

Literacy is the focus of this Newsletter because the Secondary Federation has received additional EAL funding from the LA and has decided to use some of this funding for a training initiative aiming to develop teachers' skills in supporting EAL and all students to develop the language and literacy skills needed to achieve well in their subject.

The content is based on notes made at the meetings that have already taken place this term. They are not subject specific and will be useful to teachers across the curriculum.

There are still a number of subject specific training sessions to take place. We hope that at least one member of staff will be able to attend from each school.

Please email Gill Waller to book your place:

gwaller@emmbrook.wokingham.sch.uk

Focus on Literacy



Literacy & EAL Focus for Subject Specific Meetings 4.00 – 5.30

Maths	Catharine Driver - an independent EAL and Literacy consultant for London and South East	13th June	Waingels College
English	Michelle Stanley – senior consultant, Ethnic Minority Achievement Service, Cambridge Education.	21st June	Holt School
ICT	Chris Pim - Hampshire local authority adviser for Ethnic Minority Achievement and independent ICT consultant	25th June	Waingels College
PE	Tony McFadyen – PGCE Subject leader for PE University of Reading	27th June	Waingels College
SLT	Catharine Driver - an independent EAL and Literacy Consultant for London and the South East	3rd July	Waingels College
Drama	Andy Kempe – PGCE Subject Leader for Drama University of Reading	5th July	Emmbrook School
Music	James Garnett – PGCE Subject Leader for PGCE Music University of Reading	5th July	University of Reading
Art	Melanie Jay –PGCE Secondary Course Director and Subject Leader for Art., University of Reading	11th July	Piggott School
MFL	Rachel Hawkes AST for MFL and Assistant Principal Comberton Village College	Autumn term	



Subject specific resources are available on the Wokingham Learning Hub:
<http://www.school-portal.co.uk/GroupHomepage.asp?GroupId=1147790>

Why Literacy?

From Ofsted Evaluation schedule 2011

- Are key terms and vocabulary clear and explored with pupils?
- Do teachers remind pupils of core skills e.g. skimming and scanning?
- Do teachers make the expectations of a task clear before pupils begin. E.g. layout or features of writing?
- Do teachers reinforce the importance of accuracy in writing (spelling, punctuation and grammar)?

Teachers Standards September 2012:

A teacher must:

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Literacy Focus

Pages

Active Listening	3, 8, 9, 10
Scaffolds for talk	3, 6,
Key Words	3, 4, 17, 19
Developing Reading	5, 6, 15, 17,18, 22,23
Understanding Genre	5,6
Dictogloss	8,9
Socratic Debate	10,11
Disappearing Cloze	14
Writing Frames	15
Activities to Generate Talk	12,13
Teaching and Learning sequence	8
Talk Like an Expert	16
Departmental Planning for literacy	17,21
Blooms Taxonomy	21
Resources for EAL and Literacy	22, 23,24
Nominalisation - tool for formalising language	25, 26, 27

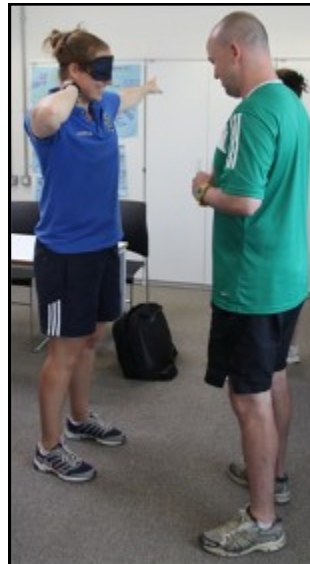
Coaching to Improve language skills

In Pairs:

The person with the blindfold had to identify an object from the description provided by the person who can see. This activity focuses on active listening and accurate descriptions.



Getting children to talk, describe and explain – is a major contribution PE makes towards developing students' literacy skills.



The same rules apply when coaching someone to take up the correct stance for sport.

Accurate and precise description are crucial to the success of coaching activities



Tony Macfadyen
University of Reading

literacy is an access subject - it allows young people to raise their attainment in PE

Effective pedagogy requires learning to be Scaffolded:

- Model how to provide effective feedback before asking students to peer assess each other.
- Show how to praise three things they have done and offer one suggestion for improvement.
- Draw attention to strangely spelt words, (i.e. facade, rhythm, liaise, trajectory, parabola), and use phonics techniques like 'segmenting' to sound them out; ask pupils to say the word out loud together as if they were learning a language.

How many words meaning trajectory can you think of?

Flight path
Curve
Orbit

Use a thesaurus



Trajectory t-r-a-j-e-c-t-o-r-y

- Give students the starts of sentences and model the language they need to use.

This is a strength because...

This is an area for improvement because...

Observing the performer I can see.....

Observing the performer I can see.....

Display subject vocabulary

dodge	leap	spin	roll	twist	crawl
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Integrate Literacy into PE

If students use the appropriate language in KS3 they have the tools to write accurately in their exams.

In warm ups - use the names of the muscle groups so students learn the correct names.

Play a game where the student who catches the ball needs to name a technical term or spell a key word

Pectoralis Major



Gluteus Maximus



Quadriceps



Latissimus Dorsi



B

I

C

E



P

S



Develop language to unlock learning

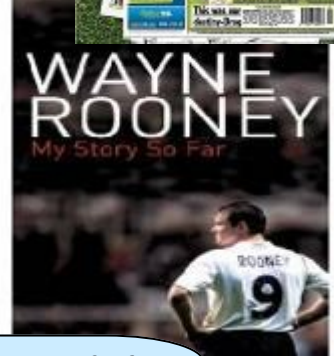
Provide time for talking - students could adopt different roles:

- Sports journalist – write a match report
- Sports commentator – talk into a digital recorder
- Students talk about their own work in a mini interview

Encourage reading

- Discuss articles in magazines and newspapers.
- Recommend reading autobiographies

Discuss articles in magazines, sports papers and biographies



I have worked hard on my fitness by.....

What was the reason for your success today?

Reds dominated the possession in the first half of the game and now they are finally able to convert it into goals



Curriculum Mapping - map out, as a department, what your literacy focus will be.

Word Walls

Anagrams

Cloze Exercises

Crosswords

Word of the Week

Connectives



Connectives mouse mat from Bulmershe School



Our senses are our windows on the world.

Describe what you are actually seeing

- Denotation - what it is?
- Connotation-what does it mean to you?
- Informed response – explain your reaction



James Garnett
University of Reading

Homework Tasks - go away and find out about...
How can we use this to have greater value - not copy and paste from Wikipedia?

Homework Research Tasks:

Design the task carefully

Specify the genre of writing (eg Review, Magazine article, Letter, Facebook Page)

Suggest possible sources of information

Encourage students to draw directly on art, music, drama; not just on writing about the subject.

Guide the students in how to complete the task

Model the construction of a text when setting the homework; this will support independent work.

Guide the students in how to interpret sources of information:

- Encourage them to scan the text first (including pictures and titles) to find what is relevant
- Identify unfamiliar vocabulary and find out what it means
- Develop skills of inference and deduction by predicting what the text will say

Connect literacy with aesthetic literacy

Encourage students to make notes during practical demonstrations to:

- enable students to remember the task
- support their literacy
- give ownership

Facilitate note taking by creating:

- writing frames
- online blog
- using the camera/phone to make visual notes in the class



Encourage literacy by presenting tasks that encourage students to interpret and deduct information from a number of sources :

Example:

Students are given individual cards and asked to form triads based on the information they have been given

Strawberries, roses and the cuckoo changes his tune

In the month of
I composed a melodic tune



Language for Evaluation

What sort of language would YOU use to evaluate this film?

What have others said on the You Tube Blog?

Which are the best comments?

Which are the worst?

What makes the good comments good?

Write your own comment that improves on the existing ones.

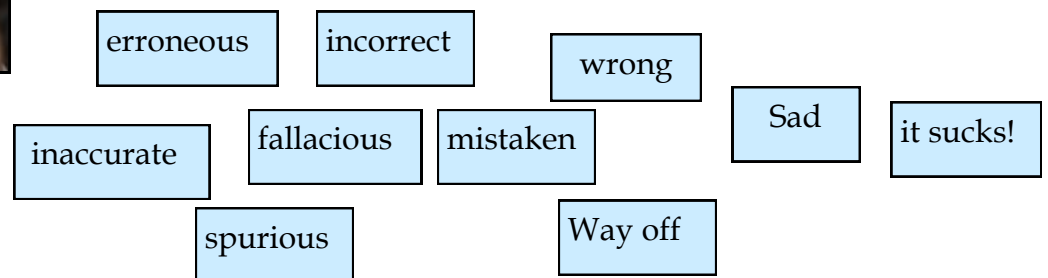
What sentence starters could you suggest to scaffold good evaluated language?



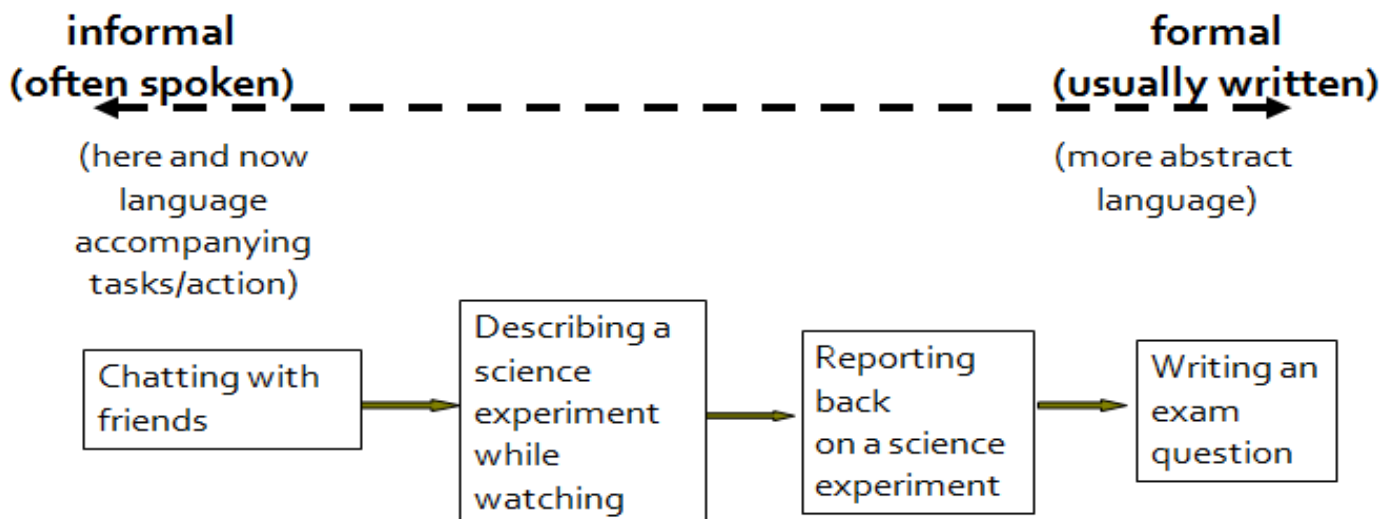
Evaluate the films on You Tube

Provide key words to support language development

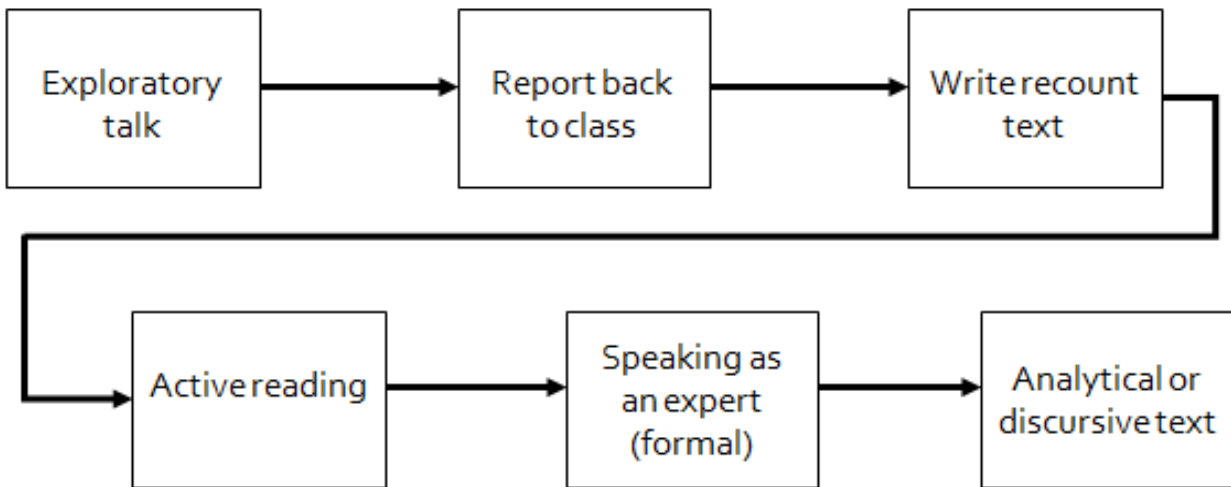
Stand in a line continuum to illustrate the formality of evaluative language



The register continuum



A teaching and learning sequence



Language is developed by mimicking!

These twins on You Tube, copy the sentence structure they have heard around them. They take turns producing sounds and gestures that mimic each other.

Watch the twins on this link:

http://www.youtube.com/watch?v=_JmA2CIUvUY

You are continually modelling language use for your students!

Dictogloss:

Learners listen to a text read aloud a number of times, making notes on each occasion. Each group works collaboratively to construct a similar text. This repeated listening to an academic text enables pupils to internalise academic sentence structures and to adopt the 'voice' of the writer'.

'When creating an image using computer software it is important in the first instance to be clear on what the image will be used for, e.g. whether it will be used on a website or printed out.'



Example of a Dictogloss recording sheet

Discuss the impact that file formats, compression techniques, image resolution and colour depth have on file size and image quality.

Make notes about each of the 4 paragraphs.

CONNECTIVES are used to link one sentence to another or to extend a sentence.

Circle all the connectives you hear in the passage.

File formats	Compression techniques
Image resolution	Colour depth

whoever	when	besides	then
whatever	as	but	because
if	therefore	since	whenever
meanwhile	however	consequently	after
moreover	so	furthermore	nevertheless
nonetheless	and	henceforward	yet
for	with	until	alternatively
while	although	whereas	

Talk focus

- Oral language in different contexts will require students to make different language choices
- Features of oral and written texts in different contexts: exploratory talk - reporting back – report writing
- How can teachers scaffold the shift from the informal to the formal? - modelling; success criteria; talk frames; key vocabulary; talking like an expert
- Exploratory talk activities: Mystery cards; concept cartoons
- Formal talk activities: Dictogloss; Socratic talk
- Encouraging productive talk: rules for talk; group roles; preparation; cognitive conflict

Socrates believed questioning was the keystone of teaching

Getting students to clarify their thinking

e.g., 'Why do you say that?', 'Could you explain further?'

Challenging students about assumptions

e.g., 'Is this always the case?', 'Why do you think that this assumption holds here?'

Evidence as a basis for argument

e.g., 'Why do you say that?', 'Is there reason to doubt this evidence?'

Alternative viewpoints and perspectives

e.g., 'What is the counter argument for?', 'Can/did anyone see this another way?'

Implications and consequences

e.g., 'But if...happened, what else would result?', 'How does...affect...?'

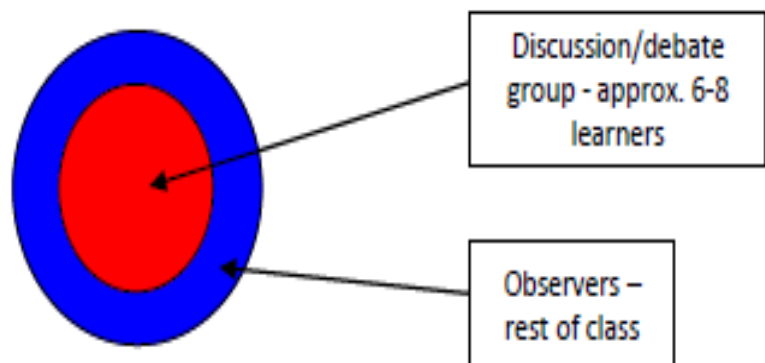
Question the question

e.g., 'Why do you think that I asked that question?', 'Why was that question important?', 'Which of your questions turned out to be the most useful?'



Socratic Debate

- Students discuss a question or an idea arising for the topic they are studying.
- While the inner group are talking, they are observed by an outer group of learners, all of whom have been given a specific focus for their observations (such as vocabulary, connectives, particular ideas)



Socratic Talk Observation Cards



Observe Socratic talk to develop 'active listening' and the ability to use formal language .



Martyn Pendergast,
literacy consultant

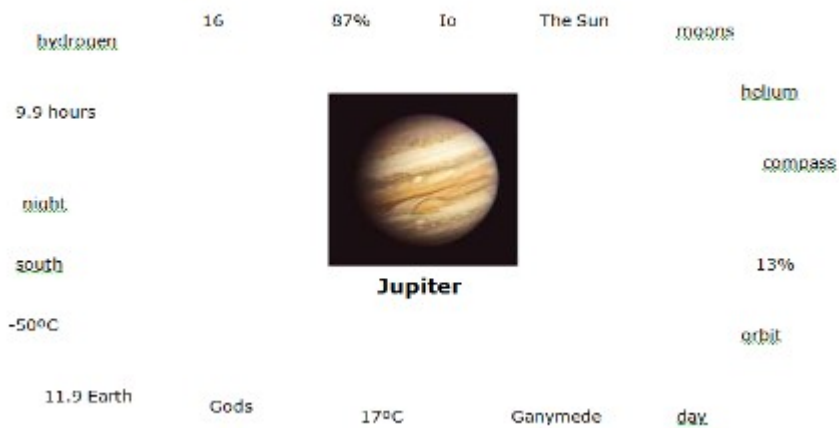
<p>Observe _____ (write in name of one person). Note how s/he</p> <ul style="list-style-type: none"> contributes to the discussion builds on others' ideas encourages others to contribute 	<p>Note down every occasion on which the participants use evidence from the sources to back up their arguments. What language do they use to do this? (e.g. ...'as shown by...')</p>
<p>Note down every occasion on which the participants encourage others to make a contribution. What language do they use to do this?</p>	<p>Which people seem to be leading or organising the group? How do they do this?</p>
<p>Note down every use of technical or specialist vocabulary.</p>	<p>Note down all the ways in which participants disagree with each other. Note particularly the ways in which people disagree without causing offence.</p>
<p>Note down instances of participants changing their opinion by taking into account others' points of view. What expressions do they use to do this?</p>	<p>Choose two people from the inner group and note down their body language. What gestures and movements do they use and what do those gestures mean?</p>
<p>Choose two participants and count the number of times that they do not finish a sentence. Note one or two examples.</p>	<p>What are the different ways in which the participants show that they agree? Note down as many as you can.</p>
<p>Observe _____ (write in name of one person). Note how s/he</p> <ul style="list-style-type: none"> contributes to the discussion builds on others' ideas 	<p>Note down any time that participants change the topic. What language do they use to do this?</p>

Activities to generate talk

Odd One Out—Choose one line of objects on this grid and say which is the odd one out and why.



Jupiter Concept map



A concept map can be used to generate logical thinking and discussion.

Concept Cartoons™

Choose one of the two Concept Cartoons™ to discuss in pairs/group of three. Do you agree with any of the characters or do you think that they are partially right? Give reasons for your opinion.

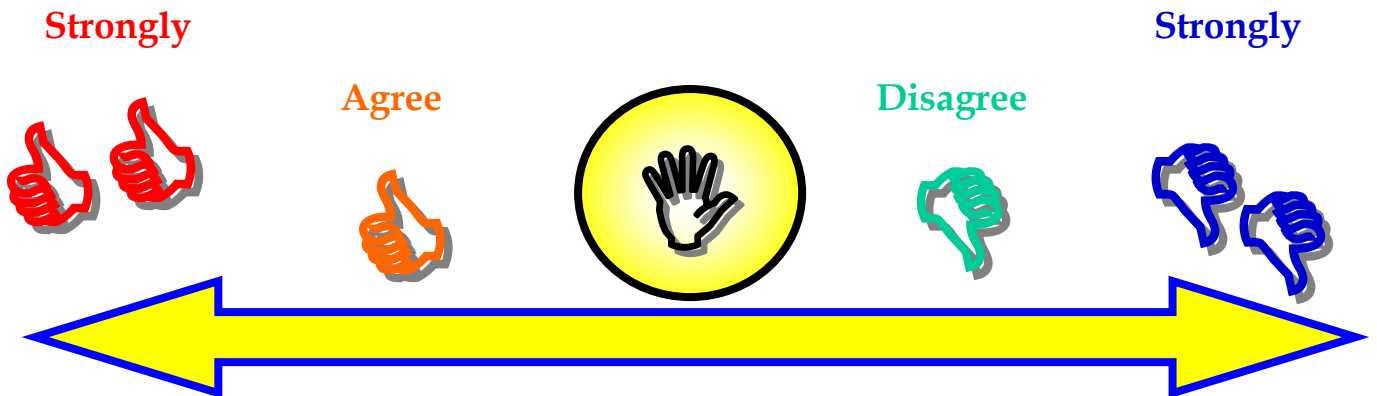
(See www.conceptcartoons.com)



Opinion lines

In pairs read the statement below and both decide which position on the line best represents your view. Then say why you have chosen that place and listen to your partner's views. If you have changed your opinion, move your position.

'You can judge the character of a person by the clothes they wear'





Demonstrations allow for joint construction of texts

Give all the students a clipboard and get them to write down what you are doing as you demonstrate a task. Students immediately begin to listen and focus better. Discuss the language required as they make their notes. Students who are limited in language, work better if they have sentence starters or boxes to order their writing. students use their notes to write formally in groups. They can produce a step by step plan and because they have listened properly, they produce better practical work. All ability groups benefit from this system .

Familiarise students with the types of texts they need to produce. A card sort is helpful in allowing them to deconstruct a text. If a recipe is cut into sections and students are asked to arrange them in the correct order, they will learn the sequence required for this genre. Encourage students to use their initiative to find clues and work out meaning for themselves.



Disappearing cloze:

Project a text onto the board



Photosynthesis is a chemical process that converts carbon dioxide into organic compounds, especially sugars, using the energy from sunlight.

Ask students to read it together aloud. Then show another slide with some of the text missing.

Photosynthesis is aprocess that convertsinto organic compounds, especially sugars, using the energy from sunlight.



.....is aprocess that
.....into, especially....., using thefrom

This time the students need to fill in the missing words. This can be repeated several times until there are very few or no words left. Once students have reconstructed the original text orally, ask them to write it from memory.



Writing Frames can be very helpful when constructing text.

Introduction: What are you going to explain?

I want to explain how.....

Explain: What are the reasons for this or what sequence of events takes place

To begin with.....

Helpful words

- To begin with
- Because
- Consequently
- Therefore
- As a result

Conclusion: A final sentence to summarise your writing

Teaching writing for Science

The 6 mark exam questions require:

- Continuous prose
- Use good English
- Organise information coherently
- Use specialist vocabulary

Teachers need to teach these skills in science lessons. They should not expect students to do it on their own, at home. Read the question **highlight** the **keywords** and sequence them. Write a model answer themselves, before attempting to teach it. (*Teachers need to do the writing themselves so they know what is required.*) Get a pen and model writing the answer on the board, (*if unsure – get some advice from an English teacher*). Compose it jointly with the students – ‘*what should come next?*’

Controlled assessment coursework also includes extended writing. Students require support to write up their experiments

Teaching Sequence for Writing

- Establish clear aims- what is the purpose
- Provide examples of the text type
- Explore the features of text
- Demonstrate how it is written
- Compose together
- Scaffold first attempts
- Develop independent writing

Fast finger first!

A game to get students skimming and scanning—' Hands up—the first student to find a word beginning with W'... ' Point to an ingredient you need'

Scanning – look out for how long it will take to cook the meal - you need to read carefully....

Skim – why it is called Puttanesca? - look at the clues in the text work things out in context.



Bake for 20 minutes then cool for 5 and...

Talk like an expert:

Give out a list of expert words that students need to use to accurately describe how something works.

Teachers models how it is done and the students listen and tick off the words as they are mentioned.

Students work in pairs and rehearse how they will 'talk like an expert'

Students are invited to present to the class - everyone ticking off the words as they use them correctly.



Cooking Objective:

- To develop an understanding of a new kind of world cuisine and the cooking methods they use

Literacy objective:

- To develop ability to write recipes
- To develop ability to write informative texts, like those that appear in recipe books

Key Words	Expert 1	Expert 2	Expert 3
Input motion			
Crank handle			
process			
camshaft			
rotary			
Eccentric cam			
Circular cam			
Output motion			
Offsetting			



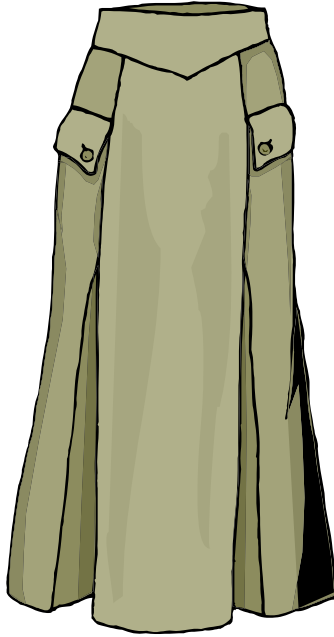
KS4 students - Product analysis:

Before teaching a text type - produce the text yourself so you can work out how best to teach it.

Use a heading - give a fact about the product and why that feature existed

Heading - fact - why

show bad examples to critique



<p>HEADING <i>Construction/fastenings</i></p>
<p>FACT <i>The skirt has an invisible zipper with a hook and eye top</i></p>
<p>WHY <i>The use of an invisible zipper makes the skirt appear sophisticated</i></p>



Language issues in your school/class, (e.g. students new to English; listening skills; unfamiliarity with text types; writing in examinations.)	Strategies to address those issues, (text deconstruction; sorting activities ; focussed listening; talk like an expert; paired work, scaffolding writing)	With which classes will you pilot/trial these strategies?	When?	How will you embed the strategies in your department? (e.g. Shared practice in department meetings; modelling, coaching, monitoring, learning walks.)

Mathematical vocabulary can be confusing!

Card sort

Add	Multiply	Divide	Subtract
Sum	Times	Share	Minus
Plus	Product	Distribute	Take away
total		Split	difference

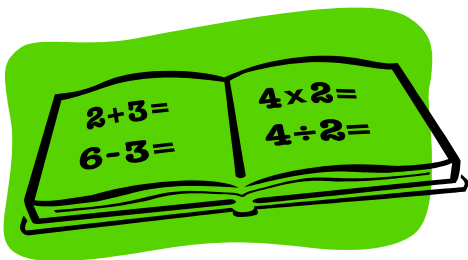


1	46	9	5	30	7
6	2	20	11	13	4
10	11	5	7	21	3

OR



Functional maths requires group work. The students need to talk through problems together.'



'Talk students through the text book, explaining how to use it.'

Catharine Driver
Literacy Consultant



Demystify functional skills tasks by:

- Asking students to work together to find the calculation in the text.
- This could be a competition of **'Fast finger first!** A game to get students skimming and scanning. *'Hands up, the first group to be able to explain the calculation required.'*
- Take a specimen question as a template then ask students to use the same calculation and create a different scenario.
- Give the students a calculation and ask them to devise their own scenario.

Talk Stations

1. 6 different questions for discussion, each on a separate sheet of paper.
2. Give out a different question to each group for discussion. Students record their ideas on the same sheet.
3. Allow five minutes to discuss, then swap question with another group
4. Do this three times, then ask for feedback.



probable or possible
which is likely? which is not?

Arrange words on a washing line...

impossible

unlikely

50 / 50

likely

certain

Active reading

Pupils will need to...

- predict
- skim
- scan
- talk
- organise
- infer
- deduce
- engage.

Teachers will need to...

- Model reading strategies
- sometimes modify (not simplify) the text
- ensure that all pupils can contribute
- Encourage talk



Functional Maths

- Application of Maths in everyday life
- Embedded in the new specification from 2010
- 20 - 30% on higher tier papers
- 30 - 40% on foundation papers
- At least 3 marks per question (often more)

Loop Cards:

A Set of 30 cards with definitions and key words answers is prepared. The cards follow on from one another with the key word answer on one card following from the definition on the previous card.

	A flat surface of a solid shape	FACE	The intersection of two surfaces
EDGE	An angle between 0° and 90°	ACUTE	Two geometric shapes that are the same in every way
CONGRUENT	A polygon with seven sides	HEPTAGON	



Each student is given a card. One student starts the game by reading out the definition on their card. The rest of the class reads their card to find the correct key word answer. The student with the correct answer reads their key word and then the definition on their card. The game is continued until the loop is completed. The game can be timed and completed over a week, aiming to beat the class record each day.

More activities like this are available on the Wokingham Learning Hub:
<http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=1147449>

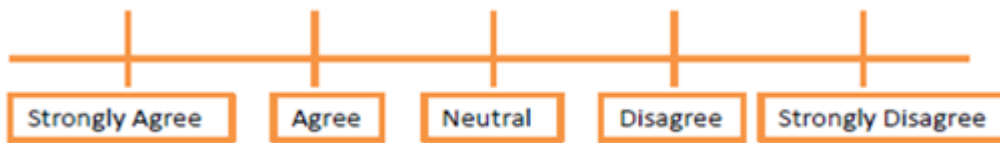
*Employ talk to improve students' writing.
You can setup activities which provide
them with an opportunity to justify their
point of view.*



Chris Pim
Literacy Consultant

Opinion lines - provide a structure to promote debate and justification.

1. Pose a question
2. Ask the students to stand along a timeline continuum
3. Require them to justify the position they have chosen



Describing, explaining, arguing and evaluating need to be experienced orally before they are written.

Speaking and listening:

Although EAL students generally become fluent in conversational language in 2 years, it generally takes at least 5 years for them to catch up with their peers in terms of their ability to use and understand academic language.

- working collaboratively is very helpful .
- Lots of modelling goes on in IT and students learn from each other.
- Remember students with limited English language skills can still access higher order thinking in their first language .



Developing Talk

Starters:

- Think, pair, share
- Snowball
- Say what your partner thinks

Development

- Prompting
- Who can add more?
- Come to a consensus
- Rehearse feedback
- Success criteria/talk observer

Analyse the language demands of key tasks or units of work

Curriculum Objectives	Key Activities	Language Functions	Language Features	Language Structures	Academic Vocabulary
<i>Desired outcomes</i>	<i>What will be done by learners</i>	<i>Techniques required in use of language</i>	<i>Tone, style, voice, figurative language, grammar</i>	<i>Examples of sentence starters, linking words etc.</i>	<i>Context-related words</i>

Curriculum Objectives	Key Activities	Language Functions	Language Features	Language Structures	Academic Vocabulary
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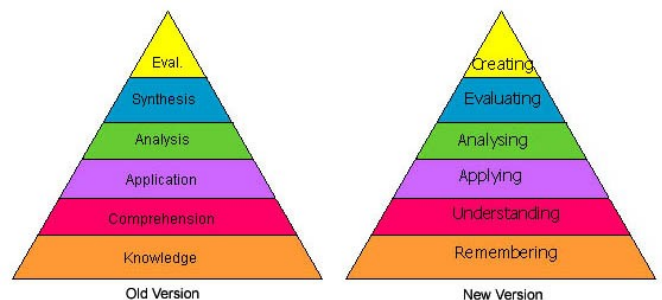
<i>To research, draft and present a weather forecast, supported by visual aids</i>	<i>Listening to TV and radio weather forecasts</i>		<i>Informal style</i>		<i>Weather terms e.g.</i>
	<i>Reading weather reports in papers / on internet</i>		<i>Use of future tense e.g. will</i>	<i>Conditional If...then...</i>	<i>N, S, E, W front, system, depression, pressure, temperature, humidity, pollen count etc.</i>
	<i>Compare differences between oral and written versions</i>	<i>Compare</i>	<i>Superlatives e.g. coldest, wettest, highest</i>	<i>Comparison e.g. It will be colder/wetter than...</i>	
	<i>Drafting Making notes</i>	<i>Describe, Explain Justify</i>	<i>Descriptive language e.g. beautiful, amazing, wonderful, miserable...</i>	<i>Cause and effect ...because/so that/therefore... ...resulting in/creating/causing...</i>	
	<i>Oral presentation</i>	<i>Predict Express possibility</i>	<i>Modal verbs e.g. could, should, may, might...</i>	<i>It is possible/ likely/ probable/ certain that....</i>	
	<i>Visual aids</i>	<i>Sequence</i>	<i>Phrasal verbs e.g. keep on, hold up, drag on, end up, let down, put up with</i>	<i>Time connectives e.g. before, later, after, next, when, while etc</i>	
<i>Use of ICT</i>		<i>Personification e.g. limp on, race in, lay around, angry clouds...</i>			



Encourage students to work collaboratively. Don't dumb down work for EAL students!

Bloom's Taxonomy of educational objectives

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing, or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

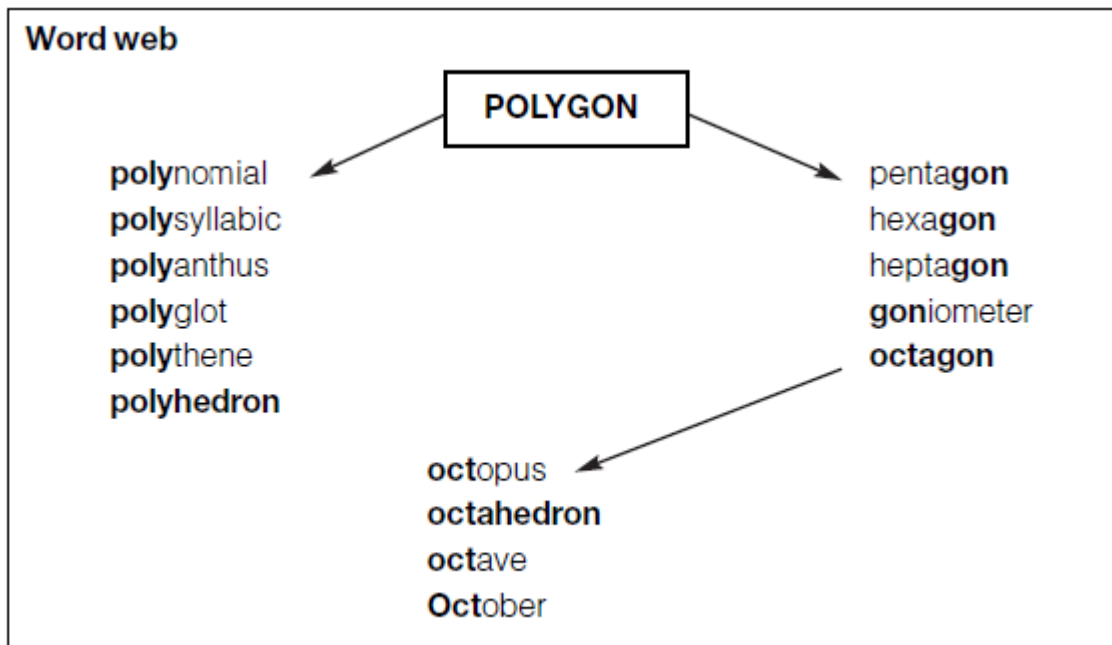


Word webs

This is an activity for small groups or pairs. Small groups are given different starting words and asked to work together to construct word webs. Pupils add words they find with the same word root, using dictionaries for reference. Pupils can create word web posters for their classroom.

The purpose of this activity is to highlight the patterns in words through focusing attention on other roots. This helps spelling as well as understanding. This could be used as a homework activity.

Example:

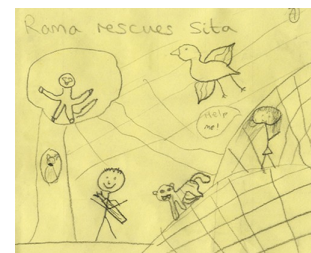


Amplification NOT simplification:

EAL learners, in particular, thrive where there is ‘message abundance’ – amplification NOT simplification:

A teaching sequence might include:

- a shared video experience
- Teacher : Student talk with effective recasting of language
- Student : Student talk with appropriate pairs / groups (good role-models)
- hearing everyday AND technical language used in context
- thinking / planning sheets
- writing / shared writing modelled on the IWB (or similar)
chance to practise new concepts and enable learning in a new context



Students' conversations can be recorded and used to support their writing using the PENpal from Mantra Lingua.

Provide different ways to demonstrate learning



Free Software-Formulator Tarsia

Supporting reading

A process to find the best balance between file size and picture quality.

Image compression

Vocabulary building – Dominoes, Follow-me exercises

Image resolution	The maximum number of colours that are used to make up an image.	Colour depth	A particular way that information is encoded for storage in a computer file.	File format	Minimizing the file size of a digital image without degrading the quality.
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The amount of detail that make up an image

Bitmap

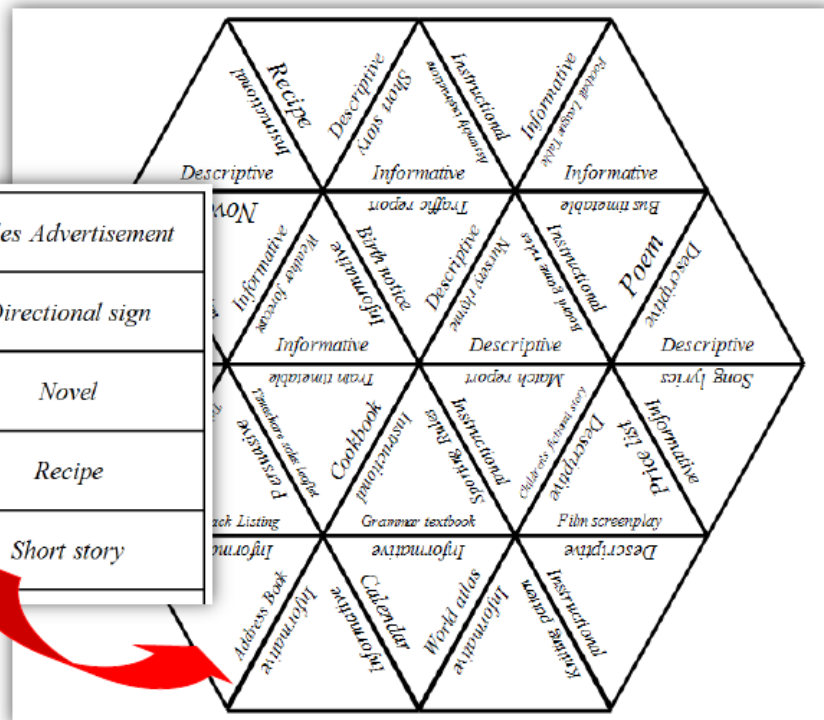
Produced with Formulator Tarsia software

An image consisting of rows and columns of dots.	Vector graphic	An image consisting of points, lines, curves, and shapes.	DPI	Dots per inch – the resolution of an image.	Image optimisation
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Supporting reading

Direct Activities Related to Texts (DARTs)

Persuasive	Sales Advertisement
Informative	Directional sign
Descriptive	Novel
Instructional	Recipe
Descriptive	Short story



Produced with Formulator Tarsia software

Talking Triads



Stand in groups of three
The tallest person is A The
shortest person is C

Discuss...
As go anticlockwise
Bs clockwise



Michelle Stanley
Literacy Consultant

'Students have a lot of understanding of how language works if they have another language. Their first language is very important so be aware of what their first language has already given them'

Tools and strategies for CALP (Cognitive Academic Language Proficiency) – the abstract language of exams

Washing line of greetings - from formal to informal

*How do
you do?*

*Good
Morning*

Hi

Cheers

Hey

Yo Bro

Oi oi

Teach EAL learners control of language – the right language for the right circumstances. EAL students do not know how to make these choices.

Nominalisation:

- ⇒ Enhances the formality of writing
- ⇒ Increases awareness of linguistic strategies at students' disposal
- ⇒ It supports accurate and information packed writing
- ⇒ It raises awareness of why some types of reading are complex and potentially difficult.

Turn verbs into nouns!

- ⇒ It is important to **acknowledge** different views
- ⇒ The **acknowledgement** of different views is important.
- ⇒ The head teachers role is very **complex**
- ⇒ The **complexity** of the head teacher's role is considerable
- ⇒ I find it easier to **concentrate** in the evening
- ⇒ My **concentration** improves in the evening



Nominalisation converts adjectives and verbs into nouns



Endings that make words into nouns

...ment	tion	sion
...ce	ness	(i)ty

Nominalisation gives students language control. Ask children to redraft - look at their sentence structure and nominalise it. This is a good starter activity.

Year 9 lesson on propaganda



'Describe what you can see'.

Extermination

Invasion

Bombardments

Execution

Rewrite this text using the above words.

Under Adolph Hitler the Nazis exterminated millions of innocent civilians in concentration camps, as they were also known. They invaded many countries and bombed thousands of cities. If the local population resisted, men, women and children were executed as an example to the rest.

Nominalisation

Exterminated	Extermination
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Executed	Execution
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Bombed	Bombardments
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Invaded	Invasion
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Turning verbs into nouns...

Teach children to create sentences using: **pointer, numerative, describer, classifier, thing**

It has to be written in this order – native speakers automatically do it. The more academic the writing, the more classifiers are used. If children start writing in this way they can greatly improve the academic tone of their writing. See example below:

From **its gripping opening scene** to **its heart-stopping finish**, **the incredible 1990 Oscar award-winning film adaptation of Stephen King's Misery** portrays **the slow determination** in the mind-set of **an intensely psychotic individual** and **the knock-on effect** of this on **one blameless man**, inadvertently caught in a **death trap**. **And the verdict?** It does so with **absolute perfection**.

Words that say what you are pointing to. Words that say how many. Words that say what it is like? Words that say what type.

Help word box

Pointers	Numeratives	Describers	Classifiers
a	many	large	dray
the	some	small	cart
those	lots of	tall	thoroughbred
these	most	short	road
that	several	brown	traffic
this	hundreds of	grey	Victorian
	thousands of	slow	public
	two	fast	over ground
		dark	underground
		new	girls'
		old	boys'
		red	horse drawn
		noisy	bendy
		dirty	double-decker
		ugly	
			cobbled
			shopping
			main
			high
			side
			racing
			mountain
			steam
			electric
			petrol
			diesel
			traffic
			noise
			air

Which one are you pointing to? How many? What is it like? What type is it? Who or what is it about?

Names: _____

Pointer	Numerative	Describer	Classifier	Thing	The rest of the sentence
The	thousands of	large	cart	horses	that worked in London made the streets dirty.
	Some	beautiful	thoroughbred	horses	were ridden by wealthy Londoners as a way of getting around.
				cars	
				trains	
				buses	
				bicycles	
				street	
				transport	
				congestion	
				pollution	