

CPD NEWSLETTER FOR TEACHERS

Issue 7 September 2012



Brian Murphy,
AST for Art, Piggott

Teacher standards have changed in the requirement to demonstrate literacy. Individual departments may wish to have a policy with strategies for developing literacy in their subject.

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

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.



Melanie Jay
University of Reading

In the outstanding departments, teachers designed and shared strategies to develop students' knowledge and understanding of art, craft and design and their literacy skills simultaneously.



National Strategies Booklets - very useful !



Literacy Training Opportunities				
LSAs /TAs	Catharine Driver	14th September	Waingels College	1.30—3.30
Modern Foreign Languages	Rachel Hawkes	9th October	Piggott School	4.00—5.30
Literacy Across the Curriculum Network	Emily Waddilove	11th October	Shute End	4.00—5.30

What level is the writing in art? Do students make the same effort with their writing as they do in English?

Writing Assessment Guidelines: L4 and 5		Pupil name		Class		Academic Year		
	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling
Level 5	<p>Across a range of writing</p> <ul style="list-style-type: none"> - a variety of sentence lengths, structures and subjects provides clarity and emphasis - wider range of connectives used to clarify relationship between ideas, e.g. <i>although, on the other hand, meanwhile</i> - some features of sentence structure used to build up detail or convey shades of meaning, e.g. <i>variation in word order, expansions in verb phrases</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> - full range of punctuation used accurately to demarcate sentences, including speech punctuation - syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted 	<p>Across a range of writing</p> <ul style="list-style-type: none"> - material is structured clearly, with sentences organised into appropriate paragraphs - development of material is effectively managed across text, e.g. <i>closings refer back to openings</i> - overall direction of the text supported by clear links between paragraphs 	<p>Across a range of writing</p> <ul style="list-style-type: none"> - paragraphs clearly structure main ideas across text to support purpose, e.g. <i>clear chronological or logical links between paragraphs</i> - within paragraphs/sections, a range of devices support cohesion, e.g. <i>secure use of pronouns, connectives, references back to text</i> - links between paragraphs/sections generally maintained across whole text 	<p>Across a range of writing</p> <ul style="list-style-type: none"> - relevant ideas and material developed with some imaginative detail - development of ideas and material appropriately shaped for selected form, e.g. <i>nominalisation for succinctness</i> - clear viewpoint established, generally consistent, with some elaboration, e.g. <i>some, uneven, development of individual voice or characterisation in role</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> - main purpose of writing is clear and consistently maintained - features of selected form clearly established with some adaptation to purpose - appropriate style clearly established to maintain reader's interest throughout 	<p>Across a range of writing</p> <ul style="list-style-type: none"> - vocabulary chosen for effect - reasonably wide vocabulary used, though not always appropriately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> - correct spelling of grammatical function words - almost all inflected words - most derivational suffixes and prefixes - most content/lexical words - likely errors - occasional phonetically plausible spelling of unstressed syllables in content words - double consonants in prefixes

How do we know this is the best they can do? How does it compare with what they are doing in English? Is it good enough?



- What should art teachers expect children to be able to do in art regarding reading and writing?**
- Use talk to clarify and present ideas
 - Listen actively to understand
 - Talk and think together
 - Develop research and study skills
 - Use writing as a tool for thought

The teaching sequence for writing

1. Establish clear aims
2. Provide examples
3. Explore the features of the text
4. Define the conventions
5. Demonstrate how it is written
6. Compose together
7. Scaffold the first attempts
8. Independent writing
9. Review and proof read
10. Draw out key learning

- What to teach?**
- Sometimes writing can be ephemeral and exploratory. In order to cultivate writing to explore and develop ideas, allow sketchbooks to have crossings out etc.
 - How to use mind maps for capturing thoughts and ideas and how to change, cluster and develop these ideas.
 - How to use part of the sketchbook as a journal, and how to write regularly to record, question and reflect.

One exercise that has greatly improved our A' Level essays has been based on the Antiques Roadshow idea of 'Basic, Better Best'.



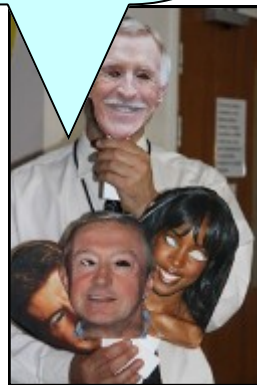
Give students three essays to read and evaluate them against a set of criteria. Which is basic, better and best? This is most effective when done with work of similar quality because it generates the most discussion. Students are required to justify their judgements with evidence from the text. If you use high quality work, you will raise students' awareness of your expectations.

'You can tap into popular T.V. games to encourage students to engage with literacy and assessment for learning.'



X Factor:

The qualities contestants have to demonstrate when competing in shows like pop idol and X factor can be used to create debate about team work, reviewing, refining and encourage students to work out of their comfort zone. If used sensitively, students can use the game show format to evaluate their own work and make suggestions on how to move work forward.



Demonstrate:

How to start a journal which encourages experimentation, collection of images, thoughts and ideas

How to outline your project

How to annotate sketches

How to describe the work of other artists

How to reflect on the development of own art work

How to evaluate strengths and weaknesses of own work

Model How to:

annotate a picture of an artwork so that ideas can be shared:

The form that the piece takes

Subject and content

Material s

Process

Features (formal elements)

Mood

Use sentence starters to generate talk



To challenge this group, I would suggest...

challenge this group, I would suggest...	I want to see more of...	To improve this painting I would recommend ...
I like the way the artist used ... technique because...	The most effective, (strongest), part of the work is...	To improve, (person's name) could have...
I wish they had used... (technique), because	I enjoyed looking at this piece of work because of the way	The most successful part for me is...because



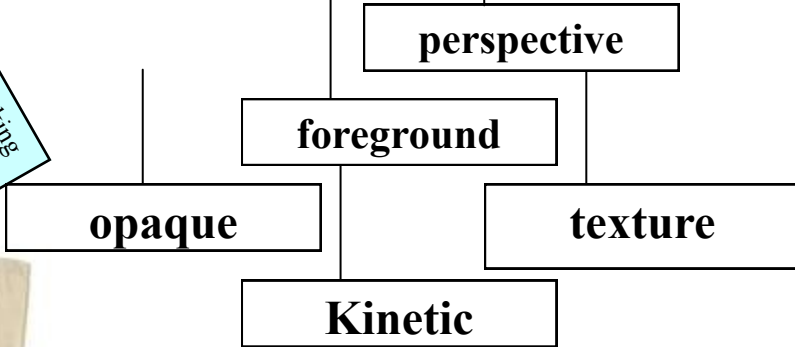
To improve this painting I would recommend ...

I enjoyed looking at this piece of work because of the way...



Pick a card out of a bag to be your starter

I enjoyed looking at this piece of work because



Laminate key words and phrases to display on the walls and ceiling.

- ART Alphabet**
- Aesthetics
 - Background
 - Ceramic
 - Digital print
 - Embossing
 - Foreground
 - Gouache
 - Hue
 - Installation
 - Jpeg
 - Kinetic
 - Lithography
 - Mono print
 - Negative
 - Opaque
 - Pastel
 - Relief
 - Scale
 - Tempera
 - Unique
 - Vanishing Point
 - Woodcut
 - X ray
 - Yellowing
 - Zoom lens

The Art Alphabet
Everyone has to name a term or artist beginning with the next letter in the alphabet

A...
Aesthetic

K...
Kinetic

P...
Pastel

Z.....
Zoom Lens!



Talk like an expert:

- Give out a list of expert words that students need to use to describe works of art.
- The teacher models how it is done while the students listen and tick off 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.
- This could be done in role – be Waldemar Januszczak or Picasso



Key Words	Expert 1	Expert 2	Expert 3
perspective			
foreground			
background			
texture			
form			
hue			
superimpose			
conceptualise			
contrast			

In your literacy policy explain that you are developing students' literacy by talking to them about their Art - using subject specific language.

At Bulmershe School, all members of staff carry a laminated postcard with key information on how to develop writing.



The Teaching Sequence for Writing

<ol style="list-style-type: none"> 1. Establish Clear aims 2. Provide examples 3. Explore the features of the text 4. Define conventions 5. Demonstrate how it is written 	<ol style="list-style-type: none"> 6. Compose together 7. Scaffold first attempts 8. Independent writing 9. Draw out key learning 10. Review
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Cool Connectives!

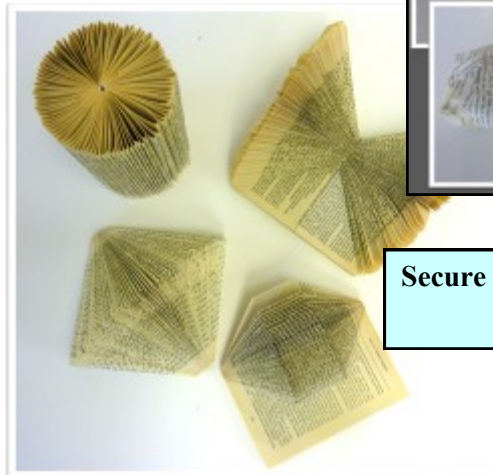
Time next then first, second, third finally meanwhile eventually after before	Contrast on the other hand in contrast alternatively unlike Instead of whereas otherwise	comparison equally in the same way similarly likewise As with compared with	Cause & Effect because so therefore thus consequently as a result of
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Have you tried blogging?



Sarah Franklin,
Piggott School

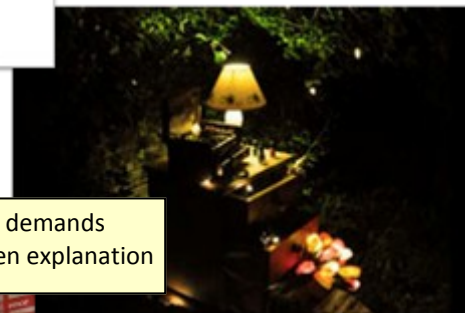
Year 9 students produced work on folding books and used a blog to reflect upon their work. This produced very high quality writing that was personal and perceptive.



Secure blogs can be set up through your school VLE



Conceptual Art demands excellent written explanation



An example of good practice from Ofsted 2012

'In Year 7 the students had evaluated their work using 'Spinney' the spider and its web. Each section of the web encouraged students to note words that described successful or less effective features of their work, against different criteria. As their skills and confidence increased more extended writing was used in the outer parts of the web. More academically able students started to dispense with Spinney by creating their own evaluation structure. By Year 8 the teacher had used a series of prompts, encouraging the students to add to their collection of words by reading reviews where stories about art had been in the news. A change of emphasis in Year 9 used students' experience of evaluating their own work to reflect on and criticise the work of other artists, craft makers and designers. By Year 10 and 11 students had internalised these processes, using annotation regularly and building a critical vocabulary systematically. In the sixth form teachers used the '4 Rs' framework-react, research respond, reflect-to extend students critical responses further and encourage fluent writing that incorporated accurate and powerful use of technical vocabulary'



Literacy Starters:

Washing line activities are good starters and provide excellent opportunities for discussion. This activity on probability, helped everyone clarify the precise meaning of the word on their card as they negotiated where they needed to stand in the line.



Follow Me or Loop Games

I am 64 You are 5 x 6	I am 30 You are 7 x 3	I am 21 You are 8 x 5	I am 40 You are 5 x 10
I am 50 You are 3 x 6	I am 18 You are 4 x 4	I am 16 You are 4 x 7	I am 28 You are 2 x 11
I am 22 You are 3 x 3	I am 9 You are 5 x 7	I am 35 You are 5 x 5	I am 25 You are 10 x 10
I am 100 You are 9 x 3	I am 27 You are 2 x 6	I am 12 You are 4 x 5	I am 20 You are 8 x 8

*I am 30
you are
8x5*



Loop Cards

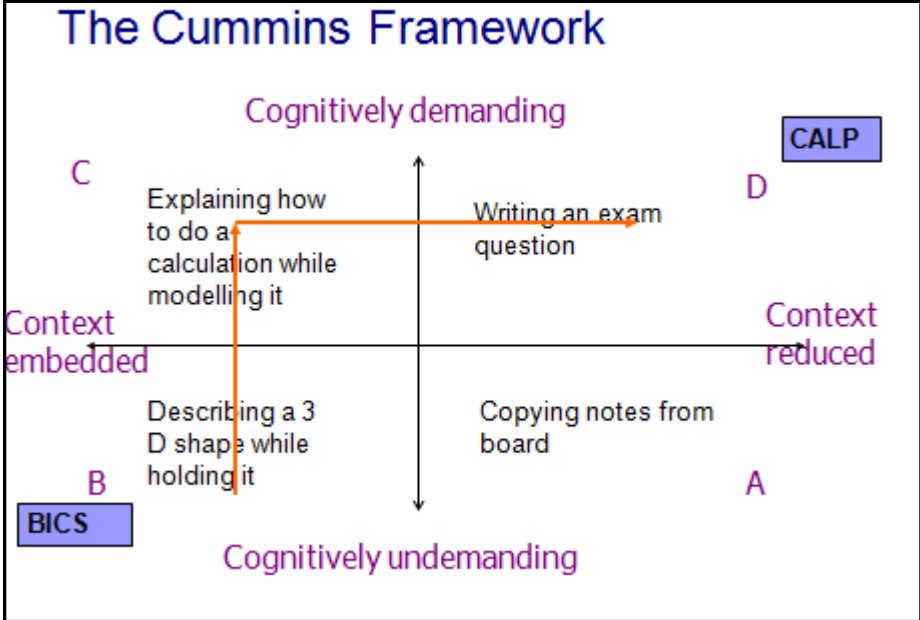
Loop cards also provide excellent starters. You need a set of cards - one for each member of the class. The cards follow on from one another with the answer on one card following on from the previous card. One student starts the game by reading out their card. The student with the correct answer reads their answer and then the definition on their card. This develops active listening, oral and reading skills. The game is continued until the loop is completed. It can be timed and completed over a week, aiming to beat the class record each day.



Catharine Driver
Literacy Consultant

Pedagogy needs to assist students in moving from the informal linguistic register of the everyday, to the formal, unfamiliar, technical language of examinations, and to cognitively demanding activities such as solving problems independently.

Quadrant C activities are very important and are sometimes skipped.

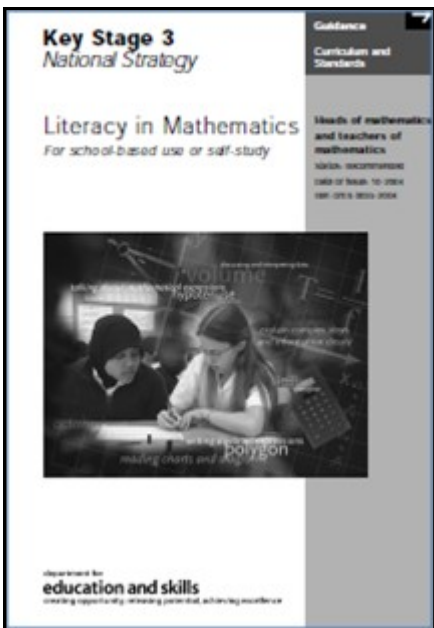


Dawn Zielinski
Wokingham's Maths AST

A good way to deconstruct exam questions is to ask the children to write a story that goes with the numbers. I was surprised by the stories they came up with - from goal differences to killing people and coming back as zombies.
They Loved it!

Active reading

<p>Pupils will need to...</p> <ul style="list-style-type: none"> ■ predict ■ skim ■ scan ■ talk ■ organise ■ infer ■ deduce ■ engage. 	<p>Teachers will need to...</p> <ul style="list-style-type: none"> ● Model reading strategies ● sometimes modify (not simplify) the text ● ensure that all pupils can contribute ● Encourage talk
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There are useful strategies in the National Strategy document—literacy in mathematics. It is available on the Wokingham Learning Hub
[http://www.school-portal.co.uk/GroupHomepage.asp?](http://www.school-portal.co.uk/GroupHomepage.asp)

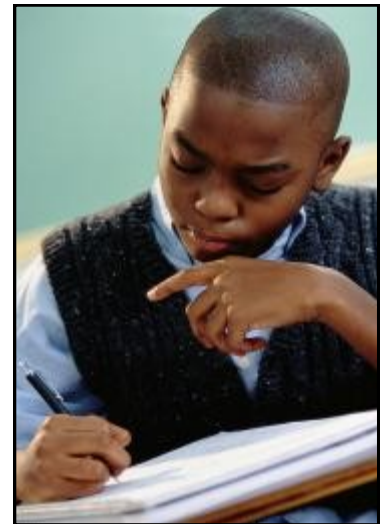
Communicating in Mathematics

Level 5

- They show understanding of situations by describing them mathematically using symbols, words and diagrams.
- They draw simple conclusions of their own and **explain their reasoning**.

Level 6

- Pupils interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context.
- **Their written and spoken language explains and informs their use of diagrams**.
- They begin to give mathematical justifications, making connections between the current situation and situations they have encountered before.



Highlight important elements of exam questions.

Functional Maths

- Learners will need to develop analytical and **problem solving skills in a range of contexts** which they can take into employment or further study.
- The ability to interpret questions, explain reasoning in detail and **use literacy skills effectively** will be crucial in these new examinations.
- Changes to **mathematics pedagogy** will be essential if pupils are to be adequately prepared for this

Generic question structure

- Three part structure

Scenario:

In a sale, the ratio of the sale price to the normal price is 3:5

Information:

Mary buys a jacket in the sale. Its normal price is £45

Question:

What is the sale price of the jacket?

- Information is arbitrary in relation to scenario (x buys a y: its price is z)
- There is ambiguous use of verb tenses (e.g. timeless present)

Teach children read the question all the way through and then explain what the calculation actually involves.

Ask students to rewrite the question so that its meaning is clearer.

Rewrite the question

- Harry and Sally want to keep free range hens.
- **They want to have as many hens as they can.**
- Harry and Sally have a rectangular piece of land.
- They **will use this land** for the chickens to **run around in**.
- They need to put a fence and a gate around the land.
- The land is 30 m **long** and 10 m **wide**.
- A free range hen needs **at least** 0.8 m² of land.
- **Each** hen costs £7.50.
- The fencing and gate costs £9.85 per metre
- Work out the total cost of buying the hens and fencing the land.

20 Harry and Sally want to keep free range hens.

They have a rectangular piece of land that they intend to use for a chicken run.

The length of the land is 30 m and the width is 10 m.

Harry and Sally will need to put a fence, with a gate, around the chicken run.

They are advised that the least area a free range hen needs is 0.8 m².

They want to have as many hens as they can.

Hens cost £7.50 each.

Putting in the fence and gate will cost £9.85 per metre.

Work out the total cost of buying the hens and fencing the land.



Barrier Games:

Barrier games are simple interactive activities where children are not allowed to see what other players are doing and have to speak clearly and actively listen to complete a task. The games help children learn how to give clear instructions and descriptions, listen well and ask good questions for clarification



Shopping Barrier Game:

Participants sit back to back in pairs with an objective observer making notes. They are each given partial information about a shopping expedition and need to communicate in order to complete the task.

Please get these things at the supermarket. Your sister has the money. But make sure you bring me the change.

1 dozen eggs
2 litres of orange juice
A bag of apples
8 chicken drumsticks
Thanks, Mum

I gave your sister a list of things to get. Here's the money. I hope you can sort out things between you. I forgot to get peanut butter and toothpaste on the list.

Thanks, Mum

If they communicate effectively they can work out:

- Toothpaste £1.50
- Peanut butter £2.05
- A dozen eggs £2.49
- A bag of apples £1.98
- 8 chicken drumsticks $£1.65 \times 2 = £3.30$
- Two litres of orange juice $£1.25 \times 2 = £2.50$
- Total £13.82



Shopping Barrier Observer Activity

Write examples of language you heard to

- Ask questions (How much is?)
- Provide information (It costs....)
- Agree/disagree (I don't think....)
- Negotiating (Shall we, let's)
- Calculating (It comes to, altogether...)
- Quantities (money, amounts)



Barrier games are useful in a wide range of activities. They are good with 3D shapes – one person makes the shape and has to describe it to the other person who has to make the same shape.

Joint construction activities

- Follow me/loop games
- Highlighting/underlining
- Key words with diagrams/definitions/translations
- Sequencing/sorting
- Information gap/barrier activities
- True/false/agree/disagree statements
- Dictogloss
- Disappearing text

Sorting activities using cards encourage discussion and build confidence - students are less concerned about making mistakes!

Students can sequence instructions and then carry them out.



Robert is five years younger than Daniel	$r = d - 5$
Daniel is twice as old as Shamima	$d = 2s$
Shamima is half of Daniel's age	$s = \frac{d}{2}$
Jamie is four years older than Daniel	$j = d + 4$
Asha is two years younger than Daniel	$a = d - 2$
Parul is three times older than Daniel	$p = 3d$
Hasina is a third of Daniel's age	$h = \frac{d}{3}$
Kelly is two years older than Daniel	$k = d + 2$

I am 0.1 You are 2 tenths greater than 0.1	I am 0.3 You are 9 hundredths greater than 0.3	I am 0.39 You are 1 tenth smaller than 0.39	I am 0.29 You are 3 tenths greater than 0.29
I am 0.59 You are 5 hundredths smaller than 0.59	I am 0.54 You are 4 tenths greater than 0.54	I am 0.94 You are 4 hundredths smaller than 0.94	I am 0.9 You are 2 tenths greater than 0.9
I am 1.1 You are 15 hundredths greater than 1.1	I am 1.25 You are 3 hundredths smaller than 1.25	I am 1.22 You are 4 tenths greater than 1.22	I am 1.62 You are 1 tenth smaller than 1.62
I am 1.52 You are 8 hundredths greater than 1.52	I am 1.60 You are 8 tenths smaller than 1.6	I am 0.80 You are 7 hundredths greater than 0.8	I am 0.87 You are 4 hundredths smaller than 0.87
I am 0.83 You are 3 tenths smaller than 0.83	I am 0.53 You are 8 hundredths greater than 0.53	I am 0.61 You are 1 tenth smaller than 0.61	I am 0.51 You are 3 tenths smaller than 0.51
I am 0.21 You are 5 hundredths smaller than 0.21	I am 0.16 You are 7 hundredths greater than 0.16	I am 0.23 You are 9 hundredths smaller than 0.23	I am 0.14 You are 4 hundredths smaller than 0.14

First draw a line of 10 cm.	
To construct a triangle with dimensions of 10cm, 7cm and 8 cm:	
Draw an arc above the line.	
Place the compass point at the other end of the 10 cm line.	
Then set the pencil and compass exactly 7 cm apart.	
Place the compass point at one end of the 10cm line.	
Label each side of the triangle with the correct length in cm.	
Next, set the compass and pencil at 8 cm wide.	
Draw another arc.	
Use a ruler to join each end of the 10 cm line to the point where the two arcs cross.	



Chris Pim
HIAS literacy
consultant



It is important to understand that what is obvious to us is not obvious to the children. You need to be aware of the language demands of tasks before you teach them.

Everyday language

- Relies on context: gestures, eye contact
- Mostly oral and cognitively undemanding

Academic Language

More abstract language
More specialist vocabulary
Takes 5-7 years to develop

Formal language needs to be taught – it will not just be picked up



Plan for literacy development

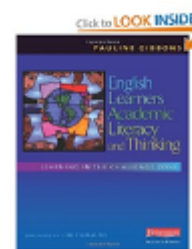
- Activate prior knowledge
- Provide a clear context
- Encourage talk and collaboration
- Clarify and extend language
- Scaffold reading and writing

Deconstruct the language demands of your SoW

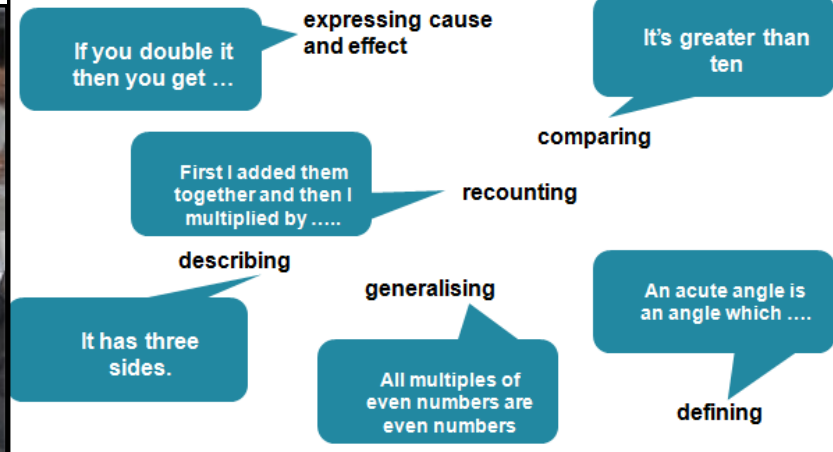
Curriculum Objectives	Key Activities	Language Functions	Language Features	Language Structures	Academic Vocabulary
<i>Desired outcomes</i>	<i>What will be done by learners</i>	<i>Techniques required in use of language</i>	<i>Tone, style, voice, figurative language, grammar</i>	<i>Examples of sentence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

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

Language at work in lessons - English Learners Academic language and thinking - Heinemann ISBN- 13:978-0-325-01203-2



Language functions and structures



Example from Science

- **Learning Objective:**
Recognise and identify a range of common animals, describe their features.
- **Thinking skill/Language function:**
Classifying and Describing
- **Essential Language Structures:**
Present tense verbs: *A fox **is** a mammal*
*Mammals **have** fur*
- **Specialised Vocabulary:** *fox, fur, mammal*

Relationships between sentences

Reference back

- Using pronouns:
This, these, its, one.... the other.

- Connectives:
Sequencing: in addition..., furthermore...
Exemplifying: such as..., like..., for example...
Cause and effect: therefore..., as a result..., so...

Students cannot do the thinking before they have the language. (E.g. they need the language of comparison before they can compare.)
Teachers need to unpick the language required for a task.

In a gap filling exercise, you, usually, leave out the nouns. However, a useful exercise in writing involves leaving out the pronouns. (Pronouns refer back to nouns, i.e. to the previously mentioned thing). The hardest word in the English language is 'IT' – What is IT referring to? Although many teachers now teach connectives, few teach an understanding of pronouns.

Cohesion

- Digestion mainly takes place in the stomach and small intestine. But ...**it**... begins in the mouth. As you chew an enzyme called amylase in your saliva starts to break down any starch into liquid glucose.
- Digested food is absorbed into the blood. Once the food is liquid, ...**it**... can pass into the blood. ...**This**... mainly happens in the small intestine. ...**Its**... walls are lined with tiny blood vessels, ...**which**... carry the food away.
- Undigested matter passes into the large intestine. ...**Here**... most of ...**its**... water is reabsorbed by the body.

The Heart and Circulation

Fill in the missing prepositions.

The structures which blood flows through as it goes _____ the body, make up the circulatory system. The main organ in the circulatory system is the heart which is situated _____ the lungs _____ the chest. The heart's job is to pump blood _____ the body. The rest of the circulatory system consists of tubes called blood vessels. These are of two types: arteries carry blood _____ the heart to the various organs and veins carry blood back from the organs _____ the heart. **W** _____ each organ the arteries and veins are connected by numerous very narrow blood vessels called capillaries. As blood flows _____ the capillaries, oxygen and other useful substances diffuse _____ to the surrounding cells and unwanted substances diffuse _____ the other direction.

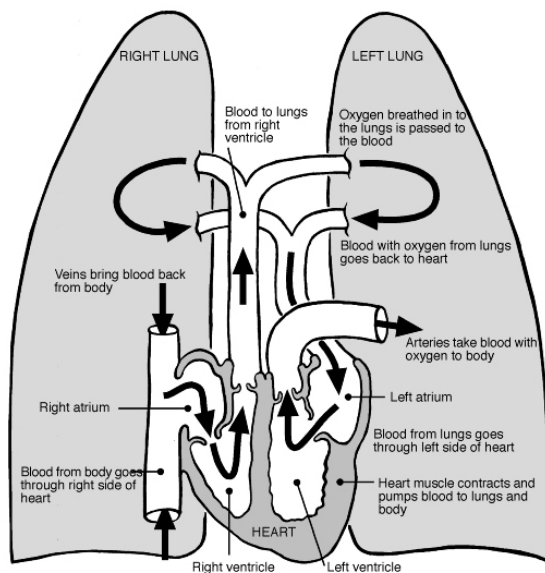
Support: Use word list

Extension: Underline the verbs in one colour and the nouns in another

EAL learners cannot follow long texts without understanding language structures.

Planning is key:

- Activate prior knowledge
- Provide a clear context
- Encourage talk and collaboration
- Clarify and extend language
- Scaffold reading and writing



Normal blood flow of heart and lungs

Encourage talk and collaboration

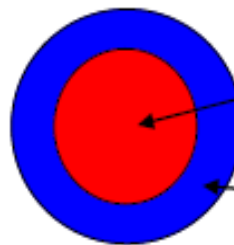
- Talk partners
- Discussion statements
- Group roles (chair, scribe, questioner, etc)
- Barrier games
- Hot seating
- Jigsaw group tasks



Socratic Debate - students discuss a question or an idea arising for the topic they are studying .



This technique derives from the Socratic method whereby a group observes a discussion in order to learn from and comment on it. It encourages both exploratory talk and reflection on talk.



Discussion/debate group - approx. 6-8 learners

Observers – rest of class

Compare what is similar / the same ✓	Compare what is different ✓	To add another point ✓	Give an example or illustration ✓
<ul style="list-style-type: none"> •Equally... •Equally well... •Similarly... •Likewise... •As with... •In the same way... •To balance this... •As well as... 	<ul style="list-style-type: none"> •However... •Alternatively... •Yet... •Nevertheless... •On the contrary... •On the one hand... •On the other hand... •Whereas... •Still... •Unlike... •Whilst... Whereas... 	<ul style="list-style-type: none"> •Also... •Furthermore... •Added to this... •What is more... •Moreover... •In fact... 	<ul style="list-style-type: none"> •For example... •For instance... •Such as... •That is to say... •In other words... •In particular... •Notably... •In fact...

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, etc).

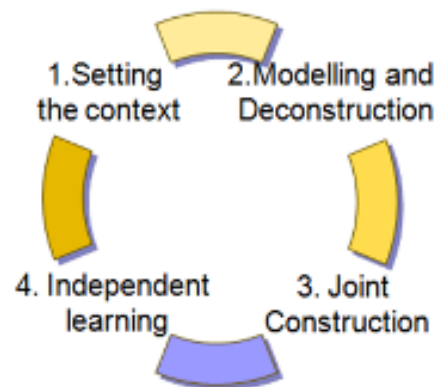
Socratic debates can be done in role to encourage the use of formal talk e.g. students debating in the role of MPs, or experts etc.

Talk before writing

- Talk partners
- Discussion statements
- Group roles (chair, scribe, questioner, etc)
- Barrier games
- Hot seating
- Jigsaw group tasks

Build on the knowledge students come with from the primary school. If you want students to write you need to work through the stages over a series of lessons. Don't move straight on to independent writing.

Teaching and learning cycle



Message Abundancy

EAL learners, in particular, thrive where there is 'message abundancy' – amplification NOT simplification:



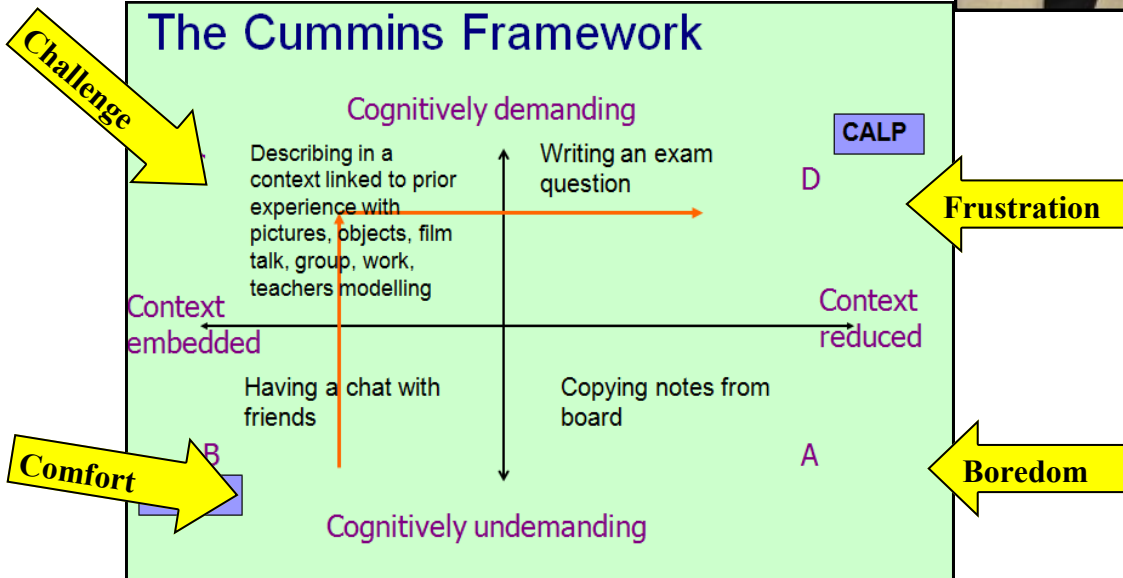
A teaching sequence might include:

- a shared video experience
- T:S talk with effective recasting of language
- S:S 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

The best learning takes place in the Challenge Zone, where there is high demand with lots of context to support it.



Michelle Stanley, Senior Consultant, Ethnic Minority Achievement Service
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We may not notice errors in talk but writing makes correct and incorrect forms visible.

Advanced EAL Learners are likely to be good at:
 Spelling and punctuation
 Figurative language
 Length and paragraphing

Loop games - matching key words and definitions/ matching key words and words associated with them/ matching two halves of collocations'
Bingo with idioms and literal meanings
Vanishing Cloze exercises
Idioms Pictionary
Odd man out
Pass the Buck

EAL Learners may struggle with:
 Prepositions (below level 5)
 Use of genres
 Sentence grammar
 Clause structure
 Adverbials
 formulaic phrases and collocations / 'small words'
 endings and agreements
 consistency of verb tense/ modality

**Functional linguistics
The Mode Continuum**



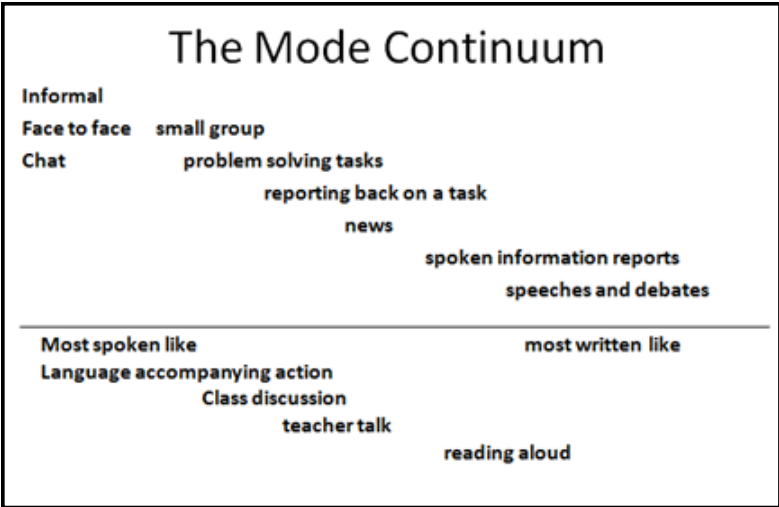
Most spoken like

most written like



Students need to use the right language for the right occasion !

Identify the features of formal talk and find opportunities to explicitly teach it and give pupils opportunities to practise it as in the activity below. The talk in the group will be exploratory talk, but if pupils are asked to prepare their feedback to the class, this will move along the mode continuum into more formal talk. One pupil in each group can act as a 'language observer' and feedback on language used by the group.



Sequencing and Justification Activity

Sequence in order of desirability as a companion, if you were shipwrecked on a desert island.

Justify your sequence.

Lady Macbeth may be resourceful but she would almost certainly put her wellbeing ahead of mine!

As well as having 'language observers', other strategies to promote formal talk include teacher modelling; role play (by the speaker and the listeners); being explicit about the task and the language required .

Ideas for formal talk in the classroom

- ⇒ Barrier activities
- ⇒ Traffic lights
- ⇒ Role play
- ⇒ Hot seating
- ⇒ Think pair share
- ⇒ Washing line
- ⇒ Talk stations
- ⇒ Discussion cards
- ⇒ Triads
- ⇒ Diamond nine

Traffic Lights:
Colours used to for rating activities and generating discussion



Barrier Games:

Barrier games are simple interactive pair activities where children need to find out information from their partner through talk. They need to speak clearly and actively listen to complete a task. The games help children learn how to give clear instructions and descriptions, listen well and ask good questions for clarification



‘A barrier game labelling plants— each player has some of the labels and some of the pictures

Making a Poem Accessible

Create two grids with information about a poem. One grid can be cut up into cards and then the cards can be placed on the remaining grid. This could be adapted to create a Loop or barrier game.

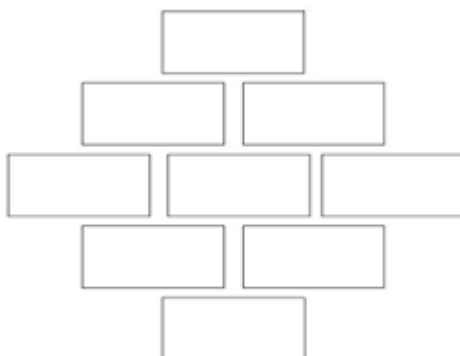
Find Resources on Collaborative Learning:

<http://www.collaborativelearning.org/englishpoetryonline.htm>

Example—Daffodils by W. Wordsworth

"wandered"	This means a large number of people or things.	daffodils	These are two verbs - action words - describing the movement of the flowers in the wind.
This is what we call the shining band of stars in the universe.	Yes	"lonely as a cloud"	This is an example of personification - when an object is given human characteristics
"but they out-did the sparkling waves in glee."	Here the poet means that he did not realise that the sight of the daffodils would mean so much to him, or give him so much pleasure to remember.	"sparkling"	This word means jolly or cheerful.
"oft"	This means in a quiet and thoughtful mood.	This means that when the poet is sitting quietly, the sight of the daffodils flashes into his memory.	"And then my heart with pleasure fills, And dances with the daffodils."

This means to go from place to place without a special reason or purpose or direction.	host	These are yellow spring flowers.	"Fluttering and dancing."
milky way	This poem has a rhyme scheme which means that many of its lines end in words which have a similar sound or even the same sound.	This is an example of a simile.	"Tossing their heads in sprightly dance."
This means that the daffodils danced more and seemed even happier than the waves on the water.	"I gazed - and gazed - but little thought what wealth to me the show had brought."	This is an adjective describing the waves which shine and flash in the light.	jocund
This means often.	"In vacant or in pensive mood."	"They flash upon the inward eye Which is the bliss of solitude."	This is an example of a rhyming couplet.



Diamond Nine

This technique is great for generating discussion through group interaction when there is no correct or obvious answer. It encourages consideration and in-depth thinking. Place key words, statements or pictures on nine cards. The learners then place them in order of importance, their opinion of what is the most important on the top, followed by a row of two less important below, then a row of three, then another row of two and finally the least important is placed at the bottom, creating a diamond shape.

Use pictures and first language in lessons to provide challenge and support

Search for my Tongue

Sujata Bhatt

You ask me what I mean

by saying I have lost my tongue.

I ask you, what would you do

if you had two tongues in your mouth,

and lost the first one, the mother tongue,

and could not really know the other,

the foreign tongue.

You could not use them both together

even if you thought that way.

And if you lived in a place you had to

speak a foreign tongue,

your mother tongue would rot,

rot and die in your mouth

until you had to spit it out.

I thought I spit it out

but overnight I dream,

(munay hutoo kay aakheejeebh aakhee bhasha)

(may thoony nakhi chay)

(parantoo rattray svupnama man bhasha pachi aavay

chay)

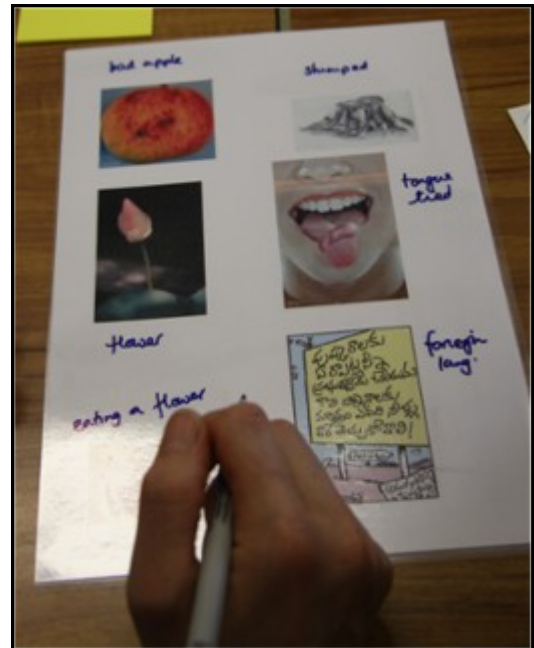
(foolnee jaim man bhasha man jeebh)

(modhama kheelay chay)

(fullnee jaim man bhasha man jeebh)

(modhama pakay chay)

it grows back, a stump of a shoot



Studying a poem can be very challenging and frustrating for EAL students. Here the poem, 'search for my tongue' has been described in visual form and presented to the students to label. They can then match phrases in the poem to the pictures, before being introduced to the whole text.

Provide pictures to help students predict what the poem might be about

Make activities context embedded.

Provide context links to prior experience, pictures, objects, film talk, group work, with teachers modelling. All learners will benefit from this too!



Sticking plasters can cure spelling problems! These are produced to order and used for the most commonly repeated problems.

Idea by Mike Beavis, Forest School



Interesting Fact!
These are the most frequently used English words!

a and he I in is it of that the to was (12)

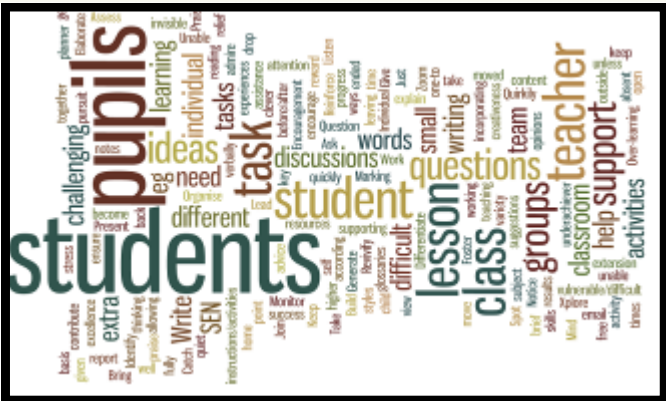
all as at be but are for had have him his not on one said so they we with you (20)

about an back been before big by call came can come could did do down first from get go has her here if into just like little look made make me more much must my no new now off only or our other out over right see she some their them then there this two when up went well went were what where which who will your old. (68)

After Again Always Am Another Any Away Bad Because Best Bird Black Blue Boy Bring Day Dog Don't Eat Every Fast Father Felt Find Five Fly Four Found Gave Girl Give Going Good Got Green Hand Head Help Home House How Jump Keep Know Last Left Live Long Man Many May Men Mother Mr. Never Next Once Open Own Play Put Ran Read Red Room Round Run Sat Saw Say School Should Sing Sit Soon Stop Take Tell Them Thing Think Three Time Too Tree Under Us Very Walk White Why Wish Work Woman Would Yes Year Apple Baby Bag Ball Bed Book Box Boy Car Cat Children Cow Cup Dinner Doll Door Egg End Farm Fish Fun Hat Hill Horse Jam Letter Milk Money Morning Mrs Name Night Nothing Picture Pig Place Rabbit Road Sea Shop Sister Sum Table Tea Today Top Toy Train Water (150)

This area represents 19,750 further words. Space does not permit the printing of these words

Wordle is a free software tool for generating "word clouds" from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. It can be used with texts written by students and will show whether they have repeated words such as 'and' too often.



NQT Induction Programme 2012—13

Date	Time	Venue	Title	Provider
19/9/2012	4.00 -5.30	Blue Mountain	Welcome Event	WBC
4/10/2012	4.00– 5.30	Piggott School	Positive Behaviour Management	Maggie Urwin
25/10/2012	4.15 - 5.15	Emmbrook School	The Voice	Ron Price
6/12/2012	4.00 – 5.30	Waingels College	Active Learning	Andy love
5/02/2013	4.00 – 5.30	The Forest School	Classroom Control	Netty Gatter
7/3/2013	4.00 – 5.30	Bulmershe School	Developing Inclusive Practice (SEN)	Nicola Allen
16/5/2013	4.00 – 5.30	Holt School	Planning Challenge and Differentiation	Angela Kemp
13/6/2013	4.00 – 5.30	St Crispin’s School	Technology in teaching	St Crispin’s

Refreshments available at the venues from 3.30

