



# Key Stage 3 *National Strategy*

## Literacy and learning in ICT

**Heads of ICT  
Departments and  
teachers of ICT**

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Key Stage 3  
*National Strategy*

Literacy and learning

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## **Introduction**

This CD-ROM is for subject leaders to help them implement literacy and learning in their subject area as part of a whole-school initiative designed to improve teaching and learning and raise standards.

Section 1 introduces the ideas behind the literacy and learning initiative and contains the framework of cross-curricular objectives that is at its heart.

Section 2 outlines ways of working with teachers in the department in order to implement the scheme.

Section 3 explains and exemplifies the cross-curricular objectives in the context of ICT.

Section 4 contains prompts to assist in the monitoring and evaluation of literacy teaching.

Section 5 is an index of material on the *Literacy and learning* DVD.



Most subject departments have already made good progress in making aspects of literacy part of their teaching. The literacy and learning initiative seeks to take the process a step further by:

- connecting the work of separate departments so that more impact is made on pupils;
- linking literacy explicitly to learning, which is the core business of every teacher.

It does this through setting up a framework of cross-curricular objectives and requiring different subjects to incorporate some of the most appropriate objectives into their teaching (see pages 8 and 9).

### **A framework for literacy and learning**

The relationship between good learning and good literacy is complex. On the one hand, literacy skills give pupils access to some very important modes of learning. On the other hand, exercising literacy skills constructively in the context of learning will boost the level of those skills. The framework for literacy and learning is a tool to help schools develop literacy and learning across all departments in a systematic way. It is based on objectives taken from the *Framework for teaching English: Years 7, 8 and 9* (DfEE 0019/2001).

The framework identifies three main areas for development:

- Learning through talk.
- Learning from text.
- Learning through writing.

The framework is based on the following assumptions:

- Literacy skills need to be taught systematically and consistently.
- Pupils should be given regular opportunities to consolidate their literacy skills by using them purposefully in order to learn.
- All teachers in a school must share the responsibility for developing literacy and learning 'hand in hand'.
- Certain subject areas are better placed to develop certain literacy skills than others.

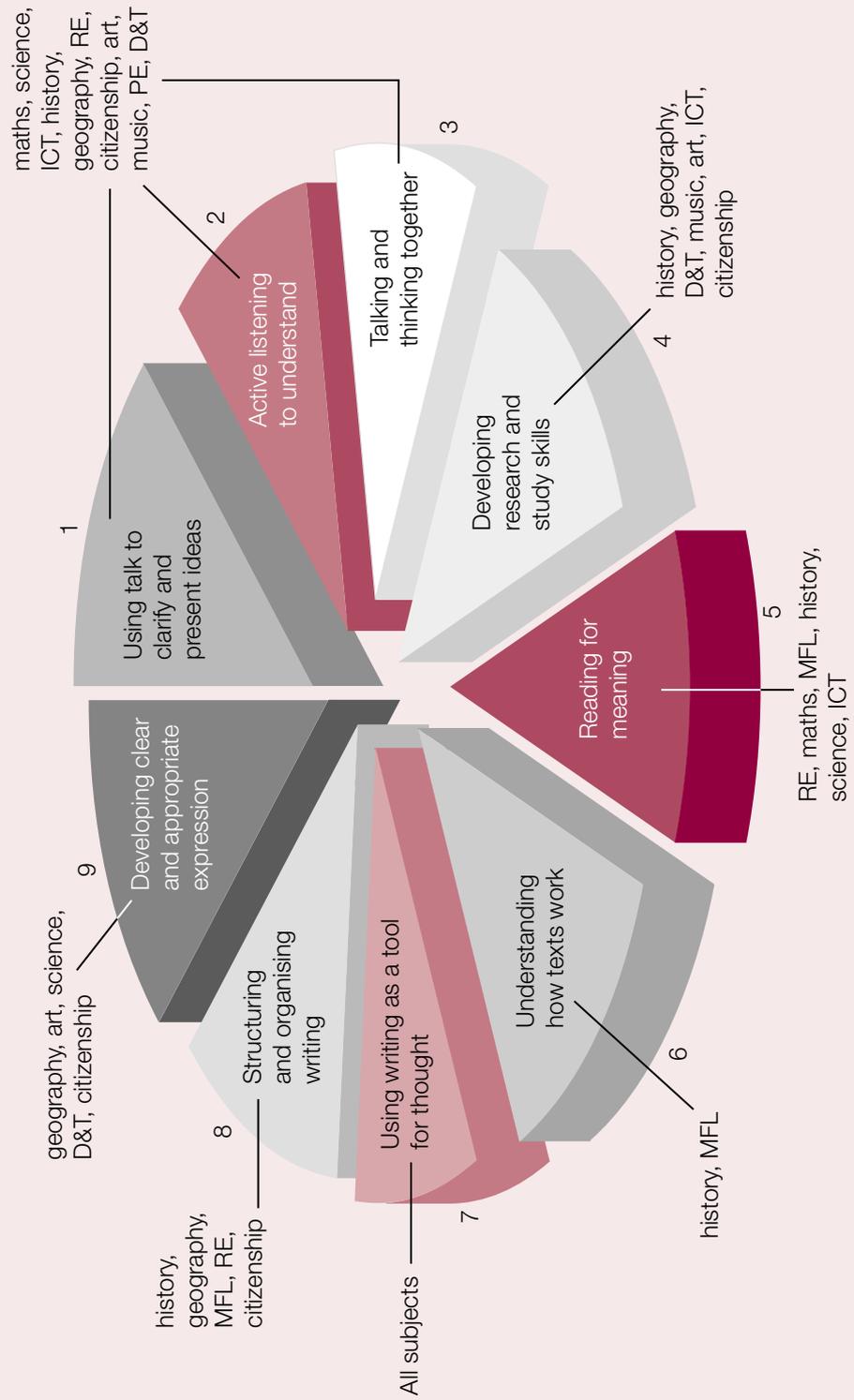
**Year 9**

**Year 8**

**Year 7**

<p><b>Literacy and learning framework of cross-curricular objectives</b></p>	<p><b>Learning through talk</b></p>		<p>SL1: Use talk as a tool for clarifying ideas</p>	<p>SL4: Provide an explanation or commentary which links words with actions or images</p>	<p>SL2: Use standard English to explain, explore or justify an idea</p>
	<p>Using talk to clarify and present ideas</p>	<p>SL6: Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed</p>	<p>SL7: Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus</p>	<p>SL9: Discuss and evaluate conflicting evidence to arrive at a considered viewpoint</p>	<p>SL7: Identify the underlying themes, implications and issues raised by a talk, reading or programme</p>
	<p>Active listening to understand</p>	<p>SL10: Identify and report the main points emerging from discussion</p>	<p>SL10: Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas</p>	<p>R3: Make notes in different ways, choosing a form which suits the purpose</p>	<p>R2: Synthesise information from a range of sources, shaping material to meet readers' needs</p>
	<p>Talking and thinking together</p>	<p>R2: Use appropriate reading strategies to extract particular information</p>	<p>R6: Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions</p>	<p>R7: Compare the presentation of ideas, values or emotions in related or contrasting texts</p>	<p>R11: Analyse how an author's standpoint can affect meaning in non-literary texts</p>
	<p>Talking and thinking together</p>	<p>R8: Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied</p>	<p>R10: Analyse the overall structure of a text to identify how key ideas are developed</p>	<p>Wr2: Record, develop and evaluate ideas through writing</p>	<p>Wr9: Integrate diverse information into a coherent and comprehensive account</p>
	<p>Developing research and study skills</p>	<p>R13: Identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions</p>	<p>Wr3: Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving</p>	<p>S7: Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence</p>	<p>S3: Write with differing degrees of formality relating vocabulary and grammar to context</p>
	<p>Reading for meaning</p>	<p>Wr3: Use writing to explore and develop ideas</p>	<p>Wr10: Organise texts in ways appropriate to their content</p>	<p>Wr11: Explain complex ideas and information clearly</p>	
	<p>Understanding how texts work</p>	<p>S8: Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader</p>			
	<p>Using writing as a tool for thought</p>	<p>Structuring and organising writing</p>			
	<p>Using writing as a tool for thought</p>	<p>Developing clear and appropriate expression</p>			
	<p><b>Learning from text</b></p>	<p><b>Learning through writing</b></p>			

Literacy and learning: key skills in subjects



## Understanding the framework

Each area of the framework divides into three strands:

<b>Learning through talk</b>	Using talk to clarify and present ideas
	Active listening to understand
	Talking and thinking together
<b>Learning from text</b>	Developing research and study skills
	Reading for meaning
	Understanding how texts work
<b>Learning through writing</b>	Using writing as a tool for thought
	Structuring and organising writing
	Developing clear and appropriate expression

Each strand has a single objective for each of Years 7, 8 and 9 (see the framework table on page 8). These objectives should be a focus for teaching across the curriculum in each given year and should be linked into departmental schemes of work. The responsibility for teaching the different strands is shared out among the subject areas. See the 'literacy skills pie' on page 9, which shows a suggested way of sharing out the objectives.

Of course, all the strands are potentially relevant to learning in all subject areas but the pie model has the advantage of defining which subject areas are best placed to develop certain skills. Also, while ensuring that skills are not taught by one department in isolation, it reduces the overall load for departments because they are not expected to incorporate all of the objectives into their teaching plans. The objectives for ICT are explained and exemplified in section 3 of this text.

It is important to say that both the framework of cross-curricular objectives and the 'literacy skills pie' are offered as suggested models. Through a thorough process of self-review, schools could identify their own sets of objectives or literacy targets linked to identified weaknesses in each year group, and allocate the teaching of these to separate departments. If your school has decided to modify the framework, your literacy coordinator will consult with you on those changes, as it is important that all departments work consistently to the same model so that all objectives are covered and are reinforced for pupils in a number of subjects across the curriculum.

## The three main areas of the framework

### Learning through talk

'As pupils use talk purposefully in their learning, they become more competent communicators, more aware of, and knowledgeable about, the medium they are using.'

Hilary Kemeny, Ed., *Learning together through talk, Key Stages 3 and 4*, Hodder and Stoughton, 1993

Speaking and listening (talk) takes place in classrooms in a range of contexts and for a range of purposes. Sometimes the emphasis is on presentation. Here, one or more people are the presenters and the role of the others is to listen and perhaps respond at an agreed time. At other times, there is an expectation that there will be a constant interchange between speakers and listeners, such as when groups of pupils are discussing the solution to a problem which they have been set.

Talk can contribute to learning in three main ways:

- Through purposeful speaking and listening, pupils come to understand new information by connecting it with what they already know.
- The process of striving to express ideas in words, or striving to grasp the spoken ideas of another, helps to clarify and confirm understanding.
- Talking together in discussion is an interactive process, which allows an individual's understanding to be extended, challenged and enriched.

### Learning from text

'When reading for learning, the actual process can be thought of as comprising five phases: decoding, making sense of what is said, comparing this with what one knows already, making judgements about this material and, finally, revising one's ideas. ... But all too often the process stops at the second phase ...'

Lunzer and Gardner, *Learning from the written word*, Longman, 1984

Because of advances in technology, today's pupils have greater access to more text in more forms than ever before. Moreover, recent international surveys have shown English pupils to be amongst the best readers in the world. Yet, paradoxically, teachers' expectations of the extent to which pupils can learn from text are sometimes low. This can lead to:

- a reluctance to ask pupils to read;
- an increase in workload as teachers seek to mediate all new information to their pupils in other ways;
- a decrease in the ability and willingness of pupils to engage independently with text.

A consistent approach to promoting active and independent reading will, however, bring benefits to all subject areas as pupils begin to learn more effectively from text by:

- developing strategies for identifying texts that contain relevant information, and then using that information for a purpose;
- close reading of text for understanding – not merely decoding but making sense of what is written and connecting it with what is known already;
- understanding the overall purposes and structures of texts.

### Learning through writing

'... it (writing) gives us time and opportunity for reflection. The words are not gone as soon as spoken, but are before us on the page for consideration, and this enables us to deal with more complex ideas and the relationships between them.'

Andrew Wilkinson, Ed., *The writing of writing*, OUP, 1986

Whenever writing takes place, there is always a purpose and an intended reader. Sometimes we write for ourselves and, in this case:

- writing helps in the capture and development of thoughts and ideas, because it leaves a record that can be returned to, considered and modified.

At other times, we write with the intention of communicating to others, which contributes to learning because:

- communicating in writing clarifies, confirms, even transforms understanding through a complex process of:
  - linking ideas and pieces of information and organising them logically;
  - ‘wrestling’ with words to form clear, meaningful sentences.

Recording is an important purpose for writing, but high-quality writing tasks will be designed to have a learning outcome as well. A consistent approach to teaching writing across the school will boost the quality of both pupils’ learning and writing.

The aims of the literacy and learning initiative are to:

- raise standards of literacy across the school;
- improve the quality of learning across the school;
- extend, sustain or revive previous work on literacy across the curriculum.

### ***The role of the subject leader***

Literacy and learning is a whole-school improvement initiative. Once the scheme has been introduced to the school's staff, it must be taken forward in subject departments. The role of the subject leader or head of department is crucial and includes:

- reviewing schemes of work to incorporate the literacy objectives;
- contributing to the professional development of members of the department by identifying relevant training and/or facilitating coaching arrangements to ensure that subject teachers have a good understanding of the objectives and are confident about teaching them;
- participating in monitoring and evaluation activity.

Subject leaders can best fulfil these roles in partnership with senior leaders, the school literacy coordinator and departmental colleagues.

### ***Reviewing schemes of work***

The literacy and learning framework should not have any implications for the content of the department's scheme of work, but it may well have implications relating to teaching approaches. The main aim of the review is, therefore, to identify areas of work that lend themselves to the incorporation of a literacy objective alongside the subject objectives. The aim is to improve learning in the subject and literacy 'hand in hand'. It would be helpful to approach the review in four steps:

- 1 Identify the objectives assigned to your subject by using the framework and the 'literacy skills pie'.
- 2 Become familiar with these objectives by looking at the exemplification in section 3 of this text.
- 3 Identify areas of the scheme of work where the objectives fit best.
- 4 Identify any changes of teaching approach that may be required for the aim of improving learning and developing literacy. Section 3 of this *Literacy and learning* CD-ROM includes ideas for a range of teaching approaches linked to the objectives.

### ***Developing the department***

During the process of identifying objectives and reviewing schemes of work – a process that will undoubtedly involve consultation with members of the department – aspects of literacy teaching may be identified as problematic for some or all colleagues. It may be that certain objectives are not well understood, or that individual teachers are not confident with particular teaching approaches. It may be that inexperienced colleagues require training on an aspect of literacy, or that more-experienced colleagues feel they need an update. Whatever the situation, the subject leader should identify the training needs in the department. Ultimately, the impact on pupils' literacy and learning in the subject will depend on the quality of the teaching, so it is important that provision is made to ensure

that all colleagues have the opportunity to fill any gaps in their professional knowledge and understanding.

The *Literacy and learning* pack provides a wealth of training resources that can be used to support the professional development either of the whole department or of particular individuals within it. The table below lists these resources showing where they can be found and how they may best be of use.

Resource	Where to find it	Recommended uses
<i>Literacy and learning</i> DVD Contains video examples of literacy teaching (see page 60 of this CD-ROM for a full index)	The school has one copy which will be with either the Key Stage 3 Strategy manager or the literacy coordinator.	The DVD may contain an example of teaching which the whole department could discuss, or, alternatively, it could be viewed by one or two colleagues for whom it is particularly relevant.
<i>Literacy and learning in ICT</i> CD-ROM Contains the full text including exemplification of all relevant objectives.		
The <i>Literacy and learning in ICT</i> booklet.	In the <i>Literacy and learning</i> resource pack.	Guidance for subject leaders – an abridged version of this text.

There are also other resources and strategies which subject leaders can use to support the professional development of their departmental colleagues. A full index of Key Stage 3 Strategy resources relating to literacy is available in Appendix 3 of *Literacy and learning: Guidance for senior leaders*. Many of these publications are already in school or they can be ordered from DfES Publications or downloaded from the Key Stage 3 Strategy website ([www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)).

Although publications are very useful for updating knowledge and understanding, research suggests that it is important for teachers to receive support when applying any new teaching approaches in their lessons. Subject leaders may be able to offer help in this respect by demonstrating aspects of teaching, by team teaching, or by observing teaching and giving feedback. LEA consultants and colleagues in school may be able to offer support of this type as well. Another strategy is coaching, where pairs of teachers work together to improve an aspect of practice. This is described in the Key Stage 3 Strategy publication called *Sustaining improvement, a suite of modules on Coaching, Running networks and Building capacity* (DfES 0565–2003 G).

## **Monitoring and evaluation**

Improvements in pupils' learning and their literacy skills will only be secured and sustained if subject leaders monitor and evaluate the planning and teaching in their department. Senior leaders also have a role to play in monitoring and evaluating the impact of the whole-school initiative, so the two processes should be coordinated.

The particular role of the subject leader is to:

- monitor that any changes incorporated into the department's planning are being implemented in classrooms;
- judge the effectiveness of the implementation in both planning and teaching;
- offer support to bring about improvement, where appropriate.

An aid to judging the effectiveness of the teaching of cross-curricular literacy objectives can be found in section 4 of this text. This is a series of prompts which help to focus the process of observation and feedback.

This *Literacy and learning in ICT* CD-ROM provide helpful materials for supporting colleagues. Other useful sources of ideas are:

- the *Literacy and learning* DVD which is in school (see section 5 of this text);
- other material previously published by the Key Stage 3 Strategy (see the guide in Appendix 3 of *Literacy and learning: Guidance for senior leaders*);
- *Sustaining improvement, a suite of modules on Coaching, Running networks and Building capacity* (DfES 0565–2003 G).



# 3

## **Explaining and exemplifying the objectives**

This section of the text contains an entry for each cross-curricular literacy objective that is assigned to ICT.

The cross-curricular objectives exemplified for ICT are:

Learning through talk	Using talk to clarify and present ideas Active listening to understand Talking and thinking together
Learning from text	Developing research and study skills Reading for meaning
Learning through writing	Using writing as a tool for thought

Each entry has three sections:

- About this objective – which explains in general terms what is meant.
- What to teach – which explains key points that will need to be taught if the objective is to be met.
- Teaching approaches – where the teaching of the objective is exemplified with ideas that can be applied directly to classroom teaching.

The objectives are organised by Year and by aspect.

Year 7	Learning through talk
	Learning from text
	Learning through writing
Year 8	Learning through talk
	Learning from text
	Learning through writing
Year 9	Learning through talk
	Learning from text
	Learning through writing



## Year 7

### **Learning through talk: using talk to clarify and present ideas**

**Year 7 objective: Use talk as a tool for clarifying ideas, e.g. by articulating problems or asking pertinent questions.**

#### **About this objective**

This objective develops the use of talk as a tool for developing thinking. It is likely to be taught in the context of problem solving, planning a project or discussing an issue. It needs to be taught in a range of contexts and is clearly a cross-curricular objective. The objective requires pupils to listen closely and contribute effectively to talk through building upon, questioning and challenging the points made by others.

#### **What to teach**

- How to begin by defining the task, e.g. *'Right, so what have we got to do?'*, *'What are the rules for a perfect presentation?'*, *'What information will we share with our audience?'*. Specific problems or difficulties should be outlined before and during the task, e.g. *'We don't understand the bit where ...'*.
- How to ask speculative questions, e.g. *'What will happen if I use this size font?'*, *'What will happen if I change the value in this cell?'*.
- To make connections between ideas, e.g. *'So if I use lots of fonts ... people will find it distracting'*, *'If the pressure sensor is activated ... the alarm will go off'*.
- How to work cooperatively, supporting each others' positive points through affirmatives, e.g. *'Brilliant! That's it!'* and elaborating on comments, e.g. *'Yes, and there's another example in the last slide ...'*.
- How to take turns in both whole-class and small-group work. Alert listeners to the need to judge the right moment to contribute and remind speakers of the importance of letting others join in.
- That there will be pivotal points during a discussion when important ideas or solutions are proposed. These need to be clearly signalled and backed up with evidence, e.g. *'Surely matching text styles to the purpose and to the needs of the audience is crucial to the idea of fitness for purpose?'*. The speaker may need to monitor understanding or show examples, e.g. *'Do you see what I mean?'*.
- How to counter or challenge ideas and offer supporting evidence to justify opinion, e.g. *'Yes, but on the other hand the use of bright colours will be attractive to younger people'*.
- How to manage discussion as it proceeds, by occasionally taking stock, e.g. in planning. For example, *'Right, so we've agreed that we must collect the data before we can present it as a chart, so now we need to prepare the questionnaire'*.

#### **Teaching approaches**

- Provide opportunities for discussing interesting and challenging ideas, such as web pages, presentations, leaflets. Provide a range of groupings over time, such as pair, small group, whole class. Make sure tasks are open-ended; they may include problem solving and decision making.
- Analyse short audio or video extracts which feature discussion and debate. Provide a transcript on an OHT or handout. Pause the tape at an interesting point and consider how the participants are using talk. Ask the class to highlight further

key features and annotate the script before more detailed discussion with the whole class. Together, identify and list key dos and don'ts.

- Praise effective contributions during small-group and whole-class work, e.g. 'Sam, that's brilliant because you've ...'. Comment constructively on how unhelpful comments could be improved. Remind the class of positive features identified at the outset, such as taking turns, cooperative signals, positive ways to express disagreement, bringing in less-confident group members, taking stock and asking pertinent questions.
- Ask pupils specific questions at critical points and seek elaboration to ensure clear, logical answers, e.g. 'What does the AND do when used in the search query for countries with a temperature greater than 25°C AND the month of May?'. Constructively challenge inconsistent, woolly or ambiguous points. Capitalise on hints of penetrative thinking by asking further questions or offering a supportive comment, e.g. 'So this means you think that ...'.
- In whole-class discussion, periodically sum up the discussion so far. Note key points or sticking points on the whiteboard and suggest fruitful next steps.
- Encourage notes and diagrams to help thinking during discussion. For example, sketch a flow diagram before creating a control sequence on the computer, or sketch a diagram with the logo commands added before programming on the computer. Explain de Bono's thinking strategies to support specific types of discussion, e.g. do a CAF (Consider All Factors) to generate a list of factors which may influence a decision, or a PMI (Plus, Minus, points of Interest) to itemise the advantages and disadvantages of 'Learning through talk'.

## Year 7

### **Learning through talk: active listening to understand**

**Year 7 objective: Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.**

#### **About this objective**

This objective requires sustained listening and response in a variety of contexts. The objective is a good cross-curricular focus, requiring pupils to develop listening skills using common techniques. It links closely with note-making skills and the ability to retain or record relevant information. Providing note-making grids can support pupils by giving more detailed prompts for those who need them. The *Literacy across the curriculum* (DfEE 0235/2001) training file provides strategies to support note making (module 8: Listening, and module 9: Making notes).

#### **What to teach**

- How to recognise the discrete steps used when a complex technique is demonstrated. For example, creating a macro in a spreadsheet or a flow diagram to control an event.
- How to recognise the main organisational features of different types of spoken texts. For example, a video clip may start with an explanation of its purpose, raise a series of points, and end with an overview which possibly raises further questions. Knowing about the structure of the material in advance will help pupils to listen out for relevant information.
- Specific phrases which signal to the listener that a key point is about to be made, e.g. *'Another point ...'*, *'Furthermore ...'*, *'So ...'*, *'To sum up ...'*. Knowledge of these oral markers will help pupils to recognise when key points are about to be made.
- How to prepare in advance for a listening task, e.g. preparing questions that you want the answers to, making notes based on prior knowledge, anticipating key points, or identifying a specific piece of information to listen out for.
- How to use a range of note-making skills to record relevant information, ideas and questions for later use. Note making is not just about recording key points; a well-prepared note-making task can ensure that pupils reflect on, ask questions about or challenge information which they have heard.

#### **Teaching approaches**

- Near the start of the year, ask pairs of pupils to think about why listening is important in school. Provide a simple two-column handout for them to gather ideas. For example:

	Advantages	Disadvantages
Listening well		
Not listening well		

Discuss this with the whole class before asking pupils to produce a poster entitled *Why it is important to listen well*.

- Before important listening work, work with the class on analysing the organisational features of the type of material which pupils will encounter:
  - If it is a talk by you, a pupil or a visitor, ask pupils how the speaker might have organised his or her notes. What could the main headings be? What would the implications be for listeners?
  - If you are about to read a newspaper editorial or opinion piece, explain how it is organised, e.g. an introduction followed by points for and points against, and ending with the writer's view.
  - If you are about to use a series of short television programmes about language, explain to the class that each one has the same structure, or that the specific programme about to be viewed has, for instance, five different sections.
  - If you are going to give instructions for carrying out a particular technique (e.g. mail merging), explain that there will be a sequence of steps and that the order of the steps may be important.
  - Teach note-making skills explicitly, to help pupils to record and support the recall of information, e.g. selection of points, use of abbreviations, bullet points, key words. Ask a pupil to tell you about a personal interest, or their views on a topical issue, and use the whiteboard or OHP to model effective note making. Repeat the process with another pupil and ask the rest of the class to make notes independently. Ask two or three pupils to do the task on OHTs, so their notes can be discussed.
  - Demonstrate different kinds of diagrammatic note making, such as flow charts and star charts. Explain their use and record the information on a two-column grid with the headings *Method for making notes* and *When to use*.
  - Provide structured templates for note making which require pupils to do more than just record information as they listen. Encourage questions by including a space or box and build in time during and after the reading or video to note questions. Generate comments by providing a two-column template: *Key points* and *Comments*. Encourage pupils to challenge views by providing them with a ready-made list of bulleted key points in one column and a column alongside for *What you think and why* (or *Agree/disagree and why*). Take the work in and provide feedback.
  - Give pupils opportunities to ask questions, make comments and challenge views during listening work; stop the video or reading and ask for comments. Alternatively, ask pairs to discuss their views for 30 seconds, then take a few comments before continuing the task. After listening, provide time for oral responses; you could ask pupils to jot down three questions or comments before taking feedback. Don't just accept comments! Seek elaboration and ask for reasons why and evidence.

## Year 7

### **Learning through talk: talking and thinking together**

**Year 7 objective: Identify and report the main points emerging from discussion, e.g. to agree a course of action including responsibilities and deadlines.**

#### **About this objective**

This objective requires pupils to report the main points from discussion in a variety of ways, e.g. to another group, to the teacher or to the class. Speaking frames or sentence-starter oral prompts could be given to support pupils in structuring their report-back. Pupils will probably need to make notes of key points as an *aide-memoire*. Teacher modelling or note-making frames may provide useful support. Teachers could also use pupils primed for the task to model reporting back key points for the rest of the class.

#### **What to teach**

##### **Identifying main points**

- Adjectives to convey importance, e.g. *main, key, significant, important, crucial*.
- Adverbs to convey intensity of feeling, e.g. *strongly, firmly, surely*.
- Adverbials at the start of sentences to gain attention or establish control, e.g. *'Right ...', 'So ...'*.
- Connectives to signal opposing views, e.g. *but, conversely, alternatively*.
- Connectives to summarise views, e.g. *therefore, so*.
- Connectives to indicate a sequence of ideas, e.g. *firstly, secondly, thirdly, next, then, also*.

##### **Reporting main points**

- Orientating the audience by giving the context of the discussion, e.g. *'Our group was discussing ...'*.
- Itemising the main points using the first person plural, e.g. *'First of all we agreed that ...'* and giving reasons *'This was because ...'*.
- Signalling movement to the next point, using an introductory sentence stem or connective, e.g. *'Our second point was ...', 'Secondly...', 'Next ...'*.
- Concluding the report clearly, e.g. *'Thus, our view is ...'* or *'Therefore, we felt ...'*.
- How to make brief notes to support oral feedback.

### Language associated with roles adopted

Phases of discussion	Chairperson	Group members
Initiate discussion	<i>'Right, we need to decide ...'</i>	<i>'I think we need to ... because ...'</i>
Generate ideas	<i>'Does anyone have any ideas about ...?'</i>	<i>'What about ...?'</i>
Express support for others		<i>'Go on ...', 'Yes, I agree because ...', 'What then ...?'</i>
Discuss different viewpoints		<i>'I feel strongly because ...', 'But don't you think we need to ... because ...?', 'But surely we also want to include ...?', 'What about Jane's alternative?', 'But surely that was more important because ...?'</i>
Check understanding		<i>'Do you see what I mean?'</i>
Identify main ideas	<i>'Right, we need to agree on the main points ... Would anyone like to suggest ...?'</i>	<i>'Surely one of our main points was ...?'</i> <i>'Several people felt strongly that ...'</i>
Establish responsibilities and deadlines	<i>'Okay, so we need to decide who is going to do what ...'</i> <i>'Right, who would like to ...?'</i> <i>'John, do you think you could get that done by ...?'</i> <i>'Right, let's summarise our decisions ... Shall I sum up what we've agreed?'</i> <i>'The group decided that ...'</i> <i>'Let's run through the main points we've agreed ...'</i>	<i>'I would like to ...'</i>

### Teaching approaches

- Conduct a whole-class discussion based around a key dilemma, such as using the Internet to buy things. Appoint a small group of pupils to act as observers, to note and summarise the key arguments and reach a considered verdict on what the purchaser should do. Discuss successful strategies used by the observers.
- Devise a checklist with pupils for identifying the main points and reporting back. Pupils should use this checklist to evaluate how the teacher feeds back main points to the class. It could also be used for pupils to evaluate their own work in this area.

- Pupils should work in groups to conduct some research, for example, about the use of ICT in the high street. After a planning session, they should give feedback to the teacher about progress, roles, responsibilities and deadlines.
- Provide opportunities for pupils to give feedback in a range of ways, for example, using an envoy, using jigsaw groups, reporting back to the class.

## Year 7

### **Learning from text: developing research and study skills**

**Year 7 objective: Use appropriate reading strategies to extract particular information e.g. highlighting, scanning.**

#### **About this objective**

Pupils need to be taught how to use the full range of reading strategies in order to access subjects across the curriculum. Teaching needs to include opportunities for pupils to experiment with ways of reading for different purposes. Close attention is needed on how to extract specific information from texts. Pupils must be provided with opportunities to hone skills such as skimming, scanning and close reading, both in English and in other subjects. Note-making skills should be modelled and practised. Note-making formats should be used.

#### **What to teach**

- The main reading strategies which develop efficient reading and focus on the important features of a text or digital presentation:
  - **Skimming** – glancing quickly through a passage to get the gist of it, e.g. looking through a web page to see what is worth reading;
  - **Scanning** – searching for a particular piece of information, e.g. looking for a useful web link in a list of search engine results;
  - **Close reading** – careful study of a text, including pausing to think or look back in order to examine the text in detail.

The following range of activities supports these reading strategies: highlighting, text-marking, sequencing, annotating, text restructuring, labelling and cloze exercises.

#### **Teaching approaches**

- Share a non-fiction text or digital presentation with the class, e.g. a leaflet or information sheet with both text and images. Ask pupils, in pairs, to take it in turns to find three things which they find interesting about the text. The pairs should then share their choices with the whole class. Annotate a projected copy of the text to illustrate the range of pupils' responses, e.g. layout (heading/title, caption, image, colour, font size or style, etc.), language (key words, alliteration, familiar or unfamiliar vocabulary, similes), and structure (use of introduction, topic sentences, conclusion). Articulate the strategies as they are demonstrated. For example:
 

*'I want to get a sense of what this is about, so I am glancing over the whole text quickly to get a feel for it. This is called skimming and it helps me to develop a general understanding of the text.'*

*'I'm focusing on the headline and first lines as they are large and in bold print. They attract my attention which suggests that they are important.'*

*'The image is large and has a caption which summarises its purpose. It has been included to help me understand and, therefore, must be important.'*

Confirm with pupils how they made their choices.
- Demonstrate scanning using the same non-fiction text as above. Model looking for a particular piece of information on a projected web page. Articulate the process of scanning by showing what **clues** there are for finding specific information. For example:

*'I want to find out **who** was involved. Therefore, I need to look for a name, so I'm scanning for capital letters.'*

*'I'd like to find out **what** happened so I am scanning the text for an event or an action. This could be an explanation and involve a number of stages.'*

*'**Where** was she born? Well, that will be a place name, so I need to look for a capital letter.'*

*'**When** did she first...? I'm now scanning for times or dates.'*

*'**Why** did she...? That's a little more difficult, because I'm searching for reasons so I need to look a little closer. I may need to read between the lines.'*

Demonstrate roving eye movements across the passage. Use your finger to show how your eyes are going through the text at a pace without reading everything.

- Give groups of pupils the same text or digital presentation, but with a different focus for retrieving pertinent information, e.g. highlighting arguments for or against, advantages or disadvantages, causes or effects. The groups should then present their findings to each other.
- Model text-marking in two different colours, e.g. two different points of view, different examples, fact and opinion.
- Model highlighting key words, points or phrases using highlighter pens or different coloured pencils.
- Use ICT to support teaching strategies. Use the highlighter in the same way as a pen, then delete unwanted text using the 'find and replace' function. Present pupils with an information text on screen. Say that the task is to reduce the text to 50 words without losing the main points.
- Give pupils sentence prompts in a plenary to consolidate the learning strategy. For example, *'We found our information and read our text this way ... The best strategy we used was ... because it helped us to ...'*

## Year 7

### **Learning from text: reading for meaning**

**Year 7 Objective: Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.**

#### **About this objective**

**Inference:** interpretation which goes beyond the literal information given

**Deduction:** understanding based on the evidence in the text

The ability to infer and deduce meanings is a key marker for level 4 and by Year 7 most pupils should be able to do this. As this is an area where pupils' ability never ceases to grow, it is important that through Year 7 pupils are given the opportunity to identify where meanings are implied and extend their explanations of their understanding in speech and writing. Some connotations may be culture-specific. It is an opportunity to reinforce the difference between explicit and implicit meaning, and tasks will involve a range of active reading strategies.

#### **What to teach**

- Define inference: interpretation which goes beyond the literal information given
- Define deduction: understanding based on the evidence in the text
- How to use a range of strategies to extract, infer and explain meaning
- How to refer to and quote from a text or digital presentation, modelling inference and deduction

#### **Teaching approaches**

- Revise inference and deduction. Offer a statement on a card and model searching for evidence from the text that supports this statement. Annotate the text on an OHT, highlighting phrases to show any confirming evidence.
- Use a range of statement cards with pupils. In groups, pupils search the text for evidence to support the statement. Give pupils a grid where they record things they deduce or know for sure (or literal information) and things they infer.
- Provide pupils with a colourful advertisement that has only literal information, with all emotive words removed. In pairs or fours, pupils add their own descriptive words or words with connotations. Group feedback should reveal how the emotional impact or ambiguity of words can imply different meanings.
- Look together at a web page. Use questioning to get pupils thinking beyond the literal e.g. *Why have they used a colour like that? What does that logo say about the product? Who do the authors expect to access a web site like this? Why is the illustration placed where it is?* Follow up with another web page, asking pupils to respond on paper with two columns headed:

What I can see/read on the page	What this makes me think

- Use a text or digital presentation on an OHT and model where predictions come from, showing how good writers provide us with clues or hooks that make us read further. As you annotate on the OHT, give pupils in pairs regular 30-second or 1-minute 'time outs' to locate clues and predict.
- Give pupils, in groups, an A3 photograph of the crowd at a football match, or a wedding photo, for example. Give groups one minute only to 'read' the text and answer questions about time, place, mood, etc. Take responses and then explain reasons (using enlarged photos) for a lot of similar predictions – text expectations connected to prior reading, genre conventions, visualisation and cultural readings (e.g. we can 'read' a photo of a football match or a wedding as there are clues familiar to us but they may not be familiar to readers from other cultures). Use as a starter or plenary activity.
- Distribute to pairs an enlarged outline drawing of a character from a text; it could be the main character from the class novel at a key point of the text. Ask pairs to add thought bubbles to show how the character could be feeling at this stage of the text. The completed sheets could be displayed on a 'character wall'. Lower-attaining pupils could have a range of prepared bubbles from which they select. Explain to pupils in the plenary how readers use visual and textual clues to empathise and infer from characters in texts, using pupils' responses as a starting point.
- Model 'hot-seating' by asking pupils in pairs to think of two questions each they could ask you (as expert), imagining you are the character pictured in one of the A3 sheets. Have a bank of prepared questions for less able pupils to choose from. Invite one or two pupils to take the hot seat in front of the class.
- Work with a guided group exploring characters' feelings, so that they become experts for the hot seat.

## Year 7

### **Learning through writing: using writing as a tool for thought**

**Year 7 objective: Use writing to explore and develop ideas, e.g. journals, brainstorming techniques and mental-mapping activities.**

#### **About this objective**

This objective recognises that:

- Writing can record ideas so that they are not forgotten and can be returned to for reference, further thought and development.
- The process of recording a thought in writing often clarifies or strengthens it or even exposes it as less coherent than it seemed when first thought or spoken.

This kind of writing is not generally meant to communicate to a wider audience; it is more likely to be part of notes, jottings or plans that could underpin another piece of writing, a spoken presentation, the solution to a problem or a practical task. It may, however, not be written for just the writer to read if, for example, it is in the context of a group task. The purpose of writing like this is to capture ideas and possibilities and to develop them by clustering, making links, deciding on sequences, ranking for importance, and making some additions and deletions. The ideas are also captured so that they can be questioned and evaluated.

#### **What to teach**

- That sometimes writing must be ephemeral and exploratory. If ICT project folders are seen as only for neat work and not for reviewing and modifying ideas, then it will be difficult to cultivate writing as one way to explore and develop ideas.
- A range of techniques for jotting down ideas for further work and evaluation, so pupils can begin to select those that suit them and the task best.
- How to use 'brainstorms', mind-maps, annotations and other ways of capturing thoughts and ideas, and how to change and cluster these ideas to develop them further.
- How to modify analysis and design in the light of discussion and experience.
- Formats for jotting down ideas and sharing ideas and approaches with the class.
- How to use part of the written work for reflection, and how to write regularly to record, question and reflect on learning.

#### **Teaching approaches**

- Ensure that there are opportunities to explore and develop ideas through writing. Provide a range of groupings over time, such as pair, small group, whole class. Tasks can be open-ended, for example, '*What do we need to find out?*', '*Can you explain what happens when ...?*' or restricted, focusing on one particular aspect, for example, '*Explain why one type of graphics file maintains smooth edges when resized and another doesn't*' or '*Describe how to create a new folder/directory*'.
- Encourage pupils to jot down initial ideas when solving problems or writing explanations. Ask them to talk in pairs or small groups and record their ideas either on paper or on mini whiteboards.
- Use envoy, rainbow or jigsaw techniques when using group work, so pupils' recording has a purpose.
- Model using mind-maps or writing frames, for example, to identify starting points to solve a design problem.

## Year 8

### **Learning through talk: using talk to clarify and present ideas**

**Year 8 objective: Provide an explanation or commentary which links words with actions or images, e.g. a sports commentary or talking to a sequence of images.**

#### **About this objective**

This objective focuses on the way that the spoken word is often linked to actions or images in a range of contexts. For example:

- The demonstration of a practical skill or process where the commentary is designed to explain and inform.
- A documentary film where the voiceover communicates the meaning in parallel with the visual images.
- Communicating information to an audience using pictures or slides.
- Speaking stimulated by a series of still images, as in telling the story or explaining the process portrayed by a series of pictures in a book.

Pupils need to develop their ability to explain in words the actions which they are taking when involved in practical activities, in order to demonstrate their understanding and their ability to reflect on and evaluate their work. There is also an important link with media objectives, because it is important for pupils to be able to read images and comment on them. Linking words with visual images is also an effective way of making a presentation to an audience. This objective builds on the Year 7 objectives, because explaining and commentating develop the skills of summarising and reporting. It involves pupils in understanding the ways in which words can support and explain pictures, summarise the content and/or interpret pictures to influence the audience.

#### **What to teach**

- How to provide a spoken commentary on a sequence of your own actions, in order to inform, explain, or evaluate, e.g. a pupil explaining the process of using absolute cell references in spreadsheets.
- How to make a commentary coherent by considering the sequence of points and how they can be linked.
- How to select images that will best enhance a presentation.
- How to draw attention, perhaps by annotation, to particular aspects of the images that are of most significance.
- How to consider the needs of the audience (e.g. their likely prior knowledge or previous experience), so that the commentary will be clear and informative.
- How to listen to a commentary and compare it with the visual image that they are watching.
- How to use short clear sentences for maximum effect, and at what point to say them when the image is moving.
- How to match tone of voice to the images and the purpose of the commentary, e.g. sympathetic or enthusiastic.
- How to use gesture and facial expression to enhance the impact of the spoken commentary, when demonstrating an activity or making a presentation.

### Teaching approaches

- As part of a control lesson, set pupils the task of producing a visual storyboard (no words allowed) for an everyday action, e.g. making a cup of tea or making a call from a public phone box. Pupils should then present the storyboard, together with a spoken commentary, to a partner or a group, matching words to the frames they have drawn. Alternatively, pupils could provide a spoken commentary to a sequence of textbook pictures that illustrate a process.
- Where pupils are learning how to do an ICT task (e.g. searching the Internet, creating a hyperlink, mail merging, etc.), ask a number of them to demonstrate the task while giving a commentary which explains what they are doing, what the difficulties are, how they are trying to overcome them and so on. It would be important for the teacher to demonstrate this first.
- Ask pupils to prepare a simple PowerPoint presentation as an evaluation of their project work. Ask them to include the stages they went through and what they did well and/or problems they encountered. In their presentation, they should include digital images of their design work, work in progress and final outcome. Encourage pupils not to refer to a script, but to speak using the slides as the stimulus for their spoken words.

## Year 8

### **Learning through talk: active listening to understand**

**Year 8 objective: Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.**

#### **About this objective**

This objective requires pupils to listen with a purpose, selecting relevant information. By Year 9, pupils are being asked to listen for implied meaning. In Year 8 they are expected to listen for a detailed understanding of content, and to focus on specific areas for comment. Focused, sustained listening is a skill that many pupils need to develop. The objective is a good cross-curricular focus, requiring pupils to develop listening skills in a range of contexts, using common techniques. It links closely with note-making skills and the ability to retain or record relevant information. Note-making grids can support pupils by providing more detailed prompts for those who need them.

#### **What to teach**

- How we listen in different ways for different purposes. We may be very focused when listening analytically to a multimedia presentation, trying to identify different sounds and how they are used, or to the football results on the car radio – waiting for a mention of a particular team's results. Listening to friends talking about what they did at the weekend will be different – picking up the general drift of what several people did. Pupils also need to know that in school lessons they should listen in different ways for different purposes, such as listening out for specific information (e.g. noting the use of sound effects in a series of radio advertisements in a media unit), or listening carefully in order to carry out a follow-up task (e.g. writing an informative leaflet about how language has changed over time after watching a television programme).
- How to spot the clues indicating that relevant information is about to be provided which needs to be recorded. A television programme, for example, may be divided into subsections with helpful captions. A formal radio news programme may have a pause between each news item.
- How to listen out for and select relevant information, making use of key words and phrases.
- How to use note-making skills to record key points quickly and efficiently. For example:
  - use bullet points or leave a space between points;
  - use abbreviations;
  - note key words and phrases;
  - underline important points;
  - use diagrams and flow charts;
  - use the outliner function in a word processor.
- How to comment on or question the material they are listening to.

#### **Teaching approaches**

- Before an important listening task, ensure that pupils know exactly what they should be focusing on, what they should be doing while listening and what they will do with the information afterwards. Note the task on the whiteboard, an OHT or task sheet.

- When possible, provide pupils with a preview of how the material is structured. For example, if the class is about to watch a video of an advert from the Welsh Tourist Board, note on the whiteboard or task sheet the different sections of the advert. For example:
  - What did the celebrities think of Wales?
  - Why had the tourists gone to Wales?
  - How many people live in Wales?
 The same could be done for a pupil or teacher presentation.
- Be explicit about specific sentence-level and word-level features that will help pupils to monitor the different stages of a talk, reading or television programme and also help them to identify relevant material. Give pupils, in pairs, two minutes to note likely words and phrases, then take feedback and note the most helpful on the whiteboard. Leave them there during the listening.
- Show pupils examples of different types of notes, such as pyramiding, tree diagrams and timelines. Ask them to identify when each would be useful. Demonstrate their use and ask pupils to try out the different techniques. Then look at pupil examples on an OHT, and give feedback on how to note more effectively.
- During listening, stop the programme, reading or talk and ask for oral comments and questions. Give a couple of minutes for pair talk and the noting of points, then take comments. This will help you to monitor understanding and allow pupils to give their views or seek clarification. Do the same at the end.
- Encourage explicit pupil comment or questioning by providing a grid. For example:

Key point made in article	What I think

Key point in programme	Questions

To focus pupils' attention on thinking, reflecting and questioning, consider providing the key points for the left-hand column and focus pupils on their comments in the right-hand one.

## Year 8

### **Learning through talk: talking and thinking together**

**Year 8 objective: Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.**

#### **About this objective**

This objective develops the use of talk as a tool for developing thinking. It needs to be taught in a range of contexts and lends itself additionally to cross-curricular work. Teacher modelling or other examples of this use of talk support pupils to understand how the process works. Pupils need both specific support with linguistic structures for hypothesis and speculation and also help with managing their contributions to group work.

#### **What to teach**

##### **Questioning**

- How to use questions to open up a discussion, such as 'What about ...?' (offering a suggestion) or 'So what do you think, Sam?' (drawing in someone else).
- How to use questions to probe/challenge, e.g. 'And what about ...?', 'What if ...?', 'Do you agree, irrespective of ...?', 'So why do you think that ...?', 'After what Sara has just said, do you still believe ...?', 'Do you really feel that ...?', 'What about the opposing view that ...?'.

##### **Hypothesis and speculation**

- How to use talk in a tentative way. Explore the use of:
  - adverbials, e.g. 'Probably ...', 'Possibly ...', 'Maybe ...', 'Perhaps ...', 'Presumably ...';
  - modal verbs (*can, may, might, should, will*), e.g. 'It may be ...', 'Should we ...?', 'Could we ...?';
  - other tentative/speculative verbs, e.g. 'I think ...', 'This suggests ...', 'I wonder ...', 'I guess ...', 'I suppose ...', 'I doubt ...';
  - questions, e.g. 'What if ...?' or 'What about ...?'.

##### **Evaluation**

- How to offer statements of opinion, judgement, likes and dislikes, e.g. 'In my opinion ...', 'It seems ...', 'I think ...', 'I would rather ...'.
- How to use:
  - comparative/contrasting connectives, e.g. *compared with, similarly, likewise, alternatively, whereas, on the other hand, despite*;
  - causal connectives, e.g. *because, therefore, so, in that case, still, even though, as a result, consequently*;
  - adjectives (including comparative and superlative forms), e.g. *better, best, more than, most*;
  - verbs to indicate value judgements, e.g. *prefer, would rather, like/dislike*.

##### **Solving problems and thinking about complex issues and ideas**

- How to use the language of cooperation and negotiation, e.g. 'Should we ...?', 'Would it be a good idea if ...?', 'I propose that ...'.

- How using absolutes, such as *never* or *always*, can close down opportunities for negotiation and compromise.
- How to use summative comments to offer a solution, e.g. *'Well, I think we should ...'*, *'What about if we ...'*, *'Therefore ...'*, *'Consequently ...'*, *'As a compromise ...'*.
- How to express multifaceted, or more complex, views, e.g. *'I don't like it, but I can understand why ...'* or *'Although I wouldn't, I can see why some people would ...'*.
- How to echo others' ideas in giving a response, e.g. *'So you think that ...'*, *'Does that mean ...?'*.
- How to develop others' ideas, e.g. *'Yes, we could ...'* or *'What about if we then ...?'*.
- The effect of affirming or positive body language to encourage discussion, such as nodding, eye contact (but not solidly staring at someone), seating position (e.g. leaning forward slightly, with 'open' body, body turned towards the speaker), arms should not be crossed, voices level.
- The value of verbal 'fillers', such as *'mmm'*, *'yes'*, while nodding to keep the discussion going.

### Teaching approaches

- Initiate exploratory or hypothetical talk by using tentative language, rather than by asking questions. Begin a discussion by wondering out loud, or offering a hypothetical statement of your own. Pupils will tend to emulate this approach.
- Divide pupils into groups to discuss a problem such as the content of a newsletter, web page or multimedia presentation.
- Ask pupils to work collaboratively to produce mind-maps in response to questions, such as *'What content and style will be needed to create a presentation about our school for parents of Year 6 pupils?'* Ask the groups to use their mind-maps to feed back to other groups.

## Year 8

### **Learning from text: developing research and study skills**

**Year 8 objective: Make notes in different ways, choosing a form which suits the purpose, e.g. diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval.**

#### **About this objective**

In this objective pupils need to be taught formats for recording what they read and hear so they can use their notes for later recall or re-formatting. Pupils need a real reason to make the notes and a clear idea of what they should then do with them: are they an *aide-memoire* for personal revision or later recall, or are they preparation for a speaking and listening or writing task? Note making is not just about recording key points; a well-prepared note-making task can ensure that pupils reflect on, ask questions about or challenge information which they have heard. It is important that pupils are shown good techniques for making notes and, crucially, are given opportunities to practise these. These opportunities should be linked to important learning and be designed to establish note making as part of a habitual repertoire of writing skills.

#### **What to teach**

- How to make notes in various ways:
  - Diagrammatic notes – possibly using colours, pictures and symbols, capitals, underlining and other techniques to help make the notes clear and memorable.
  - Notes in two columns – where information is recorded in one column and pupils' thoughts, feelings, questions, analysis and other responses are recorded alongside them.
  - Traditional notes – with effective use of bullet points, abbreviations and so on.
  - Digital methods – such as outline facilities built into word processors, and other applications or mind-mapping software, which help pupils to record and structure their notes.
- How to recognise the main organisational features of paper and multimedia text-types, such as headings, tables, bullets, hyperlinks, emboldened or italicised text. Knowing about the structure in advance will help pupils to find relevant information. More information about the organisation of texts can be found in Module 2 of the *Literacy across the curriculum* (DfEE 0235/2001) training materials. Pupils should be made aware of the way in which headings, subheadings, topic sentences and other features can help them to identify key points.
- That there may be specific phrases which signal to the reader that a key point is about to be made, e.g. '*Another point is ...*', '*A significant feature of this web page is ...*', '*Furthermore ...*', '*So ...*', '*To sum up ...*'. Knowledge of these text markers will help pupils to recognise when key points are about to be made.

#### **Teaching approaches**

- Encourage pupils to experiment, practise and then adopt the note-making format with which they are most comfortable. Ask pupils to reflect on their experience of note making and share their positive ideas.
- Use a shared writing session to show pupils how to make notes in different ways and use them in their work.

- Encourage pupils to share their notes with a partner to see whether someone else can interpret them and share best practice.
- Ask pupils to highlight a review of a multimedia presentation using different-coloured pens to identify positive points (strengths), negative points (weaknesses) and neutral statements. Discuss with pupils why annotated handouts are much more useful to keep in their folders for revision than just the plain printed sheets.
- Give pupils a text which describes, for example, a control process. Set them the task of summarising this in a way that will help them to remember it. Suggest possibilities, such as flow diagram or bullet points.
- Ask pupils to record the key features of a familiar product, e.g. a mobile phone, computer work station or satellite television system.
- Use group work and feedback to help pupils to identify useful symbols and abbreviations for use in note making, e.g. Kb, Mb, CD-ROM, ROM, RAM, ©, ™, \*.

## Year 8

### **Learning from text: reading for meaning**

**Year 8 objective: Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions.**

#### **About this objective**

Pupils need to know that while some texts seek to present facts from an objective point of view, other texts present facts selectively or in a way that promotes a particular viewpoint with which not everyone agrees. Through selective choice of facts and evidence, images, vocabulary and structure, writers may deliberately aim to influence the reader's opinions, emotions and/or attitudes. Bias can also sometimes be unintentional and simply reflect the writer's narrow personal perspective and understanding. Pupils need to be able to distinguish established facts from opinions and how factual information can be presented in a non-objective way through the use of images and words. Pupils need to consider implied as well as literal meanings and the connotations of particular words. They need to question the intentions of authors, considering why they are offering ideas, opinions and hypotheses rather than facts or certainties.

#### **What to teach**

- How to recognise the purpose of a text, e.g. *to explain, inform, discuss or persuade*.
- How to distinguish facts from opinions.
- How to find and evaluate any support that writers or speakers give for their point of view. Is this support expressed as direct quotations, figures or more vaguely, e.g. *'As it can be said that ...'* or *'Many people think that ...'*?
- How to take account of modal verbs such as *could* or *might*, as opposed to *must* or *will*.
- How to recognise and evaluate the impact of emotional images and vocabulary.
- How to recognise cultural implications in texts.
- How to make inferences or deductions in order to detect bias in a text.
- How to trace ideas through a text and look for inconsistencies and omissions.

#### **Teaching approaches**

- Collect examples of how advertisers use statistics to promote particular ideas, e.g. different models of computers. Ask pupils to identify any inconsistencies and omissions in how statistics are used.
- Use examples of *'30 minutes' free speech*, *'phone weekends for free'*, *'buy brand X computer and get a TV card for free'* and other savings and bulk buys advertised. Ask pupils to discuss or calculate the actual prices per item. What saving are they making?
- Give groups of pupils some data. Ask one group to use the data to support a particular hypothesis and ask another group to use the data to oppose the same hypothesis.
- Encourage pupils to use secondary sources, such as websites and CD-ROMs, to collect data, for example, to research sports results. Ask them to consider how reliable the source is, and whether the data is based on fact or opinion.

- Give pupils a report of an investigation, written by another pupil. Ask them whether the descriptions of patterns in the data and conclusions drawn from them are consistent with the evidence shown. Ask them whether any information is missing from the account, and what questions they would like to ask the pupil who wrote it to clarify any inconsistencies.

## Year 8

### **Learning through writing: using writing as a tool for thought**

**Year 8 objective: Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving.**

#### **About this objective**

This objective builds on the Year 7 objective: *use writing to explore and develop ideas*. It focuses on two important qualities of writing:

- Writing can record ideas so that they are not forgotten and can be returned to for reference, further thought and development.
- The process of recording a thought in writing often clarifies or strengthens it or even exposes it as less coherent than it seemed when first thought or spoken.

This kind of writing is not generally meant to communicate to a wider audience; it is more likely to be notes, jottings or plans that could underpin another piece of writing, a spoken presentation, the solution to a problem or a practical task. It may, however, not be written for just the writer to read if, for example, it is in the context of a group task. The purpose of writing like this is to capture ideas and possibilities and to develop them by clustering and making links, deciding on sequences, ranking for importance, and making some additions and deletions. The ideas are also captured so that they can be questioned and evaluated.

#### **What to teach**

- The contexts in which this kind of writing is useful, e.g. analysis, design, specification, research, review, evaluation.
- A range of styles/formats for this kind of writing (e.g. bullet points, spider diagrams, tables, lists of priorities), demonstrating to pupils that it is important for them to represent their ideas in the way that best suits the way they think.
- How to work with a set of initial ideas on paper to develop them further, e.g. by clustering or prioritising them.
- How to take notes from discussion and then place pupils in role to practise it for themselves.

#### **Teaching approaches**

- Ensure that there are appropriate opportunities to explore and develop ideas through writing. Provide a range of groupings over time, such as pair, small group, whole class. Tasks can be open-ended, such as *'What do we need to find out?'*, *'Can you explain what happens when ...?'* or restricted, focusing on one particular aspect. For example, *'Explain/plan how to use a spreadsheet to model the costs of different mobile phone tariffs and to identify the most cost-effective'*.
- Encourage pupils to continue to record their initial ideas when solving problems or writing explanations. Ask pupils to talk in pairs or small groups and record their ideas either in journals or on mini whiteboards.
- Model using a range of formats, tables, bullet points and annotation to solve a problem, for example, *'Describe how a system Gantt chart is influenced by time constraints, e.g. 10 lessons to complete a solution to an ICT problem'*. Ensure that the format chosen supports pupils in working systematically.

- Set up response partners. Ask pupils to read each other's notes and jottings and discuss, amend and add to them.
- Encourage pupils to develop their own journal, where they write explanations and descriptions in their own words. For example, '*Describe the needs of a particular audience and judge how well a solution meets that need*'. Pupils could also describe how they have solved problems or what they have learned at the end of a unit.

## Year 9

### **Learning through talk: using talk to clarify and present ideas**

**Year 9 objective: Use standard English to explain, explore or justify an idea.**

#### **About this objective**

The use of standard English should be related to purpose and audience. It is important to be clearly understood when conveying ideas to an audience. Pupils need to practise explaining ideas in formal contexts and need to move beyond tentative, exploratory talk into more incisive comments. Pupils should be aware of differences between spoken and written standard English. Although in formal spoken English full sentences are not always used, pupils may make use of more formal devices, such as subordinate clauses, passive voice and connectives, to show the relationship between ideas. At word level, vocabulary needs to be understood by all, with both vagueness and jargon avoided. Pupils might self-correct as they speak, to ensure that the use of standard English is maintained.

#### **What to teach**

- That there are choices to be made about use of standard English in both written and oral work.
- The importance of spoken standard English; some people have very strong views and expectations about its use and some situations, such as assemblies or job interviews, demand it. Attitudes may change over time but it is empowering to have a good grasp of when standard English is appropriate and to develop confident use of its features as part of a spoken-language repertoire.
- That the use of standard English is determined by audience, purpose and context, and that it can vary in its degree of formality. Consider looking at the use of standard English and colloquial language in, for example, *Football focus* or pre- and post-match discussion.
- The specific features of standard English and how it differs from dialectal variations, e.g. subject/verb agreement, past tense, adverbs, negatives, pronouns, prepositions.
- When standard English is likely to be required in the classroom, e.g. prepared presentations, whole-class discussion. Point out when very formal standard English may be inappropriate, e.g. planning a warm-up in pairs.
- Standard English can be spoken in any accent.

#### **Explain**

- How to start by orientating listeners, including a logical sequence of points which needs signalling to the audience, e.g. *'In this evaluation, I am going to ...'*, *'First of all, I would like to ...'*, *'Now I am going to explain how ...'*, *'Finally ...'*.
- How to use the first person and present tense to explain ideas about texts or issues, e.g. *'I think that the Tour de France will always be tainted by drugs because ...'*.
- How to illuminate points by examples or evidence, e.g. *'An example of this can be seen in the final sequence when ...'*, *'In Spain, for instance, play tends to be ..., whereas in England ...'*.
- How to elaborate or clarify, e.g. *'You can perfect this skill by ...'* or *'This technique is used again in the second part of the talk, when the speaker ...'*.

- How to monitor audience understanding by questions during or after the explanation, e.g. *'Does everyone understand what I mean by ... ?'*, *'Before I conclude, are there any questions ...?'*

### Explore

- How to signal tentativeness by incorporating tentative words or phrases such as *'Perhaps ...'*, *'Maybe we could have a moment of stillness there ...'*, *'It may be possible to ...'*.
- How to establish an exploratory tone at the outset by a statement of intent, e.g. *'I would like to consider what would happen if we tried a short corner ...'*.
- How to link ideas to ensure that listeners follow the speaker's thinking, e.g. *'Another issue raised by the article is that footballers, in particular, are overpaid ...'*, *'An alternative view is that sportsmen and women are not overpaid because ...'*.
- How to explore the implications of ideas through constructions such as *'If ... then'*, e.g. *'If Farzana can't hold Martha, then it is likely that we'll have to ...'*.
- How to use formal orienting phrases, such as *'I shall now explain why I ...'* or *'Support for my view is provided by that bit of video when ...'*.
- How to introduce specific evidence by using phrases such as *For instance*, e.g. *'For instance, take the moment when Tom failed to get the ball in ...'*, and to justify an idea with reasons using *because*.
- Different factors may be itemised, e.g. *'Firstly ...'*, *'Another reason is ...'*, *'Finally...'*.

### Teaching approaches

- Use a role-play to explore the impact of inappropriate language in formal contexts, e.g. the use of slang by the headteacher in assembly, or non-standard grammar by a newscaster reading the ten o'clock bulletin.
- Specify your expectations of standard English and the degree of formality required when you set oral tasks. Discuss, agree and record key features. Remind the class as they carry out the task.
- During oral work, praise good use of standard English and comment constructively on how less-appropriate language could be improved.
- Display subject-specific vocabulary in the classroom and encourage the use of correct terminology and precise language. Praise pupils for using the right terms.

## Year 9

### **Learning through talk: active listening to understand**

**Year 9 objective: Identify the underlying themes, implications and issues raised by a talk, reading or programme.**

#### **About this objective**

Pupils should be able to listen carefully, to select particular information for comment and to identify how messages are conveyed. They need to interpret what they hear, recognising what is implied and detecting bias. This involves being aware of audience and purpose, recognising connotations at word level, stylistic conventions at sentence level and organisational implications at text level. While some pupils recognise implications and issues immediately, others will need support to explore beyond the surface. The objective is likely to be taught alongside other objectives clustered around persuasive texts, both spoken and written.

#### **What to teach**

- Listening for different purposes to:
  - identify the main points made;
  - understand the main points and formulate own responses, e.g. own views or questions;
  - identify key points and recognise how they are being made, explicitly or not;
  - identify what significant issues are raised and why.
- How different types of spoken texts may be organised, and particularly what techniques may be used. For example, at text level, a prepared talk designed to persuade the audience of a particular point of view may be carefully structured, with an introduction which orientates the listener followed by a series of linked points and a concluding overview. At sentence and word level, the speaker may deploy rhetorical questions, irony, emotive language, imagery and repetition.
- What is meant by *theme*. In a talk, it means an idea or topic which is expanded upon. For example, a pupil speaker may explore the theme of friendship and loyalty among teenagers.
- What is meant by *implication* – something that is not directly stated but suggested or hinted at. Listeners need to hear between the lines. A particular meaning may be implied by:
  - a rhetorical question, e.g. *'Would you like personal information about you to be made public?'*;
  - an invitation to the listeners to work out something for themselves, e.g. *'Think about it'*;
  - emphasis given to a particular word or phrase, e.g. *'Yes, it seems like a convincing argument'*;
  - apparent denial, e.g. *'I wouldn't go so far as to say he was an out-and-out liar.'*;
  - connotation, an association or idea suggested by a word or phrase, e.g. *printed* connotes more important than *written*.
- How to detect bias in different types of material. Pupils need to ask searching questions about the underpinning beliefs of the speaker, writer or television programme maker/presenter. They need to be able to detect illogical thought, unsubstantiated arguments and distortion of data. They need to recognise emotive language that seeks to persuade the listener against his or her good judgement.

- How a talk, reading or programme may set out to deal with an explicitly identified issue, or how it may unintentionally raise issues for the listener. Effective listeners need to be able to identify:
  - important points of interest raised by the material;
  - their own views on these points.

### Teaching approaches

- Focus pupils' attention on the idea that writers, speakers and programme makers have a specific purpose which readers, listeners and viewers need to recognise to avoid being hoodwinked. Provide a list of different examples and ask pairs to suggest the purpose of each one:
  - A newspaper editorial
  - The television news
  - The Queen's Christmas speech
  - A campaign leaflet
  - An unofficial website
  - A public-information bulletin on radio or TV
  - A political party's election broadcast
  - A multimedia presentation

Discuss why it is important to recognise the purpose and what might happen if you don't.
- Analyse key features before pupils listen to more demanding material. For example, provide an outline of the structure of a television documentary: the introduction, the case for and the case against. Provide pupils with a list of key words or phrases to be on the alert for when listening.
- Explain listening tasks precisely. Provide guidance on what pupils should do while listening and what will happen afterwards. Provide a handout which will help them to complete the task effectively, for example, an outline of the television programme with space for notes under each heading, or a specifically designed note-making template.
- To identify what the implications or consequences of ideas expressed might be, provide a two-column note-making grid: *Points made* and *Consequences*. Model the note making and discuss the main consequences noted by pupils after the listening task has been completed.
- If you want pupils to focus on issues raised, again encourage noting of key points. Ask pupils to highlight or circle significant issues for later discussion. When taking feedback, ask pupils to explain why a point is of interest or is contentious. Note key issues on the whiteboard for a possible written follow-up task.

## Year 9

### **Learning through talk: talking and thinking together**

**Year 9 objective: Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.**

#### **About this objective**

Through discussion of conflicting evidence, pupils should become more aware that views can be diametrically opposed or simply differ slightly on certain points. They need to clarify their understanding of what is being said, be attentive to details and read between the lines to identify any subtext. In evaluating evidence, pupils should consider bias, flawed arguments, inaccuracy and extreme views. They also need to be aware of how their own opinions or assumed stance influences the consensus which they reach. They need to develop their ability to work together to avoid polarisation in the group. Contributions will often respond directly to what has just been said, acknowledging the views of others. In reaching a considered viewpoint, pupils will justify and modify details of their own views. They could be required to explain their considered viewpoint to others.

#### **What to teach**

- How to give evidence, reasons, anecdotes or illustrations to support views. For example, *'To support this ...'*, *'Evidence demonstrates ...'*, *'Research proves ...'*, *'The facts show ...'*.
- How to use adverbs to temper one's views, such as *sometimes*, *often*, *always*, *occasionally*.
- How to make interjections, accompanied by a shift in views, such as *'Oh, I see ...'* or *'Oh, I understand now ...'*.
- How to offer statements of opinion or judgement, such as *'In my opinion ...'*, *'I think ...'*, *'I believe ...'*, *'I prefer ...'*, *'I would rather ...'*.
- How to evaluate evidence using:
  - comparative/contrasting connectives, e.g. *compared with*, *similarly*, *likewise*, *alternatively*, *whereas*, *on the other hand*, *despite*;
  - causal connectives, e.g. *because*, *therefore*, *so*, *in that case*, *still*, *even though*, *as a result*, *consequently*;
  - verbs to indicate judgements, e.g. *believe*, *think*, *prefer*, *would rather*, *trust*.

#### **Teaching approaches**

- Through discussion with pupils, clarify the process involved in reaching a considered viewpoint. For example:
  - listen to or read and then discuss the evidence;
  - ask questions to clarify understanding (if possible);
  - be attentive to detail and read between the lines to identify subtexts;
  - when evaluating the views of others, be aware of bias, inaccuracies, flawed reasoning, extreme views;
  - be aware of your own bias and views;
  - be willing to modify your views in the light of new evidence or good argument;
  - aim to be objective when discussing the merits of different situations or arguments.

- Set up various scenarios with conflicting evidence where a decision has to be taken, e.g. a proposal to allow Internet access only to people over 16 or plans to build a new high-tech business park on a greenfield site. Ask pupils to work in groups to discuss the evidence and decide what action they would take. Each member of the group should adopt a role and the group should then discuss their given situation in role. After the group discussion, the group should reach a decision about the evidence and make their recommendations.
- Give pupils a controversial statement to discuss. Allow thinking time and some initial discussion, then give pupils additional prepared statements, on cards, to add to the discussion. Pupils should use these statements to extend or modify their views. For example, initial card: *'It is always wrong to store personal details on a computer'*. Additional cards: *'What about if the data is stored by a hospital?'* *'What if the data is stored (short-term), for a specific reason, such as helping someone, and is then destroyed?'*, *'What if the person storing the data is corrupt?'*.

## Year 9

### **Learning from text: developing research and study skills**

**Year 9 objective: Synthesise information from a range of sources, shaping material to meet the readers' needs.**

#### **About this objective**

Pupils are expected to find and extract information independently, although these skills will need to be consolidated and made explicit in any information-gathering exercise. In addition, they will need to apply their knowledge of how texts work, including ICT texts. The objective expects pupils to be selective and discriminating when gathering information. They need to be clear about what they need to research and the perspectives to be covered. Once appropriate information is selected, pupils need to be able to combine and organise it into a coherent whole, according to audience and purpose.

#### **What to teach**

- How to assess texts or digital presentations for relevancy, referring back to task, audience and purpose.
- To discriminate between fact and opinion when carrying out accurate research.
- To use appropriate planning grids/formats, systematically acknowledging sources.
- How to use notes in order to shape information from a range of sources into a coherent plan.

#### **Teaching approaches**

- In preparation for pupils reviewing and evaluating work, use a shared writing session to show pupils how to marshal and categorise information under headings, and to organise and shape it into a coherent plan. Provide sets of cards with diverse information and ask pupils to discuss it in pairs/groups before making their own decisions about grouping the information, selecting only what is relevant to a particular purpose and audience.
- Model the process of establishing if something is a fact or an opinion, e.g. *'If I can put "I think ..." in front of a statement, there is a high chance that it will be an opinion, while a fact is something that is true and can be proven'*.  
Provoke responses with a series of facts and opinions for pupils to apply this method to, e.g. *'CDs have a better sound than vinyl'*.
- Analyse texts or digital presentations that deal with the same subject. Pupils, in groups, should explore who they think the audience is and why. Model the use of a grid which compares the content, language and style of the two presentations, then model writing a report on the same topic for a different audience (older teens perhaps), acknowledging sources as and when relevant. Encourage the class to contribute during a shared-writing session by giving them pieces of information from the original text to rewrite in short-burst activities.

- Introduce a QUADS grid as a means of planning and guiding more detailed research.

Question	Answer	Details	Source

Model using the headings to structure the recording process, encouraging pupils to record a brief summary in the *Answers* column and more detailed notes in the next column.

For example, *'My first question was "What were the children protesting against in Soweto in 1976?". I have found out from this newspaper article that it was changes in the education system. What changes? I now need to find out what these changes were and to record them in more detail. Once I have done that I will write "The Guardian, June 1976" in the source column. My next question was "Who ordered the police to start shooting?". I found that out in this textbook and I've made a note of it in the sources column but I want to find out why he gave that order ...'*

- Provide groups with two extracts from adult encyclopaedias on the same topic. Their challenge is to create an entry for an encyclopaedia aimed at seven-year-olds. Model the process of reshaping it by highlighting key points, simplifying the language as you reflect upon what the reader can cope with, and using bullet points to break down the text into manageable chunks. Differentiate by adding in the further challenge of, for example, an 80-word limit.
- Divide the class into groups and provide each group with the same facts. Say that their task is to write a three-minute speech on the topic but that each group has to shape the facts for a different audience, e.g. school governors, peers, or a Year 3 class. Ask some of the groups to write their speeches on OHTs, for analysis by the whole class. The various groups should deliver their speeches and note the differences upon hearing them. Move on to a closer analysis, with pupils explaining their language and style choices.
- Analyse relevance and audience awareness in the first paragraph of a research text produced by a pupil of the same age. Model the process of referring back to the task to check appropriateness. Assign further paragraphs to groups to continue the analysis. Create 'Rainbow' groups to share the findings.
- Encourage pupils to be critical and evaluative. Create, with the class, a checklist of questions to ask about research, e.g. *'Is it a fact or an opinion?', 'Are they your ideas?', 'Can you explain it more simply?', 'Is it appropriate to your audience?', 'Is it relevant to the task?', 'Have you acknowledged the source?', 'How reliable is the source? Could it be biased?'*

Pupils could use the checklist individually or with response partners.

## Year 9

### **Learning from text: reading for meaning**

**Year 9 objective: Compare the presentation of ideas, values or emotions in related or contrasting texts.**

#### **About this objective**

Pupils need to be able to recognise how ideas, values and emotions are different to facts, and how different writers convey a particular idea, value or emotion. They need to be able to explore the nature of these presentations in texts or digital presentations which are similar and contrasting, and be able to discuss how the writers achieve their effects.

Texts could be from the same or contrasting periods, forms or genres, and may focus on one or more authors. Pupils need to be directed to specific aspects of the texts.

#### **What to teach**

- How to recognise and describe an idea, value and emotion.
- The difference between fact and opinion.
- How to recognise bias.
- How to explain a writer's viewpoint.
- How ideas, values and emotions can be expressed through the text-type chosen, audience addressed, structure and vocabulary choice.
- How to use appropriate terminology when comparing texts.
- How to read across different texts, noting the ways in which ideas, values and emotions are presented, and then synthesise this information into a coherent critical comparison.

#### **Teaching approaches**

- In preparation for a presentation, brainstorm a list of facts about the local area and record them on a flipchart. Organise pupils into groups of four. Ask one third of the class to write a positive description of the area, one third a negative description and the remaining third a more neutral response, all using the fact list as a base. Rearrange the groups so that each version is shared in new groups. Draw out relevant points: that texts with similar content can present very different views and values, that all texts convey values, sometimes through what they exclude and don't comment on (gaps and silences), and that the language used is the vehicle for values and emotions to be conveyed.
- Distribute leaflets or brochures on a controversial issue, e.g. that mobile phones are improving the quality of life. Ask pupils, in groups, to compare the emotions and values endorsed by each text.
- Model during a shared reading of a multimedia presentation, how values and emotions are conveyed. As you annotate on a projected image, think aloud, asking questions like '*How does this word/phrase make us feel?*', '*How would you feel if this phrase/word was used instead?*', '*What predictions do you have for the rest of this text and where do these expectations come from? You may consider the genre, context and language*'. Ask pupils to discuss their responses for a few minutes with a partner, then draw out the sense of a more critical stance expected at Year 9.

- Model how to read across a range of texts or digital presentations and synthesise the information. Pupils should then be given a grid with columns for *What if?* questions, and *Effect on the reader* responses to encourage them to situate themselves as a reader in a shared context with a writer.
- Model how texts or digital presentations can contrast by showing, for example, the government's website and that of the opposition, or leaflets from opposing organisations, e.g. animal rights campaigners.

## Year 9

### ***Learning through writing: using writing as a tool for thought***

**Year 9 objective: Record, develop and evaluate ideas through writing, e.g. essays, journals.**

#### **About this objective**

This objective builds on the Year 8 objective: *use writing for thinking and learning ...* It refers to writing that has the development of learning as its core purpose, thus distinguishing itself from writing to demonstrate learning in a specific context, e.g. for summative assessment. Writing set in the context of this objective will have as its main purpose the development and securing of understanding. This can be done by asking pupils to:

- collect information together in a certain way;
- devise questions;
- explain;
- reflect on and evaluate material;
- transform material by representing it in a different way;
- express feelings about a topic or issue;
- speculate on possibilities;
- analyse and comment.

As such, this kind of writing can take many forms. Journals and learning logs lend themselves well to questions, reflections, evaluations, speculations and the expression of feelings. Reports and essays are well-suited to the collation of information, commentary and analysis. Pupils can be asked to transform materials by being asked to produce instructions, letters, newspaper reports, leaflets and a whole range of text forms.

Writing of this kind may have an element of recording (e.g. for future revision) but this will not be its main purpose.

#### **What to teach**

- Pupils will need, above all, to understand the underlying purpose of this type of writing. They will also need to be taught:
  - the language of questioning, reflecting, evaluating, speculating, analysing and commenting;
  - subject-specific vocabulary and spelling.

#### **Teaching approaches**

- Ask pupils, in pairs, to define a list of features that would be found in a 'coherent and comprehensive' report. Then share these suggestions with the class and compile a definitive list on an OHT or flipchart, to be used by the whole group. Ask pupils to identify which features have been omitted from their own reports.
- Use response partners. Ask pupils to read each other's reports and explanations and discuss, amend and add to them.
- Demonstrate re-reading as writing takes place, and looping back to improve fluency and understanding.

- Continue to promote design journals or project logs. Give pupils a prompt sheet to remind them to include writing that both develops and evaluates their ideas. Journals can include work around subject terminology and reflections on how to remember and spell these terms correctly.
- Use 'show me card' starter activities to identify quickly which pupils still have problems with high-frequency ICT vocabulary. *The Framework for teaching ICT capability: Years 7, 8 and 9* (DfES 0321/2002) has an appendix listing the key terms and technical language used in ICT.
- Lead a whole-class 'look, cover, write, check' starter activity with whiteboards to introduce the spelling of new subject-specific vocabulary. Pupils should then be encouraged to decide on their own best individual strategies for remembering the words.

**Prompts for subject leaders****Learning through talk**

- Did the lesson exploit opportunities for pupils to learn through talk, or were there missed opportunities?
- Did the teacher make clear the intended outcome for any speaking and listening activity and set clear time targets to encourage pace and application?

Where pupils were asked to use talk to clarify and present ideas:

- did their response suggest that the teacher needed to model the kind of presentation required?
- was an appropriate context created for the activity? For example, was there sufficient thinking time? Did less-confident pupils have the chance to talk with a partner before presenting to a wider audience?
- did the teacher give clear feedback to pupils, not only on the content of their presentation but also on the effectiveness of the communication? Did the feedback include clear advice on how to improve?
- did the teacher promote the use of standard English as the form of language appropriate for presentations in class?

Where pupils were required to listen for a sustained period:

- was the subject matter and style of presentation well matched to the pupils?
- was sufficient consideration given to the range of ability in the pupil group?
- was the talk/programme contextualised for pupils in such a way as to activate their prior knowledge?
- were they clear in advance about what they were listening for and how they might have to respond to what they had heard?
- was the listening scaffolded in any way, for instance, with a structured note sheet or some prompt questions?

Where pupils were required to talk together in pairs or groups:

- was the grouping of the pupils appropriate for the task and its purpose?
- were they clear about the expectations for their behaviour during the activity or did they need the support of some ground rules?
- were they clear about the type of speaking and listening required of them during the activity, e.g. speculating, evaluating, sharing ideas to solve a problem? Did this need clarifying or demonstrating by the teacher?
- were they clear about the particular roles they needed to fulfil in the pair/group, e.g. chairing, reporting, recording? Was there evidence that this needed clarifying or demonstrating by the teacher?
- were any reporting-back activities organised to maximise participation while avoiding tedious repetition?
- were the groups supported by the teacher to ensure that most, if not all, reached a satisfactory outcome in the time allowed?

## Learning from text

- Did the lesson exploit opportunities for pupils to learn from text, or was there evidence of the 'retreat from the written word'?
- Did the teacher always read for the class or was there an expectation that pupils could and should engage with text for themselves?
- Were texts well chosen, both in terms of content and reading difficulty? Did the teacher take account of the fact that more-challenging texts can be used in the context of shared reading than when pupils are asked to read independently?
- Where a textbook was used, were pupils familiar with its conventions (e.g. page layout, symbols, structure), or did this need to be clarified for them?

Where pupils were required to undertake research:

- did they demonstrate a range of appropriate reading strategies for the task (e.g. skimming, scanning), or did they need reminding of these?
- did they have effective ways of recording information to fulfil the purpose of the task, or did they need guidance/support with making notes?

Where pupils were required to read closely for meaning:

- were they given a way into the text that would encourage close reading and help them overcome initial difficulties?
- was the activity set up to encourage active reading and inference and deduction, e.g. through the use of techniques such as sequencing, annotation, cloze?
- when questions were set on the text, were they likely to promote understanding or just the simple retrieval of information?
- were less-able or less-willing readers supported in the task?
- were they encouraged to question the text and consider it in relation to its degree of objectivity and the writer's intentions?

Where pupils were reading a text as an example for their own writing:

- did the teacher help them to identify the features of the text that allowed it to fulfil its purpose, e.g. its structure and use of language?
- did the teacher encourage the use of the correct terms when referring to these features, e.g. topic sentence?
- did the teacher exploit effective strategies such as annotation during shared reading in order to show pupils how a particular type of text works?

## Learning through writing

- Did the teacher clearly establish both the purpose and intended readership of the writing?
- Was enough done to ensure that the pupils had something to say in their writing?
- Were pupils clear about what writing strategies were appropriate for the task, e.g. collaboration with a partner, drafting, proofreading?
- Did pupils have access to reference materials to support their writing?
- Did the teacher use steps from the teaching sequence for writing as appropriate? (see *Literacy and learning: Guidance for senior leaders* Appendix 4, page 45).
- Was there evidence that pupils receive clear feedback on their strengths and on ways to improve, both during and after writing?

Where pupils were using writing to capture and develop thoughts and ideas:

- did they use an approach to writing that suited this purpose, allowing for adaptation, reflection and evaluation?
- did they have a repertoire of formats for this kind of writing, or did they need more support from the teacher through demonstration?
- were they able to use the outcomes of this kind of writing to support a further task, e.g. a spoken presentation or a more-formal piece of writing?

Where pupils were required to write a longer piece:

- did they know how to organise that particular type of writing or did this need to be taught explicitly, e.g. using the teaching sequence for writing?
- did the teacher make explicit reference to paragraphs and how they can be linked?
- were they supported with the process of selecting, prioritising and ordering material when they needed to incorporate information from a range of sources?
- were there strategies for supporting weaker writers with the task, e.g. a writing frame?

When helping pupils to develop clear and appropriate expression:

- did the teacher use strategies to encourage pupils to reflect on the clarity of their writing and alter it as necessary?
- were they encouraged to rehearse sentences orally before writing?
- were they encouraged to think about and engage in the choices which a writer must make in terms of vocabulary and sentence structure, e.g. through shared writing?
- were the constraints for making choices as a writer made explicit, e.g. the appropriate degree of formality?



**1 Leading cross-curricular change: literacy**

The DVD features a 13-minute film shot in 2004 at Haybridge School in Worcestershire which is meant to stimulate discussion about implementing literacy as a whole-school initiative, and can be used in the context of a meeting of subject leaders. In the film, the deputy head and other staff from the school reflect on the process by which they have already made progress in implementing literacy across the curriculum and consider how the literacy and learning materials will allow them to continue the process of embedding and sustaining literacy as a focus for whole-school improvement. The film includes brief visits to three lessons: science, art and religious education.

**2 Literacy and learning: key teaching approaches**

Included on the DVD along with *Leading cross-curricular change: literacy* are examples of key teaching approaches for speaking and listening, reading and writing. The approaches are:

- teacher modelling;
- small-group discussion;
- active-reading strategies;
- shared reading;
- guided reading;
- shared writing;
- guided writing.

Subject-specific examples of most of these approaches are contained on this CD-ROM, but this additional material can be useful to subject leaders to inform their work as:

- evaluators of teaching and learning;
- curriculum leaders.

These examples can be shared with other staff in training sessions or in the context of professional development generally. It is meant for use where subject leaders wish to promote a particular teaching approach with an individual teacher or more widely within the department or faculty.

Shared and guided reading and writing are exemplified here only in the context of English, where they are best known, but these approaches can be useful in all subjects.

**Shared reading** is important because it allows the teacher to work with the whole class on a text that would be too challenging for independent work. Enlarging the text using an OHP or data projector allows the use of a range of interactive strategies to involve pupils directly, and is more powerful than using individual copies because the attention of the pupils can be focused by the teacher on particular parts of the text. Shared reading makes 'the invisible process of reading, visible'.

**Shared writing** is a teacher-led activity that engages the whole class in the act of writing. Working at the whiteboard or OHP, the teacher firstly demonstrates the process of composition, explaining out loud why certain choices are being made. Next, pupils contribute their ideas for continuing the writing, which are sifted and refined before being written up by the teacher. Shared writing shows pupils the kinds of choices which writers

have to make, and allows them to take part in the enjoyable process of composition without the additional burden of spelling and handwriting.

**Guided work** (reading and writing) is where the teacher works for about 20 minutes with a selected group of around six pupils, while the others work independently. It is a powerful way of teaching to the specific needs of an identified group within the class and is a way of building a bridge between teacher-led and independent work.

### 3 Key teaching approaches index

Literacy and learning aspect	Literacy and learning strand	Teaching approach	Example on DVD
Learning through talk	Using talk to clarify and present ideas	Teacher modelling	Sequence 1 English
		Pupil presentations	Sequence 1 English
	Talking and thinking together	Small-group discussion	Sequence 2 science
Learning from text	Developing research and study skills	Active-reading strategies	Sequence 3 science
	Reading for meaning	Guided reading	Sequence 4 English
	Understanding how texts work	Shared reading	Sequence 5 English
Learning through writing	Using writing as a tool for thought	Teacher modelling	Sequence 6 history
		Small-group discussion	Sequence 7 mathematics
	Structuring and organising writing	Shared writing	Sequence 8 English
	Developing clear and appropriate expression	Guided writing	Sequence 9 English

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