



Literacy Beyond Levels



Introducing the CLPE

Reading and Writing Scales



@clpe1



English
& Media
centre



NATE
NATIONAL ASSOCIATION FOR
THE TEACHING OF ENGLISH



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Centre for Literacy in Primary Education



- A national centre of excellence in primary literacy - based in Southwark, near Waterloo.
- Established over 40 years.
- An independent charity.
- Professional development for teachers, TAs, parents and others involved in education.





What do we believe in?

- A child's right to be literate and to enjoy literature.
- The importance of texts that engage children and support developing literacy.
- Practice that is underpinned and supported by robust classroom-based research.



Education is a social process

- The *way* we teach children will influence how they come to view the world and people around them
- The *way* we assess children defines the relationship that exists between teachers and children
- Assessment strategies we decide to use will reflect the way we want our society to be and, importantly, the way we wish society to treat people



Quality
Children's
Literature at
the Heart of
All Learning

power of reading

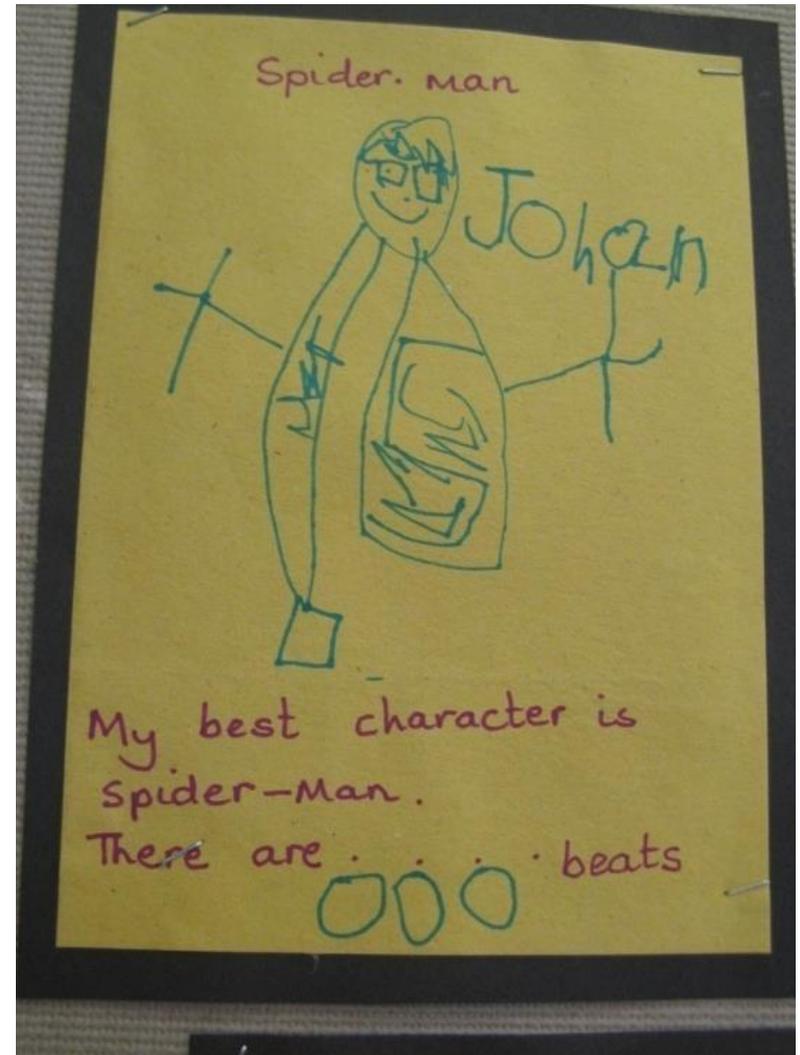


High quality texts to
promote
engagement and
attainment in
reading and writing...



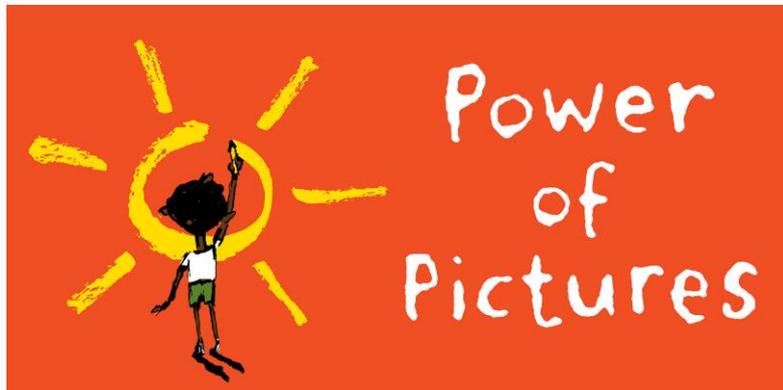


Interpreting policy
with integrity...





Understanding the writing process by working alongside professionals and experts in the field...





CLIPPA

Poetry Award 2015





Assessment: The Fundamental principles

- Supports and informs day to day teaching
- Provides a stimulus and means for dialogue between teachers, teachers and parents, and schools
- Takes account of the whole learning process
- Broadest view of achievement
- Helps teachers to identify strengths and pinpoint areas where support is needed.



- Built on the Centre for Literacy in Primary Education's (CLPE) reading and writing scales that were originally developed as part of the widely used **Primary Language Record**.
- The Reading and Writing Scales draw on **current and established research** about children's literacy development.
- **Developed in partnership** with the English and Media Centre (EMC), National Association for Advisors in English (NAAE) and National Association for the Teaching of English (NATE), the United Kingdom Literacy Association (UKLA).
- A framework for teachers to identify each pupil's current development, **analyse progress and consider the next steps**. This will help to ensure that the upcoming end of Key Stage performance descriptors become more meaningful.
- Available as a pdf from all the association websites – or as an app from the App Store or Google Play.



Key points about the new scales:

- They are underpinned by research;
- There is one scale for reading and one for writing – working towards mature independence
- They describe progress and support formative assessment.
- They are designed to support teaching (next steps section)
- They are designed to support teacher learning (research section)



Getting to know the scales:

- Each pair will look closely at the points of one of the scales: reading **or** writing
- Discuss together, record conversations and be prepared to feed back on:
 - Your initial reactions and thoughts;
 - What you notice about the scales as a means of exploring where children are at and how they make progress;
 - Strengths or opportunities of using the scales;
 - Questions or challenges that occur or may be faced.



Best Practice to Support Progress

Examples from CLPE Project Schools:

Power of Reading

Raising Achievement in Writing

Essentials of Literacy in the Early Years



High Quality Texts:



‘Books allow children to experience through imagination other worlds and other roles, and this involvement contributes to their personal and social development as well as to their reading abilities.’

Sainsbury and Schagen, 2004

Reading Aloud



‘When someone reads aloud, they raise you to the level of the book. They give you reading as a gift.’

Daniel Pennac, The Rights of the Reader

‘Reading aloud to children may be the single most important thing a teacher does.’

Anne Thomas – The Reading Book, CLPE



Loughborough Primary School, Lambeth, Year 1





Do we allow time for children to browse, choose and read freely?



Before I never read at home but now I always read at bedtime.

Book club is fun – you get books that you don't find everywhere else.

It's like football club but with books instead of footballs.







The Iron Man Edmund Waller Y3

15/10/14

Why are you covered in fur?
What are you doing on the cliff?
Where do you live?

What do you notice or find interesting?

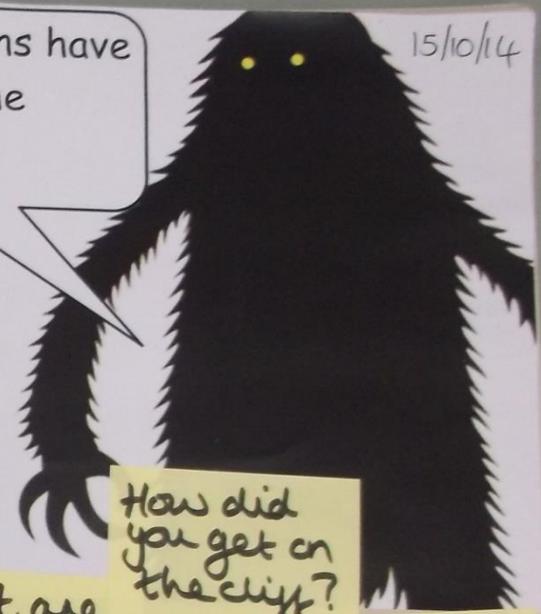
6-20-2014



15/10/14

What questions have you got for the beast?

Before we read the book.



Where do you live?

What are you doing on the cliff?

How did you get on the cliff?

Why are you covered in fur?

What are you looking at?

How did you get lonely?

Where did you come from?

What is your name?

Are you OK?

Are you friendly?

Why are you so black?

Are you a good beast?



So he decided to talk on the radio ...



and to all the newspapers ...



and on television, about his great journey to the city and his search for other Beasts.



This is the story of one such Beast who suddenly felt very lonely. He made up his mind there and then that he would go and find some other Beasts.



walked through a garden of pink jellyfish ...

Storymapping in a variety of ways, revisiting and exploring language and sequence of events...



When the bear6 got6 to his
forest he found a big surprse
it was all the beas making a
party for him!

Attractive and Inviting Book Areas that Enrich Learning



Writing for Purpose

Responses to message board

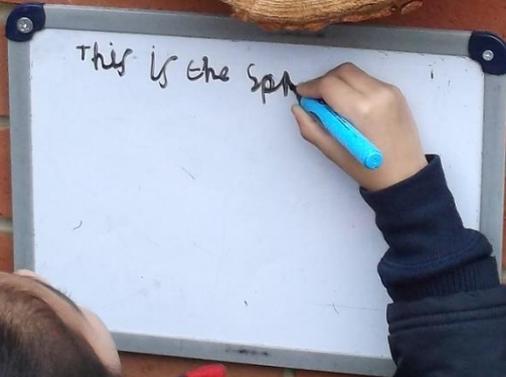
- “I love writing letters to my friends and Mr B.”
- “I like taking home my letters on Friday then writing back to my friends.”
- “Mum bought me nice fancy paper to write to everyone with”.
- “I like writing letters more than stories”.

Sacred Heart, Wandsworth

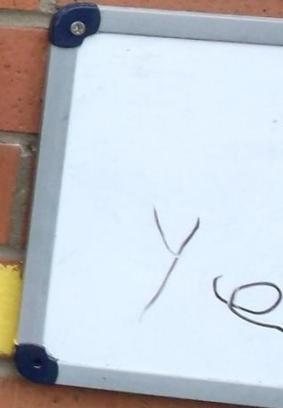


Writing in Different Spaces

Spruce



Yew

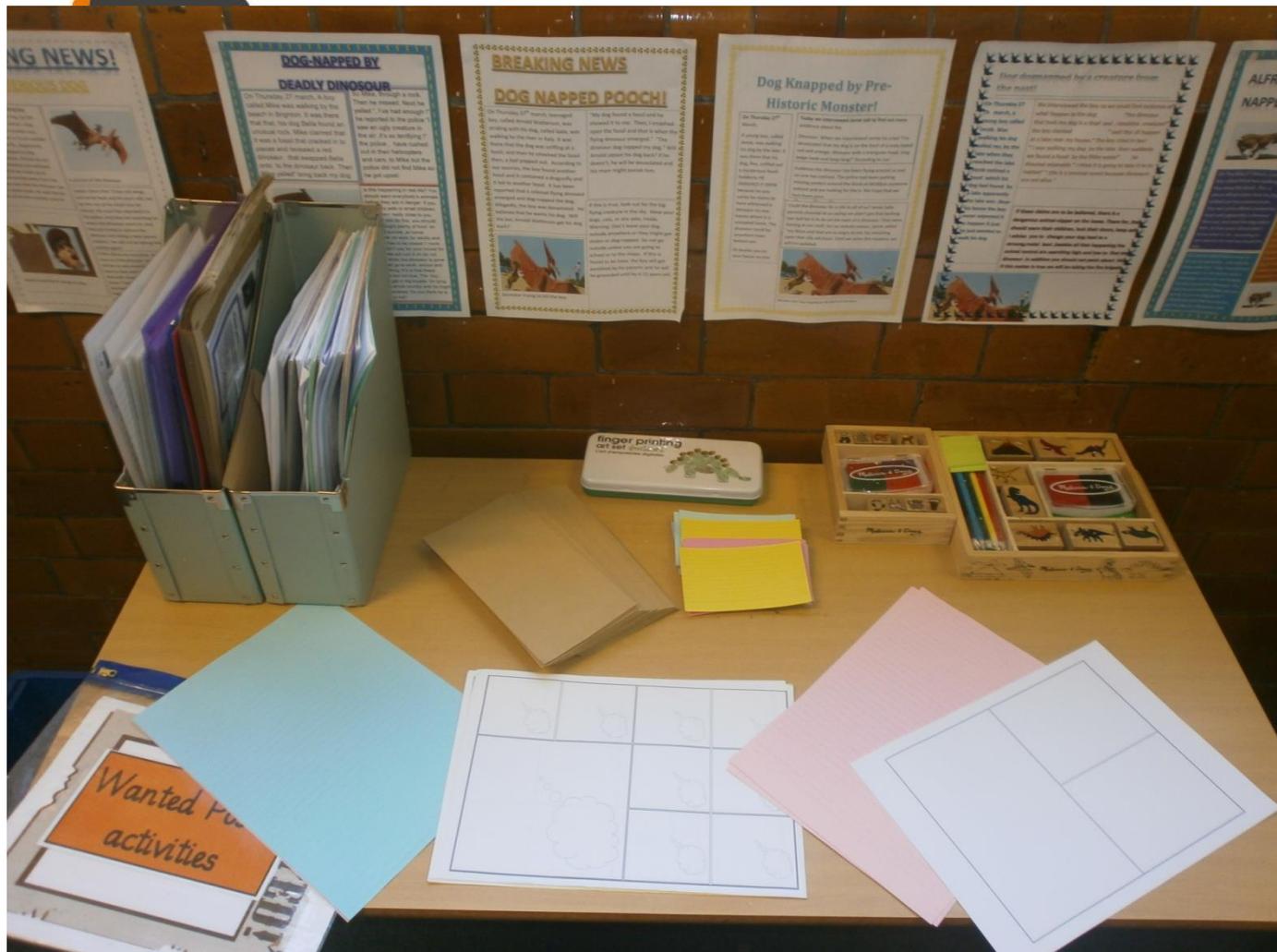




Writing workshop

Drawing and
discussion as
planning for
writing

Y2



A Free Writing Area Tower Bridge Year 4



An Editing area Y3

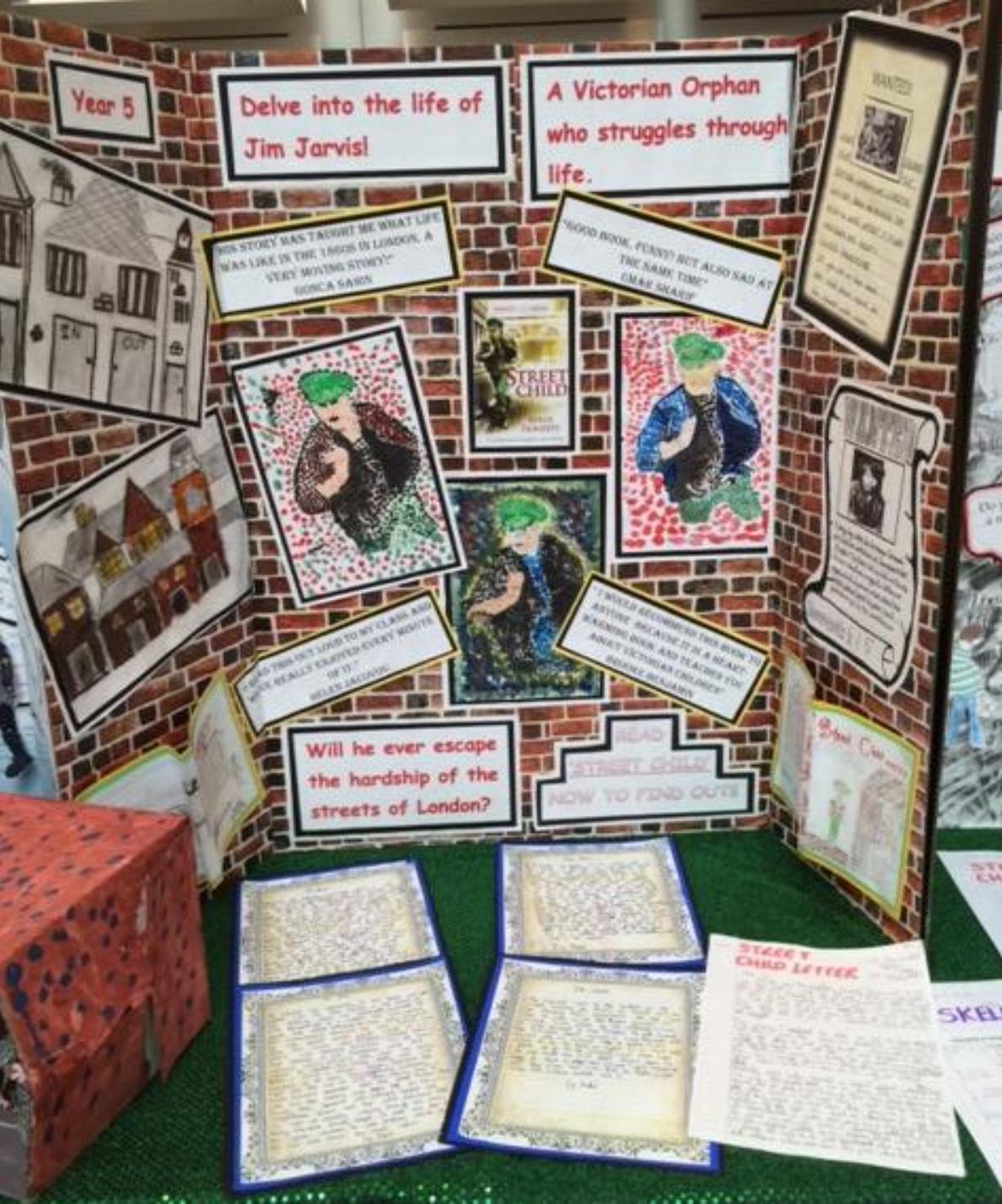


Response Partners Y5



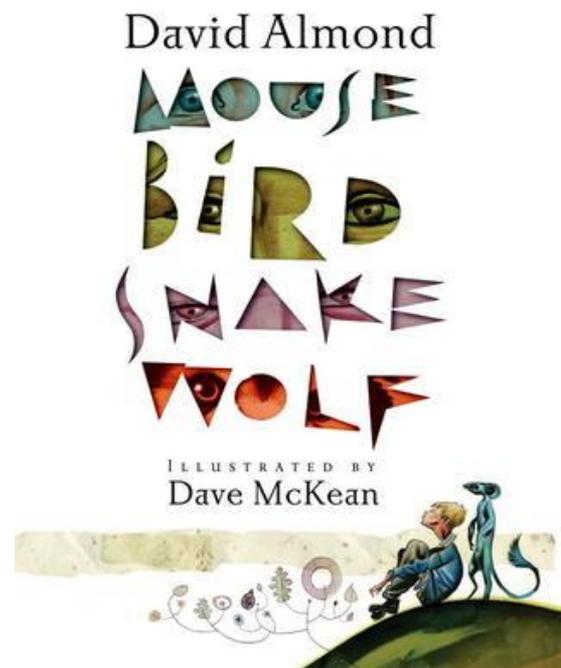
Bookmaking workshop

Year 3



Celebrating and Displaying Writing

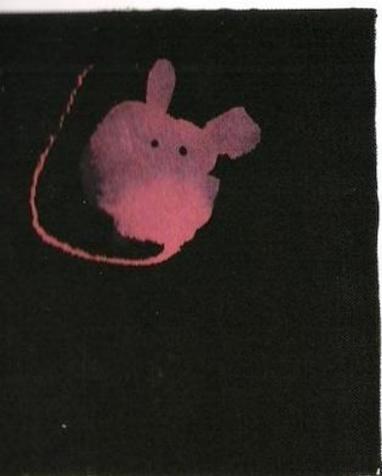
Sequences based on quality texts:





“The simplest and best way to help children write is through investigating good writing”

Michael Rosen, Twitter 13/03/2016



"Watch."
 "one looks like."
 "I'll show you what"
 he said.
 "Tell you what"



Ben the Bear



Marracoubus
 Belly
 Big ears

Bad

Brown

Smiley face
 Sharp
 Claws

Large nose

Weird skin
 Piggy eyes

Small stomach

Gigantic Ears



Hunting: 10 Skin: 4 Teeth: 1000000
 Food: Fish, and Salmon

It's a kind of cowy thing and has a tail and is made out of leather and keeg. It likes eating grass and has something called an udder which is where you get milk from which is white. Cows have a pattern on their body. A boy cow is called a bull and they have horns on them and girl bulls are a cow, cows don't have horns. A cow makes the noise "Moo!".

GLORIOUS!



BIG!
&
FUNNY!

Moments

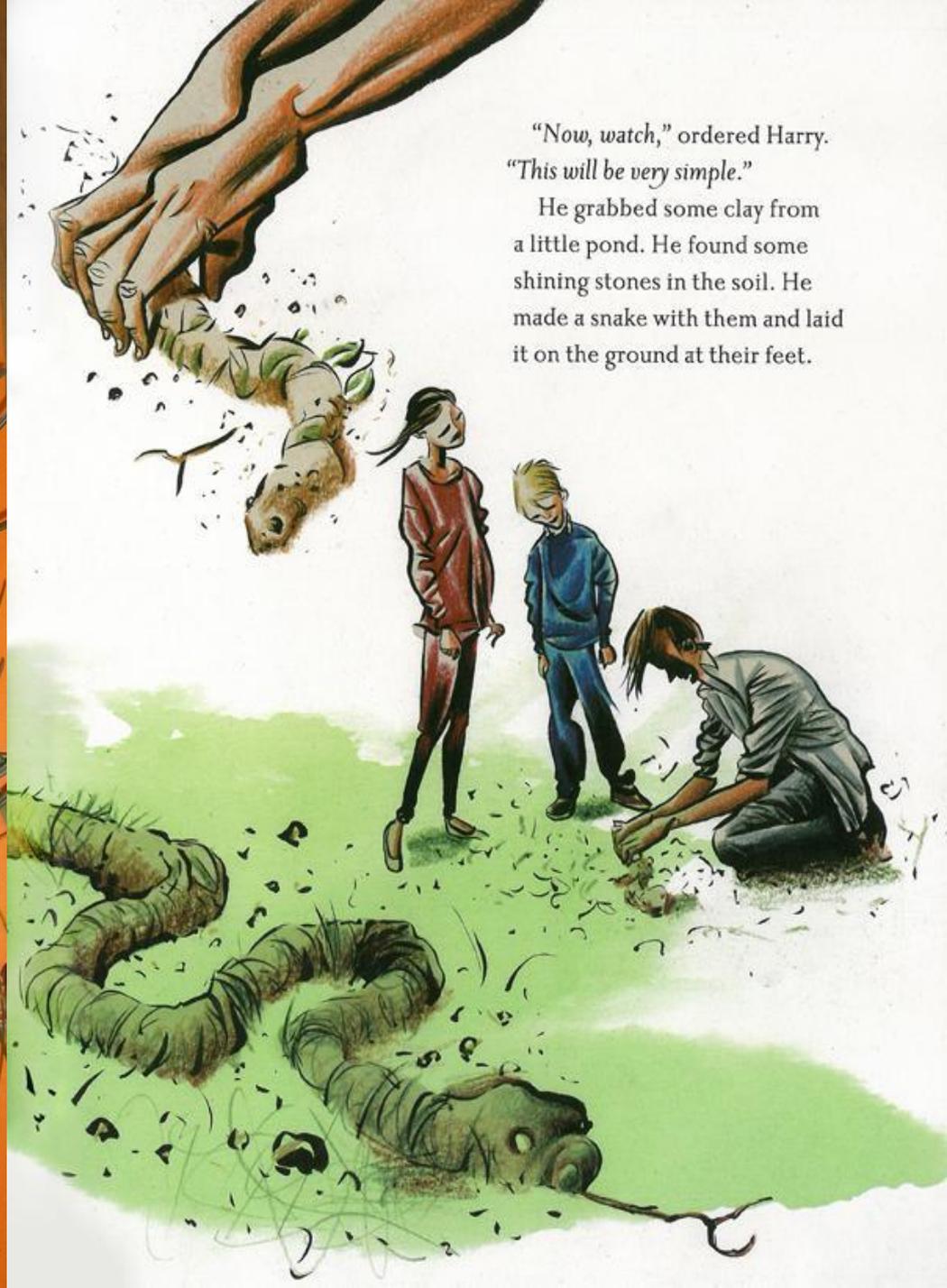
AMAZING

SUMMERY

STINKY

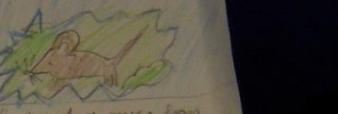
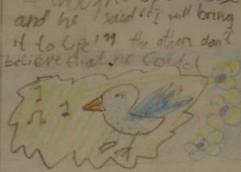
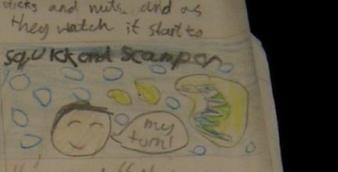
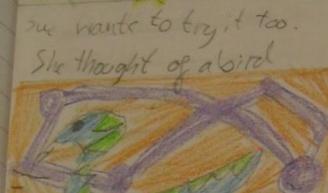
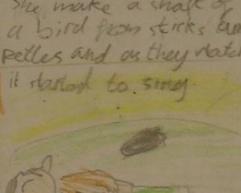
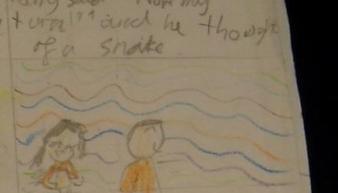
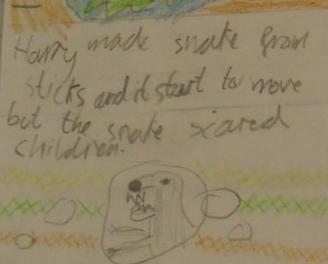
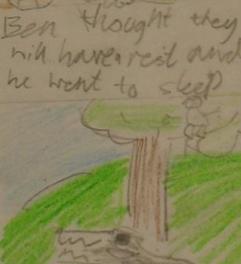
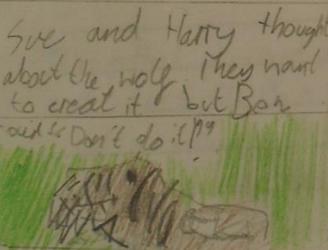
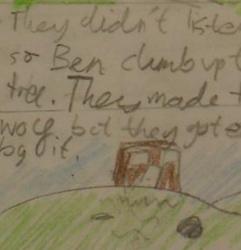
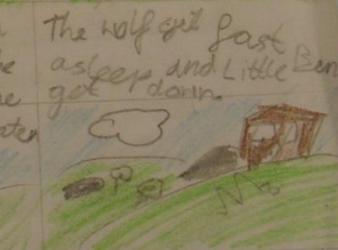
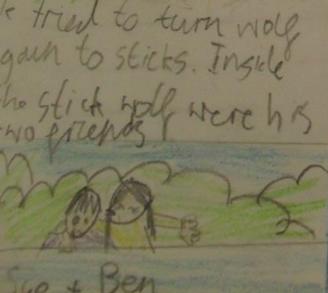
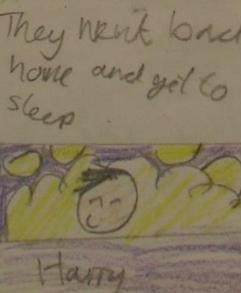
Wonderous
astonishing
Extraordinary





"Now, watch," ordered Harry.
"This will be very simple."

He grabbed some clay from a little pond. He found some shining stones in the soil. He made a snake with them and laid it on the ground at their feet.

 <p>One day little Ben thought that he would fill the empty spaces</p>	 <p>He thought of a horse and he said it will bring it to life. The others don't believe that he could.</p>	 <p>He made a noise from sticks and nuts and as they watch it start to squawk and scamper</p>
 <p>She wants to try it too. She thought of a bird</p>	 <p>She made a shape of a bird from sticks and pellets and as they watch it started to sing</p>	 <p>Harry said "Now my turn" and he thought of a snake</p>
 <p>Harry made snake from sticks and it started to move but the snake scared children.</p>	 <p>Ben thought they will have rest and he went to sleep</p>	 <p>Sue couldn't stay still and Harry couldn't stop giggling</p>
 <p>Sue and Harry thought about the wolf. They want to create it but Ben said "Don't do it!"</p>	 <p>They didn't listen so Ben climbed the tree. They made the noise but they got eaten by it.</p>	 <p>The wolf got past asleep and Little Ben got down.</p>
 <p>He tried to turn wolf again to sticks. Inside the stick wolf were his two friends</p>	 <p>They went back home and got to sleep</p>	 <p>Everything was like before and they were happy in the rest of the lives</p>
 <p>Sue + Ben</p>	 <p>Harry</p>	

Tuesday 1st July 2014

① I: To be able to write from the point of view of a character.

Oh no! I can not believe that my friends have been eaten by a wolf.

Also I told all of them to stop but they wouldn't listen to me.

Maybe the wolf will smell me and kill me. This is such a terrible situation to be in.

Also if I go down the tree the wolf could eat me. I should ask the gods for help.

I should get the animals to help me save Harry ^{and} Ben and sue.

I should of told Harry and Sue to help me but they're there not here any more.

Good work. You managed to write from Ben's point of view.

Monday 7th July 2014

I: To write an additional chapter for Mouse, Bird, Snake, Wolf

When Harry and Sue were alive again they thought of another animal but not that dangerous like wolf. Then Little Ben said "Maybe we should create a kitten!" "A kitten? What on earth is a kitten?" said Harry. "It's a kitten thing!" Little Ben thought of a kitten inside him but then Sue asked "Is the kitten safe or dangerous?" Ben replied "Of course it will be safe!" He build a kitten from leaves, pebbles and nuts.

God stared at him. Little Ben pick up the kitten from sticks up into the air and non the God made the kitten alive. Sue and Harry shout together "Wow! What a marvellous thing is the world!"

The kitten open its eyes and stared at exciting children. "Look! it's moving!" Sue cried. Kitten smelled the air, it smelled the ground and climbed up the tree and glared at the bird but it didn't eat the bird.

The bird flew away so the kitten done 3 circles around children and run after the bird. When Sue, Harry and Little Ben went asleep, they had all the same dream about the rabbit. The next day Sue said "We should now create a rabbit!"

No one asked what is a rabbit because everybody had a dream about about the rabbit. Every body helped Sue to make a rabbit and when it was about to open its eyes Little Ben bring a camera and he watch how a babies rabbit was born.

Sue and Harry wants to make another ~~beautiful~~ beautiful animal but Little Ben s thought that is not good idea so they went to sleep. They count all the animals that they have create it. Sue count like "one mouse, two bird, three snake four Wolf, five kitten and six rabbit!" Harry do it in completely other way "one one... two... three... four... five... six" Little Ben done very if very similar "one a good mouse, two a beautiful bird, three a scary snake."

When they ^{woke} wake up the kitten, rabbit, ~~wolf~~ bird, snake and mouse were sitting just in front of them. The children gasped "How they're here from get here?" The kitten said "We are here to help you." "But, we don't need help with anything!" ~~what~~ about Harry "really? but your breakfast, your garden, your beautiful rooms, someone need to ~~care~~ care about all these things sir!" "Oh, Harry they can stay with us we need some help!" said Sue. They were playing together ever after ~~gain~~ again with happy smiles.

**Building writing
stamina**



Feedback from working group:



Flexibility across and within the stages allows a broader discussion across the school with regard to where the child is at e.g. child could be in Y3 but still a developing reader.

The focus on the reading behaviours of children assists with identifying where the child is at and where they need to move on to in order to make desired progress.





Feedback from working group:

Helped to see the child as a whole writer – not just designated objectives for a particular year group

Allows the freedom for the child to deeply develop their skills rather than being 'pushed through the levels'.

Allows less experienced teachers to see where the child has come from and where they need to be working towards in terminology teachers understand.

Professional Development

[Courses](#)
[INSET and Regional Training](#)

Professional Development

Professional Development at CLPE

At CLPE, we believe in:

- A child's right to be literate and to enjoy literature
- The importance of texts that engage children and support developing literacy
- Practice that is underpinned and supported by robust classroom-based research

We provide high quality courses and conferences for teachers, teaching assistants, subject leaders and others working in schools, school improvement and advisory services. We also run conferences and events showcasing authors and poets and for the publishing industry.

Courses

- CLPE courses are designed to help schools respond effectively to changes in policy, the National Curriculum 2014 and OFSTED requirements.
- Our 2015-16 programme consists of nearly 50 courses addressing phonics, reading, writing, creativity, poetry and drama and the early years foundation stage.
- Use our courses tab on the left to find the right course for you or your school.

Regional Training

CLPE provides a range of school-based INSET and consultancy to help schools respond effectively to changes in policy and develop practice. We can provide bespoke, high quality, relevant training and support for individual schools, clusters, teaching schools and LAs nationally. Please see INSET and Consultancy section on your left for more information.

Venue

Unless indicated courses and conferences take place at CLPE, 44 Webber Street, London SE1 8QW

Please refer to our [Terms and Conditions](#) when booking a course. They can be found [here](#).



Thank you for coming... Good luck on your journey!



Interested in case study work? Please come and speak to us...



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