

SERVICES FOR SCHOOLS

GCSE Puncture Repair Kit

Ideas for what to do when a pupil hits a bump
in the road

In this document

This is a sample of a larger document which suggests a range of teaching strategies and approaches linked to identified barriers to learning and GCSE assessment objectives. It is intended to pull together known strategies to consider when personalising planning for individual pupils or groups where areas of need have been identified, offering a useful reference for teachers.

• POINTS TO CONSIDER IN STAFF TRAINING:

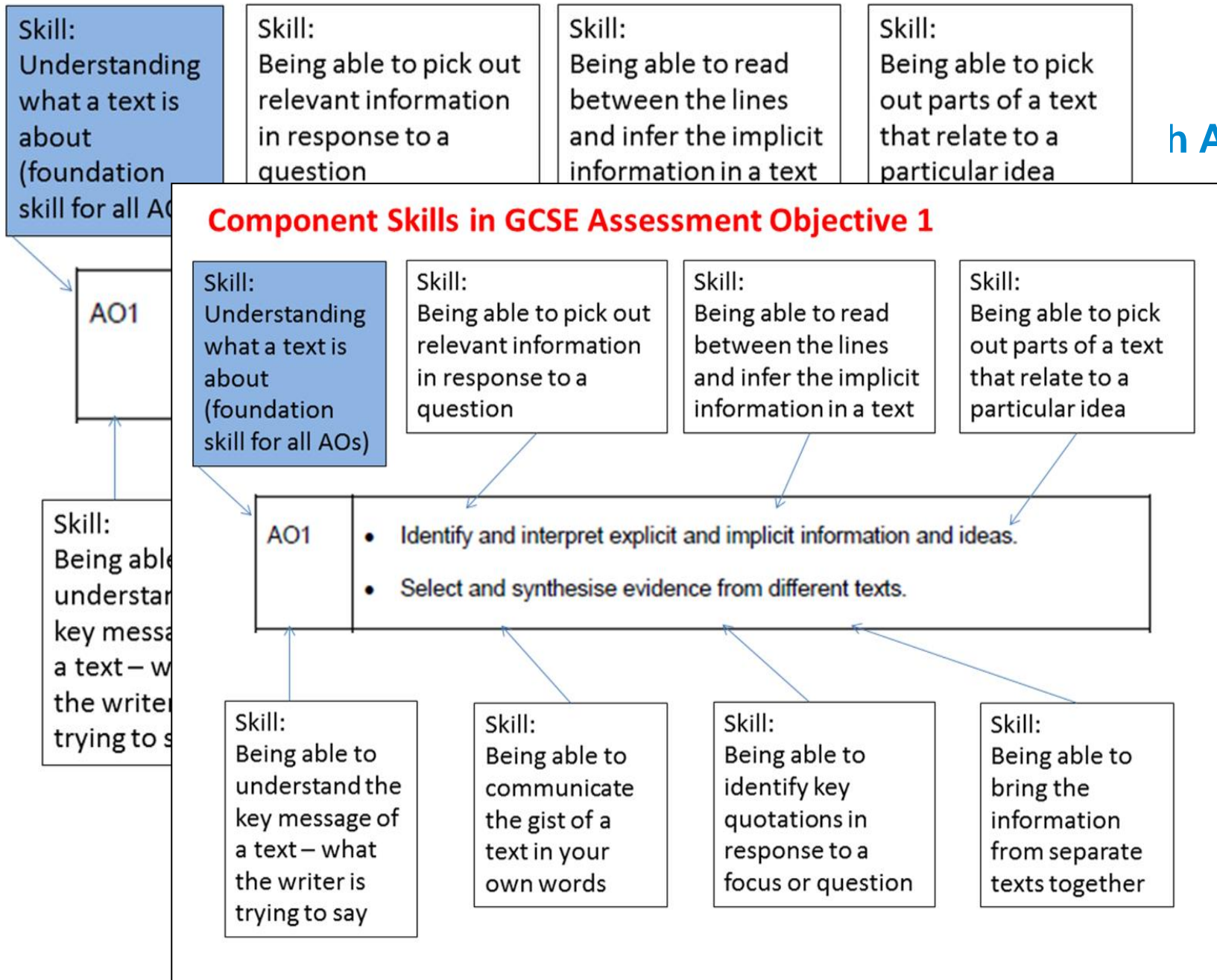
- How can the 'Puncture Repair Kit' best be used to provide a useful basis for a professional conversation about addressing pupils' needs?
- Do all teachers have clarity about the skills implicit in each GCSE AO and/or exam question?
- Have teachers precisely identified the pupil's individual barrier(s) to learning (going beyond the identification of question-level weakness to the skills that lie beneath the assessment objective)?
- How will teachers use the suggestions in their planning for individuals and groups? Will teachers need to record the strategies that they plan to use? How can the suggestions be taught *and adapted* to suit the needs of the pupil(s)?

Pupil Name	Data Current Attainment		Predicted Attainment		Class	Barriers				Planned Actions
	Lang	Lit	Lang	Lit		Reading	Writing	Literature	Other (motivational/exam skills)	
	Jack Smith	3	3	5		5	11G3	<p>Lack of personal response to texts</p> <p>Explanations require greater precision – overly generic comments on effect on reader</p>	<p>Spelling errors</p> <p>Requires greater range of punctuation</p> <p>Needs to plan in order to ensure cohesion and development of ideas</p>	

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What do we see?	Potential Responses and Strategies
<p>Slow reading to decode – not covering the text in the time, losing track of what is being read (still building decoding and comprehension skills; possible links to dyslexia)</p>	<p>General strategies to build independence</p> <ul style="list-style-type: none"> • Listen to the pupil read aloud in order to identify where their difficulties lie • Teach re-read strategies – decode, re-cap key points, re-read once decoded in order to experience fluency • Paired reading – sitting side by side and looking at copies of the same text; more confident reader reads aloud at the same time as the less confident reader to model fluency • Highlight key words in sentence (e.g. subject and verb) to help keep track • Number paragraphs • Give each paragraph a key word or title to help keep track • Use tracking line (straight line on strip of acetate so can keep track of correct line but see other lines – better than a ruler) • Teach SQ4R ('Survey, Question, Read, Recite, Review, Relate/record') strategies: <ul style="list-style-type: none"> ○ Survey – prior to reading the main body of the text, survey all the available information about the text (e.g. the information in the box above an exam text, any images, the front and back cover blurb, any summary or key information box, titles, subtitles, captions etc.) in order to create a mental 'big picture' framework of what the text is about ○ Question – before beginning to read a section of the text, take the title, subtitle or topic sentence and turn it into a question ○ Read – read through the section of the text, going slowly enough to pick out the answer to the initial question without missing any other important information ○ Recite – close or turn over the text and sum up the information given in the section read in own words ○ Review – check whether the question asked initially has been answered. If not, consider whether the question needs to be changed to suit the information given in the text, or whether part or all of the section needs to be re-read to find the answer to the question ○ Relate/record – either orally or in writing, either tell or make notes on the content of the text. Consider how best to do this – whether by highlighting, note taking, use of a graphic organiser, writing a summary in own words or explaining to a partner.

Pre-reading

- Supply texts before lesson to read in own time so pupil can come prepared to lessons
- Supply/teach key vocabulary (e.g. all the nouns, all the verbs) to clarify or look up, or to use for prediction or ordering activities (e.g. What do you think this text will be about? What opinion do you think the writer might have? What order would you put these verbs in? What story/argument would they put across if they are in this order?)
- Supply/share visual prompts, links to videos and/or images to support pupils to engage with the context/ideas in the text and provide baseline subject knowledge

In lessons/prepared resources

- Give a summary of the text (alongside text) or highlight a key section for pupil to focus on rather than trying to absorb all of the text within the same time limit as other pupils
- Explain what the text is about before reading – use images and analogies to support pupils' visualisation, talk through the main topic areas, link the text to pupils' own experiences and lives – give pupils something to hook their understanding on
- Pre-highlighted structural features e.g. connective phrases, moments where perspective shifts occur, change of time/place/topic/person etc.
- Adapted text resources – bigger writing, more space around text, font of choice for pupil, coloured paper or overlay
- Alternate line colours when writing on the board (check which colours pupils can/can't see)
- When reading aloud, enunciate very clearly; pause to recap; give reminders where you are on the page when returning to reading
- Multiple choice or summary questions – routine set of questions to ask and answer about any text; questions always in the order that answers occur in the text
- Talk to the pupil and get them to explain the text to you
- Pupils re-read first sentence of each paragraph plus three key words from the paragraph that link to that sentence. Re-read these highlighted sentences and words. Use these to summarise each paragraph and the text overall.