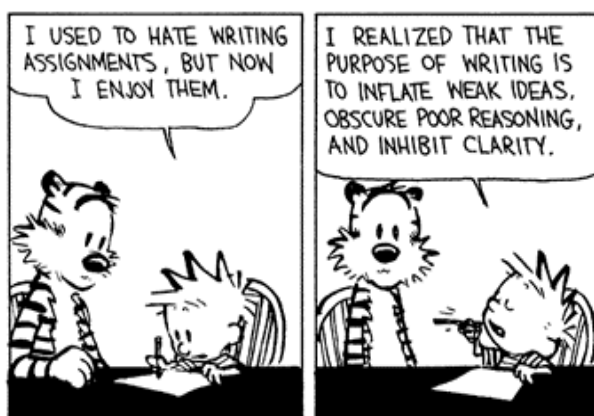


## Writing at KS3- transition and the end game

Perspectives of a secondary school teacher.

Debbie Grimmond

- The end game- where do we want to go?
- Problems getting there?-Issues in Year 7



## The end game: GCSE History

Quality of Written Communication and Spelling, Punctuation and Grammar (SPaG)

Students will be assessed on :

- ability to write **legibly**
- **spelling, punctuation and grammar** are accurate so that the meaning is clear
- **organise information** clearly and coherently, using specialist vocabulary when appropriate.

### Problems getting there?

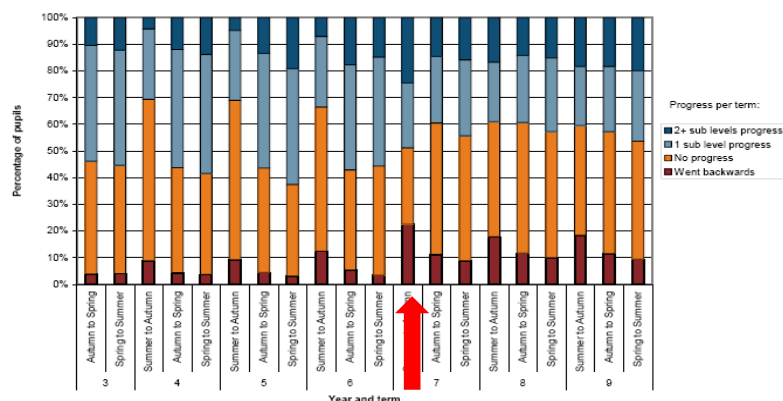
Report: *How do pupils progress during KS2 and 3?*  
Department for Education (2011)

- Report – Teacher assessment- 70,000 pupils across 10 local authorities (LA)
- For many pupils, progress during **Key Stages 2 and 3 is not linear**
- **More progress is made per year in KS2 than KS3**

## Problems getting there?

- **Transition**- KS2 ->3; GCSE -> AS; AS ->A2.

Figure 1.2b: Distribution of pupils making progress in writing for each term of each year.



## Problems getting there ?

- Conflicting **demands**- teacher, subject, writing for an audience
- **Individual** differences
- **Physical**- time & amount

## Year 7

- Needy - reassurance, lack of independence
- Sophistication- dialogue heavy, first person (creative writing), and...and...
- Clarity- implicit
- Handwriting, organisation, punctuation.



There are different types of migration, immigration is moving into a country, like from Afghanistan to Japan. Emigration is moving out of a country like in our example as when they left Afghanistan that was emigration. Internal migration is moving around the same country like Miss [redacted] who moved from Northern Ireland to England.

There is also international migration which is moving from a different country from one country to another. Like Salwa is an economic migrant is someone who moves for a better quality of life. Also illegal immigrants who move

The Roman was successful because they wore the correct armour, they had a good organization and great tactics.

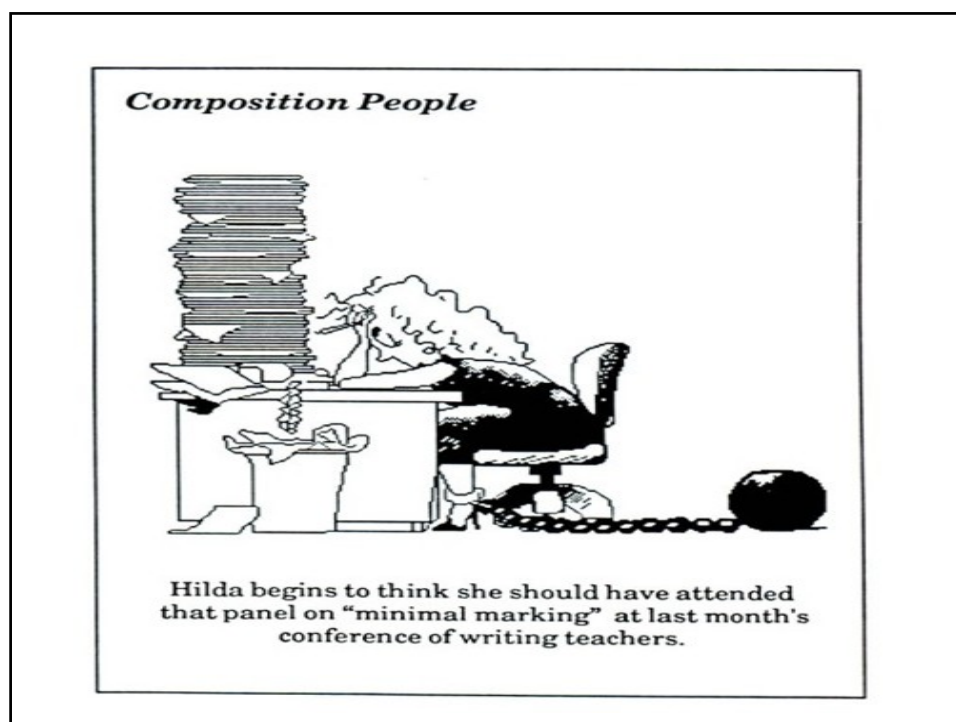
For training the soldiers would carry shields and swords heavier than the real thing. This would help them get stronger and when they're fighting they wouldn't find the real thing heavy and they can concentrate on fighting.

Another reason why the Roman Army was successful is their armour. This helped them because it protected their body. The helmet was metal so their head would not get injured, shoulder plates were extra protection to their shoulders, the metal body armour protected all of their body on top of the tunic.

The techniques they used were very successful because they were all very rehearsed so they all knew what they were doing. Nobody was out of place and that way made it successful. The tortoise was a clever technique because the shields covered up the whole of their body so that

## Moving forward

- Transition projects
- Raising expectations
- Whole school literacy strategies
  - Talk like an expert
  - extended writing tasks
  - writing frame (cautious use) & other tools
  - Assessment for learning (AfL) etc.



Reference:

DfE (2011). How do pupils progress during Key Stage 2 and 3? Research Report DFE-RR096. Accessed on from [http://www.naldic.org.uk/research-and-information/research+summaries/RR096\\_KS2-3progress](http://www.naldic.org.uk/research-and-information/research+summaries/RR096_KS2-3progress).