range of reading material on offer should include fiction, non-fiction, poetry and periodicals suitable to the age group (DES, 1989, 16.24). Not only should pupils read such books for themselves but they should hear them read aloud (DES, 1989, 16.26). By such means 'teachers should encourage them [the children] to develop their personal tastes in reading and to become more independent and reflective' (DES,1989,6.24). The vexed question of the suggested reading list was readdressed. Although the list had been put forward as purely illustrative in the previous report, speculation about who was included and who was not had caused a great deal of concern which had distracted attention from more important issues. It was therefore omitted. As authors writing in dialect and from certain social groups (DES,1989,7.4) had been under-represented in the past, this was addressed within an equal opportunities framework.

Writing

'Structured and sensitive teaching is also essential if children's development as writers is to thrive' (DES, 1989, 3.13).

In this profile component the three attainment targets were retained:

AT3 : Writing

AT4 : Spelling

AT5 : Handwriting and Presentation

The overall aim of AT3: Writing was that it should enable children to reveal

'a growing ability to construct and convey meaning in written language matching style to audience and purpose' (DES, 1989,17.34).

Understanding of both composition and transcription was further emphasised. It was recognised that some children would be better in one aspect than another, and for this reason they were separated, so that assessment could be made easier and fairer to the child (DES, 1989,17.26). Equally, children's ability in spelling (AT4) and handwriting (AT5) might be at different levels, so, two attainment targets were advocated here. It was recognised that story writing - drawing on a background of having had many stories read to them - was usually the first written form to develop, so careful attention was given to the progression within this (DES, 1989,17.28). Punctuation was included in AT 3

'because it helps the reader to identify the units of structure and meaning that the writer has constructed' (DES,1989,17.32).

The overall aim of the 'Spelling' AT was that children should finish their compulsory schooling able to spell most words confidently, although it was acknowledged that 'the correct unaided spelling of any English word' was an impossibility, as there are so many words which catch out even the best speller (DES, 1989,17.33).

In the PoS for Key Stage 2, it was argued that children should be given the opportunity to write across a range of written forms. Crafting a response was advocated, so that pupils would know how to draft and edit particular pieces of writing, particularly when they had a specific audience in mind [DES,1989,17.41 (vi)]. Word processors were considered to be very useful in this respect.

Assessment

It was suggested that the Standard Assessment Tasks (SATs) for speaking and listening should be achieved via a sampling process and that they should be 'informal, continuous and incidental' (DES,1989,15.43), representing as wide a range of activities as possible (DES, 1989, 15.42). They should be administered locally by teachers according to a commonly agreed format as laid down by SEAC (DES, 1989,15.42).

Reading should be assessed by continuous assessment (DES,1989,16.46). This should involve teachers in making structured observations of their pupils during which children's growing confidence and independence as readers would be monitored (DES,1989, 16.47). Miscue analysis - a system which looks at the child's errors (or miscues) in order to assess which strategies they are (or are not) using appropriately - was endorsed (DES, 1989,16.47). There should also be some external form of assessment covering both the child's development in decoding text and her/his ability to comprehend it (DES,1989, 16.48;49). The tests used should be designed to arise naturally out of good primary practice (DES,1989,16.50) and should include the sort of reading material which was already familiar to the child.

The assessment of writing should be by internal and external means. For internal assessment purposes children should be asked to provide three different examples of their writing, that is, a narrative based on a personal experience, a poem and list of some kind, for example a recipe (DES,1989,17.63). In addition, at the end of Key Stage 2, some timed element should be introduced (DES,1989,17.64) during which pupils should compose a factual account or description, as well as an imaginative piece of writing. These various examples should provide adequate data on which to assess progress across all three writing attainment targets (DES,1989,17.63). Decontextualised spelling or handwriting

tests were not advocated. To support internal assessment, portfolios of samples of children's writing should be kept (DES,1989 17.68), as this would provide evidence of their individual attainment. Care should be taken by teachers to read the content sympathetically, as children very quickly 'see through perfunctory approval and generalised faint praise' (DES,1989,17.68). In addition, SEAC recommended that external tests should be commissioned (DES,1989,17.62).

In the Proposals, the case for the teaching of standard English was articulated more strongly than in the November report. Using bold type the two following points were made:

- **all pupils should learn, and if necessary be explicitly taught, standard English;**
- **schools have the responsibilities to develop their own policies on the details of how this should be done. (DES,1989,4.4)**

Children had an entitlement to be taught standard English, which was seen to have worldwide uses (DES,1989,4.9) and was likely to open up various social and economic opportunities in adulthood (DES, 1989,4.5). However, this referred to the vocabulary and grammar of standard English, not the adoption of a particular accent, for example received pronunciation, which had been roundly dismissed in the earlier report. Explicit teaching about the nature and functions of standard English should start in the top year of the primary school (DES,1989,4.38), relating to the teaching of public, formal, written varieties of English with a distinction being made between these and oral forms of the language (DES,1989,4.39). Teachers were warned not to be critical of languages, such as West Indian Creole, which were rule-governed languages in their own right.

Linguistic terminology should not be seen as an end in itself (DES,1989,5.8) but should form part of the pupils' growing awareness of 'Knowledge about Language', where the introduction of the appropriate terminology is an important part of children's work in English (DES, 1989, 5.3). Such technical language should aid their thinking and provide them with tools for learning (DES,1989,5.9). Knowledge about language was vital because it provided the opportunity to think at a metacognitive level which is central to individual human development; hence, it is intrinsically interesting and worthy of study in its own right (DES,1989,6.7). The importance of drama as a learning medium was reiterated (DES,1989,8.6). Finally, in chapters devoted to equal opportunities (chapter 11) and special educational needs (chapter 12), the right of all pupils to have access to the curriculum, and how this could be achieved, was detailed.

In both documents, various models of teaching English were identified. Teachers would vary as to the different weighting that they gave to each of these, according to the age of the children they taught (November, 1988, 3.26; June, 1989, 2.27). It was probable that the 'adult needs' model was likely to gain ascendancy as the children became older.

Statutory Order: English In The National Curriculum (March 1990)

In March 1990 the statutory Order was published. It was intended that the ATs and PoS should apply from August 1990 onwards; and it was envisaged that the first statutory assessment of Key Stage 2 should take place in 1994. However, teacher concern with this aspect of the National Curriculum meant that it was delayed.

The ATs remained the same as those which had appeared in the June Proposals. While there were one or two alterations in terms of the wording of the levels, the content was essentially the same. Continuing concern was expressed about the approved canon of literature, but some reassurance was offered to those who felt that the needs of a multicultural society had not been considered sufficiently when the Minister of State, Angela Rumbold, confirmed that children should be able to read literature written in English which came from other countries and cultures (Bibby, 1990). However, this recommendation surfaced only in the PoS (DES, 1990, para.9, p30), and not in the AT levels which were subject to statutory assessment.

Of some significance was the fact that the PoS were no longer juxtaposed alongside each profile component, but placed in a separate section at the back. Although the content was again very similar to that contained in the Proposals - with some re-wording of the text - arguably their force was slightly weakened as a result of this.

In addition to the PoS there was a section entitled 'Non-Statutory Guidance'. In an undated letter prefacing this section, Duncan Graham, chair of the NCC, revealed he was conscious of the pressures being exerted on schools to meet the requirements of the National Curriculum, so he hoped that

'this pack will help teachers through the process, provide challenging and constructive ideas and help to lighten the load on us all' (Non-Statutory Guidance, first page).

Teachers and advisers, as well as national curriculum committee members, had all been involved in the compilation of the Non-Statutory Guidance which aimed to make clear:

- the inter-relationship of the profile components aimed at achieving coherence;
- the breadth and balance needed;
- how teachers could ensure progression across Key Stages;
- how schemes of work might be developed;
- how various aspects of the PoS could be incorporated into schemes of work; namely, literature, drama, information technology, understanding language, media education and information retrieval.

Chapter Summary

This chapter has provided an account of the background and build up to the statutory Order for English in the National Curriculum (1990). The account has shown that, as a result of growing concern about perceived falling standards in education, it was generally believed that teachers should be made more accountable, and that this could be best achieved through the implementation of a National Curriculum coupled with centralised assessment of pupil performance. The development of the core subject of English was described within the context of two previous major reports - Bullock (1975) and Kingman (1988) - which had both exerted considerable influence on teachers. The way in which the English National Curriculum came into being through the formation of a Working Group was also outlined. The group published two interim reports (November, 1988; March 1989). A consultation stage took place before the statutory Order was placed before the House of Commons in March 1990. The main recommendations of this, and the other earlier reports, were described in order to set the scene for this research.

In Chapter 3, the literature will be surveyed and the views of acknowledged experts sought in pursuance of the three questions central to this research, with the overall aim of establishing what the critical features which relate to English teaching at Key Stage 2 might be.

CHAPTER 3 - LITERATURE SURVEY

A survey of literature is central to this research in three major respects:

- to provide elaboration for each question in pursuit of the main research aim which is an exploration of the impact of the English National Curriculum (1990) on teaching and learning at Key Stage 2 based on teachers' own experiences and perceptions;
- in attempting to identify what was hitherto known about the nature of primary English teaching in general - and Key Stage 2 in particular - and thus a means of relating the present small-scale research to the wider picture;
- in informing analysis of the data collected, through the identification or substantiation of issues raised in the various cases.

What is offered in this chapter provides a background to the research relating to each research question:

- What do primary teachers understand by English subject knowledge at Key Stage 2?
- How do primary teachers think it should be taught ?
- How do primary teachers think pupils learn English most effectively at Key Stage 2 ?

In addition, the views of recognised experts were sought - through semi-structured interviews - in order to provide further insight into each of the above questions. These experts were:

- Michael Armstrong: head teacher, British Film Institute inquiry witness, writer;
- Dr Martin Coles: lecturer in literacy, SATs consortium member for Key Stage 3, writer;
- Professor Brian Cox: chair of English Working Party (1988), BFI inquiry witness, writer;
- Professor Henrietta Dombey: professor of literacy, former NATE chair, writer;
- Professor Katharine Perera: member of the English Working Party (1988), local LINC consortium evaluator, writer;
- John Richmond: former LINC consortium co-ordinator, BFI inquiry witness, deputy director: Channel 4 Schools, writer.

Also, the views of one former and one current LEA advisory teacher were canvassed:

- Deborah Jones;
- Margaret Lynch.

WHAT IS ENGLISH SUBJECT KNOWLEDGE AT KEY STAGE 2?

Overview

For decades, there has been controversy surrounding the subject of English in general and about what is worthwhile and appropriate in teaching terms. A consideration of the history of English as a school subject will illustrate how this has developed. This relates to two prevailing interpretive frameworks which are the prescriptive or descriptive models of English teaching:

'prescriptivism is, in essence, the view that it is possible to lay down rules for the correct use of English...descriptivism is the name given to the view that the way people actually use language should be accurately described, without prescription of how they ought to use it' (Cox, 1991, p35).

Prescriptivism came to the fore during the eighteenth century and is based on the notion that some forms of language are correct whilst others are not and

'its achievement was to establish, through codification, a much more widespread consciousness of a relatively uniform 'correct' English than had been possible before' (Milroy & Milroy, 1985, p36).

Many of its tenets are associated with the perpetuation of a particular social order (Carter, 1993).

Descriptivism on the other hand, is concerned to elaborate upon the way that people actually use language. It views language as dynamic and is interested in its development in both the written and oral form (Perera, Interview (I), March 1996; Dombey, I, May 1996). Thinking about literacy in a technological age, Cox was convinced that

"it is very important that we should in many ways be descriptive because... changes are happening so quickly about the whole status of reading and literacy that the last thing wanted is a prescriptive curriculum" (I, March 1996).

Therefore, descriptivists are interested in studying language as it is (Hudson, 1992, p28) and this is likely to change over time (Cox, I, March 1996; Dombey, I, May 1996). Nevertheless, Milroy and Milroy (1985) state that as language is essentially a social phenomenon, it is illogical to ignore the effects of prescription. The guardians of 'correct' usage have two roles which are to:

- keep the notion of a standard language alive in the public mind;
- be concerned with the clarity and effectiveness of communication.

To become too entrenched in either view is to miss an important point, that rules, as long as they are applied critically, assist in the composition of clear and unambiguous English, particularly in the written form (Perera, I, March 1996). However, Armstrong (I, March 1996) suggested that skills should be taught only

"in relation to their ability to promote the imagination, otherwise you get technical facility at the expense of having anything worthwhile to say".

The debate over which model to adopt has been a heated one. In the rest of this section, an attempt will be made to give the flavour of this debate, in order to explain why the introduction of a National Curriculum for English generated so much dispute between those adopting the prescriptive and descriptive standpoints.

Historical Background

It has been argued (Doyle, 1982) that the split made with Rome, during the Reformation in the sixteenth century resulted in an increased sense of national identity facilitated through the invention of the printing press by Caxton in 1490, which gave a greater proportion of the population access to books in English. In the seventeenth century, due to fragmentation and disruption caused by the Civil War, the importance of the cohesive power of a national language was recognised (Eagleton, 1983). The eighteenth century saw the emergence of a middle class of tradespeople, with aspirations to social advancement, people who wanted to establish for themselves a place in society. To do this, they had to acquire skills which were socially correct, so they sought the services of spelling masters and pronunciation coaches who willingly assisted them in return for financial gain. At this time

'the scholarly teaching of grammar was locked into the illusion that Latin grammatical rules were the best possible guide to correctness in English' (Williams, 1965, p244).

In the mid-nineteenth century, poet and HMI, Matthew Arnold, was highly critical of the middle class. He accused its members of being self-satisfied and lacking in culture and called them 'philistines', defined as 'uncultured persons, whose interests are material and commonplace' (Sykes, 1976). Arnold believed that these people needed to experience the humanising effect of literature in order to become civilised. In the preface to 'Culture and Anarchy' he wrote:

'The whole scope of the essay is to recommend as the greatest help out of our present difficulties...getting to know, on all matters which concern us most, the best which has been thought and said in the world' (Arnold, 1869, p6).

This process of civilisation would be characterised by 'increased sweetness, increased light, increased life, increased sympathy' (ibid.,p64). Arnold believed that access to a common culture would do much to unite a divided nation (Myhill,1993). However, what this 'common culture' should be has always been open to debate. For most of his career Arnold was to work under the strictures of a prescriptive curriculum, in the form of the Revised Code (1862), whereas it was enlightenment attained through the reading of literature which he saw as the means of achieving a more egalitarian society. The relative merits of an English curriculum based on prescriptive approaches, with an accent on correct forms and a more descriptive stance, with an evaluation of the way in which people use and value language in both its written (literary) and oral forms, were to be fiercely debated into the twentieth century.

From Newbolt To Bullock

Building on Arnold's theme of the need for a common culture, two major reports were published in the 1920s, the Newbolt Report (1921) and 'English for the English' written by George Sampson (1924). Both suggested that more attention should be paid to literature in schools because this offered children 'a means of contact with great minds...and a sympathy between members of a human society' (Mathieson, 1975, p74). Newbolt argued that a general competence in the native tongue would help to eradicate class boundaries and would encourage a sense of moral propriety. Accordingly, elementary teachers should equip their pupils to speak standard English by helping them to rid their speech of 'mangled vowels', 'missing consonants' and 'uncouth provincialisms' (Newbolt Report, 1921). He rejected the prevailing accent on rote-learning and memorization in schools believing that children should be offered greater opportunities to talk, rather than to listen passively for most of the time. Sampson also believed that it was the English teacher's responsibility 'to purify and disinfect the language of the lower classes' (Sampson, 1924 in Myhill, 1993,p22). Both Newbolt and Sampson have been accused of paternalism and jingoism (Eagleton, 1983) but this is to take them partially out of context. Arguably, more attention should be given to their genuine concern for others (Catt, 1988, p24). They suggested that a traditional classical education, which would include a prescriptive element, such as had formerly been reserved for gentlemen, should be available for all. To achieve this, it would be necessary to convince academics that they had a responsibility for the 'teeming population outside the University walls' (Mathieson, 1975, p77).

A tradition can be traced running through from Arnold, Newbolt and Sampson to Herbert Read whose major contribution was in art, which he argued should provide the foundation for the child's whole education and to Majorie Hourd who sought directly to influence the course of English as a primary school subject. She was in favour of a descriptive model of English teaching which prized qualities of imagination and openness to first-hand experiences (Paffard,1978, p21; Armstrong, I, March 1996). An education where

'words become an expressive medium like paint' (Shayer, 1972, p137).

Read and Hourd thus helped to lay part of the foundations of the 'progressive movement' which has been much maligned in recent times by traditionalists with a prescriptive view of English teaching (Sheila Lawlor (the Centre for Policy Studies); John Honey, 1997).

Sociolinguistics

Another tradition in the teaching of English came from what was originally the London Day Training College, later transformed into the University of London Institute of Education (ULIE) where James Britton was a major influence. He was very interested in the work of Lev Vygotsky (1962) who saw language acquisition and critical thinking as fundamentally linked. This view argues that

'human consciousness is achieved by the internalisation of shared social behaviour' (Britton, 1987, p24).

With this perspective, it was essential to provide opportunities for children to use speech as a tool of learning. This view was shared by Bruner (1986) who maintained that children should make knowledge their own, and that this would best be achieved in communities which shared the same sense of belonging to a culture (Britton, 1987,p25). Children needed not only to discover and invent in order to learn, their learning was enhanced through opportunities being provided for negotiation and for sharing knowledge and ideas, implying a more descriptive approach to English teaching (Dombey, I, May 1996).

Another influential figure, also a teacher at ULIE, was Harold Rosen, who with his wife Connie, made a significant contribution to primary school English or language development, as they preferred to call it. Connie was the director of a project aimed at identifying good practice in English teaching which made a considerable impact when it was published in 1973. The first chapter started as follows:

'Language is for living with. Children's language emerges from the lives they lead and we cannot hope to make sense of it without understanding their lives' (Rosen, C. & H., 1973, p21).

This introduction firmly placed their study in the field of sociolinguistics. It accented the importance of children learning through talk (Cox, I, March 1996). The Rosens were critical of the question and answer format of many lessons, where it was the teacher who was the arbiter of what took place. They believed it was much better to encourage children to ask their own questions.

Although critical of 'creative writing', in that they considered it unrealistic to separate this from all other sorts of writing and preferring to see it as part of a continuum, they were anxious to applaud the kind of writing which emanated from the experience of the child. This view was echoed by Armstrong (I, March 1996) who disliked the divide between narrative and non narrative writing as set out in the English National Curriculum, arguing that most writing contained narrative elements of one kind or another. Teachers should not be concerned just with the surface features of writing, that is, the correctness of what had been written, but with the content and how effectively the message had been conveyed. Prescriptivists had accused teachers of abdicating their responsibility in terms of language work - of not teaching the rules - but rather advocating something 'suspiciously arty' called creative writing. However, the most successful teaching occurred where

'it is children's own inventiveness and curiosity which needs to be fostered and this is quite different from exercises and drills' (Rosen, C. & H., op.cit.,p254).

The Rosens were not interested in correctness for its own sake but saw it as useful when it helped children to get across their point of view, or ideas on paper. They were in sympathy with the adage coined much later that writing should be 'vigorous, committed, honest and interesting' (Cox,1988,10.19). Armstrong, who in the 1980s, did much to engender such writing, nevertheless was firmly of the opinion that it was dangerous to separate

"the formal concerns, the business of secretarial skills...from having something to say and wanting to express it effectively" (I, March 1996).

Michael Halliday, Professor of Linguistics at the University of Sydney, Australia (1976-1987) also exerted a significant influence on thinking about English teaching. He saw the relationship between language and social context as inextricably linked (Dombey, I, May 1996), as they are part of a social semiotic (signalling) system:

'Individuals express meaning through language and as they do so, they create and recreate social reality' (Littlefair,1991,p77).

He argued that meaning and language are interrelated, so the focus needs to be on the function of language: an awareness that people use different registers, in either the written or oral form, and that the field of discourse (what is happening), the mode of discourse (how language is used), and the tenor of discourse (who is being addressed) all have a bearing on this (Littlefair, 1991).

The Bullock Report

From 1968-1975 'language had a brilliant career' (Richmond,1984 in Carter, 1990). It became a by-word as part of the official prose of the Bullock Report (DES, 1975). This committee, under that chairmanship of Sir Alan Bullock, was set up to consider:

- all aspects of teaching the use of English [a descriptive orientation] including reading, writing and speech;
- how present practice might be improved and the role that initial and in-service teacher training might play in this;
- to what extent arrangements for monitoring the general level of attainment in these skills could be introduced or improved (DES, 1975, xxxi).

The report was set against an ever-present background of concern about standards. But a word of caution was offered in the first chapter, where the reader was reminded that there is an often illusory notion attached to standards - that former times were better than now - since this could never be pinned down to more than 'somewhen between now and then' (DES, 1975, para.1.1).

The committee endorsed Britton's view that writing should be viewed as a continuum with expressive writing forming the central pivot, fanning out on either side into poetic or transactional domains. During their education, children should be encouraged to write across this full range (Perera, I, March 1996). The content (the meaning) should be assessed before the structure (the way in which it was written). Bullock did not support any one particular approach to the teaching of reading but suggested that fluency would depend on being able to anticipate that certain sequences of letters, words, or larger units of meaning are likely to occur in a particular context (DES, 1975, p521,pp64). Above all, the importance of literature (Lynch, I, June 1996) was affirmed:

'Literature brings the child into an encounter with language in its most complex and

varied forms and is a valuable source of imaginative insight. It should be recognised as a powerful force in English at all levels' (DES, 1975, p525,pp97).

Every school should have a systematic policy for the teaching of reading and for the teaching of English as a cross-curricular subject. There should be early screening to prevent language and reading failure, backed up by effective record keeping for each child in every aspect of his/her language development. Appropriate support should be offered to children who were learning English as a second language, and a 'satisfactory' level of book provision achieved in each school. A suitably qualified teacher should be appointed in every school to support his/ her colleagues in the teaching of English, and each local authority should have an English adviser, supported by an advisory team, to assist schools in this important area of the curriculum.

The Primary Survey (1978)

In spite of fears about standards (1976) raised during the Great Debate, the HMI survey into primary education (DES,1978) seemed reasonably satisfied with the teaching of English. It reported that the teaching of reading was held to be extremely important by the teachers surveyed (DES,1978,8.17) and that there had been a gradual improvement in the standard reached by eleven year olds since 1955 (DES,1978,8.18). Teachers were most adept at meeting the needs of those who found learning to read difficult, but if standards were to continue to rise more systematic approaches to teaching reading (Cox, I, March,1996; Perera, I, March, 1996) to average and more able pupils were required (DES,1978,8.19). Children such as these should be challenged to read a wider range of material, including information texts - and should be offered the skills needed to cope with these - rather than spending too much time on graded readers.

HMI confirmed that a considerable effort was being made by teachers to teach syntax and spelling, but this was often undertaken through decontextualised exercises (Coles, I, June 1996) which were forgotten once the children began to write freely (DES,1978,8.20). In fewer than half the classes children were using their own work as a means of learning more about sentence structure, syntax, style or spelling (DES,1978,5.38). The writing undertaken was often descriptive or narrative in style so greater attention should be given - by the time the children were eleven years old - to the presentation of a coherent argument, the exploration of alternative possibilities, and the drawing of conclusions by making judgements (DES, 1978, 5.36); and, in addition, more opportunities for the correction and improvement of initial drafts should be made available (Armstrong, I, March, 1996;Coles, I, June 1996; Lynch, I, June 1996). Only half the children surveyed were encouraged to share what they wrote with each other (DES, 1978, 5.37) and, in only about one third of

the classes were samples of children's writing used as a means of assessing their progress (DES, 1978,5.38).

In 9 out of 10 lessons seen, the children were learning to follow instructions effectively (DES,1978,5.20) although there was some evidence to suggest that this was not being extended enough for the eleven year olds, where opportunities for discussion became increasingly formal. HMI concluded:

'The learning and practice of skills, specific rules and conventions of English are all important parts of the acquisition of language competence, both written and spoken, and are more effectively taught when based on children's own language' (DES,1978, 5.48).

Bullock Revisited (1982)

As mentioned earlier, the Bullock Report's findings did not make a widespread impact (Makins, 1982) although it did have some effect on HMI thinking at primary level. In 1982 HMI revisited the report and offered a discussion paper on their findings. One of the problems identified was that the report had been heeded only in part. For example, the chapters on reading had been given a great deal of attention, with emphasis placed on the acquisition of reading rather than on fostering the habit of reading, or 'the growth of discernment' (DES,1982,4.2). However, other sections of this lengthy report had gone largely unnoticed, so it has been argued that many of its 333 recommendations, were not followed up rigorously enough (Cox, 1991, p15).

The Assessment of Performance Unit was given the responsibility for assessing language development, but by 1982 had only managed to complete testing of reading ability through assessing children's ability to recognise words and to perform sentence completion tasks. In writing the tests were related to surface features only, with insufficient attention being paid to content, structure and appropriateness of expression. There was - and continues to be (Jones, I, May 1996) - a great deal of uncertainty about how to assess the spoken word, as appropriate tests had yet to be developed (DES, 1982, 2.3). It appeared that what was being taught - as a result of Bullock and the work of HMI - was according to a descriptive model of English, whereas what was being tested by the APU related to a more prescriptive model (the opposite of what was to happen in terms of the 1990 English statutory curriculum).

By 1982, as result of the earlier reports, children were being offered more opportunities to engage in discussion and to express their ideas in speech, although the aims, objectives and

methods of such lessons needed to be more clearly defined (DES,1982,3.5). It was suggested that as most communication takes place through speech, it was important for children to gain communicative competence, particularly because adults are at a considerable disadvantage when they lack clarity and confidence (DES,1982,3.6). Although the ability to express oneself in the written form is essential, the importance of speech as a form of communication cannot be underestimated (Richmond, I, February 1996). Greater support for children who were learning English as a second language was endorsed. It was agreed that initial support was now more widespread but difficult to sustain (DES, 1982, 5.2). All children needed to know standard English 'not instead of but *in addition* to their dialect' (DES, 1982, 5.5; Cox, I, March 1996; Perera, I, March 1996; Richmond, I, February 1996). As in the Bullock Report, it was agreed that there should be language co-ordinators in every school, but a survey revealed this to be the case in only 50%. Even where they had been appointed, they were having very little effect on the work of the rest of the staff. Such teachers needed greater knowledge of the subject than their initial or post-initial training currently offered them.

Curriculum Matters (1984)

In this paper, addressed to teachers who had direct responsibility for the development of their pupils' competence in English (DES, 1984,1.3) the following definition of language was attempted:

'... language is complex. It is the principal means by which we think, define what we experience and feel, and interpret the world in which we live; and the principal means by which we communicate with other people' (DES, 1984, 1.4).

Detailed objectives relating to what pupils should achieve were given under various headings for example, eleven year olds should be able to:

The Spoken Word

- listen to fairly complex instructions and carry them out accurately;
- listen with patience, attention and understanding to other speakers in a discussion (DES, 1984, p6);
- have some ability to match vocabulary, syntax and style to the requirements of different situations and listeners, and be aware of the need to do so;
- express feelings and ideas accurately (DES, 1984, p7).

Reading

- have formed the habit of voluntary and sustained reading for pleasure and for information;
- use a variety of strategies to establish word meaning;

- read critically, distinguishing fact from opinion (DES, 1984,p8).

Writing

- write stories and poems, using appropriate descriptive and figurative language to make the reader imagine the experience vividly;
- exercise sufficient control over spelling, punctuation...syntax, and handwriting to communicate their meaning effectively (DES, 1984, p8).

So far, a balance between prescriptivism and descriptivism can be detected. However, when it came to the 'about language' heading, it was a different story. Contained within this section were mainly prescriptive objectives (although the way that these should be taught was not considered in this document):

- the rules of spelling;
- the difference between vowels and consonants;
- the functions and names of the main parts of speech (noun, pronoun, verb, adjective and adverb), and how to identify these in their own writing for the purpose of discussing what they had written.

Responses to this document were collated by HMI (1986) and it was this last section which caused the most controversy. Many of the respondents, from among the teaching profession, viewed the objectives under this heading with dismay

'as prescriptive and as narrowly drawn and functional in character' (HMI, 1986, point 18 iii,p7).

However, others disagreed, arguing that if taught in such a way as to enable children to experiment with language such work can be both profitable and enjoyable (Armstrong, I, March 1996; Perera, I, March 1996).

Members of the public, who were concerned about a decline in standards, also supported these objectives but this aspect of 'Knowledge about Language' proved to be very divisive leading HMI to conclude that

'there exists a gap between intent (to teach all children about language) and the means to bring that about (agreement about what should be taught and how)' (DES, 1986, p19).

This view was shared by Richmond (I, February, 1996). Nevertheless, Perera (I, March, 1996) concluded that most primary teachers - before and after the Cox Working Group

Report (1988) - were concerned to ensure that their pupils acquired the basic skills of literacy in order that they would be able to learn other subjects of the primary curriculum effectively. This suggests that there may have been more consensus than appeared at face value.

Despite the reporting of major surveys into the work in junior schools, such as the Primary Survey (1978) and the Oracle project (1980) which supported more 'descriptive' models of English teaching, HMI seemed set on a course which would accentuate a 'prescriptive' approach to the curriculum. The Centre for Policy Studies in the persons of John Marenbon and Sheila Lawlor, were to return to this theme in 1987 and 1988, believing that the aim of English teaching at Key Stage 2 should be for every eleven year old to

'know by heart several short, famous passages from the authorized version of the Bible; several passages of poetry in rhyme and blank verse, including some written before this century...write legibly, in print and cursive script...spell correctly most words belonging to simple vocabulary...and many words belonging to their current vocabulary' (Centre for Policy Studies Pamphlet (34), 1988).

Carter (1993) has equated this kind of prescriptive curriculum, through the use of such notions as proper English and rote learning which aim to keep pupils in their place, with notions of social propriety and order. To this end, he believed,

'drills...ensure uniform linguistic behaviour according to the rules and regulations of an established authority (Carter, 1993, p5).

Kingman Inquiry Into The Teaching Of English Language

Against this background, at the beginning of 1987, the Kingman Commission was asked to look into the teaching of English. The Commission was asked to recommend a model of the teaching of English which would provide a basis for teacher training and professional discussion. The members were asked to consider what should be made explicit at each stage of education (Kingman, 1988, p1). Kingman acknowledged his debt to the Bullock Report (Kingman, 1988,p2) which had emphasised the important theme of 'knowledge of and about the English language' for both teachers and pupils alike. The inquiry's findings were published in March 1988 and a four part model of the English curriculum was proposed :

Part 1: The forms of English language (which included an understanding of the sounds, letters, words sentences of English and how these relate to meaning).

Part 2 : Communication and comprehension (how speakers and writers communicate and how listeners and readers understand them).

Part 3 : Acquisition and development (how the child acquires and develops language).

Part 4 : Historical and geographical variation (how language changes over time, and how languages which are spread over territories differentiate or indeed separate into different languages).

It took as its starting point the belief that language is central to the whole of education. The accent was on active participation by all learners in a process which would enable

'the child to enter adult life, as fully informed as possible about the nature of society, as capable as possible of making informed choices, and of contributing to the well-being of the community' (Kingman, 1988, p49).

This should be achieved by giving children the opportunities to make their own decisions about content, style and tone when they were writing, to read in a discriminating manner whilst evaluating how the meaning was expressed and how effects were achieved in writing by encouraging talk - however tentative - to assist in problem solving, thereby providing a valuable tool for learning. It built on sociolinguistic and positive theories of learning which had begun to gain credibility in the 1970s, as it stressed the importance of an assessment of what the child can do in writing and reading, rather than on deficit models (Stratta and Dixon, 1992, p16).

Summary

This outline has attempted to show that the controversy, as manifested in the different models of teaching of English, is not new. The roots of the debate can be traced back to the middle of the nineteenth century and even earlier. Bullock and Kingman, to varying degrees, tried to offer a curriculum which was balanced between prescriptivism and descriptivism.

HOW SHOULD PRIMARY ENGLISH BE TAUGHT?

Introduction

In this section literature is surveyed in order to establish what Government inspectors, educationists, researchers and teachers have thought about how English should be taught at Key Stage 2. This is achieved through the scrutiny of HMI and OFSTED reports and various initiatives undertaken at a national level during the period 1989 to 1995. Once again, the opinions of a range of acknowledged experts (see page 19) gained through interviews adds richness to this pool of collective knowledge. After each set of literary sources has been reviewed a commentary will be offered in order to highlight the significant issues raised.

WHAT HMI AND OFSTED INSPECTORS THINK ABOUT PRIMARY ENGLISH TEACHING AT KEY STAGE 2

Curriculum Development In Oracy (1989)

In the summer of 1989, HMI published 'Curriculum Development in Oracy', the outcome of a project instigated because speaking and listening was a relatively new subject in the English curriculum. It confirmed that awareness and understanding of the importance of oracy had grown amongst teachers, pupils, and to some extent, parents (HMI, 1989,2.2). It suggested that the curriculum development model chosen to underpin teaching in the wake the Kingman Inquiry (1988) would actively involve teachers in innovation which would lead to effective changes within the classroom. As a result of this, children were being given opportunities to talk about talk, and, as a consequence metalanguage featured in many of the lessons observed. Unsurprisingly, those schools which had engaged in the National Oracy Project during the 1980s were noticeably further ahead in their teaching of oracy. This heightened awareness of the role of speaking and listening had made teachers more critical of their own talk within the classroom, with many appreciating the need to be good listeners as well as effective orators. Above all, the importance of careful curriculum planning was firmly established (HMI, 1989,7.10).

Chief Inspector Of Schools : Annual Report (1989 - 1994)

1989 - 1990

70% of English lessons were judged to be satisfactory or good, but the better practice occurred mainly in Key Stage 1 classes - 'by comparison, much of the work in later years [Key Stage 2] was mediocre' (HMI, 1990,34). School policies were slow to emerge. Standards of reading were satisfactory or better in 80% of schools. Where it

was considered poor, this was not attributed to any particular method of teaching reading, but to factors such as lack of planning, inappropriate management and organisation of learning; or to inconsistencies in applying teaching methods, coupled with insufficient assessment of children's progress.

1990-1991

Standards in reading were similar to those reported in a 1990 HMI Reading survey, with about 80% of the work being at least satisfactory, or better. Key Stage 2 children needed to have their information-retrieval skills increased. More attention was being given to handwriting and spelling than before ERA, but the range of purposes and audiences for writing was too limited. Marking of written work needed to be more rigorous.

1991-1992

No report was issued.

1992-1993

Standards were generally satisfactory in English with the rate of achievement still slightly higher in Key Stage 1 than 2. Most schools were adopting a mixed approach to the teaching of reading which included phonics, although the quality of teaching in this key skill was variable. In most Key Stage 2 classes the standards achieved in the teaching of reading were deemed satisfactory (OFSTED, 1993,3). However, higher reading skills were not always being taught adequately. Standards in writing - including spelling and handwriting - were satisfactory, but once again, more advanced skills were not receiving adequate attention. The basic skills of literacy were being given priority in primary schools, but practice was less effective for pupils who were slow learners.

1993 -1994

Standards were satisfactory in a little over 77% of the lessons observed, slightly less than in Key Stage 1's 82%. In reading they were satisfactory, or better, in nine out of ten schools. In the 10% where this was not so, children exhibited problems such as having poor referencing skills, lack of confidence with a wide range of texts, including poetry.

Progress in writing was weaker, with one in four pupils having considerable difficulties with at least one major aspect of writing. Pupils were capable of achieving higher standards particularly in the skills of handwriting, spelling and punctuation (OFSTED, 1995, 48).

In the majority of schools, standards in speaking and listening were satisfactory, with pupils listening attentively, asking thoughtful questions and speaking with confidence. However, at Key Stage 2, in one out of ten schools this was unsatisfactory, with too many pupils unable to present information or debate issues convincingly.

The overall conclusion was that standards were not yet high enough:

'All schools need to be absolutely confident that they are teaching their children to become literate... in the most effective way' (OFSTED, 1995, 16).

1994-1995

Standards in one-tenth of Key Stage 2 schools needed to be raised considerably (OFSTED, 1996). Overall, in the primary sector, one half of the schools performed well. In speaking and listening pupils were generally better at narrating and describing than in more demanding tasks which require explanation and deduction, or the sustaining of a line of argument. Drama was not being used sufficiently as a means of developing spoken language skills. Few schools achieved high standards in drama, as the teaching was often not well-organised.

Reading was being taught more systematically than in the past at Key Stage 2. Successful readers were those who responded well to literature and other texts, could talk about their reading and were able to use other media to extend their understanding. However, in one school in ten this development was still being left far too much to chance.

The best teaching in writing occurred where children were offered a balanced approach in terms of content, style and presentation. About one school in seven needed to give more attention to the latter, as written content can be difficult to comprehend when handwriting is poor. Pupils were well-motivated and produced high standards when they knew why they were undertaking a specific task, reviewed what they have learnt and clearly understood whether they had done well. Where standards were low, the converse was true.

Commentary

This review of inspection report material between 1989-1995 offers insight into HMI and OFSTED inspectors' thinking about how English should be taught. Concerns about English teaching at Key Stage 2 were there from the start, particularly over AT 2:

Reading. This was not attributable to any particular method of teaching reading but to a lack of systematic planning, a situation which was, however, steadily improving in consequence to the introduction of the National Curriculum for English (Dombey, I, May 1996). In AT 1: Speaking and Listening - a relatively new aspect of the curriculum - strides forward had been made, but more work was needed on deduction and sustaining an argument. In ATs 3, 4, 5 there were worries over the teaching of the secretarial skills of writing. These reports offer a balanced view of English teaching and cannot be associated with either descriptive or prescriptive models of the curriculum. However, they indicate that the teaching of English at Key Stage 2 was not rigorous enough, with evidence to suggest that standards were not sufficiently high, particularly for more able children.

WHAT EDUCATIONISTS AND RESEARCHERS THINK ABOUT HOW PRIMARY ENGLISH SHOULD BE TAUGHT

Overview

In this section various initiatives which followed the implementation of the English National curriculum are discussed in order to reveal what light they can shed on experts' views about how English should be taught at Key Stage 2. Included here is a consideration of the impact of the 'Language in the National Curriculum' (LINC) project, set up in the wake of the Kingman Commission specifically to influence the teaching of English. Reactions to the 1990 Order are assessed to show what teachers and educationists thought about English teaching. Another significant contribution was made by the Commission of Inquiry into English 1994 instituted by the British Film Institute in order to provide an independent view to what had become a very politicised debate (Davies, 1991).

The Linc Project: April 1989

The LINC project (April, 1989) was set up to support the model of English teaching proposed in the Kingman Inquiry Report (1988). However, the teaching materials were withheld in 1991, when they did not meet with ministerial approval (Sealey, 1996). Drawing on the recommendations made by Kingman, LINC strove to make 'Knowledge about Language' more explicit by emphasising the importance of the study of texts - oral or written - which are the means through which human beings relate to one another (Haynes, 1992, p8). This was preferred to prescriptive approaches to language study (Haynes, *ibid.*) with rules for grammar which had to be obeyed and which resulted in teachers "falling back on old fashioned exercises" (Perera, I, March 1996). It was recognised that teachers had reacted too strongly against over-prescriptive

forms of grammar teaching in the past - in many instances having stopped teaching it at all (Hudson, 1992, p5) - and the project sought to remedy the situation.

Ron Carter, the national co-ordinator of LINC, affirmed the centrality of language to teaching and learning across the curriculum, believing that teachers should make this more explicit in their teaching. John Richmond, co-ordinator of the North London LINC consortium, argued that:

'the essential business of the language and English curriculum is, in fact, to provide opportunities for pupils to compose, communicate and comprehend meanings, their own and other people's in purposeful contexts' (Richmond in Carter 1990,p28).

The project was due to run from April 1989 to March 1992 and the materials produced were to be made available for use during in-service courses aimed at familiarising teachers with the English National Curriculum. It was hoped that the approaches to teaching advocated would filter through to become part of classroom practice. Jones (I, May 1996) was sceptical about how successful this had been.

"Occasionally a good language co-ordinator would have a training day where she would use LINC materials, but that was in the minority of cases only".

In some LEAs, according to Lynch (I, June 1996), it had not exerted any influence at all.

From the outset there were elements in the right-wing of the Conservative party who thought that this initiative was a monumental waste of money and that children should be taught by methods and techniques favoured in the 1930s (Cox, I, March 1996).

The LINC co-ordinators had a very difficult job to do, as they were trapped between the 'gaping ignorance of government officials' on the one hand and 'the outrage of liberals robbed of their myth of progress' on the other (Peim, 1992, p36). With the suppression of the LINC materials INSET became patchy. However, Coles (I, June 1996) maintained that there is still a case for them to be re-issued, as they continue to be highly relevant.

Reaction To The 1990 Statutory Order

Opinions varied as to the acceptability of the 1990 Order with Armstrong (I, March 1996) stating that it had tended to undermine a lot of very brilliant teaching. In Government circles it was still considered to be too moderate. What was needed was a return to the so-called halcyon days of the 1930s when teachers taught children to do clause analysis, and the literary canon remained firmly in the nineteenth century, or even before. However, success in teaching English was likely to depend very much on where a particular school currently was in its thinking (Dombey, 1989, p70). Some schools were even

"blind to the fact this was now a legal requirement and they'd better get on and consider it" (Coles, I, June 1996).

Developments which had already been introduced by some teachers under the influence of the Bullock Report (1975) would not become common practice for others overnight. It was not hard to see that a document which had been put together in about four months would be anything other than imperfect. However, the underlying principles were sound. It provided a support for teaching (Coles, I, June 1996) and in the PoS could be found descriptions of what is best in primary English teaching (Dombey, I, May 1996) as it had sought to "codify and to put into formal form what was existing best practice (Perera, I, March 1996).

Nevertheless, there were problems such as lack of coherence, curriculum overload, inappropriate models of planning and assessment.

Lack of coherence

Without adequate teacher involvement, cyclical factors in curriculum design were not properly appreciated. As a result problems arose, in English, where defining a linear sequence of language development was acknowledged to be difficult (Hayden, 1990, p24) as

'all aspects of English are recursive, are spiral, not linear' (Preen, 1990, p33).

This view was supported by Dombey (I, May 1996) and Coles (I, June 1996).

The curriculum was erroneously built upon the assertion that 'a particular sequence of learning is necessary or optimum for everybody' (Goldstein and Noss, 1990, p4). This linear approach was made necessary for legal reasons as the statements of attainment had to be legally binding, so they were framed in language which would hold up in a

court of law (Perera, I, March 1996). The curriculum had been driven by the Task Group on Assessment and Testing's (TGAT) insistence on ten levels for assessment purposes (Dombey, I, May 1996; Coles, I, June 1996).

Curriculum overload

The National Curriculum was severely over-loaded because it had been designed by disparate subject groups without anyone having overall responsibility for safeguarding coherence and manageability of the primary curriculum as a whole. Each Working Group worked in isolation which meant that important cross-subject opportunities for furthering English teaching were lost. Coles suggested (I, June 1996) it was not so much that there was less time for English but that there was more squeezed into it than ever before. Richmond (I, February 1996) thought it might be necessary to slim down the primary curriculum in the future because of international evidence suggesting that greater concentration on English, Mathematics and Science during the primary years pays dividends later on.

Models of Planning and Assessment Which Support the Teaching of English

Assessment which should be seen as integral to the planning of teaching was problematic in terms of the design of the National Curriculum. In meeting concerns about standards, the Government had pursued several courses of action:

- the setting of absolute levels of attainment in an hierarchical way in the profile components;
- the provision for the monitoring of these standards by HMI and local advisers (more recently by OFSTED inspectors).

There were attractions to a set of levels which were simple and easy to describe and provided a convenient administrative framework (Goldstein and Noss, 1990) but some saw them as full of 'fudge and dispiriting jargon' (Preen, 1990, p27). Difficulties were likely to occur where children satisfied some, and not all of the requirements of a particular level.

Two approaches to curriculum planning - hard line and soft line (MacDonald-Ross in Golby 1975, pp358-361) - are of relevance in thinking about how primary English should be taught. On the one hand, the hard line approach minimises the distinction between knowledge and skills, and education and training, and thus avoids the need to think about processes. It offers the kind of curriculum which enables the learner to pass examinations rather than to achieve a holistic understanding of the particular area of

learning. Assessment is bolted on at the end, rather than forming an integral part of the design. On the other hand the soft line approach derives its objectives from the learner, the society and the subject-matter itself, and, therefore is largely left up to the expertise and intuition of the teacher.

In National Curriculum terms it was predominantly the hard line approach which was adopted by the subject working groups, whilst those charged with the initial attempts at formulating the SATs took a soft line (possibly because they were predominantly educationists). The Government, via the DES/DfE, wanted the tests to become more streamlined and pencil and paper oriented, insisting that an accent be placed on skills learnt and knowledge gained. The teaching profession tried to resist this although teachers soon realised that the process form of testing as developed by TGAT, though educationally sound and very interesting, was impractical (Dombey, I, May 1996), as the tasks took far too long to administer.

The Warwick Research

In 1991 the University of Warwick was commissioned by the NCC to undertake an evaluation of 'English in the National Curriculum' under the direction of Professor Bridie Raban. In a report made available in November, 1993 - eventually to be published by SCAA in 1994 - this research found very little support for a return to a prescriptive English curriculum. It confirmed that the 1990 Order had resulted in a more systematic approach to planning and a greater degree of collaboration between teachers who were of the opinion that the English National Curriculum 1990 had provided a useful framework for their teaching.

With specific reference to the various profile components (as relevant to Key Stage 2) it was felt that classrooms were still dominated by teachers asking closed types of questions (AT1: Speaking and Listening) and that exemplars of good practice were needed to help overcome this (a view shared by Richmond, I, February 1996). In fact, once teachers knew that the curriculum was to be revised they rather lost heart with this profile component of the English National Curriculum (Cox, I, March 1996). The Order did not provide an appropriate framework for the acquisition of advanced reading skills, which were not being emphasised sufficiently. Also, the literary canon should include more pre-twentieth century texts. In handwriting (AT:5) school policies were not yet in line with the requirements of the English National Curriculum, where a return to more formal approaches was necessary, (as was also the case with AT 4 :Spelling).

Without dispensing entirely with their original brief to report on the teaching of 'Knowledge about Language', the researchers noted that there were few policies in evidence, but children were being taught about grammar and punctuation through language in use, that is by descriptive means, using either a class topic or a class lesson as the main focus. In addition, they were being given individual tuition in the context of their own writing.

The National Curriculum: English - The Case For Revising The Order - July 1992

As a result of these problems and because of disquiet on the right making this "a totem for a much bigger political debate" (Richmond, I, February 1996) David Pascall, an oil executive with BP, was asked to chair a committee to look into the need for further revision of the English Order in 1992. In response he wrote (15.7.1992) to the Secretary of State for Education, John Patten outlining his proposals. The following are the recommendations which are particularly relevant to Key Stage 2 (and, therefore, numbered as they appear in the text):

- i) strengthening of the programmes of study and statements of attainment, so that they offer a clear definition of standard English and gave greater emphasis to the development of listening skills;
- iii) making explicit in the programmes of study and statements of attainment the requirements for teaching more advanced reading skills at Key Stage 2;
- v) making the requirement that pupils should develop a more precise understanding and appreciation of literature;
- vi) defining and placing more emphasis on the basic skills of handwriting, spelling and grammar;
- vii) recasting the requirements for knowledge about language in reading and writing in order to define the essential knowledge and understanding of grammar needed at Key Stage 2;
- viii) revising the statements of attainment so as to develop coherent and clear strands through the levels ... in order to remove imprecision and repetition;
- ix) amalgamating the current ATs 4, 5 and 4/5 into one attainment target, AT3, to be entitled 'Writing including spelling, grammar and handwriting' (Case for Revising the Order, 1992, p12).

Commentary

There were problems with the 1990 English Order which included the following:

- teachers had not been sufficiently involved in its design;
- curriculum overload;

- the linear model, with its hierarchical attainment targets, did not best fit the cyclical form which most English learning takes;
- assessment and planning were not appropriately linked.

The recommendations made by Pascall's committee have been reported in some detail as they show that the problems with coherence and with the levels had been understood. In addition, there was HMI support for more attention to be given to 'higher order reading skills' at Key Stage 2.

However, it was predicted that the emphasis to be placed on standard English would cause many teachers to view the revisions with dismay. It would introduce "some kind of linguistic trip wire for non-standard speakers" (Dombey, I, May 1996) as it would undermine efforts to encourage children to express themselves with confidence, for *what* they were saying would become less important than *how*. The narrowing of the approved canon of literature was another problem, as was the fear of a return to the sterile grammar of the past which could result in a decrease in creativity, as 'without creativity there is no apprehension of the real' (Hayden, 1994, p9). So the debate about prescriptive as opposed to descriptive approaches to the teaching of English was alive once again. According to Richmond (I, February 1996) this was the bleakest moment in terms of the implementation of the English National Curriculum.

"They produced this document that was a disgrace, and contained sentences such as 'standard English is characterised by the correct use of vocabulary and grammar...' [which is] patently linguistically untrue".

In an 'Opinions' programme on Channel 4 (reported in The Times 1.3.1993), Professor Cox said that currently the most danger to English teaching was coming from the right:

'They want to return to the so-called golden days of the 1950s or the 1930s. They are nostalgic for the schools of yesteryear when children sat in their desks all day and learnt by rote. They are frightened of new methods, new ideas. These people are currently succeeding in transforming the way English is taught in this country.'

It was necessary to stop the excesses of the past whereby some teachers had decided that because grammar had been taught so badly it was better not to teach it all, while other teachers offered approaches in creative writing which encouraged children to

express themselves freely without any regard to spelling, punctuation or grammar (Cox, March 1996).

Sir Ron Dearing - The National Curriculum Council Consultation Report; English - September 1993

A collision course seemed inevitable as "politics was driving the curriculum rather than educational considerations" (Armstrong, I, March 1996). So as a result of threatened industrial action by teachers over assessment and the debate over Pascall's proposed revisions, Sir Ron Dearing was charged with carrying out a review of the National Curriculum in 1993. He set in motion a process of consultation with the teaching profession, the findings of which were published in the 'National Curriculum Council Consultation Report: English' in September 1993. In his letter to John Patten, then Secretary of State for Education (30.9.1993), he stated that there was much support for many aspects of the 1990 English curriculum. Standard English was fundamental to a person's ability to express him or herself appropriately in English, but, also, 'the richness of dialects in the English Language is to be welcomed' (NCC Consultation Report, 1993, pp6,i).

In writing: AT3, composition and grammar needed to be merged in order that pupils be encouraged to find ideas for their writing, as well as the ability to organise it coherently employing appropriate grammatical structures (NCC,1993, pp6, ii). Equally, a sensible balance needed to be struck between teaching basic skills and attempts to develop powers of imagination, and a sense of audience (NCC, 1993, pp6, ii).

Report Of The Commission Of Inquiry Into English (1994) The British Film Institute

This Commission, with Dame Mary Warnock in the chair, was set up to tackle the confrontational nature of the debate about English teaching (BFI Report, 1994, p12), by no means a new phenomenon. Cox (I, March 1996) had been concerned about the reception given to the 1989 Report with "the debate in the newspapers including the best, really of a low quality" and with issues being portrayed as far more polarised than they actually were. When the evidence offered by a succession of witnesses - from both the right and the left in political terms, and from prescriptivist and descriptivist viewpoints, including Professor Brian Cox, John Richmond, Richard Hudson, John Marenbon from the Centre for Policy Studies, Roger Scruton and representatives from amongst parents, teachers including Michael Armstrong and the media, were analysed - opinions were far less entrenched than might have been expected. The Commission concluded that

'In our view it is a caricature to portray education as dominated by sectarianism' (BFI, 1994, p12).

However, there were six issues which needed to be resolved if teaching of English was to be more effective.

1. Basic skills

The Commission affirmed that children learn best when they understand the reason for learning something. For example, the acquisition of a particular skill is likely to help them to become more effective communicators. Teachers actually use a mixture of methods, and this is well-documented (BFI, 1994, 1.2) when it comes to the teaching of reading and writing. However, the surrounding debate, frequently politicised, has resulted in terms like 'phonics' and 'basics' taking on pejorative meanings for some teachers, because they are associated with a prescriptive, right-wing view of how English should be taught. Above all children need to acquire the skills necessary to enable them to read with understanding and discrimination, and to be able to write clearly and with accuracy.

2. Progression and Standards

Not much evidence was offered to provide a coherent progression within the subject but concerns were expressed that the gap between primary and secondary school expectations was too wide. The all-round development of the child was as important as his/her preparation for the world of work (BFI, 1994, 2.2). However, these two objectives should not be seen as mutually exclusive.

'For the majority of primary teachers and schools the primacy of reading and writing has never been in question, even during the 1960s and 70s, when progressivism had its strongest impact' (BFI, 1994, 2. 2).

3. Heritage

It was difficult to achieve consensus on what should form part of a child's literary heritage. There was no evidence to suggest that any of the witnesses wanted to discard or undervalue what had been written in the past. A knowledge of literature (Dombey, I, May 1996; Lynch, I, June 1996; Richmond, I, February 1996) was as an essential component of becoming an educated person, but the debate about what should or should not be included needed to become less politicised. It was more important to adhere to the idea that a canon of literature was important, rather than to prescribe

precisely what it should include (BFI, 1994, 3.3) although the contribution made by authors from a wide range of cultural backgrounds should not be undervalued (BFI, 1994, 3.4). Notions of what forms part of a culture are likely to change with the passage of time and with the development of new technologies. It is a dynamic and not a static concept. Important concepts like 'genre' and 'narrative' should be taught to children of any age.

4. Global Language and Standard English

Tension arose between cultural unity and pluralism, and standard English and dialects (BFI, 1994, 4.1). However, this was seen as positive rather than negative, involving teachers in making decisions about balance, rather than between two sets of opposites. Standard English is essential for effective communication, and this was not questioned by any of the witnesses although it was not "a straightforward concept" (Perera, I, March 1996). It was seen as an essential feature on a continuum of language use. Dombey (I, May 1996) was concerned that the needs of bilingual pupils had not been considered enough although she cautioned that children can have very mixed views about their own speech communities encompassing often conflicting and contradictory feelings, with pride and shame going along hand-in-hand. Above all, teachers need more support in the teaching of language study as their level of awareness of this was variable (Perera, I, March 1996). It was acknowledged that 'a common culture is not the same thing as a uniform culture' (BFI, 1994, 4.2) and that many children are learning English as a second language. A national curriculum might result in too much uniformity if insufficient attention was given to plurality.

5. Shared Culture and the Media

The learning of language and literature should include the study of film, television and other audiovisual media. Learning about the media should form part of children's general entitlement and this should be viewed in cross-curricular terms.

6. The Boundaries of English

'In establishing a national curriculum, the struggle over definitions of language, literature and heritage can look like a struggle for the soul of the nation' (BFI, 1994, 6.1).

Such was the conclusion of the Commission. However, it recognised that in the future, with the growth of 'new' technologies, a reappraisal of what constitutes the subject of English might need to take place. It might be necessary to move English beyond its traditional verbal, mainly written base (BFI, 1994, 6.2). Communication through

language forms an essential part of understanding in both the Arts and Science thereby underpinning success across the school curriculum at each Key Stage with dangers that "English is often the add onto the rest of the curriculum" (Dombey, I, May 1996). However, Armstrong (I, March 1996) warned that the English National Curriculum (1990) should be seen as little more than "sign posts", as more adherence than this could become a barrier to the real development of the subject.

Commentary

This Commission served to show that the teaching of English was not as polarised as had been indicated by much of the preceding debate. Teachers were committed to teaching the basic skills but this had to be achieved through meaningful contexts. It was difficult to gain a fully articulated progression within what was a cyclical curriculum. A canon of literature was important but this should be wide in concept and liable to change because of the dynamic nature of English. As success in adulthood was high on the agenda, standard English was important but this should be embedded within 'Knowledge about Language' where it was evident that teachers needed greater support in their teaching. However, with the growing influence of technology 'new' texts were gradually making an appearance, so the nature of subject itself might need to reassessed.

Summary

There was a broad consensus that the 1990 Order had given clarity and focus to what was being taught in English. Perera (I, March 1996) was convinced that its introduction had resulted in teachers articulating much more systematically what they were teaching than they had done in the past. Cox (I, March 1996) was a firm believer that a national curriculum for English was needed as it provided "a common policy"; a view shared by Richmond (I, February 1996). Despite faults with its design it had enhanced planning and given a greater focus to the role of talk. But, there were still difficulties over polarised views of what constituted subject knowledge at Key Stage 2, and this had a direct effect on teaching approaches. For example, the controversy over the teaching of reading, and the relationship between 'Knowledge about Language' and grammar. However, in the main the British Film Institute Commission had found less polarity amongst its witnesses than was often portrayed in the media. Both right and left, prescriptivists and descriptivists, shared many common aspirations over the way English should be taught.

The main aim of this research is to explore what impact the English Order (1990) has had on teaching and learning at Key Stage 2. An attempt has been made in this section

to use the literature and experts' views to provide a framework for an analysis of how primary teachers think English should be taught.

HOW DO CHILDREN LEARN ENGLISH?

Finally, literature will be surveyed in order to explore views about the ways in which children learn English. What this means will be exemplified in terms of learning each AT of the English curriculum at Key Stage 2 aided by the views of the experts who were interviewed.

What Is Meant By Metacognition?

In the introduction to 'Thought and Language' (Lev Vygotsky, 1962 in translation), J.S. Bruner pointed to the importance of the 'internalization of external dialogue' (pvi) for the ability to think. Vygotsky himself wrote that it is 'in word meaning that thought and speech unite into verbal thought' (p5). Thoughts and words are not connected in an immutable bond, but meanings change and evolve with further elaboration; the relationship is dynamic, not static. At first learning is acquired at an unconscious level, through further reflection, it can become more explicit and so be put to use consciously in the pursuit of further understanding. 'Thought is not merely expressed in words; it comes into existence through them' (Vygotsky,1962,p125). Therefore, the ability to harness fully, through all means available, the mental capacities which aid concept formation, is very important in learning, and the externalisation of internal processes forms a part of this. It involves the negotiation of meaning with other people and is enhanced when what is taking place subconsciously is made explicit (Dombey, I, May 1996). To empower pupils to learn, it is necessary to help them to think about how they learn and to make them aware of the psychological processes involved (Quicke and Winter, 1994). Metacognitive understanding helps learners to achieve a deeper level of understanding, and results in learning taking a more self-directed course. Such a level of learning is emancipatory and power-giving, but it can often only be achieved when others - usually teachers, but not exclusively so - enable learners to fully capitalise on this. Effective learners are competent in asking questions, in planning, revising and self-checking, but, in addition, they have an understanding of the social processes which constrain or enhance the construction of such meaning (Quicke and Winter, 1994). Flavell suggests that:

'Metacognition refers to one's knowledge concerning one's own cognitive processes and products or anything else related to them' (Flavell, 1976 in Wray 1994).

The term 'metacognition' has been used in a multiplicity of ways by educators and so it is important to be precise in its definition (Bereiter & Scardamalia,1992). It involves a

description of what competent learners do in a specific learning situation which can be of use to others who find themselves in similar situations. Above all, it helps pupils to become aware that they are learning something and to understand what the nature of that something is (Bereiter & Scardamalia, 1992). A problem-solving approach is integral to this, where the path towards a selected goal forms part of the inquiry as well as the solution. Therefore, it is far more complex than the provision of “tricks of the trade”. It requires learners to be active participants in the development their own understanding (Cox, I, March 1996). It necessitates acquiring an awareness of what you know about how you know (Borkowski et al.,1984 in Wray and Medwell,1994).

What Is The Relationship Between ‘Metacognition’ And ‘Knowledge About Language?’

An understanding of metacognition is seen as valuable in increasing the quality of learning, and in terms of English this is often described as ‘Knowledge about Language.’ Language awareness and metacognition are never far apart (Wray,1994) when the processes of literacy are under consideration. This should include linguistic awareness (the way letters, morphemes and words can be arranged to give meaning) and psycholinguistic awareness (the rules which dictate how linguistic components are arranged). Therefore, a knowledge of three interlinking systems - the phonological, the lexical and the syntactical - is important. In addition, sociolinguistic awareness, which involves an appreciation of how social context can effect the language being used, is essential (Dombey, I, May 1996). Teachers need to devote more time to making explicit to children how they are learning whilst engaged in language tasks, and this includes bringing the thinking processes which are involved to the surface, so that they can become truly active participants in acquiring the knowledge, skills and understanding necessary for effective learning.

A child’s knowledge about language operates usually at an unconscious level, but one of the main roles of the teacher is to help to make it explicit (Richmond, 1990). This will be achieved when children are provided with opportunities to explore language in purposeful contexts which enable them to communicate, compose and comprehend meanings: both their own and those of other people. Metalinguistic abilities vary from individual to individual, but are heavily influenced by the learning environment in which they are being taught (Ferreira and Morrison, 1994). Hence, pupils need to acquire some explicit understanding and knowledge of the nature of language (Richmond, I, February 1996), as well as a range of practical skills which support the learning of English (Mitchell, Brumfit and Hooper,1994).

The success of 'Knowledge about Language' work relates a great deal to the linguistic knowledge of the teacher and his or her ability to use 'metatalk', as a way of talking about this in a form which is accessible to children. This was one of the main objectives of the LINC project (1989), that is 'to enhance teachers' understanding and knowledge about language in relation to processes of teaching and learning' (Carter, 1990, p3). There is some evidence to suggest that where metacognitive awareness has been increased through the provision of greater understanding of appropriate learning strategies for use in learning English, children have become more active and responsible learners (Mitchell et al.,1994). Teachers have several ways of making 'Knowledge about Language' explicit in the classroom (Wallen, 1994):

- by seizing on any opportunity that presents itself in order to point out some feature of language that is contained within it;
- by introducing ways of working in the classroom which will of necessity involve both teachers and children in explicit consideration of language use, for example, via the kind of 'conferencing' (Graves, 1983) which often attends writing sessions;
- by focusing on a particular aspect of language and making it a topic for consideration by the whole class, for example, a project that looks at the language of advertising.

Above all such work should produce an immense enjoyment of language (Cox, .I, March 1996).

What this means in terms of children learning each AT of English at Key Stage 2 will now be looked at in more depth.

Speaking And Listening (AT1)

It should be remembered that speaking and listening is a tool of learning across the whole of the national curriculum. To increase metacognitive understanding children will need to be made aware that

'language develops as learners encounter new contexts and new purposes for spoken and written language. This happens not only within the boundaries of a single subject (English) but right across the whole curriculum as children use language for learning and thinking' (Hester, 1993,p13).

Therefore, teachers need to provide planned opportunities for the development of speaking and listening giving due account to audience, purpose and range (Baddeley, 1991). In the past children had been encouraged to talk, but this has seldom been

structured and was not necessarily seen as part of English work (Perera, I, March 1996).

In addition, there are social benefits associated with being a good communicator, and as part of this the varieties of spoken language(s) which children bring with them to school should be valued (Baddeley,1991). They should see language as both dynamic and systematic, providing the opportunity to reflect on and shape complex human relations (Dombey, I, May 1996).

The English National Curriculum (1990) was beneficial in that it confirmed what was valuable practice in terms of oracy (Armstrong, I, March 1996). Children should be encouraged to tell stories and anecdotes (Chambers, 1991), as this will increase their communicative competence (Zipes,1995). They should learn how arguments and presentations may be made effective using a variety of media sources (BFI, 1994).

Children need to know about appropriateness in spoken language terms, that is, to become competent users of English across a range of dialects (Trudgill,1982) having awareness of a continuum with standard English in formal settings at one end and dialects coupled with informality at the other (Perera, 1994). The facility to speak in one language should be seen as a positive factor in learning another. To this end teachers should celebrate the richness of the languages which children bring with them to school (Baddeley,1991). Although non-ethnic communities are strongly in favour of their children learning standard English as they know it will give them access to power (Cox, I, March 1996).

Above all, children need to reflect on the language they use and have a language with which to talk about this. Collaborative learning, when taught effectively, can be a powerful means of extending children's understanding (Wray,1995). However, listening skills are equally important but structured programmes for this are still very thin on the ground (Lynch, I, June 1996).

Reading (AT2)

Learning to reading is a highly complex activity. Consequently Perera (I, March 1996) believed that more guidance on this should have been offered in the 1990 Order. Children's understanding of syntax and grammar, as manifested in their spoken language in meaningful social and cultural contexts, is an important precursor of the ability to read [and write] (Wells, 1986). To be effective learners several strategies have to be learnt and to be used in support of one another so children need access to each of

the four cue systems that is, grapho-phonetic, semantic, syntactic and bibliographic in order to become effective readers. To rely just on phonics is simply not enough, resulting in Cox (I, March 1996) accusing "the phonics brigade of being simplistic and narrow minded". However, undoubtedly,

'children have to surmount a phonological barrier, and... their success in doing so will play a large part in the progress that they make in learning to read' (Byrant in Beard, 1993, p87).

In addition, they need to know letter names and sounds with the latter being learnt progressively (Adams,1990;Beard et al. 1995); as the symbolic representation of letters for spoken sounds occurs over a period of time (Riley,1996), and is derived from exposure to print in meaningful encounters with texts (Meek, 1988). Children need to learn how letters are combined to form words and to be able to recognise an increasing number of phonetically irregular words on sight - a lexical as well as a sub-lexical route (Funnell & Stuart,1995).

Reading should be learnt through the medium of interesting texts (Harrison, 1996) which engender a love of literature and at times transport pupils into other worlds (Meek,1991). Richmond (I, February, 1996) believed that the main challenge was to get children to study literature in more depth. They should learn to read in order to gain information as well (Mallett,1992;Wray & Lewis, 1997). Concomitant with this should be the knowledge that different texts make different demands of the reader (Wray, 1994), so it is essential that children are taught higher order reading skills : the ability to make inferences and deductions (Yuill and Oakhill,1995). Although Coles (I, June 1996) cautioned that

"the notion of 'higher order reading skills' is deeply flawed...there aren't such things separate from the texts which are offered".

It is also important to ensure that children are offered a variety of texts which make different demands on them, including IT texts such as CD Rom.

Reading is central to the primary curriculum (Dombey, 1992). Therefore, children need to learn a metalanguage for talking about reading across a wide range of genre (Dombey, I, May 1996; Richmond, I, February 1996).

Writing (AT3)

'There is a close and vital relationship between writing and reading... By reading, they [children] learn the characteristic structures of written language; as readers, they evaluate and edit their own writing to make it clear for the intended audience; and through proof-reading, they correct many of the superficial mistakes' (Perera, 1984, p270).

Many of the approaches suggested for enhancing the process of learning to read will have direct reference to learning to write as well. Children need to be taught to plan their writing but care should be taken to avoid the "banal statements" such as those emanating from the 1990 Order, for example,

"that all stories have to have a good beginning, middle and end. The fact is they don't...Very often the most interesting thing in young children's stories is precisely the way in which they demolish the ending, middle or beginning" (Armstrong, I, March 1996).

Through writing metacognitive understanding can be furthered when the teacher acts as scribe or role model in order to develop accuracy, confidence and understanding in the process (Fisher, 1992). Children need to be able to write across a range 'matching style to audience and purpose' (ENC, 1990, p12). To do this they should be exposed to a range of genre - narrative; exposition; argument - and know how to use them appropriately (Littlefair, 1991) in order to avoid the low level report writing, one dimensional factual account writing, followed by a bit of "creative writing" scenario of the past (Richmond, I, February 1996).

They need time to craft a response (plan, draft, revise, proof-read and present) as well as write to a deadline. Coles (I, June 1996) was of the opinion that

"the whole notion of planning, drafting, revising, redrafting etc...has not fully taken root".

Conversely, Lynch, (I, June 1996) felt that considerable progress had been made in her LEA. However, Dombey (I, May 1996) cautioned against too much crafting, in case it became a pointless grind. Armstrong (I, March 1996) reiterated that the imagination should always be the guiding principle of any writing.

In addition, children should learn how to spell using letter families and 'Look Cover Write Check' procedures for irregular words (Mudd, 1994; Smith, 1994). They need to appreciate that handwriting and presentation skills are essential to ensure that a written message is fully understood (Smith, 1994) and that word processing is a valuable resource in terms of both drafting and presentation (NCET, 1994). On the positive side, Perera (I, March 1996) was convinced that children's ability to punctuate had improved since the English National Curriculum (1990) was introduced.

Summary

Children learn English most effectively when they acquire metacognitive awareness of each language mode - speaking, listening, reading and writing. Teachers' own understanding of metacognition is important as they need to understand the difference between standard English and Received Pronunciation, or accent and dialect, in order to help children to learn about this (Coles, I, June 1996; Cox, I, March 1996). Teachers need to be able to metatalk: a language with which to talk about English, so that pupils may learn it, too.

Children should learn about how they learn as well as learning appropriate subject knowledge. This can be achieved during English lessons or through other curriculum subjects, as English is the medium through which most learning takes place. They, themselves, should become aware of this during problem solving lessons which require them to think, collaborate, respond and formulate understanding in meaningful contexts. Learning English is both complex and dynamic so teachers need to know when to use investigation as an appropriate learning approach, but, also, to know where direct instruction is of equal importance (Sealey, 1996).

Chapter Summary

This study aims to explore how teachers think children learn most effectively at Key Stage 2, and this section has sought to set the scene for this debate. In addition, the question of subject knowledge and how this should be taught will be investigated through the perceptions of teachers' themselves.

In the next chapter the research methodology and the reasons for adopting the chosen approach will be outlined.

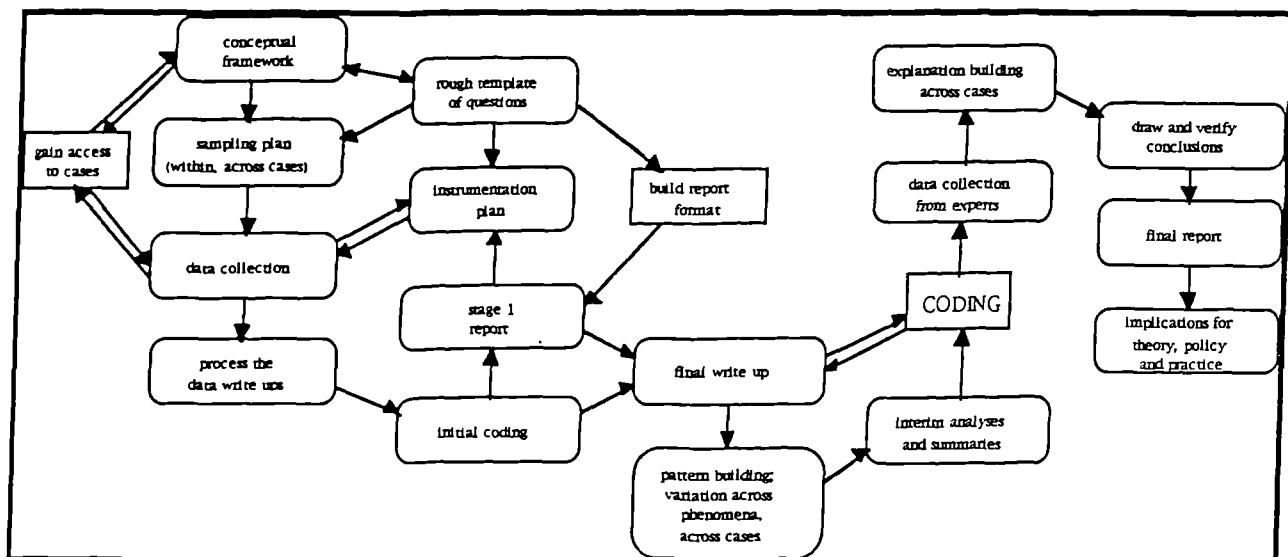
CHAPTER 4 - RESEARCH DESIGN

The aim of the study is to explore teachers' experiences of the impact of the English National Curriculum (1990) at Key Stage 2 with a view to extending understanding of the way in which primary English is taught and learnt, and the problems of implementation of statutory obligations.

To ensure that the research was bounded a conceptual frame was developed at the outset. Three research questions forming a rough template, focused attention on primary teachers':

- experience of English subject knowledge at Key Stage 2;
- views on how it should be taught;
- thinking about how pupils learn English most effectively at Key Stage 2.

Figure 1 - Conceptual Frame



METHODOLOGY/APPROACH

Rationale

The underlying model for educational research has been characterised as empirical-analytic (Popkevitze, Tabachnick and Zeichner, 1979). Located within a positivist paradigm it has attempted to establish universal laws, sought to discover the truth by using value free methods and what constituted knowledge through observation and experiment (Carr and Kemmis, 1986, p63). The effectiveness of this paradigm, with its accent on objective knowledge acquired through quantitative methodology based on experimentation and survey, was challenged from the late 1960s onwards when researchers (Glaser & Strauss 1967; Barnes, 1969; Stenhouse, 1978) began to look for a means of describing human

experience as it is lived. They saw qualitative data collection, through cases, as a means of achieving this, whereby a particular instance was investigated through as wide a range of appropriate methods as possible (Golby in Carr, 1989, p168). In other words, through a thorough 'examination of an instance in action' (Walker,1980, p33) insight may be gained about a particular event through observation, and descriptions derived from the commonsense perceptions of those who were actually involved.

The advantages of adopting such an approach are that:

- the phenomenological world of the participants is reproduced through a detailed description of events;
- a credible and accurate account of setting and action is presented;
- multi-methods are used to corroborate and validate results;
- the story is told in language that both professionals and non-professionals can understand (McKernan, 1991).

For the purpose of a study which seeks to offer a picture of the effects of the introduction of a statutory curriculum on primary English teaching, as it is experienced by teachers at Key Stage 2, the qualitative paradigm seems the most apposite. It seeks to describe the social world and explain it through the representations of appropriate participants, and it is based on the assumptions that 'individuals routinely interpret and make sense of their worlds' (Hitchcock & Hughes,1989,p28) and that analysis of their varying perceptions through data collection will provide insight into this (Sherman & Webb, 1988).

However, this approach is not without its problem. It can:

- be extremely time-consuming;
- be open to bias on the part of the researcher;
- produce vast amounts of data which makes processing and coding very difficult;
- be problematic in terms of the generalisability of findings which are often derived from a relatively small sample of cases.

And if the intention is to do more than simply document teachers' experiences by accounting for them, the problem of data analysis must be solved as:

'the analyst faced with a bank of qualitative data has very few guidelines for protection against self-delusion, let alone the presentation of unreliable and invalid conclusions to scientific or policy-making audiences' (Miles (1979) in Miles and Huberman, 1994, p2).

For this study a range of techniques were employed to address the problem of potential lack of confidence in its findings. These included:

- interpreting the research aim and providing specific research questions;
- using the literature to develop a conceptual framework in relation to the research questions;
- using the framework as a template to design interview and observation schedules;
- determining the sample and choosing cases;
- sorting and grouping data contained in field notes taken during observations, and after interviews had been transcribed, by using matrices to identify patterns and to show similarities and differences in the range of experiences of the respondents, and through refining the template accordingly;
- repeating the process during the next data gathering stage of the longitudinal study;
- through this iterative process, generating a set of general statements which represent the range of variation found in the data;
- using the literature and interviews with experts to confront the outcomes of the data analysis stage.

Therefore, in this study, ontological considerations relating to the importance of establishing what the participants experienced in connection with the implementation of the 1990 Order for English at Key Stage 2 were matched with epistemological considerations in the form of an agenda or framework. Teachers' portrayal and interpretation of events, both in terms of the teaching and learning of English and subject content itself, became the focus since, as Schwab (1969) argued, it was important to deal with 'curriculum in action', as rooted in 'real acts' and with 'real teachers'. But the provision of a framework bounded the research, keeping it both focused and manageable and making it possible to account for 'the rationality and trustworthiness' of the methods used (Miles and Huberman, 1994, p5).

Interpreting The Research Aim And Providing Specific Research Questions And Using The Literature To Develop A Conceptual Framework In Relation To The Research Questions

It was important to provide construct validity (Yin, 1994) and this was achieved by putting in place a conceptual frame and correct operational measures for the phenomenon to be studied. The conceptual frame from which a number of research questions were derived (as set out in the introduction), was used to keep the analysis on course, providing a constant reference point, thus avoiding waywardness and lack of purpose. Through the compilation of such a framework what was known by the researcher about a particular phenomenon, including those parts which were not yet well understood or were likely to require further exemplification, were revealed. Review of the literature was used to aid this process of

selection of the possible significant features to be explored. However, of equal importance was the need to be open to the possibility of gaining further insights as the research developed, as there should always be room for refinement and refocusing, as a result of on-going analysis. Therefore, it was necessary to be constantly reflexive, that is aware

'that the basis of judgment is always 'good enough' for someone's practical purpose at this moment, but always open to questions later and to the possibility of other interpretations' (Winter, in Carr, 1989,p197).

As data collection is a joint enterprise between all who are taking part, initial hunches were shared with informants in an iterative process, whilst overall impressions gained from a case were subject to the same process.

In this way data was progressively reduced in an operation which began at the design stage when certain questions were chosen in preference to others and the range of sites and personnel were selected (this is described in the section entitled 'selecting the sample' on page 60). After field work was undertaken data obtained from the many pages of observation notes and transcripts needed to be rendered manageable during a process of refocusing which, in itself, was part of the analysis. However, mindful of the danger of becoming hooked on a pet theory, data was read and re-read many times to ensure that significant factors were not being overlooked. In addition, after preliminary analysis had been undertaken, this was shared with interested parties in the form of recognised experts as

'the meanings emerging from the data have to be tested for their plausibility, their sturdiness, their "confirmability" - that is, their *validity*.' (Miles & Huberman, 1994, p11).

As a result, cross case findings met criteria of dependability, reliability and replicability.

In terms of ensuring that the operational methods employed were valid, each case drew on multiple sources of evidence. Hence, it was possible to establish a chain of evidence through multi-method design and various levels of questioning (Yin, 1994). Using methods triangulation (Harris and Bell, 1990) with three or more different information collecting techniques, in this case, interviews, observations and study of documentation, it was possible to compare one set of data with what was emerging from at least two other sources, not only to look for patterns but for variation, in order to provide as full a description of the phenomenon as possible. It was recognised that if there was over-

reliance on findings from just one method, for example that obtained from observations, or interviews, validity would be undermined. However, if several methods pointed in the same direction then confidence in the findings would be strengthened.

Using The Framework As A Template To Design Interview And Observation Schedules

Qualitative research is made valid through analysis which is undertaken as the research progresses and is not something which occurs only at the end. This can be achieved by engaging in various levels of questioning (Yin , 1994) which encourages refocusing and refinement of the data as it is analysed and to this end various semi-structured interview schedules were compiled which used the framework as their reference point, but were amended in light of changes to English teaching at a national level and as insights from on-going analysis were gained. In this research, levels of questioning operated as follows, with questions being asked:

- of a range of interviewees, using semi-structured interview schedules;
- across cases in order to offer "richness" in terms of description of the phenomenon;
- of the entire study (including those which arose from a review of the literature and from expert opinion gained from interviews);
- beyond the narrow scope of the study relating to the impact of the 1990 Order, so that conclusions could be reached about the nature of primary English teaching itself.

Levels triangulation which involved different individuals, groups or collectivities being interviewed or observed was sought through the varying roles and experiences of a range of participants, for example, those who had been teaching before ERA (1988) - pre ERA teachers, those who began teaching after ERA - post ERA teachers and English/language co-ordinators and recognised experts in the form of advisory teachers and academics.

Additionally, decisions were made about which aspects of lessons to observe, particularly when integrated forms of organisation were being used, or when there was more than one key aspect of the English curriculum being taught at the time. The decisions relied on the framework of anticipated significant features of each research question.

Determining The Sample And Choosing Cases

Multiple cases were used so variation in experiences across schools and LEAs, as well as individual teachers could be analysed. This provided reassurance that a particular case was

not wholly idiosyncratic and helped to enhance the depth, breadth and significance of explanations derived. Equally, it increased the possibility of discovering negative cases

which necessitate rethinking and refocusing, thus adding variety and depth to the description. It was necessary to bear in mind the need to reconcile the individuality of a particular case with the overall aim of exploring primary English teaching at Key Stage 2 as fully as possible, in order to establish what generic processes were involved.

Sorting And Grouping Data Contained In Field Notes Taken During Observations, And After Interviews Have Been Transcribed Using Matrices To Identify Patterns And To Show Similarities And Differences In The Range Of Experiences Of The Respondents, Refining The Template Accordingly, And Repeating The Process During The Next Data Gathering Stage Of The Longitudinal Study

Cases are particularly useful when evaluating the implementation of education policy (Hitchcock and Hughes,1989), such as in this research, with the main objective being to look

'for patterns, themes, consistencies and exceptions to the rule' (p296)

through recurring patterns and significant features in relation to the conceptual framework both during the research process and when analysis is being undertaken. Looking across cases for patterns allows for surface generalisations to be made by searching for similarities, although differences can be equally revealing (Kitwood, 1977 in Cohen and Manion,1991).

Use of matrices

However, problems can arise from qualitative research when modes of analysis are not well-formulated from the beginning. To avoid this the following considerations were borne in mind:

- how to approach data collection in a systematic way so that field notes and interview transcripts could be written up, codified and reduced effectively;
- how each case was to be reported and analysed which involved looking for within-case patterns and exceptions;
- how data was to be displayed across cases making use of matrices derived from the rough template of research questions;
- how any major themes could be related to current issues within primary English teaching at Key Stage 2 and how new constructs or theories might relate to this.

Data collection was undertaken systematically, with procedures developed which would facilitate codification in order to render the process manageable, whilst retaining the richness of what the participants had experienced. This took the form of ordering, noting key words and phrases according to a range of variables as is reported in chapter 6.

The validity of generalisations formulated was enhanced through the use of matrices and networks. These helped the researcher to explore, describe and reduce the data, fining them down from full text into matrices (which are defined by columns and rows), or networks (which operate through a chain of interlinking nodes). Both permit easy access to the phenomenon and help reveal patterns and irregularities as succinctly as possible, whilst ensuring that explanations are not just subject to the whim of the researcher. They avoid superficiality by employing more or less standard sets of variables which help to compile a theory

'that does not forcibly smooth the diversity in front of us, but rather uses it to fully develop a well-grounded set of explanations' (Miles & Huberman, 1994, p207).

Individual cases were cross-referenced with each other by the same means to increase the viability of the findings, to provide reassurance that what was derived from one setting was not wholly idiosyncratic. This allowed for the perceptions of the range respondents to be reviewed in detail, that is, the five language co-ordinators, the four pre ERA teachers; the three post ERA teachers, thus enabling deeper conclusions to be drawn. Of equal significance were those findings which refuted those in other cases as they made sure that the trap of over-generalisation was avoided. In order to facilitate this, similar forms of data display were used for each case.

The longitudinal aspect of the study

The longitudinal aspect of the study was designed to increase the source of variation in experience. For key participants, namely the language co-ordinators, it meant that two interviews were included, allowing for prospective and retrospective perceptions to be shared. Other levels of respondent were observed during stage 1 and interviewed during stage 2 (although staff changes meant that this was not possible in all cases). Once it was decided that the 1990 Order was to be replaced in September 1995, a natural stopping point was provided, as a full cycle of action had been completed (McKernan, 1991).

Through This Iterative Process, Generating A Set Of General Statements Which Represent The Range Of Variation Found In The Data And Using The Literature And Interviews With Experts To Confront The Outcomes Of The Data Analysis Stage

Throughout the process was an iterative one. As insights were gained within cases and across them these were incorporated into the next range of data collection facilitated by the longitudinal design of the study. It was possible to assess whether participants' experiences had changed significantly with the passage of time. Additionally, external validity (Yin, 1994) was established by rigorous scrutiny of the domain to which the study's findings could be generalised which involved incorporation of new insights as findings were compared with those offered in the literature and, in this study, through interviews with acknowledged experts in primary English which added even more depth to those gained merely by reading.

METHODS

Bearing in mind the ontological and epistemological assumptions which relate to this research and the rigour needed, the following methods were employed.

Selecting The Sample

A multicase approach was adopted in which five school settings were chosen - 3 primary schools and 2 middle - the latter including pupils as both Key Stages 2 and 3 with each school falling within a different education authority. During the first stage of the research the teachers were observed in their classrooms and their work discussed with them informally. In addition, during stage two each language co-ordinator was interviewed again, as were one or two class teachers from each school. These teachers were selected either because they had been teaching for a number of years prior to the Educational Reform Act (1988) (pre-ERA teachers), or since its inception (post ERA teachers). It was originally intended that there should be four cases but due to gate-keeping difficulties (see below) actually there were five. The influence of the local authority via its advisory team was one of the areas under consideration in this exploration into the effect of the English National Curriculum on the work of teachers at Key Stage 2. Three of the schools were situated in outer London boroughs and two in counties: one in a shire county in the West of England and one in the Home Counties.

Table 1 : CHARACTERISTICS OF THE SAMPLE

| School | LBH/ County | Number on roll | Key Stage (s) | Number of classes per year | Year of classes observed | Year research began |
|--------|----------------|-------------------|-------------------------|----------------------------------|--------------------------------|---------------------------|
| A | Hillingdon | 580 | 2 amalgamated 1/2 | 2 | 5 | 1990 |
| B | Surrey | 290 | 1/2/3 | 1 | 3/4 | 1992 |
| C | Hounslow | 550 | 1/2 | 2 | 6 | 1994 |
| D | Dorset | 400 | 2/3 | 4 | 6 | 1993 |
| E | Richmond | 390 | 1/2 | 2 | - | 1995 |

Gate-keeping

It soon became apparent that accessing the appropriate 'gate-keeper' - that is the person through whom one gains access to the necessary data - was of paramount importance (Ely,1991, p20). Gate-keepers offered no obstacles in three of the schools, but problems arose in the fourth. It is easy to be lured into thinking that all is well after speaking to the headteacher and the language co-ordinator - both interested and supportive - only to find that an individual class teacher is suspicious and feels threatened by being observed. This was particularly so where the non-specialist teachers concerned were unenthusiastic about the teaching of English and had time-consuming responsibilities for other subject areas within the school. In school D tension was felt with one teacher in particular. In this case, and with just this one teacher, the researcher never achieved anything other than 'outsider' status. In the end it was reluctantly decided that because she was very influential - she was the Year Leader, and it was through her that access to other class teachers was gained - not to return to this school for the second stage of the research. Therefore, another school was found to replace it, so there were five case studies undertaken in all. In the end, data collected in each case was as follows:

- school A - all instruments used;
- school B - all instruments used except for working party attendance;
- school C - all instruments used except for working party attendance;
- school D - first stage only;
- school E - second stage only.

and the stages of the research were:

Stage 1

- classroom observation and collaborative review of lesson;
- semi- structured interview with the language co-ordinator;
- study of lesson/school documentation as relevant to English at Key Stage 2.

Stage 2

- semi-structured interview with the language co-ordinator;
- semi-structured interview with a 'pre-ERA' teacher;
- semi-structured interview with a 'post- ERA' teacher;
- attendance at English working party meetings in each school;
- study of lesson/school documentation as relevant to English at Key Stage 2.

In the field

Setting an appropriate tone with the respondents was essential so that it was possible to negotiate the meaning of any inferences drawn with those involved in the action - to 'seek the truth through the portrayal of reality' (Walker, 1980, p45). Therefore, it was important to attain relationships based on mutual trust. The tendency for teachers habitually to reflect on what they do when they teach (Nias,1989) was exploited to the full. However, important as it was to work with, and value, the interpretation of the participants, it was necessary to break out of a survival cycle or the halo effect in order to

'resist the temptation to treat the research as a source of the warm glow that comes from knowing we are on the side of the angels' (Reid, 1992,p171).

Care was taken to avoid over-identification, and researcher sensitivity to this was very high throughout. Observation can be very intrusive in the lives of those who are being observed (Walker,1986) and the presence of a researcher often means that informants are anxious to be shown in their best light. However, employing other instruments besides observation to provide corroboration or negation of the effect helped to overcome this particular problem.

Observations

Qualitative research takes place in the natural environment which provides opportunities for data to be collected through observation. Hence, it is possible to witness behaviour as it occurs : to be 'a fly on the wall', during which field notes can be taken about what is happening. In this research, observations took place during lessons and sessions in which teachers planned whole school English policies. As it was impossible to capture everything, a process of refinement and selection was inevitable. In the classroom, it was useful to capture one episode in depth rather than to attempt a fragmentary view of what all the children were doing all of the time. These observations offered the opportunity to assess what the teachers did in practice, thus providing another source of evidence to cross-match with interviews, observations undertaken during curriculum working parties sessions and from reading policy documentation collected from each school.

Extensive field notes were made about any lessons observed, or about the discussion which took place at working party meetings. As soon as possible after the event these were written up. Perceptions gained were shared with the appropriate teacher during the next visit to the school (if this had not been possible at the time) in order to reduce any misunderstanding or observer bias.

During these observations, which took place over a period of time, relationships were established which were not excessively constrained by formality and which resulted in the achievement of insider status for the researcher, although at a level which avoided over-identification. All this implied a level of introspection. It was essential to develop multiple interpretations of events and to read between, below and above the lines on occasion! The aim was that data collected should be:

- 'descriptive (not judgmental);
- dispassionate (not based on suspicion and prejudice);
- discerning (forward-looking);
- diagnostic (in an attempt to lead to better action)' (Pollard and Tann, 1987 in Webb, 1990, p248).

Observations such as this can be very useful for explaining why issues raised in other aspects of the data are as they are (Anderson, 1990).

The researcher's role in the classroom

By taking the role of a non-participant observer it was possible to concentrate wholeheartedly on 'the action' and to take notes which captured the essence of this as fully as possible. In addition, it was useful to try to assess how and what the children were learning. This necessitated becoming a participant observer, through adopting a quasi-teacher role, in order to assess what children were thinking and had understood. Doing this opened up the possibility of being seen as a teacher by them and care was exercised to ensure that this did not alter the normal working ethos of the classroom.

Similarly, in the course of discussing data with the various teachers concerned, there was a danger of being seen as an expert in the field - a form of educational connoisseurship (Reid, 1978) - and being recruited for support and/or as a confidante. It is important to acknowledge that at times, the researcher will veer between an outsider and insider and that sometimes the two will occur simultaneously (Spradley, 1980). If insider status is achieved, it is essential that the level of introspection is increased rather than decreased. However, there are benefits in terms of mutual trust, as has been discussed earlier:

'You probably won't have this simultaneous insider/outsider experience all the time. On some occasions you may suddenly realize you have been acting as a full participant, without observing as an outsider. At other times you will probably find an observation post and become a more detached observer' (Spradley,1980,p57).

Interviews with teachers

Copies of the schedules for all of the interviews are available in Appendix 1. The teacher respondents were asked to peruse these before being interviewed, and to bring notes with them if they thought this might be helpful. In the event, very few found the time to do this. Those who did not were apologetic, explaining they had been too busy. Undoubtedly, those interviews which provided the richest source of data were those where some preparation had been carried out. Where teachers had not had sufficient time for this, the tape was stopped periodically to allow time for reflection.

As indicated there were two stages to the interviewing. During Stage 1, there were interviews with the language co-ordinator and teachers who had been observed at work in their classrooms: the former by means of a semi-structured interview schedule which was amended slightly in light of emerging NCC initiatives, the latter more informally, in the context of talking about the teaching that had taken place.

At the end of the research period (Stage 2), a second interview was sought about the overall impact of the 1990 Order, and here the interviewees included the same range of teachers as before, with the language co-ordinator once more being central to this. In addition views were sought with LEA advisory staff and acknowledged experts in order to deepen the pool of available evidence. The semi-structured format allowed conversation to flow in a natural and informal manner, but enabled the researcher to keep a hold on the conversation. Care was taken to make sure that all the points were covered, albeit in varying sequences. It was necessary to strive for 'psychological mobility and emotional intelligence' to ensure that this was done (Walker,1980,p56). Open-ended, neutrally-worded questions were asked so that the interviewees were not prompted to make replies they thought the researcher wanted to hear. To ensure that the conversation flowed freely, supplementary questions were available but the aim was to encourage the respondents to tell it as it was.

Each interview took place in school (or the workplace) at a time convenient to the interviewee and was tape recorded in order to provide an accurate record of the event and to release the interviewer from making notes, thus allowing a freer 'inter-view' to occur after which a full transcript was made. At this point, again, care was taken to transcribe the tape as accurately as possible, acknowledging that the rendering of spoken language into a

written form, inevitably involves the transcriber in making certain decisions about a speaker's meaning, and because features of speech for example, redundancies, tonal shifts, patterns of emphasis lack correspondence in written language.

Case reports

Case reports were written in two stages, that is, after the first stage of data collection, and once the second stage of interviews had been completed (which included data obtained from working party meetings). After each stage the story was told. A similar format was adopted for each report so that subsequent analysis was facilitated. However, the chosen mode of research allowed for, and entailed, continual refinement and refocusing, so there were some differences from one case to another. Within case initial findings were made, but these were tentative and related only to the particular case under discussion. Final reports were synthesised to provide the data for final analysis which will be presented and discussed in chapter 6.

Document study

Here it was necessary to acknowledge the constraints of expense and time. Where schools offered a copy of their school policy for English, this was gratefully accepted; where not, a copy was borrowed so that it could be studied. With regard to artefacts, whenever they were judged relevant the teachers were asked to supply copies, for example of work-sheets they had given to the children or copies of published materials they had used as a resource for themselves. Where there were written outcomes from the children for any lesson, the teachers were asked for photocopies of an ability-wise cross section of these. In addition, if something of particular interest had been identified during the course of observations, a copy of this was sought as well.

Chapter Summary

This chapter has sought to advance reasons why the particular research approach and mode of analysis were chosen. A predominantly qualitative approach was the most suitable for research which aimed to explore experience of a process of change - the implementation of the National Curriculum via the core subject of English - through the perceptions of a group of people, the teachers of Key Stage 2 children. A multicase, longitudinal design was chosen to provide optimal variation. Cases were selected to represent different LEAs and different types of school. Validity was secured through attention to various levels of questioning, awareness of the dangers of bias, and by the provision of methods triangulation to ensure that different instruments were cross-matched against one another in the process of explaining the phenomenon as fully as possible. Problems with analysis,

which can be endemic to this mode of research, were countered by use such measures as conceptual framing, networks and matrices.

CHAPTER 5 - CASES

Introduction

In this section the results of the study are reported. In each of the five cases a chain of events is described. It starts with observations followed by collaborative review of the lessons observed. Interviews with the respective language co-ordinator in each school follow. After a period of time, further interviews, undertaken with a variety of teachers - including language co-ordinators for a second time - in order to probe the range of teacher perceptions as fully as possible, are described. In addition, further data, gained from attending working party meetings (where available) and through a perusal of English documentation as supplied by each of the five participating schools are reported.

SCHOOL A

Context

School A was first visited in November 1990. At that time it was a junior school where the ethnic origin of over fifty percent of its pupils was Asian. Most of these children were members of at least the second generation of their families to live in Britain, so they spoke English competently, as well as one other, and sometimes more, home language(s). Relationships with the white minority families who made up the rest of the school population were sometimes fraught, although a high priority was given to respect for all cultures within the school. Also, because of its close proximity to Heathrow airport, the school was subject to influxes, from various war torn areas of the world, of traumatised children who often could speak no English. It was a high profile school visited by educationists from other countries, as a result of the focus afforded to the arts in particular, and its all-round achievements, in general. The head teacher was personally interested in the development of the English curriculum and had published articles on approaches to poetry writing. In 1991 the school amalgamated with the infant school which shared the same building, necessitating that the staff harmonise their policies for teaching English.

Research Participants

| Name | Position | Interviewee | Observed | Working Party Member |
|---------|-----------------------|-----------------|---------------------|----------------------|
| Sally | Language co-ordinator | Twice-1991;1995 | Twice- both in 1990 | Yes-1995 |
| Elaine* | Science co-ordinator | Once -1995 | Once-1990 | No |
| Lynne * | Class teacher | Once-1995 | No | Yes-1995 |
| Susan | Class teacher | No | No | Yes-1995 |

* Interviews which had to be repeated due to a burglary and theft of tapes.

SALLY

Introduction

Sally was the language co-ordinator of School A and a member of the senior management team. When the observations and first interview took place she had been teaching for five years (nine years by the latter stages of the research). She had joined the staff straight from college and had taught predominantly Key Stage 2 children, although, as a result of the merger, she had spent one year in Key Stage 1 teaching Year 2 pupils. She was teaching Year 5 children when interviewed and observed first, and Year 6 at the time of the second interview.

Sally was observed whilst teaching two writing lessons one relating to poetry in connection with a class topic on 'Winter', and the other inspired by the story currently being read to the class - 'The Runaways' by Ruth Thomas.

Lesson Observation 1: Winter Poetry

Sally chose to introduce this lesson through a structured discussion in which she challenged the children to use imagery as a starting point for writing poetry. She established a clear sense of audience (English in the National Curriculum 1990 (ENC) 1990, PoS, KS 2,p36, point 16) for writing these poems, and offered a framework for initial planning (ENC 1990, p37, point 18). In her introduction the children were drawn, stage by stage, into an appreciation of the power of imagery. She explained how it was like "painting a picture in words". Sally maintained control of this introduction, challenging the children to think deeply and to make considered responses to the questions she asked. She wanted to put them in touch with their senses, so at the start of the lesson she asked them to tell her what these were and drew relevant symbols on the whiteboard as they responded e.g. an eye, an ear (Appendix 2). After this they were asked to brainstorm any "winter" words which came into their minds, which were then written up on the board under the appropriate headings. The lesson continued as follows:

Sally : I want you to think of poetry - not jingles.

Not something which rhymes. Unless it does by chance - that's fine.

If you're just trying to think of words that rhyme, forget it: they won't make sense.

So pick one word out of each section - so that you can write about what you think about winter.

Do it now. Quick, quick - don't talk about it. Do your own. Five words. One from each section.

Just five words. One from each section. Add a word of your own if you like.

If you pick icicles. What else do they look like ?

Child : Teeth

Child : Mountains

Child : Small tiny glass mountains

Sally : Ice - what does it look like?

Child : Glass

Child : Transparent material

Child : Chandeliers

Child : Like daggers

After further discussion of the other words on the board the children were requested not to talk about their ideas any more, but to write them down. About fifteen minutes later they started to come up with images of their own.

For example:

Leaves falling like parachutes.

Trees that remind me of old people with crooked fingers.

Here is an example of the finished work:

'WINTER' by Stuart

The trees remind me of old people with crooked fingers,

The Christmas pudding reminds me of a giant snowball with a clump of holly on top.

You can hear the trees rustling in the wind.

The fairy lights glittering on the Christmas tree.

Winter is my favourite part of the year because people give gifts.

Collaborative Review of Lesson

Sally confirmed that a structured and developmental introduction to any writing stimulus was essential, and nowhere was this more so than with poetry. Also, she believed that multi-sensory awareness could pay dividends in terms of helping children to grow in understanding of the world around them. It gave them the opportunity to draw on their previous experiences and to match any new learning to what they already knew. Once the children had been given adequate time for discussion, she expected them to work individually in a quiet and purposeful manner. Too much noise at this juncture was counterproductive, she believed.

Lesson Observation 2 : Runaways Poetry

When introducing the idea of how it might feel to run away from home - and what might provoke the children to do this - Sally asked the children to share their thoughts with each other. Their responses included:

- if I broke something;
- my mum and dad fighting;
- mum and dad getting a divorce;
- fighting with your friends;
- if you have been told off by your mum and dad;
- if you are in trouble with the police;
- getting no birthday presents;
- my dad hitting me.

She had chosen this theme because several of the children were experiencing difficulties at home, so she hoped that they would be able to empathise with the characters in the story. Two examples of their finished poems show how far they had been able to get inside the lives of two of the characters in the book - Nathan and Julia.

Nathan

Unhappy: When someone out of my family died.

Afraid: When I am walking down the street alone.

Worried : When my brother and sister have gone missing.

Glad : Glad to get away from home.

Julia

Cold as a great big snow ball.

Unhappy as a person who has lost his hair.

Worried as someone [whose] pet is going to die.

Worn out as a London marathon man.

Collaborative Review of the Lesson

In choosing literature to share with the class, Sally was careful to select stories which made some point of contact with the children's lives. She found it difficult to keep their interest if the story was not action-packed. When they became restless, she resorted to paraphrasing sections of the text in order to keep their attention. Poetry writing such as this helped to contextualise the story for her pupils, as well as providing them with an opportunity to explore a particular writing genre.

First Interview

The importance of planning was an all-pervasive theme running alongside everything else she discussed in relation to English (ENC 1990, Non-Statutory Guidance, C1-9). Continuity and progression, highlighted in light of the National Curriculum, had helped to improve classroom practice both for her personally and for her colleagues. It had also meant that aspects of learning which had previously been avoided were now receiving appropriate consideration:

"People...weren't, as I wasn't, including enough speaking and listening. Now it's in the National Curriculum it has to be done."

She considered that English had often been conceived of in "nebulous terms" in the past, frequently being taught via other curriculum subjects, so it was useful to be given some specific aims in the form of ATs. However, it was equally important for teachers to make judgements for themselves about what children would need later on in life, and to teach in accordance with these, regardless of whether they formed part of the statutory Order or not. Nevertheless, she was broadly in favour of the English National Curriculum because "it allows for continuity on a national basis".

She had changed her teaching style directly as a result of the 1990 Order which had made her think more carefully about using speaking and listening as a vehicle for learning:

"The only speaking and listening that I was doing at the beginning of my third year of teaching was that they were listening to me! I was listening to them one to one. I didn't make much of an effort to actually organise activities where the main feature was speaking and listening."

Consequently, she now offered far more opportunities for discussion than she had in the past, and had noticed almost immediately that some children struggled with this, because they found it very difficult to retain the gist of the argument, or to cope with tasks which gave them a lot of independence. Such sessions were useful for giving insight into pupils' understanding and for revealing how they were thinking, she thought. As a result, she ensured that there was a discussion element in every topic the children undertook. It often involved a debate on an issue such as 'Save the Seals', during which the children had to take roles on different sides of an argument (see lesson notes, Appendix 3), basing their arguments on source material they had been given to read (ENC 1990, PoS, AT2, KS 2, p31, point 10). She set such work up in this way:

" We had three representatives and a chairman — like a chat show. The audience were watching and trying to note down who was talking the most, who was being rude, who interrupted, and another group were looking at the main points of the argument of each group - so the children were all active. That was very interesting as some people couldn't express themselves very well at all and they went 'yeah! but..., yeah! but...!' and other children were really fluent."

She taught open-ended writing lessons so that children's varying abilities could be catered for appropriately, introduced through a single starting point. She had been influenced by the Non-Statutory Guidance in the English National Curriculum (1990) which had offered support for differentiation. She considered it necessary to support low achievers at the start of any writing lesson in order that *they knew clearly what they had to do*. Individual attention offered to less able children did help them significantly but it was unrealistic to try to meet individual needs all of the time:

"I remember the emphasis at college was very much on that you have got to meet everyone's needs and the kind of ideal situation was to get it matched to them as much as possible; whereas now I think that teachers are being a little more realistic: having broader bands of work - differentiation in a different way."

She had extended the range of writing undertaken by the children in light of the PoS for writing (ENC 1990, Non-Statutory Guidance, B6 and 7). Formerly they were writing lots of stories for entertainment, but their repertoire now included shorter "more incisive kinds of writing which makes them think hard". Letter writing was a good style to teach, as it could be used, for example, to solve people's problems and to argue about issues.

She had been concerned about the teaching of reading from early on in her career, questioning the usefulness of hearing children read long passages without any clear notion as to whether this was beneficial, or not. She was particularly sceptical when this had little, or no effect, on record keeping which was often little more than ticks relating to the number of pages read. When she became language co-ordinator she had arranged a meeting in order to suggest to colleagues that the record system needed to be more diagnostic and formative and that it should include texts written by the children themselves.

Silent reading - currently being carried out on a daily basis in each class - was in danger of becoming too much of a routine, so a more varied format should be found, for example, a group reading task followed by a discussion (ENC 1990, PoS, AT2, KS 2,p30,point 9), so

that children's interest was kept alive; or pairs of children could read a book together out loud, sharing the actual reading between them.

Her predecessor as language co-ordinator had strongly advocated a 'real books' only approach to learning to read but quite a high proportion of the children in her class - at that time Year 3 children - could not read fluently, needing more structure and progression than this offered. Therefore, when she took over as language co-ordinator, she bought additional books with a recognised structure to them, but took pains to ensure that they offered stimulating content as well. Children needed to reflect on their reading (ENC 1990, Aspects of PoS: D1) therefore discussion times were provided when they were asked to consider why an author wrote in a particular style, to predict what might happen next in a story, to think why certain events occurred and, above all, to understand that actual people had written these stories for a variety of reasons.

One area where she still felt insecure was in the teaching of knowledge about language, which she defined as follows:

"I think children should learn about, say, a conjunction or else they will only call it a joining word - things have got to have a name. They'll need the proper terms when they go on to learn another language at secondary school...I think children need to know things that are going to be useful to them, the roots of language etc."

She admitted to having some difficulty in making this definition and, consequently, was aware that this was an area where she needed to extend her own understanding further.

Second Interview

Sally was interviewed again four years later. She believed that few of the teachers in the school had altered the way they taught that much since the National Curriculum had been introduced, other than that there were now far more group activities on offer than before. Suddenly, it was expected that everything should be taught in groups, she maintained. Initially, teachers had little idea of why this was, but eventually came to realise that it helped to foster co-operation. It was necessary to make explicit to children why group work was so important :

"Practice changed first, but it was a bit directionless. Sometimes you'd realised that children were sitting in a group but they were working on their own. They didn't really have to interact to get the task done. They were just sitting in a group and that was that."

It had been necessary to change practice relating to the use of English, and, fundamental to this was the teaching of standard English (ENC 1990, AT:1, PoS, KS 2, p25, point 10), as she considered that familiarity with this was fundamental to success in later life. She knew from personal experience how painful it could be to use an inappropriate code inadvertently. Consequently, she would encourage children to learn about speaking and listening, including standard English, in supportive contexts, for example, through dramatic role play in which they could learn that certain registers were appropriate in particular contexts, whilst others were not. It was no good simply focusing on the written form when the way that children spoke in some situations was inappropriate, and they were oblivious to this. She considered that the parents of the children in school, irrespective of their cultural background, were not really aware of what standard English was (she described them as coming from working class backgrounds), so it was essential that it was introduced.

"I think the parents probably think they do speak standard English".

However, she was equally concerned to make sure that the home languages and dialects of the children were respected (ENC 1990, AT1, PoS, KS 2, p25, point 11) and used in the classroom whenever it was appropriate.

She considered that by the end of Year 6, children should be competent and confident communicators, possessing the ability to use an appropriate register whatever the situation, both in oral and written forms. They should be able to organise their writing successfully and with ease, offering persuasive content which had "flair and imagination". A policy for drafting and editing had been in place prior to the English National Curriculum, but more attention needed to be given to formal English teaching. Children should have learnt how to "spell most words by the time they leave primary school" adopting 'LOOK, COVER, WRITE, CHECK' procedures (Peters, 1985; Mudd, 1994). They should be taught grammar but in an engaging manner, as teachers had given this too little attention in the past. She, herself, had offered more grammar teaching since the implementation of the National Curriculum:

"We haven't completely abandoned our ideals, so we've only practised grammar points if we could make them part of an activity which had an end in itself."

It was impractical to deal with all the errors made by children as they drafted their writing. Individual help was important, but there had to be more to it than this. Therefore, certain aspects should be taught to the whole class, or to specific groups of children, as

appropriate. The National Curriculum had supported her in achieving this particular set of aims, as it had accented and shown what needed to be in the forefront of teachers' minds. Equally, it had helped children to feel more confident that what they were doing was correct.

ELAINE

Introduction

Elaine had been teaching for twelve years when she was observed (seventeen when she was interviewed). She was a member of the senior management team of the school and the science co-ordinator. She had taught all ages in Key Stage 2, but in 1995, as a consequence of the merger, had started to teach in Key Stage 1.

Lesson Observation 1 : Science

In this lesson, during which children had to note the changes in an egg from a state of being raw to that of being cooked, Elaine questioned the children very carefully, and in minute detail, about what they had observed, challenging them to use precise language in response. Here is a brief extract from the observation notes by way of illustration:

Elaine : How does it feel?

Child A : Cold

Child B : Hard

Elaine : Hard like a brick?

Child B : No (making clenching movements with her hand indicating that she knew it was crushable)

Child B : I tapped it gently on the table. There was a faint, dull thudding noise. I knew it wasn't hollow.

Child A : (all the time clenching and unclenching her fist)

Elaine : So if it is not hard, is it soft?

Children : (general murmur) No

Child B : I know - it's firm on the outside

Child A : (nods in agreement)

Collaborative Review of Lesson

In any science lesson Elaine encouraged children to think deeply through the discussion of increasingly complex issues. To enable this she refused to accept generalised responses to the questions she asked. She ensured that her instructions and questioning became progressively more difficult, with the main aim being to engage pupils in prediction, speculation and hypothesis raising. However, she was aware that a balance needed to be

struck between keeping the whole class interested, whilst making high cognitive demands on individuals through a question and answer format.

Interview

After a gap of almost five years Elaine was interviewed more formally, during which she revealed that she had been made aware of the importance of offering opportunities for focused discussions before the implementation of the English National Curriculum. Accordingly, she gave discussion work a high focus in most cross-curricular lessons and had found it reassuring to see it endorsed in the statutory Order. She commented:

"It has always been a vital part of my teaching."

Equally, group work had been part of her way of working for a long time, although she often used whole class and individual approaches as well. She considered that she had not changed her practice perceptibly since the introduction of the National Curriculum which she had found very useful for planning, especially the detail offered in the PoS for AT2: Reading which, in particular, struck the right chord because it did not just concentrate on the mechanics of the process, but accented how important it was for children to enjoy reading as well.

She found it difficult to keep pace with each subject of the National Curriculum. Therefore, she had been pleased when a whole term of INSET had been devoted to aspects of English fairly recently (summer 1995), with all the staff attending, irrespective of the Key Stage they were currently teaching. She was convinced that this would help to ensure continuity and consistency of approaches throughout the school.

It was important to value the language backgrounds of the children, she believed. To show them that their cultural heritage was respected, but she was mindful that they needed to know about standard English as well.

"We have children here who are bilingual and children with different dialects. I think that it ...adds to the richness of the school and our community. That's not to say that we ignore standard English, as there are times when it is appropriate..."

She believed that by the end of Key Stage 2 pupils should be confident speakers, able to put their point of view across in public and in a variety of situations. In addition, they should be attentive listeners knowing which language form is appropriate in particular situations. She hoped pupils would enjoy reading across a wide range of texts, including poetry. Her main

aim was for them to find "sheer pleasure" from their reading. She encouraged them to question what they read - to have an inquiring, questioning mind - so as not to take everything on face value (ENC 1990, PoS, KS 2, p31, point 13). They should be able to function competently in a variety of styles when they wrote. She wanted her pupils to see writing as a useful learning tool, but, additionally, she hoped they would find pleasure in expressing their thoughts on paper. Above all, she strove to help her pupils to cope confidently in the adult world.

LYNNE

Introduction

Lynne was in her fifth year of teaching when she was interviewed. She had started in this school straight from college. To date she had taught children in Years 2 to 4. She was a member of several school working parties, including English, and was responsible for equal opportunities throughout the school. She was currently studying for a Master's degree in Education.

Interview

Lynne had only taught since the English National Curriculum had been made statutory so she did not really know anything else. In her early days of teaching she had found the documentation reassuring as a point of reference. She had read the English National Curriculum document for Key Stages 1 and 2 quite thoroughly and found the PoS very useful for planning, with the Non-Statutory Guidance helpful for policy writing. She was pleased with the equal weighting accorded to 'Speaking and Listening', as the ability to express oneself clearly was very important. Attendance at an LEA course in connection with planning had convinced her that it was difficult to create discrete blocks of English teaching, as so much of it was continuous. However, it had helped to cement her understanding of the English National Curriculum:

"I certainly felt, just after the course, very familiar with PoS because you're going through them in such detail."

She was in favour of the approach to language study adopted in the 1990 Order, as it raised teachers' awareness of the importance of standard English. However, in this school it was particularly important to value the contribution made by bilingual children whose needs were only superficially covered in the Order. Having said that, children were interested in standard English, they enjoyed discovering the origin of words, so it was all a matter of emphasis and it probably would not hurt to pay a little more attention to it in the future. She

dealt with bilingualism and dialect issues in a practical manner - via poets like John Agard (Caribbean), or via television programmes like 'Geordie Racer'.

She hoped that by the end of Key Stage 2 children would be able to make themselves understood whenever they spoke and that they would be literate. She wanted them to read for pleasure and for information, to be confident enough to challenge the text (ENC 1990, AT2, level 5b,p9), and to recognise the attributes of a good writer (ENC 1990, AT3, level 5e, p13). It was important to be able to write well, as so much work in school was dependent upon this, so she hoped children would become confident writers possessing a fluent hand and the ability to express themselves clearly (ENC 1990, AT3, level 5b). By the end of their schooling pupils should have a wide knowledge of a range of literature and, most importantly, have acquired a love of reading:

"I'd like them, over the years they've been at school, to be familiar with certain works. To be able to reflect on that, and to be able to use language in their adult lives."

Lynne believed that, in general, the 1990 Order had helped her to achieve her aims for her pupils with the exception of the needs of bilingual pupils. The level of detail within it was helpful to parents and children, as well as to teachers. It meant that everyone knew what they should be aiming for. However, she was concerned that it was preventing her from being innovative. In some ways, it was too prescriptive, providing a straitjacket for the kind of teacher who had flair and imagination which she hoped she was. It threatened to stamp out creativity.

Working Party Meetings

The opportunity was given to attend a one day training session at the school, which was devoted solely to policy writing. Various teams were working on a range of policy documents throughout the day. The language group was led by Sally. Two other members of the team - Lynne and Susan - contributed at various times.

Speaking and Listening Policy Writing Session

Sally and Lynne, after some deliberation, decided that the general aim for this policy would be to encourage speaking and listening. A lengthy debate ensued concerning the objectives which would best promote the realisation of this aim, both at Key Stages 1 and 2. This list of objectives was sub-divided as follows:

Table 2 : Objectives for the Speaking and Listening Policy

| KNOWLEDGE | SKILLS | OPPORTUNITIES |
|----------------------|--|----------------------------|
| Accents and dialects | Functioning as a speaker as part of a group | Constructive criticism |
| | Conventions of speaking/appropriacy of language | Negotiating and compromise |
| | Adapting to an audience | Rhetorical questions |
| | Need for personal space | |
| | Recognising the need to be precise | |
| | Speaking clearly, slowly, with expression and emphasis | |

Spelling Policy Writing Session

Sally, now working with Susan, was concerned about the lack of clarity offered for the teaching of Spelling: AT4. After becoming language co-ordinator a new policy on spelling had been drafted in order to provide the detail which was lacking in the statutory Order, but this had met with certain amount of opposition from some long-serving members of staff, so in line with the 'softly, softly' approach it had been necessary to adopt at the time of the amalgamation, she had let the matter rest, but felt it was now time to move her colleagues along.

After deciding on three main aims for this policy - which included the acquisition by each child of a bank of words which could be spelt correctly, the skills necessary for dictionary and thesaurus usage; and the fostering of an interest in the origin of words, objectives were identified under two headings, as follows:

Table 3: Objectives For The Spelling Policy

| KNOWLEDGE | SKILLS |
|--|---|
| To know the alphabet and names of letters | To understand that dictionaries are an integral part of writing |
| To be aware of word families and use this knowledge in their own writing | To be able to use a word bank/dictionary |
| To have knowledge of word structure | To be competent in using a thesaurus |
| To know the terms associated with spelling | To extend their written vocabulary |
| To have an awareness of the roots and origins of a variety of words | |
| To have an increasing awareness of letter-sound relationships | |
| To recognise misspelled words | |

Finally, Sally and Susan decided to recommend to their colleagues that the 'LOOK, COVER, WRITE, CHECK' strategy for the learning of a new spelling be re-endorsed.

Study Of The Documentation

Very little documentation was available for perusal when the school was visited first. Sally had not been in post as language co-ordinator for very long, and, was currently thinking about revising the existing school policy. However, her main aim was to bring about changes in practice, and the writing of policy statements would be a natural corollary to this. All that was available was a paper entitled 'Language Work: Guidelines For Classroom Practice' which had been used in the junior school prior to merger.

Reading

Points of interest in this part of the policy were that:

- the teacher should share each child's reading once a week;
- each class should have a daily period of quiet reading;
- parents should be involved in the process via 'paired reading';
- under 'higher order' reading it was advised that duplicated sheets were available to aid skimming and scanning, and prediction work.

Writing

Significant amounts of children's written work should be drafted and be derived from their actual experiences. It was stated:

'We expect children to meet a wide range of literary forms in every year (see Cox and other sources)'

Other drafts were made available during subsequent visits to the school. After the working party day attended earlier, a decision had been made to discontinue policy writing for the present. Sally believed that teachers were more likely to attend to the issues involved in English teaching if these were offered to them in the form of schemes of work. She thought that practice would be effected most if guidance was given at a very practical level, as teachers wanted concrete ideas to use in the classroom, and this was a much more powerful agent for change than the issuing of a policy document which might moulder on the shelf.

The following draft policies were scrutinised which had been compiled by Sally with the assistance of the English working party.

Writing

This draft was dated October 1992. Its main aim was as follows:

'We aim to produce confident, competent writers of English who have experienced/mastered writing in a variety of forms, are aware of the demands that purpose and audience make on the writer and are able to meet those demands with full regard given to the presentation, accurate *spelling and use of grammar*.'

The forms of writing which *children should be encouraged to use* were set out. For Key Stage 2 (although the ages were divided up differently - see below) these were as follows:

Table 4 : Forms of Writing

| YEAR | CHRONOLOGICAL | NON CHRONOLOGICAL |
|------|--|---|
| 2-3 | Group stories; individual stories; description; plays; letters; cartoons | acrostics; alliteration; word pictures; labels; lists; cards; messages |
| 4-6 | newspaper; guide books; note taking; precise specifications | crosswords; directions; surveys; forms; plans; non rhyming poems; reports |

Teachers were reminded that a wide range of real reasons for writing should be found to motivate children appropriately, ranging from personal reflection to conveying information. This would be most effective where suitable, and varying, audiences were found for the writing.

A section on 'Knowledge about Language' showed that the home languages of the children were valued. Pupils should be encouraged to reflect on their writing through individual conferencing with the teacher, when points relating to style should be addressed. Drafting was considered to be integral to this, and children should be encouraged to share their writing with their peers as well as their teacher. 'LOOK, [SAY], COVER WRITE, CHECK' was confirmed as the approach to learning to spell. At Key Stage 2 children should continue to learn phonic blends and word families. They should compile personal lists of words which they needed to learn to spell. These should be taught and tested at home. Each piece of writing should be assessed against National Curriculum attainment targets.

Handwriting

From 1993 onwards all children were required to learn to write using a cursive script. A rationale for this change in policy was offered, in that it would no longer be necessary for children to "unlearn print" before proceeding to a joined-up style. Letters should be taught in groups which depended on similar hand movements, and the relationship of handwriting to correct spelling should be exploited to the full. Teachers' own handwriting should provide good role models for the pupils.

Reading

The most up-to-date draft of this policy document was dated September 1994. The main aim was set out in the introduction:

'We believe that children learn to read through guided interaction with the written word and through developing the skills that underlie the reading process. In practice this means giving children access to all forms of writing and offering activities which enhance their ability to read, utilise and appreciate them.'

This was followed by four general aims:

- to facilitate high standards of reading;
- to foster the development of enthusiastic independent readers who are confident reading a wide variety of written material;
- to develop skills of literary criticism and referencing;
- to teach children to value writing from a wide range of cultures and languages, through dual texts and translations.

Next came a section devoted to classroom practice/organisation. In this, practical matters were dealt with, for example, there should be attractively presented book corners in each

classroom containing a range of up-to-date reading material. This stock should be swapped termly in Key Stage 2 classes and should be kept in good repair. Children should choose what they read for themselves (ENC 1990, PoS, KS 2, point 10, p30), so would need time to browse (ENC 1990, Non-Statutory Guidance, B5). They would need help in understanding how to make wise choices to ensure that the books were within their reading ability range. In Key Stage 2 time should be allocated for individual silent reading (ENC 1990, AT2, level 3b, p8), group reading and paired reading: across a wide range of genre. Each child should have the opportunity to share his/her reading with the teacher and other adults. Other activities which support reading should be offered on a daily basis. Each class would be timetabled to visit the reference library once a fortnight, and the children would need help in acquiring skills to enable them to make the most of these sessions.

Pupils should be encouraged to take books home and their parents invited to comment on their reading of these. The organisation necessary to ensure the smooth-running of this part of the policy was clearly set out. Home-school links were seen as essential to the successful acquisition of reading, so parents would be invited to discuss their child's progress with the teacher on a regular basis (ENC 1990, Non-Statutory Guidance, E3). Approaches to reading would provide the focus for parent/teacher meetings in Year 3 and 5.

As part of 'Assessment and Record Keeping' children should be encouraged to reflect on what they have read. These reflections should be noted down in a specially designated book. Each child would be *expected to comment on his/her* reading progress in a personal statement made each year. The teacher should record the child's progress on an approved record form and this should be included in his/her reading profile. A summary of the parents' assessment of reading progress should also be included in this profile. National Curriculum assessment materials would be used with both Year 5 and 6 classes. A commitment to 'equality of opportunity' was firmly indicated. It was important that children read books which were relevant to their way of life. Hence,

'every effort will continue to be made to ensure that books reflect a wide range of cultural backgrounds.'

Stereotypes would be challenged which related to gender, culture or disability. Finally, staff were reminded of their roles and responsibilities in terms of monitoring this policy.

SCHOOL B

CONTEXT

School B, situated in one of the Home Counties, bordering on three London boroughs, was not far from a commuter line into Waterloo. The catchment area was a mixture of owner-occupied houses and a post-war council estate. It was a combined first and middle school (5-12), with one form entry. The head teacher, who had previously taught in a multicultural outer London borough, had only been at the school for one year when the research got underway.

The school was visited for the first time in 1992 when Sarah and Rita were observed teaching. However, it was not possible to return for a second time until January 1996, owing to the serious illness of Sarah's daughter. Sarah and Rita agreed to take part once again, and, in addition, Amy, a teacher who had only been teaching since September 1995 agreed to be interviewed.

Research Participants

| Name | Position | Interviewee | Observed |
|-------|-----------------------|-----------------|------------|
| Sarah | Language co-ordinator | Twice-1992;1996 | Twice-1992 |
| Rita | Class teacher | Once -1996 | Once-1992 |
| Amy | Class teacher | Once-1996 | No |

No English working party meetings were being held whilst the research was taking place.

SARAH

Introduction

Sarah had been teaching for 18 years in 1992 and had been teaching in Key Stage 2 for all of that time. She was teaching Year 3 when observed. However, by the second visit to the school she was responsible for a Year 2 class. The intention had been to interview her, and the other teachers, before September 1995 when the New Order became statutory. She was absent from school for most of the academic year 1994/1995, not returning to school until September 1995. By the spring of 1996 she had had a term to settle back into school. In addition to being the language co-ordinator at this time, she also led the Key Stage 1 team.

Lesson Observation 1 : Poetry

The children had drafted poems on the theme of 'Happiness is'. She reminded them that they were going to make up a composite class poem (Appendix 4) comprising the best lines from each of their poems. These would be word processed by each child, in turn, on the class computer. She had looked at each of the drafts and marked errors with a red pen. These were given back individually at the start of the lesson, taking about ten minutes in all, and then Sarah continued in the following manner.

Sarah : K - You continue with yours.

H - You can put more effort into yours

A - Go to the computer

D - Have you finished?

Z - That's quite promising. Do you need to do any more?

Child Z - No

Sarah: Then you can go to the computer

Once she had approved each draft she asked the children to copy out their poem and to colour a border around it. This was to be their handwriting practice, so they would need to "take time and patience" to do it properly. Sarah responded individually to requests for spellings, giving the children an oral response, which was sometimes forgotten before they got back to their seats.

Here are two examples of the finished work.

'HAPPINESS IS' by Danielle

Happiness is when my cockatiel is on me

Happiness is when I go swimming

Happiness is when I went to Tunisia

Happiness is when I play

Happiness is when I work

'HAPPINESS IS' by Zach

Happiness is when we won
a game of football 4-2.

Happiness is when my brother
buys me a love[ly] ice cream.

Happiness is when I play
with my friends.

Happiness is when I go to

the pub with my mum.

Happiness is when I play
with my dog.

Happiness is when I go with
my mum and dad.

Happiness is when my mum
bought me a bat and ball.

Collaborative Reflection of Lesson

Sarah demanded high levels of presentation from her children who were just beginning to become familiar with word processing. She was very concerned that they should get their work right, so she took time in giving them unknown spellings. She explained that it was necessary to give a great deal of positive encouragement to these children, as they could so easily wander off course.

Lesson Observation 2 : Visit To Tesco

Sarah chose to keep a tight rein on class discussion, invoked by a visit to a nearby Tesco store. All 22 children were brought to the front of the room to stand (or sit) around her. They were asked to observe the changes that had occurred in various fruits which they had brought back from a visit to the supermarket the week before. This session was controlled by a series of teacher raised questions, followed by responses from individual children. The discussion started with the children being invited to describe the changes which had taken place:

Sarah: Yes, This banana [so ripe that it was black] - what colour was it before?

Child A : Green

Child B : So are tomatoes

Sarah : Any others?

Children : Strawberries - blackberries

Sarah : Why are they green before they are ripe?

Child B: The outside needs to be hard to protect them

Child B : Every time they come off the tree they become the same colour.

Once this initial session was over, the children were given a worksheet on which to record their findings (Appendix 5). 9 children were chosen to continue working with Sarah, whilst the others were sent back to their places to fill in the sections on the sheet. Those remaining continued with the same question and answer format as before. This time she wanted them to understand what making a cross-section meant and to appreciate how this

related to mathematical language such as half, semi-circle, divide. It was undertaken in this manner.

Sarah: Right - who can remember the word for when you cut something in half?

Child A: Cross-section

Sarah: Good

Child A: Look at that pattern, Miss [fascinated by the star shape in the middle of a cross section of an apple]

Child B: I put an apple in the freezer last night and it was hard in the morning

Sarah: Let me know what happens when you take it out ...when you...what's the word? [No response] ... defrost it?

Collaborative Review of Lesson

Sarah needed to be very positive with these children, she said. Therefore, she went to a great deal of trouble to try to motivate them appropriately, using class teaching as a means of keeping them on task. The children were not used to working collaboratively although she did offer this way of working from time to time.

First Interview

Sarah had to change her teaching the most with regard to speaking and listening, since the statutory Order was implemented. For the first half of her career she had worked hard to create quiet classrooms; but, had found this difficult to achieve,

"because I talk too much myself and get really bored if the children are really quiet!"

But now she dealt with it mostly in a cross curricular way, although she held special news times every Monday morning during which the children were encouraged to talk to the person next to them. This was, almost always, used as a prelude to pupils writing down what they had discussed. She worked hard to establish that every child's news was of worth, so she encouraged pupils to share significant events with the whole class whenever possible. In addition, sometimes older children would prepare talks for Key Stage 1 pupils. This was very popular; and in connection with a topic on the television her class were preparing "film strips" to be "shown" to the rest of the school in assembly (ENC 1990, PoS, AT1, KS 2 to 4, p24, point 6).

She was not entirely convinced by the Vygotskian view that

"what you can do in a group today, you will be able understand on your own tomorrow",

because it did not necessarily hold true for all children. It was a question of having a mixed balanced approach to teaching, she maintained. Whenever the children were involved in discussion work, she gave some consideration to group membership. Often pupils were allowed to choose the composition of the group for themselves, but she intervened to make sure that more dominant characters were spread out evenly.

As the requirements of AT1: Speaking and Listening impacted on her more-and-more, she became increasingly convinced that confidence in oracy was essential if children were to be able to make the most of learning opportunities in other areas of the curriculum:

"Written language and reading follows on from spoken language development and I realised myself that they very often needed to verbalise what they were trying to write - and use their imaginations thoroughly - before they could get it down on paper."

It had struck her forcibly that children who were good writers were usually very competent orally as well. This awareness grew, particularly when she was working with children who were learning English as a second language [in another school]. However, there was a place for quietness in the classroom, especially when children were engaged in writing. She felt uneasy when they considered that engaging in a discussion was not work at all. She needed to address this point time-and-time again, because they were still inclined to believe that they were only working when they put pen to paper.

Sarah considered that she had met with few difficulties in implementing the writing requirements of the English National Curriculum. Children who lacked confidence with writing were encouraged to share their initial ideas with a partner. A decision to encourage emergent writing in the infant department of the school was beginning to pay dividends, as there were far fewer reluctant writers to be found when they transferred to the Junior department, that is, into her Year 3 class. The children were used to drafting and editing to some extent, but it depended on what they were writing.

Nonetheless, she would never advocate a draft approach to spelling as it could result in the children acquiring incorrect patterns, which were irreversible. She gave the children

"families and groups of spellings [to learn] every week",

and encouraged them to use their dictionaries to aid this whenever possible.

In general, she had little difficulty in adapting to the requirements for reading, although the school policy and teaching approaches to this were currently in a state of flux. From the start of the new academic year, greater attention would be given to the teaching of information retrieval skills (ENC 1990, Non Statutory Guidance, B5, KS 2). The new head teacher was very keen on this, and wanted the teaching of reading to be more structured than it had been in the past.

In planning terms, Sarah referred to the PoS quite carefully. Year group planning was not viable in this one form entry school, but, as a new departure, she was going to plan much more closely with Rita who was to have the class above her the following year.

The area of the National Curriculum with which she was least happy was assessment. She was particularly critical of the various levels contained within each profile component, as the amount of learning needed between them was variable and inconsistent. As yet, she had not been involved in SATs, other than to read what was expected at Key Stage 1, but she was adamant that 'paper and pencil' tests would reveal very little that was not already known. Children responded in different ways to tests:

"You get the child who doesn't work very hard, doesn't show what he is capable of all year round and yet you give him a test and you think, I didn't know he could be as good as that. ... Then you get the other child who actually goes to pieces. So the way children respond to tests, I think, has to be taken into consideration."

'Knowledge about Language' was still a relatively unknown concept to her, but she attempted to define it as follows:

"I don't think that I know the right thing at all here...There is a group of people that think that learning English is all about learning grammar first, and that we should be teaching creativity and originality as a follow on from that. They were quite angered, if I remember rightly, that the National Curriculum didn't include more [grammar]. Not so much in the primary stage, but certainly later on. But my own feelings about this is that it's sort of chicken-and-egg. I do think that children need the skills and they need spellings but they don't need that before anything else. They also need to realise that writing things down, is for a purpose, and getting one's thoughts and ideas on paper goes hand-in-hand with that. You know that there is no point writing something, if nobody can read it because your handwriting is so poor or your spellings are so weak : the two run side-by-side."

But, in the main, she was satisfied with the English Order:

"There were times when you think, can I justify what I am doing? Have I got the language to justify what I am doing? So to start with, the National Curriculum actually puts it down in the correct form ... It's a support for people."

It was particularly useful to teachers when they changed schools. Before ERA, when you moved you did not know what the children had encountered previously. The 1990 Order was not too prescriptive, and she believed this was directly attributable to the influence of the Cox Working Group.

Second Interview

This took place after a gap of four years. Sarah said that she had read the 1990 Order from cover to cover but was not sure whether she had retained it all. When planning she would refer to it again, as the need arose. She had turned to the ATs initially, followed by PoS and Non Statutory Guidance, as she had found the former useful for day to day planning. She was relieved, because of all the reading needed in relation to the whole National Curriculum, that English had not changed as much as some other subjects.

The school English policies had needed to be re-written when she was appointed to the school but as this had coincided with the introduction of the statutory Order (1990), it had been possible to alter them in light of this. She commented:

"I'm not saying that what was in place was totally wrong, because I think they'd been trying to change things anyway...The policies were there, but they weren't broad enough."

There was no policy for speaking and listening other than its inclusion as a general aim: namely, that children should be helped to become 'articulate and confident speakers'. By 1996 this policy had been put in place, and all the others had been revised with the exception of drama, which was currently in the process of being drafted.

Initially, Sarah suggested, teachers had been resentful about the changes required in light of ERA, particularly when they did not accept that these would necessarily be of benefit. Despite this, the majority had few worries about encouraging children to work collaboratively (ENC 1990, PoS, AT1, KS 2, point 6, p24), even when this meant they had to become less didactic. Some of them were reluctant to give up reading schemes which had worked for them in the past - even those which were not multiculturally sensitive - in order to adopt a "real books" approach. Although, by 1996, a core scheme had been re-introduced to provide progression in reading which had brought about a complete turn-of-face.

In terms of writing, Sarah had introduced the notion of writing to a particular audience, and in different styles because the previous emphasis had been on story writing. A great deal of time had previously been spent in filling in grammar exercises, so she had encouraged teachers to use children's own drafts as the basis for developing their grammatical knowledge (ENC 1990, AT2, level 3(e), p12). However, after a year or two of this, as part of a review of English, the teachers had concluded that certain aspects of punctuation and grammar needed more explicit reinforcement, so additional resources had been purchased. In line with the recommendations in the 1990 Order, joined up handwriting was introduced at Key Stage 1 (ENC 1990, AT5, level 3(a), p18), and a scheme had been bought to support this, which had met with disapproval from some of the staff.

Sarah had attended a course in the late 1980s entitled 'Communication within Education' and found it reassuring that the stance taken there coincided with her own view of how English should be taught. However, since then she had become more formal in her teaching, introducing more work on punctuation (ENC 1990, AT3, level 4(a), p13) and giving the children common letter patterns to learn (ENC 1990, AT4, level 3(b), p17). In her role as language co-ordinator she had attended several courses run by the local authority which had been aimed, very specifically, at disseminating information about English teaching at Key Stage 1 and 2, and these had been useful. Above all it had left her believing that it was inappropriate to make judgements about how children speak, because it was very important for them to belong to their own particular group, shared speech patterns being crucial for bonding:

"At the time I remember thinking that we shouldn't correct them, we shouldn't change them: and if that's how they want to speak they should."

Further reflection on this, engendered by discussion surrounding AT 1, had brought about a change of mind. Children need access to a range of speech, or without this they will be seriously disadvantaged in later life. However, she still did not think that it was up to her to correct their speech when they were talking informally. Drama, through role play, was a useful means of increasing children's understanding of which form of language to use in a particular situation (ENC 1990, Non Statutory Guidance, D11, 3.5). It was important to respect accent and dialect, but children needed to be able to speak standard English as well. She was relieved that it was to be introduced sensitively in the 1995 Order. Bilingual pupils were very few in this school, so their needs were not very pressing.

She hoped that when pupils left statutory schooling they would be able to read and write coherently, and would do so readily and with enjoyment. She wanted them to experience a wide range of texts, for example, Shakespeare, as well as what was currently popular. She hoped that they would also come to appreciate poetry. They should be able to express themselves confidently, both orally and on paper. If they could not spell a word correctly, they should know how to make use of spell-check facilities and how to use a dictionary (ENC 1990, PoS, KS 2, point 18, p37). They should have some understanding of how English, in its written form, has evolved, and be able to draft as a matter of course. Also, children should be confident when speaking to adults, knowing how to negotiate and discuss issues appropriately.

RITA

Introduction

Rita had been teaching for 33 years and 27 of these had been in School B. When she had first joined the staff it had been a secondary school. Throughout her career she had taught children from the ages of 6 to 12. She was currently teaching Year 4. In the past she had held posts of responsibility for school journeys and the library, currently she was Information Technology co-ordinator.

Lesson Observation 1 : Machines Poetry

During this lesson Rita wanted her class to write poetry. They were to compose acrostics which related to their current science/technology topic on machines. The blackboard had been very carefully prepared, with one side used for the day's

activities, whilst the other was ruled ready so that points from the initial discussion could be recorded.

First Rita asked the children if they had spotted the word 'acrostic' in the list of the activities they were to do that day. She asked them if they knew what the word meant, reminding them that they had met it before. A child responded:

"You write the letters down the edge - then write a sentence which begins with each letter."

Rita said that they were going to use what they had learned in science to help them compose the acrostic (ENC 1990, PoS, AT3, KS 2, p37, point 18). The children were asked to spell the word 'machines', which they did after putting up their hands, whilst she chose individuals to contribute. As they offered the various letters she wrote them on the blackboard, vertically.

She wrote each letter carefully, giving the children a good model for letter formation (ENC 1990, Non Statutory Guidance, B9, 3.9). The only mistake that the pupils made in this joint spelling exercise was that they left off the final 's', but this was soon rectified with further help. The children were told that she was not going to accept just any word in their acrostic, adding that what they wrote must relate to machines. Then they were invited to suggest words which might be suitable for each letter in turn. In a closely controlled build-up to the requirements of the lesson, which took approximately 25 minutes, the children were encouraged to think about the theme and to share ideas as a whole class. The vast majority of them were well-motivated and co-operative, although a minority made random guesses of any word that started with the appropriate letter. The discussion continued, with the children responding in the main with appropriate one-word choices. They were told they must have reasons for their choice, but were only asked for these if the answer was wrong.

At the conclusion of the introductory session, Rita read out the poem that the class had composed together:

'MACHINES'
Make life easier
Are made of metal
Computers
Harley Davidson

Iron Man
Need repairing
Even
Skodas doesn't work

Once this was done, she produced an acrostic which she had prepared on a sheet of card the night before.

'MOBILES'
Move so gently
On very light
Breezes
Imagine
Levers so balanced
Everything
Stirs

The children were fascinated by this and she shared with them strategies she had used when she had difficulty in finding a word, including looking in a dictionary for inspiration. They were then asked to work in pairs to compose their own acrostics:

"You can do the same words or talk about it and end up with your own, which might be slightly different. One piece of paper for rough ideas and another for doing it nicely."

The children proceeded to organise themselves to get started. 16 decided to work in pairs, the remaining 8 choosing to write individually. After about ten minutes of writing time, in order to urge them on, Rita said:

"Words can be fun. They are fun to play with."

Collaborative Review of Lesson

Rita said that these children needed to be motivated very carefully, as many of them found writing difficult. This was why she had modelled writing an acrostic first. As handwriting was one of her strengths she strove hard to provide the children with good examples of this whenever she could. Throughout this lesson she had dealt with the less successful suggestions put forward by particular children as sensitively as possible, as they become despondent so easily.

Interview

Rita was interviewed again after an interval of four years. At the start of the National Curriculum, she had attempted to read the early documents through assiduously. However, once the flow of documents became a torrent, this had no longer been possible:

"Thereafter I tended to flick through, pulling out bits that I thought might be relevant, or I just stuck the document in my folder."

However, as a direct result of the English National Curriculum she had introduced more opportunities for discussion during which the children had to listen and respond to one another, (ENC 1990, AT1, level 3(c), 4(c), p4) and not just to the teacher, as had been the case in the past. Prior to this she had not offered much speaking and listening:

"I spent a lot of time on grammar, spelling and reading...but not much on speaking and listening."

Before 1990 she had taught mostly whole class lessons, but subsequent to its implementation, she had introduced more collaborative strategies than before. Also, she spent more time in giving individual tuition than in the past. She thought that the existing school policy was broadly in line with what was required in the English National Curriculum, although she could not remember whether this had made explicit reference to speaking and listening.

She considered standard English to be important. A standard should be provided, but it was de-motivating to comment upon everything children said incorrectly. Care should be taken not to move pupils away from their "home language" too rapidly. The emphasis on standard English had been about right in the 1990 Order but

"I'm not sure the people who have written the more recent ones have been in classrooms with actual children".

Some children were more advantaged than others, because the language spoken in their homes was much nearer the standard English form. Therefore, children should not all be treated as though they were the same. Their individual starting points needed to be taken into consideration. There was some support, given by the local authority, for bilingual speakers in the school, but it was not a matter of major concern, as there were so few children in who came into this category.

She was critical of the levels of attainment for handwriting in the 1990 Order because it jumped far too quickly from children being able to make any kind of written mark, to their forming letters correctly, to a cursive style (ENC 1990, AT:5, p18).

By the end of Key Stage 2 she hoped that pupils would be able to communicate their ideas and thoughts clearly, both in writing and verbally. They should be able to respond to one another appropriately during discussions. Their writing should be logical in terms of the message, as well as legible. More able pupils should be able to use speech marks (ENC 1990, PoS, KS 2, point 18, p27) and semi-colons correctly (a Key Stage 2 requirement, p40): all children should know the function of a full stop and capital letter (ENC 1990, AT3, level 4, p12). They should read for meaning and for fun - across a range of books - and they should know how to undertake research.

She did not attribute the fulfilment of these aims to the influence of the English National Curriculum (1990), as she had been working to achieve them for a long time prior to this. However, she did regret its loss as it provided an appropriate progression in most of the ATs (with the exception of handwriting). In conclusion, she stated:

"I think English was one of the best ones actually. That gave some guidelines and you could see the progression."

AMY

Introduction

Amy had been teaching for only one and a half terms. She had been a special entrant onto a four year B.Ed honours degree after spending twelve years in the Civil Service. Her main interest was in drama and this was where most of her responses to the questions were centred. The education component of her degree, which took place during the last two years, had been related almost entirely to the 'New Order' (1995).

Interview

English policies which she had perused during her training were rather "vague and woolly" (she was at pains to point out that this comment was not directed specifically at her own school documentation). The 'New Order' was more informative than the existing school policy (a new version of which was to be made available shortly [see 'Study of the Documentation']). Currently, she was working with a group of colleagues on an English

scheme of work, but was finding this very difficult because so much of teaching was cross curricular.

She was convinced that it was important for children to be able to write using standard English, as, eventually

"you need to be able to write to your bank manager...to know the audience you are writing for and the appropriate language to use".

However, the same emphasis should not be given to standard English in its spoken form. Accent and dialect were part of cultural diversity and, as such, "part of the richness of this country". Nevertheless, this posed a dilemma because an over-acceptance of dialect or colloquial forms in speech might result in children being unaware that their choice of written language was inappropriate. Drama had an important role to play in teaching them to understand register, she thought.

Knowledge about language had been given a high focus during her college course. It was important to teach children certain aspects of grammar, such as the use of the apostrophe (ENC 1990, PoS, KS 2, point 18, p37), and not just to assume that they would simply pick these up.

By the end of their statutory schooling, children should be able to write grammatically and legibly using consistent spelling, have an understanding of basic grammar; value accent and dialect and local variations in speech; and be keen and fluent readers. Most of these aspects of English teaching should be covered by the end of Key Stage 2. After this, it was simply a matter of consolidation.

Study Of The Documentation

Copies of the school 'English Policy Statement' and 'Reading Policy Statement' were made available after the visits to the school had ended.

English Policy

English was seen as crucial in 'concept building' and as a means of communication. The cross-curricular nature of English was recognised but, in addition, it was established as an important subject in its own right.

Under a heading entitled 'Key Concepts : Range And Skills' speaking and listening was mentioned as the means by which children learn to express themselves effectively and

appropriately in a range of situations from the imaginary to the explanatory. The ability to listen carefully was an essential part of critical discrimination. Also, drama had a vital part to play, as through it, sensitive issues such as standard English could be carefully introduced. Reading should be approached through a wide range of literature which should include information texts and be representative of a wide range of cultures. Children should be encouraged to express themselves confidently in the written form, whilst giving due attention to the accuracy of their spellings. They should be encouraged to check these in their own spelling books, in dictionaries, or by using computer spell-checks. By the time they had reached Key Stage 2 pupils should have acquired a wide range of vocabulary and know how to punctuate correctly.

Teachers were required to make detailed plans for their English teaching at the start of each term, which should include long, medium and short term planning. Each child would be given a reading record book in which both teachers and parents should make comments. In addition, reassurance was given that National Curriculum assessments would be carried out properly.

Reading Policy

An attempt was made at the outset to describe what reading was:

'Reading is the recognition, interpretation and understanding of written symbols'.
(Unattributed)

The importance of being able to read, with its central role in learning across the curriculum, was highlighted. It was hoped that children would find reading both useful and enjoyable. Two main approaches to the teaching of reading were used:

- phonics (through a structured reading scheme);
- a paired/shared reading programme (involving parental support).

This should be supported by a wide range of reading material including children's self-written books. In addition, it had been decided to teach spelling patterns in Key Stage Two. Each department (Infant and Junior) had its own library. Problems with reading development were diagnosed in the reception class and again at the end of Year 3. Finally, it was stated:

'We recognise that there is no fixed route to reading and mixed approaches are adapted as appropriate. We try to discourage the view that reading is a solely linear

process, as a child may not always move progressively through a series of books, but may have her/his achievement extended with other supplementary or extension materials.'

In conclusion, high status should be accorded to reading which has both educational and leisure time functions and this needed to be recognised in 'today's "video-dominated" society'.

SCHOOL C

Context

School C was visited for the first time in 1994. It was situated in an outer London borough, one which had not been visited previously. A large primary school with over 550 pupils on roll, it taught children from a wide range of ethnic backgrounds with almost 50% of its pupils being of Asian origin, most of whom were born in this country. Close proximity to Heathrow Airport meant that children who had recently arrived from other countries were frequently enrolled, for example, from the former Yugoslavia and Hong Kong.

Lucy, the language co-ordinator, agreed to be interviewed and the Year 6 teachers to be observed. There were two classes in this year group, one taught by the year leader, Lydia, whilst the other was a *job share* with one teacher, Alice, teaching it from Monday to Wednesday lunch time, and another, Pauline, taking over for the rest of the week. Topical at the time of the first visits was the Revised Order (1993) and the proposals for a new curriculum (May, 1994). For the second stage Lucy agreed to be interviewed again, in addition to Pauline and Melissa, in her fourth year of teaching.

Research Participants

| Name | Position | Interviewee | Observed |
|-----------|-----------------------|------------------|--------------|
| Lucy * | Language co-ordinator | Twice- 1994;1995 | No |
| Lydia | Year Group leader | No | Twice - 1994 |
| Alice | Class teacher | No | Once - 1994 |
| Pauline | Class teacher | Once - 1995 | Once - 1994 |
| Melissa * | Class teacher | Yes - 1995 | No |

* These interviews had to be repeated due to a burglary and theft of tapes. There were no working party meetings taking place at the appropriate time.

LUCY

Introduction

Lucy, who had been teaching for more than twenty two years, was currently covering a maternity leave in the nursery. She had taught most ages in the primary sector, but was especially interested in Key Stage 1, where she was the early years co-ordinator. Since 1988 (and the introduction of ERA) her experience at Key Stage 2 had been confined to two years with a mixed Year 2/3 class. In addition to being language and early years co-

ordinator, she was also responsible for assessment and planning throughout the school, and this coloured much of what she had to say about the teaching of English.

First Interview

Lucy questioned whether there was any evidence to confirm that standards had fallen in recent times, but was not complacent about this, affirming that teachers strove constantly to improve their teaching. She was fearful that teaching - particularly at Key Stage 2 - was becoming more formal in the wake of the 1990 Order:

"I think to be honest, perhaps at Key Stage 2, it has made some teachers more didactic because they are frightened that they are not covering what is written down...They have reverted back to the way they were taught, and thought, 'Ah! this is the way forward!' I mean, I've heard people talk about 'parsing' which is something I haven't heard since I was at school!"

She was afraid that in terms of writing some of them were confusing new terminology with old:

"The problem... is that some people still think that the rough copy is the draft and haven't gone that one stage further on, to actually find out, with everything else we have to do, exactly what we are doing when we are drafting."

Despite these concerns, the English National Curriculum had made a positive contribution on the whole, as it had made teachers more aware of what they were doing. It had substantiated her views on the teaching of English and given her the confidence to ask her colleagues to teach accordingly. She encouraged them to use it in a positive way, and not let it become over-whelming:

"Don't look at it and think, I can't do that so I won't have anything to do with it. Look at it and say, I'm already doing that and I am doing that : surely two out of three isn't bad?"

She had found it impossible to write a scheme of work for English, partly because of its all-pervasive nature, but also because teachers had planned mostly to the "ATs rather than by referring to PoS". This was because they gained reassurance from concentrating on the prescriptive ATs, which they thought would mean they were less likely to get anything wrong.

Lucy was concerned that the school's approach to assessing reading was too dependent on National Foundation for Educational Research tests, particularly as these bore little relevance to the ethnic backgrounds of many of the children. There were concerns from senior management and inspectors that there was no "curve of distribution" in the reading ages, but reading ages did not interest her greatly, so she was very sympathetic to teachers who were convinced that test results did not adequately reflect the ability of their pupils. However, there were problems relating to "tick-list" methods of record-keeping currently in use, as individual teachers could well have a slightly different interpretations of what might justify a tick in a particular box. As a result she wanted to spend time in the future on finding tests which could be used for diagnostic purposes.

She was worried about what was contained within the 'New Proposals' (1994). In this school, with its large multicultural intake, the heightened emphasis on standard English was a matter of considerable concern. Disillusionment had set in when the high profile given to bilingualism in the Swann Report (1985) had largely been ignored in the English National Curriculum. The vast majority of the Asian children in this school were at least second generation British and spoke two (or more) languages fluently. Asian parents were very grateful when a member of staff could speak to them in their first language, particularly over a contentious issue, for example, a disciplinary matter. However:

"when it comes to encouraging their own language in the classroom, the parents really don't want you to do it. The children are here in an English school and parents want them to speak English...That comes across from, perhaps, parents who have a lack of English themselves".

Nevertheless, she was worried about the significant number of non-English speakers who joined the school, often from strife-ridden areas the world. Current policies did little to ease their assimilation, although the LEA was as supportive as its budget would allow. Too much emphasis on standard English could damage their fragile self-esteem even further, she considered.

Second Interview

Introduction

Interviewed for a second time, after about a year, Lucy was still in post as language co-ordinator and was currently teaching a reception class.

Interview

She considered that the 1990 Order had made teachers more aware of the importance of oracy, both as a process and a product of learning. It had provided authentication for what was taking place in many classrooms. Recently, greater consideration had been given to children who found learning to read difficult, resulting in the provision of books which offered more structure. Insufficient attention was being given to collaborative writing. Teachers were unaware of the benefits which could accrue from giving children "response partners" (ENC 1990, Non-Statutory Guidance, B7). Hence, an English scheme of work was purposely being constructed so that they would have to think about collaborative techniques much more. Lucy remained convinced that the National Curriculum, in general, had resulted in teachers becoming more didactic. They wanted more prescription. A working party was currently producing schemes which, it was hoped, would provide them "with the detail they craved for". Lucy had tried to resist the clamour for a school policy for English, partly because she thought it an impossible task, as so much of the teaching was carried out through other subjects of the curriculum. Despite the recent call for schemes of work, she considered it very difficult to codify English under headings relating to the individual profile components, because, in practice, these were interrelated. They had become "bogged down" in policy writing to the detriment of INSET. Written drafts of each section of the policy had been exchanged, but, as yet, they had not been discussed at a full staff meeting.

The 1990 Order had got the balance about right in relation to the acquisition of standard English. In the 'New Order' (1995) it was much too laboured. She saw it as

"a middle class document set up by middle class thinkers for middle class children".

Nevertheless, as previous attempts to teach standard English by incidental means had largely failed, more specific input was needed so that children could equip themselves properly for life after they left school, for example, for job interviews.

By the end of Key Stage 2 she wanted her pupils to be confident, in all aspects of English particularly speaking and listening:

"I want them to be aware of how to approach people when they speak to them. I think that one of the best things about the National Curriculum is that it has raised the status of speaking and listening."

Pupils should read with enjoyment and be able to write legibly and coherently. Teachers had been well on their way to achieving these aims in reading and writing before the 1990 Order, but it had helped to change teaching in respect of speaking and listening; although, overall, it was too prescriptive. However, as it had become part of everyday usage, it was likely to influence the schemes of work currently being written to some extent, she believed.

In assessment terms, she was concerned about how to collect the "evidence" (ENC 1990, Non-Statutory Guidance, E) needed to show that children were learning properly. Teachers were not worried about meeting the requirements of the National Curriculum in terms of their teaching, but they were unsure how to record progress effectively. They took care over what they wrote about a particular child and it was hardest of all to achieve this successfully in English

"because you cannot compartmentalise it. I think that is what is wrong with the 1990 Order. It tried to compartmentalise too much. We don't teach like that, children don't mature like that, they certainly don't learn like that".

Finally, she hoped that there would be a period of stability, after all the turmoil of the past five years, because this was what everyone really needed. Everything had been on the move for far too long. Just as you thought you had sighted the goal posts, they were moved!

LYDIA

Introduction

Lydia was the year leader for the Year 6 team and also science co-ordinator for the school. She experienced some difficulties in finding planning time with her two jobshare colleagues. Her team tried to share teaching materials to ensure comparability of experience for the children, and, in order to cut down on the amount of preparation needed in the wake of the National Curriculum. During both observations her class was working in an integrated way, and English was being taught via other subjects of the curriculum.

Lesson Observation 1 : Science - Decay

In this lesson Lydia wanted the children to prepare a fair test relating to decay and asked them to discuss, either in twos or threes, how it might be achieved. After this, in a careful build up to what they would need to consider, taking about 45 minutes in all, she got the children thinking about conditions which promote decay such as the effect of air,

temperature, water and ice, salt and bacteria. For some of this time the pupils talked to each other, but for most of it they responded as a whole class. One episode relating to the effects of temperature will give the flavour of this discussion:

Child B : Extra cold freezing conditions does not help decay.

Lydia : Getting the words right is awfully important. You need to think about time. It depends how long? Is it feasible to do a long test?

Child A : Take bread which is near its off date. Put it in the freezer then it won't go off.

Lydia : We really need to choose a language for talking [about this] which we can all use.

Child C : Freezing conditions drives off germs.

Lydia : Now we've got onto germs. That is a wide description of little creatures. Shall we use germs or bacteria, including viruses?

Children : Bacteria

Lydia : Do you think bacteria help, or do not help...?

Child D : Do not help [ignored by Lydia].

Child D : Do help.

Lydia : Yes

Child A : Cold conditions stop it in its track.

Next the children were told to work in their class groups, with one group - Jets - continuing with the science task, whilst others engaged in other activities. This group immediately subdivided into single sex groups. But before any further discussion took place Lydia intervened telling them that she wanted each child to write down individually what his/her fair test was going to be; so the speaking and listening collaborative element of the lesson came to a close.

Collaborative Review of Lesson

Lydia had offered a great deal of teacher input to this lesson and had also gone to great lengths to make sure the children were listening properly. She felt constrained by the sheer amount of content which had to be put across as a result of the English National Curriculum, experiencing real tensions about getting scientific knowledge across, as opposed to allowing children to engage in the processes for themselves. One of her prime objectives for this lesson had been to ensure that they had a shared scientific language.

Lesson Observation 2 : How To Use Paragraphs - History : Ancient Egypt

Lydia was operating an integrated day. There were three activities on offer - mathematics, English and art.

ENGLISH ACTIVITY

Two groups of children, who were to do the English work, were asked to stay seated on the carpet, whilst the rest of the children were organised to do other activities. Whilst this was taking place a child was asked to give out two worksheets (see Appendix 6) which took as their theme Ancient Egypt [the class topic], but the main purpose of which was to help the children to understand how to write in paragraphs (ENC 1990, AT3, levels 4a and 5b), Lydia rejoined these "English" groups and the following discussion took place:

Lydia : Read the first sentence - Thank you. What are paragraphs?

Child A : I know but I don't know how to explain it.

Child B : When you talk about one thing. When you change what you are talking about.

Child C : Lines of writing about a particular thing.

Lydia : Which bit is the actual paragraph?

Child D : The actual writing.

Child E : A group of sentences.

Lydia : Do you want to go on? It's about a topic...

Child E : A section of writing.

Child F : A group of sentences about something.

Lydia: I think you have got the idea. Teachers like me like to say it's a group of sentences about one thing. You were a bit hazy about whether it was one or two things.

She went on to ask the children how a paragraph could be identified, and followed this with an explanation of what "indenting" meant. With her support, the children worked together to allocate the sentences on the work sheet to an appropriate paragraph. There was some confusion, particularly with the last sentence, which she decided, consequently, should be left out. At this point the children returned to their tables to complete the task individually. They had been sitting on the carpet for a total of 50 minutes (including time spent whilst other areas of work were introduced).

Collaborative Review of Lesson

Lydia spoke of difficulties in adequately explaining what needed to be done when the class was working in an integrated manner. It took such a long time, having been even more problematic when she had six activities available on any one day, as she had done in the past. She did not work in this way every day, as she tried to achieve a balance between whole class lessons, group and individual work.

Once more she felt constrained by the sheer volume of all that needed to be taught under the National Curriculum and this had been a contributing factor to the length of her introduction. Previously, she had been able to prepare work for her class on her own, as she did not have to fit in with a year plan and this had been much easier. In order to cut down on the amount of preparation which each teacher in the team had to do, they shared materials. The two paragraph sheets used for this lesson had been compiled by one of the other two teachers. As a result, Lydia had not been entirely sure what was required in terms of the linkage between the sentences in each paragraph. Hence, she had needed to tell the children to leave one out, and was aware that this had caused problems.

She was worried about lack of differentiation in this lesson as, on the basis of the discussion on the carpet, it was evident that the children were at different stages of understanding. They were working in mixed-ability groups and she wondered now whether it would have been better to have grouped them according to ability.

ALICE

Introduction

Alice was observed during a drama lesson which had as its main focus a currently topical issue within the school relating to the welcome given to new pupils. In addition to Alice, Miss E, a language support and special needs teacher was present to provide additional help throughout the lesson.

Lesson Observation 1: Drama

The children were asked to prepare a small play aimed at getting them to empathise with a new pupil to the school who was non-English speaking. They were asked to consider what misunderstandings might arise and what emotions these would engender. Alice reminded them that one of their dinner ladies - of Polish extraction - had told them how she had felt when she had first come to this country. She tried drawing on similar experiences of two

children in the class, but as they could speak English on arrival, this was not relevant, so this was not pursued any further. She went to say:

"Schools in different countries all have different routines, so you have to do some work on making people feel welcome...I want you to think of words which would describe how you would feel if you were going to a new school in a new country where you didn't know the language. Part of you would be excited. Part would be scared."

At this point Miss E intervened to tell the class that there were two new girls from Afghanistan in the school, so it would be helpful if everyone tried to speak to them very clearly. In terms of the task, the children were first asked to make individual lists of how they might feel in such a situation. Each list - ranging from 2 to 9 suggestions - was reviewed by one or other of the teachers (with Miss E targeting certain of her pupils). Then the children were told to form themselves into groups - five in all - two of which were allowed to work in the corridor to give more space in the classroom itself.

Each group needed teacher intervention to stop some children from over-acting. Also, there were initial problems over the allocation of roles, but once these had been sorted out the children began to concentrate on the problem. Due to time constraints it was only possible to view two of the finished productions. The first group, which had spent some time at the start vying for parts, produced the following response:

A "new girl" is observed being unable to answer her name when the register is called. An existing pupil is very unfriendly towards the newcomer, and when the children go out to play this girl tries to prevent her friends from playing with the new child. This "unfriendly girl" gives instructions for a game to be played in a complex and rapid manner. At which point the "teacher" intervenes and tells the children they are being unfair. Full of remorse, two of the pupils try to show the "new girl" what to do by gesticulation. She responds by giving them pictures of pop stars, including the originally "unfriendly girl".

Alice commended their efforts and questioned the rest of the class about who had nearly ended up being the one left out in this scenario. A child responded that it was really the unfriendly girl. Alice replied that you must feel very insecure if you could not let anyone else into your group. After this another group performed, but because the child taking the role of the teacher was hardly audible it was difficult to follow the plot.

Collaborative Review of Lesson

Alice said that the child taking the "teacher" role in the second play was extremely diffident, so it represented a considerable achievement for her to volunteer to take part. Hence, she did not want to undermine the girl's confidence by asking her to speak up. This drama activity which appeared rather disorganised at first - including letting a group of boys kick a football around indoors as part of their plot - something not allowed normally. Out of it came responses which were individual, revealing a range of thinking about the problem from the perspective of each group. Alice was aware that children become self-conscious at this age, so she wanted these plays to come essentially from them, rather than by imposing her own views on them too much.

PAULINE

Introduction

Pauline was observed teaching the same Year 6 jobshare class. In addition, she agreed to be interviewed for the second stage. At the time of interview she had been teaching for twenty-three years. She had taught all age groups, including adults. However, most of her experience had been at Key Stage 2. When interviewed she was teaching a Year 5 class.

Lesson Observation 1: A History Lesson With An Information Retrieval Focus

This lesson was designed to have a specific speaking and listening outcome with groups of children telling each other what they had managed to find out about a particular Egyptian dynasty, based on relevant reading. Before this aspect of the lesson got underway they were taught how to use a timeline on which the various Egyptian dynasties were set out.

Pauline introduced the reading/ discussion part of the lesson as follows:

"This is what you have got to do. Not everyone is going to study each dynasty. You have got to tell the rest of the class about what your group has found out. It has got to be a group presentation. You must share it, for about 5 minutes. This is an absolute must. Don't just read out information, don't just regurgitate it. Give a summary in your own words. There is one information sheet for each group. Before you read it decide who is going to do what."

Each group had one small sheet - in some cases only one paragraph - to read. The children had some difficulty in organising how to proceed. In some groups this resulted in each

child trying to read the page silently to him/herself, whilst the rest sat relatively patiently waiting their turn.

The passages were complex so problems were encountered in working out what they meant, for example, one girl was able to articulate the word 'insular', but had no idea what it meant. Increasingly aware of this, Pauline stopped the class to offer the following advice:

Pauline : Some groups have started to use the reference books on their own - good - using their own initiative and referencing skills. Well done! What can you do about words you don't know?

Child A : Look in a dictionary

Child B: Use a reference book

Pauline : Come on - reading skills. How?

Child C : Break words up - - - sounds

Pauline : Look at the words around it - backwards and forwards - see if it gives a clue. Sometimes, when you look in a dictionary you still can't understand the explanations. Use all that you know.

Collaborative Review of Lesson

Pauline conceded - with a sigh - that teachers were now constrained, in terms of having to get "packages of knowledge" across to children, so there was little time left to follow their own interests. She had wanted the various groups to discover an appropriate way of working for themselves, as an additional facet of the work. However, they had not fully appreciated this and some of them had found it difficult to find a productive way of working within their group. As a result of this, and because of problems in understanding the written passages, the children did not meet the declared intention of the lesson, which was to give oral presentations based on information gathered about their particular dynasty (ENC 1990, AT1, Level 5c, p4).

Interview

Pauline believed that everyone had panicked when the English National Curriculum first came out, because they thought it would mean "that the wheel would have to be re-invented". However, they had soon realised that much of what was contained within it was largely what they were doing already, albeit in a slightly different form. It had, however, given increased status to oracy. With the exception of 'Speaking and Listening' existing school policies had mirrored the content of the 1990 Order quite well, but group work - already a means of organising which she used a great deal - had become more structured as result. Now she ensured that children learned to make presentations which were well-

argued and cogent (ENC 1990, AT1, level 5a), were able to retell stories, were able to take part in debates and understood the conventions which governed these, were confident in asking and answering questions, and knew how to do so appropriately. This accent on speaking and listening was helping to redress a trend towards written outcomes from every lesson, she believed:

"It is legitimate now not to have to put everything down in writing."

As a consequence, children were offered more opportunities for role play and drama than in the past.

In terms of writing, pupils needed to know how to put ideas down on paper at reasonable length using a "good vocabulary", whether in a factual or creative form. They should be able to spell reasonably accurately, having a good knowledge of spelling rules, clusters and patterns (ENC 1990, AT4, levels 3 and 4), and be able to present their work attractively (ENC 1990, AT4/5, level 6). She found differentiation in respect of writing difficult because of the wide ability range in the class, exacerbated by the need to cover so much in terms of the whole National Curriculum. She had formerly included a creative writing lesson per week, but this was not possible now, so the children did not have the same opportunities to draft and redraft as they once did. She had also undertaken more formal work on sentence structure in the past. However, on the positive side, the children were able to use "a far greater variety of styles in their writing" (ENC 1990, AT3, level 5a).

As far as reading was concerned pupils should have access to a wide range of literature (ENC 1990, AT2, level 5a). It did not matter whether this included comics or books, or which authors - from Enid Blyton to Roald Dahl or Charles Dickens - all were equally appropriate. In addition, they should learn how to read factual material and be able to undertake research having knowledge of a range of study skills (ENC 1990, AT5, level 5a).

Pauline had found it a problem to keep up with all the required reading since ERA (1988). She had a break in service, between 1988 and 1990, returning to a vast amount of new documentation, which she had never been able to address fully. She read only what was absolutely necessary for planning, and found the PoS most useful in this respect (also the Non-Statutory Guidance).

She was a little unsure about the teaching of standard English. The consultation document (1987) had not been entirely fair to children who spoke English as a second language, but this had been redressed to some extent in the 1990 Order, she thought. Commenting on the Revised Proposals (1993) she stated :

"I think that there is a need for accuracy - and children should be aware of standard English. They should be aware of a place for standard English and a place for non-standard English."

Children needed to know when accuracy was required and when it was appropriate to be more flexible. There were dangers in making generalisations about children's language abilities, as it was sometimes apparent that a home language was influencing a particular child's sentence structure in English. She was concerned that there was insufficient support for children who arrived in school knowing very little English at all.

Pauline hoped that by the end of statutory education pupils would be literate:

"They should be able to read and write, fill in forms, be able to apply for jobs, understand application forms without having to go for help, be able to write letters and know the difference between formal and informal letters, be able to write in paragraphs ... They should be able to hold a conversation with people and be able to give a speech or a talk confidently and be able to use the telephone, go to interviews and be reasonably confident...children should be able to read what they wanted for pleasure and, also, be able to read the more formal texts."

In general terms the National Curriculum had helped teachers to focus their ideas. They did not mind being told what to do as long, as they were not told how to do it. The National Curriculum was so vast that time available for teaching English had been greatly reduced, particularly for reading. She was not able to offer her pupils the number of reading tasks that she once had, for example, comprehension tasks or word building activities. This was particularly incongruous because the Government wanted "to go back to basics", but, she was being forced to neglect these basics because of the sheer weight of everything required in the National Curriculum.

MELISSA

Introduction

Melissa had just commenced her fourth year of teaching. Her experience to-date had been with Years 2 and 3, and, she was currently teaching a class of Year 5 children. She held a post of responsibility was for Environmental Studies.

Interview

Melissa had not known anything other than the National Curriculum. Most of her speaking and listening work was undertaken through drama and community circles. This is part of the TRIBES behavioural programme, during which the children were encouraged to air any issues which were vexing them, or simply to talk about something of interest. TRIBES provided them with a real challenge, as so many of them found it difficult to listen to others. Ground rules were provided for these discussions, for example, there should be no "put downs", no calling out, no interruptions and confidentiality was ensured. In addition, to enable children to consolidate their understanding, each class was expected to give a presentation in assembly, once a term, which was often the *end-point of a cycle of work* and she offered similar models of presentation in the classroom (ENC 1990, AT1, level 4a).

Many lessons contained a reading component. For the current class topic - the Victorians - pupils had undertaken research in the school library and had been able to find a suitable range of resources to support this for themselves. She was delighted when many of them had furthered this research at the weekend by looking for books in their local branch library.

But, she was more concerned about the reading of fiction:

"A lot of children are absolutely petrified even now [in Year 5] of picking up a book of any length with too many words on the page."

She would have liked them to be more confident than this, willing to make an attempt to read anything "as long as they know their limitations", seeing it as "a natural action to go and pick up a book."

She was concerned about standard English, which was a sensitive issue in this school. The emphasis placed upon it in the 1990 Order had been about right, she thought. She dealt with aspects of it as they occurred naturally, in the children's oral presentations, and in

their writing. There were many children starting school for whom English was a second language. She did not think that these children had been well-catered for in the English National Curriculum. The borough offered help in the form of a language support service, one member of which was permanently allocated to the school, but the home languages of the children were not acknowledged sufficiently. This was due to lack of time and resources, although story tellers from various cultures were invited into school to take part in religious festivals. She commented:

"We regularly talk about the different languages that the children use and we try to encourage them to use them...It usually links into RE more than it does to language."

By the end of Key Stage 2 she hoped her children should be able to listen appropriately during group discussions. They found it hard not to interrupt at the moment:

"They still aren't used to being quiet while other people are talking."

With regard to writing pupils should have grasped a variety of punctuation conventions, ranging from full stops and capital letters (ENC 1990, AT3, level 4a) [most of them could achieve this now, at the start of Year 5] to speech marks and question marks. They should be able to write creatively, providing a structure which had a clear beginning, middle and end.

Ultimately, when they left statutory schooling they should be able to cope with the world of work. Education should "prepare a person for that next step in life". In terms of English, this would mean giving them the confidence to fill in forms, to handle job interviews and the various social situations they were likely to encounter. She already offered her class role play opportunities in order to try this out. They would need to be able to cope with a range of reading material, for example, in order to pass a driving test. Melissa hoped they would continue to turn to libraries as sources of information and enjoyment.

The 1990 Order had enabled her to meet these objectives to

"a certain extent ... but you can't possibly put every thing into one document".

Study Of The Documentation

A draft of the language policy, dated June 1993, was made available. Due to pressure of work within the school it was only reaching completion in October, 1995. In it, each

profile component was considered under a separate heading, but, in the opening sentence, its close relationship with the English National Curriculum was clearly established:

'The programmes of study within the National Curriculum Documents provide a statutory framework for the provision of the language curriculum.'

SPEAKING AND LISTENING

The accent was on giving children the opportunity to 'become competent and confident talkers'. The needs of bilingual pupils were given a high priority, as they would need

'to acquire the English language to match the concepts that they already [had] in their first language.'

Talk was considered to be a priority, as it was an essential tool for learning and enhanced cognitive development. Its importance in assessing children's understanding was affirmed. Teachers were advised to provide 'conventional models of English' when they responded to children and to

'consider what they [the children] had to say more important than the dialect they used to express it'.

DRAMA

Drama was seen as having,

'a strong influence upon the development of language and literacy, and the child's self-confidence'.

It should be used to enhance all learning.

READING

Aims most relevant to Key Stage 2 included many which related to 'higher order skills', for example, appreciating the difference between fact and opinion and understanding inference, mood, plot and characterisation. Teachers were offered practical advice to help them develop their children's reading ability (see Appendix 7). Strategies used by children to process unknown words, and to gain understanding from books, were elaborated upon, including meaning, grammar (syntax), word recognition and phonics. Finally, it was stated that

'reading is a complex but unitary process, and not a set of discrete skills which can be taught separately, in turn and, ultimately, bolted together'
(from 'English 5-16' November 1988 - but not acknowledged as such).

WRITING

A child's need for support when it came to gaining ideas for writing was highlighted. Also, pupils should learn how to structure their writing appropriately. The conventions of writing - spelling, grammar and punctuation - needed to be taught in the context of children's own writing and reading. Drafting and editing were essential to improve style, expression, layout and paragraphing. Working with peers - as response partners - could be advantageous, and children should be allowed to collaborate on selected pieces of writing. Teachers should hold conferences with pupils at all stages of their writing, but nowhere was this more important than at the composing stage.

HANDWRITING

Children should progress to joined-up writing, as and when, it was appropriate.

SPELLING

'LOOK, COVER, WRITE, CHECK PROCEDURES' should be employed to reinforce visual and motor memory. Children should be encouraged to look for patterns within words, and should acquire their own personal word banks and dictionaries. The flow of writing should not be interrupted because of an unknown spelling. Pupils should be encouraged "to have a go" and the correctness of a spelling should be checked during the editing stage, by recourse to dictionaries and/or the teacher. Children's own attempts at spelling should be viewed positively, as they provide evidence of their current level of understanding.

SCHOOL D

Context

School D was visited during the summer term of 1993 which marked a watershed with regard to the National Curriculum, as the English Order had been under review for the whole of the preceding academic year and the proposals for its revision were eventually published in April of that year. This school was a Church of England Middle school which pupils attended until the age of 13, although classroom observations were undertaken in Key Stage 2 classes. From 1992 onwards it was influenced by the development of Key Stage 3 English curriculum.

The school was situated in the West of England. The language co-ordinator was not observed in the classroom as she was currently teaching Year 8 children, in Key Stage 3. The whole of Year 6 was made available for observation which involved four classes and their teachers. As a result of 'gate keeping' difficulties which were experienced (and discussed in Chapter 4) the school was not visited for a second time.

Research Participants

| Name | Position | Interviewee | Observed |
|---------|------------------------|-------------|--------------|
| Jane | English Faculty leader | Once- 1993 | No |
| Pam | Year Group leader | No | Once - 1993 |
| Shirley | Class teacher | No | Twice - 1993 |
| Ron | Class teacher | No | Once - 1993 |
| Alan | Class teacher | No | Twice - 1993 |

There were no English Working Party meetings taking place at the time.

JANE

Introduction

The language co-ordinator, Jane, was given the title of faculty leader in this school. She had been teaching for twenty three years but she was relatively new [in her words] to this school, where she had been for the past five years. Much of her career had been spent as a specialist music teacher, but she had re-trained in 1988/9 in order to become a generalist class teacher with a special interest in English.

As the 'Revised Order for English' had just been published - April 1993 - it seemed appropriate to ask this experienced teacher for her opinion of this.

Interview

Jane felt that much of what was required in the 1990 Order, was already well-established when she came to this school. In terms of speaking and listening in particular, an

"enabling, group-discussion, activity-based approach was already well in hand, with role play being used frequently as a vehicle for learning in the humanities".

She was personally very committed to co-operative group activities, believing that the scaffolding approach advocated by Bruner (1983) in which teachers, and peers, offered group support, was very important:

"Even the bright ones learn because they have to explain. Explaining your concept to somebody - then you are crystallising it in your own mind and developing your own thinking. Unless you are doing that you're not developing thinking ability."

However, there was a very fine line between offering too much direction for group discussion or not enough. If too much was offered, children were not challenged to think for themselves, but if the opposite occurred there was a lack of direction and the learning went nowhere. This was an area where more time for school-based INSET would be valuable, she thought, as it was always very hard to alter patterns of working which were entrenched and were operating at a subconscious level. Teachers had been exercised to meet all the requirements of 'Speaking and Listening', for example, ENC 1990, AT 1, levels 4a; 5a; 6b, as well as those which required the children to give a talk to an assembled audience.

A drafting approach to writing had been already working very satisfactorily prior to the introduction of the National Curriculum: so much so that

"children automatically draft. In fact, if you don't want them to you have to tell them".

It was sometimes necessary for pupils to be able to write to a specific deadline, particularly for examination and specific work purposes. Equally, children needed to know that high standards were expected of them, as "anything goes" attitudes were to be avoided at all costs:

"I didn't ever agree with that approach which said, write and it doesn't matter about

anything as long as you have got the content right. I never ever went along with that view."

The timing of her career change had been fortuitous, as the English National Curriculum was being introduced at the same time. This meant that

"in many respects I was quite lucky in that I was on a course to retrain in terms of English when the National Curriculum came out...so I didn't have to keep absorbing the National Curriculum on the job".

She felt reasonably satisfied with what was contained within the English National Curriculum:

"I was really in tune with the National Curriculum and its philosophy as it originally was...because it did seem to hang on to what I was studying in terms of Vygotsky [1962] and people like that: it fitted very nicely. I didn't think that it was desperately well organised but that improved as the revisions went through. But the basic philosophy I was happy with."

The school had recently introduced a system of cross-peer tutoring for reading (Atherley,1989; Barron & Foot,1991) and also had a band of parent volunteers who were trained to help the most vulnerable children, along 'paired reading' lines (Topping & Wolfendale, 1985). The most able children were supported by a system of individual conferencing, one purpose of which was to encourage them to read suitably challenging material (ENC 1990, PoS, KS 2, point 9, p30). Jane had welcomed further clarification of the 1990 Order, particularly the extra depth given to literature. She felt that as teachers had previously become too hooked on twentieth century literature, considering that this would be of more relevance to their pupils. She pointed out that

"If you present it [pre-twentieth century literature] carefully to children and link it to something they can understand or with something modern [they can appreciate it]. Her Year 8 children loved the poem 'Lochinvar', the actual concept of his stealing the bride away was something which they appreciated; or to do something like Chaucer, when it's done in the context of mediaeval realm. The children can see its place: this chap was actually writing at the time. They get interested."

In terms of assessment, she liked children to be involved in this themselves, as this formed an integral part of the learning process. Such a system was in place and was to be used in

conjunction with the teacher's own evaluation of the child. Accordingly, children were assessed on a regular basis, so that by the end of each Key Stage, there was a large bank of evidence on which to base the formal assessment required by the National Curriculum. She concluded:

"The whole point of assessment is that children move forward and your on-going assessment is the way that you do that. The children will see whether they have met the challenge, and then, hopefully, the next time they will see that they have developed. The other thing, I suppose, is to check your standards, but it is more important that a child is developing and improving and getting on as they should."

Jane was aware that the emphasis placed on knowledge about language throughout the school was not very good. Her particular comments related to Years 7 and 8, where she thought more explicit teaching would be worthwhile. She made available one child's Language Profile in which he had noted that he had not been sufficiently formal in style on one occasion. She had spent time talking to him about the passive voice but suspected that more could be done in this respect:

"We do talk about the handle of verbs, nouns, adjectives a bit, and it is down in the policy to make sure that they know the names. It is not used as much as it might be. But, I wouldn't want to go over the top with it either."

Her response to the Revised Order (April, 1993) was scathing. She had felt a sense of

"Devastation - As far as I can see what they have actually done is to see what you can actually test on paper. That will be the Curriculum - and that to me is an absolute travesty of education. They are using jargon words, if you like, like 'response'; but what they are meaning by those words is not what is actually meant. They are just trying to make it look all right."

She believed that what it was advocating was a return to old-fashioned comprehension exercises.

She was critical of the heightened emphasis being given to standard English, believing that it would inhibit children's development if the way they spoke was criticised at too early an age [during Key Stage 1]. However, children do need to be made aware of a register in language use, and they do need to be able adopt standard English,

"but that is not the same as trying to make everyone speak the same. They're taking away the richness of our heritage and culture, if you like... and whose culture is it that we are talking about anyway? Who does the 'our' refer to? Probably them in Government, which excludes the vast majority of people in this country!"

She thought that there was danger inherent in the way that handwriting and spelling had been incorporated under the 'Writing' heading of the proposals for the Revised Order. The previous format, with separate ATs for each, had been far more satisfactory. The problem was that teachers might revert to former methods of assessing written work - with the accent firmly placed on the surface features of the text, such as spelling and punctuation and neatness - rather than on emphasising a deeper level of understanding concerned with success in getting the message across. On a more positive level, an emphasis on writing at speed provided a useful addition (April 1993, KS 3: Key Stage-related point 4, p64), as currently, in the bid not to stifle creativity, children were being allowed an almost infinite amount of time to finish a particular piece of writing.

Finally, she was critical of the way that assessment appeared to "be the tail that was wagging the dog" and hoped to be able to find ways of circumventing its worst excesses, so that her teachers could continue to teach along the lines advocated in the original 1990 Order, even if the only way out was last minute cramming for the tests!

PAM

Introduction

Pam was the Year group leader and it was with her that 'gate-keeping' difficulties occurred. Her responsibility in the school was for information technology.

Lesson Observation 1 : Reading Workshop

This lesson was taught through the medium of a published text book entitled 'Effective Reading Workshop' (Oliver and Boyd). This package of learning materials had been put together specifically to aid teaching in light of the English National Curriculum. The children had already worked on cloze completion and text sequencing units. The aspect under consideration in this lesson related to reading a booklet, which she believed the children would need to be able to do in the SATs. The pupils were divided into ability groups so that they could pursue work at different levels of this workshop. These groups were altered when it was apparent that the sexes were not balanced equally.

Pam kept her introduction brief and then invited me to become a participant observer so that

I could help her, whilst assessing how the children were coping with the task. It was soon obvious that some of them were having difficulties. A boy and two girls working on Level 2 of the materials were trying to make sense of a passage where a hungry boy has pushed a pig away from a trough in order to eat the food for himself. These children were unable to deduce that he was starving as the surrounding text did not facilitate this. Also, there were phrases which they did not understand, for example, 'quite audibly' which made it impossible to understand the passage.

SHIRLEY

Introduction

Shirley, was observed whilst her class engaged in two writing lessons.

Lesson Observation 1 : Poetry

The children were compiling their poetry anthologies which were to contain poems chosen and copied from the extensive range of published poems available in the classroom, as well as at least two they had written for themselves (one of these was to be word processed using 'Pendown'). There was very little whole class teaching but the children knew what was required of them. During the course of the lesson, Shirley went around the class discussing work with each child individually. A wide range in ability was evident from their responses as the following two examples will serve to show:

'THE BLOB' by Stephen
The blob lives in swamps
and some bogs.
he slimes the ground
and slithers around he kills
trespasser who dare to trespass
and he hides in dark boggy woods

'SC SCHOOL POEM' by Lauren and Natalie
We are in the classroom,
Mrs C...'s at her desk,
Where all chewing, chewing gum,
And doing our very best.
Emily got some in her hair,
Mrs C..... happened to mention,
If we don't stop eating in class,
We'll all get detention.
Someones knocking at the door,
They come into the room,
Its Miss E..... from her office
She's riding on a broom.
Theres a black cat at the end,
Hanging upside down,
When we showed this to Mrs C.....
All she did was frown!

Clare is eating peanuts
Lauras fiddling with her locket
Mrs C..... looks at Clare
And she stuffs them in her pocket.
Where [we are] sitting in the quiet room
messing about (again!)
Mrs C..... comes in the room,
So we all pick up our pen.

Collaborative Review of Lesson

Shirley confirmed that the children had been taught to draft and edit their work. They were encouraged to work collaboratively, but the right of an individual to write on his, or her own, was also respected. She provided differentiation in terms of the outcomes of these lessons, and she quoted the examples above as evidence.

Lesson Observation 2 : Planning, Drafting And Editing

During this lesson the children were writing about topics of their own choosing in their 'Individual Writing Folders'. These folders had been designed to give the children the experience of writing across a wide range of styles (Appendix 8). Pupils were encouraged to plan their stories very carefully and were offered worksheets in support of this (Appendix 9). Once more, they got on with their work, with very little prompting. Shirley's introduction went like this:

Shirley: I need two people to show me their drafts. You should have finished your webs. They should each have six things that you are going to do in them from the suggestions for you folders. The aim is to write in different styles. That is for different reasons. Writing a letter is different from a story. Letters differ depending on whether it is to a friend or a business sort of letter - the style will be different. Get on and put some effort into it.

In order to explore what the children knew about learning to write, a boy and a girl - amongst the most able in the class - were interviewed whilst the drafting was taking place. These two pupils were selected because Shirley thought they would be able to cope with the line of questioning the best. The interview centred on work undertaken as a result of a school journey to Swanage. It included perusal of diaries which were written up from notes made whilst the children were away, and folders containing work undertaken once they had returned to school when further research had taken place (examples from the extensive range of writing produced are in Appendix 10). The differences between these various styles of writing provided the focus for the questions asked.

Each child selected a piece of formal writing from his/her folder, as well as an extract from

the diary. They were asked to look at these very carefully in order to suggest what the differences between the two might be. Both children knew that their diaries were personal and that their folders were factual (ENC 1990, 1990, PoS, KS 2, point 18, p37). They were asked if they could think of any differences between the factual and diary styles of writing. One was aware that certain pieces of writing were descriptions of the pictures she had drawn, and that these had to be brief. The other thought that factual writing had to be formal, whereas in the diaries they could write about fun events and personal feelings. Both were aware that they have punctuated their factual accounts more carefully, but could not analyse what the particular differences were. Also, they were unable to spot that in their informal diaries they used more abbreviations and personal pronouns, than in their formal folders, which were also written using the passive voice. In other words, it seemed that they wrote in these respective styles instinctively, but were not able to put this into words.

Collaborative Review of Lesson

The children had implicit understanding of the need to fit style to audience and purpose (ENC 1990, AT3, p12). However, Shirley was not convinced they needed to know a technical language in order to talk about their writing effectively. It was more important that they were able to respond in an appropriate style when required so to do. She was conscious that some of the children took a long time to finish their writing and thought the introduction of a timed element to some lessons would be beneficial. Nevertheless, she would not like this to predominate, as she considered that a "relaxed atmosphere" was essential for some children to produce their best. She left the choice of topic up to each child, as she hoped this would be more interesting for them, and would inspire work of a high standard.

RON

Lesson 1 : Discussion Relating To School Journey To Swanage

Ron's aim was to get his class to discuss the school journey to Swanage in a focused way. However, because they had already had one lesson on this, the request to get out their Swanage folders, was met with an audible moan. They were supposed to constructively criticise each others' folders. The children were divided into groups and told to listen to a page of diary read out by each child in turn and then to comment accordingly. These diary entries proved rather gloomy, as they concentrated on factors such as too much rain, having to walk too far and being bored. The ensuing discussion was hampered by the fact that the children had not been required to alter their seating arrangements, so were unable to make eye-contact with one another. They seemed to lack motivation and became increasingly noisy, so Ron spent a lot of time in exercising control.

Collaborative Review of Lesson

Ron was aware that this lesson had not been very successful. Getting children to work collaboratively was relatively new to him and he was not yet convinced of its benefits. The children had not clearly understood what they were to do and did not find it a sufficiently motivating topic.

ALAN

Introduction

As a means of increasing children's understanding in various areas of the curriculum, Alan (non-Qualified Teacher Status) often used speaking and listening as a vehicle for learning. The following extracts from two lessons, one in RE and the other in history, show how he introduced such cross-curricular work. The first time he was observed the children were engaged in an RE lesson relating to the Creation story, which also had a wider theme of human responsibility for "the lesser species". On the second occasion, his class were involved in a history lesson, which related to the year group theme - Ancient Greece - which centred around a series of questions purporting to be those often discussed by Greek philosophers.

Lesson Observation 1: RE Lesson Relating To The Creation Story

The whole tone of Alan's introduction was positive and up-beat:

"You are going to get into groups of three. Two are to be speech writers and one is to give the speech. You've got to co-operate exceptionally well. Make brief notes as you decide on what it is that you want to say. You can choose to be an animal or a plant. Adam has just been given control of the Garden of Eden. What are you worried about? How do you feel about it? How do you want to be treated?"

The children proceeded to discuss this (ENC 1990, PoS, KS 2, point 6, p24) for about 20 minutes. After which Alan asked them to form a circle in the middle of the room, which they did rapidly and with no fuss. Then he took the role of the chairperson for a council of the animals and asked each group for a summary of their discussion. One boy, for example, representing the pandas, responded in a very impassioned tone:

"We want our feeding habitat to be protected. Not cut down. We need to be looked after but not confined to any small space. We want to trust people. Not have them take away our food. We are frightened that you will destroy our forests. We don't

want our families to die. Or else there will be no animals left in the world. We need food for our families. We don't want humans to take over. We want to be free."

Collaborative Review of Lesson

Alan thought the children had not been as forthcoming as usual because of my presence. He managed to get them to listen to each other intently, as part of one of his 'personal and social educational' aims which was for the children to be more sensitive to one another. He had been working on this throughout the year. The spokesperson aspect of the task had worked quite successfully, he believed.

Lesson Observation 2: History Lesson - Ancient Greece

Alan provided an introduction which was aimed at "talking the children into the task". It was delivered at speed, in an exciting and challenging manner, in order to gain the children's interest and, in addition, to impart a great deal of information :

Alan :In Ancient Greece, if you were a girl and your family was rich you might have private tuition at home. If you were a boy you would go to a school where there would be an accent on throwing the discus etc., to build up your strength for when you went in the army. When you left school you might still go to a gymnasium to continue with fitness and for a sauna. You might also try to find a famous teacher to ask questions of - about any issue you were interested in. I want you to look at some of the things Ancient Greeks were worried about, in groups. I want you to discuss the points on the sheet (Appendix 11) - what do you think? (1) Do you think that a "good time life" is most important for you? (2) Do you think that the best person is one who is serene, calm, or is it one who is full of energy, never stopping still? (3) Do you think people behave well if they are surrounded by people who behave well? (4) Do we need to make rules or do they stop us from getting on with our lives? (5) Is it better not to have any rules and to just trust one another? (6) Is it better when you don't own anything (Diogenes was a Greek cynic who lived in a jar. He thought this was the best sort of life!) [children looked amazed and amused]. Do you think leaders should be elected? - What's the word when everyone has the vote?

One pupil responded "democracy".

Once he had dealt with the subject for debate he went on to outline how the various discussion groups should operate (ENC 1990, KS 2, B2):

Alan : There will be three in each group. Each with a role.

1) Chairperson

2) Scribe — what does that mean?

Child A : It's on a piece of paper

Alan : Good, you're on the right lines - the scribe has to write a sentence or two which everybody else in the group agrees with 3) Task Leader - their role is to keep everyone else on task - make sure the group doesn't get lost. Not an easy task. What if one person says that 1 is OK [relating to the questions above] and another says 2? What are you going to do about it?

Child B : Talk it through

Child C : Vote

Alan : The democratic way won't work here because of the numbers involved. So what are you going to do?

Child C : Co-operate and talk about it

Alan : COMPROMISE — remember the one who talks the loudest is not necessarily right!

Once more, the children got themselves organised quickly into groups. The total introduction had taken twenty minutes despite being delivered briskly. A great deal had been covered in that time to ensure that the children were fully involved in the task and understood what they had to do. After about half an hour the pupils were asked to share their findings. Significantly, the initial point on the agenda did not relate to their role as Greek philosophers, but to the way the group had worked.

Alan : I want you to tell me how each group got on. Not what you discussed. The chairperson?

Child A : Co-operatively.

Child B : We only got three questions done. We had so much to discuss.

Child C : We mostly had the same point of view.

Child D : We couldn't co-operate properly.

Collaborative Review of Lesson

Alan was concerned about the timing of this lesson, particularly when he realised that there was only half an hour left because he had wanted the children to do some writing as well, so he had decided to quicken the pace in order to meet these objectives. On reflection, he thought that this had hardly been necessary, because the learning happened via the discussion itself, and hence a written outcome was not really needed. The children were interested and eager to proffer their opinions during this lesson, so they fought for

speaking space during the discussion, and, consequently, did not listen to each other as attentively as they had done during the previous lesson observed; but they did keep on task well - the girls more so than the boys.

Study Of The Documentation

A copy of the English policy for the school dated September 1991, which ran to 79 pages, was made available. The first 12 pages were devoted to the aims and objectives for teaching reading, writing and speaking/listening, followed by planning guidelines related to the National Curriculum. The overall aims were as follows:

- to promote a love of language;
- to enable children to develop their linguistic abilities, written and spoken, across the whole curriculum;
- to encourage depth of thought both about language and through language;
- to help children use language to discover and understand more about themselves, others and the world;
- to enable children to develop communication skills in order to play an effective, active and confident role in society;
- to help children appreciate and value the rich variety of dialects and accents in everyday life and to give them access to standard English as appropriate.

Specific aims relating to each language mode followed, with recommendations being made about what the children would need to learn to meet them. For example, those for reading were as follows:

- to develop enjoyment, fluency, independence and understanding over an increasingly wide range of reading materials, fiction and non fiction, poetry and prose of ever greater complexity;
- to encourage personal response to and critical evaluation of all materials read;
- to develop the ability to use what has been read for specific purposes.

To achieve this, children should be given access to good reading materials, as well as opportunities to express their opinions both in writing and speech. They should have the chance to 'pursue genuine lines of inquiry' and be encouraged to enjoy and practise reading both at home and at school. (See Appendix 12 for the aims relating to writing and speaking and listening which were in similar vein).

The objectives were, by definition, more detailed. Those for writing were:

To write for a range of purposes which included being able to:

- to communicate to others by informing, explaining, persuading, entertaining, reporting, describing;
- to develop thinking and learning by expressing opinions and feelings, organising thoughts, reviewing, hypothesising;
- to develop creativity and imagination;
- to write for a range of audiences: a) peer group, b) older, c) younger;
- to use a register appropriate to the context;
- to use a suitable form of organisation according to purpose;
- to present work appropriately a) in clear well-formed handwriting, b) by word-processing, c) in a variety of styles according to purpose;
- to use a) spelling, b) punctuation, c) organisational devices effectively in order to communicate.

Planning guidelines detailed minimum requirements to ensure development and continuity for each child. They incorporated the content, skills and processes outlined in the National Curriculum, but could be added to if teachers saw fit. It was made clear that children's language development was not linear, so many of the experiences identified would be revisited from year to year. The cross-curricular nature of English was also underlined. (See Appendix 13 for details of the planning guidelines for ATs 1-5.)

Further sections related to knowledge about language, Media Studies and Monitoring and Recording. In the opening sentence of the 'Knowledge about Language' guideline it was stated that it was important for children to learn about the language, as well as how to use it and learn through it. Issues of grammar and word choice should be dealt with in the course of the children's own writing. Children needed to learn about register and the appropriateness of their language choice in particular contexts. They should be introduced to technical terms which helped to describe language use, for example, in Years 5 and 6 they should be acquainted with the terms consonants, vowels, sentences, phrases, dialect, accents, standard English, slang and Received Pronunciation. To aid this, several resources were available which had been assigned to particular year groups: for example, 'The Web of Language', with units 1, 2 and 3 being taught to Year 5, and units 5, 9, 8 [in that order] to Year 6.

SCHOOL E

Context

Teachers in this school agreed to take part in the research during its second stage. It was a voluntary aided Church of England primary school with a two form entry school and 390 pupils on roll. It was situated in a prosperous outer London borough. It was not without its problem families, but the catchment area was essentially middle class and affluent. Two percent of the school population speak English as an additional language with the first languages being predominantly European, with the exception of one boy who was from China.

Time was not available for classroom observation. However, this was compensated for by the ready access given to English working party meetings which took place during the summer term of 1995.

Research Participants

| Name | Position | Interviewee | Working Party Member |
|---|----------------------|-------------|----------------------|
| Fran | English co-ordinator | Once- 1995 | Yes-1995 |
| Paul | Deputy headteacher | Once -1995 | Yes-1995 |
| Various other members of staff contributed during the working party meetings. | | | |

As all the staff in Key Stage 2 were experienced, bar one non-QTS teacher whom the English co-ordinator thought it inappropriate to interview.

FRAN

Introduction

Fran had been teaching for twenty one years and during that time she had taught children from the ages of three to eleven years. She was currently in charge of Key Stage 1, but also had oversight of English throughout the school. In addition, she led other curriculum working groups in RE, Special Educational Needs and the Humanities. She had been awarded an advanced diploma in 'Language in the Primary School' in September 1990 after a two year part-time course. However, this had not been geared specifically towards the National Curriculum, as its main focus was on children's literature, and how to motivate pupils to enjoy reading.

Interview

Fran confided that, before the 1990 statutory Order was implemented, the school language policy had contained little more than a sentence or two on speaking and listening. However, it had elaborated guidelines for reading and writing which was where the main emphasis in English teaching was placed, particularly in the Key Stage 2 classes. Therefore, as a direct result of the statutory Order, teachers had needed to devote more time to group discussion work (ENC 1990, Non-Statutory Guidance, KS 2, B2). As a result, children were now given special subjects to debate for about five or six minutes at a time. Almost immediately after this had been introduced, teachers noticed how confident the majority of pupils were at working in this way and as a consequence, they were offered many more opportunities to express themselves in class or during assembly. Nevertheless, Fran was concerned about quiet children, for, although this was part of "their make-up", it was just as important that they made themselves heard, as their more dominant peers.

There was seldom time to introduce the children to regional dialects (ENC 1990, KS 2, B3), but when she did offer work on this topic, she found the media, particularly television, useful in providing relevant and interesting examples in appropriate contexts. Fran had not given greater emphasis to standard English in the wake of the English National Curriculum, as she considered it to be just another aspect of English work which children should encounter whilst at school. She argued that

"if you can't communicate through language you're going to be at a non-starting point in life".

She had tried very hard to keep up with the National Curriculum documentation initially, but had found it impossible to cope with the welter of documentation. So, in the end, she had simply striven to get the National Curriculum off the ground which had necessitated reading from one subject to another. Nothing could be covered in depth, as there was insufficient time. The documentation was set out clearly, but she felt that it had cost too much to produce.

The writing AT had impinged upon her, however, and had convinced her that teaching about sentence structure needed to be formalised. Also, the content of writing had been changed considerably to a more factual bias. so that it was possible to teach English via other area of the curriculum such as history, geography or science. The school approach to spelling had remained the same, but there was a fundamental change in policy in respect of handwriting. In order to ensure that children were able to produce joined up script by the

end of Key Stage 2 (ENC 1990, AT5, levels 3,4, p18) they would need to be introduced to this during Key Stage 1, so this was set in hand.

She considered that the National Curriculum as a whole had resulted in more subject teaching. In order to obtain full coverage of the curriculum it was no longer possible to let children "go off at a tangent just because something had really inspired them". But it was important not to over rely on whole class teaching just because the National Curriculum was "quite factual". A place still needed to be found for group and individual teaching.

Fran described the way they approached English policy writing in the school which was to gauge staff opinion first. Then, on the basis of this, she would put together a draft which would be discussed further (see the accounts of the two working party meetings below). After this she would look for the published materials to support the teaching, but not until firm decisions had been made, because there are

"so many 'bandwagons' which could be jumped on if you were not careful".

Although the school had maintained fairly stable staffing, it was difficult to provide adequate school-based INSET across all the subjects of the National Curriculum. A balance had to be found between not overloading new members of staff and ensuring that they adopted the teaching approaches advocated in school policy documents. She had been allocated some time to work alongside other teachers, but recently this had been used for appraisal purposes which had altered the nature of the relationship; something which she regretted.

Her main aim for her pupils was that, ultimately, they should be

"able to communicate and be sociable people: individuals, but within a group".

It was important that getting along with one another was given a high priority in the classroom. Children should be able to mediate their differences effectively. Failure to do this would be detrimental to the more academic aspects of the curriculum. Other teachers might suggest that reading should be of paramount importance, but her top priority was for children to be able to

"communicate and mix well, to appreciate others' special needs ... [and] to listen and appreciate each other's point of view".

By the end of Key Stage 2 she hoped that pupils would be able to communicate appropriately through their writing, becoming so adept at describing their thoughts in words that another reader could understand them readily. They should be encouraged to use their imaginations "because it's very important to have an escape". She welcomed the use of information technology as this was beneficial in the crafting of a response in writing (ENC 1990, D22, 5.5). Undoubtedly, children needed knowledge of the conventions of grammar and punctuation (ENC 1990, PoS, ATs 3,4,5, point 17, p37) but care should be taken to ensure that learning this did not become boring. Nevertheless, the sooner children acquired the necessary skills, the better. She hoped that by the end of Key Stage 2, pupils would have come to value and enjoy reading. The National Curriculum had not significantly helped to achieve these aims, as "good teachers had been meeting them for years". She felt angry that the Government had altered everything just because a few teachers had performed badly. If she ever turned voluntarily to an English document in the future it would be to the Bullock Report (1975) ("I don't think you will ever beat the Bullock Report"), or the Plowden Report (1967), both of which she valued.

PAUL

Introduction

Paul had been teaching for fifteen years and was the deputy head of the school. He had taught children from Year 2 upwards, but most of his teaching was in Key Stage 2. He was currently teaching a Year 5 and 6 combined class. English was not one of his specialist subjects. He enjoyed teaching it but had never held a post of responsibility in this area of the curriculum.

Interview

He had found the National Curriculum documentation quite daunting at first, but the more he read into it, the clearer it became. He had not had the time to read the English document from cover to cover, but had dipped into it, in order to remind himself of aspects he needed to address. However, for him, the school policy documents continued to be a very important resource:

"I do believe quite strongly that the school and the staff and the children, they are the ones that you have to consider when you are setting up the way you are going to work."

It had not been necessary to alter policies much after the implementation of the 1990 Order. Once they had been cross-checked against the statutory requirements, to ensure that

everything was in place, he had continued to use them extensively. He thought that English teaching in the school was quite impressive:

"I was really quite taken with the amount of English that was done in this school and the encouragement that was given to talking."

Certainly, for most of the children, speaking was not a problem - it was their ability to listen which needed greater attention!

He had not changed his style of teaching radically since 1990, except that he provided more systematic opportunities for group discussion now. In the past he had required children to listen for a great deal of the time, so was fearful that these changes would mean that his classroom would become too noisy. The notion of deliberately grouping pupils to take part in discussions was certainly new. However, he had gradually become convinced that this was beneficial, and considered it provided an excellent means of assessing children's understanding of what was being taught (ENC 1990, E4, 3.1). Consequently, he took care to exploit opportunities for discussions to the full.

Paul was concerned that the growing emphasis being given to standard English might mean there was less freedom for children to express themselves than before. If the accent was on accuracy all the time, some would lose the confidence to express themselves, either orally, or on paper. Children "tighten up" when they are put in test situations too frequently. However, he was at pains to point out that if there were no standards at all, everything would become "too slap-dash". He would be equally worried if there was too much freedom, or too much prescription.

His general aim for his pupils was that they would have the confidence to cope with whatever demands were placed upon them in terms of English. He hoped that they would leave primary school able to find enjoyment in a wide variety of books, and that many of them would be motivated to write, across a range of styles from the writing of poetry to newspaper articles (ENC 1990, PoS, ATs 3,4,5, KS 2, point 18, p37). He had always believed that children should experience a wide spectrum of writing styles, and was pleased when this had become a statutory requirement (ENC 1990, AT3, level 5a, p13). The English National Curriculum had offered more of a structure and progression for writing, which was to be applauded. However, care should be taken that it did not become a strait jacket.

"I did like it slightly more when there was the freedom to veer off at tangents and follow wherever it goes with any particular children you've got."

Now teachers had come to grips with what was required in the 1990 Order it was a shame that it was to be changed yet again. He concluded:

"There is a sense of loss, although some aspects of it worried me. At least we've been able to work with it and adapt it. We've done our policies to fit in with it and work to it. It will be a shame if that is lost."

Working Party Meetings

Two working party meetings were attended in this school.

Books in the Classroom and School Library Policy

Fran led the first meeting accompanied by the teachers who formed her development group. It contained representatives from the following year groups : 5, 3, 2, 1 and reception. Two items were on the agenda for this meeting:

- a review of a 'Books in the Classroom and School Library' policy (Appendix 14);
- proposals for grammar teaching.

Fran started the discussion by stating that she wanted the group to offer the rest of the staff a books in the classroom policy, as opposed to a library policy, because the classroom was the place where most reading and book related activities occurred. Then she read aloud a draft of a policy which had written herself, as no other copies were available.

The main points for discussion were as follows:

- there was need for a book corner in each classroom which was comfortable and private, and, therefore suitable for browsing (ENC 1990, Non-Statutory Guidance, D2, 1.9). [The teachers present confirmed that this was in place already];
- in addition, picture books should be provided throughout the school. There was a place for re-reading 'old favourites' irrespective of the age of the child;
- the book corner should include topic books;
- the school library should be an attractive place with charts displayed to encourage inquiry;
- the noise level permitted in the library should be conducive to learning;
- there should be a policy for buying stock. [It was agreed that only good quality books should be bought. Fran suggested that the budget should be spent on fiction, but the Year 5 teacher reminded her that there was some pressure on reference books, as all

classes in a year group under the National Curriculum were doing the same topic. This was seen as a intractable];

- the library should support all aspects of work in the classroom and there was general affirmation of this;
- children should be encouraged to become researchers;
- children should always be involved in choosing their own books, but teachers should guide them to make informed choices;
- local librarians should be invited to the school to talk to the children whenever possible, to read them stories and to acquaint them with new publications.

Finally, Fran asked whether the group agreed that this policy could now be presented to the whole staff. She apologised for producing a draft without involving them. They assured her that this was acceptable, because they were all so pressed for time.

[There was insufficient time for the grammar item on the agenda.]

A Writing Policy for Key Stage 2

This meeting was chaired by Paul. In his introduction he stated that the writing policy needed updating. The existing one had been in place since 1989 (Appendix 15), but many changes had been introduced in light of the English National Curriculum, and these needed to be documented.

Key Stage 1 teachers had already met to comment on this policy which had been drafted by Fran and her development group. It was now the turn of the Key Stage 2 teachers to do the same. There were two sheets available to aid the discussion. Sheet 1 showed the original draft put together by the development group, and Sheet 2 the additional comments made the infant teachers.

Paul read out the first paragraph of the paper which suggested that the policy should be rooted firmly within a developmental approach to writing. It ended with the following sentence:

'It is also important to remember that although points may have been introduced to a child or class, it is necessary to revise all aspects of English, as and when the need arises.'

Reference was made to the fact that a context should be found for English work across most subjects of the primary curriculum.

It was agreed that the 'drafting and proof-reading' part of the policy was being left too late for introduction to upper juniors [Years 5 and 6]. It should be introduced to lower juniors [Years 3 and 4], as some children were ready for it then. Paul stated that such age-related statements could only be applied in very general terms. However, a progression had its uses, for example, where a particular year group was suggested as suitable for the introduction of a particular English topic.

Other points made in connection with writing included the fact that there was nothing in the policy about 'similes' and 'metaphor', 'tenses', 'plurals' or 'comparatives'. Paul thought it might be helpful to separate punctuation from other aspects of grammar and then to make a rough, although not rigid, progression for the teaching of this.

Study Of The Documentation

Various policy documents were made available for perusal. Writing Policy and Books in the Classroom and the School Library documents have been referred to already in the context of the working party meetings above. In addition, spelling and handwriting policies were made available (Appendix 16). The former was due for to be revised.

Spelling Policy

This policy was closely matched to the National Curriculum requirements for AT4: Spelling with a progression which was linked to the various levels of the AT. However, it was stated that this order need not be adhered to strictly. Supplementary guidance was given which related the 'Two Way Spelling' books in use in the school and to the various rules which should be taught at each level.

The Handwriting Policy

The following extract from the English National Curriculum opened the policy: that children should

'have opportunities to develop a comfortable, flowing and legible joined-up style of handwriting' (ENC 1990, PoS, ATs 3,4,5, p38).

This was to be achieved by joining up appropriate serifs in Year 2, which would be extended in Key Stage 2 when the joined script would become compulsory for as many children as possible. Detailed examples of how each join was to be made were offered, as well as examples of the letter form in use. Guidance was given concerning the choice of writing implement, and examples were included of how each would look on paper. In order to help children with poor manipulative ability, easier options for some of the

more complex letter joins were shown. Finally, it was suggested that teachers should provide good role models themselves, whenever they wrote in school.

CHAPTER 6 - ANALYSIS AND DISCUSSION

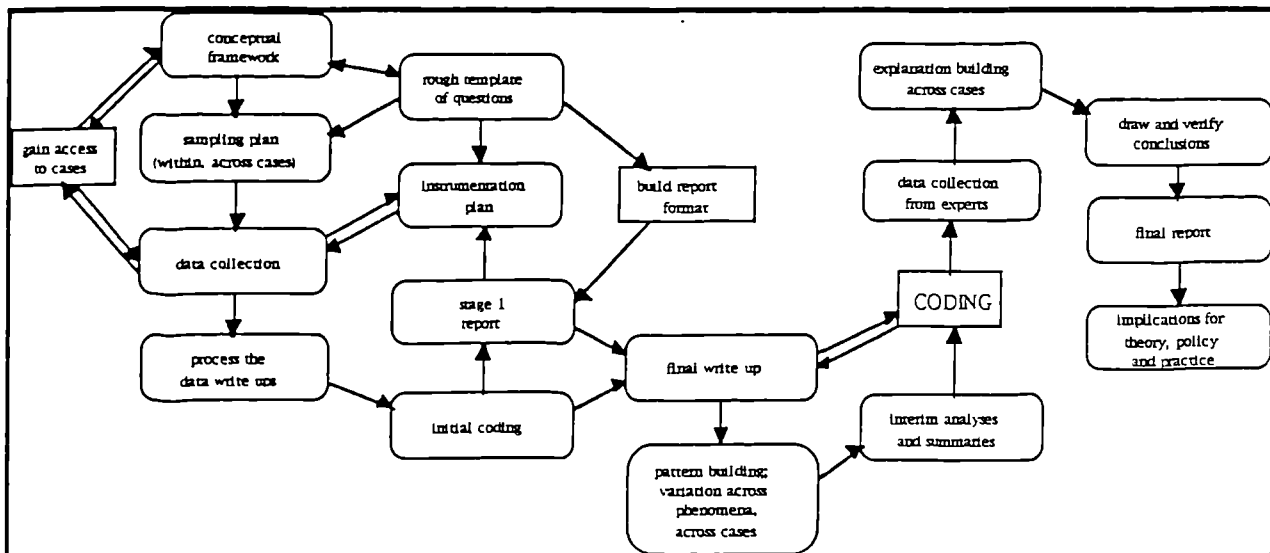
Overview

In this chapter significant features arising from analysis of data relating to teachers' perceptions of the impact of the ENC 1990 for English are discussed. These issues have been derived through an exploration of teachers' understanding of English subject knowledge, of how pupils should be taught and how pupils learn at Key Stage 2. Factors which may have influenced teachers' thinking include length of experience in teaching, their background in the subject, their personal and political beliefs and the degree to which views of recognised experts have impinged upon them. These provide a framework for this analysis which is organised in terms of the four language modes of reading, writing and speaking and listening. The latter two - speaking and listening - are considered together, as they have been attributed in this way both preceding, and subsequent to the ENC 1990 and teachers now commonly construe primary English in these terms.

Analysis Process

The data presented as cases in chapter 5 were subjected to a process of qualitative analysis involving data reduction as outlined in the conceptual frame in Figure 1.

Figure 1 - Conceptual Frame



This had been used to ground the research in order to provide validity and reliability. This process involved progressive reflection through iteration in which the rough template of questions formed in chapter 1 helped to determine the focus of incidents observed whilst in the classroom and during working party meetings, as well as the

range of questions and supplementary questions asked during interviews. It was not possible, or desirable, to record everything that had been observed, but a rationale for what was included, or what was left out, was determined by reference to this template. Interviews were transcribed in full, as soon after the event as possible, so that particular meanings/nuances were retained.

Once all the data had been collected it was subjected to interim analysis. This involved the identification of key issues in relation to the three research questions which had been derived from perusal of the 1990 English Order, pedagogic concerns about subject knowledge and the way in which primary English was being taught and learnt. The key themes and differences which emerged from this analysis were used as starting points for interviews with eight experts in order to provide corroboration and “confirmability” (Miles & Huberman, 1994, p 275).

After these expert interviews were completed, a final stage of analysis was undertaken, by means of the development of a series of summaries and matrices. Data - obtained from multiple readings of field notes, transcripts, reports and documentation - were coded according to the three research questions outlined in the rough template (chapter 1), namely how each respondent had experienced primary English in terms of subject knowledge, how it should be taught and how they thought pupils learnt it most effectively at Key Stage 2.

In accordance with this, summary sheets were compiled initially from analysing and coding the data derived from all the instruments used, where care was taken to preserve the essence of what had been observed and recorded in field notes, transcribed from interviews or written in documentation through a mixture of paraphrases and direct quotations as related to each research question (Miles & Huberman, 1994, p241). To take one example, relating to the skills and strategies which teachers think pupils should be taught with regard to reading, the following summary sheet was constructed:

| |
|--|
| <p>School A</p> <p>Sally - literature should "make some point of contact" with children's lives and there should be some "structure" offered through the material on offer;</p> <p>Elaine - pupils should "enjoy reading across a wide range of material", not "just learn the mechanics of reading";</p> <p>Lynne - pupils should "read for pleasure and information", "be confident readers", know "how to challenge a text";</p> <p>Documentation - 'to foster the development of enthusiastic independent readers who are confident reading a wide variety of written material', to develop 'skills of literacy criticism' and 'skills that underlie the reading process' .</p> <p>School B</p> <p>Sarah - advocated " a return to a core scheme to provide progression" and "more emphasis on information retrieval" ;</p> <p>Rita - pupils should "read for meaning and for fun" and "be able to undertake research for themselves";</p> <p>Amy - "how to be fluent readers";</p> <p>Documentation - reading should be 'both useful and enjoyable' and taught through schemes to provide structure. 'Phonics' teaching should form part of strategy development .</p> <p>School C</p> <p>Lucy - "more structure needed particularly by children who find reading difficult";</p> <p>Pauline - pupils should "read for pleasure" as well as "reading more formal texts";</p> <p>Melissa - "How to return readily to factual material. To read for enjoyment". How to research. "How to cope with longer texts". How to use libraries. Be confident to read longer texts.</p> <p>Documentation - Pupils should be able to distinguish between 'fact and opinion' as well as being aware of 'mood and characterisation'. They should receive strategy training including 'word recognition and phonics'.</p> <p>School D</p> <p>Jane - pupils should be taught to read pre-twentieth, as well as twentieth century texts, as long as "relevance to their own lives" is established;</p> <p>Pam - Made use of a published "scheme" to teach children to retrieve information;</p> <p>Alan - "read for enjoyment and understanding".</p> <p>Documentation - the aim was to 'develop enjoyment, fluency, independence and understanding over an increasingly wide range of reading material, fiction and non fiction'. Pupils should be able to make 'personal' and 'critical' responses and be 'able to read for specific purposes', 'become familiar with the impersonal register of books'.</p> <p>School E</p> <p>Fran - pupils should "value and enjoy reading";</p> <p>Paul - pupils should "enjoy a wide variety of books" and be taught "a range of strategies";</p> <p>Working party - considered book provision in the classroom with an accent on children being able to undertake research. Phonetics teaching was included in the 'spelling policy'.</p> |
|--|

Next, after more analysis of the transcript data - as interviews had formed the main aspect of data collection - a set of matrices (Appendix 17: Matrices 1-6) was devised. These matrices were the means to present the characteristic aspects of the groups of participants as identified from analysis in which the summary statements relating to levels of participants - language co-ordinators, pre-ERA teachers and post-ERA teachers - were compared in order to determine the similarities between them. For

example, the post-ERA teachers perceived that what pupils should be should be taught and learnt in reading was as follows (extract from Matrix 3):

| |
|--|
| <p>Post- ERA teachers Lynne - How to be confident readers. How to challenge a text. How to acquire a love of reading and that books provide a stimulus for work in other subjects. Amy - How to be fluent readers. Melissa - How to return readily to factual material. To read for enjoyment. How to research. How to cope with longer texts. How to use libraries. Be confident to read longer texts. Alan - To read for enjoyment and understanding.</p> |
|--|

In the case of the language co-ordinators, where two interviews had taken place as part of the longitudinal design of the research, it was also possible to analyse how their perceptions had altered with the passage of time. Sarah, for instance, had initially advocated a move away from schemes but by the time of the second interview wanted to return to them, providing that the subject matter was interesting. Once again summary statements were compared and contrasted in relation to the individuals concerned and by reference to other respondents. This allowed surface features to be identified and discounted, for example, global and unsupported statements such as pupils should "value" reading (Fran [LC]). Once completed, the summary sheets and this first set of matrices provided the means to confirm that the analysis was dependable and to avoid idiosyncratic interpretation.

Further data reduction was undertaken in which, this time, the task was to capture the **variety** in responses in order to present the full range of teachers' experiences. The results of this were presented in a set of matrices (Appendix 17: Matrices 7-13) which set out teachers' range of experience as aligned to the various schools, types of respondents and instrument of data collection used. Each of these matrices related to a **critical feature** of teachers' experience of primary English which had emerged during iteration and which had been confirmed as significant by experts, both during interviews (Matrices 14-20) or from literature survey. These critical features were identified during methods triangulation and through progressive levels of questioning which had been built into the research design to provide construct validity. Key patterns, commonalties and differences emerged from the data to reveal the range of experience of primary English as experienced by the participants as a continuum. (It should be noted that the diffuse nature of data relating to 'language variation', as contained within 'speaking and listening', meant a continuum of experience was not achievable here).

Summary

It was possible to reach certain conclusions using this process of analysis e.g. there was a revival of interest in structured approaches to the teaching of reading, that this depended on whether or not the books were enjoyable and meaningful, and that teachers' direct role in strategy development warranted more attention (chapter 7). This was achieved by extrapolating the key phrases (or summaries of meaning) relating to how teachers perceived reading should be taught (as shown above), and by cross-matching this with the perceptions of levels of participants in matrix 3 (including a comparison of the views of language co-ordinators over the passage of time). From this, after further analysis, it was possible to show the variation in the range of their experience as a continuum (matrix 10), established through iteration using triangulation and levels of questioning which was shared with experts (matrix 17), as part of interim analysis. This offered a further level of questioning which contributed to the confirmation, or negation, of the particular finding. The full process of analysis produced a small set of general conclusions which may contribute to theoretical understanding, as well as to policy making and classroom practice in terms of primary English teaching at Key Stage 2 (chapter 7).

General Findings

In general, and as a means of establishing a context for what is to follow, it is possible to provide a broad-brush summary of teachers' responses and the evidence from the other data sources. The complex nature of English as a subject was not fully understood or experienced either in terms of content or pedagogy, or the interrelationship between the two. The teachers showed immense goodwill and gave their support to elements of the 1990 Order which they recognised to be worthwhile, for example, those that promoted continuity and progression on a national basis. But the linear structure of the attainment levels was superimposed on a curriculum which was essentially cyclical in nature (Hayden, 1990). In the circumstances, the teachers found difficulty, both conceptually and practically, in achieving sufficient differentiation to secure progress, particularly in respect of writing.

The fact that English is a subject in its own right and also the medium through which all other curriculum subjects are taught formed a barrier for teachers, as they sought to come to terms with the Order. English teaching was frequently obscured in lessons where the specific subject content - for example, history (Pauline, Stage 1, Observation [O]) - was considered first with the English PoS being an afterthought, if consciously thought about at all. Nevertheless, there were some notable exceptions to this, for example, in a science lesson relating to changes in eggs from raw to cooked

where there was high level oral intervention on the part of the teacher (Elaine, Stage 1,O). All teachers appreciated the fact that each subject of the primary curriculum was dependent on English because of its role as a tool of communication. Reading, writing and speaking and listening were viewed as the medium for teaching and learning, and as the way in which pupils were given the technical knowledge and language of the subject being studied. But this made curriculum planning in English particularly challenging. Lynch (I, June 1996), an advisory teacher, being aware of this, encouraged teachers to "plan for English as a subject and English as a subject that accesses the curriculum".

The rapid timescale for the implementation of the National Curriculum had affected teachers' ways of responding to the complexities of the issues involved. There is some evidence to show that teachers merely accommodated their approach to take account of what was demanded of them under the statutory curriculum, for example, Pauline (pre ERA, Stage 2, I), explained that:

"when we first got the documents everyone panicked and thought that the wheel would have to be reinvented...until we realised it was what we were doing already, rephrased!"

As such, a 'practicality ethic' came into force in which they had decided to 'bolt on' this new content to their existing practice' (Galton et al., 1998, p59).

Added to this were feelings of disenfranchisement because their personal autonomy had been eroded during the build up to the ENC 1990. They believed themselves to be mere 'functionaries' (Golby in Carr, 1989), the purveyors of a curriculum conceived of by others elsewhere. The complexity involved in teaching primary English was appreciated, in the main, by language co-ordinators, although there was variation and divergence amongst them on certain issues, particularly in terms of pedagogy. But, as dissemination of subject related matters moved further away from them, and towards teachers whose main interests were in other subjects of the curriculum (for example, the mathematics co-ordinator, Ron, School D) responses to the complexities became more superficial. Teachers strove hard to put the new curriculum in place so that their pupils would not be disadvantaged, but they had insufficient time to reflect on it and were confused by the welter of additional proposals and counter proposals which came in its wake.

Additionally, as a result of all that had to be covered in the full National Curriculum, teachers considered that there was less time to teach the basics, and that English was being squeezed in terms of time available to teach it. This directly contradicted the views of some experts, who argued that:

"I don't think there is less time for English, I just think there is more squeezed into it than ever before" (Coles, I June 1996).

Coles suggested that when he had started teaching it was not unusual for children to spend the best part of a day making neat, italic copies of stories they had previously composed which would simply not be desirable or possible under ERA.

Detailed findings under each PoS of the 1990 Order will now be reported.

READING

Overview

Teachers believed that they had not needed significantly to alter their practice that much in order to teach AT 2 of the English National Curriculum. However, analysis of the data reveals a much more complicated picture. Three themes emerged:

- children should be given access to a range of fiction and non fiction books;
- there was ambiguity concerning how reading should be taught;
- children learn to read best through structured approaches as offered in reading schemes.

Children Should Be Given Access To A Range Of Fiction And Non Fiction Books

There was general agreement that pupils should be enabled to enjoy reading both for pleasure and information :

'We want our children to be able to read, to find it useful, and to enjoy reading as a lifelong activity' (Documentation [D], School B).

This reflected statements in the literature, for example, that the reading process should be a 'powerful, absorbing, influential, creative' one (Ousbey, J. in Harrison & Coles, 1992, p29).

A positive aspect to emerge from the 'real books' movement (Waterland, 1985) - dominant in the 1980s - was that books and poems read by children should be interesting and this was perceived as necessary to their becoming fluent and avid readers. Pauline (Pre ERA teacher [Pre], Stage 2, Interview [I]) believed that it did not matter what text was chosen "comics, books or a variety of novels from Enid Blyton to Roald Dahl or Dickens...whatever the variety", as long as children got pleasure from them. Pre-twentieth century texts could be made accessible to pupils "if you present it carefully and link it to something they understand or link it to something modern" (Jane, Language Co-ordinator [LC], Stage 1, I). However, interest would be lost where a story-line lacked pace (Sally, LC, Stage 1, O).

Throughout the research period there was a growth in awareness, as reflected in the literature, of the importance of giving pupils access to information books and teaching them how to learn effectively from this (Mallett, 1992; Brunwin & Smith, 1995). This was also the case for the participants in this study, although there were differences in how far this had been developed in each school. School B was made aware of the importance of information retrieval teaching by the direct intervention of a new head teacher (in 1992), whereas others were seeking to integrate aspects of it into their school policies as late as in 1995 (School E). School D - a middle school with Key Stage 2 and 3 pupils - had a section devoted to reading information texts in its policy. This suggested that:

'when primary school children transfer to secondary school, they tend to experience a 'register clash'...Pupils need to become familiar with the impersonal register of information books in general and of each subject in particular...In addition the cohesion of a passage can cause pupils problems. Cohesion is important in a text and needs to be there. Some attempts to 'simplify' text actually make it harder to understand because in shortening sentences the logic of the text is removed.'

There Was Ambiguity Concerning How Reading Should Be Taught

Analysis of the data from this study shows that pupils were being given time to become immersed in books (Appendix 18 - Reading - How It Should Be Taught), but this was carried out more successfully by some than others. Individual reading encounters were increasingly becoming more than simply listening to children read, but awareness of how to use such sessions to plan suitable reading programmes for groups and the whole class - derived from systematic assessment of pupil progress - was not in evidence. For example, the utilisation of tools of assessment such as miscue analysis

(Campbell, 1993) was not high, and was referred to in only one policy document (School D). Furthermore the usefulness of practices in common usage such as giving pupils time for silent, sustained reading on a daily basis and for children to read individually to the teacher was being questioned by some teachers. This latter practice, widely adopted as a means of teaching reading in Key Stage 1, was less evident in Key Stage 2. Teachers did spend significant amounts of time with pupils but were often not clear why they were doing this. Such encounters should be used for diagnostic purposes, in identifying strategies which each child needs to develop further (Riley, 1996) which should then be taught to them in a systematic way.

The former strategy, giving pupils time for silent reading - variously coined as USSR (Uninterrupted, Silent, Sustained, Reading), DEAR (Drop Everything and Read) and ERIC (Everybody Reading in Class) - was adopted widely as a means of giving children time to read in school. This lacked purpose if pupils were ill-disciplined, or if the sessions became too much of a routine, without a clear agenda. To encourage pupils to become lifelong readers, they should be given time to browse (Chambers, 1991) and to engage in silent sustained reading (ENC 1990, AT2, Level 3, p8; Fenwick, 1988), but Sally (LC, Stage 1, I) was mindful that without a focus both activities could become time-wasters, so she was at pains to avoid this in her teaching. Therefore, she ensured that silent reading took

"the form of group reading, or reading with someone else, because some children just don't like reading silently...and they've had all that time!"

Little direct evidence of children being taught to read was seen. Examples of the teachers drawing attention to strategies for use when pupils encountered unknown words were rare and undeveloped. Pauline (Pre, Stage 1, O) during a lesson on Egyptian dynasties sought to remind her class:

Pauline: What can you do about words you don't know?

Child B : Use a reference book

Pauline: Come on. Reading skills. How?

Child C : Break up words - sounds

Pauline: Look at the words around it - backwards and forwards - see if it gives a clue.

Cross peer tutoring (Barron & Foot, 1991) and paired reading with volunteers which works most successfully when backed up by a system of training (Topping &

Wolfendale, 1985) was mentioned in one policy document (School D). Jane (LC, Stage 1) claimed:

"We have an army of parents who help with this. ..It's been brilliant."

Some use of published materials to aid information retrieval was made, for example, the 'Effective Reading Workshop' (School D), although decontextualised teaching like this often proved counterproductive (Pam, Stage 1, O), as it lacked sufficient supporting detail to allow children to infer meaning from the surrounding text .

Children Learn To Read Best Through Structured Approaches As Offered in Reading Schemes

In order that children could be taught to read effectively teachers felt that it was appropriate to make use of reading schemes, although they remained convinced that it was vital that scheme books should contain interesting content, or such a move would be counterproductive. They were reassured by schemes which had been compiled by experts who attended to both subject matter and pedagogy. This may indicate that they lacked confidence in their own understanding and ability to teach it effectively. Experts concurred with the notion that there should be more structure but construed this in a more complex way, for example, Perera, speaking of her role on the Working Group (1988), wished that they had given "more structure to reading" - although this was beyond the remit of the brief - but this would have probably antagonised some of the members who were opposed to phonics teaching (I, March 1996). More structured approaches (Garforth & Palmer, 1997), would provide opportunity for strategy development, particularly in terms of the key skills of phonics and word recognition (ENC 1990, AT2, p7).

The implementation of the English National Curriculum heralded a return to the use of more reading schemes, which were deemed particularly useful for children who found reading difficult (Lucy, Stage 2, I). There was a perceptible turning away from the real books/apprenticeship approaches of the 1980s. However, teachers were aware that care should be taken, in Elaine's words (Pre, Stage 2, I) to ensure that pupils did not "just learn about the sheer mechanics of reading" but should realise it was about "becoming a reader and enjoying the experience". In addition, children should be taught how to become critical readers (Richmond, I, February 1996) which would involve them in being able to "challenge the text" (Lynne, Post ERA teacher [Post], Stage 2, I).

Further differences in teachers' experience of the complexity of learning to read, were shown in policy documents as only two made detailed reference to the range of strategies which the reader needs to acquire in order to read both fiction and non fiction texts. The teacher's role in teaching reading effectively was not explicitly considered. There was particular insecurity over the teaching of higher order reading skills (Coles, I, June 1996), especially the fact that children should be taught how to infer, deduce and to predict, that they should learn how to skim and scan, to use a range of information retrieval techniques, to recognise bias and stereotyping and that they should know how punctuation is used to aid understanding. Although some reference was made to higher reading ability in three of the policy documents, teaching of it was less apparent in the classroom, particularly amongst the inexperienced post-ERA teachers. Some teachers recognised the importance of study skills and Melissa (Post, Stage 2, I), in particular, had been delighted when children in her class engaged in work on school-based projects in their own time.

Summary

Teachers perceived that the 'real book' movement of the 1980s had deeply underscored the importance of children finding enjoyment in texts. They, in the main, appeared to remain convinced [growing out of the concerns expressed by Lunzer and Gardner (1979) and Southgate et al. (1981)] that pupils need to be given time to become immersed in books and to share these for extended periods of time with their teachers, in order to learn to read successfully. Their responses revealed that greater attention was being given to phonic knowledge than there had been in the past although with some degree of unwillingness on the part of some.

WRITING

Overview

Current practice was perceived by all of the teachers to be in line with the requirements of the ENC 1990, which had exerted a direct influence over the range of writing undertaken by children. Consequently, pupils were now used to producing shorter, incisive pieces of writing in transactional styles, which was seen as beneficial. Lynch (I, June 1996), an advisory teacher, noted that "writing has travelled light years on". However, several issues emerged from the data which warrant further analysis and discussion. These reveal, in some instances, aspects of the writing process which teachers had not yet fully experienced. These issues related to:

- deciding what 'Knowledge about Language' children should be given;

- considering the impact of AT: 3 which sets out 'to match audience to style and purpose';
- crafting a response - attending to the composition and transcription features of the writing process;
- giving children metacognitive awareness in terms of learning to write.

What Knowledge About Language Should Children Possess

There was a wide difference in what was meant by knowledge about language which persisted throughout the research period. Teachers were aware of the controversial - often political - nature of the debate (Richmond, I, February 1996) but, when asked to define knowledge about language, they did so reluctantly due to lack of confidence and mainly in terms of grammar and punctuation. Sally (LC, Stage 1, I) offered the following:

"Um...I don't know that I am right here at all. I'll have a stab at it...There is a group of people that think learning English is all about learning grammar first and that we should be teaching 'creativity', 'originality' as a follow on from that. They were quite angered...that the National Curriculum didn't include more. But my own feeling about this is that it's sort of chicken-and-egg. I do think children need the skills and spellings, but not before any thing else."

Grammar - just one aspect of 'language as system' [which, in turn, is one of five linked areas of 'Knowledge about Language': Appendix 18] - remained largely outside the respondents' experience, so much was being left untaught. There was evidence of some minimal awareness, for example, when Sally (LC, Stage 1, I) regretted that understanding and usage of metaphors and similes had been omitted from the PoS for Key Stage 2, as she believed these could be taught effectively to children from Year 5 upwards. She also considered that the "whole area of creativity", of which image making was a part, had not received a high enough focus, whilst Lynne (Post, Stage 2, I) was convinced that children could be motivated to be interested in the origin of words (the 'history of languages' area of the LINC model).

There was considerable resistance to the model of grammar teaching contained in the Revised Order (1993) which advocated a return to more prescriptive approaches, although it was widely accepted that children should be directly taught about the functions of words. Jane (LC, Stage 1, I) had felt "devastation" at what was being suggested in these proposals but, nevertheless in her school they did teach grammar:

"We do talk about the handle of verbs, nouns adjectives a bit and it is down in the policy to make sure that they know the names but it is not used as much as it might be. But I wouldn't want to go over the top with it either."

Teachers believed that grammar teaching was most effectively taught in the context of children's own writing, as part of the drafting process, so fears were expressed that the 1993 proposals would mean a return to "old fashioned grammar exercises" which would not be beneficial. One teacher doubted whether knowledge of the technical terminology was really necessary (Shirley, School D, Stage 1, O).

Teachers' implicit understanding of knowledge about language - as observed in their teaching - was greater than they were able to articulate. For example, Sally (LC, Stage 1, O) gave her class multi sensory insight into metaphor making whilst Rita (Pre, Stage 1, O) modelled particular structures, for example, acrostics in poetry writing. Whether knowing the correct technical language will increase children's ability to write in a 'vigorous, committed, honest and interesting' way (English for Ages 5-11, November, 1988, 10.9) remains to be seen, and this could provide an interesting area for research in the future.

The Impact Of The Aim Of AT:3 Which Was 'to Match Audience To Style And Purpose'

This succinct aim - as expressed in the ENC 1990 - had enabled teachers to broaden the range of children's writing whilst incorporating the usage of appropriate styles. Pauline (Pre, Stage 2, I) remarked:

"They get a far greater variety of writing styles. We write plays, we write letters, we write lists ... The kinds of writing are far more varied and the emphasis is on getting it accurate as well, using the right language."

The injunction to match 'style to audience and purpose' (ENC 1990, AT:3, p12) had positively influenced the way in which children learned to write. As a result more transactional modes were in evidence, although there were dangers that the balance was now tipping too far to this side, but it had halted the trend of the past towards too much story writing. One teacher believed that care needed be taken to ensure that nurturing of an idea should not be achieved at the expense of learning to write to a deadline, whilst another felt - in order that opportunities could be found for children to use a range of writing styles - cross-curricular opportunities needed to be exploited to the full.

Several experts, particularly Armstrong, suggested that pupils should find enjoyment in writing and be encouraged to use their imaginations. He was convinced that

"the only way of encouraging and supporting children in their pursuit of language and literature is by placing the main emphasis on the development of their imagination" (I, March 1996).

Teachers, however, perceived there was now less time for creative writing than there had been in the past. Here, again, expressed views belied classroom observation data which showed that poetry was to the fore, variously inspired by class topics such as 'machines' or 'winter', as well as through novels and poems which were currently being read to the class.

Crafting A Response - Attending To The Composition And Transcription Features Of The Writing Process

The importance of being able to craft a response (Parker, 1993) both in terms of composition of the theme, and the way it is transcribed, was understood by the teachers. They did not relegate the correction of surface features of writing to the background, but sought to keep a balance between both the composition and transcription aspects (Armstrong, I, March 1996). However, there had been concern that the covert message contained in the 1993 proposals would mean a return to the over-accentuation of correction of the surface features of writing - spelling, punctuation, grammar and handwriting - rather than with how effectively the underlying message was being put across.

"We must be careful not to go too far the other way again. I think we could become obsessed with the way they punctuate and the way they spell, but I think if you can find a happy medium, then they'll be fine" (Sarah, LC, Stage 2, I).

However, Perera (I, March 1996) welcomed the fact that more attention was being given to punctuation and spelling in the schools which she visited than there had been in the past.

The crafting of a response was perceived to be very important, although the complexity of what was involved in the drafting and editing process was lost on some teachers who aligned it to former "rough book" approaches during which they corrected the

writing themselves before it was copied out in best by the children. Sarah (LC, Stage 2, I) reported that

"I think we've taken on more of the idea of drafting and people are more aware of children learning in the process of doing it, rather than the product at the end...that's coming through with the younger teachers we've had in."

However, some felt (Pauline, Pre, Stage 2, I) there was now less time for drafting than during the time before ERA, and there was a wide variation in practice in this respect.

The approach to handwriting outlined in the ENC 1990 was only referred to by one experienced teacher - Rita - who was considered to be an expert in teaching this by her colleagues. She considered that the progression in the statements of attainment were not appropriate, with the gaps between each level being too far apart. Other interviewees chose not to comment on this AT, leading to the conclusion that it was not a very high priority.

In terms of spelling, "LOOK, COVER, WRITE, CHECK" procedures (Mudd, 1994; Peters, 1985) were widely taught to children as the most effective means of getting them to lodge words in their visual memory, which was particularly necessary for irregular words. Knowing the relationship between phonics and spelling was thought to be useful for learning to spell regular words, as was the learning of word families or patterns. Only one teacher - Sarah (LC, Stage 1, I & O) - thought that children should be not allowed to "have-a go" at spellings for themselves, as she was concerned that this would mean that incorrect forms would be difficult to dispel from their memories.

Giving Children Metacognitive Awareness In Terms Of Learning To Write

Children need to acquire metalinguistic understanding of the writing (and reading) process if they are to become fully literate (Bereiter & Scardamalia, 1992; Wray, 1994) but this remained largely outside teachers' experience. Self-awareness derived from their own experiences as learners - what could be described as a constructivist view of learning - was shown to be the most likely correlate with teachers' ability to generate metalinguistic understanding in pupils. A mixture of direct teaching, coupled with group and individual inquiry, was shown to be essential but this was rare. In only two of the schools were children being encouraged to keep portfolios of "good" work. Jane (LC, Stage 1, I) saw self-assessment as integral to the learning process and, as a result,

children in her school built up large banks of evidence which were used as part of the process of assigning levels to them for assessment purposes at the end of Key Stage 2.

"We assess them against the criteria we have pulled out. The children say whether they think they have been successful or not. They're getting better at doing that...children will see whether they have met the challenge and then hopefully the next time they will see whether they have developed."

Summary

Teachers were convinced that the teaching of writing had improved in the wake of the ENC 1990 (HMI/OFSTED reports 1994) with the best work occurring where there was a balanced approach to content, style and presentation. Some appreciated the importance of drafting and editing which gives pupils ownership of the process, thereby increasing their metacognitive understanding. However, there were concerns expressed concerning the increased emphasis being placed on sentence structure - which whilst almost universally accepted as important - might be deleterious to composition. Teachers perceived that a balance between the composition and transcription aspects of the process needed to be maintained. Their experience of 'Knowledge about Language' - other than in terms of language as a system - was at best intuitive.

SPEAKING AND LISTENING

Overview

The evidence in this study suggests that teachers' experience of the introduction of the speaking and listening component was highly complex and not easily categorised. They acknowledged that this PoS had challenged them the most. Analysis of the data reveals two particular features alongside broad concerns about the teaching of speaking and listening:

- subject knowledge in relation to language variation and standard English;
- confidence in the use of new teaching techniques including the role of drama, teacher questioning and pupil learning through collaborative means.

Broad Concerns about 'Speaking and Listening'

From the outset, 'Speaking and Listening' was the profile component of the 1990 curriculum which concerned the teachers the most. Their preparedness for teaching this profile component both in terms of subject knowledge and their confidence to teach it was not high. Some were more confident than others and differences could be

explained in terms of experience in teaching, or the nature of their prior experiences (for example whether they had been involved in the National Oracy project - late 1980s - or in the LINC project (April 1989 - June 1991), or in terms of the emphasis accorded to oracy in Initial Teacher Training. On the whole, however, teachers lacked experience and needed the guidance offered in the PoS. For example, Melissa (Post, Stage 2, I) noted that

"it was good that there was a speaking and listening profile in the [English] Curriculum because I think I would have been lost without it".

This lack of confidence with speaking and listening persisted throughout the research period, a fact which was not helped by the fact that 4 out of 5 schools had no policies in place for these two language modes during the first stage of the research. This situation changed gradually, although, as late as the summer of 1995, some schools were still at work on these, and the amount of detail within them varied significantly. For example, one school (D) had a language policy with a section devoted specifically to speaking and listening which was linked with drama, but this was the exception.

Problems arose owing to the changes in teaching style which were necessitated by this profile component. As Sarah (LC, Stage 1, I) suggested:

"I don't recall at college the importance of letting children speak coming into any of our lectures...The first three or four schools I was in I worked for heads who were happy if you were keeping the class quiet."

Analysis shows that teachers supported the view that it had been appropriate to give 'Speaking and Listening' equal weighting with the other attainment targets of reading and writing, since by the end of Key Stage 2 - as data collected during Stage 2 of the research suggests - they believed that learning in this PoS should enable pupils:

- to become confident speakers and attentive listeners;
- to use speaking and listening to help them to formulate ideas and thoughts;
- to know how to accept and offer criticism constructively;
- to be able to negotiate and compromise when needed;
- to be able to adapt what they were saying to meet the needs of particular audiences;
- to know how to give well-argued presentations and the conventions of taking part in a debate;
- to be confident when asking and answering questions.

This generally expressed view suggests that teachers had internalised the main requirements of PoS for 'Speaking and Listening' [although no unsolicited reference was made to the 'forms and functions of spoken standard English (ENC 1990, p24)] mainly because it had been codified and was statutory, whereas previously it had been unstructured and "not even seen as part of English work" (Perera, I, March 1996). Teachers considered that such learning could be achieved during lessons across the curriculum, but should never be left merely to chance. Sally (LC, Stage 1, I) said, with particular reference to this profile component,

"people are ready to accept 'Speaking and Listening' now - whereas previously, they may have thought - what have we got to do that for - now you can say its in an Attainment Target."

Thus, although this profile component had raised the status of oracy in teachers' minds, they lacked subject knowledge and confidence in how to teach it. Jones, an advisory teacher, confirmed this :

"So although having it as a separate AT has given it a lot more prominence...in fact there's still a huge lack of knowledge about it. The National Oracy project, lots of exciting things happened there, but the project stopped...in most schools teachers are still foundering with it" (Jones, I, May 1996).

One of the underlying claims made in the literature (Baddeley et al., 1991) and by experts (Armstrong, I, March 1996) is that oracy should be valued for itself because of its importance in learning across the curriculum. This view was apparent amongst teachers who saw it as both 'a process and product of learning' (Lucy, LC, Stage 2, I), thus deserving of consideration in its own right. Because of the increased status given to oracy, pupils' ability to speak confidently increased, although there was concern that they needed to be taught to listen more carefully, so that they would become successful in their personal and professional lives as adults. As Paul (Pre, Stage 2, I) remarked,

"I was really taken with the amount of English that is done in this school and the encouragement on talking and so on. To some extent we were amused by this, and said that it was listening we had to push harder than speaking, because the speaking bit was not a problem!"

Furthermore, the significance of the link between oracy and later success in reading and writing (Wray, 1994) was appreciated to some extent by the teachers, but they were

less secure about what this entailed in practical terms. There was awareness that 'book talk' (Chambers, 1993) is important because through it children consolidate their understanding of what they are learning about the world around them, and, also, it inspires them to use their imaginations. Similarly, pupils benefit from being able to talk about their experiences and ideas before starting to write (Baddeley et al., 1991), although, to be able to articulate this as clearly as Sarah did, was the exception rather than the rule:

"Written language and reading follows on from spoken language development and I realised myself that they [pupils] very often needed to verbalise what they were trying to say - to use their imaginations thoroughly before they could get it down on paper" (Sarah , LC, Stage 1, I).

Moreover, it was through talking, and listening that metacognitive understanding of how children were learning could be developed (Wray, 1994). Although few understood this as clearly as Jane (LC, Stage 1, I) who was convinced that

"explaining your concept to somebody, then you are crystallising it in you own mind and developing your own thinking".

In addition, she encouraged her pupils to evaluate their own learning, as did Lucy (LC, Stage 1, I), through the compilation of their own portfolios of work which provided the focus for conferencing about their own language development.

To some extent, therefore, analysis of the data revealed a relatively sophisticated grasp amongst teachers of the principles and rationale for speaking and listening as presented in the literature and by experts. However, analysis of the data derived from practical contexts and discussion relating to practice belies this conclusion and demonstrates greater variation in teachers' experiences, as is instanced in the two following themes.

Subject Knowledge In Relation To Language Variation And Standard English

Teachers' responses to language variation and standard English had some common features but there were differences in perception as well. All teachers believed that standard English should form part of the speaking and listening curriculum of primary English, provided that it was taught within a balanced approach to language variation. This view was aligned with much of the literature, for example, that

'awareness of different registers and the range of speaking styles appropriate for different audiences develops through experience...' (Sealey, 1996, p104)

in which language diversity is celebrated as

'children have a repertoire of ways of talking, including dialects and other languages, the whole of which is valuable in communicating meaning' (Baddeley et al., 1991, p13).

There was general agreement that the political nature of the debate attending the inclusion of standard English had not been helpful (Cox, I, March 1996; Richmond, I, February 1996). However, in contradiction to Honey's view that

'it is possible to argue that the elementary school pupils of eighty years ago had a clearer ideas of what constituted 'well-spokenness' and may have had more opportunity to practise acquiring it than the pupils in our school system today' (Honey, 1989, p11)

the teachers in this study were aware of the importance of standard English and were not reluctant to teach it. Elaine (Pre, Stage 2, I) suggested,

"I've always believed myself the importance of valuing the language the children already have and of letting them know and feel valued...We have children here who are bilingual, we have children with different dialects and I think that's really important to say, that adds great richness to the school and our community, and let's value it. That's not to say we ignore standard English as there are times when it's appropriate... ."

Some of the teachers suggested that other teachers were still making judgements about their pupils on the basis of their accent. Sally (LC, Stage 2, I) knew from bitter experience how painful it was to

"know what it was like not to speak standard English and to have people point it out...so I would never do that to people [children] but I would encourage them. I'd put the learning about speaking and standard English in contexts they could understand like in role play."

However, the evidence from this study clearly showed that standard English remained a "very muddled concept" as Armstrong argued:

"It seems to be ill-defined...So I'd probably say that I don't fully understand it...I doubt whether any coherent view of standard English could be fully given" (Armstrong, I, March 1996).

A working party meeting (School A) aimed at producing such a speaking and listening policy revealed a lack of specific subject knowledge amongst the teachers, who drew the researcher into the discussion in order to clarify certain points, for instance, the difference between accents and dialects. This gave credence to Coles' view that

"teachers don't understand the difference between standard English, Received Pronunciation, accent, dialect. You know their understandings are very confused. So how can they introduce discussions in class when they are not clear themselves" (Coles, I, June 1996).

Evidence was also provided to show that insufficient attention had been given to the specific learning requirements of bilingual children in the ENC 1990 (C2, 2.9-14). Lucy (LC, Stage 1, I), for example, considered that

"you don't even find reference to it now and given our teaching situation here...It isn't just an input of Asian children. It's from all over the place...If we are looking for something which is guiding our teaching, it's a useless document from that point of view."

Expert opinion, too, was equivocal about this issue. Parents whose first language was not English wanted their children to acquire standard English, as they saw it as essential for success in life and linked to power, for without it they would be "confined to the ghetto" (Cox, I, March 1996). However, Dombey (I, May 1996) and Perera (I, March 1996) suggested that too much attention to standard English could risk undermining the self-esteem of such pupils. Evidence from this study suggests that more inexperienced teachers lacked the knowledge to support bilingual children, particularly because multiculturalism had ceased to be a high priority since the Swann report had made its recommendations in 1985. One school (C), in its policy, suggested that more attention needed to be given to the relationship between concept formation in the mother tongue and subject knowledge in English (and other subjects across the curriculum) but this was the exception.

The teachers taking part in this research were concerned to give all pupils access to a dialect continuum (Trudgill, 1982) which had standard English at one end and the language of the community, or home, at the other. There was agreement that children should be taught about appropriateness in spoken language terms, knowing which form to adopt according to the relative formality/informality of the occasion. Awareness of this was deemed crucial for success in later life. However, fears were expressed over the emphasis given to standard English in the 'Proposals for the Revised Order' (1993), since the balance was considered to be about right in the ENC 1990. There was general approval when these proposals were shelved, but advisory teacher, Lynch (I, June 1996), still wondered if it was necessary to have a section entitled 'Standard English and Language Study' in the 1995 curriculum, when the former was subsumed under the latter. She hinted at the presence of a political agenda (Cox, 1995) when she argued that standard English ought

"to be part of language study. I think 'Language Study' would have been enough, but we know why it's in!"

A further source of complexity revealed by data analysis was the difference between espoused values and classroom practice. Every teacher claimed that register, including standard English, was important but very little explicit teaching of the latter was observed, other than in the individual role models which the teachers offered during their teaching. Each would consider that they used standard English as the medium for their teaching, but what was observed varied widely varying in form. This gave support to Perera's claim that this is "an elusive concept" (Perera, I, March 1996).

On the basis of the evidence in this study it is possible to argue that there was clarity about the fact that children should learn about language variation including standard English - although teachers' own subject knowledge still needed extending - but there was less certainty about how to put this into practice, since teachers were aware that over-correction could be harmful to the self-esteem of pupils, particularly those learning English as an additional language. Differences between the respondents related to how experienced they were as teachers, their personal and political backgrounds and their own subject knowledge. Less experienced teachers in this small sample were concerned that fluency and confidence would be lost if non-standard forms were criticised, but even here total unanimity was not achieved. More experienced teachers argued that without any standards to meet children might be too informal in their speech. Paul (Post, Stage 2, I) was of the opinion that

'if you don't have any sort of standard to work to, then they are going to become very slapdash. I'd become quite concerned if it became too much either way. So, I'd be worried if one side took over more than the other".

The Use Of Teaching Techniques Including The Role Of Drama, Teacher Questioning And Collaborative Work

The Order was based on the assumption that speaking and listening could be taught through other subjects of the curriculum (NSG, F1). This view was supported by experts (Lynch, 1996, I) and in the literature (Hester, 1993). Teachers should be able to use teaching techniques such as drama (Fleming, 1994), high levels of questioning (Draft National Literacy Strategy (NLP, 1997) and collaborative learning as part of this (Wray, 1995). However, analysis of the evidence in this study suggests that such assumptions were unrealistic, as how to utilise some of these techniques effectively was still poorly understood by most teachers.

The Role Of Drama

Teachers' views about the usefulness of drama had some common features which mirrored those in the literature. It was perceived to be an effective means of teaching oracy in general (Donaldson, 1972) because it provided a context for learning, and, in relation to language variation in particular (Bain, Fitzgerald & Taylor, 1993). In one lesson, role play was used during RE to give pupils communicative confidence during the course of being council members presenting an argument for animal rights (School D). In another lesson, it was used to teach children to empathise over sensitive issues involved in the assimilation of non-English speakers into the school (School C), although lessons such as these were few and far between.

Drama was seen as an important teaching technique under the auspices of speaking and listening by experts (Dombey, I, May 1996), but teachers - although aware of this - lacked confidence in using it. In one school (B) realisation of the importance of this deficiency was sufficiently high to warrant the appointment of a teacher with special expertise in this area. She was appointed - in addition to a class teaching role - to take special responsibility for drama in order to increase her colleagues' confidence in pedagogic terms, as well as to write a supporting policy document.

Similarly, one school (D) had a policy relating specifically to drama, in which it was stated that it should be used to help children to interpret new learning by relating this to what they already knew. It was mentioned fleetingly in all the others, as methodology

to be employed under 'Speaking and Listening'. Amy (Post, Stage 2, I), the specifically appointed teacher in School B, viewed the current situation with dismay:

"One thing that bothers me is that teachers don't actually see the value of drama. They just think it's children messing about and playing around".

This may relate to the fact that drama had struggled hard to carve out for itself recognised subject knowledge status, being seen as merely a 'method of learning' (Fleming, 1994).

Teacher Questioning Techniques

Analysis of the full range of data showed that teachers' questioning techniques were highly variable in quality. According to the National Literacy Strategy (Draft Framework, 1997) these should include:

- the ability to probe pupils' understanding;
- to cause them to reflect on and refine their work;
- to extend and expand on their ideas;
- to check and test their understanding.

Some teachers adopted high level questioning techniques which progressively made greater demands on children and were targeted to their individual learning abilities, thus ensuring that all children, including the most able, were challenged appropriately. For example, Elaine and Sally (School A, Pre and LC respectively, O), emphasised questioning in lessons across the primary school curriculum. They refused to accept generalised responses from children, and gradually raised the level of questions asked, to ensure that they were learning as much about the respective subject as possible, for example, in science lessons. Others were less successful. In their respective science and technology lessons, Lydia (Pre, School C, O) and Rita (Pre, School B, O) elicited, in the main, very brief answers from their children and seemed to be satisfied with these. Sarah (LC, School B, O) kept the reins on discussions extremely tight, rarely encouraging the children to expand on issues for themselves.

Differences seemed to be linked to those who liked to be in control and those who were prepared to let pupils have some degree of autonomy. Achieving the latter, however, was far more complex than simply delegating responsibility to pupils. Those who were successful asked open questions, expected extended responses in return, and focused their questioning ever more tightly on the concept being taught. Sally (LC, School A, O) was particularly adept at this during her introduction to writing lessons, having a

clear set of learning intentions which she kept to the forefront of her mind throughout. For example, when she was trying to get her children to write poetry in relation to how it would feel to run away from home:

Child A: Cold - as cold as a freezer

Sally : Is this the right word for Julia? [character in story they are writing about]

Child B: Hailstones

Sally: Is she round and hard? Cold as ice. What we are trying to do is make an image.

Child C : Ice cream

Sally : Good

Child A: As cold as ice when it comes out of the freezer

Child D: As cold as snowflakes falling from the North Pole

Collaborative Work Through Speaking And Listening

According to the literature for collaborative work to be effective several conditions needed to be met. These were that:

- children should be taught how to work in a group (Sealey, 1996);
- they should be presented with real problems which could be cross curricular in nature (Baddeley et al.1991);
- there should be high level teacher questioning (National Literacy Strategy, Draft Framework, 1997) offered at the critical time;
- resources to increase their understanding were readily available (Baddeley et al., 1991).

However, these were in operation in the schools in one exceptional instance only. In the immediate aftermath of the ENC 1990, discussion work was unfocused with children often being unclear about what was expected of them. This was openly admitted by some teachers. Sally (LC, Stage 2, I) recalled,

"practice changed but it was a bit directionless... you realised that people [children] were sitting in a group but they were working on their own, they didn't really have to interact to get the task done, they were sitting in a group and that was that".

Evidence from the study showed that pupils were being offered more opportunities to listen and to respond than before. Those teachers who had been influenced by the National Oracy project had been using collaborative techniques for some time. But for

others it had meant a fundamental change, particularly for the more experienced where some resistance was still being encountered. Lucy (LC, Stage 2, I) was still finding it difficult to encourage her colleagues to make use of 'response partners' during English teaching, particularly in respect of writing. She hoped that by enshrining this in the school's English policy she would further persuade them to alter their practice.

Very few teachers at that time had been aware that it was necessary to give pupils explicit knowledge of how to work in a group. The injunction in the Non-Statutory Guidance which stated that children should learn through language, to use language and about language (D7) had not taken hold, as most teachers admitted that they had only had time to refer to the ATs, initially. There were some illuminating attempts to put this into practice. For example, in one lesson on Ancient Greece Alan (Post, School D, 0) organised the various discussion groups in the following way :

Alan: There will be three in each group. Each with a role.

1) Chairperson

2) Scribe - what does that mean?

Boy: It's on a piece of paper

Alan: Good you're on the right lines - the scribe has to write a sentence or two which everybody else in the group agrees with. 3) Task leader - their role is to keep everyone else on task

Similarly, Melissa (Post, School C, I) laid down the ground rules for her TRIBES work (an approach to personal and social education), during which the children sat in a circle, talking in turn about an issue or an event. She explained that

"the children have the right to pass if they want to. There are rules, there are no "put down" rules, total confidentiality, no calling out, no interrupting. These are the five rules that we follow".

In general, however, teachers continued to be less concerned about (and less likely to talk/think about) what was involved in collaborative learning - the technicalities such as group work training and how to improve them - and more about the difference between the traditional emphasis on keeping a class completely quiet, and the present need to achieve an appropriate level of "working noise".

During the course of the study the evidence collected suggests that teachers became increasingly aware that collaboration could be used effectively as a means to help children to extend their thinking and understanding. This was in part a necessary

response to the development of subject based work within the primary curriculum and the emphasis within it on problem solving, for example, in mathematics, science and technology. Once again, however, practice was variable. In several of the lessons observed, ranging in content across the primary curriculum, children were given real problems to think about. Both Sally (LC, School A, O) and Alan (Post, School D, O) tried to give their classes topics which were likely be of interest to them, for example, on factory farming and care of the environment. In the latter, the children thought quite deeply about the issues involved, using one another as sounding boards effectively and grew in understanding accordingly. Other teachers at least tried to put this into practice (Pauline, Stage 1, O; Lydia, Stage 1, O), but were not adept at making it work within their classrooms. However, because of the vast amount of knowledge which needed to be put across in the whole National Curriculum, more direct teaching was inevitable, something which was regretted by some. For example, Fran (LC, Stage 2, I) bemoaned the fact that it was no longer possible to pursue a topic of real interest which arose from the children themselves. She said,

"I think you felt that if your class wanted to go off at a tangent because something really inspired them, you took off at a tangent and you enjoyed it. Learning took place and then when you felt ready, you left that and went onto something else".

It became clear during the study that the role of the teacher was of crucial importance during collaborative work (Barnes & Todd, 1977). This meant knowing when to let groups operate on their own, when to intervene in order to keep the children on task, or when to provide an additional challenge to make them think in ever deepening ways. Irrespective of experience, some teachers were more successful at this than others. Alan had carefully considered the advantages of collaboration. His school's policy had a detailed section on this which provided the underpinning for his work. Whenever Alan debriefed his class it was the collaborative aspect of the lesson which received first consideration. For example, the first question during debriefing was likely to be "I want you to tell me how each group got on, not what you discussed". Rita (Pre, School B, I), the most experienced teacher with 33 years in the profession in 1996, had been influenced positively, by the PoS for AT: 1,

"I was very much a class teacher, straightforward to the class, and so have done a lot more in small groups".

Consequently, she now gave her pupils more opportunity to work in pairs, which many chose to do during a writing lesson observed.

Sarah (LC, Stage 1, I) espoused teaching by co-operative means during interview, believing that she was:

"giving them tasks which involve discussion as a group, and they, therefore, have to find out what they are doing, and they have to co-operate and collaborate over how it is done."

But in practice her lessons were carefully controlled throughout and dominated by closed questions which did not invite extended answers from the groups of children gathered around her, for example, in a lesson derived from a visit to a Tesco supermarket. Others, did not intervene during group work at all until the children had lost track of the learning objective (Ron, Pre, School D, O). For some, using this teaching technique was relatively new (possibly set up because it was thought that this was what the researcher might expect to see) so that their pupils revealed lack of confidence in learning in this way, soon reverting to working on their own when the opportunity allowed (Lydia, Pre, School C, O). *It was this latter group of teachers, rather than the former (Alan and Rita), who were reflected in statements by Jones (I, May 1996), an advisory teacher,*

"I think teachers have very little idea of how to promote 'speaking and listening' in the classroom, they think it is something that develops by osmosis, that they don't need to input into that area because it happens anyway... I think in reality most teachers are really floundering with it".

Summary

Based on teachers' own perceptions of their work there existed barriers and constraints which revealed that they found it difficult to put into practice what they generally expressed as their beliefs about language variation. In the main, they were aware that their own subject knowledge with regard to 'Speaking and Listening' and how to teach it effectively required further development, as the guidance and training promoted through LINC (ENC 1990, NSG, 2.9) had not impacted upon many of them because there had been too many demands on their time.

Chapter Summary

In conclusion, although teachers were striving hard to put into practice what was required of them under the terms of the ENC 1990, their own value judgements about what constituted subject knowledge in primary English at Key Stage 2 and how it should be taught and learnt - as revealed in the data - constituted a description of deficiency in many aspects of primary English teaching at Key Stage 2, concerns about which will be taken up in the next chapter as their possible impact on understanding of primary English at Key Stage 2 - as it pertains to theory, policy and practice in particular - is considered. In summary the analysis has shown deficiencies in terms of:

- subject knowledge in relation to 'knowledge about language', speaking and listening and models which underpin the reading and writing processes;
- usage of teaching techniques relating to speaking and listening, in particular teacher questioning, the use of drama and collaborative problem solving initiatives;
- the impact on pupils' learning gained through metacognitive understanding.

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CHAPTER 7 - IMPLICATIONS FOR THEORY, PRACTICE AND POLICY

Introduction

In this chapter the implications for theory, practice and policy in primary English teaching arising from analysis of the results of this study are discussed. By any standards the teachers and educationists who took part in the research were very committed to the children they taught but there are lessons to be learnt from their experiences of the effects of the introduction of the 1990 Order on the teaching and learning of English at Key Stage 2? Irrespective of what was required of them - with new initiatives continuing throughout the research period - teachers had sought hard to respond, as part of a seemingly never-ending quest to improve their teaching. However, some of what followed was ill-conceived in terms of subject knowledge, and ill-formulated with regard to practice owing to the rapid implementation of the National Curriculum as a whole and to the lack of sufficient funding for the provision of appropriate INSET. The main issues derived from the analysis can be summarised as follows:

- subject knowledge in relation to standard English needs to be extended, although the enhanced status of speaking and listening has meant that teachers' awareness of the need to use it as a medium for teaching and learning, as well as to teach specific subject terminology, has increased;
- confidence in teaching speaking and listening through such techniques as drama, teacher questioning and collaborative problem solving initiatives needs to be developed;
- interest in structured approaches to the teaching of reading have been revived, but teachers' direct role in strategy development deserves more attention;
- pupils' information retrieval skills in reading have gradually improved, but teachers need to understand 'higher order skills' in reading more fully;
- 'Knowledge about Language' is mostly confined to grammatical awareness and this requires attention;
- the most effective ways to teach grammatical understanding remain opaque; this should be extended and clarified ;
- attention is being given to both the composition and transcription features of the writing process - and to the range - but how to teach through the 'draft/edit' process continues to elude some teachers;
- metacognitive understanding - both metalinguistic and metatextual - forms part of children's learning in only a minority of cases.

Thus, what emerged from analysis of the data paints a complex picture. Planning had become, in the main, more systematic, particularly across year groups in school, although clarity with regard to learning outcomes for specific lessons was not always achieved (or in evidence). New teaching techniques, for example collaborative learning, were experienced only partially, if at all by some teachers. Important constituents of English teaching, as contained within the 'Knowledge about Language' model remained largely outside teachers' experience. The highly charged and politicised nature of the debate surrounding the teaching of standard English, which reached its zenith in 1993, did little to improve the situation. Supportive teaching initiatives, such as those promulgated under the auspices of LINC (Baddeley et al., 1991, Bain, Fitzgerald & Taylor, 1992), had not been disseminated widely enough, although there was a perceptible increase in the teaching of the forms of language (Kingman, 1988), particularly as it related to the structure of written English and grammar. However, knowledge of how to teach about 'language variety', 'history of languages', 'language and society' and 'language acquisition' - the other aspects of the LINC model - was fragmented, and unlikely to form part of the secure knowledge base.

Was the 1990 Order instrumental in raising standards in English? Could lessons be learnt from the implementation process itself? The relevance of these issues to current initiatives such as the National Literacy Strategy (March, 1998), to be in place in schools by September 1998, is considered. Despite Dearing's call for a moratorium (September, 1993) on changes for at least two years, the call to raise standards in literacy continues unabated. In addition, the National Literacy Strategy sets out how teachers should teach reading and writing, as well as subject content. On the basis of the results of this study it is possible to predict some of the effects of these changes.

IMPLICATIONS FOR THEORY

The study has major implications for the development of theory :

- The model of language teaching which was proposed under Kingman - with knowledge about language at its heart - and during the LINC project needs redefining and re-emphasising in order to stress the interrelationship between the four language modes;
- Stanovich's interactive model of the reading process (1980) needs re-evaluating and to be given a high focus within the context of the National Literacy Strategy, so that the interdependence of the various cueing systems supporting the learning process are fully appreciated;
- The model of the writing process - which balances composition with transcription whilst bearing in mind stylistic variation and audience - needs to be retained and made relevant to the National Literacy Strategy.

Knowledge about Language

During the build-up to the English National Curriculum - and beyond - two aspects of English were insufficiently developed. These were knowledge about language in general, and standard English, in particular. Teachers' insecurity about these elements was, in part, the result of the suppression of the LINC materials (1991) although an unofficial edition of the support materials had sold about 30,000 copies (Richmond, I, February, 1996). The fact that official backing was removed from the project may have conveyed a clear message to teachers. As a result many did not receive, and others disregarded, the INSET planned under the auspices of LINC (1990 Order, D8, 2.9). Differences in preparedness for the English National Curriculum between schools in two of the LEAs surveyed - one which had received LINC training, and one which had not - were marked.

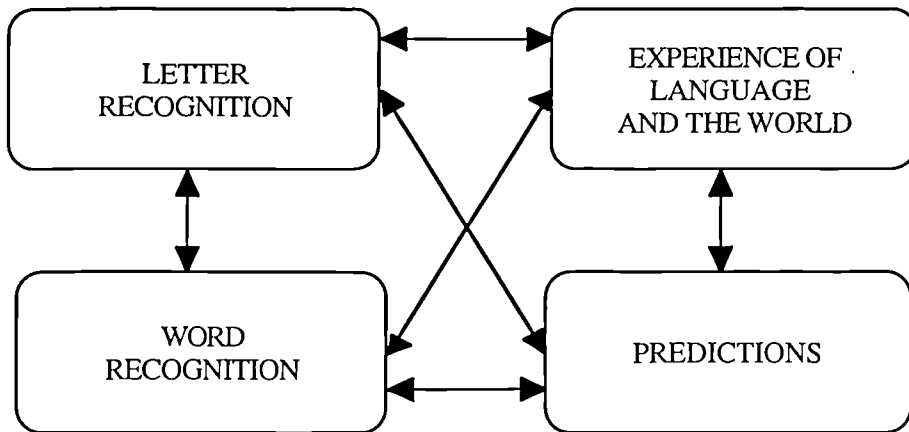
There was support in Government circles (Sheppard, 1996) for a return to more 'grammar' teaching, but the wider concept of knowledge about language remained largely outside teachers' experience. This situation still pertains, and one of the main implications of this study is that more INSET is required to deepen understanding, including - although not exclusively - grammar teaching. Large numbers of teachers, particularly those who received their own primary education in the late 1970s and 1980s, lack requisite subject knowledge. For example, students' knowledge in this area is often sketchy at the start of their teacher training (Dombey, I, May, 1996). If such teaching is to be successful it is essential that grammar is taught both in, and out, of context (National Literacy Strategy, Draft Framework, 1997).

Government advisers had wanted standard English to receive a higher focus within the primary English curriculum (Cox, 1991) but teachers considered that it was taught more appropriately within the wider context of language variation. It was felt that too much emphasis on standardisation could undermine cultural diversity and richness, and pupils' self-esteem. Children should be given access to a dialect continuum which taught them when to use which form. However, this study shows that teachers' own subject knowledge relating to language variation is insecure. Equally, the needs of bilingual pupils, requires more attention, as bilingualism was afforded a low priority in the 1990 Order. To provide secure underpinning for English teaching in the twenty-first century, the overarching importance of the 'Knowledge about Language' model needs reiterating. There is some evidence to suggest that this has been understood in the training of new entrants to the profession [Teaching: High Status, High Standards (Circular 10/97)] but, as yet, updating for qualified teachers remains purely voluntary.

A model of the reading process

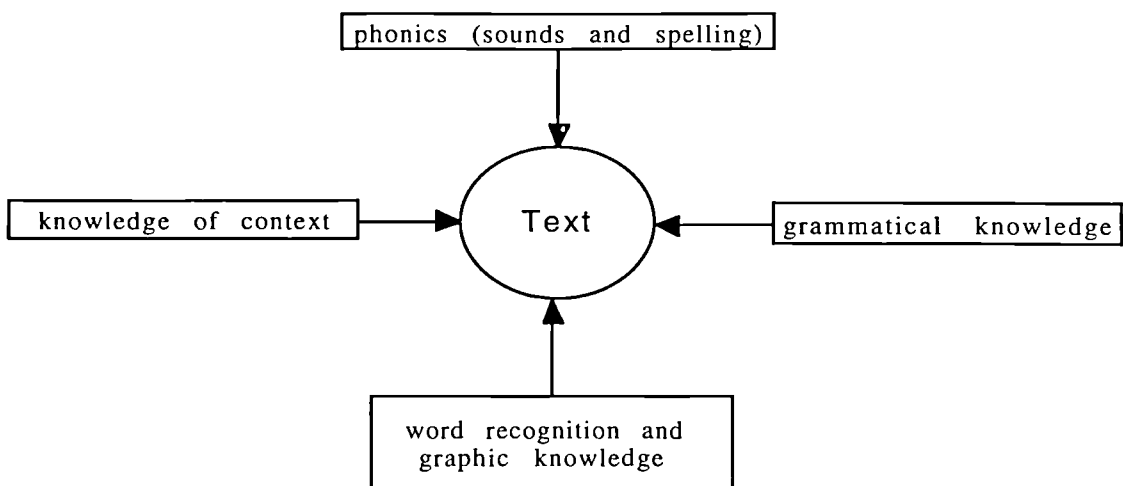
The significance of Stanovich's model (1980) which places context, word recognition and letter recognition within a fully integrated framework needs to be reappraised.

Figure 2 - Stanovich's Model of the Reading Process



The 'searchlights' model within the Draft Framework for the National Literacy Strategy is useful in that it highlights how each aspect of the cueing systems - bibliographic, syntactic, grapho-phonetic, semantic - sheds partial light on the process whilst 'together, they make a mutually supporting system' (Draft Framework, 1997, p7).

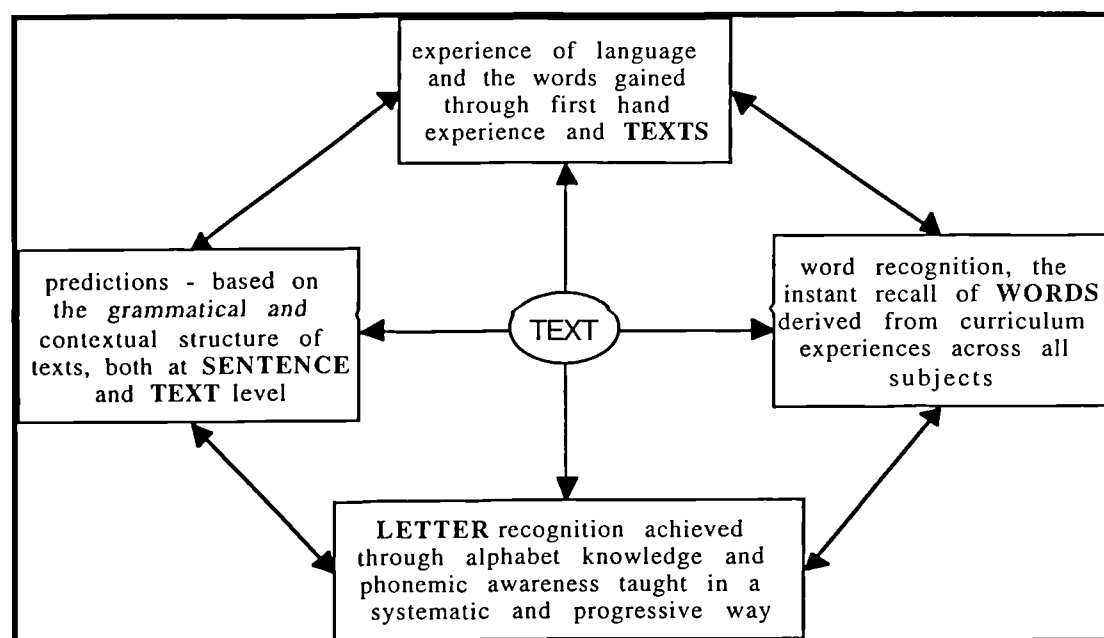
Figure 3 - Searchlights Model of the Reading Process



However, it is a simple model (Stannard, March 1998) which does not provide a deep enough understanding of what is involved in learning to read. Thus it brings with it inherent dangers. For example, teachers may perceive it simplistically without really appreciating the interdependence of each aspect of the model. This, in turn, might mean that they teach children grammatical knowledge, phonic knowledge and how to recognise

certain key words in isolation without successfully showing the interdependence of each. Similarly, the emphasis placed within the Framework (March, 1998) on word, sentence, then text level teaching - a reversal of that envisaged within the draft - might be seen as supporting a return to a 'bottom-up' model of the reading process (Smith & Elley, 1998). If implemented this could result in greater emphasis being placed on phonics in the initial stages of learning to read and less emphasis on children's enjoyment in reading through comprehension of the whole text. To avoid this, Stanovich's model which stresses the interrelationship of the various strategies, could be usefully cross-matched to the Framework model in order to provide deeper underpinning for the new initiative.

Figure 4 - Combined Model of the Reading Process



A Model of the Writing Process

In terms of writing, widening the range to encompass transactional modes was an important and worthwhile innovation under the 1990 Order, partly because transactional writing is extensively used during adult life. The importance of being able to write stylistically across a broad spectrum was recognised, although teachers resisted a perceived downgrading of the imaginative domain. They felt that children should be able to write to a deadline, but they also needed opportunities to craft a response as well. Expressive writing should be taught in a structured way to avoid the charge that it lacked rigour and to ensure that the intended message was put across clearly. But the perceived reduction in the relative importance of 'creativity' in writing was almost universally regretted by respondents at all levels, including Brian Cox. Indeed, in practice, at the present time, narrative forms are still ascendant (Standards Report at Key Stage 2, 1997, QCA) and there is little evidence that

teachers appreciate that all but the most minimal acts of writing are creative and that creativity is not reserved to one or two genres alone (Armstrong, I, March 1996). Children need to develop a 'voice' in their writing, as well as proficiency in the formal, transactional sense. As Cox suggested the creative/expressive dimension must not be lost if writing is to be 'vigorous, committed, honest and interesting' (November, 1988, 10.19, p48). This is far too precious to lose, but a balance should be maintained. Accordingly, non narrative forms need to be given appropriate attention.

IMPLICATIONS FOR PRACTICE

The study has major implications for practice:

- Teachers' role in teaching literacy, particularly reading, needs to be reappraised;
- The importance of various teaching techniques such as the use of drama, teacher questioning and collaborative learning techniques warrants further exemplification.
- The accent on the metatextual, metalinguistic and metacognitive processes, including awareness that language is dynamic in both its spoken and written form, should be raised.

The Teaching of Literacy

The study showed that teachers believed that their current practices in teaching reading would allow pupils to meet the requirements of AT2:Reading. They conceded that information retrieval skills needed further development, a view which had been strengthened because a separate attainment target was given to it initially (English for Ages 5-11, November, 1988, p43). However, concerns about reading standards for Key Stage 2 - junior aged - pupils have been expressed over the last two decades and continue to the present day (1998). In the late 1970s and early 1980s Schools Council research (Lunzer & Gardner, 1979; Southgate et al., 1981) concluded that teachers were putting a great deal of time and effort into the teaching of reading, but without pupils reaping commensurate rewards. They were unable to retrieve information successfully, their motivation was poor, as they often found books selected for them by the teacher boring. Pupils were given few opportunities to reflect on what they read, or to adopt the role of 'interrogators and discussants' of text (Lunzer and Gardner, 1979, p303). Above all, they seldom read to the teacher for more than thirty seconds consecutively. Consequently, it was felt that more time should be given for 'silent, uninterrupted, personal reading' (Southgate, 1981, p316).

From 1980s onward, it was common to find provision for sustained reading in most schools, but these sessions were often monotonous and unfocused, and where children were ill-disciplined, quiet reading was impossible. As a result of such initiatives, teachers had largely ceased to be directly involved in teaching aspects of the reading process to the

whole class. Children were being given time to practise their reading either during silent reading times, or to read aloud to a range of volunteers or peer and cross-peer tutors. Teachers did listen to pupils read individually for sustained periods of time - about once every week, more or less depending on the child's level of fluency - often giving of their free time to achieve this. But they failed to turn what could be learnt from such encounters into systematic programmes of reading, as advocated in the Order (AT2), in the literature (Beard, 1993; Riley, 1996, Graham and Kelly, 1997) and by experts (Coles, I, June 1996) particularly with regard to information retrieval.

Teachers' awareness of the significance of making appropriate assessments of pupil progress using a variety of tools such as miscue analysis and developmental continua was variable. Assessments such as these should be used to prepare systematic programmes for the whole class, groups and individuals. If standards are to be raised for all pupils, appropriately differentiated learning derived from careful, analysis of each child's ability is essential. This will need to be strengthened in the future to ensure that more able pupils, in particular, are sufficiently challenged during the *Literacy Hour*; *as finding a suitably challenging text to meet the needs of pupils across the whole ability spectrum is likely to be extremely difficult.*

In writing, this study showed that there is still insecurity over the drafting process - an area where word processing can be beneficial - and in using non fiction styles. Teachers will need to model certain genre themselves in order to give pupils explicit understanding of the particular register involved. The Exeter Extending Literacy project (Lewis & Wray, 1995) and its attendant 'writing frames' have much to offer in this respect. However, over all, this research confirms the findings of Her Majesty's inspectors (Her Majesty's Chief Inspector's report, 1996-7) that the teaching and learning of writing has improved considerably since the implementation of the English National Curriculum.

Teaching Techniques

The Use of Drama

One of the main implications of the study is that the importance of drama, particularly in respect of learning within the 'Speaking and Listening' PoS, needs practical illustration. Through drama, sensitive issues relating to standard English and language variation can be explored in a supportive environment and pupils' confidence in oracy can grow through the relative safety engendered by taking on another role. Exploration of texts - and analysis of particular characters within them - can be achieved through dramatic portrayal which leads to deeper understanding and increased empathy. This study shows that whilst

recognising the importance of drama many teachers lack the expertise and confidence to teach through it effectively. The implication is that it deserves to be given a higher focus within teacher education courses at all levels.

Teacher Questioning

Teacher questioning at its best - as exhibited by some of the study's teachers - challenges children's thinking. It needs to become increasingly more sophisticated so that analysis, synthesis and evaluation are involved as pupils reflect on their learning. In the context of the Literacy Hour levels of questioning will need to be targeted to meet particular pupil's learning needs. Care must be taken to ensure that the whole class is systematically challenged. Nowhere will high levels of oral interaction - including teacher questioning - be more necessary than within the guided group reading sessions when children should be challenged to think as deeply as possible about their learning across a range of genre.

Collaborative Learning

Due to the incorporation of speaking and listening into the English National Curriculum (1990) some of the teachers - mostly those who had been teaching before the Education Reform Act (1988) - had to change their style of teaching. As part of this, and as one of a repertoire of approaches to teaching this PoS, collaborative learning techniques can be useful particularly when teachers explicitly teach children how to learn in this way (Baddeley et al., 1991). For collaboration to be an effective learning tool, it is essential that pupils learn how to work together, and how to access what they need to know (in relation to teachers' intended learning outcomes for the lesson). A minority of teachers in this study were adept at putting this into practice and this needs to become the norm for all, particularly as many had found the change from a mainly whole class teaching role difficult to achieve, as they were used to 'giving instructions and pupils listening in silence' (Galton et al., 1998, p58), a far cry from the type of direct teaching which is envisaged under the National Literacy Strategy (1998).

Metacognitive Learning

Teachers in this study acknowledged that oral competence is important. They worked hard to give their pupils self-confidence, but were less sure about its linguistic features. Children need to develop metalinguistic awareness which includes knowledge of how language changes over time, how it equates to power and about the part it plays in social discourse (LINC model, 1988). They need to know about its significance to their role as learners including the sharing and rejecting of alternative perspectives, which lead, in turn, to ever richer interpretations of concepts being formed. This involves self assessment and analysis supported by the teacher: something which few teachers in this study were able to provide.

Equally, pupils need metatextual understanding in reading, knowing how texts were written as a whole, and how they operate at sentence and word levels. Metacognitive understanding can be achieved through 'helping students [pupils] improve their reading strategies by means of conscious, deliberate teaching' (Smith & Elley, 1998, p66). Consequently, there should be a metacognitive dimension to learning which requires very careful planning on the part of the teacher, to ensure that this additional layer to learning is properly catered for. Therefore, in order that children can be given this vital dimension to their learning, teachers themselves, need to be made more aware of its significance. The implication is for inclusion of this component within Initial Teacher Training and Continuing Professional Development courses.

IMPLICATIONS FOR POLICY

This study suggests that some of the theoretical and practical deficits referred to above are attributable to difficulties in policy implementation terms around the time of ERA (1988), so care should be taken to overcome these in the future. Of particular significance in this respect are:

- the measures taken to raise literacy standards in general and in reading, in particular;
- the theoretical and practical considerations raised in this research and how these might impinge on Initial Teacher Training and Continuing Professional development;
- the standards which will be required amongst teachers themselves.

Measures Taken To Raise Standards In Literacy

The teaching of reading is a complex process, far more so than was experienced by the teachers in this research. Throughout the research period, pupils' reading ability continued to cause concern. Inspection data still reveal that there is 'lack of challenge' at Key Stage 2 for children in relation to 'higher order skills' teaching. Despite the implementation of the 1990 Order, teaching standards, although rising, are still not high enough (Her Majesty's Chief Inspector's Reports 1990, 1992, 1993, 1994) particularly with regard to information retrieval, where, in ten percent of schools, the teaching was found to be unsatisfactory. Perera (I, March 1996) wished that, as part of their brief, the English Working Group (1988) had been asked, at the outset, to indicate how reading should be taught - as now envisaged under the National Literacy Strategy Framework - although to do this then would have been extremely controversial. Highly divergent views about the teaching of reading existed at the time, with Cox dismissing the "phonics brigade as too simplistic" (Cox, I, March 1996), whilst some members of the Working Group would have rejected the teaching of phonics altogether (Perera, I, March 1996), a view shared by Cox (I, March 1996.). Teachers were forced to think about some of the issues involved - particularly in respect of information retrieval - due to the specific requirements of the PoS for AT 2.

However, how to teach the full range of strategies - and the complexities of this, particularly with regard to phonemic awareness and inference and deduction - continue to be a matter of concern. To overcome this, the National Literacy Strategy puts a much greater emphasis on the direct teaching of reading to whole classes, and to groups of children, with attention being given to print at text, sentence and word level, that is, a lexical and sub-lexical model of the process (Stuart, 1995 in Funnell & Stuart, 1995). However, as this study shows, the interrelatedness of the processes involved and how to get teachers to experience this deserve greater exemplification and attention, respectively.

How These Theoretical and Practical Considerations Impinge On Initial Teacher Training And Continuing Professional Development

In order to raise teachers' understanding in terms of the teaching of literacy, as outlined above, that is, in terms of:

- knowledge about language;
- the complex nature of the reading process and how to teach strategies which support it in an interrelated way;
- the balance that must be maintained between composition and transcription in writing;
- the significance of various teaching techniques - drama, collaborative learning and teacher questioning;
- metacognitive awareness and how it relates to the four language modes;

certain lessons in terms of policy making need to be learnt from the implementation process which attended the introduction of the 1990 Order. The relatively short timescale for its introduction meant that teachers were initially overwhelmed by all that was required of them. In some schools the language co-ordinator - supported by the LEA - took a measured approach by affirming that everything could not be done at once, and that much of current practice was in line with what was required. Here the change was less traumatic. However, this commonsense, placatory approach encouraged the accommodation of new ideas to fit existing structures which was not in the best interests of raising standards (Jones, I, May 1996). Because this process was so rapid, teachers simply did not have the time to reflect on the new curriculum, both in general terms and for English (Perera, I, March 1996). They struggled for survival, and, consequently, did not challenge themselves as rigorously as would have been possible had there had been more opportunities for reflection. Without teachers who think 'critically about the very thinking which took [them] into the problem in the first place' (Fish, 1989) the future development of the subject at Key Stage 2 is likely to be impoverished. This should be borne in mind as the National Literacy Strategy is introduced. If it is to be effective, teachers will need to assimilate fully what is involved.

Similarly, when the National Curriculum was introduced teachers' personal autonomy was undermined. As a result, they were initially very suspicious, because they had not been fully involved in its design, and felt that their expertise - particularly in translating what was being required into teaching in the classroom - was being devalued. Equally, some were opposed to ERA because "it was a political act" (Coles, I, June 1996). Nevertheless, because it was statutory, they fought to come to terms with it, working to make some sense of it so that their pupils would not suffer. However, the kind of accommodation which occurred, owing to its hasty implementation, needs to be avoided in the current context. If initiatives, such as the National Literacy Strategy, are fully discussed and consulted upon before implementation takes place, and during the course of its development, teachers are likely to assimilate rather than merely accommodate it. However, owing to late publishing of the Framework, with implementation date only four working months away, some teachers are already beginning to show signs that they are matching anticipated new practices with old. If standards are to be raised - and this seems justified because of continuing concerns about literacy expressed by OFSTED and HMI inspectors - the change needs to be more radical than this. The role of partnership with literacy consultants and University staff will be pivotal in bringing this about.

The way in which the National Literacy Strategy will be disseminated is of critical importance. Once more, lessons from the implementation of the 1990 English Order can be learnt. It was introduced through a cascade model but the effectiveness of this is questionable. LINC co-ordinators, who were channelled into this operation (Jones, I, May 1996) had fears from the outset that such a hierarchical model of dissemination would be inappropriate. Monetary restrictions meant that this was all that could be afforded in most LEAs. In the main, it was language co-ordinators who attended the courses provided, who were expected, in turn, to feed back information to colleagues in their schools. However, teachers, themselves, considered that whole school INSET was the most effective form of dissemination, sometimes facilitated by an outside expert, for example, a member of the local advisory service or a University or independent consultant. Language co-ordinators endeavoured to ease the implementation process through the provision of relevant readings and through policy writing or schemes of work, but observations showed that the latter were most effectively used by the people who had written them. Lessons appear to have been learnt to some extent within the context of the National Literacy Strategy, although the late positioning of literacy consultants and accrediting of appropriate courses is a cause for concern. Greater involvement of Higher Education Institutions in the development of the National Literacy Strategy would enhance the dissemination process, as they are not only providers of Initial Teacher Training but offer Continuing Professional Development as well.

Standards Required Amongst Teachers Themselves

If standards of literacy teaching are to be raised entrants to the profession need qualifications suitable for the high level of work they will be expected to undertake and what these should be in the context of primary English needs greater exemplification. A system of continuing professional development which is progressive whilst being linked to career enhancement and pay is required. Complex teaching processes such as the teaching of reading need readdressing from time to time, in line with teachers' deepening experience gained from working with increasing numbers of pupils. INSET needs to be mandatory and not just an optional extra for the very committed, or those who have failed OFSTED inspections. Everything a teacher needs to know cannot, and should not, be crammed into Initial Teacher Training. Moreover, with the change of emphasis from University based towards school-based training during Initial Teacher Training, questions have to be asked about the quality of input that students will receive. At its best school-based training provides students with highly professional teacher tutors, who may well become the "expert teachers" of the future, but, as it is impossible to find these in the numbers required, the outlook for many is bleak. Pre-qualified teachers may be placed with qualified colleagues whose own subject knowledge or experience is not sufficiently developed. Until such times as the interface between University and school based work is properly accredited by OFSTED, and until teachers' own confidence in English teaching has been raised, the relative balance between University and school based aspects of partnership needs to be reappraised. The spiral of deficiency - as exists in some schools and with some teachers - will not be broken until subject knowledge and pedagogy are extended both within Initial Teacher Training and Continuing Professional Development courses, and this necessitates an appropriately qualified, intelligent and highly professional workforce.

CHAPTER 8 - CONCLUSION

At the outset, in order to provide a conceptual framework and a focus for the research, three questions, derivative of the distinctive nature of primary English itself were used as a template. They related to subject knowledge, how primary English should be taught and how pupils learn. By an iterative process of refinement and refocusing, as each case was compared and contrasted, it became increasingly apparent that the variation in teachers' experiences of various critical features of English teaching at Key Stage 2 - as established during interviews or from review of the literature - could be described and accounted for. It became possible to show that the depth, as well as the breadth of teachers' experience related to the degree in which they had accommodated or assimilated the requirements of the 1990 statutory curriculum, or other post ERA initiatives. The conclusions drawn from this process of analysis are now summarised, the validity and reliability of the study explored and justified, and predicted areas for future research identified.

Conclusions

Teachers' experiences of primary English teaching (Appendix 17 : Matrices 7-13), as contingent on the implementation of the 1990 Order related to:

- at one end of the range an understanding of knowledge about language which was largely confined to language structure with a particular emphasis on grammar ; at the other end, some understanding of the other areas of the LINC model (1988) that is, language and society, language acquisition and the history of languages;
- at one end of the range a general approval for the enhanced status accorded to speaking and listening; whilst at the other end, there was some understanding of the need for a dialect continuum, containing both formal and informal registers - of which standard English was one - with the need for metalinguistic awareness of this;
- at one end of the range, an acknowledgement that speaking and listening is a useful tool of learning; at the other an understanding of how specific teaching techniques such as role play, teacher questioning and collaboration can enhance learning across the curriculum, and the role which metacognition has to play in this;
- at one end of the range, a renewed interest in the need for more structured approaches to the teaching of reading which were equated, by some, with the provision of reading schemes; at the other an awareness of the complex nature of the reading process which is dependent on the interrelatedness of all the strategies used, including extended knowledge of phonemic awareness and 'higher order skills', the latter particularly with regard to information retrieval;

- at one end, an understanding that pupils should spend time reading to the teacher; at the other awareness of the significance of the teacher's own direct role in teaching groups or the whole class;
- at one end, an awareness of the need to find a balance between composition and transcription aspects of the writing process; at the other end an understanding that teachers need to model metatextual features of genres in order to enable pupils to 'match style to audience and purpose' effectively;
- at one end, a belief in the importance of the teacher's role in correcting children's writing; at the other, an understanding of what children can learn through drafting and editing their own work and how this gives them metacognitive awareness.

From this it can be shown that teaching English to children at Key Stage 2 is not a simple process, particularly as English is the medium for learning throughout the curriculum, as well as a subject in its own right. All teachers - not just language co-ordinators and those who have made it a specialism during initial teacher education - will need to become more proficient if standards are to rise. Improvements will not be made unless new entrants to the profession, as well as existing teachers, are challenged to think deeply about their own English subject knowledge, and the interface of this with pedagogy, particularly with regard to reading. Therefore, support can be found in this study for a rigorous and compulsory system of Continuing Professional Development which may need to be linked to career enhancement and increased remuneration if it is to be successful. Teachers in training will need to be of a sufficiently high calibre to cope with this. An "A" level, or a first degree in English literature might not provide the firmest foundation, so other measures of candidate suitability may need to be found.

Can These Conclusions Be Relied Upon?

As this was a small scale study, it would not be unreasonable to question the validity of the conclusions reached. However, the study was carefully designed to be as valid and reliable as possible through the establishment of a conceptual framework which grounded it appropriately. Initially, this framework focused and bounded the research through the formulation of a template of three questions. These were developed further through a process of iteration to provide a set of statements encapsulating the full range of teachers' experiences of the introduction of the English National Curriculum. This depth of description and interpretation was achieved through methods triangulation (Harris & Bell, 1990), progressive levels of questioning within and across cases (Yin, 1994) and through a process of analysis which was both reflexive and iterative, so that, as new insights or explanations were gained, they were incorporated into subsequent data collection in an

attempt to find 'patterns, themes, consistencies and exceptions to the rule' (Hitchcock and Hughes (1989, p296).

Multiple cases were undertaken to enhance reliability and to provide a rich source of data, because

'looking across cases deepens our understanding and can increase generalizability' (Miles and Huberman, 1994,p205).

Cases are particularly useful when evaluating the implementation of education policy (Hitchcock and Hughes, 1989) such as in this research, with the main task of analysis being to try to make sense of data in order to provide descriptions which are thick, comprehensive and authentic (Miles and Huberman, 1994).

Each case was cross matched to allow the perceptions of classes of respondents to be looked at in detail, for example, the five language co-ordinators, the four pre ERA teachers, the three post ERA teachers as well as members of the advisory teams in two different local authorities. Differences amongst them provided a rich source of variation (Kitwood, 1977 in Cohen and Manion, 1991), and was vital to the description of the various phenomenon under scrutiny. The overall aim was,

'to get below the surface data and to search for the deeper, hidden patterns that are only revealed when attention is directed to the ways that group members interpret the flow of events in their lives' (Cohen & Manion, 1991,p261).

Looking for patterns across respondents in this way allowed some generalisations to be made. In addition, differences between the cases - which were undertaken over a five year period - were noted to offer diachronic analysis (Cohen & Manion, 1991) which is a necessary feature of any study of a process of change such as this, namely the impact of the statutory introduction of an English curriculum. Data were analysed systematically through a process of coding, sorting and sifting which sought to identify similarities and differences - both inter and intra cases - and to give reliability to this, a series of matrices and networks were constructed.

The aim of the study was to gain insight into and identify the main sources of concern within the teaching of English at Key Stage 2 through the exploration of teachers' experiences of the introduction of the National Curriculum. To what extent may the results and conclusions be generalised? The analysis was undertaken systematically and as

rigorously as possible by means of an iterative process. Care was taken to compare and contrast data with the views of experts, as gained from interviews, and through scrutiny of relevant literature in order to explore the particular feature as fully as possible, with the ultimate aim being to offer rich description, interpretive insights and theoretical understanding (Maxwell, 1992 in Miles and Huberman, 1994). In this context it is therefore possible to claim that the insights provided by the study, although small scale, are of general applicability and use.

Future Research

On the basis of the findings of this study, a number of issues have been raised which may need to be explored further in the future in the context of the National Literacy Strategy (March, 1998) Will this change, following on fairly rapidly from the mandatory curriculum introduced in 1990, serve to raise standards? Is the aim to raise pupil performance by the Year 2002 so that 80% of pupils achieve level 4 or above in the Key Stage 2 English tests a realistic one? Two aspects which will require further investigation are:

- teachers' own ability to fully comprehend the issues involved;
- their understanding of the reading process, in particular.

Teachers' Own Ability To Fully Comprehend The Issues Involved

Of critical importance will be teachers' ability to understand what needs to be taught in terms of primary English and how to teach it effectively. This requires a thinking and reflective teaching profession. Therefore, research into the most appropriate entry qualifications for primary English teaching is long overdue. This requirement will have to be considered alongside the need for teachers to be proficient in the other core subjects of mathematics and science, and to a lesser extent in the foundation subjects. The proposed introduction of specialist teaching during the later stages of Key Stage 2 needs to be evaluated carefully. It is likely to be the calibre of teacher that is critical to raising standards, and what this means in primary teaching terms has never been clearly defined. This is an area which deserves attention.

Teachers' Understanding Of The Reading Process

Until initiatives are put in place which raise understanding amongst serving teachers, as well as those undertaking Initial Teacher Training (Circular 10/97), ambitious targets such as those above are unlikely to be met. The provision of simple models - as proposed for the teaching of reading in the National Literacy Strategy (March, 1998) - which belie the complexities of the process, will not serve this purpose well. The emphasis on more direct teaching, as envisaged during the Literacy Hour, is to be welcomed, but for the reasons outlined in this research, teachers need to have their understanding of the interactive nature

of the reading process - and how this relates to strategy learning - deepened. Additionally, there are concerns about teachers' ability to challenge all of their pupils appropriately during this hour per day which constitutes a considerable portion of the child's learning time. The effects of the National Literacy Strategy on the performance of all pupils and not only those who are more able will need to be undertaken as soon as the project gets underway.

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APPENDICES

CHAPTER 4

Appendix 1: Semi-structured Interview schedules

CHAPTER 5

SCHOOL A

Appendix 2 : Observation Notes - Winter Poetry

Appendix 3 : 'Save the Seals' - lesson notes

SCHOOL B

Appendix 4 : Composite Class Poem - Happiness Is

Appendix 5 : Tesco Worksheet

SCHOOL C

Appendix 6 : English/Egypt Worksheet

Appendix 7 : Reading Policy Extract

SCHOOL D

Appendix 8 : Individual Writing folders - styles

Appendix 9 : Story Planning Webs

Appendix 10 : Samples of Swanage Writing

Appendix 11 : Support Sheet - History - Ancient Greece

Appendix 12 : Extracts from Language policy - Overall Aims and Aims for Reading and Writing

Appendix 13: Planning guidelines for ATs 1-5

SCHOOL E

Appendix 14 : Books in the Classroom and School Library policy

Appendix 15 : Writing Policy

Appendix 16 : Handwriting and Spelling Policies

CHAPTER 6

Appendix 17 : Matrices of Range of Experiences Across Respondents and Experts

Appendix 18 : LINC and Kingman models for Knowledge about Language

Appendix 1

SEMI - STRUCTURED INTERVIEW SCHEDULE 1 : Stage 1

(Points to be covered but not necessarily in this order.)

1. Name
2. Number of years in teaching
3. Age range taught
4. Present position
5. How has the English National Curriculum affected your teaching? In terms of:
 - style
 - the way children learn
 - in a positive way
 - in a negative way
6. How has the English National Curriculum affected your colleagues?
Which PoS have caused the most difficulty?
 - speaking and listening?
 - reading?
 - writing?
 - spelling?
 - handwriting/presentation?
7. How do you think children should be taught about grammar?
8. What do you know about 'knowledge about language'? What does this mean?
9. How do you think assessment is best handled?
10. Any other comment you would like to make about the English Order?

MEW

SEMI - STRUCTURED INTERVIEW SCHEDULE 2 : Stage 1

(Points to be covered but not necessarily in this order.)

1. Name
 2. Number of years in teaching
 3. Age range taught
 4. Present position
 5. How has the English National Curriculum affected your teaching? In terms of:
 - style
 - the way children learn
 - in a positive way
 - in a negative way
 6. How has the English National Curriculum affected your colleagues?
- Which PoS have caused the most difficulty?
- speaking and listening?
 - reading?
 - writing?
 - spelling?
 - handwriting/presentation?
7. How do you think children should be taught about grammar?
 8. What do you know about 'knowledge about language'? What does this mean?
 9. How do you think children should be assessed? Any comment you would like to make on the current Government impasse?
 10. What do you think of the 'Revised Order' (April 1993) particularly with regard to Standard English?
 11. Any other comment you would like to make about the English Order?

MEW

SEMI - STRUCTURED INTERVIEW SCHEDULE 3 : Stage 1

(Points to be covered but not necessarily in this order.)

1. Name
2. Number of years in teaching
3. Age range taught
4. Present position
5. How has the English National Curriculum affected your teaching? In terms of:
 - style
 - the way children learn
 - in a positive way
 - in a negative way
6. How has the English National Curriculum affected your colleagues?
- Which PoS have caused the most difficulty?
 - speaking and listening?
 - reading?
 - writing?
 - spelling?
 - handwriting/presentation?
7. How do you think children should be taught about grammar?
8. What do you know about 'knowledge about language'? What does this mean?
9. How do you think assessment is best handled?
10. What do you think of the 'Revised Order' (April 1993) particularly with regard to Standard English and the 'Draft Proposals' (May 1994)?
11. Any other comment you would like to make about the English Order?

MEW

Second Stage : Semi - Structured Interview (English/Language Co-ordinators)

(Please feel free to bring notes with you which will assist you in answering any question. You are strongly advised to do this for Question 7. Thank you. Anonymity is assured in the final report.)

1. Name:
2. Number of years in teaching:
3. Age range taught:
4. Present position:

FIT/DISSEMINATION

1. What effect did the implementation of the English curriculum have on the teaching of English at Keystage 2 in your particular school?

1.1 Did it result in a significant change in content in respect of:

- 1.1.1 AT:1 - Speaking and Listening?
- 1.1.2 AT: 2 - Reading?
- 1.1.3. AT: 3 - Writing?
- 1.1.4 AT: 4 -Spelling
- 1.1.5 AT: 5 - Handwriting?

1.2 Did it result in teachers having to change their style of teaching in respect of?

- 1.2.1 AT: 1 - Speaking and Listening?
- 1.2.2 AT: 2 - Reading?
- 1.2.3. AT: 3 - Writing?
- 1.2.4 AT: 4 - Spelling?
- 1.2.5. AT: 5 - Handwriting

2. How far did each AT fit in with your existing policy? Which did you have to think about the most?

- 2.1 Was it Speaking and Listening?
- 2.2 Was it Reading?
- 2.3 Was it Writing?
- 2.4 Was it Spelling?
- 2.5 Was it Handwriting?

3. How far do you manage to keep up with the relevant reading?

3.1 Have you read the English Order from cover to cover?

3.2 Or do you have to target your reading?

3.2.1 Have you referred to the Attainment Target profiles?

3.2.2 The Programmes of Study?

3.2.3 The Non-statutory Guidance?

3.3 Have you read any supplementary material such as the NATE/Mathematics/ASE publication?

4. Do you find the way the NC documentation is laid out helpful or not?

5.1 Do you find the way it is divided into sections useful?

5.2. Is the way each page is laid out helpful ?

5.3 How appropriate is the level of detail in the Programmes of Study?

5.4 Is the information contained in the Non-Statutory Guidance easily understood?

5. Have you attended any courses?

4.1 LEA or HE ?

4.2 As organised by any professional association?

4.3 Were you offered any school-based in-set?

6. What is your view of the increasing emphasis which is being placed on Standard English - in its written and spoken form?

6.1 Do you think that the emphasis was about right in the "Cox Orders"?

6.2 What do you think about the emphasis that is being given to Standard English in the "New Orders"?

6.3 How do you think children should best be taught to use and appreciate the need for Standard English?

6.4 Do you think sufficient attention was given to the needs of bilingual pupils in the "Cox Orders"?

6.5 What place do 'dialects' have in the teaching of English?

MODEL

7. What do you think should be the guiding principle(s) behind any English curriculum? (Please refer to your notes to help you with this)?

7.1 What are your own chief aims for your pupils?

7.2 What do you hope they will be able to achieve in English by Year 6?

7.3 Do you think that the English National Curriculum at Keystage 2 has helped you to plan for the achievement of these aims?

7.4 Do you think the content of the English National Curriculum has helped your children to fulfil them?

THE FUTURE

8. Reflecting on the "Cox Orders" and looking forward to the new curriculum which will be in place in September 1995, what do you think the gains and losses will be once the former has been discontinued?

8.1 Could you think about this in terms of the content?

8.2 Could you think about this in terms of the style?

8.3 Could you think about this in terms of its implementation process ?

Thank you

Mary Williams

23/3/1995

Second Stage : Semi - Structured **(Pre - ERA teacher)**

(Please feel free to bring notes with you which will assist you in answering any question. You are strongly advised to do this for Question 7. Thank you. Anonymity is assured in the final report.)

1. Name:
2. Number of years in teaching:
3. Age range taught:
4. Present position:

FIT/DISSEMINATION

1. What effect did the implementation of the English curriculum have on your teaching of English ?

1.1 Did it result in a significant change in content in respect of:

- 1.1.1 AT:1 - Speaking and Listening?
- 1.1.2 AT: 2 - Reading?
- 1.1.3. AT: 3 - Writing?
- 1.1.4 AT: 4 -Spelling
- 1.1.5 AT: 5 - Handwriting?

1.2 Did you have to change the style of your teaching in respect of?

- 1.2.1 AT: 1 - Speaking and Listening?
- 1.2.2 AT: 2 - Reading?
- 1.2.3. AT: 3 - Writing?
- 1.2.4 AT: 4 - Spelling?
- 1.2.5. AT: 5 - Handwriting

2. How far did each AT fit in with your existing school policy? Which did you have to think about the most?

- 2.1 Was it Speaking and Listening?
- 2.2 Was it Reading?
- 2.3 Was it Writing?
- 2.4 Was it Spelling?
- 2.5 Was it Handwriting?

3. How far do you manage to keep up with the relevant reading?

3.1 Have you read the English Order from cover to cover?

3.2 Or do you have to target your reading?

3.2.1 Have you referred to the Attainment Target profiles?

3.2.2 The Programmes of Study?

3.2.3 The Non-statutory Guidance?

3.3 Have you read any supplementary material such as the NATE/Mathematics/ASE publication?

4. Have you attended any courses?

4.1 LEA or HE ?

4.2 As organised by any professional association?

4.3 Were you offered any school-based in-set?

5. Do you find the way the NC documentation is laid out helpful or not?

5.1 Do you find the way it is divided into sections useful?

5.2. Is the way each page is laid out helpful ?

5.3 How appropriate is the level of detail in the Programmes of Study?

5.4 Is the information contained in the Non-Statutory Guidance easily understood?

6. What is your view of the increasing emphasis which is being placed on Standard English?

6.1 Do you think that the emphasis was about right in the "Cox Orders"?

6.2 What do you think about the emphasis that is being given to Standard English in the "New Orders"?

6.3 How do you think children should best be taught to use and appreciate the need for Standard English?

6.4 Do you think sufficient attention was given to the needs of bilingual pupils in the "Cox Orders"?

6.5 What place do 'dialects' have in the teaching of English?

MODEL

7. What do you think should be the guiding principle(s) behind any English curriculum? (Please refer to your notes to help you with this)?

7.1 What are your own chief aims for your pupils?

7.2 What do you hope they will be able to achieve in English by Year 6?

7.3 Do you think that the English National Curriculum at Keystage 2 has helped you to plan for the achievement of these aims?

7.4 Do you think the content of the English National Curriculum has helped

your children to fulfil them?

THE FUTURE

8. Reflecting on the "Cox Orders" and looking forward to the new curriculum which will be in place in September 1995, what do you think the gains and losses will be once the former has been discontinued?

8.1 Could you think about this in terms of the content?

8.2 Could you think about this in terms of the style?

8.3 Could you think about this in terms of its implementation process ?

Thank you

Mary Williams

23/3/1995

Second Stage : Semi - Structured **(Post ERA teacher)**

(Please feel free to bring notes with you which will assist you in answering any question. You are strongly advised to do this for Question 7. Thank you. Anonymity is assured in the final report.)

1. Name:
2. Number of years in teaching:
3. Age range taught:
4. Present position:

FIT/DISSEMINATION

1. What effect did the implementation of the English curriculum have on your teaching of English ?

1.1 In respect of:

- 1.1.1 AT:1 - Speaking and Listening?
- 1.1.2 AT: 2 - Reading?
- 1.1.3. AT: 3 - Writing?
- 1.1.4 AT: 4 -Spelling
- 1.1.5 AT: 5 - Handwriting?

1.2 Did it have an effect on the style of your teaching in respect of?

- 1.2.1 AT: 1 - Speaking and Listening?
- 1.2.2 AT: 2 - Reading?
- 1.2.3. AT: 3 - Writing?
- 1.2.4 AT: 4 - Spelling?
- 1.2.5. AT: 5 - Handwriting

2. How far did each AT fit in with existing school policy? (You may not be in a position to answer this question - don't worry if you can't.) Do you have a particular comment to make in respect of?

- 2.1 Speaking and Listening?
- 2.2 Reading?
- 2.3 Writing?
- 2.4 Spelling?
- 2.5 Handwriting?

3. How far do you manage to keep up with the relevant reading?

3.1 Have you read the English Order from cover to cover?

3.2 Or do you have to target your reading?

3.2.1 Have you referred to the Attainment Target profiles?

3.2.2 The Programmes of Study?

3.2.3 The Non-statutory Guidance?

3.3 Have you read any supplementary material such as the NATE/Mathematics/ASE publication?

4. Have you attended any courses?

4.1 LEA or HE ?

4.2 As organised by any professional association?

4.3 Were you offered any school-based in-set?

5. Do you find the way the NC documentation is laid out helpful or not?

5.1 Do you find the way it is divided into sections useful?

5.2. Is the way each page is laid out helpful ?

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6.1 Do you think that the emphasis was about right in the "Cox Orders"?

6.2 What do you think about the emphasis that is being given to Standard English in the "New Orders"?

6.3 How do you think children should best be taught to use and appreciate the need for Standard English?

6.4 Do you think sufficient attention was given to the needs of bilingual pupils in the "Cox Orders"?

6.5 What place do 'dialects' have in the teaching of English?

MODEL

7. What do you think should be the guiding principle(s) behind any English curriculum? (Please refer to your notes to help you with this)?

7.1 What are your own chief aims for your pupils?

7.2 What do you hope they will be able to achieve in English by Year 6?

7.3 Do you think that the English National Curriculum at Keystage 2 has helped you to plan for the achievement of these aims?

7.4 Do you think the content of the English National Curriculum has helped your children to fulfil them?

THE FUTURE

8. Reflecting on the "Cox Orders" and looking forward to the new curriculum which will be in place in September 1995, what do you think the gains and losses will be once the former has been discontinued?

8.1 Could you think about this in terms of the content?

8.2 Could you think about this in terms of the style?

8.3 Could you think about this in terms of its implementation process ?

Thank you

Mary Williams

23/3/1995

SEMI-STRUCTURED INTERVIEW SCHEDULE WITH EXPERTS

(These questions are derived from an analysis of the cases, the questionnaire, and a review of the literature. The original research questions provided the starting point.)

1. THE PROCESSES OF GENERATING ENGLISH AT KEY STAGE 2

1.1 What effect has the minimal level of consultation with teachers had on the process and design of the English National Curriculum at Key Stage 2?

1.2 Did the tight time-scale for the implementation of the whole National Curriculum impinge on the effectiveness of English teaching at Key Stage 2?

1.2.1 If so, how?

1.3. What effect has the English National Curriculum had on planning at Key Stage 2?

1.4 Have teachers reacted favourably to the broad church stance of the 5 view model of English teaching?

1.4.1 What effect has the model had on the teaching of English at Key Stage 2?

2. THE EFFECTS ON TEACHERS' WORK

2.1 Which profile component(s) of the English National Curriculum caused teachers to change their practice the most?

2.2 What sections of the National Curriculum documentation proved the most useful to teachers and for what purposes?

FOR ADVISORY STAFF ONLY

2.3 Has the range of teachers (in terms of status in the school) attending INSET English courses altered significantly since the inception of the National Curriculum?

2.3.1 For what reasons?

2.4. In respect of National Curriculum : English (Key Stage 2) what effect has the introduction of a National Curriculum had on the role of the language co-ordinator?

2.5 How successful has the 'cascade model' of dissemination been in relation to English teaching?

3. THE EFFECTS ON CHILDREN'S LEARNING

3.1 Has National Curriculum English resulted in changed patterns of teaching and learning?

3.1.1 If so, describe the changes ?

3.1.2 Comment on the significance of any changes mentioned.

3.2 Comment on the increased emphasis accorded to Standard English and the effect that this has had on children's learning?

3.3 How do teachers understand KAL?

3.3.1 How has it been taught and learned at Key Stage 2?

4. In overall terms, what impact has the National Curriculum had on the quality/ effectiveness of English teaching at Key Stage 2?

5. In general terms, what were the strengths and weaknesses associated with the 'Cox Order'?


5.1 What were the strengths and weaknesses of the 'Cox Order' at Key Stage 2?

5.2. Is the loss of 'the Cox Order' to be regretted?


Appendix 2


LESSON OBSERVATION 1: WINTER POETRY


Whiteboard Symbols:


SEE 

snow
ice
frost
icicles
leaves falling
children keeping warm
slippery roads
holly
robins
Christmas trees
snowballs
decorations
snowman
turkey

 SMELL
a winter forest
breeze
fires
baking
chicken

 TOUCH
cold
xmas trees
prickles
snowballs
xmas decorations

 HEAR
breeze
cars
cards
aeroplanes
robins
geese flying North
wind
cars skidding

 TASTE
Christmas pudding
or oranges
turkey
chicken
xmas stuffing
potatoes
gravy

Appendix 3

SP - Yes we do, but -- we also but, because relating to everyone's own individual work is impractical, we try to investigate other ways of doing it. Um - more like linking it to handwriting, looking at patterns in words as well as doing that. You can't get round everyone

INTERVIEWER - I know you do 'draft, editing'. Do you do that for every single piece of work?

SP - No you just want their thoughts. For 'science' and things like that you want to know what they actually think or you want them to take notes.

INTERVIEWER - Do you make a thing about them taking notes? Do you teach them how to take notes?

SP - I have and I'm feeding that into my writing. All skills that children are going to need later on, regardless of whether its in the National Curriculum, I've started thinking for myself now - what will they need to know? Might as well practise it now and also I'm very interested in trying to expand people's types of writing. People do too many stories where its just entertainment - perhaps don't do enough shorter more incisive kinds of writing which makes them think hard. Not enough proper poems where people are trying to match the feeling to the words and also looking at forms and the appropriateness of them. There are still some children in the third and fourth year who are using rhyme to express really serious things. It's not appropriate.

INTERVIEWER - but you have a really rich environment here ---

SP - people seem to work in a -- PDW. They have a really good idea. They use it and that takes up all their creative powers. They can't think of anything else to do. Children write up experiments. That's two sorts of writing. But they should try more. Write letters - imaginary writing; solve people's problems for them; argue about things. Letters are a brilliant way of getting across different purposes.

INTERVIEWER - When I was here we did a 'newspaper'. Some of the letters they wrote to the editor were very good - - - things they felt quite passionately about, and, of course, that's the area - the persuasive area - is the one that research has shown to be lacking in schools.

* SP - Oh! I didn't know that. This year when we did 'Animals' I tried to include something on that kind of thing; but for 'Speaking and Listening' in every topic. They have a 'for' and 'against' - like they had a 'Save the Seals' and 'Sea Hunters' Association. We had three representatives and a chairman - like a chat show. The audience were watching and trying to note down who was talking the most; who was being rude; who interrupted and another group were looking at the main points of the arguments of each group so they were all active. That was very interesting as some people couldn't express themselves very well at all and they went 'yeah! but - - , yeah! but - - , yeah! but - - ' and other people were really fluent but one little boy squeaked up with 'Why don't

you shave the fur off instead?' [Laughter] I thought top marks for you - you've thought about it.

INTERVIEWER - - - - you need to establish the rules, stop people hogging the floor etc.

SP - If you turn that into a play. Everybody writing their own play - changing one form into another.

INTERVIEWER - Which in a sense shows that drawing the dividing lines between 'Speaking and Listening, writing etc. is artificial, because through one starting point you are achieving all of them, aren't you?

SP - Yes

INTERVIEWER - that's really all I want to ask. Anything you want to offer?

SP - because we are a Junior school I don't really know anything about SATS at all. That worries me. [interlude about infant approach to spelling which is not strictly relevant here]

INTERVIEWER - Finally, I've just remembered something I wanted to ask you. I've got it down here. What do you know about the 'Knowledge about Language' debate?

SP - A (HT) has talked to us about it. I'm just trying to think now ---
----[pause]

INTERVIEWER - OK, I'm not trying to put you on the spot. Lets leave that. What about the teaching of grammar?

SP - I think children should learn about say a conjunction or else they will only call it a joining word - things have got to have a name. They'll need the proper terms when they go on to learn another language at secondary school -- I think children need to know things that are going to be useful to them, the roots of language etc

Appendix 4

HAPPINESS IS

Happiness is when I cuddle my cat Sophie.

Happiness is when we won a game of football.

Happiness is playing with my dog.

Happiness is going to the Isle of Wight.

Happiness is playing with Victoria and Louise.

Happiness is when I go to Karate.

Happiness is playing with my sister.

Happiness is when I am on school holidays.

Happiness is when I play with Philip at the pub .

Happiness is when I'm round my Grandmas house.

Happiness is when I played football with stuart.

Happiness is when you go swimming..

Happiness is when I played foot ball.

Happiness is playing with my brother in the car .

Happiness is when I play
with my dad.

Happiness is when I am with
Jodie, Amy, Victoria, Katie and
Louise.

Happiness is when I am making
tea.

Happiness is when I am with my
cat Poppy.

Happiness is when I am with
Craig.

Happiness is when I am with my
mum and dad.

Happiness is going to watch.

Spurs beating Leeds.

Happiness is with my Mum and Dad.

Happiness is when I play football with Daniel and Greg.

Appendix 5

Name: RJC

Magli

Looking At Fruit

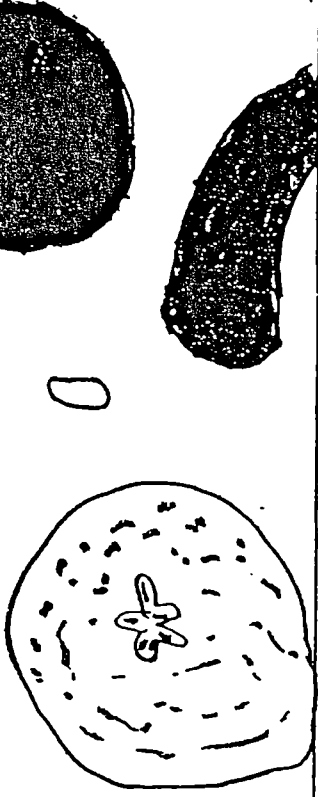
How many different fruits are there? Name them.

1. Apple
2. PESS
3. BUNGS
4. Graps

Choose one fruit and try to describe it. How does it feel, smell or look? apple / JBSS

Draw 2 of the fruits now they have been cut in half. What do we call this?

CROSS-section



How many different ways can we eat some of the fruits? Think about different puddings you have eaten. Make a list of them.

1. apple - crumble
2. BUNGS - SBLITS
3. apple turnoff
4. apple Piu
5. BUNGS - Sauvic
6. Pavof OFr

Appendix 6

Paragraphs

2

- * Here are two paragraphs which have been jumbled, can you sort them into two topics.
Topic A: Papyrus and Lotus.
Topic B: Two Names

1. Papyrus and Lotus are the two symbols of Egypt.
2. The people called their land Kemi and Desret.
3. Kemi means the Black Land which is the colour of soil.
4. The papyrus represents the desert marshes.
5. The Lotus represents the river valley.
6. Desret means the Red Land or desert.

- * How did you know which sentence matched each topic?

- * What links did you find?

- * This paragraph is completely jumbled can you put the sentences in the correct order? It is about the paper Egyptians used, made from Papyrus.

1. The longest roll so far found is 41 metres long and is in the British Museum.
2. It was once common in Egypt but now is no longer found.
3. Papyrus is a tall plant.
4. It was used to make papyrus rolls which the Ancient Egyptians wrote upon.

- * How did you know which sentences followed each other?

Appendix 7

STRATEGIES READERS USE IN READING

MAKING SENSE USING THE CONTEXT FOR MEANING, INCLUDING PREDICTION, READING ON AND USING PICTURE CLUES; SYNTACTIC (GRAMMAR) CUES; PHONIC CUES, ESPECIALLY SOUNDS; AND WORD RECOGNITION

How we develop these strategies in readers

MEANING : Semantics

Readers make meaning from the text. Beginning readers know that text has meaning when they re-tell a familiar story whilst turning the pages appropriately. Sometimes, however, children 'read' print without gaining any meaning from it. Making meaning from the text is of paramount importance, because then reading is purposeful and rewarding. When a reader is understanding the content, he or she is more able to make a sensible attempt at an unfamiliar word, and can find support in the pictures that accompany the text.

Developing a reader's use of meaning as a reading strategy

1. Read to the child and encourage re-telling of stories. It is not coincidence that narrative is the chief form of children's text. Most human thought is in narrative form: people tell themselves stories all the time. Narrative is a familiar way of thinking for a child, and we can help children develop and extend this by reading them other peoples' narratives.
2. Encourage discussion about the text the child is reading with yourself or with a reading partner. Discuss pictures and content.
3. When the reader encounters an unfamiliar word, ask her or him to read on a little. If several unfamiliar words hamper progress read aloud yourself to help the reader establish meaning, then hand over for the reader to repeat or carry on.
4. Encourage prediction by looking at pictures and drawing out suggestions about what might happen in the story before you read it. This means that the reader may already have the language in his or her head when the reading starts, and so is more likely to match meaning with the word. Prediction can be promoted at a natural break in the story, or a page turn, or a picture. Stories for pairs or small groups to read together can be given sections, with questions to prompt discussions about what might happen next, or what characters might be thinking, at the end of each section.

Appendix 8

Individual Writing Folders.

You are going to develop your own writing folders. This means you can choose your own topic and write about it. However, you must include a variety of different styles of writing.

What does this mean?

Creative Writing : A story, fiction.

Poetry: Using any of the forms we have discussed, alliteration, acrostic etc.

Letter Writing: A letter to a friend, thank you letter, or one made up to fit in with your theme. You need to show how letters are laid out.

Factsheet: Make up a fact sheet on your topic.

Review: Write a book review of a book connected to your theme.

Diary: Write a diary of real or imaginary.

Factual: Write a short description about your topic or how to do something.

Recipe: Write up a recipe.

Instructions. Write a set of instruction on how to do something.

Choose a theme. Choose 6 different styles and write about your theme using them. You must include 1 piece written on the word processor using Pendown.

Appendix 9

Story Plan

Who will read this story? →

What sort of story is it? (real-life/adventure/fantasy)

Who is in it? →

What are they like? →

Name: _____

Age: _____

Home: _____

What's special about them?

Name: _____

Age: _____

Home: _____

What's special about them?

Where does the story happen? →

When does the story happen? →

What important things happen? →

Write your first sentence: _____

Write your title: _____

Appendix 10

YOUR GUIDE TO SWANAGE

Welcome to Swanage. I hope you enjoy looking around following with this guide.

The Mill

A long time ago man made the mill pond and by the mill pond is a little spring.

The mill pond is fresh water, now there are a few swans
BE CAREFUL because they can be very danger

There is black swans and white ones.

The mill pond is lovely to look at and you can see the mill bring up the water.

The building is quite scruffy and dirty on the outside

The Church

The church is a grey colour and the windows are a pretty colour with pictures on it. Some of the parts of the church were old and some had been rebuilt

The windows are lots of different shapes and sizes.

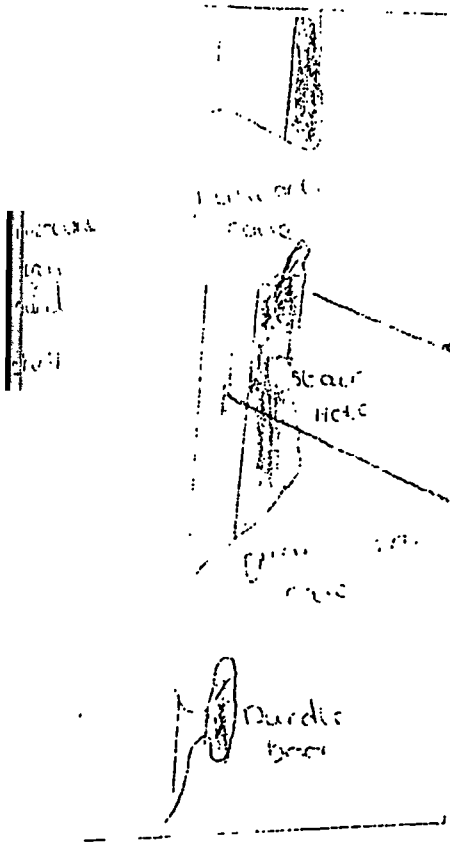
The church is ever so big and it looks old.

The shape of the windows and the pictures are very interesting.



Pacific and Atlantic Coastline

Pacific coastline

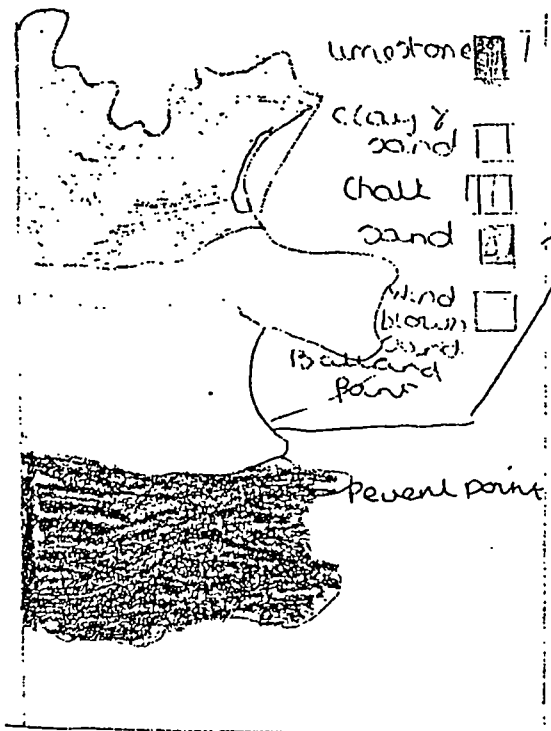


The Pacific coastline is parallel to the sea. The rock get worn away to make a cave. The first layer of rock is limestone that is been worn away a little bit and than the second layer clay and sand which gets worn away quickly. And then a cave will be formed.

and slowly the chalk will get worn away

Also stopping the cave.

Atlantic coastline



In between Peveril Point and Balland point there is clay and sand which is worn away quickly, and will leave two points that are perpendicular to the sea. The Balland point is made of chalk and Peveril Point is made of limestone, and the sand gets worn away quickly on the other side.

Old Swanage

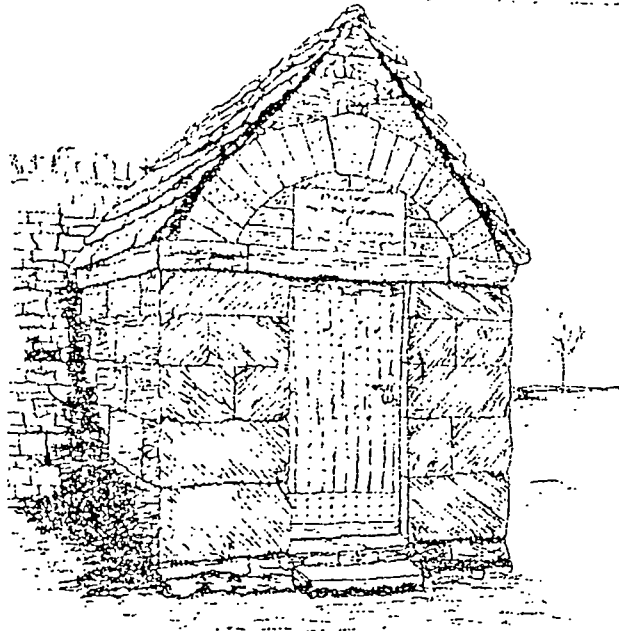
In the 17th century Swanage was known for its stone. Lots of it was taken to London for pavements. The stone was moved from the quarry in wagons and then to tankers on Swanage Quay to be loaded onto barges which then took it all over the country. Since then Railways and tractors have taken over.

In the 1980's oil was found under Swanage Bay. There are quite a few oil wells in Wytch Farm and Furzey Island and in 1981, 167 barrels were being produced a day. It is estimated that the oil will run out in 25 years. ✓

John Maston put a stop to that and raised the wall and road about five feet and built a flight of steps on the east side of the dipping place. This is how you will see it now.

Look up

Before the first in town in 1851, in the town took up law keepers. They when they had



police man were the older people the pension of put people in broken the law.

John Maston's House

In 1844 John Maston retired to Swanage. building. He took up



and his wife. It was an old store gazing.

✓

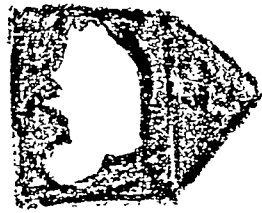
Trails : There are 5 different trail, Woodland trail, Downland trail, Victorian trail, Farmland trail and the Cliff top trail. We went on the Cliff top trail. The trail is 1 mile long and takes 1 hour. We only got to do a bit of the trail because of the bad weather.



Downland



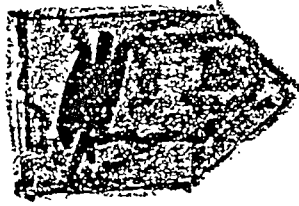
Farmland



Victorian



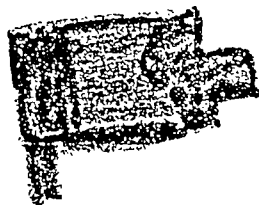
Woodland



cliff top.

Camera and the centre : In the centre there is a TV.

On the TV you can see real Guillemots, live. They do this so people don't scare the birds. If they do it can force them to leave their nests.



Appendix 11

Points of view

Greek philosophers liked to discuss political problems (what the government should do) and moral problems (how people should behave) If you were in a discussion, what opinions would you have about the following ideas:

- ~ To get the most out of life we should all eat, drink and be merry
- ~ The best people take life quietly
- ~ You can only behave well if you are surrounded by people who behave well
- ~ You need to have a few rules when you live and work with other people
- ~ It's better not to have any rules of behaviour, but to trust everyone to behave properly
- ~ Life is better when you are poor and don't own many possessions
- ~ Leaders should be elected by everyone else
- ~ Leaders should be able to nominate members of their own family to rule after them
- ~ Leaders should be appointed by a small group of important people

Appendix 12

THE AIMS OF THE ENGLISH POLICY

THE NATURE OF LANGUAGE

Language has two important overall functions which English teaching should aim to promote:

1. a social function where the emphasis is on communication,
2. a personal function where the emphasis is on critical thinking and creativity.

OVERALL AIMS

1. To promote a love of language.
2. To enable children to develop their linguistic abilities, written and spoken across the whole curriculum.
3. To encourage depth of thought about language and through language.
4. To help children use language to discover and understand more about themselves, others and the world.
5. To enable children to develop communication skills in order to play an effective, active and confident role in society.
6. To help children appreciate and value the rich variety of dialects and accents in everyday life and give them access to Standard English as appropriate.

AIMS OF READING

1. To develop enjoyment, fluency, independence and understanding over an increasingly wide range of reading materials, fiction and non fiction, poetry and prose of ever greater complexity.
2. To encourage personal response to and critical evaluation of all materials read.
3. To develop the ability to use what has been read for specific purposes.

To achieve these aims, children need to have:

- a) constant access to a wide range of good reading material,
- b) opportunities to express opinions both in spoken and written form.
- c) opportunities to pursue genuine lines of inquiry,
- d) encouragement and opportunities to enjoy and practise reading both at school and at home.

AIMS OF WRITING

1. To develop all children's confidence and ability as writers,
2. To enable children to develop their own critical thinking and imagination and to express their opinions and ideas clearly and logically,
3. To develop an understanding that non chronological writing is organised differently from chronological writing,
5. To enable children to communicate their ideas and opinions successfully through the correct use of conventions and good presentation.

To achieve these aims, children need to have;

a) opportunities to write for real audiences other than the class teacher,

b) opportunities to write in a range of different contexts and for a variety of purposes,

c) time to draft and redraft their writing both individually and in discussion with others,

d) opportunities for their finished writing to be displayed or published.

Appendix 13

ENGLISH PLANNING GUIDELINES

These guidelines suggest minimum requirements to ensure development and continuity of English for each individual throughout the school. They also incorporate all National Curriculum requirements for content, skills and processes. As such they must be inclusive but they are not intended to be exclusive. Because children's language development is non-linear, many experiences will be revisited from year to year so that each individual child can develop according to his/her needs and abilities. Much English awareness will be achieved through other subjects across the whole curriculum. It is important, therefore, when planning topics and themes that every task has a planned-for language focus and that there is a balance of required elements both within a theme and throughout each year. (See Appendix 1 - Planning Record Sheet)

SPEAKING AND LISTENING (ATTAINMENT TARGET 1)

(Drama and Role Play are developed in a separate policy document. See Appendix 1 - Speaking/Listening Attainment Targets Through Drama.)

- All children need opportunities to develop oral communication skills by giving both prepared and unprepared talks and by reciting poetry to an audience. Talks should be both topic-related and about children's own interests, and should be for a variety of purposes and audiences.

Purposes:

to entertain, to persuade, to inform, to explain, to instruct, to convey messages, to express opinions and feelings, to describe, to organise thoughts, to hypothesise, to argue and debate.

Audiences:

one to one - adult/child, small group, class - older/younger, several classes, whole school - adults & children, audiences outside school if possible.

- Children need to become increasingly aware of the differences between written and spoken language. This can be encouraged by:- giving an oral account of a written research project; giving an oral book review as well as a written one; telling a story to an audience, or being told a story, then writing it down. (The resource 'Language Live', for use in years 7 & 8, also tackles this area.)

- Opportunities for interviewing should be given, both as role play and to obtain information.

- Year eight should be given some opportunity for formal debate.

- Children need to be made aware of the importance of non-verbal signals in oral communication.

- All children should have the opportunity to use a tape-recorder to present and preserve their talks. Recorded talks need to be more accurate than unrecorded ones. Some opportunity for video recording should be provided for every child at least twice whilst in the school and preferably more often. A video also records non-verbal communication. Year six could build this into their media studies. Class assemblies could be videoed.

- All children need the opportunity to develop critical thinking skills and creativity through talk. Group discussion is an excellent means of doing this. Children, however, need guidance to use group discussion effectively. (See Appendix 1 - Group Discussion Guidelines.) They should be encouraged to evaluate each discussion. (See Appendix 1 - Group Discussion Questionnaire.)

- The strategies to be mentioned as aids to comprehending non fiction (C.L.U.E.S., E.R.I.C.A. Model, D.A.R.Ts) and the year 6 resource 'Effective Reading Workshop' all incorporate group discussion.

- Oral story-telling is an interesting way to develop both creativity and communication. Stories can be told individually or as part of a group, can be prepared or spontaneous, can be created or retold, can be fact or fiction, can be topic-related or own choice. All children should have this opportunity in each year group.

- It is very important that children are encouraged to listen sensitively and critically to others both when they are an audience and when involved in group discussion.

READING (ATTAINMENT TARGET 2)

Fiction

- Children should be allowed a free choice of reading material from the library and classroom collections. They may also bring books from home.

- In order to help children choose books appropriate to their interests and needs and to extend the range of their reading, 'the reading conference' should be built into the timetable. (Conferencing involves discussing with a child his/her reading habits and choice of material, and monitoring fluency when appropriate. A record sheet is provided for this.) (See Appendix 2 - Conference Record.) (See Appendix 2 - List of Suggested Reading Material.)

- List of Suggested Reading Material.)

- All children should be encouraged to read widely including narrative, poetry, plays, literature from other cultures and times. Years seven and eight should also be encouraged to read books not specifically written for children, as appropriate to each individual.

- Children need to keep an individual record of their reading, together with a brief summary of each book and their response. (See Appendix 2 - Individual Reading Records.)

- In addition to individual records, children should complete a more detailed written book review each term in order to reflect more deeply on a book. They should also have the opportunity to recommend a book orally to other children each term. (See Appendix 2 - Book Review Guidelines.)

- A time for personal reading should be built into the timetable each day. The teacher should also read during this time. It is important children see that adults also read and enjoy books. (See Appendix 2 - U.S.S.R.)

- All children, but especially those in years five and six, should have opportunities to listen to stories and poems being read to them both by the teacher and other children.

- Sharing books is a useful way to encourage and support inexperienced or reluctant readers. Books can be shared with adult helpers or other children. Children who need even more support should undertake 'Paired Reading' with an adult helper each day. (See Appendix 2 - Shared Reading and Paired Reading.)

- Phonics are an important cue for reading. These should be addressed alongside reading with each individual as relevant and appropriate. (They should not be taught as a precursor to reading for any child experiencing difficulty.)

- A cloze procedure reading assessment relating to fiction and non fiction given to all children in each year group at the beginning of the academic year will help identify individual children's needs. (See Appendix 2 - Reading Assessment.)

- For children causing concern the diagnostic technique 'Miscue Analysis' will help to identify what cues a reader is or is not responding to. This should be administered by the class teacher. (See Appendix 2 - Miscue Analysis.)

- Although most children respond well to a monitored free choice of book combined with shared and/or paired reading, the 'Trog' readers with their more controlled vocabulary, but designed for 9-14 year olds, may be used with individual children, in year five, if it is considered appropriate to their specific needs. It is

expected that very few children, however, will require this. Year six also have a selection of books in the 'Jets' series to encourage reluctant readers.

Literature

- Three books a year should be studied in greater depth by each year group. This provides an opportunity for all pupils to share a common enjoyment of a book, to reflect more deeply about a text, and to extend their range of reading.

- Texts may relate to the topic currently being studied but do not have to. Where a text does relate to a topic, it is important that the topic is seen as supporting the understanding of the text rather than the text becoming another information book for the topic.

- Other considerations in choosing texts are: variety of style, gender issues, culture, period when written.

Books for study:

Year Five: 'Bill's New Frock' by Anne Fine; Gaffer Samson's Luck by Jill Paton Walsh; 'The Foxhole' by Ivan Southall.

Year Six: 'Smith' by Leon Garfield; 'The Dead Letter Drop' by Jan Mark; 'The Secret of NIMH' by Robert O'Brien.

Year Seven: 'Call of the Wild' by Jack London; 'The Silver Sword' by Ian Serrailier; 'A Thief in the Village and Other Stories' by James Berry.

Year Eight: 'Buddy' by Nigel Hinton; 'Shakespeare Continuity Project'; 'Once Upon a Planet' - an anthology of stories and extracts; 'Plague 99' by Jean Ure.

- For general suggestions about tackling these books, see Appendix 3 - Teaching the Class Novel.

- Videos can be used to support these studies where available. Differences brought about by translation from one media to another should be discussed.

- At an appropriate level, children should read/listen to myths and legends from other cultures, according to year topics:

year five - Egyptian mythology, Aborigine, Aztec mythology,

year six - Indian mythology, Greek mythology,

year seven - Graeco-Roman mythology, Caribbean stories and poems,

year eight - Japanese mythology and poetry.

- Pre-Twentieth Century Literature is addressed in the study of myths and legends. In addition, extracts from classics should be used as an introduction to a fuller reading of such material. The following texts should be focused on in more detail in each year group:

year five - 'Robinson Crusoe' by Daniel Defoe (1719).

year six - 'Oliver Twist' by Charles Dickens (1838).

year seven - 'The Canterbury Tales' by Geoffrey Chaucer (1387).

year eight - 'Diary' by Samuel Pepys (1660), Lorna Doone by R.D. Blackmore (1869).

Traditional poems to be included by each year group from the resource 'Everyman's Book of Evergreen Verse':

year five - 'Matilda' by Hilaire Belloc.

year six - 'The Chimney Sweeper' by William Blake.

year seven - 'Lochinvar' by Walter Scott (P132);

year eight - 'Composed upon Westminster Bridge' by William Wordsworth (P131);

- Year 8 should also study 'London' by William Blake and 'Parliament Hill Fields' by John Betjeman as part of their 'London' visit.

- All children should have the opportunity each year to compile a poetry anthology containing poems by a variety of authors including themselves. The anthology can be topic-related or own choice. Children should gradually become aware of different

forms, patterns and vocabulary in the poems they read and listen to and begin to reflect these in their writing. Year eight will make a more detailed study of poetic style incorporating the resource, 'Web of Language'.

- For approaches to teaching poetry see Appendix 3 - Ideas for Studying a Poem.
- Pupils are likely to write their best poems when they have chosen the subject, or when they are writing from personal experience. However, they may find it helpful to have some structures to support their writing and to help them develop an awareness that poetry does have form. It is suggested that the following structures are tried in each year group:

- year five - shape poems,
- year six - acrostic poems,
- year seven - three word and five line poems,
- year eight - haiku.

(For examples of each of these structures see Appendix 3.)

Non Fiction

- Teachers need to be aware of the difficulties non fiction writing presents for children. (See Appendix 3 - Reading Information Texts.)

- All children need opportunities for genuine research with specific purposes, either built into the topic being studied or arising from the children's personal interest.

- There are three basic concerns in this area: a) helping children to locate information, b) helping them understand the information, c) helping them use the information. (For a detailed analysis see Appendix 3 - Study Skills).

a) Locating Information

- Children must have opportunities to use information books from the library. In year five, they need to become familiar with where different sections are and, as appropriate, be introduced to the modified Dewey system.

- Children need to be competent at using contents pages and indexes and to learn to use flexible reading strategies e.g. skimming and scanning. They, therefore, need tasks which require them to use these skills. The major emphasis for this should be in year five and with individuals as necessary in other years.

- Each year group has a copy of 'Library Alive' by Gwen Gawith which offers ideas and photocopiable worksheets.

b) Understanding Information

- Children find the register and organisation of non fiction hard to understand. They need specific help in this respect if they are to become independent learners. The non fiction reading guide C.L.U.E.S. is useful as a starting point for this and can be used as part of topic work in years five and six. (See Appendix 3 - C.L.U.E.S.) C.L.U.E.S. can be built on in years six, seven and eight by using strategies from the E.R.I.C.A. model. (See Appendix 3 - E.R.I.C.A. Model.)

- Strategies known as D.A.R.Ts are useful for both fiction and non fiction comprehension and can be built into topic work in all year groups. (See Appendix 3 - D.A.R.Ts.)

c) Using Information

- It is important that children do not just copy from books verbatim. So that they are less likely to do so, research should be planned in all years which ensures children:

- a) have a specific purpose for which they are to use information obtained, and/or,
- b) have formulated questions they need to answer, and/or,
- c) have a previously prepared chart to fill in to assist logical note-taking,
- d) are not rewarded for neat, verbatim copying,
- e) are rewarded for their attempts to use their own words however inadequate they may seem.

- A full research project of the children's own choice should be undertaken at least once in each year group to bring all skills together. (See Appendix 3 - Individual Research Guidelines.)

- Children in all year groups should have opportunities to listen to non fiction texts being read to them e.g. biography, description, travel. (See Appendix 3 - From Fiction to Non fiction.)

- All children should be encouraged to read non fiction material other than that related to topics e.g. magazines and books about their personal interests, biographies.

- Children in all year groups should keep a non fiction reading record stating why they chose the book and whether it suited their purpose. (See Appendix 2 - Individual Reading Records)

WRITING (ATTAINMENT TARGETS 3,4 and 5)

Writing which is aimed at an audience, rather than for the writer him/herself, should follow the writing process (see Appendix 4 - Writing Process Model).

- Children should form the habit, from year five on, of drafting, discussing, redrafting and editing their work before finally presenting it. The process should operate both in handwritten and word-processed form.

- Drafts of work *must* be kept as well as finished products.

- Children should have the opportunity at least twice in every year group to write about anything they wish, rather than topic-related ideas. This might be a story but it might be about an issue which concerns them or it might be a poem or play.

- Years seven and eight should produce a writing folder, reflecting a range of 'own choice' writing in a variety of styles.

- Writing built into topic work should be for a variety of purposes and audiences and should be both chronological and non chronological, personal and impersonal.

Guide to Range of Writing Purposes

Chronological/Personal

Stories, Diaries, Poems

Chronological/Impersonal

Historical (Time Sequence), Instructions, Science Experiments

Non Chronological/Personal

Letters, Persuasive Writing, Reflective Writing, Writing to Understand, Expressing Opinions and Feelings, Poems

Non Chronological/Impersonal

Information, Explanation, Reports, Description, Design Brief

Possible Audiences

- Audiences are important because they automatically influence the register of the writing. Real audiences are best but when this is not possible children should at least always know who their writing is intended for.

OLDER

PEER

YOUNGER

B r o t h e r s a n d S i s t e r s
High School First School

Teachers

Parents

Other Known Adults

Local Leaders

National Leaders

Pen Friends

Own class

O t h e r C l a s s e s

- Specific teaching focus on the following forms should be made in each year group:

Year 5 - diary writing, reviews;

Year 6 - story writing, brochures;

Year 7 - newspaper articles, research, formal letter;

Year 8 - playscript, persuasive writing/argument

- The Avon Writing Project offers useful ideas for and explanations of process writing. There is a copy available for reference in the staffroom.

- Children should be encouraged to use dictionaries and thesauruses at their level to develop vocabulary awareness in all years.

- Children find it hard to organise writing which does not follow the familiar time sequence and need guidance. Sub-headings and paragraphs should be introduced before the end of year six to help this and be developed in years seven and eight.

- Years seven and eight should become increasingly aware of different text structures, e.g. comparison/contrast, problem/solution, time sequence, description, lists, cause/effect, as they seek to organise non fiction writing logically.

- Punctuation should be taught according to individual need but it is hoped that most children by the end of year six will be familiar with and be able to use: Full stops, capital letters, commas in lists and speech, question marks, exclamation marks, inverted commas for speech, apostrophe for abbreviation.

- Years seven and eight should build on what has gone before as appropriate and also begin to introduce:

Commas to break up a complex sentence, inverted commas for quotations, apostrophe for possession, colon, semi-colon, brackets for parenthesis.

Spelling

- Spelling is very important and children should see it as such. However, it is important at the right stage of the writing process - the editing stage. Children should not interrupt their flow of ideas or reject the use of a word because of spelling problems.

- Not all spelling errors will necessarily be corrected in a child's written work. Teachers should use their professional judgement in deciding which errors a child should focus on to improve his/her spelling ability.

- Spelling should as far as possible be developed according to individual need and in context through the on-going writing tasks.

- Personal word books, in dictionary form, should be encouraged for all pupils in years five, six and seven and some children in year eight. If a child asks how to spell a word, he/she should first attempt to write the problem word. If the spelling is incorrect, the teacher, or other adult, should then write the word in a book of his/her own for the child to study and then write from memory. The child has then begun to learn the spelling and the teacher has a record of spellings requested.

- Children should increasingly be encouraged to use the resource 'Spell It Yourself' and dictionaries to check spelling at the editing stage of their writing.

- Years seven and eight should become aware of other functions of a dictionary such as word pronunciation and derivation. This is linked to 'Web of Language' and 'Language Live' in year 7.

- Children should have a weekly spelling list of words they have needed to use but have been unable to spell. The children should gradually take more and more responsibility for compiling this list. The number of spellings will vary from child to child. Most children can manage to administer a 'test' to each other, if appropriate, although the teacher or another adult will need to check it. Relevant words should be selected from all areas of the curriculum.

- A multi-sensory approach to learning to spell a word should be taught to all children in year five and reviewed each year as appropriate:

1. Look at the word and say it.
2. Look at the word and trace it on the table with your finger.
3. Cover the word and write it, saying it as you do.
4. Compare it with the original.
5. If it is wrong, start the process again.

- Some children in years five and six may benefit from the structured phonic approach in the resource 'Master Your Spelling'. If this is used, however, it is vital that it is used as intended and closely monitored. Year six may also use 'The Laughing Speller' and Collins 'Spelling 1 and 2' for extra practice. Year 7 may use Collins 'Spelling 2 and 3' and Year 8 Collins 'Spelling 3'.

- If there is especial concern about an individual child's spelling, an analysis of spelling errors should be made by the class teacher. (See Appendix 4 - Spelling Analysis; Spelling Progression - related to the National Curriculum.)

- All children should be taught how to apply a spell-check when word processing.

Handwriting

- Handwriting is important in communicating ideas at the final stage of the writing process. A fluent cursive hand enables a child to write legibly and quickly.

- By the end of year six most children should have mastered a fully cursive style of handwriting.

- The resource 'Nelson Handwriting', books 1-4, offers guidance and practice in developing this style throughout the school.

- Children should also develop the ability to use block capitals when appropriate.

- Children should be encouraged to write in ink for final versions and should be discouraged from using biro for final versions. - Children should be shown and encouraged to make any corrections to their work neatly. Tipp-ex should not usually be used unless under supervision for a specific reason. If it is considered valid, it should be used correctly and sparingly.

- Years seven and eight in particular should be encouraged to use a variety of handwriting styles - cursive, printing, block capitals - according to the purpose of their writing. 'Pendown' is particularly useful in encouraging this awareness.

- All years, but particularly years seven and eight, should consider carefully how the layout of their final versions might help them achieve the purpose of their writing.

- All children should have the opportunity to word process some of their work. Children with a specific handwriting problem may be given more opportunities for this, but all children should still improve their handwriting skills at whatever level.

KNOWLEDGE OF LANGUAGE

It is important that all children learn about the language they use as well as learning to use it and learning through it.

- It is expected that grammar use and word choice will be important areas of discussion with individual children in their own-writing.

- For children to appreciate the importance of word choice and to use the correct register, they need to know the purpose of and audience for their writing/speaking on all occasions.

- Children need to be aware of and value different varieties of language and their appropriateness to their contexts.

- Children should become increasingly aware of the differences between spoken and written language.

- Poetry and dictionary/thesaurus use are helpful areas in which to incorporate knowledge about language.

- Children should be introduced to the technical terms which describe language use e.g.

years five and six - consonant, vowel, sentence, phrase, dialect, accent, Standard English, slang, Received Pronunciation,

years seven and eight - noun, verb, adjective, adverb, pronoun, conjunction, alliteration, metaphor, onomatopoeia, simile.

- There are several resources in school to help in this area:

Web of Language

This covers language issues such as register, variety, history, choice of words. Three units should be included in each year group and built into topics where possible:

year five - units 1,2,3,

year six - units 5,9,8,

year seven - units 7,10,11,

year eight - units 4,6,12.

(See Appendix 5 - Web of Language.)

There is a set of 28 copies.

World Languages Project

This covers language history and development from a world perspective. It will be most useful for year six when beginning their pre-French course and for all year groups when studying other countries and cultures. There is one copy in each year group. (See Appendix 5 - World Languages Project)

Language Live

This is a National Curriculum Key Stage 3 resource to be used mainly in years seven and eight and built into topics as appropriate. There are 15 copies of the foundation book and 15 copies of the key stage 3 book. (See Appendix 5 - Language Live)

- All three resources have accompanying cassettes.

MEDIA STUDIES

The National Curriculum uses the term 'media texts' to refer to television and radio programmes, films, videos, computer software, photographs, advertisements, newspapers and magazines.

- There are three areas which teachers should consider in relation to these texts.

1. Media language - how meaning is produced e.g. in the relationship between sound and image,

2. Representation - whether a text is or is meant to be life-like, or whether it is biased e.g. in its portrayal of characters, settings, social matters,

3. Producers and Audiences - why a text is produced and for whom it is made e.g. the economic, political and technological factors which may influence decisions.

To ensure development of critical skills, each year group should make a specific focus as follows:

- year 5 - analyse toy catalogues and consider bias, in particular gender bias;
- year 6 - analyse the influence of advertising,
create tape/slide productions,
create travel brochures;
- year 7 - analyse how newspaper articles are written,
create their own newspaper articles,
consider and produce Mediaeval illuminated letters;
- year 8 - analyse the differences between live theatre and television performances of plays,
create their own playscripts for different media.

MONITORING AND RECORDING

Individual Language Profile This contains task and criteria identification as well as child and teacher evaluation of key language tasks agreed within each year group. Three tasks a term should be recorded, one from each Profile Component. Over the year the profile should reflect a wide variety of tasks. Any written work listed on the profile should be kept with it as evidence of progress, attainment and coverage of national Curriculum content. The front of the profile can be used to record an individual's specific needs in any language area. (See Appendix 6 - Language Profile)

Reading Conference record This contains the results of the cloze reading test administered in September as well as information about a child's reading habits and development.

Children's Reading Records and Book Reviews These monitor a child's reading range and developing reflective thought.

Miscue Analysis Reading Profile Cueing system diagnosis for individuals where appropriate.

Group Discussion Questionnaire These form a useful record and self evaluation of discussions undertaken.

Audio and Video Tape A useful record of a child's oracy. It would be helpful for each child to have a personal audio tape in years 5 and 6.

Spelling Error Analysis An identification of patterns which cause an individual child problems, completed as appropriate.

Writing folder Produced in years 7 and 8 to reflect a range of 'own choice' writing.

National Curriculum Attainment Level Record Sheet (See Appendix 6)

Appendix 14

BOOKS IN THE CLASSROOM AND THE SCHOOL LIBRARY

Aim

To create an environment which will make children want to read and will enable them to discover the excitement and enjoyment of reading. If such an aim is to be realised then the libraries and book areas of the classrooms must be seen to be places where:

1. Children are actually seen to be reading
2. Space and time are allocated for reading and discussing books
3. Reading is recognised as part of everyday life
4. Peer group influence works towards reading rather than against it

Classroom Book Collections

1. Each classroom should have a corner or area where books for pleasure and information are attractively displayed. Such an area should be identifiable as a focus of activity.
2. When establishing a reading area factors such as comfort, privacy and noise level should be taken into consideration as well as provision for sustained reading and browsing.
3. These areas should surround children with related materials such as book covers, reviews, questions, art work of characters etc.
4. Each book collection should be of a reasonable number to accommodate the needs of a class and include books across a wide range of reading ability so that all children can experience the satisfaction and enjoyment of reading, which comes sometimes through meeting new books and stories and sometimes through recapturing the pleasure of books already known.
5. Book displays should not remain static. They should be supplemented by books from the libraries and features of them should relate to class topics of enquiry.
6. Book displays should offer easy access and be neatly arranged and children should be encouraged to manage these book collections.

"A classroom collection can truly be a most important aspect of a good learning situation, for it brings together teachers, children and books in a way that makes collaborative learning possible". (McKenzie and Warlow)

Libraries

The organisation and management of the library has resulted from the identification of factors which are seen to be necessary to answer the question "What is a good library?"

A good library is one where:

1. Consideration has been given to its physical attractiveness in making it a place to which children will want to go .
2. Noise levels are such that the environment is conducive to browsing, researching information and sustained private reading.

3. The system of classification adopted makes the location of material relatively easy and compatible with that used in public libraries.
4. Children, parents and teachers are seen to be involved in its organisation and management.
5. There is a wide range of reading materials including reference books, stories, folk tales, picture books, poetry collections, taped stories (at present in classes), taped stories and books written by the children themselves. Good central book collections will cater for minority needs and interests and give recognition and value to other cultures.
6. There is planned policy for the purchase of books both in the short and long term and for periodic withdrawal of material which has become factually inaccurate or presents unfavourable stereotypes to a rapidly changing society.
7. It is seen to support aspects of work in the classrooms.
8. It can be seen to be in use for the majority of the school day.

Organisation

1. The library is carpeted and equipped with a range of free-standing bookcases, wall racks, mobile units and shelving. In the library there is provision for a group of children or individuals to work with reference materials and this practice should be encouraged. Displays of children's work and informative posters and charts relating to topics and authors seek to extend children's reading and promote enquiry, and wherever possible, should reflect and support work being undertaken in classrooms.
2. A simplified form of the Dewey Decimal System of classification has been adopted since it is a system explicit to the user and is in line with classification used in public libraries. In the library fiction titles are separated from reference books and are arranged alphabetically by author. It is important, however, that displays of books incorporate fact and fiction titles so that possibilities of integrated study and the relationship between fact and good fiction is not overlooked. In the library labels and digits together aim to help children locate the books required, but location skills do need to be positively taught by individual teachers and helpers.
3. Parents are actively involved in the running of the library and undertake to classify books, to cover and repair books and to assist children in locating books and in maintaining a conducive reading atmosphere.
4. The library is timetabled, each class having a library period per week and children are to be encouraged to take these books home, using the plastic folders given to them for the carriage of other reading materials. Individual teachers should keep a record in their library file of books going home. Books relating to classroom topics may be withdrawn by class teachers as and when appropriate.
5. The Language Postholder is responsible for the overall management for the purchase of books for the libraries, but individual teachers are

encouraged to recommend titles that they have found would make useful additions to existing book collections. Annually in April a sum is allocated out of capitation for the purchase of new library books. Profits from the School Bookshop are accumulated and may be used for the purchase of library furniture and additional resources.

Planned purchase of books makes it possible to cater for widely differing tastes and needs. It has been found that when selecting new fiction material consideration of the following criteria are useful:

1. The pace of the story
2. Strongly drawn characters
3. Graphic and exciting language
4. Resolution of the plot which places everyone where they should be

Children should also be involved in the selection of books. We should not always impose our choices upon them.

6. Links with the Public Library are encouraged. The Librarian is willing to visit the school to share stories with class groups and class visits can also be arranged to the Library.

References

Chambers A. "Introducing Books to Children" Heineman
McKenzie M. & Warlow A. "Reading Matters" Hutchinson
Parton R. "Surrounded by Books" Ward Lock
School Library Association "Library in the Primary School"

This policy is to be reviewed by July 1997 or as and when deemed necessary.

Appendix 15

WRITING POLICY- A DEVELOPMENTAL APPROACH

As with any aspect of childrens' development it is very difficult to state at what age or stage a child will be at, so although headings are offered in this policy they are only a guide as to the childrens' development.

NURSERY AND RECEPTION.

1. On entering school all children will be encouraged to communicate through their early attempts at writing. This may be in the form of;

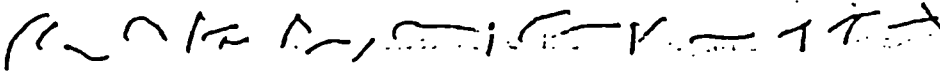
- * Scribble.

e.g.



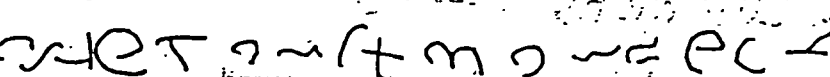
- * Individual marks.

e.g.



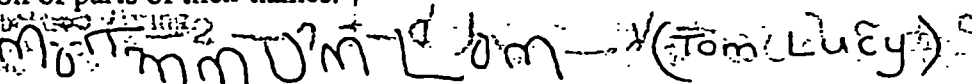
- * Marks and letters mixed.

e.g.



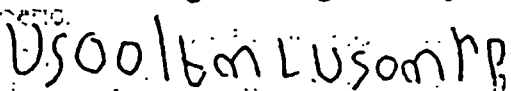
- * Repetition of parts of their names.

e.g.



- * Early "correct" writing i.e. recognisable by adults but not necessarily correct.

e.g.



- * Refusal. Some children are very reluctant to "have a go" either through;

- * Lack of confidence.
- * Fear of making a mistake.
- * Knowledge that their attempts will be incorrect.

Given time and encouragement reluctant writers will "have a go" after a period of time. However it is essential that opportunities within the security of role play are offered where children feel at ease to "write" e.g. home corner, shop area, post office or office play, etc.

An occasional circumstance may require the teacher to scribe for the child, but this alternative is generally discouraged.

2. A meeting is organised within the first half term for parents and carers so that this approach to writing is explained and their support is enlisted. If parents are unable to attend their attention should be drawn to the booklet "Language Matters" which all parents are given, and opportunity for them to ask questions be offered.

3. Meanwhile children are becoming aware of the phonetic sounds of the alphabet through Letterland characters and stories.

4. The children are also building up a sight vocabulary known as Key words from their Reading Scheme , Oxford Reading Tree. When the teacher feels it is appropriate some of these words can be shown, though not copied, to help their writing.

5. As increased knowledge of phonics is gained children may begin to use initial sounds to represent different words.e.g.

I W TP (I went to the park)

6. Gradually a final sound may be added to the individual words.

e.g.

I gtanbk (I got a new bike)

7. Sometimes letter names may be written to represent words.

e.g.

Ch u cmt nichs (can you come to my house)

8. A line can be suggested to mark the place of an unknown sound.

e.g.

We gt 2 buses to k _____ and b-t-n-s-s (We got 2 buses to Kingston and bought new shoes)

9. As " words " become more recognisable " finger spacing " should be encouraged to help distinguish between the words.

e.g.

I went shop

10. At any of the above stages a teacher can quickly write, unobtrusively, what the child has written so that it can be re-read by an adult after a period of time.

e.g.

On Monday I went to my nans. We made cakes.

YEARS 1 and 2

1. As sight vocabulary increases children may wish to " copy " words from books, displays, flash cards etc. in which case the Look Cover Write Check method should be taught and thereafter frequently referred to;

*Look - The child is encouraged to look and really focus on the shape and letters of the word

*Cover - Suggestions are offered as to how best to cover over the word.

*Write.- The child " has a go " at the word using the picture in their mind.

*Check - The child checks if correct and, if necessary, attempts the word again.

Praise and encouragement should be offered at some or all of these stages.

2. Meanwhile phonetic blends, vowel diagraphs etc. are being learnt and the children must be encouraged and praised for applying these spelling skills within their writing.

3. Early dictionary skills should be taught and children encouraged to use simplified dictionaries to find words required, and then "copied " from memory.

4. As childrens' reading and writing skills develop they must be taught how to read for meaning and begin to punctuate their work, initially with capital letters and full stops, and later increased punctuation.

5. When children complete a piece of written work they must be encouraged to re-read their writing and check for ommisions, spellings, punctuation and meaning. This can then be offered to a friend or writing partner who can act as a "writing detective " and look for any errors.

6. All children should have opportunity to write on a word processor either alone or in groups and begin to edit their writing.

7. Children should be offered a range of writing tasks.

e.g. Personal writing.

Creative writing.

Factual writing.

Reporting.

Poetic.

T B A

8. Children's' writing should be purposeful and valued.

Don't confuse this with the work and spelling policy.

The continuation of developmental writing leading to an awareness and knowledge of the rules of grammar and punctuation.

Within key stage 1 and key stage 2 it is very difficult to state at which moment in time aspects of grammar and punctuation should be introduced. The following list can be used, as a guide to when the various aspects of English should be taught, bearing in mind the understanding of the child, group, or class. It is also important to remember that although points may have been introduced to a child or class, it is necessary to revise all aspects of English, as, and when the need arises

Before Key Stage 1 we need a statement for Reception? KEY STAGE 1. (developmental writing)

Class Year 1 and 2

- Grammar and Punctuation - statement of expectations.
- Individuals' name and address and application to
- Alphabetical order ^{many} ~~one~~ piece -!
- Sentence construction work - to
- Various aspects of spelling ^{combine with} ^{creativity with}
- e.g. Initial sounds ^{link to grammar}
- Vowels ^{+ punctuation}
- Magic "E" ^{rules.}
- See Spelling Policy)

most concern over spelling.

We need a progressive consistent spelling system.

we have "two way" and many spelling system being used!

Spelling Policy

KEY STAGE 2

Lower juniors

- Capitals
- Dictionairy skills - 1st letter
- Speech bubbles - speech marks.
- Question mark
- Contractions e.g. don't I'll
- Use of contents - /
- Working with partners - writing/spelling dictation
- Outline this point that they should be at by the end of Key Stage 1. i.e. one 10 sentences.
- Continuation of Spelling Policy
- Dictionairy skills - 2nd and 3rd letter
- Comma
- Exclamation mark
- Speech marks
- Nouns
- Verbs
- Adjectives
- Abbreviations
- Research
- link to N.C. Requirements!
- Adverbs.

Outline this point that they should be at by the end of Key Stage 1. i.e. one 10 sentences.

Should we aim for the correct

spelling of the basic 100 words & appropriate words

by the end of key stage 1? - Confirm this through discussion - see Rognar

Upper Juniors

Continuation of Spelling Policy

Paragraphs

Adverbs

Apostrophe- Possession

drafting + Proof reading -

Skimming

Note taking

Working with partner for check.

Appendix 16

ARCHDEACON CAMBRIDGES' C.E. PRIMARY SCHOOL

HANDWRITING POLICY

"...have opportunities to develop a comfortable, flowing and legible joined-up style of handwriting". Nat. Curr.

Aim

To help the child develop a neat, legible script with a degree of style, flow and speed.

Objectives

Handwriting has been divided into four phases which will be introduced to individuals and for class as and when appropriate.

Early Phase (Nursery/Pre School)

To encourage development of hand/eye control, finger/hand manipulation, experience of various tools, media, through individual progress.

First Phase (approx. Reception)

Continue development of hand/eye control, finger manipulation.

Begin formation of letters, Letterland storying, final serifs.

Letters introduced within family groups - see reference sheet.

Encourage hand flow through patterning.

Encourage awareness of letter size and to "angle" book/paper correctly.

Establish correct pencil grip

Children should have mastered both their names correctly by end of Key Stage 1.

Second Phase (approx. Y2)

Extend final serifs to meet correctly and so joining up letters.

Insist on correct point of joining - see reference sheet.

Ensure letter size does not alter when joins are added.

Encourage correct paper/book position.

Continued correct pencil grip.

Once joins have been introduced their use should be enforced in all written work to establish the cursive habit.

N.B. Teachers must offer appropriate written scripts as a role model when writing signs, labels, notices and work comments.

Third Phase (Key Stage 2)

Insist on the continual use of joined script.

Continue to focus on correct join patterns to establish a correct, confident and flowing script.

Help individuals overcome any specific difficulties.

When joins are mastered allow a degree of individual style to evolve, but discourage extreme styles.

Family groups

c a o d g q

n m h k r b p

l u y t i

v w x

e e z j s f

Practice patterns

ccc uu llll ppp

Capitals and number formation

Some practice with correct formation of capitals and numbers will ensure a neat handwriting style.

A B C D E F G H I J K L

M N O P Q R S T U V W

X Y Z 1 2 3 4 5 6 7 8 9

The joined script

To encourage a correct "habit" of joins the children should be offered short repetitive patterns often focusing on common letter strings - these may be related to recently learnt spelling patterns. Each of the following joins could be used for a practice line.

The basic join

ac ad ag ai am an ap ar
as av aw ax ay ca ce ci
co cu cy da de di dr ds
du dy ea ec ed eg ei em
en ep er es ev ew ey ha
hi ho hu ia ic id ie ig
im in ip ur uw ka ke is
ki ko ku ks ky la le li lm
ln lo lp ls lu ly ma me mi
mm mn mo ms mu na ne
ni nn no ns nu ny ta te
ti to tr ts tu tw ua un us

The second join.

ab eb ib lb mb ub af ef
if uf ah ch mh th uh ak
ek ik lk nk uk al cl el
il ll nl tl at ct et ht it
nt tt

The third join.

fa fe fi fo fr fs fu fy oa oc
od oe oi om on oo op oq or
os ou ov ow oy ra rc rd re
rg ri rm rn ro rp rr rs ru
va ve vi vo vr vy wa we
wi wr

The fourth join.

ff fl ft ob of oh ok ol ot
ob oh ok ol ot
rb rh rk rl rt wh wl

Writing implements.

K.S.1 The majority of written work should be with a sharpened H.B. pencil.

K.S.2 The majority of written work should be with an easy flowing ink pen, or a Berol handwriting pen, or pencil. The use of a biro should be discouraged.

The appearance of your writing will also depend on the writing implement you use. There are now many new monoline tools as well as traditional pens and pencils. You will need to practise with each so that you learn to hold them lightly and to press lightly on the paper. Write out each of these sentences with the writing implement it mentions.

This was written with a ball point pen.

*This was written with a fountain pen with a
round nib.*

This was written with a fibre tip pen.

*This was written with a fountain pen with a medium
italic pen.*

If a child is unable to adopt the correct style the following can be offered as an alternative:

k for **k**

b for **b**

p for **p**

f for **f**

N.B. Teachers should offer appropriate written scripts as a role model when writing signs, labels, notices and work comments.

ARCHDEACON CAMBRIDGE'S C.E. PRIMARY SCHOOL

Spelling Policy

"Teachers who have an enthusiasm and enjoyment for spoken and written language, and a care for it, have pupils who are likely to be good spellers." Mike Torbe.

Aim

To encourage children to become interested in words and their formation and so become proficient at spelling.

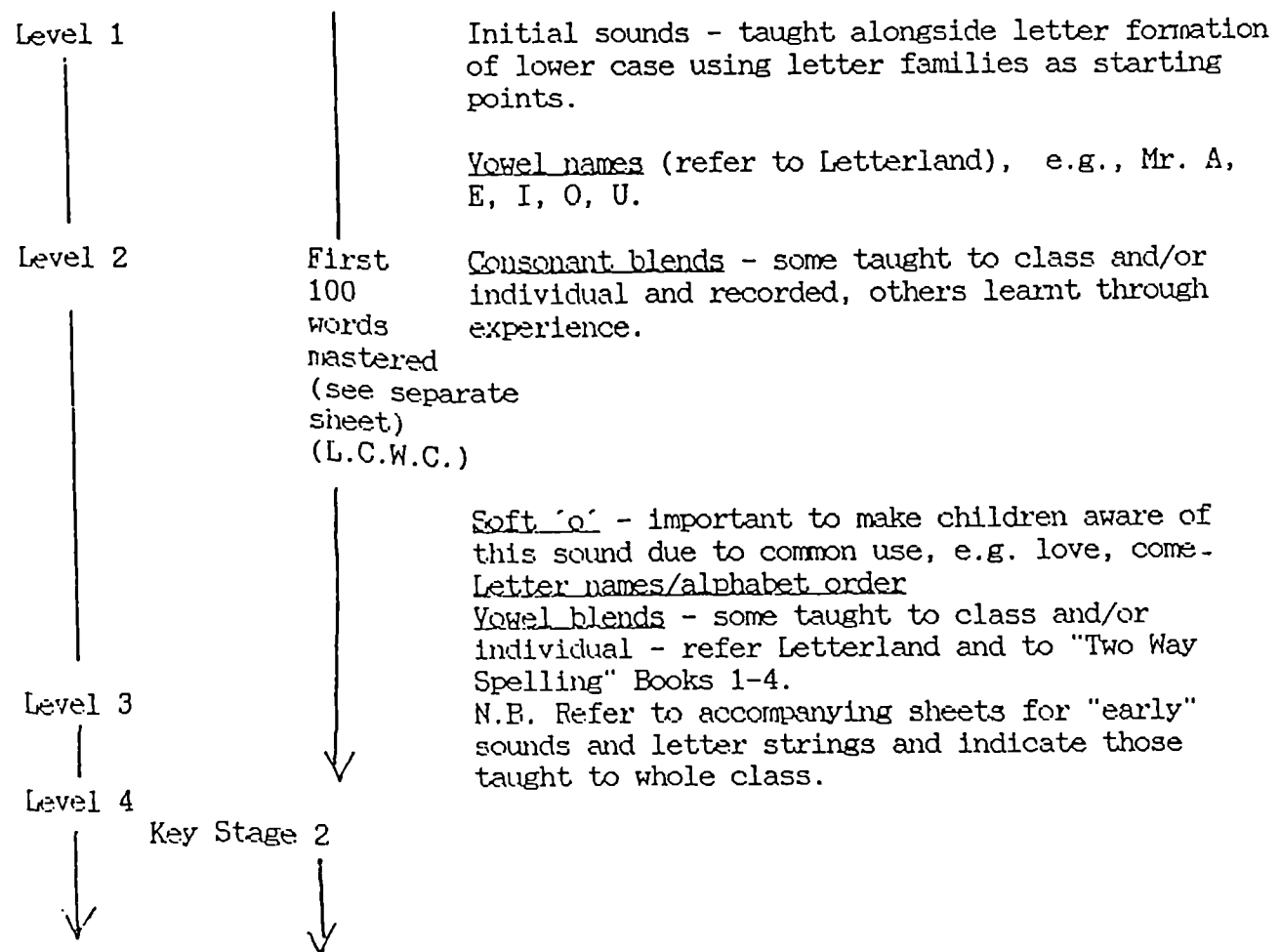
Objectives

The spelling policy should be seen as an integral part of the teaching of reading, writing, handwriting and all other curriculum areas. In order to become an independent writer various strategies should be offered for use according to the needs of the individual.

"As they become familiar with the conventions of writing, pupils should be introduced to the most common spelling patterns of consonant and short vowel sounds. Pupils should be taught how to spell words which occur frequently in their writing, or which are important to them, and those which exemplify regular spelling patterns. They should be encouraged to spell words for themselves, and to remember the correct spelling, e.g., by compiling their own list of words they have used. They should be taught the names and order of the letters of the alphabet." Nat. Curr.

Key Stage 1

(This suggested order does not have to be followed exactly, but a record should be kept of any spelling patterns taught).



Early Spelling Sheet
Initial Sound Families

N.B. Suggestions to not have to be followed in exact order. Please indicate those "spellings" taught plus others introduced

c a d g o

l t i u y

r n m h k

b p

v w

e j f s z x

Vowel Names

Mr. A E I O U

Soft 'g'

e.g. ginger, Gemma, age

Soft 'o'

e.g. love, brother, other, Monday

Mean 'e'

e.g. they

Blends

sh th ch wh ph st fl bl tr sm cr gr

Double Consonants

ss ll

Double Vowels

oo ee

Magic 'e'

a-e i-e o-e u-e e-e

Robber 'r'

e.g. ar er or ur ir

Endings

e.g. ing ed ly ful y(I) ck

Vowel Diagraphs

aw ow

Silent Letters

kn wr wh gn mb

Others

tall all, etc.

Two Way Spelling Checklist

Ek 1 (some sounds will already have been taught)

Unit

1. st a ll ck

2. i sh y(I) e

3. tt ng e ch

4. o ay ee nk ny

5. u g (j) pp dd

6. ou mm nn w

Others Introduced

Bk 2

Unit

Others Introduced

1. ar ee ll or
2. oo igh wh kn bb ss
3. ai le ir ow
4. ey ur c oa
5. ck ie tch ue ew
6. ea er gg are

Bk 3

Unit

Others Introduced

1. mp ss ive ous
2. rr dg ent ph gn
3. th age oi ic
4. ate f ff ure
5. el ful ei tion
6. aw au al ough augh qu

Bk 4

Unit

Others Introduced

1. ant con ct cc
2. x gu ch(k) ary ery ment
3. o tion y ible ia sion
4. our dis mis io eo
5. ch(sh) sc ex ous
6. ice ise able nce z

Appendix 17

MATRIX 1 - PERCEPTIONS OF THE INCREASING EMPHASIS BEING ACCORDED TO SE ACROSS RESPONDENTS DURING INTERVIEWS

| Type of respondent | School A | School B | School C | School D | School E |
|------------------------|--|--|--|--|---|
| Language co-ordinators | SE is fundamental to success in later life but home languages should be respected (Sally). | Access to a range of speech modes is essential in later life. But accents and dialects should be respected. Children should know how and when to speak SE as well (Sarah). | In light of new proposals (1994) concerned about the heightened emphasis given to SE. Critical that the Swann report (1985) had largely been ignored. Asian parents wanted their children to have access to SE. The balance between SE and home languages was about right in 1990 Order (Lucy). The original consultation document (1987) had not been fair to children learning English as a second language. Redressed in the 1990 Order. The 1993 proposals highlighted the need for both SE and other language forms. Children need to know when SE is needed (Pauline). Used drama to give children an awareness of what it is like to be a non-speaker of the majority language (Alice). SE is a sensitive issue. Balance about right in the 1990 Order. Talked about language variety in RE lessons (Melissa). | Children would be inhibited in their language acquisition if they were over-corrected too young in terms of SE. Pupils need to be aware of register including knowing when to use SE. Would not be appropriate for everyone to speak the same. Diversity part of our cultural heritage. It provides richness (lane). | SE has been emphasised more as a result of the 1990 Order (Fran). |
| Pre-ERA teachers | Children's language backgrounds should be valued and respected as part of cultural heritage. However, they need to know when to use SE as well (Elaine). | SE is important. A standard should be provided but it would be demotivating for the child to have every error corrected. Children should not be moved away from their home languages too quickly (Rita). | | | Accent on SE gave children less freedom to express themselves. This could result in a loss of confidence in terms of oracy. Accuracy was holding sway too much. However, without any standards children would become slapdash (Paul). |
| Post-ERA teachers | In favour of language study approach adopted in the 1990 Order which raised teachers' awareness of SE. Paid more attention to this as a result. The needs of bilingual speakers were only covered superficially in the 1990 Order (Lynne). | SE in oral form less important than in writing. Accent and dialects 'part of richness of the country' (Amy). | | | |

MATRIX 2 - PERCEPTIONS OF KAL ACROSS RESPONDENTS DURING INTERVIEWS

| Type of respondent | School A | School B | School C | School D | School E |
|------------------------|---|--|---|---|--|
| Language co-ordinators | Insecure with this term. I thought children should learn correct terminology e.g. conjunction as opposed to joining word. Essential for second language learning in secondary school. Children should learn language roots (Sally). | Questioned whether grammar should precede creativity/originality - chicken and egg scenario. Grammar in contexts of their own drafts. Regretted that metaphors/similes missing from 1990 Order (Sarah) | Fearful that teaching was reverting to "talk about 'parsing' which is something I haven't heard since I was at school " (Lucy). | There should be more emphasis on KAL. Nouns, verbs, adjectives were introduced but would like to spend more time on these. However, would not like to go over the top as in 1993 Proposals. "Right" terms used in this but what was really wanted was a return to 'old fashioned grammar' exercises (Jane). | Children need to know the conventions of grammar and punctuation (Fran). |
| Pre-ERA teachers | Children need to have knowledge of, and be able to use the correct technical language whatever the subject of the NC including English (Elaine). | Spent more time on grammar teaching prior to the ENC (Rita). | Children need to know the appropriate technical language for the subjects they are studying (Lydia & Pauline). | Not convinced that children need a specific language with which to talk about their language work (Shirley). | |
| Post-ERA teachers | Pupils are interested in the origin of words (Lynne) | Basic grammar needs to be taught e.g. the use of the apostrophe (Amy). | | | |

MATRIX 3 - PERCEPTIONS OF HOW CHILDREN SHOULD BE TAUGHT TO READ AND HOW THEY LEARN ACROSS RESPONDENTS DURING INTERVIEWS

| Type of respondent | School A | School B | School C | School D | School E |
|------------------------|--|---|---|---|---|
| Language Co-ordinators | Concerned about 'real book' approaches. Children should be given teaching points as you read to them. Prediction of what comes next. Questioned usefulness of hearing children read every day. Silent reading every day should not become a routine. Can learn through sharing texts. Diagnostic assessment useful. Not tick lists. Learn through literature which makes contact with their lives (Sally). | Schemes in the past - even if biased - provided a structure. Return to a core system. Necessary to teach more information retrieval techniques (Sarah). | Tests not suitable for children from Asian backgrounds. Children with reading difficulties in particular need a structured approach. KS2 teachers need to know how to teach reading as much as those in KS1 (Lucy). | Individual conferencing is needed for able children to encourage them to read challenging texts. Cross peer tutoring and parental volunteers very useful. Teachers should know reading stock. Critical of old-fashioned comprehension exercises. Children can read pre - twentieth century texts if points of contact are made with their lives (Jane). | Influenced by Cliff Moon/Cl. PE. Dual language texts important for EAL pupils (Iran). |
| Pre-ERA teachers | Not just concentrate on the mechanics of reading. They should "find sheer pleasure" in reading. Children need to know how to question what they read and not to take everything on face value (Elaine). | Be able to read for meaning and for fun. Be able to undertake research for themselves. Be able to skim and scan (Rita). | How to read factual material. Know a range of study skills. Read for pleasure as well as more formal texts. Less time for basics now. Fewer comprehension exercises and word building than in the past (Pauline). | How to infer and deduce. Cloze text sequencing through 'Effective Reading Workshop' (Pam). | How to enjoy a wide range of books (Paul). |
| Post-ERA teachers | How to be confident readers. How to challenge a text. How to acquire a love of reading. Books can provide a stimulus for work in other subjects (Lynne). | How to be fluent readers (Amy). | How to return readily to factual material. To read for enjoyment. How to research. How to cope with longer texts. How to use libraries. Be confident to read longer texts (Melissa). | To read for enjoyment and understanding (Alan). | |

MATRIX 4 - PERCEPTIONS OF WHAT CHILDREN SHOULD BE TAUGHT IN TERMS OF READING ACROSS RESPONDENTS DURING INTERVIEWS

| Type of respondent | School A | School B | School C | School D | School E |
|------------------------|---|---|--|--|--|
| Language Co-ordinators | Why authors write in particular styles. Why certain events occur in stories. About the lives of particular authors. Read texts they have composed for themselves (Sally). | How to retrieve information from texts. Not to be daunted by Shakespeare (Sarah). | To read with enjoyment (Lucy). | How to read a range of challenging texts (Jane). | Know how to research (Fran). |
| Pre-ERA teachers | How to enjoy reading across a wide range including poetry. How to question what they read (Elaine). | Read across a range of books (Rita). | Access to a wide range of literature - Enid Blyton, Roald Dahl, Charles Dickens all equally appropriate. How to read factual material (Pauline). | How to read a booklet (Pam). Read an extensive range of poetry (Shirley). | Read and understand a variety of reading materials including poetry and newspapers (Paul). |
| Post-ERA teachers | Wide range of literature - for pleasure and information (Lynne). | How to be fluent readers (Amy). | Read in order to research into topics (Melissa). | To read for enjoyment and understanding (Alan). | |

MATRIX 5 - PERCEPTIONS OF SUBJECT KNOWLEDGE IN TERMS OF WRITING ACROSS RESPONDENTS DURING INTERVIEWS

| Type of respondent | School A | School B | School C | School D | School E |
|------------------------|---|--|---|--|--|
| Language Co-ordinators | Be able to write poetry. Be able to paint a picture in words. Regretted that metaphors/similes missing from the 1990 Order. Extend range in light of 1990 Order. More incisive pieces of writing. Aware of how to write for a particular audience (Sally). Pleasure in expressing their thoughts on paper (Elaine). | Write poetry across the curriculum (Rita). | More collaborative writing sharing with response partners (Lucy). | Deeper level of understanding concerned with getting message across (Jane). | Greater emphasis on factual writing through cross curricular links. Adept at describing their thoughts in words. Be able to use their imaginations (Iain). |
| Pre-ERA teachers | | | Put down ideas on paper both factual and creative. Regretted that there is less time for creative writing. How to write formal and informal letters (Pauline). Write creatively with a beginning, middle and end. Be able to fill in forms (Melissa). | Poetry anthologies, individual writing folders - to give experience of writing across the range (Shirley). | Write across a range of styles from poetry to newspaper articles (Paul). |
| Post-ERA teachers | Recognise the attributes of a good writer (Lynne). | | | To read for enjoyment and understanding (Alan). | |

MATRIX 6 - PERCEPTIONS CONCERNING THE TRANSCRIPTION ASPECTS OF WRITING ACROSS RESPONDENTS DURING INTERVIEWS

| Type of respondent | School A | School B | School C | School D | School E |
|------------------------|---|--|--|--|--|
| Language Co-ordinators | How to organise writing successfully, spell most words correctly, use grammatical structures in an engaging manner which should be taught in context (Sally). | Handwriting practice should be offered. Learn about presentation through word processing. Spell correctly. Would not advocate a draft approach to spelling. How to use dictionaries. Grammar in drafts. Joined up writing in KS1 disapproved by some teachers (Sarah). | Colleagues confusing new terminology with old. Rough book work equated with drafting. By the end of KS2 should be able to write legibly and coherently (Lucy). | Drafting approach in use prior to ERA. Anything goes approach not right. Afraid that 1993 proposals would mean a return to emphasis on surface features. Afraid of too much emphasis on spelling, punctuation and neatness (Jane). | 1990 made emphasis sentence structure more than in the past. Spelling taught as pre-1990. Had to change teaching of handwriting to introduce joined up styles further down the school. IT useful for crafting a response. Fran). |
| Pre-ERA teachers | Function competently in a variety of situations. Useful tool of learning (Elaine). | Model spelling approaches during teaching. Paper for rough ideas. Handwriting levels jump too much. Know full stops, capital letters. The more able should be able to use colons (Rita). | Taught paragraphs in the context of Ancient Egypt writing (Lydia). Have good knowledge of spelling rules, clusters and patterns. Be able to present work attractively. Less time for drafting than before ERA. More formal sentence work than in the past. Be able to write in paragraphs (Pauline). | Draft edit plan very carefully. Implicit understanding of need to fit style to audience and purpose. Be able to write to a deadline. Also to write in a relaxed atmosphere so that children give of their best (Shirley). | More structure and progression now given in writing but should not be allowed to become a straitjacket (Paul). |
| Post-ERA teachers | Be able to express themselves clearly (Lynne). | Write using SE. Write grammatically and legibly using consistent spelling. Know how to use the apostrophe (Amy). | Grasped a variety of punctuation conventions - full stops, capital letters, speech marks, question marks (Melissa). | | |

MATRIX 9

| RANGE OF EXPERIENCE | TEACHERS' EXPERIENCE OF SPEAKING AND LISTENING - AWARENESS OF A RANGE OF TEACHING TECHNIQUES INCLUDING ROLE PLAY, TEACHER QUESTIONING AND COLLABORATIVE LEARNING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|----------|----|---|----------|---|-----|----------|----|----|----------|---|---|-----|----|---|---|---|---|---|-----|----|---|---|-----|----|--|--|--|--|--|--|
| | SCHOOL A | | | SCHOOL B | | | SCHOOL C | | | SCHOOL D | | | SCHOOL E | | | | | | | | | | | | | | | | | | | | | |
| | S | E | L | DOC | WP | S | R | A | DOC | WP | Lu | Ly | A | P | M | DOC | WP | J | P | S | R | A | DOC | WP | F | P | DOC | WP | | | | | | |
| • denotes experience of □ some experience of | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Children should learn from teachers who employ mainly transmission models of learning. | | | | | | | | | | | • | | | | | | | | • | | | | | | | | | | | | | | | |
| • Children should spend a proportion of their time learning in groups. | • | | | | | | • | | | | | | | | | | | | • | | | | | | | | | | | | | | | |
| • Children should work in groups sometimes using role play as a means of acquiring communicative confidence. | • | | | | | | | | | | | | | • | | | | | • | | | | | | | | | | | | | | | |
| • Children's ability to learn - either as individuals, as a whole class or a group - should be enhanced through high levels of oral interaction, in which the teacher progressively deepens the levels of questioning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Children should be given metacognitive understanding of how to work in a group in order to enhance their understanding as how they are learning is rendered explicit, as well as subject knowledge relating to the specific curriculum subject. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

* the ENC had made teachers more didactic

| RANGE OF EXPERIENCE | TEACHERS' EXPERIENCE OF READING - SKILLS AND STRATEGIES | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---------|----------|---|---|---------|----------|---|---|---|----------|---------|---|---|----------|---|---|---------|---|---|---------|---|
| | SCHOOL A | | | | SCHOOL B | | | | SCHOOL C | | | | SCHOOL D | | | | SCHOOL E | | | | | | | |
| | S | E | L | DOC/ WP | S | R | A | DOC/ WP | S | R | A | P | M | DOC/ WP | J | P | S | R | A | DOC/ WP | F | P | DOC/ WP | |
| • denotes experience of □ some experience of | | | | | | | | | | | | | | | | | | | | | | | | |
| • Reading should be taught through books which are meaningful and enjoyable. | • | • | • | • | | • | | • | | | | • | | • | • | | | | • | | | • | • | |
| • Reading should be taught through structured approaches - including the use of 'schemes' - which are meaningful and enjoyable. | • | | | | | • | | • | | | | | | | | • | | | | | | | | |
| • Children need to be taught 'extended' phonological understanding in Key Stage 2. | | | | • | | | | • | | | | | | | | | | | | | | | □ | |
| • Children need to be specifically taught how to gain meaning from texts, particularly non-fiction books. | | | | • | | | | • | | | | | | | | | | | | | | • | | |
| • Children need to be taught the full range of strategies - bibliographic; syntactic; semantic and grapho-phonetic - and to interrelate these, in order to give them metatextual understanding. | | | | | | | | | | | | | | | | | | | | | | | | • |

* but not equated with metatextual understanding

MATRIX 11

| RANGE OF EXPERIENCE | TEACHERS' EXPERIENCE OF READING - HOW IT SHOULD BE TAUGHT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---------|---|---|----------|---|---|---------|----|----|----------|---|---|---------|---|---|----------|---|---|---------|---|---|----------|--|--|--|--|--|
| | SCHOOL A | | | | | | SCHOOL B | | | | | | SCHOOL C | | | | | | SCHOOL D | | | | | | SCHOOL E | | | | | |
| | S | E | L | DOC/ WP | S | R | S | R | A | DOC/ WP | Lu | Ly | A | P | M | DOC/ WP | J | P | S | R | A | DOC/ WP | F | P | DOC/ WP | | | | | |
| • denotes experience of □ some experience of | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Teachers should spend time in listening to children read individually. | | | | • | | | | | • | • | • | • | • | • | • | • | • | | | | | | | | | | | | | |
| • Individual encounters between the teacher and child should be used for diagnostic purposes using a range of assessment tools. | • | | | □ | | | | | • | | | | | | | | • | | | | | • | □ | | | | | | | |
| • Children should be given daily time to become immersed in books. | | | • | | | | | | • | • | • | • | • | • | • | • | • | | | | | | | | • | | | | | |
| • Silent, sustained reading time should be given a particular focus to enhance its effectiveness. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Children need to be taught in a systematic way which includes the direct intervention of teachers with whole classes or groups, as well as with individuals. | | | | | | | | | | | | | | □ | | | | | | | | | | | | | | | | |

* not on a daily basis

MATRIX 12

| RANGE OF EXPERIENCE | | TEACHERS' EXPERIENCE OF WRITING - AWARENESS OF THE NEED TO FIND A BALANCE BETWEEN COMPOSITION AND TRANSCRIPTION ASPECTS OF THE PROCESS THROUGH AN UNDERSTANDING THAT TEACHERS NEED TO MODEL META-TEXTUAL FEATURES OF GENRES IN ORDER TO ENABLE PUPILS TO 'MATCH STYLE TO AUDIENCE AND PURPOSE' EFFECTIVELY | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|---------|---|----------|---|---------|----|----|----------|---|---|---------|---|----------|---|---|---|---------|----------|---|---------|
| | | SCHOOL A | | | | | SCHOOL B | | | | | SCHOOL C | | | | | SCHOOL D | | | | | SCHOOL E | | |
| | | S | E | L | DOC /WP | S | R | A | DOC /WP | Lu | Ly | A | P | M | DOC /WP | J | P | S | R | A | DOC /WP | F | P | DOC /WP |
| • denotes experience of □ some experience of | | | | | • | | | | | | • | | | | | | | | | | | | | |
| • Belief that the composition of narrative forms is the most important aspect of the writing process. | | | | | • | | | | | | | | | • | | | | | | | | | | |
| • Belief that non narrative writing forms deserve a higher focus at Key Stage 2. | | | | | | | | | | | • | | | | | | | | | | | | | |
| • A awareness that the composition and transcription elements of the writing process need to be kept in balance across both narrative and non narrative forms. | | | | | | | | | | | | | | | | | | | | | | | | |
| • A awareness that children need support in learning to write across a range of styles through the use of scaffolding approaches like 'writing frames'. | | | | | | | | | | | | | | | | | | | | | | | | |
| • Understanding that teachers need to model the metatextual features of a particular genre to enable pupils to 'match style to audience and purpose' successfully. | | | | | | | | | | | | | | | | | | | | | | | | |

* not equated with metatextual understanding

MATRIX 13

| RANGE OF EXPERIENCE | TEACHERS' EXPERIENCE OF WRITING - AWARENESS OF WHAT DRAFTING/EDITING PROCEDURES ENTAIL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---------|---|---|----------|---|---|---------|----|----|----------|---|---|---------|---|---|----------|---|---|---------|---|---|----------|--|--|--|--|--|
| | SCHOOL A | | | | | | SCHOOL B | | | | | | SCHOOL C | | | | | | SCHOOL D | | | | | | SCHOOL E | | | | | |
| | S | E | L | DOC/ WP | S | R | S | R | A | DOC/ WP | Lu | Ly | A | P | M | DOC/ WP | J | P | S | R | A | DOC/ WP | F | P | DOC/ WP | | | | | |
| <ul style="list-style-type: none"> • denotes experience of □ some experience of | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Teachers should point out children's errors to them, particularly with regard to spelling with advice to make use of dictionaries etc. | | | | | | • | | | • | | | | | | | | | | | • | | | | | • | | | | | |
| <ul style="list-style-type: none"> • Children should make initial drafts of their work which should then be corrected by the teacher - 'rough book' style. | | | | | | | • | | | • | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Children should edit their own writing in terms of the content, followed by the transcription before sharing it with the teacher. | | | | | | | | | | | | | | | | | | | | | | | | | • | | | | | |
| <ul style="list-style-type: none"> • Children should edit their work as above, then share it with a response partner, before sharing it with the teacher. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Teachers should use pupils' own self-awareness gained through the draft/edit process as means of assessing their levels of understanding which should then be used to plan programmes of work for individuals, groups and the whole class. | | | | | | | | | | | | | | | | | | | | | | | | | □ | | | | | |

* other teachers think this

| EXPERTS' EXPERIENCE OF SPEAKING AND LISTENING - LANGUAGE VARIATION | | | | | | | | |
|---|--|----------|--|---|---|----------|---|----------|
| RANGE OF EXPERIENCE | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | Expert 6 | Expert 7 | Expert 8 |
| <ul style="list-style-type: none"> • denotes experience of □ some experience of | | | | | | | | |
| <ul style="list-style-type: none"> • Aware that the enhanced status accorded to Sp/L was warranted. | • | • | • | <ul style="list-style-type: none"> • 'Teachers' have little understanding other than to acknowledge its importance.' | • | • | • | • |
| <ul style="list-style-type: none"> • Believes that the needs of bilingual pupils have been under-served since ERA (1988) and beyond. | | | | | • | | | |
| <ul style="list-style-type: none"> • Equates language variation in terms of accents, dialects and mother tongue issues on one side and with SE on the other. | <ul style="list-style-type: none"> • 'A very muddled concept' | | <ul style="list-style-type: none"> • 'Teachers not aware of the difference between RP and SE' | | | | | |
| <ul style="list-style-type: none"> • Views language diversity as part of cultural heritage. Therefore, 'home' languages should be respected and over-correction seen as harmful to pupils' self-esteem. | <ul style="list-style-type: none"> □ 'But point out errors sensitively' | | • | • | | | • | |
| <ul style="list-style-type: none"> • Aware that all pupils, including those for whom English is an additional language, need access to a language repertoire - with formal and informal registers - including SE which is linked to power and success. | • | | • | | <ul style="list-style-type: none"> • 'Speech community - a mixture of pride and shame' | • | <ul style="list-style-type: none"> • 'Teachers have a very unclear idea of what SE is' | • |

| EXPERTS' EXPERIENCE OF SPEAKING AND LISTENING - AWARENESS OF A RANGE OF TEACHING TECHNIQUES INCLUDING ROLE PLAY, TEACHER QUESTIONING AND COLLABORATIVE LEARNING | | | | | | | | |
|---|----------|---|----------|----------|---|----------|---|----------|
| RANGE OF EXPERIENCE | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | Expert 6 | Expert 7 | Expert 8 |
| <ul style="list-style-type: none"> • denotes experience of a some experience of | | | | | | | | |
| <ul style="list-style-type: none"> • Children should learn from teachers who employ mainly transmission models of learning. | | | | | | | | |
| <ul style="list-style-type: none"> • Children should spend a proportion of their time learning in groups. | | | | | | | | |
| <ul style="list-style-type: none"> • Children should work in groups sometimes using role play as a means of acquiring communicative confidence. | • | | | | • | | | |
| <ul style="list-style-type: none"> • Children's ability to learn - either as individuals, as a whole class or a group - should be enhanced through high levels of oral interaction, in which the teacher progressively deepens the levels of questioning. | • | | | • | | | | |
| <ul style="list-style-type: none"> • Children should be given metacognitive understanding of how to work in a group in order to enhance their understanding as how they are learning is rendered explicit, as well as subject knowledge relating to the specific curriculum subject. | | • Teachers not necessarily clear about what they want children to learn' | | | • 'Metacognitive understanding in general' | | • 'Group work in connection with language being dynamic' | |

| EXPERTS' EXPERIENCE OF READING - SKILLS AND STRATEGIES | | | | | | | | |
|---|----------|---|----------|----------|----------|----------|----------|---|
| RANGE OF EXPERIENCE | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | Expert 6 | Expert 7 | Expert 8 |
| <ul style="list-style-type: none"> denotes experience of a some experience of | | | | | | | | |
| <ul style="list-style-type: none"> Reading should be taught through books which are meaningful and enjoyable. | • | | | | | | | |
| <ul style="list-style-type: none"> Reading should be taught through structured approaches - including the use of 'schemes' - which are meaningful and enjoyable. | | | | | | | | |
| <ul style="list-style-type: none"> Children need to be taught 'extended' phonological understanding in Key Stage 2. | • | 'Notion of higher order reading skills deeply flawed' | • | | • | | | |
| <ul style="list-style-type: none"> Children need to be specifically taught how to gain meaning from texts, particularly non fiction books. | | | | • | | • | | • 'Reading something primary teachers consider themselves good at' |
| <ul style="list-style-type: none"> Children need to be taught the full range of strategies - bibliographic; syntactic; semantic and grapho-phonetic - and to interrelate these, in order to give them metatextual understanding. | | | • | | | • | • | |

MATRIX 18

| RANGE OF EXPERIENCE | EXPERTS' EXPERIENCE OF READING - HOW IT SHOULD BE TAUGHT | | | | | | | |
|--|--|----------|----------|----------|---|--|----------|----------|
| | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | Expert 6 | Expert 7 | Expert 8 |
| <ul style="list-style-type: none"> • denotes experience of □ some experience of | | | | | | | | |
| <ul style="list-style-type: none"> • Teachers should spend time in listening to children read individually. | | | | | | | | |
| <ul style="list-style-type: none"> • Individual encounters between the teacher and child should be used for diagnostic purposes using a range of assessment tools. | | | • | | | | | |
| <ul style="list-style-type: none"> • Children should be given daily time to become immersed in books. | • | | | | | | | |
| <ul style="list-style-type: none"> • Silent, sustained reading time should be given a particular focus to enhance its effectiveness. | | | | | | | | |
| <ul style="list-style-type: none"> • Children need to be taught in a systematic way which includes the direct intervention of teachers with whole classes or groups, as well as with individuals. | | • | • | | | 'Mustn't waste time on anything which isn't productive' | | • |
| | | | | | 'Reading to children...gone by the board' | 'Teachers know this in theory but not how to put it into practise' | | |

MATRIX 19

| | | EXPERTS' EXPERIENCE OF WRITING - AWARENESS OF THE NEED TO FIND A BALANCE BETWEEN COMPOSITION AND TRANSCRIPTION ASPECTS OF THE PROCESS THROUGH AN UNDERSTANDING THAT TEACHERS NEED TO MODEL METATEXTUAL FEATURES OF GENRES IN ORDER TO ENABLE PUPILS TO 'MATCH STYLE TO AUDIENCE AND PURPOSE' EFFECTIVELY | | | | | | | |
|--|--|--|----------|----------|----------|----------|--|------------------------------------|----------|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | Expert 6 | Expert 7 | Expert 8 |
| RANGE OF EXPERIENCE | | | | | | | | | |
| • denotes experience of | | | | | | | | | |
| □ some experience of | | | | | | | | | |
| • Belief that the composition of narrative forms is the most important aspect of the writing process. | | • | | • | | | | | |
| • Belief that non narrative writing forms deserve a higher focus at Key Stage 2. | | | | | | | | | |
| • Awareness that the composition and transcription elements of the writing process need to be kept in balance across both narrative and non narrative forms. | | □ | | | • | | | • | |
| • Awareness that children need support in learning to write across a range of styles through the use of scaffolding approaches like 'writing frames'. | | 'Should be more emphasis on the imagination' | | | • | | | • | |
| • Understanding that teachers need to model the metatextual features of a particular genre to enable pupils to 'match style to audience and purpose' successfully. | | • | | • | • | | • | • | • |
| | | | | | | | • More use of 'writing frames' made in INSET | • | • |
| | | | | | | | □ | 'Different styles/genres valuable' | • |

| EXPERTS' EXPERIENCE OF WRITING - AWARENESS OF WHAT DRAFTING/EDITING PROCEDURES ENTAIL | | | | | | | | |
|--|--|---|----------|----------|---|----------|----------|----------|
| RANGE OF EXPERIENCE | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | Expert 6 | Expert 7 | Expert 8 |
| <ul style="list-style-type: none"> denotes experience of some experience of | | | | | | | | |
| <ul style="list-style-type: none"> Teachers should point out children's errors to them, particularly with regard to spelling with advice to make use of dictionaries etc. | | | | | | | | |
| <ul style="list-style-type: none"> Children should make initial drafts of their work which should then be corrected by the teacher - 'rough book' style. | | | | | | | | |
| <ul style="list-style-type: none"> Children should edit their own writing in terms of the content, followed by the transcription before sharing it with the teacher. | • | • 'Spelling lists out of context don't do anything for anybody' | • | | • 'Avoid this becoming a pointless grind' | | | |
| <ul style="list-style-type: none"> Children should edit their work as above, then share it with a response partner, before sharing it with the teacher. | | | | | | | | |
| <ul style="list-style-type: none"> Teachers should use pupils' own self-awareness gained through the draft/edit process as means of assessing their levels of understanding which should then be used to plan programmes of work for individuals, groups and the whole class. | • 'High standards in matters of technique' | • 'Notion not fully taken root' | | • | | • | • | |

Appendix 18

The LINC Model

Five Linked areas for Knowledge about Language

LANGUAGE VARIETY: between speech and writing; of accents and dialects; of functions and registers and genres, in speech and writing, including those of literature; variety in and connections between languages

LANGUAGE AND SOCIETY: speaker/listener, reader/writer relationships, for both interpersonal and mass uses of language with a particular concern for the ways in which social power is constructed and challenged through language

LANGUAGE ACQUISITION AND DEVELOPMENT: babies learning to talk; children learning to read and write; a lifelong story of new encounters

HISTORY OF LANGUAGES: historical change in English, and in some of the world's other languages, ancient and contemporary; ephemeral as well as long-term change

LANGUAGE AS A SYSTEM: vocabulary-connotations, definitions and origins of words; grammar - the functions and forms of words in groups; phonology; graphology (including spelling patterns and scripts); organisation and conventions of layout in texts.

The Kingman Model

Part 1: The forms of the English language – sounds, letters, words, sentences, and how these relate to meaning

Part 2: Communication and comprehension – how speakers and writers communicate and how listeners and readers understand them

Part 3: Acquisition and development – how the child acquires and develops language

Part 4: Historical and geographical variation – how language changes over time, and how languages which are spread over territories differentiate into dialects or indeed into separate languages.