

SECONDARY ENGLISH - NATIONAL AGENDA PARAMETERS ACTION PLAN- 2017-2018

Focus	Modification of Curriculum/Action	Success/Impact Indicators:	When?	Where?	Who?	Useful Links
<p>YEAR 7 PROGRESS TEST</p> <ul style="list-style-type: none"> • <i>Reading non narrative</i> • <i>Complex inference</i> 	<p>Modification: Revised SOW with skills required for PTE focusing upon the following areas:</p> <ul style="list-style-type: none"> • Spelling • Grammar and Punctuation • Retrieval of Information • Complex inferences and Authorial techniques. <p>Adaptation:</p> <ul style="list-style-type: none"> • Students are provided with weekly reading material to develop the breadth of their reading, including fiction, non-fiction and poetry. • Home learning is provided with differentiated tasks, based on a fictional novel, catering to building vocabulary and inferences. • Strategic Library lessons catering to reading comprehension with complex inferences. 	<ul style="list-style-type: none"> • Students will be able to strengthen inferential reading and to discuss and check their understanding of events, ideas and themes. • Students will develop their experience and confidence in discussing what they read. • Students will be able to annotate passages of text to highlight evidence that supports inferences. • Students will be able to attempt tasks that involve retrieving information, locating and organising several pieces of embedded information. • Students will be able to understand and apply categories in an unfamiliar context. • All WIN cohort will attempt English as a First Language in academic year 2021-22 	<p>Termly Ongoing – 6 weekly review</p>	<p>Outcome based Formative / summative assessment</p> <p>During lessons</p>	<p>All teachers / HODS</p>	<p>http://www.learnenglishfeelgood.com/esl-english-grammar-exercises.html</p> <p>http://www.englishforeveryone.org/</p> <p>http://www.educationquizzes.com/ks3/english/</p> <p>https://www.memrise.com/course/178434/504-absolutely-essential-words-13/</p> <p>https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/</p> <p>http://www.englishforeveryone.org/</p> <p>http://byjus.com/free-cat-prep/comprehension-questions-05</p> <p>www.macatlibrary.com</p>
<p>PISA- Years 7</p> <p>Reading Comprehension</p>	<p>Modification: Revised SOW based on new PISA 2018 framework focusing on:</p> <ul style="list-style-type: none"> • Access and Retrieve • Integrate and Interpret • Reflect and Evaluate <p>Adaptation:</p> <ul style="list-style-type: none"> • Introduce writers of genres such as adventure, sci-fi and action that boys can relate to, that will further build their interest and skills in reading. • Provide more of factual reading material that would interest boys such as biographies of sportsmen, scientific facts and National Geography. • Regular lessons include PISA style questioning to further embed critical, reasoning and analytical skills. • Effective higher order questioning conducted in all lessons that encourage students to attempt reflective tasks that require readers to demonstrate a fine understanding of the text in 	<ul style="list-style-type: none"> • Students will be able to read and comprehend a wide range of fictional and non-fictional texts. • Students will be able to infer complex scientific and mathematical concepts in word problems. • Students will be introduced to higher order vocabulary and spellings. • Students will be able to identify appropriate answers within seemingly similar options provided. A variety of fiction and non-fictional texts employed as reading passages. 	<p>Termly Ongoing – 6 weekly review</p>	<p>Outcome based Formative / summative assessment</p> <p>During lessons</p>	<p>All teachers / HODS</p>	

	<ul style="list-style-type: none"> relation to familiar, everyday knowledge. Home learning have differentiated tasks based on a fictional novel, catering to retrieval of information, interpretation and evaluation of texts. Strategic Library lessons catering to reading comprehension with complex inferences. 					
CAT 4 – Years 7	<p>Modification: Revised SOW with skills required for CAT4 focusing on Verbal score.</p> <p>Adaptation:</p> <ul style="list-style-type: none"> Use analysis to identify high achievers, G&T; provide appropriate challenge to support all types of learners. To use Non-verbal score to plan appropriate activities in line with the implications suggested. A variety of fiction and non-fictional texts employed as reading passages. 	<ul style="list-style-type: none"> Increase of verbal score. Students will be able to apply higher order vocabulary and spellings. Students will be able to identify appropriate answers within seemingly similar options provided. 	Termly Ongoing – 6 weekly review	Outcome based Formative / summative assessment During lessons		
YEAR 8 PROGRESS TEST ➤ Reading literacy	<p>Modification: Revised SOW with skills required for PTE focusing upon the following areas:</p> <ul style="list-style-type: none"> Spelling Grammar and Punctuation Retrieval of Information Complex inferences and Authorial techniques. <p>Adaptation:</p> <ul style="list-style-type: none"> Students are provided with weekly reading material to develop the breadth of their reading, including fiction, non-fiction, poetry and plays. Home learning is provided with differentiated tasks, based on a fictional novel, catering to inferences. Strategic Library lessons catering to reading comprehension with simple inferences through the use of fictional and non-fictional texts. 	<ul style="list-style-type: none"> Students will be able to identify and comment on events, ideas and themes in texts. Students will develop their confidence in considering the effects created by features such as language and organisation. Students will be able to work in groups to analyse language and organisation in the same text. Students will be able to attempt tasks that involve retrieving information, locating and organising several pieces of embedded information. Students will be able to understand and apply categories in an unfamiliar context. All WIN cohort will attempt English as a First Language in academic year 2020-21. 	Termly Ongoing – 6 weekly review	Outcome based Formative / summative assessment During lessons	All teachers / HODS	http://www.learnenglishfeelgood.com/esl-english-grammar-exercises.html http://www.englishforeveryone.org/ http://www.educationquizzes.com/ks3/english/ https://www.memrise.com/course/178434/504-absolutely-essential-words-13/ https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/ http://www.englishforeveryone.org/ http://byjus.com/free-cat-prep/comprehension-questions-05 www.macatlibrary.com
PISA- Years 8 Reading Comprehension	<p>Modification: Revised SOW based on new PISA 2018 framework focusing on:</p> <ul style="list-style-type: none"> Access and Retrieve Integrate and Interpret Reflect and Evaluate 	<ul style="list-style-type: none"> Students will be able to read and comprehend a wide range of fictional and non-fictional texts. Students will be able to infer complex scientific and 	Termly Ongoing – 6 weekly review	Outcome based Formative / summative assessment	All teachers / HODS	

	<p>Adaptation:</p> <ul style="list-style-type: none"> • Introduce writers of genres such as adventure, sci-fi and action that boys can relate to, that will further build their interest and skills in reading. • Provide more of factual reading material that would interest boys such as biographies of sportsmen, scientific facts and National Geography. • Regular lessons include PISA style questioning to further embed critical, reasoning and analytical skills. • Effective higher order questioning conducted in all lessons that encourage students to attempt reflective tasks that require readers to demonstrate a fine understanding of the text in relation to familiar, everyday knowledge. • Home learning have differentiated tasks based on a fictional novel encouraging students to interpret the finer nuances of language in a section of text by taking into account the text as a whole. • Strategic Library lessons catering to long or complex texts of which content or form may be unfamiliar. 	<p>mathematical concepts in word problems.</p>		<p>During lessons</p>		
<p>CAT 4 – Years 8</p>	<p>Modification: Revised SOW with skills required for CAT4 focusing on Verbal score.</p> <p>Adaptation:</p> <ul style="list-style-type: none"> • Use analysis to identify high achievers, G&T; provide appropriate challenge to support all types of learners. • To use Non-verbal score to plan appropriate activities in line with the implications suggested. • A variety of fiction and non-fictional texts employed as reading passages. 	<ul style="list-style-type: none"> • Increase of verbal score. • Students will be able to apply higher order vocabulary and spellings. • Students will be able to identify appropriate answers within seemingly similar options provided. 	<p>Termly Ongoing – 6 weekly review</p>	<p>Outcome based Formative / summative assessment</p> <p>During lessons</p>	<p>All teachers / HODS</p>	
<p>YEAR 9 PROGRESS TEST</p> <p>Reading literacy</p> <ul style="list-style-type: none"> • Reading non narrative • Complex 	<p>Modification: Revised SOW with skills required for PTE focusing upon the following areas:</p> <ul style="list-style-type: none"> • Spelling • Grammar and Punctuation • Retrieval of Information • Complex inferences and Authorial techniques. <p>Adaptation:</p>	<ul style="list-style-type: none"> • Students will be able to draw on their inferential and contextual understanding. • Students will be able to identify how language (including figurative language), vocabulary choice, grammar, text structure and organisational features present meaning. 	<p>Termly Ongoing – 6 weekly review</p>	<p>Outcome based Formative / summative assessment</p> <p>During lessons</p>	<p>All teachers / HODS</p>	<p>http://www.learnenglishfeelgood.com/esl-english-grammar-exercises.html</p> <p>http://www.englishforeveryone.org/</p> <p>http://www.educationquizzes.com/ks3/english/</p> <p>https://www.memrise.com/course/178434/504-absolutely-essential-words-13/</p>

<p><i>inference</i></p> <ul style="list-style-type: none"> • <i>Authorial technique</i> 	<ul style="list-style-type: none"> • Students are provided more challenging texts across different genres and historical periods to infer and comment on authorial techniques. • Focused activities to be used to develop confidence in analysing and comparing aspects of texts. • Home learning includes character analysis and theme analysis from various short stories taken from CIE “Stories of ourselves”. • Strategic Library lessons catering to reading comprehension with complex inferences and authorial technique. 	<ul style="list-style-type: none"> • Students will be able to interpret the meaning of nuances of language in a section of text by considering the text. • Students will be able to use formal or public knowledge to hypothesize about or critically evaluate a text. • All WIN cohort will attempt English as a First Language in academic year 2019-20 				<p>https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/</p> <p>http://www.englishforeveryone.org/</p> <p>http://byjus.com/free-cat-prep/comprehension-questions-05</p> <p>www.macatlibrary.com</p>
<p>PISA- Years 9</p> <p>Reading Comprehension</p>	<p>Modification: Revised SOW based on new PISA 2018 framework focusing on:</p> <ul style="list-style-type: none"> • Access and Retrieve • Integrate and Interpret • Reflect and Evaluate <p>Adaptation:</p> <ul style="list-style-type: none"> • Introduce writers of genres such as adventure, sci-fi and action that boys can relate to, that will further build their interest and skills in reading. • Provide more of factual reading material that would interest boys such as biographies of sportsmen, scientific facts and National Geography. • Regular lessons include PISA style questioning to further embed critical, reasoning and analytical skills. • Effective higher order questioning conducted in all lessons that encourage students to attempt reflective tasks that require readers to demonstrate a fine understanding of the text in relation to familiar, everyday knowledge. • Home learning have differentiated tasks based on a fictional novel encouraging students to interpret the finer nuances of language in a section of text by taking into account the text as a whole. • Strategic Library lessons catering to long or complex texts of which content or form may be unfamiliar. • 	<ul style="list-style-type: none"> • Students will be able to read and comprehend a wide range of fictional and non-fictional texts. • Students will be able to infer complex scientific and mathematical concepts in word problems. 	<p>Termly Ongoing – 6 weekly review</p>	<p>Outcome based Formative / summative assessment</p> <p>During lessons</p>	<p>All teachers / HODS</p>	

CAT 4 – Years 9	<p><u>Modification:</u> Revised SOW with skills required for CAT4 focusing on Verbal score.</p> <p><u>Adaptation:</u></p> <ul style="list-style-type: none"> • Use analysis to identify high achievers, G&T; provide appropriate challenge to support all types of learners. • To use Non-verbal score to plan appropriate activities in line with the implications suggested. • A variety of fiction and non-fictional texts employed as reading passages. 	<ul style="list-style-type: none"> • Increase of verbal score. • Students will be able to apply higher order vocabulary and spellings. • Students will be able to identify appropriate answers within seemingly similar options provided. 	Termly Ongoing – 6 weekly review	Outcome based Formative / summative assessment During lessons	All teachers / HODS	
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	Prioritised Objectives	Actions (What will we do to make sure that the prioritised objectives are achieved?)	Time Frame (When will this start and when will it end?)	Resources (What are CPD implications? How much money will we need? Where will it come from?)	Student Outcome / Impact (How will we know it has worked? What will we see in terms of impact?)	Milestones (specific dated indicators of success – broken down for phases)	Monitoring & Evaluation (Who, when and how will a judgement be made about whether the prioritised objective has been achieved?)	Date that action was introduced and monitoring commenced (and comments)	Date that action was evaluated as embedded and sustainable (and comments)
Secondary Years 7 - 13	<p>To raise levels of Reading in the following areas:</p> <ul style="list-style-type: none"> • Narrative • Non narrative Inference • Retrieval • Simple inference; Complex inference • Authorial technique 	PTE data analysed and gaps identified. Corrective action taken based on PTE 2017.	May 2017- May 2018	Collins Aiming for Progress text books	PTE scores to increase to outstanding		Spelling - Dictation data both weekly and monthly maintained and monitored.		
		Weekly home learning on vocabulary.	Ongoing	Planning time	Students will be able to tackle sophisticated meanings and be able to read with more fluency		Reading Comprehension - Notebook to reflect the marks achieved.		
		Weekly class dictation based on the vocabulary sent as home learning.		Department time			Assignment Trackers, Formative and Summative Assessments to evaluate and monitor the skills involved. Gap analysis to reflect the same.		
		Updated textbook and revised SOW to incorporate focused reading strategies to support fluent reading and effective writing. Focused reading during lessons Topics catering to interests, especially for boys Reading based home learning Structured library lessons	Ongoing	Home Learning	To be able to successfully attempt comprehension tasks with the following focus: Narrative & Non narrative Inference, Retrieval, Simple & Complex inference, Authorial techniques		Monitoring done through formal and informal lesson observations and learning walks.		
		Reading intervention strategies for Emiratis	3 days a week	Library lessons	Emirati students will be able to perform better in formative and summative assessments.				
		Invite authors to engage with students	Term 1 Term 2		To be able to better understand the impact of reading on creative writing.	Emirati author conducted a reading and writing workshop with year 8 boys in term 1.			
		Reading Club	Weekly		Reading Ambassadors promote reading within school and in community.	Term 1 Book donation made towards the under privileged Organised the Emirati writer workshop. Term 2 To start community reading To share reading website on department blog			