

Note: These materials will also have DVD lesson exemplars to support

Developing one-to-one tuition

Guidance for tutors

DRAFT FOR PILOT

Developing one-to-one tuition

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DRAFT FOR PILOT

Introduction

Ensuring that the right support is in place for all children, regardless of class or social background, is important in closing the attainment gap. For those who can afford it, individual tuition has always been the preferred method of additional support for pupils not achieving their potential.

While our current catch-up arrangements are effective for many, we know that they are not working for all pupils. Some need a level of support which is beyond our control to deliver in the context of whole-class or small groups. Without an individualised approach it will be very hard for this group to make the progress needed to achieve their full potential.

Even in the personalised classroom, we know that some pupils would benefit, at key moments, from an intensive burst of individual tuition, which the class teacher can guide and reinforce, but simply does not have the time to deliver.

This booklet offers practical advice to support the planning and delivery of effective one-to-one tuition sessions.

Before my tutoring started I hated maths and I was rubbish at division. Now I'm really happy to get up early on a Saturday morning, I can't wait for my sessions. It's so much fun. I'm getting good at maths and I now enjoy my lessons in school much more.

Year 6 boy

DRAFT FOR PILOT

Who can benefit from one-to-one tuition?

First and foremost, one-to-one tuition is appropriate for the pupil who has been taught a skill in the classroom, and subsequent efforts have failed to secure it. The response of the rest of the class should reassure the teacher that the topic was well-taught, and that the barrier to learning is personal and particular to the pupil. The teacher will probably know – and the tutor will certainly need to establish – whether the block is due to a failure to grasp a concept, a difficulty in transferring the concept into practice, or whether the learning has faltered because an essential piece of prior knowledge was missing. It is not uncommon in mathematics that current learning has been hampered by a previous misconception and for a number of very low-attaining pupils, a lack of experience inhibits their progress. This is sometimes the case among pupils new to English, those who have a limited vocabulary for their age, or those who have not had much opportunity to participate in sustained talk or reading.

Typically, then, one-to-one tuition addresses personal and internalised processes and involves equipping the learner with appropriate strategies, new ways of thinking about a problem, self-help routines and fixing old misconceptions. It should most often take the form of coaching. Much of the time should be spent discussing high-value strategies which can be applied again and again in other contexts.

Examples of personal processes which can be coached

Reading between the lines
Deciding how to tackle a problem
Seeing how to break a task down
Generating ideas
Organising ideas
Identifying the main points
Generalising
Checking and self-correction strategies
Securing concepts
Pattern spotting
Identifying relationships
Articulating reasons and giving explanations
Risk taking
Making mistakes without fear of failure

What makes one-to-one tuition particularly effective for pupils?

Evidence of the impact on pupil learning in the Making Good Progress pilot suggests that one-to-one tuition, when carefully planned, engages pupils in their learning in a way which is not always possible to achieve in the classroom. For some pupils, who are 'stuck' or 'slow moving', one-to-one tuition offers a highly-personalised approach to the curriculum which can address their individual needs and gaps in their learning at a time when it is most needed.

Highly-tailored tuition sessions are delivered by a qualified teacher at a pace that is both appropriate to the child and provides a balance between challenge and support to help pupils feel secure in their learning. Within the session, misunderstandings are quickly identified and addressed at the point of misconception.

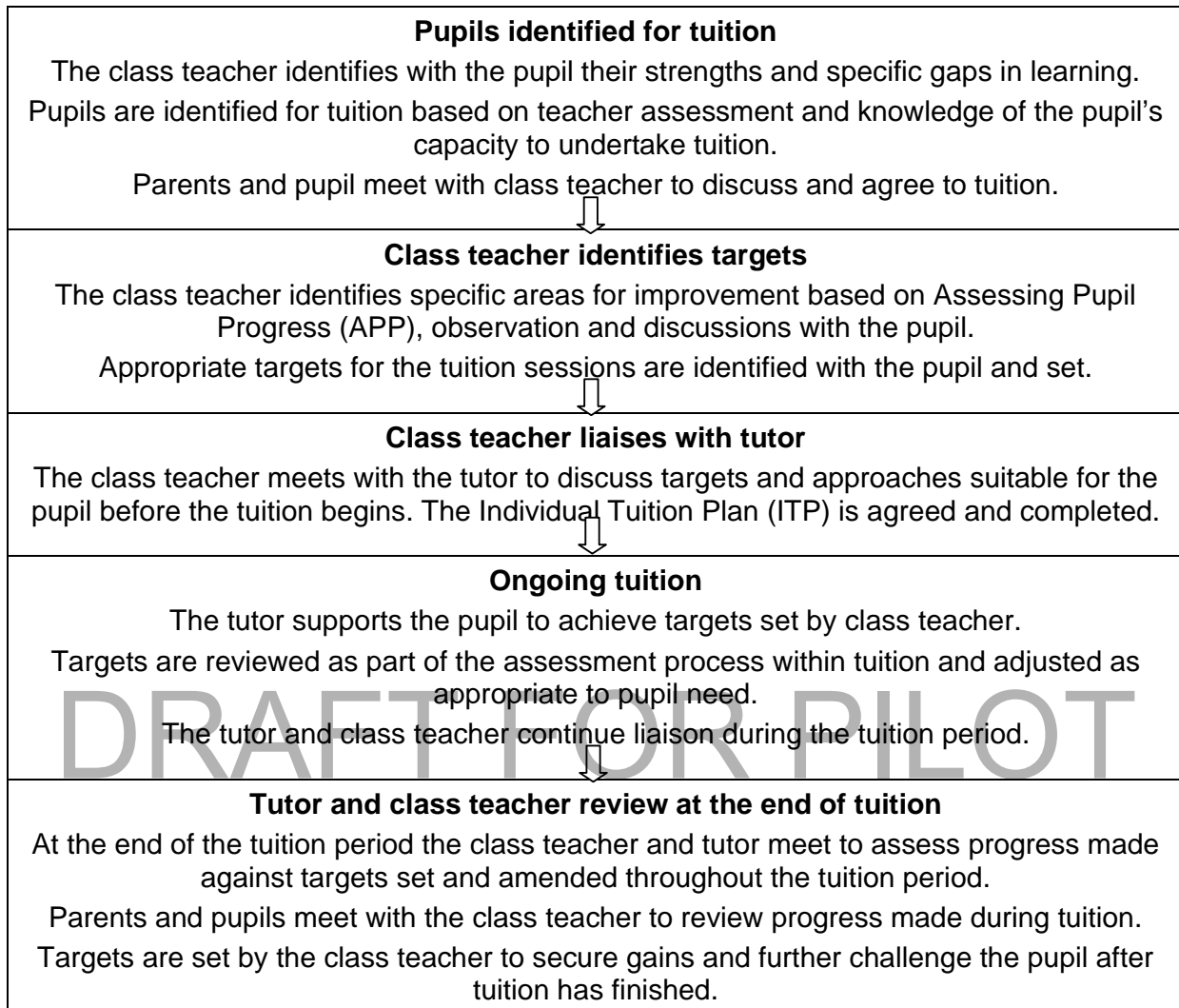
Pupils who experience one-to-one tuition feel special and have the opportunity to engage in focused dialogue with the tutor, talking about their difficulties in a safe environment without the distraction of others. This is particularly true of less confident pupils who value this quality time with an adult as they start to take control of their learning.

The success of one-to-one is increased when the tuition builds on what the pupil already knows, and when it takes into account their strengths as well as their weaknesses. Pupils need to clearly understand what they need to improve, why they need to improve, how they have improved, what they can do as a result of tuition that they couldn't do before, and how tuition will support them back in the classroom. Tuition also helps pupils to review and reflect on their role in whole-class and group sessions.

I've seen such a change in his attitude, his self-esteem is really growing. His dad is even playing maths games with him...he's never done that before.

Year 6 teacher

Steps to support the planning and delivery of effective tuition



Principles and teaching strategies for one-to-one tuition

Teaching one-to-one is not a scaled-down version of whole-class teaching, and it requires a different approach from that used in group work. The basis of one-to-one pedagogy is obvious enough: if we have just one child to attend to, then we can tailor the approach to their particular needs, pass quickly over the things we know they can do, and spend time improving the way they perceive and apply the learning so that their weaknesses are resolved and their successes are consolidated.

Enquiring into prior knowledge

If you are teaching a pupil who has fallen behind his or her class, then you can assume that the classroom teacher has already tried to teach the essentials of this objective to the pupil in a classroom situation and it has not worked, or was only partially grasped. So using a didactic or 'telling' approach is probably not the best way to start. A good way to begin would be to ask the pupil to tell you what they already know about the topic and what they can already do. You might ask:

- Today we're looking at X. What do you know about X?
- Have you covered X in class? Can you remember what you did?
- Can you recall things you did which you found easy or got right?
- Can you recall what was most difficult? Was there anything you really couldn't do?

If you are following on from the classroom teaching, then an ideal place to go from here is to look over the classwork with the child and revisit what they did, not in the spirit of 'correction' but as an enquiry into the source of the problem. It is important to help the pupil see that it might be the problem itself that is hard and not that they aren't capable of achieving it. If the problem is clear enough, then it might be appropriate to either clarify the process or re-teach the idea, then re-attempt the work as a way of demonstrating how it works.

Demonstration is one of the best ways of introducing pupils to one of the most important processes of one-to-one tuition: thinking aloud. Let's say you are going to demonstrate for the pupil how to tackle a calculation, or plan an essay. As you demonstrate a worked example, think aloud about what you are doing, so that the pupil gets an insight into your decisions and strategies. Not only will this expose your internalised process for the child to learn from, it will also model how he or she can reciprocate by giving you a guided tour of their thought processes later.

Drawing pupils in to a modelled process

The reticent or insecure child might now be prepared to have a go at an example with you. Draw them into the process at the best pace you can. You might ask, for example:

- What do I need to do next?
- This is a tricky bit – do you recall what I should do?
- What do we do now? Any suggestions?
- Why do you say that?
- What's the rule here?
- Show me how to do the next bit.

- Do the next bit for me.

Prompting pupils to share their thinking

The next step might be to ask them to work an example independently and talk aloud about what they are doing and thinking. This provides a unique insight into their reasoning, and soon pinpoints misconceptions.

- Talk me through what you're doing.
- What are thinking now?
- Think aloud for me.
- Tell me what you're thinking.
- Talk me through the options.
- Tell me why you did that.
- Explain that move to me.

What to say when a child is stuck

Occasionally pupils stall or freeze. If you are getting towards the end of the session they might just be tired because tuition is intense, especially for younger pupils. If it happens earlier in the session, it might be that the pace is too much or the challenges too great. Either way, take a break and adjust your pace or intensity. Depending on the location, you might ask them to open a window, get a drink of water, or stretch their legs. You might talk about something else, not related to the lesson, for a minute or so.

Sometimes, though, pupils stall because they are stuck. It's important not to smooth over these moments, and to get to the bottom of them. It's probably not worth asking *Are you stuck?* or the fake query *Is that right?* because the answers are already obvious and unpalatable. You might ask:

- Tell me what you're thinking.
- You've hesitated – why's that?
- Why is it not working?
- Let's go back to here where things were going well and talk me through this last section.
- Here's the bit that's wrong. The mistake lay in...Can you think of a better way...?
- I see the problem. It's...Try it a different way. How might you do it?

Don't fish for too long when they are clearly stuck; don't expect a sudden flash of light; and don't do it for them. Either take them back to the point where things were still working, and guide them in from there, or tell them what is wrong and prompt them to recall or consider a better way to do it.

Praise

It cannot be overstated how important it is to praise pupils as often as possible to support a shift in pupil learning. They will not be embarrassed by it. They never get enough praise, and you can never give too much. Don't give false praise, and don't give general praise. Identify specific things that are done well, and praise those, even if there are outstanding weaknesses you wish to tackle next.

- I like the way you did ...
- I noticed how you used the technique we discussed last time...

- I can see an improvement in...
- The best thing about what you just did was...

How to draw attention to weaknesses and errors

Addressing mistakes and weaknesses is challenging for both the tutor and pupil, but it is something pupils are braced for. They know why they come to tuition and you are the person best placed to resolve their needs and weaknesses. Nonetheless, you need to be selective, keeping to the agreed objectives and picking on learning points which have the highest value because they have wider applications.

Turn to errors and weaknesses tactfully. Some errors are best caught as they happen because if they are left, they will be compounded. This often happens in calculation. Ask the child to stop for a moment to look at what he or she has just done. It's probably best to point out anything that has been done well but to be direct about the errors. 'You've chosen the best method, but there's an error in the calculation – can you see it?'

Look for quick recognition of the problem then move right on to solutions.

Don't forget after correcting an error to ask how they might avoid making it again – anything they can watch out for or a rule they can learn.

More often, and especially in English, the focus will not be an error but a weakness: unvaried prose, poor expression, missed tricks. These can be presented as points for discussion and improvement. It's probably best to turn to them at a convenient stopping point between paragraphs or activities, and in businesslike reflective mode: 'Let me take you back to this paragraph to look at the way you expressed yourself. Read it aloud and hear how it sounds'. Sometimes children will see or hear what is weak, but sometimes they won't. This leaves the tutor in the awkward position of having to draw their attention to it. It's best to be direct. 'I want us to think how we might improve this, and especially I want to make it more varied and less repetitive. Can you see the repetition? How might you change that?'

- Let's go back to this bit and improve the....
- I want to focus now on XXX. Let's work on this section here....
- There are one of two places where I noticed XXXX. Do you know which parts I'm referring to?
- We have time to improve one or two things here. What do you think needs most attention?

At the end of the session, recap the main learning points, ask the child to remember any rules or conventions covered in the session, and praise his or her strongest contributions. Talk about the next session.

Designing the pedagogy

The design of the session – its pedagogy – should be built around the learning path of the individual, starting from where they are to working towards achieving the objective. This is much more about their learning and much less about the tutor's exposition. The ratio of talk should lie much more with the child than the tutor, and aiming for three parts child to one part tutor is a good rule of thumb.

The key task for the tutor is to plan the stages of learning in small, manageable steps so that the hour is arranged in logical episodes with staging points between to summarise, check understanding and rest. This makes the lesson less daunting for the child and creates a strong sense of steady progress.

Example of the steps in an hour-long session

Objective: Know when to start a new paragraph and introduce it with a key sentence

Step 1: Check what the child already knows

Step 2: Recapitulate the purpose of paragraphs for the reader, and the five or six main prompts to start a new paragraph (to signal a change of topic, time, perspective, etc.)

Step 3: Read a paragraphed text and identify the nature of the change in each opening line

Step 4: Put breaks into an unparagraphed text on screen

Step 5: Create opening lines for the paragraphs of a pre-planned essay outline

Step 6: Improve the child's last piece of sustained writing

Step 7: Recapitulate the main reasons for starting a new paragraph

Step 8: Set tasks for the week and praise the successes of the session

It might be tempting and time-saving to offer children traditional 'completion' exercises to test or practise missing skills, but that would miss the point. Although traditional exercises can be useful to confirm learning, they don't actually teach very much. And because they are rigid in format, they do not simulate what it is like for the child to deploy the skill for themselves. Traditional exercises should be used sparingly to check what the child can do or remember, or if the exercise is a genuine springboard for discussion as they do it.

Following this section (page 11) is a reliable default model for a tutorial in which the tutor models a skill, then supports the child to try it, then observes the child working independently. This is a good all-purpose approach, but tutors may adapt this and use their own models to suit the objective and the child.

In general, children enjoy sessions which have obvious value, are related to their interests and they are able to join in. They especially like hands-on exercises which get away from pen and paper or book, which can often dominate sessions. They appreciate customised materials and topics and respond well when they know the tutor has tried hard to make the lesson varied, fun and meaningful.

Alternatives to pen and paper or book

Card-sorting, matching, grouping or putting in hierarchy or sequence

Numerical work using sweets, buttons, abacus, etc.

Computer-based text or games

Games and puzzles, e.g. which demand counting, vocabulary, spelling, computation

Magnetic letters, numbers, shapes, etc.

Drawing diagrams, spidergrams, charts, etc.

Given that many tutees have already struggled with the objectives in hand, it is wise to come at the objective in several different ways. For example, the child who has struggled to plan writing by talking about the topic might now benefit from planning using a diagram. A child who has learned a mathematic method by rote might now do better by coming at it through a practical activity set in a real-life situation so they understand its principles. In both these cases, the reverse is also true; they may have been struggling to secure the method which worked so well with another child. The aim is to equip children with a range of problem-solving strategies so that they have a number of ways to tackle future challenges.

Tutors have the freedom to use methods in which they are expert, but the prime consideration is the need of the child to secure their learning in the best way possible for them. It is possible to generalise about approaches to different kinds of objective.

| | |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Acquiring skills, procedures and knowledge</p> | <ul style="list-style-type: none"> • Build on prior knowledge and encourage the pupil to make links between known and related facts • Use 'thinking aloud' to help the pupil recognise and articulate the process and in mathematics make key vocabulary explicit • Give the answer and ask the pupil to make up some possible questions • Give the pupil some work with mistakes and ask them to identify what is wrong and how to put it right, for example in mathematics identify errors in a calculation • Ask the pupil to write some tips to help someone else remember the key steps/information • Help the pupil to annotate an example to highlight the key stages in the process, for example identifying key features of a text type in English • Provide a range of investigations to allow pupils to identify rules, patterns and justify choices, for example identifying and generalising about spelling patterns in English • Check skill is being applied in independent work • In mathematics compare, discuss and explain methods with the pupil |
| <p>Securing understanding, developing reasoning and processing information</p> | <ul style="list-style-type: none"> • Use matching activities to help the pupil to link related ideas and forms. For example, in mathematics, matching multiplication and division facts to arrays • Use sorting activities to focus on connections, for example in mathematics, sorting sets of equivalent algebraic expressions • Use a real context and help the pupil to link the real with the abstract • Use visual models, for example number lines, fraction walls, dynamic diagrams to help the pupil to 'see' the mathematics and later get the pupil to imagine and describe the same image. Use spidergrams, concept mapping and planning to organise thinking, for example planning for different forms of writing in English • Develop the range of pupil's questioning, for example open, closed and probing to extend thinking • Use open and closed questions and probing questions • Ask the pupil to pose his/her own questions or redesign a problem to make it harder or easier, for example, thinking of questions that require inference skills in English • Help the pupil to analyse, interpret and evaluate information shown in tables and graphs using subject-specific vocabulary • In mathematics make explicit connections within and between topics |

| | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Addressing misconceptions | <ul style="list-style-type: none"> • Use a statement (perhaps the misconception) and ask the pupil to explore when it is true and when it is false • Identify errors and use them as teaching points, for example aspects of punctuation such as use of the apostrophe or comma splicing in English • Use visual models to expose the misconception and provide a different way to think about the mathematics • In mathematics, compare conflicting answers and discuss the methods used • Use questioning to draw out pupils recognition of the error, for example encourage self-assessment against given criteria • Re-teach the misconception • Provide opportunities for scaffolded practice and independent use, for example by moving the pupil to independence by using the 'model, try, apply' teaching sequence |
| Solving problems | <ul style="list-style-type: none"> • Use open-ended problems, rich tasks and investigations • Help the pupil to look for patterns and make generalisations • Focus on method rather than the answer, for example <i>Find two different ways to...</i> and help the pupil to see why the different methods work • Discuss the language used in problems and highlight key words and information • Help the pupil to refine methods and ways of recording work |

How will I know if pupils are making progress?

Before the start of the tuition, the class teacher will have met with the pupil to identify strengths and specific gaps in learning. It is likely that the class teacher will have also used Assessing Pupil Progress (APP) to confirm their judgements and set pupil targets. You will have discussed these targets with the teacher when completing the Individual Tuition Plan (ITP). During the tuition session and across the tuition period you will need to use a range of strategies to review the progress of the pupil against these targets.

Essential to the effective delivery and success of the tuition package will be your ability to identify how the pupil's learning is progressing and to plan targeted next steps.

During the tuition you will use a range of strategies which include questioning, observation and discussion to gain an insight into how well the pupil is engaging with the session and how he/she is applying what has been learned in tuition and back in class.

You will also need to help the pupil to judge how well they are doing. Pupils must be responsible for their own learning. They need to be actively engaged in the process, encouraged to see for themselves how they have improved and what they need to do next. You will need to encourage the pupil to review their work constructively and critically, for example revisiting previous work to show the pupil how much they have improved.

For this to be successful, it is essential that the pupil has a clear understanding of both the learning objectives and outcomes of the session, so you will need to give the pupil opportunities to talk about what they have learned or found difficult. Ask them to explain their thinking: 'How did you do that?' Build time into the tuition session for the pupil to reflect upon their learning and identify with you their next steps. One of the major benefits of one-to-one tuition is that you can focus closely on the progress the pupil is making throughout each of the tuition sessions.

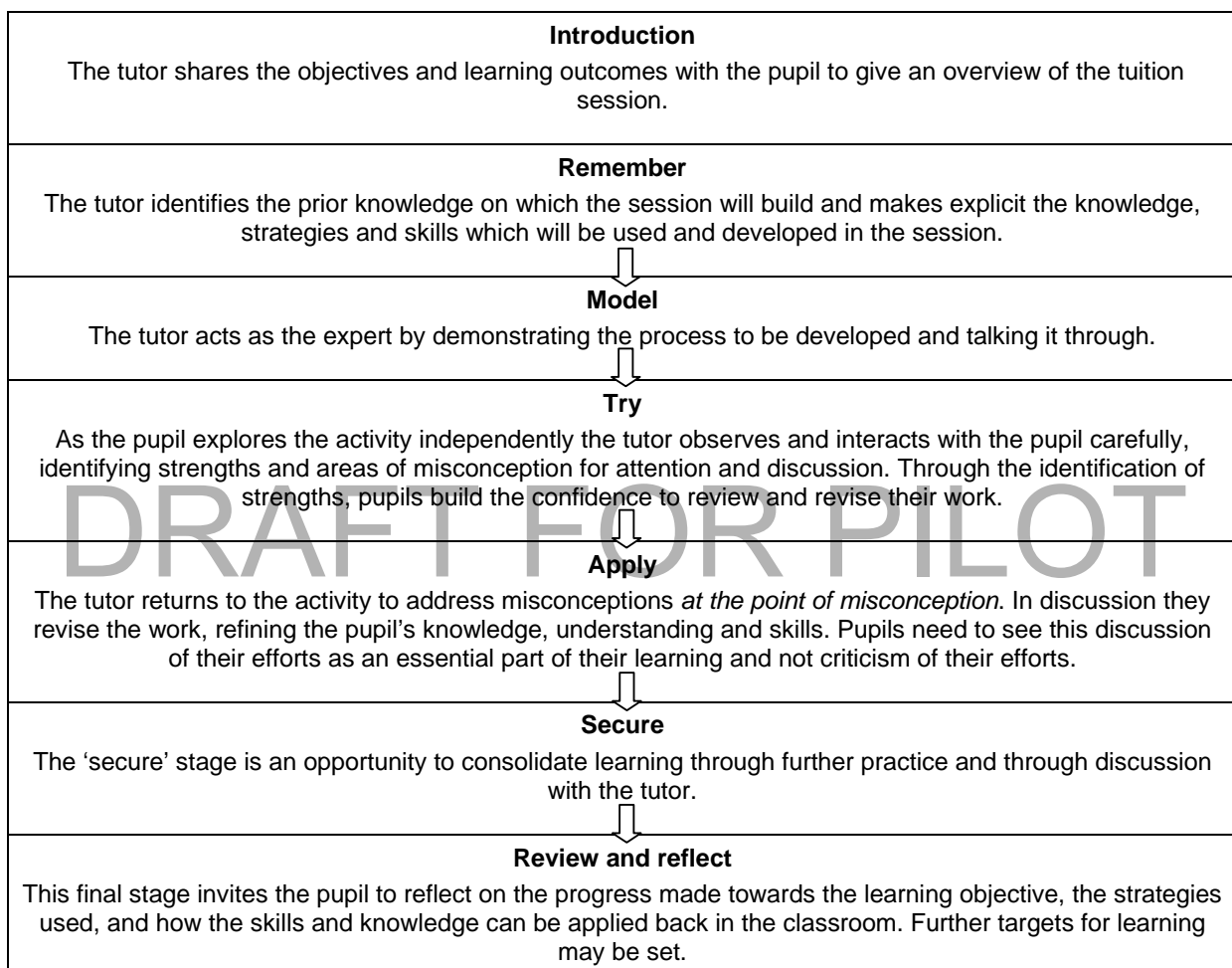
As part of the ongoing review and reflection of pupil progress you might also find it useful to use APP to confirm your judgements and highlight next steps to progress.

DRAFT FOR PILOT

Designing the structure

One-to-one teaching sequence – a model for successful practice

This model of a teaching sequence for one-to-one tuition provides a framework for developing skills, knowledge and understanding. The sequence should be adapted to meet the needs of the pupil and the learning objective. This may be particularly relevant at the **Model/Try/Apply** stages which may take place more than once during the tuition session.



Managing the first tutorial

The first tutorial is obviously important because it sets the tone, pace, style and standard for the others. Ideally, you will have met the pupil in advance, perhaps when you met the teacher, and you will have met them with a parent or carer on arrival and introduced yourself. Even so, once you and the pupil have settled down, you will need to take a moment to introduce yourself and establish a connection, and have checked that the child is comfortable. You could ask them directly to tell you something about themselves, where they live and what their interests are, looking for occasional connections. Making the pupil feel special is key to engaging them in one-to-one tuition and helps them to understand what makes individual tuition different.

From here you can guide the discussion to the focus of the tutorials by going over the objectives that have been set, and asking what they remember about learning these topics in school – what they had done, what they found hard, what they were sure of. This involves the tutee in laying before you some learning which they know to be poor, and they may feel exposed. So it's important at this moment to say something reassuring:

Reassuring pupils

- I know that problem; I can help with that...
- We can fix that in these sessions...
- I remember finding that tricky myself; I'm sure I can explain...
- I know some good ways to do that...

Finally, explain how the tutorials will work each week, how you will divide up the sessions, what is allowed, what typical things you might do, the expectation of talking and thinking aloud, and how the session will end and what happens in between sessions.

At this point, it is time to introduce today's objective and get on with the session.

Individual Tuition Plans and sample lessons

The focus of tuition lessons will be identified by the class teacher and planned through the use of the Individual Tuition Plan (ITP). The following sample lesson plans exemplify how to design a tutoring session based on the principles of remember, model, try, apply, secure, review and reflect in order to achieve the curricular target. This sequence however can be adapted to meet the needs of the pupil and the learning objective.

Each of the plans focuses on a specific target from the ITP and provides a detailed spotlight on one aspect of the teaching sequence, i.e. the shaded boxes.

During the tuition period, the ITP will be reviewed by the tutor with the class teacher and targets amended, where appropriate, to meet changing pupil needs.

Mathematics examples

Moving from level 3b to level 4c

To be able to solve problems involving division including dealing with remainders

Moving from level 3a to 4b

To be able to draw a conclusion from a frequency table and a graph

Moving from level 4a to level 5b

To be able to use and understand variables in a given context and in the related algebraic expression

Example 1

Billie has been working overall at level 3 but has difficulties with understanding division. She has good recall of multiplication facts but struggles with relating this to division. This ITP is designed to help Billie secure the link between multiplication and division, both visually and in problem solving and so support her progress with division towards level 4 and beyond.

| Individual Tuition Plan (ITP) | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupil information | Name: | School: |
| KS1/KS2/English/Mathematics* level: | Current level: 3b | Year Group: Target level: 4c |
| Name of parent/carer: | | |
| Tuition information | Name of tutor: | Time and location of tuition: |
| Start date: | Number of sessions: | |
| The following targets have been set and agreed by the class teacher/tutor/pupil and parent: | | |
| Target | What to teach | Success criteria |
| To be able to derive associated division facts from known multiplication facts | How to identify pairs of factors for given two-digit numbers discussing how this relates to multiplication facts using arrays as a visual image. How to form multiplication and division statements for given arrays. How to start from a multiplication fact and find the related division facts, including using larger multiples of 10. | The pupil can derive the division facts for a given multiplication fact, for example knowing 24 divided by 4 equals 6 from 4 multiplied by 6 equals 24. |
| To be able to use the language and symbols associated with division and multiplication (Incorporated into the teaching of each of the other targets) | How to use key language when explaining and describing different ways of visualising a two-digit number as an array. How to match division and multiplication statements to the associated arrays, and forming and justifying the pair of division statements from a given array. Exploring divisions in words and matching to division statements, including discussing incorrect statements. | The pupil can use the language of multiplication and division, including <i>factor</i> , <i>multiple</i> , <i>multiply</i> , <i>divide</i> and can devise accurate multiplication and division statements for given contexts. |
| To be able to solve problems involving division in context, including problems that involve dealing with remainders | How to identify the appropriate operation and solve word problems involving division or multiplication. Matching arrays, division and multiplication statements to word problems. Solving problems that involve remainders and interpreting the answer within the context. | The pupil can recognise when a problem involves division and extract the information to identify the correct division. He/she understands why some divisions have remainders and others do not. He/she can decide whether to round his/her answer up or down in the context of the problem. |
| We have discussed this Individual Tuition Plan and agree to the targets set. | | |
| Pupil/date | Parent/date | |
| Teacher/date | Tutor/date | |

Mathematics Sample lesson 1: Moving from level 3b to level 4c

| | |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target: To be able to solve problems involving division, including dealing with remainders | What to teach: Solving problems that involve remainders and interpreting the answer within the context |
| Introduction Discussing the focus for the lesson | Give the pupil a few minutes to think and talk about the key things he/she learned in the previous session. The objectives for the lesson are shared and will continue the focus on division, but working with problems. By the end of the lesson they will be able to solve problems, including those where the division does not have a whole-number answer. |
| Remember Identification of prior knowledge | Support the pupil in forming multiplication and division statements using given number and operation cards. Then ask the pupil to devise some divisions that have a fixed single-digit answer. <i>Q: How did you know this division would have the (given) answer? How did you think about it?</i> |
| Model Tutor demonstration of the process | Look together at a division problem in context, but where a remainder will be involved, e.g. gel pens are packaged in wallets of four. How many full wallets can be made from 25 gel pens? How many gel pens would be left over? Use a real wallet of gel pens to illustrate. |
| Try Exploration through activity | Begin to make changes to the problem, i.e. the total number of gel pens to be packaged, the number of gel pens in a wallet. Encourage the pupil to work through the number of full wallets and the number left over. <i>Q: What division do we need to do?</i> <i>Q: What might be a useful multiplication fact?</i> <i>Q: What information do you look for in the question to start to find the multiplication fact?</i> <i>Q: What is the answer? How would we record our method?</i> |
| Apply Scaffold pupil application of new learning | Introduce another problem, e.g. Children have to cross a river in boats that hold six people. Every boat must be full. How many boats would be needed for 28 children? How many children would be left behind? Give the pupil an incomplete table (any two of the three pieces of data) with information on total number of children, number of boats and number of children left behind. Ask pupil to find the missing numbers. <i>Q: Talk me through how you worked that out.</i> <i>Q: How would you record this as a division statement? (For one set of completed data)</i> |
| Secure Consolidation through activity and discussion | Ask the pupil to devise some division statements, e.g. <i>Q: Make up three different divisions that all have a remainder of 1. How did you do it?</i> <i>Q: Make up some divisions that have no remainder. How did you do this? Why don't they have a remainder?</i> |
| Review and reflect Reflecting on learning and progress | Give the pupil a few minutes to think and talk about the key things he/she has learned during the session. <i>Q: What can you do now that you could not do before the session?</i> <i>Q: Do you need to annotate any of your work to help you to see the important stages in your learning?</i> <i>Q: What are the important things you need to remember? How can you help yourself to remember these things?</i> |

Target: To be able to solve problems involving division, including dealing with remainders

The 'model' stage of the session

Modelling how to solve problems using division

Show the pupil the pack of four gel pens (or other as appropriate). Say you want to list some facts and start with '1 pack = 4 gel pens' on a piece of paper. Invite the pupil to give you more facts, for example 5 packs = 20 gel pens – take turns in identifying a fact and recording it on the paper.

Q: What operation are you using to find the number of gel pens for a given number of packs?

Write '? packs = 32 gel pens' and ask the pupil to fill in the missing number of packs. Do a few more – involving the pupil in setting you challenges too.

Q: What operation are you using to find the number of packs for a given number of gel pens? How would you write this down?

Q: Why is the four times table really important when thinking about these facts?

Ensure you move to a number of gel pens that is not a multiple of 4, e.g. What would happen if we had 25 gel pens? How many complete packs would that be? Would any be left over?

Q: What division do we need to do?

Q: What makes this different from the divisions we were doing on the paper?

Q: What might be a useful multiplication fact to help us with this division?

Q: How do you use the multiplication fact to find the number of packs and the number of pens left over?

Discuss how to decide whether the answer is 6 or 7 packs, and identify the key information in the question – 'complete packs'.

Support the pupil in recording the problem, the division and the answer. Help them to annotate their recording so they can see the links between the words and numbers in the problem and the answer.

The pupil may have problems with:

- Moving from the divisions that have exact answers, to those with remainders. Visual representations (see array below) may help the pupil to see the links. A matching activity might also help – asking the pupil to match arrays to divisions with remainders.

It may be helpful to use arrays of dots, discussing how this visual representation models the problem and provides the answer.

e.g. ••••
 ••••
 •••• 25 ÷ 4 = 6
 ••••
 ••••
 ••••

- remainder 1

Example 2

Jasminder is moving from level 3 to level 4 in mathematics and is very confident at collecting and representing data in tables and graphs. She finds it more difficult to interpret the information and draw valid conclusions. This ITP is designed to help her focus on the analysis and interpretation of tables and graphs.

| Individual Tuition Plan (ITP) | | |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupil information | Name: | School: |
| KS1/KS2/English/Mathematics* level: | Current level: 3a | Year Group: |
| Name of parent/carer: | Target level: 4b | |
| Tuition information | Name of tutor: | Time and location of tuition: |
| Start date: | Number of sessions: | |
| The following targets have been set and agreed by the class teacher/tutor/pupil and parent: | | |
| Target | What to teach | Success criteria |
| To be able to interpret the information given on a range of different graphs and charts. | How to extract information from tables. How to describe data represented in pictograms and bar charts (including grouped data). How to read scales to interpret axes. How to extract information from graphs. | The pupil can extract information from a table. He/she can read information from a pictogram and bar chart and explain what the graph is showing. |
| To be able to draw a conclusion from a frequency table and a graph. | How to interpret and link information shown on a bar chart and in a frequency table. How to form simple statements and draw conclusions from the data represented. How to compare information shown on different graphs. | The pupil can match data represented in a frequency table to an appropriate graph. The pupil can form simple statements and conclusions from the information shown on a graph and/or in a table. He/she can make comparisons between data represented in different forms. |
| To be able to interpret simple line graphs, understanding the meaning of points between labelled divisions on the axes. | How to read the scales on the axes on a range of different line graphs. How to find and read given points on a line graph including those lying between labelled divisions. How to describe the 'story' or trend shown on the graph. | The pupil can read and interpret points on a simple line graph. |
| We have discussed this Individual Tuition Plan and agree to the targets set. | | |
| Pupil/date | | Parent/date |
| Teacher/date | | Tutor/date |

Mathematics Sample lesson 2: Moving from level 3a to level 4b.

| | |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target: To be able to draw a conclusion from a frequency table and a graph | What to teach: How to interpret and link information shown on a bar chart and in a frequency table. How to form simple statements and conclusions, using appropriate mathematical language, from the data represented. |
| Introduction Discussing the focus for the lesson | The objectives for the lesson are shared. Explain to the pupil that this session will continue the work on interpreting data shown in graphs and tables. By the end of the session he/she will be able to compare data represented in different ways and draw simple conclusions from it. |
| Remember Identification of prior knowledge | Show the pupil a bar chart, e.g. a graph showing the number of road traffic accidents in the local area over the last year. Ask the pupil a series of questions to cue them in to the graph and to recap on the key features of the graph (title, axes, labels), for example <i>Q: In which month did the most accidents happen? What did you look for to find out?</i> <i>Q: How many accidents in total were there throughout the year? How do you know?</i> <i>Q: In how many months were there more than 10 accidents?</i> |
| Model Tutor demonstration of the process | Using a simple spreadsheet prepared before the session, show the pupil a frequency table based on the graph used at the 'remember' stage. <i>Q: What does the word 'frequency' mean?</i> Use the chart wizard to display the data in a bar chart. Demonstrate how a change to one of the frequencies in the table produces a corresponding change to the height of the relevant bar. Working with the pupil model some statements/conclusions that can be drawn from the frequency table and the graph. Write each one on a separate card, e.g. <i>'Over half the number of accidents happened in November, December and January'</i> Emphasise the need for accurate use of language. Discuss with the pupil possible reasons behind the data, e.g. darker evenings, icy conditions, poor visibility, etc. Show how sometimes it is easier to get the information from the graph and sometimes from the frequency table. |
| Try Exploration through activity | Introduce a new bar chart, e.g. the number of people who went to a swimming pool each day during one week. Give the pupil a frequency table that is incomplete. Ask the pupil to use the graph to complete the frequency table and then to write three statements/conclusions about the data represented. Review the statements with the pupil and refine and improve them as appropriate. <i>Q: Why is this statement better?</i> <i>Q: Can you convince me that your statement is correct?</i> |
| Apply Scaffold pupil application of new learning | Show the pupil a set of cards which include two different bar charts, the related frequency tables and some statements/conclusions. Ask the pupil to sort the cards. <i>Q: Which cards can be grouped together? How do you know?</i> |
| Secure Consolidation through activity and discussion | Working with two related bar charts, e.g. the sports played by children in Year 5 and those played by children in Year 6, ask the pupil to write a statement for each one that will distinguish it from the other bar chart. Support the pupil with reviewing the statements, making sure the language used is clear and accurate. |
| Review and reflect Reflecting on learning and progress | Discuss with the pupil the key things he/she has learned during the session. |

Target: To be able to draw a conclusion from a graph or table

The 'apply' stage of the session

Use a set of cards similar to those on page 20.

Show the pupil the two bar charts of the goals scored during a penalty-taking competition. Introduce the two frequency tables and ask him/her to match each table to the right graph and then complete the missing figures.

Q: *What do these graphs show?*

Q: *What does each bar represent?*

Q: *What does the word 'frequency' mean?*

Ask the pupil to look at the remaining cards. Some of the cards have missing information.

Q: *Can you use the tables and the graphs to complete the missing information?*

Q: *Can you match each card to the right graph? Why does that statement go with that graph?*

Discuss each card with the pupil and refer to both the table and the graph to check decisions made.

Introduce two blank cards and ask the pupil to write one more statement for each graph. Review the statements with the pupil and refine them as appropriate.

The pupil may have problems with:

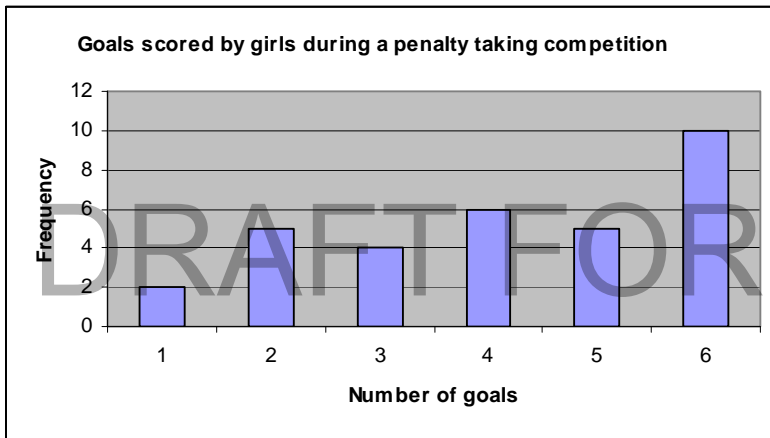
- Reading the information from the graphs and tables

Use a series of closed questions to encourage the pupil to read off simple information from each graph and table. Check that the pupil understands the scales and labels used on the axes. Ask the pupil to make up one or two questions that can be answered using the data represented.

- Formulating oral and written statements using accurate and specific language
Support the pupil to draft and refine statements. Share lots of examples and model different language using a range of mathematical vocabulary.



| Number of goals | Frequency |
|-----------------|-----------|
| 1 | 3 |
| 2 | 4 |
| 3 | |
| 4 | |
| 5 | 5 |
| 6 | |
| Total | |



| Number of goals | Frequency |
|-----------------|-----------|
| 1 | |
| 2 | 5 |
| 3 | 4 |
| 4 | |
| 5 | 5 |
| 6 | |
| Total | |

7 children scored 4 goals

4 children scored 3 goals

_____ boys scored 4 or more goals

The most common number of goals scored was 6

_____ girls took part in the penalty-taking competition

The greatest number of goals was scored by the _____

Example 3

Edward has begun work using simple formulae and recognises that letters can be used to represent unknown numbers. However, he has developed some misconceptions confusing expressions such as $2n$ and $2+n$ and he does not understand variables. This ITP is designed to help Edward improve his manipulation of basic algebra and secure his understanding of variables.

| Individual Tuition Plan (ITP) | | | | |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------|
| Pupil information | | Name: | School: | Year Group: |
| KS1/KS2/English/Mathematics* level: | | Current level: 4a | Target level: 5b | |
| Name of parent/carer: | | | | |
| Tuition information | | Name of tutor: | Time and location of tuition: | |
| Start date: | | Number of sessions: | | |
| The following targets have been set and agreed by the class teacher/tutor/pupil and parent: | | | | |
| Target | What to teach | Success criteria | | |
| To be able to use and understand variables in a given context and in the related algebraic expression | How a variable can represent any number. How to use variables to write simple expressions, recognising algebraic conventions such as $3n$ means $3 \times n$ or $n + n + n$. How to use and write simple expressions with brackets. How variables can be used to write expressions in meaningful contexts. | The pupil can use variables to form simple algebraic expressions. The pupil understands that a variable can represent any number. The pupil can use with understanding key vocabulary such as <i>term</i> , <i>expression</i> and <i>variable</i> . | | |
| To understand that algebraic operations follow the rules of arithmetic | Through generalising from arithmetic explore how algebraic operations follow the same order as arithmetic ones, i.e. that multiplication and division take precedence over addition and subtraction, that commutative and associative laws apply to algebraic expressions, and that brackets indicate the operation to be performed first. | Through knowing the order of operations the pupil can form and use algebraic expressions. He/she can distinguish the difference between expressions such as $4(a + 3)$ and $4a + 3$. | | |
| To be able to simplify algebraic expressions | How to manipulate simple expressions by collecting like terms. How to recognise and form equivalent expressions. Approaches might include pyramid puzzles or perimeter problems. How to multiply a single term over a bracket by generalising from the grid method for multiplication. | The pupil can combine and manipulate expressions to write them as simply as possible. He/she can recognise equivalent expressions. | | |
| We have discussed this Individual Tuition Plan and agree to the targets set. | | | | |
| Pupil/date | | Parent/date | | |
| Teacher/date | | Tutor/date | | |

Mathematics Sample lesson 3: Moving from level 4a to level 5b

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Target: To be able to use and understand variables in a given context and in the related algebraic expression</p> <p>Within this lesson aspects of the target To understand that algebraic operations follow the rules of arithmetic will also be covered.</p> | <p>What to teach:</p> <ul style="list-style-type: none"> • How a variable can represent any number • How variables can be used to write expressions in meaningful contexts |
| <p>Introduction Discussing the focus for the lesson</p> | <p>The objectives for the lesson are shared. Explain that this session will build on the pupils' knowledge and understanding of the language of algebra. By the end of the session he/she will be able to form algebraic expressions from simple word problems.</p> |
| <p>Remember Identification of prior knowledge</p> | <p>Use a target board or a matching activity to recap on some of the algebraic conventions discussed in the previous lesson. Recap on the meaning of key words such as <i>term</i> and <i>expression</i>.</p> <p>Q: <i>What does $5a$ mean? Can you write it a different way?</i></p> |
| <p>Model Tutor demonstration of the process</p> | <p>Look at a range of different expressions written in words (on a set of cards) and model the use of letter symbols to write them as algebraic expressions, e.g. 'any number take away 4' can be written as $n - 4$ and that this is the same as 'subtract 4 from any number'. Discuss how n can represent any number and therefore it is called a variable.</p> <p>Include examples with more than one operation and some written in context, e.g. 'a number multiplied by itself and then add 8', 'Ruby has a bag containing n counters. Paul has twice as many counters as Ruby'.</p> <p>Discuss the different ways of writing the expressions using algebraic conventions.</p> <p>Q: <i>Is there another way you could write that expression?</i></p> <p>Q: <i>Can you explain why these two expressions are the same?</i></p> |
| <p>Try Exploration through activity</p> | <p>Ask the pupil to work on a card-sort activity to match some algebraic expressions to their meanings written in words. Include different ways of writing the same expression, e.g. $\frac{1}{2}a$ and $a \div 2$.</p> <p>Discuss the card sort with the pupil.</p> <p>Q: <i>What important information is given in the question?</i></p> <p>Q: <i>Does it matter which letter you use for...?</i></p> <p>Q: <i>Can you express that in a different way?</i></p> |
| <p>Apply Scaffold pupil application of new learning</p> | <p>Select six different algebraic expressions from the previous activity. Ask the pupil to sequence the expressions for a given value of the variable n, e.g. 5. Encourage the pupil to change the value of n and explore if the sequence changes.</p> <p>Q: <i>What would happen to the sequence if n was 10? 100? - 1? $\frac{1}{2}$?</i></p> |
| <p>Secure Consolidation through activity and discussion</p> | <p>Ask the pupil to write their own word problem and resulting algebraic expressions. Encourage them to use a range of different algebraic conventions.</p> <p>Q: <i>Can you rewrite any of your expressions in a different way?</i></p> |
| <p>Review and reflect Reflecting on learning and progress</p> | <p>Review the outcomes of the pupil's own word problem and reflect on the key points covered in the session.</p> <p>Check that the pupil does understand:</p> <ul style="list-style-type: none"> • the difference between expressions such as $2n$, $n + 2$, n^2, $n - 2$ and $2 - n$ • that a variable can represent any number. |

Target: To use letter symbols to represent unknown numbers

The 'try' stage of the session

Exploring the use of letter symbols to represent unknown numbers

Present the pupil with a set of cards with some statements written in words, e.g.

'Jack has n tracks on his MP3 player'

'Katy has three more tracks than Jack'

'George has three times as many tracks as Jack'

'Tom has five tracks less than Jack'

'Ali has half as many tracks as George'

'Tanya has twice as many tracks as Tom'

Introduce the cards with the expressions written in symbols. Include some examples of expressions written in different ways and some extra ones, e.g.

n

$n + 3$

$3n$

$\frac{1}{2}n$

$n - 5$

$3n + 4$

$2(n - 5)$

$n \times 3$

$(3 \times n) + 4$

$2n - 10$

$n - 3$

$2n - 5$

Discuss the use of n to represent the number of tracks that Jack has on his MP3 player. Ask the pupil to match the cards.

Q: *Why does n represent a variable?*

Discuss the outcomes of the card sort.

Q: *Why did you choose that expression?*

Q: *Is there another card that we could also use for that expression?*

Q: *Can you tell me another way we could write it?*

Look at any cards that have not been used.

Q: *Can you write a statement in words for this expression?*

The pupil may have problems with:

- recognising that n represents a variable

A common misconception is that a letter can only represent one particular number. At the end of the card-matching activity it may be helpful to work through some examples using different values for n (see apply stage).

- confusing expressions *such as* $3n$ and $n + 3$

It will be important to keep emphasising the language of algebra and the order of operations, e.g. $3n$ means ' n multiplied by 3' or $n + n + n$.

English examples

Moving from level 3a to 4c in reading

To understand implied meanings by reading between the lines

Moving from level 5c to 5b in reading

To be able to identify some features of a writer's use of language and to explain their effect on the reader

Moving from 2b to 2a in writing

To be able to use interesting vocabulary, varying the use of verbs for effect and keeping the tense consistent

Moving from 2a to 3c in writing

To be able to use a range of verbs, nouns and adjectives for impact

Moving from level 3a to 4c in writing

To be able to structure paragraphs with a clear topic sentence and further supportive detail

Moving from level 4a to 5c in writing

To be able to link ideas in and between sentences, using a wider range of connectives

DRAFT FOR PILOT

Example 1

Josh is a good literal reader. He has a range of strategies to tackle unfamiliar vocabulary and he is able to apply these to longer and increasingly challenging texts. He enjoys reading and is growing in confidence. This ITP is designed to help Josh 'read between the lines' as his understanding remains stubbornly at a literal level.

| Making Good Progress | | |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Individual Tuition Plan (ITP) | | |
| Pupil information | Name: | School: |
| | KS1/KS2/English/Mathematics* level: | Current level: 3a |
| | Name of parent/carer: | Year Group: |
| | | Target level: 4c |
| Tuition information | Name of tutor: | Time and location of tuition: |
| | Start date: | Number of sessions: |
| The following targets have been set and agreed by the class teacher/tutor/pupil and parent: | | |
| Target | What to teach | Success criteria |
| To be able to plan and organise writing in a range of non-fiction text types | How to collect, select and assemble information and ideas into a suitable planning format for a range of non-fiction text types How to organise information and ideas into a coherent sequence | The pupil can plan and organise writing in a range of non-fiction text types |
| To be able to structure paragraphs with a clear topic sentence and further supportive detail | How to use topic sentences How to expand a paragraph by using material that exemplifies the main point | The pupil can structure paragraphs with a clear topic sentence and further supportive detail |
| To understand implied meanings by 'reading between the lines' | How to make inferences based on evidence from different parts of a text How to support comments on a text with relevant references | The pupil can understand implied meaning in a text |
| We have discussed this Individual Tuition Plan and agree to the targets set. | | |
| Pupil/date | | Parent/date |
| Teacher/date | | Tutor/date |

English sample lesson 1: moving from level 3a to 4c in reading

| | |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target: To understand implied meanings by ‘reading between the lines’ | What to teach: <ul style="list-style-type: none"> • How to make inferences based on evidence from different parts of a text • How to support comments on a text with relevant references |
| Introduction Sharing of objectives and learning outcomes | The objectives for the lesson are shared. Explain that this session will focus on the way readers sometimes have to act as ‘detectives’, to work out a writer’s meaning from clues in the text. Sometimes, a writer will suggest or imply something, leaving the reader to work a little harder to infer the meaning. Sometimes readers will infer different things from the same text, so it is important to be able to support your ideas and inferences with evidence from the text. |
| Remember Identification of prior knowledge | Remind the pupil about the way, as readers, we sometimes have to ‘read between the lines’ or infer a writer’s meaning. Even though it can seem difficult to understand something that we are not directly told, we actually do it all the time. Give one or two examples of times when you might infer meaning. For example, if you read that a character was crying, you might infer that he/she was sad or upset without being directly told this. |
| Model Tutor demonstration of the process | Model the process of making inferences by reading an extract from a piece of text and thinking aloud as a reader, verbalising your thought processes as you respond to certain words or phrases in the text and annotating the text where appropriate to show how and where you are making inferences. Orally rehearse the construction of a detailed response, for example, ‘It says here that ‘silent tears were trickling down Samuel’s face’. This suggests to me that Samuel is very upset about something but doesn’t want anybody to know.’ |
| Try Exploration through activity | Ask the pupil to continue reading the text and to jot down two or three more things that can be inferred. Ask him/her to highlight or underline evidence from the text that supports his/her inferences. Then share your responses with each other, teasing out any similarities or differences in your responses. Ensure that all responses are supported with convincing evidence from the text. |
| Apply Scaffolded pupil application of new learning | Provide a further piece of text and ask the pupil to read it independently. Provide a series of question prompts, ranging from those that require information retrieval at a literal level, to those that require inference. Ask the pupil to distinguish between the two, and explain how he/she was able to answer the questions that required an element of inference. |
| Secure Consolidation through activity and discussion | Ask the pupil to provide developed answers for the three questions requiring inference using sentence scaffolds such as ‘this suggests that’ or ‘this implies that’. |
| Review and reflect Reflecting on learning and progress | Give the pupil a few minutes to think and talk about the key things he/she has learned during the session. Ask him/her to find an opportunity before the next session to practise making inferences from a text he/she is reading either in class or at home. |

The 'apply' stage of the session

Provide a further piece of text and ask the pupil to read it independently. Provide a series of question prompts, ranging from those that require information retrieval at a literal level, to those that require inference.

Exemplar text

'Well, that was terrifically helpful,' snarled Jack, as he waded through the flood water to search for his bag. The two girls were already running down the street, laughing loudly and turning to see Jack struggling – up to his knees now in muddy water. His school bag – his new school bag – was in there somewhere. He wasn't looking forward to going home and facing his mum.

Suggested question prompts:

- How is Jack feeling and how do we know?*
- What has Jack lost in the muddy water?*
- What have the girls done?
- How does Jack expect his mum to react when he goes home?
- Who else lives at home with Jack?*

Three of these questions require simple information retrieval – the answers can be found in the text.* The other two require a certain amount of working out – 'reading between the lines' or inference – because the writer doesn't explicitly tell us the answer.

Ask the pupil to answer the five questions and then sort them into two columns: those that require inference and those that don't. Take feedback at this point to check that the pupil has correctly identified the questions that required an element of inference. Discuss the answers and ask the pupil to explain how he/she was able to answer these questions.

The pupil may have problems working beyond the literal level of the text. Alternatively, he/she may be able to answer the questions requiring inference but may be unable to explain how he/she was able to arrive at the answer. An element of empathy is acceptable, for example, 'I wouldn't be happy if I had to wade through muddy water', but it is important to support pupil to root his/her answers in the text, for example, 'The writer uses the word "snarled" which suggests that Jack is quite angry about what has just happened.'

It may be helpful to provide sentence starters to help the pupil to develop their responses, such as:

The writer says...which suggests that...

It says that...which implies that...

The writer uses the word...which may mean that...

It is also essential to provide an appropriate text that provides the reader with plenty of opportunities to draw inferences from implied meaning.

Example 2

Amanda is able to find relevant points in a text and support them with textual detail. She is able to make inferences which are also based securely on textual evidence. She is beginning to sense the writer at work behind the text. This ITP is designed to help Amanda comment specifically on the way a writer uses words and phrases to create a particular effect for the reader.

Making Good Progress Individual Tuition Plan (ITP)

Pupil information Name: _____ School: _____ Year Group: _____
 KS1/KS2/English/Mathematics* level: _____ Current level: 5c Target level: 5b
 Name of parent/carer: _____
Tuition information Name of tutor: _____ Time and location of tuition: _____
 Start date: _____ Number of sessions: _____

The following targets have been set and agreed by the class teacher/tutor/pupil and parent:

| Target | What to teach | Success criteria |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| To be able to identify the features of a writer's use of language and to explain their effect on the reader | How to identify some of the choices a writer makes at word and sentence level How to comment on the effect of a writer's language choices | The pupil can identify some features of a writer's use of language and is able to explain their effect on the reader |
| To be able to link ideas in and between sentences, using a wider range of connectives | How to use a wide and appropriate range of connectives How to use connectives to link ideas within and between sentences | The pupil can link ideas in and between sentences, using a wider range of connectives |
| To choose and deploy vocabulary for effect | How to use a wider range of vocabulary How to use vocabulary in order to create an effect on the reader | The pupil can choose and deploy vocabulary for effect |

We have discussed this Individual Tuition Plan and agree to the targets set.

Pupil/date _____ Parent/date _____
 Teacher/date _____ Tutor/date _____

English sample lesson 2: moving from level 5c to 5b in reading

| | |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Target: To be able to identify the features of a writer's use of language and to explain their effect on the reader</p> | <p>What to teach:</p> <ul style="list-style-type: none"> • How to identify some of the choices a writer makes at word and sentence level • How to comment on the effect of a writer's language choices |
| <p>Introduction Sharing of objectives and learning outcomes</p> | <p>The objectives for the lesson are shared. Explain that this session will focus on the way a writer chooses to use words and groups of words in order to make the reader respond in a particular way. This session will focus on a writer's language choices in a piece of narrative writing.</p> |
| <p>Remember Identification of prior knowledge</p> | <p>Remind the pupil about the way writers make choices about the words and phrases they use in order to make the reader think or feel in a particular way. Explain that it is helpful to be aware of this when we are both reading and writing, taking the opportunity to explore 'readerly' and 'writerly' behaviours such as 'reading as a writer' and 'writing as a reader'.</p> |
| <p>Model Tutor demonstration of the process</p> | <p>Model the process of 'reading as a writer' by reading an extract from a piece of descriptive or narrative prose and thinking aloud as a reader, verbalising your thought processes as you respond to certain words or phrases in the text.</p> |
| <p>Try Exploration through activity</p> | <p>Ask the pupil to continue reading the text and to highlight three words or phrases which he/she finds particularly interesting and effective, jotting down his/her responses around the text. Complete the same process yourself at the same time. Then share your responses with each other, teasing out any similarities or differences in your responses. Ensure that the emphasis is on explaining and justifying rather than a 'right or wrong' response.</p> |
| <p>Apply Scaffolded pupil application of new learning</p> | <p>Give the pupil another text with some key, descriptive words missing. Provide three alternative words for each gap and ask the pupil to decide which would be the most effective if he/she wanted to create a particular mood or effect, e.g. mysterious, sad or mischievous. Ask him/her to explain why he/she chose those words rather than the others and, in particular, the effect created by them.</p> |
| <p>Secure Consolidation through activity and discussion</p> | <p>Share the original version of the second text with the pupil and ask him/her to comment on the words the writer chose to use. Focus on the effect created and the way we are likely to respond as a reader.</p> |
| <p>Review and reflect Reflecting on learning and progress</p> | <p>Give the pupil a few minutes to think and talk about the key things he/she has learned during the session. Ask him/her to find an opportunity before the next session to 'read as a writer' either in an English lesson or when reading independently for pleasure.</p> |

The 'model' stage of the session

Model the process of 'reading as a writer' by reading an extract from a piece of descriptive or narrative prose and thinking aloud as a reader, verbalising your thought processes as you respond to certain words or phrases in the text.

Exemplar text

'Shinti knew that she shouldn't have gone into the old mill. It was years since anyone had lived there and part of the roof had fallen in. Her father had warned her about it and she had promised that she would stay away. Nevertheless, she was curious.

As she wandered up the lane, the wind tickled her face – a cool breeze springing up inexplicably from nowhere. Ahead of her, she could see the mill – its open door seemed to be swinging slowly on its hinges which made a dry, creaking sound as they moved.'

For example, 'I really like the way the wind "tickles" the girl's face. It suggests that the wind is teasing her in an almost playful way. This seems strange though, as the rest of the paragraph feels more threatening. For example, the breeze that seems to come from nowhere is "cool" and the "dry, creaking sound" of the door sounds harsh and unpleasant. The door "swinging slowly on its hinges" makes me wonder whether somebody has simply left it open or whether it is moving of its own accord. It all seems to suggest to me that something bad is about to happen and I want to warn Shinti not to go in there! She will though, because the writer has described her as "curious" and it's clear that she will disregard her father's advice and break her promise to him. I've lost a bit of sympathy for her because of that so perhaps she deserves what's coming. . . Actually, when I reread the passage, I can see that the wind tickling her face isn't pleasant at all – in fact even the wind seems to be toying with her and leading her into danger.'

The pupil may have problems responding to language choices in a detached or objective way. He/she may respond in terms of either liking or disliking certain words or phrases, or perhaps spotting particular features such as alliteration or onomatopoeia without understanding the effect created by their use. They may accept the text as a 'given', finding it hard to recognise the writer at work behind it. They may be clear about their own response to the text without fully understanding that the writer has deliberately chosen and positioned certain words and phrases in order to create these effects.

It may be helpful to text mark or annotate the text as you think aloud, in order to model the way we can isolate particular words or phrases of interest, such as, 'tickled', 'cool breeze', 'swinging slowly on its hinges', 'dry, creaking sound'. It may also be helpful to ask the pupil how the effect on the reader would be different if the writer had chosen a different word, for example, 'brushed' rather than 'tickled' or 'warm' rather than 'cool'.

Example 3

Rachel enjoys writing and is displaying some evidence of simple structure but is not consistently organising into paragraphs or sections. Due to her limited vocabulary she also tends to use the same words in different places within her writing and these are sometimes not appropriate to the text type. This ITP is designed to help Rachel organise the content of her writing into sections or paragraphs and use appropriate vocabulary to increase interest and effect.

Making Good Progress Individual Tuition Plan (ITP)

Pupil information Name: _____ School: _____ Year Group: _____
 KS1/KS2/English/Mathematics* level: _____ Current level: 2b Target level: 2a
 Name of parent/carer: _____

Tuition information Name of tutor: _____ Time and location of tuition: _____
 Start date: _____ Number of sessions: _____

The following targets have been set and agreed by the class teacher/tutor/pupil and parent:

| Target | What to teach | Success criteria |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate clear sections in different forms of writing | How to organise related content into sections or paragraphs and sequence information for writing. How to sequence information in a coherent or interesting way for the reader. | The pupil can decide on an appropriate sequence of information for a particular text type. The pupil's planning demonstrates that each section or paragraph will convey related information. When writing, each section or paragraph contains related material or information. |
| Use interesting vocabulary, varying the use of verbs for effect, keeping the tense consistent | How to maintain consistent past tense when writing narrative. Knowing the past tense forms of high-frequency irregular verbs. | The pupil can identify a narrative written in the past tense. The pupil can choose and use the correct forms of common and familiar verbs when writing past tense narrative independently. |
| Select and use vocabulary appropriate to different text types | How to identify the audience and purpose of different types of writing. Extending vocabulary: how to select words for specific purposes and effects. How to recognise and improve on poor or inappropriate word choices. | The pupil recognises and can explain the effect of identified vocabulary on the reader. The pupil can give reasons for selection and use of specific vocabulary. The pupil can select words which are appropriate to the text type and use them in their writing. |

We have discussed this Individual Tuition Plan and agree to the targets set.

Pupil/date _____ Parent/date _____
 Teacher/date _____ Tutor/date _____

English Sample lesson 3: Moving from level 2b to level 2a

| | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Target: Use interesting vocabulary, varying the use of verbs for effect, keeping the tense consistent</p> | <p>What to teach:</p> <ul style="list-style-type: none"> • How to maintain consistent past tense when writing narrative. • Knowing the past tense forms of high-frequency irregular verbs. |
| <p>Introduction Sharing of objectives and learning outcomes</p> | <p>The tutor describes the writing activity and the context/purpose for writing.</p> |
| <p>Remember Identification of prior knowledge</p> | <p>The tutor reminds the pupil of key learning points from recent lessons where verbs and tense have been the focus, for example during a shared and a guided writing session. Resources from these lessons are used here to revisit the main points and refresh key vocabulary. The tutor uses discussion and questions to check that the pupil understands the meaning of the word 'tense' and the concept of 'past' and 'present'.</p> |
| <p>Model Tutor demonstration of the process</p> | <p>The tutor writes the first few sentences of text, modelling confident and fluent composition. As each sentence is composed, the tutor models how to check for consistent tense and correct verb forms. <i>I'm writing my story in the past tense. One day, a boy called Chen went to his friend's house. His friend was very ill so Chen takes some grapes. Chen WENT. That's right – it's in the past so he WENT. His friend WAS ill. WAS, not IS. Chen takes some grapes – whoops! TAKES...sounds as if it's happening now, not in the past. I need to change that verb. TOOK. Chen TOOK some grapes.</i></p> |
| <p>Try Exploration through activity</p> | <p>The pupil writes the first few sentences of his or her own text, and is asked to apply the same strategy of reading aloud to check the verbs and make sure the story sounds as if it is happening in the past. The tutor supports the pupil in sustaining writing for several sentences but does not intervene in the child's use of past tense verbs, as this is an opportunity to assess, by observation, the pupil's knowledge and understanding when writing independently.</p> |
| <p>Apply Scaffolded pupil application of new learning</p> | <p>The tutor models writing the next two or three sentences of their own text, using verbs that will provide examples to move the pupil's learning forward, based on evidence from the TRY stage. The pupil continues writing his or her own text, scaffolded by intervention from the tutor, focused on the next learning steps.</p> |
| <p>Secure Consolidation through activity and discussion</p> | <p>The tutor draws the pupil's attention to the past tense verbs they have each used in their texts so far, including any irregular verbs that do not follow the pattern of simply adding a suffix to indicate past tense. If appropriate, the tutor can refer to an example where the present tense is used in a narrative, for example within direct speech, and the reasons for the tense change are discussed.</p> |
| <p>Review and reflect Reflecting on learning and progress</p> | <p>The pupil notes/records any significant verbs for future reference, for example if there has been confusion (<i>They singed instead of they sang; thinked/thought, stoppt/stopped</i>). The pupil is shown an example of own recent independent writing where past tense has not been used consistently, and is asked if he/she can now see how the writing can be improved.</p> |

The 'apply' stage of the session

The tutor models writing the next two or three sentences of their own text, employing correct examples of verbs *based on the observed misconceptions and inaccuracies in the pupil's independent application of the strategy*. For example, if the pupil is confused over past tense forms of irregular verbs, the tutor uses the correct forms of the same verbs the pupil has written inaccurately, providing models that can be referred to during directed writing.

The pupil The pupil then continues writing his or her own text, applying the strategy of reading aloud to check for past tense. The pupil is encouraged to read back as each sentence is composed to hear the accumulating effect of accurate and consistent use of tense and to help identify incorrect verbs.

The tutor scaffolds the pupil's writing, focusing on the key learning steps needed to move the pupil forward. The main teaching focus for this part of the sequence is flexible and is based on the evidence from the pupil's independent writing.

For example, if the pupil is unable to *identify words that can indicate either past or present tense* (because they are verbs) and fails to notice when tense is not maintained, this would need to be addressed as a priority.

If the pupil *consistently uses analogy to create past tense verb forms* (e.g. by adding an *ed* suffix: *she thought / we went out*), the focus could be on using and remembering common verbs that do not follow the same pattern. Correct examples included in the tutor's own writing can be used as models.

If the pupil is able to *select correct past tense verbs more easily from aural memory*, directed writing could emphasise the use of oral drafting.

If the pupil uses the past tense correctly for a while but *fails to maintain consistency when orchestrating skills of composition and transcription*, the tutor could direct the pupil to remember to check tense for each sentence or could scribe for the pupil, allowing a more extended focus on composition.

The pupil may have difficulty with one or more aspects of the strategy:

- *identifying* which words indicate tense and therefore need checking (verbs)
- *knowing* the past tense forms of irregular verbs, especially if non-standard forms are used in the pupil's spoken language
- *knowing how* to write verbs that are used accurately when speaking
- *maintaining* the writing stamina to apply the strategy for more than the first few sentences in a longer text.

Example 4

Tim attempts to organise his ideas and his writing demonstrates evidence of structure but this is often inconsistent organisation of paragraphs and sections of text. He does attempt to use more interesting vocabulary but his word choices are sometimes inappropriate to the task or text type. This ITP is designed to help Tim improve his planning of writing to support the identification of vocabulary in a sentence which will have the most impact on the reader.

| Individual Tuition Plan (ITP) | | | | |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------|
| Pupil information | | Name: | School: | Year Group: |
| KS1/KS2/English/Mathematics* level: | | Current level: 2a | Target level: 3c | |
| Name of parent/carer: | | | | |
| Tuition information | | Name of tutor: | Time and location of tuition: | |
| Start date: | | Number of sessions: | | |
| The following targets have been set and agreed by the class teacher/tutor/pupil and parent: | | | | |
| Target | What to teach | Success criteria | | |
| Group related material into paragraphs | How to organise related content into paragraphs for writing. How to sequence information in a coherent or interesting way for the reader. How to organise sections into paragraphs in order to convey meaning clearly for the reader. | The pupil can decide on an appropriate sequence of information for a particular text type. The pupil's planning demonstrates that each paragraph will convey a main idea. When writing, each paragraph contains related material or information. | | |
| Use a range of verbs, nouns and adjectives for impact | How to identify which words in a sentence create impact for a reader. How to use vocabulary for impact by varying sentence structure. | When writing, the pupil recognises which words will have the most impact on a reader. The pupil varies sentence structure to use 'high impact' verbs, nouns and adjectives. | | |
| Use specific vocabulary, varying nouns, verbs and adjectives | During reading and oral work identify and discuss use of precise vocabulary in order to create a desired effect on the reader. How to select words to create specific effects. How to recognise and improve on poor word choices considering the reader's response. | The pupil recognises and can explain the effect of specific vocabulary on the reader. The pupil can give reasons for selection and use of vocabulary. When writing, detail is added through the use of adjectives and extended noun phrases. Verbs and nouns are selected and used to create a desired effect on the reader. | | |
| We have discussed this Individual Tuition Plan and agree to the targets set. | | | | |
| Pupil/date | | Parent/date | | |
| Teacher/date | | Tutor/date | | |

English Sample lesson 4: Moving from level 2a to level 3c

| | |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Target: Use a range of verbs, nouns and adjectives for impact.</p> | <p>What to teach:</p> <ul style="list-style-type: none"> • How to identify which words in a sentence create impact for a reader. • How to use vocabulary for impact by varying sentence structure. |
| <p>Introduction Sharing the objectives and learning outcomes</p> | <p>The tutor reminds the pupil of the purpose for writing and reinforces detail about the impact the writing aims to have on a reader. Discussion establishes a reader to have in mind when choosing words for impact.</p> |
| <p>Remember Identification of prior knowledge</p> | <p>The tutor reminds the pupil about the effect of high-impact words, using examples from recent reading. Effective vocabulary is isolated and the word classes discussed. The pupil prepares for writing by talking about the kind of impact he or she wants to achieve in the first few sentences.</p> |
| <p>Model Tutor demonstration of the process</p> | <p>Tutor and pupil write the first sentence collaboratively. Using the pupil's ideas, the tutor writes the second sentence. The tutor makes the process of 'thinking about writing' evident by thinking aloud about possible options when making choices about verbs, nouns and adjectives to create the desired effect on the reader. The tutor models how to edit sentence structure to maximise the effect of powerful words, e.g. adding/repeating a clause to allow repetition of an effective verb: <i>We walked through mud for hours. ‡ We trudged through slimy mud for hours. ‡ We trudged and we trudged and we trudged through slimy mud for hours.</i></p> |
| <p>Try Exploration through activity</p> | <p>The pupil drafts/edits the next sentence, adding high-impact words to build the effect and giving reasons for changes/word choices. The tutor observes whether the pupil selects words carefully or randomly and how deliberately structure is shaped.</p> |
| <p>Apply Scaffolded pupil application of new learning</p> | <p>The tutor uses intervention to scaffold the pupil's writing, improving the drafted sentence as appropriate. If necessary, the tutor prompts the pupil to ensure that a) key words are considered as they are written and b) alternative sentence structures are also tried out or discussed. For example, a wider range of vocabulary choices is provided so the pupil has more high-impact words to choose from, or the tutor suggests an alternative sentence structure for consideration. The pupil writes the next sentence and is encouraged to try out a different structure. Example sentences from the reading text used earlier can be provided as sentence models.</p> |
| <p>Secure Consolidation through activity and discussion</p> | <p>The pupil reads aloud the text composed so far, emphasising the high-impact words that have been carefully selected. Discussion focuses on what these words contribute to the overall effect on the reader. <i>How will the words make the reader feel? Which words will create interest and which will surprise? How do the sentences support the desired effect of surprise and interest?</i></p> |
| <p>Review and reflect Reflecting on learning and progress</p> | <p>The tutor points out any sentences that use structures which do not usually feature in the pupil's independent writing. Their basic structure is summarised in a way that helps the child remember them, e.g. <i>Repeating part of the sentence to make it longer, so that a really powerful word can be used more than once.</i> They are recorded as models to refer to when writing, for example in the pupil's writing notebook or on a class list of example sentence structures.</p> |

The 'remember' stage of the session

Using examples from reading to identify high-impact verbs, nouns and adjectives and exemplify the effect of word choices.

Identifying effective vocabulary

The tutor shows the pupil a familiar text used recently in shared or guided reading and reminds the pupil that some 'hard-working' words in particular were noticed during reading. The tutor reads a few sentences from the text, emphasising the verbs, nouns and adjectives that create the most impact.

Discussion is used to introduce key vocabulary the pupil needs to talk about the impact of their own word choices. *Do you remember how this text made us feel? Was it an exciting story that kept us on the edge of our seats or was it creepy and mysterious? What kind of effect did the text have on us when we read it?*

The tutor supports the pupil in picking out the most hard-working words for creating the effect the author intended. The words are noted, for example by highlighting, marking or listing. Word meanings are discussed and the contribution they make to the overall effect is defined.

shadowy / unknown / silent / wispy. What sort of job do these words do? How do they add to the feeling of mystery?

Word classes are discussed.

What kind of words seem to do most of the work to make the text so mysterious?

It's not just the adjectives that make this scary. Look at some of the nouns: blizzard, thunderstorm, downpour, tornado.

The examples are set aside as a resource the pupil can refer to later in the session when choosing words for impact.

Talk for writing

The pupil is invited to describe the effect they decided to create when they planned or thought about the text they will be starting to write in this session. Tutor prompting encourages the use of key vocabulary. *I want my writing to make the reader feel excited. I want the story to have an effect of surprise and suspense.*

Tutor questioning is used to move the pupil's thinking from the overall impact of the text to the effect of particular vocabulary. *Tell me a bit about the planet where the story happens. What sort of place is it? Do you want the reader to imagine it as a nice place or somewhere strange and surprising? Have you already thought about any words you want to use?*

The pupil may have difficulty in:

understanding, remembering and using key words for talking about the text (adjectives, effect, reader)

distinguishing between one type of impact and another (mysterious and exciting, informative and persuasive)

choosing words appropriate to the text type and purpose (subtle differences in meaning between words that are near synonyms or using out-of-place colloquial/oral vocabulary: Suddenly there was a mega noise.).

Example 5

Meher attempts to organise his ideas with some related points placed next to each other. He often makes good attempts to link sentences within his paragraphs although more usually, these consist of just one-sentence paragraphs or the ideas are sometimes quite loosely organised. This ITP is designed to help Meher understand how to use topic sentences to organise the content of his paragraphs.

| Individual Tuition Plan (ITP) | | |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Pupil information | | |
| Name: | School: | Year Group: |
| KS1/KS2/English/Mathematics* level: | Current level: 3a | Target level: 4c |
| Name of parent/carer: | | |
| Tuition information | | |
| Name of tutor: | Time and location of tuition: | |
| Start date: | Number of sessions: | |
| The following targets have been set and agreed by the class teacher/tutor/pupil and parent: | | |
| Target | What to teach | Success criteria |
| To be able to plan and organise writing in a range of non-fiction text types | How to collect, select and assemble information and ideas into a suitable planning format for a range of non-fiction text types How to organise information and ideas into a coherent sequence | The pupil can plan and organise writing in a range of non-fiction text types |
| To be able to structure paragraphs with a clear topic sentence and further supportive detail | How to use topic sentences How to expand a paragraph by using material that exemplifies the main point | The pupil can structure paragraphs with a clear topic sentence and further supportive detail |
| To understand implied meanings by 'reading between the lines' | How to make inferences based on evidence from different parts of a text How to support comments on a text with relevant references | The pupil can understand implied meaning in a text |
| We have discussed this Individual Tuition Plan and agree to the targets set. | | |
| Pupil/date | Parent/date | |
| Teacher/date | Tutor/date | |

English sample lesson 5: moving from level 3a to 4c in writing

| | |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target: To be able to structure paragraphs with a clear topic sentence and further supportive detail | What to teach: <ul style="list-style-type: none"> • How to use topic sentences • How to expand a paragraph by using material that exemplifies the main point |
| Introduction Sharing of objectives and learning outcomes | The objectives for the lesson are shared. Explain that this session will focus on the way we need to organise and develop our information and ideas within paragraphs when we write. Explain that it is not always possible to simply insert paragraph breaks in a piece of writing once it is finished if your ideas haven't been organised into paragraphs in the first place. |
| Remember Identification of prior knowledge | Remind the pupil about the way paragraphs help us to 'chunk' our writing and break up longer pieces of text. Share a piece of unparagraphed text with the pupil and tease out the difficulties this presents for the reader in terms of clarity and coherence. Remind the pupil that when we construct a paragraph, it is helpful to cluster similar information together with a topic sentence which identifies for the reader the main focus of the paragraph. |
| Model Tutor demonstration of the process | Share a short non-fiction text, preferably information, argument or discussion, with the pupil and show him/her how to identify the topic sentence in one paragraph. Show him/her how the rest of the paragraph provides further information or exemplification that supports the main point in the topic sentence. Next, agree with the pupil an idea for a further paragraph that could be included in the text and model the writing of an appropriate topic sentence. Ask the pupil to help you to think of two or three ideas or pieces of information that could provide more detail to support your topic paragraph and model the process of clustering, organising and shaping your ideas into a suitably constructed paragraph. |
| Try Exploration through activity | Ask the pupil to identify the topic sentence in two or three more paragraphs in the text and annotate how the rest of the information in each paragraph provides further information to support and develop the topic sentence. Share with the pupil his/her findings and clarify any misconceptions. |
| Apply Scaffolded pupil application of new learning | Use another short non-fiction text, ideally from the same text type, and remove the topic sentences from each paragraph. Ask the pupil to match the appropriate topic sentence to the relevant paragraph and then to explain and justify his/her choices. |
| Secure Consolidation through activity and discussion | Ask the pupil to sequence the complete text and explain the reason for his/her choices. |
| Review and reflect Reflecting on learning and progress | Give the pupil a few minutes to think and talk about the key things he/she has learned during the session. Ask him/her to find an opportunity before the next session to notice the structure of the paragraphs in another text he/she encounters in class. Explain that in the next session, you will focus more on constructing and writing paragraphs of your own. |

The 'try' stage of the session

Ask the pupil to identify the topic sentence in two or three more paragraphs in the text and annotate how the rest of the information in each paragraph provides further information to support and develop the topic sentence.

Share with the pupil his/her findings and clarify any misconceptions.

Exemplar text

Are school summer holidays too long?

Ideas for paragraphs:

- Kids need a chance to relax after working hard all year – so do teachers
- Some families like to take a long summer holiday together, perhaps to visit relatives
- It gives you an opportunity to try out a new hobby or learn a new sport
- Lots of pupils forget things they've learned and have to catch up at the beginning of term
- It's hard for parents who go out to work
- Kids don't always know what to do with their time and can get bored

Long summer holidays give pupils time to forget the important things they have learned in school during the year. (**Topic sentence = identifies the main focus for this paragraph.**) Teachers often worry that their pupils seem to have fallen behind because they haven't been practising their reading, writing and mathematics. Lots of pupils spend the first few weeks of the new term trying to catch up, especially pupils who are starting a new school. (**Supporting detail = adds more information on the same topic to the topic sentence.**)

The pupil may have problems applying these skills in the context of a longer piece of writing where they may lack stamina. Many pupils at this level often see paragraphs as physical chunks of text and believe that they can ignore them during the writing process, preferring to put them in afterwards. Alternatively, some pupils may understand the need to organise their ideas into paragraphs but don't know how to construct them, often resulting in very short, single-sentence paragraphs. In these cases, the topic sentence often becomes the whole paragraph.

It may be helpful to root this work in the context of a longer piece of writing in order to harness other supportive strategies to generate ideas for writing and to help the pupil to plan, shape and develop his/her ideas in writing. It will also be important to draw on the reciprocal nature of reading and writing in order to give the pupil the opportunity to see how paragraphs are constructed in texts they are reading as well as opportunities to write and talk about their own.

Example 6

Parvinda is able to use a fairly limited range of connectives within and between her sentences and she tends to rely heavily on the same connecting words or phrases. This ITP is designed to help Parvinda use a wider and more appropriate range of connectives in the ever-increasing range of non-fiction texts she is required to write.

Individual Tuition Plan (ITP)

Pupil information Name: School: Year Group:
 KS1/KS2/English/Mathematics* level: Current level: 4a Target level: 5c
 Name of parent/carer:
Tuition information Name of tutor: Time and location of tuition:
 Start date: Number of sessions:
 The following targets have been set and agreed by the class teacher/tutor/pupil and parent:

| Target | What to teach | Success criteria |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| To be able to identify some features of a writer's use of language and to explain their effect on the reader | How to identify some of the choices a writer makes at word and sentence level How to comment on the effect of a writer's language choices | The pupil can identify some features of a writer's use of language and is able to explain their effect on the reader |
| To be able to link ideas in and between sentences, using a wider range of connectives | How to use a wide and appropriate range of connectives How to use connectives to link ideas within and between sentences | The pupil can link ideas in and between sentences, using a wider range of connectives |
| To choose and deploy vocabulary for effect | How to use a wider range of vocabulary How to use vocabulary in order to create an effect on the reader | The pupil can choose and deploy vocabulary for effect |

We have discussed this Individual Tuition Plan and agree to the targets set.

Pupil/date

Parent/date

Teacher/date

Tutor/date

English sample lesson 6: moving from level 4a to 5c in writing

| | |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Target: To be able to link ideas in and between sentences, using a wider range of connectives</p> | <p>What to teach:</p> <ul style="list-style-type: none"> • A wide and appropriate range of connectives • How to use connectives to link ideas within and between sentences |
| <p>Introduction Sharing of objectives and learning outcomes</p> | <p>Explain that this session will focus on using a wider range of connectives to link ideas in our writing – both within and between sentences – in order to make the relationship between our ideas clear to the reader.</p> |
| <p>Remember Identification of prior knowledge</p> | <p>Remind the pupil about connectives – words that help us to join or connect our ideas together. Give one or two examples and ask the pupil to suggest several more. Explain that, in order to vary our writing, it is important to use a good range of connectives and, most importantly, to use connectives that show the relationship between our ideas in a way that is appropriate. For example, we may wish to add emphasis (especially, in particular), or extra information (in addition, moreover) or we may wish to show a contrasting (however, on the other hand) or similar point of view (likewise, similarly).</p> |
| <p>Model Tutor demonstration of the process</p> | <p>Explain that you are going to focus on the connectives that we might use when writing an argument, such as whether mobile phones should be banned in public places. Explain that, when writing an argument, it can be particularly effective to acknowledge the opposing point of view in order to dismantle it. Give an example of how you might do this. Then model the process, using a range of appropriate connectives, for example: <i>'Whereas</i> some people say that mobile phones are invaluable, <i>in fact</i> they can be extremely irritating, <i>especially</i> when people use them to have loud conversations in public places <i>such as</i> in restaurants and on trains.'</p> |
| <p>Try Exploration through activity</p> | <p>Ask the pupil to consider the connectives you used and then to experiment with others that might be equally or more effective in the same sentence. Discuss the alternatives with the pupil. Make sure that you focus the discussion on the 'job' of the connective in the sentence, for example, whether it is adding emphasis or providing a link to a contrasting point of view.</p> |
| <p>Apply Scaffolded pupil application of new learning</p> | <p>Ask the pupil to think of two more arguments and counter arguments for mobile phones, helping them if they get stuck. Ask them to write a sentence for each argument, using a range of appropriate connectives to add emphasis to or qualify the argument, or to show a similar or contrasting point of view. Share and discuss, focusing on the range and appropriateness of the connectives used.</p> |
| <p>Secure Consolidation through activity and discussion</p> | <p>Ask the pupil to develop each argument into a paragraph, linking the two paragraphs with a suitable connective, redrafting and editing as necessary.</p> |
| <p>Review and reflect Reflecting on learning and progress</p> | <p>Give the pupil a few minutes to think and talk about the key things he/she has learned during the session. Ask him/her to find an opportunity before the next session to apply this learning again. Explain that, in the next session, you will look at some more connectives and learn how to use them in a different context.</p> |

The ‘remember’ stage of the session

Remind the pupil about connectives – words that help us to join or connect our ideas together. Give one or two examples, drawing from the following examples, and ask the pupil to suggest several more.

Explain that, in order to vary our writing, it is important to use a good range of connectives and, most importantly, to use connectives that show the relationship between our ideas in a way that is **appropriate**. For example, we may wish to use connectives in order to add emphasis to an idea, to qualify an idea or to compare or contrast one idea with another.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p>Connectives that compare</p> <p>Similarly</p> <p>Equally</p> <p>Likewise</p> <p>In the same way</p> | <p>Connectives that contrast</p> <p>Whereas</p> <p>Unlike</p> <p>Alternatively</p> <p>On the other hand</p> |
| <p>Connectives that add emphasis or additionality</p> <p>Especially</p> <p>Notably</p> <p>Above all</p> <p>In particular</p> <p>Moreover</p> | <p>Connectives that qualify</p> <p>Although</p> <p>Unless</p> <p>However</p> <p>Apart from</p> |

Give the pupil a selection of the connectives from the above grid and ask him/her to sort them into the four groups. Ask him/her how some of these connectives might be useful when writing an argument.

The pupil may have problems understanding and using some of the less widely-used connectives, such as moreover, whereas and notably, as these often tend to be found in more formal, non-fiction texts. The pupil may have quite a limited range of connectives which he/she might use indiscriminately in his/her writing.

It may be helpful to provide a number of opportunities to encounter and use these connectives in a range of engaging and stimulating texts as well as providing plentiful opportunities to use them in talk. It will be essential to emphasise that different connectives link ideas in different ways so all work needs to be firmly rooted in real contexts with clearly-defined audiences and purposes.

Useful resources and websites to support one-to-one tuition

Key Stage 2

Primary framework for literacy and mathematics

www.standards.dcsf.gov.uk/primaryframeworks

Literacy

Year 3 Literacy Support

- Year 5 Further Literacy Support
- Year 5 and 6 time line overview
- Improving Writing with a focus on guided writing: Leading improvement using the Primary Framework
- Support for Writing
- Learning and teaching in the primary years: Professional development resources

Mathematics

- Year 5 and 6 time line overview (support materials)
- Pitch and expectations
- CPD section of the Primary Framework additional materials to support in-school CPD: calculation, using and applying mathematics and underperforming groups
- Springboard
- Supporting children with gaps in their mathematical understanding, Wave 3 mathematics
- Problem-solving pack
- Mathematical Challenges
- Overcoming barriers to learning Level 2 to Level 3, Level 3 to 4
- Learning and teaching in the primary years: Professional development resources

Developing Assessment for Learning

www.standards.dcsf.gov.uk/primaryframework/assessment/

Assessing Pupils' Progress

www.standards.dcsf.gov.uk/primaryframework/assessment/app

The Standards Files

www.standards.dcsf.gov.uk/primaryframework/assessment/standards_files

Key Stage 3

The Framework for Secondary mathematics

www.standards.dcsf.gov.uk/secondary/framework/maths

Mathematics

- Interacting with mathematics in Key Stage 3
- Mathematics Challenge
- Targeting level 4 and level 5
- Developing dialogue and reasoning
- Literacy in mathematics

Assessing Pupils' Progress for mathematics

www.standards.dcsf.gov.uk/secondary/keystage3

Framework for teaching English: Years 7, 8 and 9

www.standards.dcsf.gov.uk/secondary/keystage3

English

- Literacy progress units
- Writing Challenge
- Reading Challenge

Assessing Pupils' Progress for English

www.standards.dcsf.gov.uk/secondary/keystage3

Progression maps for English and Mathematics

www.standards.dcsf.gov.uk/progressionmaps

Pedagogy and Practice: Teaching and learning in secondary schools

Unit 6: Modelling, Unit 7: Questioning, Unit 8: Explaining

www.standards.dcsf.gov.uk/secondary/keystage3

Assessment for Learning

www.standards.dcsf.gov.uk/secondary/keystage3

Pedagogy and personalisation

www.standards.dcsf.gov.uk/primary