Low Attaining Students: Grades 1-3

GCSE English Language:

Common Characteristics:	
What do these students do?	**What do they not do?**
• Come to school with lots of gaps. • Say that they 'Can't do it'. • Immediate barrier. • Lack of retention – not 'joining the dots'. • Expect 'spoon feeding' • STOP halfway – questions missed out. • Lack of attendance. • Lacking breadth of vocabulary. • Not developing explanations. • Not thinking about why. • Superficial comments – not analysis. • Not fluent readers. • Use questions as explanations – makes us wonder why. • Stock phrases. • Talk about characters, not as construct. • Explanation of language over effects. • Feature explanations. • Run out of time when planning and annotating. • Put effort into lower mark questions. • **Instead of analysis/inference they paraphrase.** • **For comparison, they often cover one then the other, rather than pulling sources together.**	• **Attend regularly.** • **Concentrate/listen for an extended period**. • Organise their own learning structure. • Have an interest/desire to learn – make progress (sometimes). • Take risks with writing. • Speak English. • Develop a reading culture. • Reference the writer: what have they done? • Overall thesis statement and all points link back to it. • The 'why'. • Write enough for each question. • Explore what language creates. • Don't understand transferable skills from lit to language. • Manage time well – often by Q4 they have run out of steam/find the Qs hard/have not left enough time. • Analyse – especially in longer questions.

Suggested Strategies:

Reading	Writing

- Accelerated reader: interest appropriate texts.   - Retelling.   - Summarising.   - Develop fluency and engagement – software?   - Comprehension strategies.   - Over-drilling processes for each question (which we know is wrong, also know needs must).   - Sentence starters for each qustions.   - P2Q4 – plan with stick men:
  - Scared, angry, frustrated   - WCF on annotation.   - Flipped learning:
  - Planning/annotation on class, writing for homework
  - Timed questions in class.   - Question in timed conditions to help them manage.   - aaa
	- Scaffolding. - Model responses structure strips. - Word banks. - Word derivations – dictionary activities (OUP website). - Develop use of software tools. - Plan in paragraphs. - See themselves as 'the writer' and the examiner as 'the reader'. - Teach clear structures:
	  - Drop, zoom, shift, return (P1Q5)
	  - Cyclical structure (P2Q5) - Planning:
	  - Start with atmosphere to help with crafting
	  - Drill planning activities
	  - Reduce options to ensure focus (don't do the narrative)
	  - Box planning for focus descriptions. - Plan – give grade 3 students simple structures for the writing which work for every question. For example: drop, shift, zoom in, zoom out. - aaa

BOTH:
- **Oracy skills.**
- **Step up to English.**
- **Consistent intervention.**
- **Order of paper: score points.**

GCSE English Literature:

Common Characteristics:	
What do these students do?	**What do they not do?**
- Retell the story. - Describe. - Ignore the questions. - No cohesion – series of unrelated points. - Don't take quotes anywhere. - Learn quotes but do not use them to support the point. - Quotations that are apt for lots of themes/characters for Qs. **Repetitive – say the same thing in multiple ways.**	- Learn quotations. - Description. - Plot summary. - Lack of vocabulary. - Lack of analysis/depth of understanding. - Lack of knowledge of technical vocabulary. - Consider characters as constructs. - Explain what the writer has done and why. - Mini conclusions linking back to the questions. - Overarching purpose of Shakespeare - 19th century - Read/re-read the texts. **Plan answers – their ideas are very separate.**

Suggested Strategies:
- Revision plan.   - Knowledge organisers.   - Writing stamina: more timed questions.   - Model answers at relevant grades – deconstruct together.   - What, how, why – no other acronyms that take up cognitive processes and encourage technique spotting.   - Re-read the texts as part of revision programme with audio version links.   - Links between texts to show shared themes.   - Front loading writer in paragraphs to ensure exploration of characters as constructs.   - Lots of timed planning practice: - Model this regularly   - Lots for different questions to match quotations to themes