

General introduction to the Literacy in series

The aim of the subject-specific material in the *Literacy in series* is to exemplify how aspects of the *Literacy across the curriculum* training file relate to individual subjects.

Where appropriate, the relevant section from the *Literacy across the curriculum* training file is indicated so that you can refer to it as and when you wish.

Key principles

- To develop consistent approaches to teaching and learning in literacy across departments, and to build increased awareness of the skills, knowledge and understanding that pupils could be expected to bring to lessons
- To use speaking and listening to develop subject learning
- To develop active reading strategies to increase pupils' ability to read for a purpose and engage with text, and to realise the learning to be gained from it
- To demonstrate the sequence for writing and modelling writing for a key text type within the subject; seeing how it is done helps pupils to achieve it for themselves more quickly
- To make suggestions for the learning of subject-specific vocabulary

English Framework objectives

The objectives from the *Framework for teaching English: Years 7, 8 and 9* which apply across the curriculum appear in an appendix: most are the key objectives (in bold) but others have been added for clarity or exemplification. This will help you to set literacy curricular targets and ensure common approaches through the objectives.

Developments in cross-curricular literacy

As expertise grows, schools may wish to decide which department teaches a particular aspect of literacy, such as explanations in non-fiction writing, and how other subject areas can support and develop pupils' learning by reinforcing it and applying it to their subject as appropriate. This will save time and ensure that pupils have a consistent approach to specific aspects of literacy.

As expertise develops in, for example, active reading strategies or managing group talk, and pupils know the expectations across the curriculum, their confidence will grow and their ability to take responsibility for their learning will also develop. This, again, will save time for teachers as they will not have to keep teaching the skills.

Making use of the Literacy in materials

Each subject is available on its own CD. On the disc you will find both the text (a combination of information, guidance, case study materials, mini tasks and ideas for practical application in classrooms) and the video clip(s) that accompany it. Where a short task has been suggested, you are invited to check your responses against those of other teachers in the examples provided.

The materials can be used by an individual teacher to reflect on current practice and identify fresh approaches. However, we recommend collaborative use by a department team, so that the activities and discussion topics can be used to promote joint review and collective action. In this way, approaches can be trialled and discussed, and greater consistency of practice ensured.

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Aims

- *To consider ways in which explicit literacy teaching can support the raising of attainment in geography*
- *To exemplify aspects of Literacy across the curriculum for geography teachers*
- *To consider appropriate literacy-based classroom strategies for teaching and learning in geography*

1.1 Introduction

Explicit literacy teaching can enhance pupils' understanding and enjoyment of geography.

Geography departments already do much to support and develop literacy because speaking, listening, reading and writing are essential to the process of finding out and communicating an understanding in geography.

How literacy teaching helps

- Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of geography.
- Reading enables pupils to learn from sources beyond their immediate experience.
- Writing helps to sustain and order thought.
- Language enables pupils to reflect, revise and evaluate the things they do, and the things that others have said, written or done.
- Responding to higher order questions encourages the development of thinking skills and enquiry.
- Improving literacy and learning can have an impact on pupils' self-esteem, motivation and behaviour. It allows them to learn independently. It is empowering.

Geography teachers and departments need to be clear about:

- the types of text that are read and written in geography
- the language demands placed on pupils
- the ways in which planned and structured talk can enhance learning
- approaches to reading which will support pupils in accessing text
- how teachers can support learning and attainment by increasing explicit literacy teaching.

1.2 **Linking to the Framework for teaching English**

- The *Framework for teaching English: Years 7, 8 and 9* applies in English, but also has objectives that have relevance across the curriculum.
- Teachers and departments should use these objectives to inform their teaching of literacy within geography.
- These objectives will help a school to decide on curricular targets that *all* subject areas might use to improve pupil attainment.

Task

Turn to the Appendix which lists important cross-curricular objectives for literacy. Read through these and consider how some of these objectives might be taught in the context of geography and how, in turn, these objectives can support the learning of geography.

Note the following guidance from the DfES:

- Framework objectives should be planned where appropriate into units of work in geography.
- These objectives can help clarify processes in geography and ensure teachers teach the skills required to read, write, speak and listen effectively in geography.
- Using the Framework objectives helps to secure continuity, progression and a cohesive approach for pupils from subject to subject and from year to year.
- Being aware of the features of non-fiction text types (Year 7) will support pupils in writing effectively for these purposes.
- Using the Framework objectives clarifies what needs to be taught to support learning.

Aims

- *To understand some of the ways in which speaking and listening can develop understanding in geography*
- *To identify teaching strategies to support that development*

This section will look, in turn, at oral frames; how to use talk to deepen understanding; and how geographers talk.

2.1 Oral frames

Talk is a tool for learning.

The value of teaching talk in geography:

- We often use group work and pair work, but pupils will benefit from being taught how to use these ways of working effectively.
- We often assume talk is 'natural' and easy, but this is not the case for many pupils.
- We don't always take full advantage of the range of types of talk available.
- Talk has as many, if not more, 'text types' than writing. The main categories, e.g. explanation, instruction, description and information, are used in talk as well as written text.
- Talk is also quick, fluid and shared. It can do some things better than writing, e.g. exploratory work or quick sharing.

Key phrases for talk

Task

Look at the box below. You will recognise the phrases as ones that can be deployed in both speech and writing when you explain cause and effect, for example, in explaining what causes earthquakes.

Useful phrases for explaining cause and effect

- *The result is*
- *This results in*
- *As a result*
- *Resulting in*
- *Precipitating*
- *Initiating*
- *Triggering*
- *The effect of this is*
- *As a consequence*
- *Consequently*
- *Inevitably*
- *This, in turn, causes*

Consider how the variations on a key phrase can be used to fit any sentence. This sort of grammatical reshaping is a valuable asset to speakers because people often start an explanation before the sentence is grammatically polished.

Now take a few minutes to come up with similar phrases that can be used in 'exploratory, hypothetical and speculative' talk. For example, '*What if ... ?*'.

Some further suggestions are given in the box below:

Supposing ...
Imagine ...
Conceivably ...
Perhaps ...
Maybe ...
Could we ...?
It might ...
I wonder if ...?
Ought we to ...?
What about ...?
Why would ...?
It's possible that ...
It's probable that ...

Gathering some useful terms and phrases would make a very good starter activity prior to group work, and would feed into written work too.

Try the same process with the following kinds of talk. Ideally, each member of the department takes a different kind of talk.

- arguing a point of view
- drawing out similarities and differences
- explaining a process
- drawing a conclusion from evidence.

Under each heading, list key phrases that can be used with pupils to help them express and shape their ideas for this particular purpose.

Copy the results for circulation and use in the department.

2.2 Using talk to deepen understanding

Talk can help us to:

- think through ideas
 - express thoughts, feelings and opinions
 - influence other people
 - articulate ideas
 - share knowledge
 - give feedback and review ideas
 - adapt and refine ideas
 - reach closure, accommodation or acceptance of different ideas
 - negotiate solutions
- and more ...

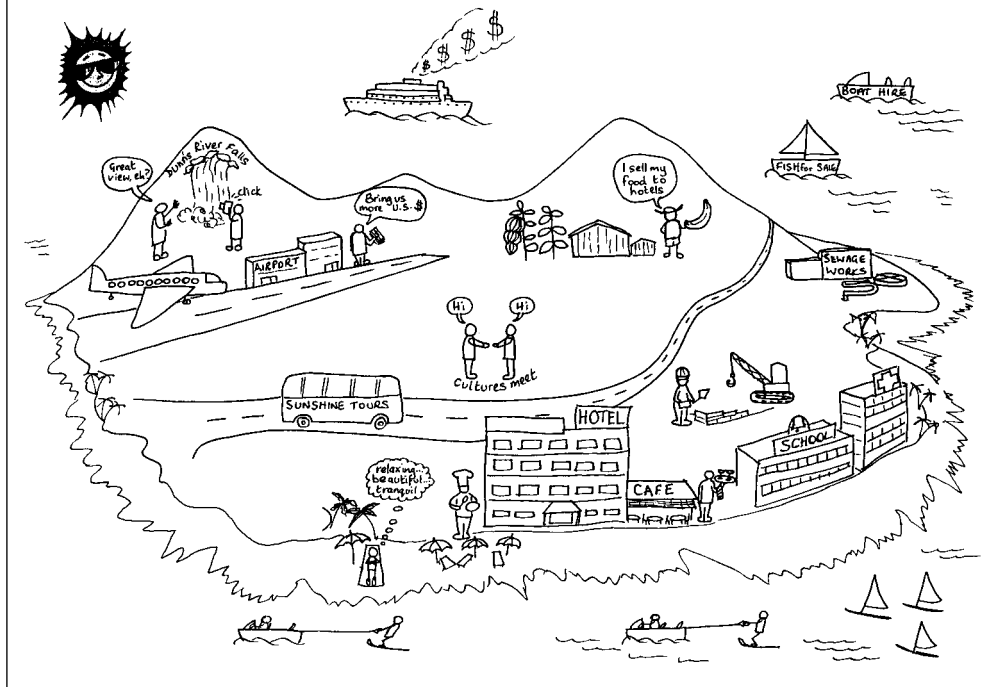
Task

List a number of activities that you might use to structure pupils' talking and listening in order to deepen their geographical understanding of the benefits and drawbacks of island tourism.

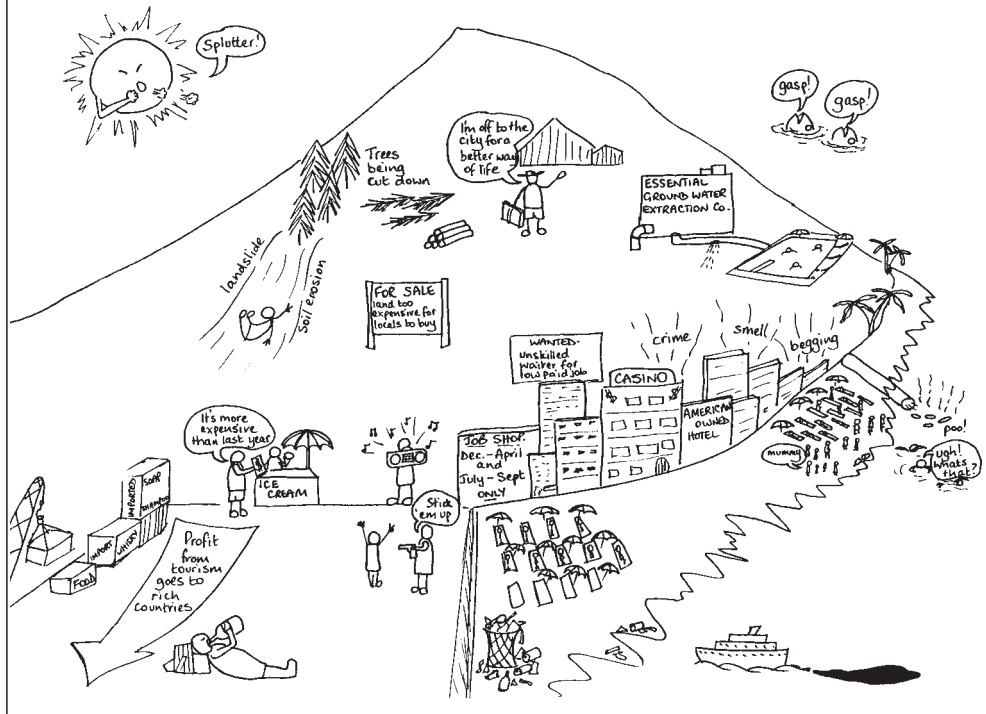
The two maps, below, summarise the benefits and drawbacks of island tourism. They are used in the context of a Year 9 unit of work on tourism in holiday island destinations.

Consider how you might use 'talk' tasks to help pupils get beyond first impressions, assuming that you have only 30 minutes and no resources other than the maps.

What are the benefits of tourism?



What are the drawbacks of tourism?



This is an attempt to find alternatives to the vague instruction 'Get into groups and discuss ...'.

Now look at the grid below, which offers a range of different ways of structuring talking and listening. Did you come up with some of these?

The benefits and drawbacks of tourism

Talking and listening activity	Example
Debate	Pupils in role as local people debating whether or not to allow another hotel to open in a part of the island much in need of job opportunities
Hot seat	One pupil in role as a developer in the hot seat for a press interview; three other pupils in role as journalists
Joint reconstruction	Pupils have 1 minute to look at the maps, then 15 minutes in a group to reconstruct them on two blank maps from joint memory
Presentation	A pupil presents the issues to an audience using the maps as visual aids, and the audience ask questions
Role play	Each pupil gets a role card, e.g. hotel owner, government official, fisherman, grandparent, etc. They take turns to speak, in role, about how the situation appears to them
Advocate	Allocate one benefit of tourism to each pupil in a group. Then ask each pupil to present their argument to the others as to why their benefit should be considered the most important. The group has to agree which three are the main benefits, and give their reasons. Repeat for drawbacks.

Consider the approaches of each of the above tasks and identify:

- features of an oral frame that pupils could benefit from in carrying out the tasks
- specific ways in which the task will promote deeper geographical understanding.

Some other teachers suggested the following ideas.

- Taking on a 'role' encourages pupils to see an issue from a particular perspective, to be selective in using relevant information, and to consolidate understanding by responding to questions and alternative viewpoints.
- By communicating ideas and information, pupils are able to clarify their thinking and adjust their expression to the listeners' needs, thereby also firming up their own understanding.
- Developing an argument requires pupils to draw on and extend what they know and understand, by seeking reasons and justifications.

The above activity of completing the grid would be useful to do across a department.

2.3 *How geographers talk*

All professions, all communities, all families have their own ways of talking about their mutual business. For example, lawyers, plumbers and footballers have their own expressions and ways of speaking which signal that they belong to the group.

Subject specialists have ways of talking about their business, too. They have specialist terms and ways of expressing themselves that are seen as appropriate to the subject. In other words, they have language conventions or discourse in common.

So how do geographers talk? Most adults could mimic the language of a lawyer, plumber or footballer, but might have difficulty impersonating a geographer. Lawyers frequently feature in television dramas, but there are few high-profile heroes who are geographers. So where do pupils get their models of geographers?

Task

Take a few minutes to list the models pupils might have heard of – people who represent the public face of geography. Compare your ideas with some of these suggestions for sources of models:

- geography teachers
- weather forecasters
- programmes about the natural world (e.g. earthquakes, tornadoes, rainforests)
- documentaries about geographical issues (e.g. El Niño, global warming)
- explanations embedded within news bulletins
- the occasional serious travel programme.

Take a few moments to think of opportunities for introducing more geographers to pupils. Then add your own ideas to this list of people who could be introduced:

- speakers from any local companies that make particular use of geographers
- local government workers (e.g. in environmental health)
- a geography specialist from a local university
- a colleague from another school who has lived in or travelled to a place or worked on an issue being studied, and who would be willing to present a short talk about it
- aid workers.

Suggest learning activities which would require pupils to identify features of geographical talk used in the contexts above.

How *do* geographers talk?

Now reflect on the features of the different kinds of language used in geography.

You might expect geographers to express themselves using:

- specialist vocabulary
- a semi-formal approach (symptomatic of the subject's position between science and art)
- the inclusion of factual, formal explanations
- a committed enthusiasm and respect for knowledge of other places and perspectives.

Aims

- *To identify the range of reading skills required in geography, and the challenges they pose*
- *To suggest ways of supporting pupils in their reading in geography*

This section will look, in turn, at the range of reading in geography; textbooks; and active reading.

For this section you will need copies of geography textbooks in regular use.

3.1 The range of reading in geography

Although many subjects revolve around just one or two main text types, this is not true of geography. A wide variety of text types is used: including explanation, information, argument and instruction. A typical textbook moves frequently between them. Geography places demands on pupils' range and versatility as readers.

Geography also demands the range of different reading strategies listed in the box below.

Reading strategies

<i>Continuous reading</i>	<i>uninterrupted reading of an extended piece of text</i>
<i>Close reading</i>	<i>careful study reading, which usually includes pausing to think or look back in order to examine the text in detail</i>
<i>Skimming</i>	<i>glancing quickly through the text to get the gist of it</i>
<i>Scanning</i>	<i>searching for a particular piece of information</i>

Task

Take a few moments to consider when you would use each strategy in geography and when strategies might combine, for example skimming a text followed by close reading. Do you use any of the following, for example, in your classroom:

- the scanning of an index to find appropriate information
- skimming of a chapter to see if it is worth a closer read
- close reading to find precise detail, e.g. about a rainforest
- continuous reading of a piece of travel writing about a region being studied for enjoyment and overall impression?

Geography uses a wide variety of texts to enable pupils to access information.

Examples of texts used in geography

- maps, including 3D
- flow diagrams
- cartoons
- bullets
- concept maps
- graphs
- speech bubbles
- photographs, both aerial and ground
- news reports and articles
- extended extracts, e.g. from travel writers
- tables
- video

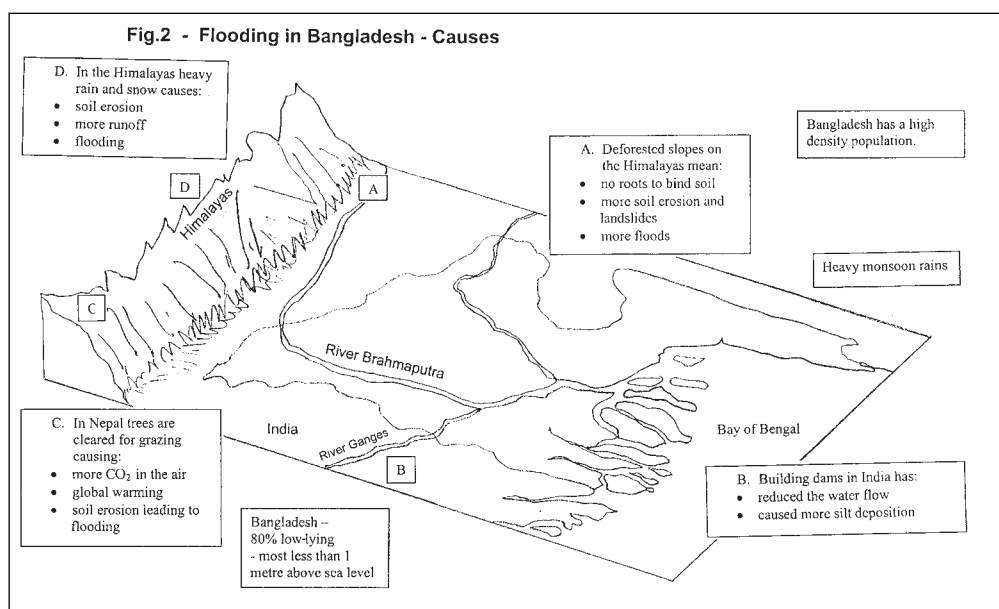
Key considerations in *selecting* the text type are as follows.

- Each text type makes its own demands on reading skills.
- Many texts contain a variety of the above listed items on one page.
- Pupils with special needs, in particular, need support in their reading – especially where different demands are made in the same piece of text.

3.2 Textbooks

Textbooks often contain a wide variety of information presented in a number of ways.

The following example contains many of the features found in geography textbooks. For ease of use, you may wish to print out this diagram first.



Task

Consider how helpful the page is in supporting the reader. Below is a list of some of the challenges it might present to a reader in Key Stage 3.

- There is no immediate focus for the eye: pupils need to be taught to navigate their way round the page.
- Abbreviations like *fig* and *nos* might confuse.

- Captioning is not always clear.
- Links between features may need to be clarified, e.g. between CO₂ and global warming.
- It is unclear whether dams are good or bad.
- Bangladesh is not labelled, so its location on the block diagram is unclear.

Look at some of the textbooks in the department and consider the difficulties pupils might have as readers. Also, you will find it valuable to notice where books have been over-simplified and lack the necessary challenge for pupils.

Supporting pupils' reading

It is a good idea to teach pupils how to read their textbook by pointing out:

- key layout features
- the way diagrams are used
- any colour-coding that is present
- how to locate information in it.

Before reading pupils need to know:

- why they are reading
- which strategies they should use
- any subject-specific vocabulary
- what they should then do with what they have read, e.g. make notes for future reference or gather material in order to re-present it.

Task

Now watch video sequence 1 included on this CD. It shows an example of a teacher introducing a textbook in the *Literacy across the curriculum* training of 2001.

Consider as you watch, whether there are any features of the lesson that you use or could use yourself? What are they? When will you try them out?

3.3 Active reading

This section considers some reading activities that encourage pupils to engage with text. Many of the approaches will be familiar.

Activity 1: Farming – the odd one out (Year 7)

This activity:

- makes a good start to a lesson
- can be used at the start of a topic to introduce pupils to it and cue them in
- can be introduced halfway through a topic, so that pupils can apply their learning
- can be used at the end of a topic to assess pupils' learning.

Give pairs of pupils one of the sets of three cards from the handout below. They should discuss together and decide which card is the odd one out.

Invite pairs to provide clear reasons to justify their decisions.

Farming – the odd one out

wheat	large amounts of cash	greenhouse
barley	oats	fodder crops
dairy cattle	sugar beet	silage
pesticides	family labour	irrigation
milking equipment	pasture	combine harvester

Task

Consider the following question: how does this activity help learning in geography and what part does reading play in the learning?

Some teachers offered the following points:

- The activity reinforces the reading and understanding of subject-specific vocabulary.
- Pupils are learning to contextualise the vocabulary.
- An activity of this type could be used prior to reading a more extended text as it cues pupils in to the topic.
- Links, cause and effect have to be considered.

The following version contains suggestions for extensions to the activity.

The cards below can be offered to pupils to extend the 'Farming – the odd one out' activity.

sheep	beef cattle	ploughs
kale	oil seed	rape
fertilizers	root crops	cereals
potatoes	clover	pigs
large machinery	vegetables	fruit

Extension activity 1

Ask pupils to choose cards to add to their set of three, ensuring that they all have something in common while maintaining the same odd one out.

Extension activity 2

Pupils can then be asked to group their cards under these headings:

- Arable farming
- Dairy farming
- Hill sheep-farming
- Market gardening
- Mixed farming
- Pastoral farming.

These activities could be used to gather information before writing a piece on a type of farming or presenting the information orally to the class, as they contain information on different types of farming in (in this case) Britain.

Activity 2: Floods in Bangladesh

The following activity involves two texts. If working on this as a department, share the texts between groups.

Task

Read the following two texts.

How should flooding be controlled in Bangladesh?

Early plans

In 1959 a water development authority was set up in East Pakistan (East Pakistan became Bangladesh in 1971) in response to serious floods in the 1950s. A national master plan was prepared which emphasised 'hard' engineering schemes such as embankments, dredging, river diversion, meander cut-offs and by-pass channels.

World Bank action plan

In July 1987 at the G7 Summit meeting in Paris, major aid donors agreed that the World Bank should co-ordinate efforts by the international community to reduce the impact of flooding in Bangladesh. The World Bank prepared an action plan for flood control. The plan involved the completion of 3500 km of embankments and created compartments for floodwater storage. Agriculture would benefit from the supply of water and fertile silt. However, the scheme was criticised for cutting off large areas of wetlands valuable for water supply and fishing, a major source of protein in Bangladesh.

Alternative plans

Since 1987 other flood control measures have been suggested:

- 1 Creating reservoirs by building seven huge dams at an estimated cost of \$30–40 billion and taking 40 years to complete. The dams would hold back 10 per cent of the peak flood flow entering Bangladesh.
- 2 Twelve to fifteen floodplain retention basins to absorb excess flow diverted

from the main rivers and released after the main floodwaters subside.

- 3 The relative costs and benefits of the flood control schemes have led some commentators to suggest that no 'hard' engineering works and no costly flood prevention schemes should be allowed. In their place they advocate better flood forecasting and warning schemes, improved flood shelters and emergency services to help the victims of flooding. Such schemes would be much cheaper than the building of extensive embankments or huge dams. They would also use more appropriate technology, in keeping with the knowledge, skills and finances of the communities. They are also less likely to damage or interfere with the many delicate ecosystems in and around the floodplain and delta and would therefore contribute to sustainable development.

Which plan is best?

In the twenty-first century the approach being adopted includes both 'hard' and 'soft' approaches. Hard engineering structures such as embankments are built to protect densely populated and intensively farmed areas. Low lying, less densely populated areas are used for floodwater storage – a soft approach which also allows natural floodplain processes to occur and benefits soil fertility, fish production and local ecosystems.

Which do you think is the best plan or combination of plans?

From *AS Level Geography* by John Pallister and Ann Bowen. Reprinted by permission of Heinemann Educational Publishers.

Sharmistra's story

Sharmistra woke up early that Tuesday morning. She had plenty of time to get ready for school, which made a change. She is lucky as she is the only one of her family to go to school; her brothers and sisters are either working or helping in the home. All the same, she did get fed up with having to get up so early. School was about 2 miles away from home across the flood plain of the River Ganges.

Where Sharmistra lives is very flat; three rivers meet on the plain and form a delta. Here they slow down and dump all the mud and silt that they have carried from higher up in the mountains and hills. As the dumped material builds up, it forms new land which is very low lying. Where Sharmistra lives is less than 100 metres above sea level.

During the rainy season it rains a lot! Since April that year it had rained more than usual, and once the rains got under way in June, things became really bad. By September and the start of the new school year, all the rivers and streams in Sharmistra's area were full and many were bursting their banks. The walk to school was now very uncomfortable and any games outdoors were impossible.

She switched on the radio to find something interesting as she got ready for school. She came across a woman who was speaking loudly and very quickly. She could hear people shouting and screaming in the background.

She picked out what the reporter was saying:

I'm standing in Dhaka, this wonderful capital of ours, right by one of the only roads out of the city which remains open. The road is packed with thousands of people trying to escape the floodwaters rising over all the land round the capital.

As I speak, 75% of our country is under water; 30,000 villages have disappeared and 30 million people are homeless. The floods mean that our food sources are ruined and people cannot make a living. One million hectares are under water leaving crops and animals drowned. It will be a long time before people will be able to work the land again.

Sharmistra knew her aunt and uncle and cousins lived in Dhaka, and she was frightened. Would they be running down the road too? Would they be carrying all they possessed with them?

Sharmistra knew that her aunt had a tiny baby and he would be hard to carry with all their goods. How would you decide what to take as the flood waters rose?

The woman on the radio carried on:

Our biggest immediate worry is the spread of disease.

Although few people have drowned, 800 have already died from diarrhoea. Clean drinking water is hard to get and proper food is becoming increasingly difficult to find.

Sharmistra began to worry about her aunt's baby: she knew that clean water was vital to keep baby things clean and to give the baby when he gets thirsty.

(continued)

Malaria too, is a great risk, the reporter said. Mosquitoes love warm, damp conditions and breed rapidly. The floods provide just the right conditions for a huge increase in the disease. As the number of mosquitoes increases, people are at greater and greater risk of being bitten and getting the disease.

Our government is working hard to find temporary homes for the 30 million homeless and to ensure they have food and clean water, but it will not be easy. Our country is small and 30 million is a lot of people to find new homes and food for.

We need a solution to this flooding and we need it quickly. Another year like this and our country will be ruined.

Sharmistra went outside and called her father: today school could wait.

After reading, annotate or highlight the text for the following tasks.

- List the effects of the floods on Bangladesh – use bullet points, or pictures.
- List the combination of solutions that will work best, with an explanation of why the combination appears to be the best solution.
- Summarise the effects and the recommended solution. Note that the link is the penultimate sentence of Sharmistra's story.

Now take a few minutes to briefly consider the following points and the list of suggestions that follows. The points to consider are:

- How does the activity support pupils' reading?
- How might it permit differentiation within a class?
- How might it be recorded as an aide-memoire for pupils?

Some geography teachers suggested the following.

- There was a clear purpose for reading: the task was clear.
- Working in threes would mean that pupils are not exposed before they are secure in their understanding.
- Working in threes would allow pupils to discuss and refine their thinking.
- Differentiation is permitted in that the narrative is more accessible than the article: further texts can be added to differentiate for a third group, e.g. the middle attainers.
- The attainment groups are working to the same end and sharing their knowledge.
- OHTs of the texts can be placed on the wall as a display for the duration of the topic; an extended piece of speaking and listening or writing would be the product once the topic had been completed.

The two activities demonstrate how helpful it is to focus pupils when they read, so that they read closely and purposefully. The teaching skill lies in choosing an activity that will help pupils achieve the lesson objectives.

Engaging with texts

The following activity considers the importance of matching the appropriate reading activity to a particular objective.

Task

Match the objective box to the appropriate reading activity box. If working with a colleague, discuss the choices made.

Text and objective	Reading activity
<p>Two pages of prose describe the economic activities of a country.</p> <p>You want the pupils to retain the main activities.</p>	<p>Pupils to fill in a blank flow chart</p>
<p>A leaflet explains how hydro-electric power is created and finds its way into the home.</p> <p>You want pupils to understand the process.</p>	<p>Pupils to use different coloured highlighter pens to pick out contrasting themes or points</p>
<p>A passage describes the effects of glaciation on the landscape.</p> <p>You want to fix key terms in pupils' minds.</p>	<p>Pupils to label a diagram</p>
<p>An annotated diagram shows how 'ethical' farming maintains high productivity without 'spoiling' the produce.</p> <p>You want pupils to recognise that the leaflet promotes a particular point of view.</p>	<p>Pupils to highlight key words</p>
<p>A number of articles and letters argue the evils and benefits of a tourist development on an impoverished tropical island.</p> <p>You want pupils to weigh the issues.</p>	<p>Certain words are 'clozed' out. Pupils to choose from a range of substitute words</p>

Using active reading tasks

The following lists some of the advantages and drawbacks of using active reading tasks.

Active reading tasks have the advantage that they:

- oblige close reading
- engage pupils and encourage participation
- make daunting passages more accessible
- give purpose and focus to the reading
- go beyond 'just reading' to constructing meaning
- draw out key points very clearly.

But the drawbacks are that they:

- can become over-used
- only work if they match the objective
- take time to prepare
- can diminish the content by seeing it as part of a game
- still require the teacher to draw out the learning.

Tips for active reading are to:

- laminate materials for durability
- always debrief.

Aims

- To consider the text types used in geography
- To look at the stylistic features of those text types
- To explore the benefits of a sequence for the teaching of writing in geography

This section will look, in turn, at text types in geography; sequence for writing, giving a video example; and preparing to write.

4.1 Text types in geography

This links to Module 2 in Key Stage 3 *Literacy across the curriculum*. A copy of this is in your school. Alternatively, a copy can be downloaded from the KS3 website (www.standards.dfes.gov.uk; ref 0000/2001).

Below are the main categories of non-fiction writing with some examples of how they can feature in geography.

Main categories of non-fiction writing	Examples of how they feature in geography
Instruction	giving directions as part of a map-reading exercise
Recount	write-up of a field trip
Explanation	how erosion occurs
Information	tourism in London
Persuasion	ecological flyer
Discursive writing	magazine article on changes in climate
Analysis	analytical essay about factors impacting on deforestation
Evaluation	reflection on, and making judgements about, the outcomes of a traffic survey

Task

Find other examples of the use of these text types from your own schemes of work.

Consider which of the types of writing listed pupils are asked to do most frequently in geography. Some pieces of extended writing in geography will be a mixture of text types, for example a write-up of a field trip could include recount, information, analysis and evaluation.

Descriptions in geography**Task**

What advice do you usually give pupils about descriptions (for example, when asking them to describe a geographical feature such as a volcano, city or the course of a river)?

Look at the following information. Reflect on how you might use this grid to inform your planning and teaching, particularly of language features and conventions of text types necessary for good understanding of geography.

Purpose	<p>To describe accurately the aspects of a geographical feature, e.g. a type of volcano, the features of a city or the course of a river</p> <p>To describe the problems of less economically developed areas of the world</p>
Text level	<p>Works from the general view to the specific and detailed. For example:</p> <ul style="list-style-type: none"> ■ It might be working from an aerial view and closing in on detail like the view from an aeroplane as it comes in to land ■ It might be as if watching a film where the long shot comes first, which establishes the overview, and then the camera zooms in to close-up on the various features in turn ■ It often begins with the most important features and works to the least important <p>Each paragraph may be short, and deal only with a single aspect</p> <p>Each paragraph may be accompanied by appropriate diagrams; the text may consist of diagrams with captions to aid visualisation</p> <p>Links between paragraphs will be to do with location, e.g. <i>At the top ... , On one side ... , To the North ... , In the West ... , Below the snow line ...</i></p> <p>Paragraphs may also link with similarities, e.g. <i>Such vegetation can also be found ...</i></p>
Sentence level	<p>Most sentences will be simple or compound, as all the aspects have equal weight</p> <p>Most sentences will be in the third person, in an impersonal or passive voice, e.g. <i>A feature can be seen ...</i></p> <p>Many sentences will begin with adverbials to locate the feature, e.g. <i>At the top ... , On one side ... , Above the snowline ...</i></p>
Word level	<p>Uses precise geography-specific vocabulary</p> <p>Uses appropriate adjectives, e.g. <i>steep, equatorial</i>; precise figures, e.g. <i>size of flood, height of volcano</i></p>

What are the key conditions for successful writing? Jot them down for yourself.

How far does your answer match the following summary?

Pupils write well if they:

- know why they're doing it
- know who the 'audience' is
- are encouraged to sharpen and improve as they work
- collaborate with others
- see a good example
- see someone do it well first
- know what conventions are expected
- know how it will be assessed
- get feedback at every stage
- have some prompts to work to
- have a feel for the type of language required
- don't feel over-exposed or criticised.

4.2 Sequence for writing: video sequence 2 included on this CD

This section includes a video example of a geography teacher leading a writing section. Paul Bartlett, head of geography at Beaufort Community School in Gloucester, has been working on the causes and effects of famine with a mixed ability Year 9 class. He now wants them to write an explanation which brings together all the causes and effects they have studied. The class know what an explanation should do and what conventions are expected. See the information below for a summary of the conventions.

Explanation

Purpose	To explain the causes and effects of drought in Sudan
Text level	General statement to introduce topic Paragraphs organised from the most important cause of drought and its effect to the least important Concluding paragraph is a summary of the points made
Sentence level	Third person Present tense Each paragraph begins with a topic sentence which introduces what the paragraph will be about Sentences within the paragraph work from the most important to the least important Connectives like <i>since, because, so, as, therefore</i> are important to show cause and effect
Word level	Subject-specific vocabulary, e.g. <i>subsistence farming, drought</i> , make clear that the context is geography

On the video, Paul is sharing the writing as they develop the skill of prioritising information within a paragraph.

Task

Watch video sequence 2 included on your CD. As you do so, write notes on how the teacher uses both shared and independent work to develop the skill of writing an effective paragraph.

Having watched the video, review your notes.

You might have noticed the following aspects.

- The pupils are encouraged to plan the paragraph content.
- The teacher takes bullet points and then discusses how and why the points might be prioritised. This scaffolds the paragraph for the pupils.
- They then write a paragraph in pairs so their first attempts are composed with their peers. This is a vital step on the way to independence.
- The plenary section, which invites pupils to share the writing on an OHT, provides an opportunity to draw out key learning.

Reflect on how you could use some or all of these features of teaching in your own classroom, particularly planning a sequence which not only provides an opportunity for writing but also supports and teaches the skills required to write successfully. Reflect, too, on how understanding in geography can often depend on pupils' ability to express that understanding and to develop thinking and organisation skills in their writing.

4.3 Preparing to write

There are many ways of helping pupils to structure writing before they start. Two examples follow.

You may wish to do this alone or with a subject colleague. You may also wish to adapt it as a classroom activity.

Card sorting activity:

Why did so many people die in the Kobe earthquake?

The following information should be cut up into four paragraph headings and 24 comment cards.

Why did so many people die in the Kobe earthquake?

Paragraph heading cards

The causes of the earthquake

The effects of the earthquake

The rescue operation

Other factors leading to death and injury

Comment cards

Kobe was very close to the epicentre of the earthquake.

Many fire engines ran out of water before the fires were put out.

Several hospitals in the old part of Kobe were destroyed in the earthquake.

When the ground moved, some of the buildings did not follow and collapsed.

Large areas of Kobe were blacked out because electricity lines were cut.

With the smoke from the fires the search for survivors was difficult.

Stress builds up in the rocks of the Pacific and Philippines plates.

Kazuo, helped by friends, found his mother's body at 1.20 pm on 19th January.

Ambulances and fire engines were unable to reach damaged areas because the roads were blocked by collapsed buildings.

When stress is released from rocks at plate boundaries by moving, waves travel through the earth's crust.

The Japanese government and people were greatly shocked by the death and disaster.

Many survivors were taken immediately to a central building with stockpiles of food, water and blankets.

5,000 people died in the earthquake and 350,000 were made homeless.

The earthquake struck at 5.40 am on Tuesday 17th January 1995.

Some buildings in central Kobe have structures which are computer-controlled and adjust to earth movements.

The roof of the Endos' house was made of heavy concrete tiles.

Southern Japan, where Kobe is located, has not had a major earthquake since 1596.

Volunteers dug through the rubble with their bare hands to search for victims.

Since 1981 Japanese houses have been built to be earthquake-proof.

Mr and Mrs Endo lived in the older residential part of Kobe called Nishinomiya. Most of the people who lived here were old.

The Endos' son, Kazuo, lives in a new apartment block in central Kobe.

Upper reaches of rivers have a small discharge.

Underground water pipes were broken by the tremors. The Endos' house was built before 1960.

Rivers in the upper valleys have very little spare energy because of a large amount of friction.

Mrs Endo was trapped under the rubble of her home and died of suffocation after 36 hours.

The lower valley has gently sloping sides to its valley.

Gas pipes exploded and fires burnt all over the city.

The lower valley has a u-shaped cross section.

The upper valley has steep sides.

The lower valley will have features such as ox bow lakes.

The upper valley has a v-shaped cross section.

The lower valley will suffer from dominant lateral erosion.

The upper valley will have features like waterfalls.

Lower river valleys have a smooth long profile.

The upper valley will suffer from dominant vertical erosion.

Lower reaches have a large discharge.

Upper river valleys have an irregular long profile.

Rivers in the lower valleys have a large amount of spare energy because of a low amount of friction.

Task

Sort the paragraph headings into a logical order, then to do the same with the comment cards, placing them under the appropriate paragraph headings.

Once the task is completed, consider why it helps pupils write.

Now compare your points with the following:

- By sorting information under headings, pupils are, in fact, organising information into paragraphs.
- Once the paragraphs are clear, pupils can use the heading to develop a topic sentence and the rest of the information to exemplify the topic.
- It would be a good idea to model the creation of a topic sentence for Year 7 pupils so they will be able to do it easily as they go through Key Stage 3.

Comparing and contrasting

The next activity is designed to help pupils to:

- choose the right connectives, especially when comparing and contrasting
- become more fluent writers by varying their sentence structure so that sentences do not all start in the same way
- improve their ability to move clauses around and so improve their fluency.

For ease of use you may wish to print this material out first. It may also be useful to work with a colleague on this.

Contrasting two sections of a river valley		
Upper valley	Connectives	Lower valley
The upper valley has steep sides	in contrast to	The lower valley has gently-sloping sides to its valley
The upper valley has a v-shaped cross section	whereas	The lower valley has a u-shaped cross section
The upper valley will have features like waterfalls	however	The lower valley will have features such as ox bow lakes
The upper valley will suffer from dominant vertical erosion	on the other hand	The lower valley will suffer from dominant lateral erosion
Upper river valleys have an irregular long profile	although	Lower river valleys have a smooth long profile
Upper reaches of rivers have a small discharge	whilst	Lower reaches have a large discharge
Rivers in the upper valleys have very little spare energy because of a large amount of friction	unlike	Rivers in the lower valleys have a large amount of spare energy because of a low amount of friction
	instead of	

Task

Construct sentences taking a sentence from the left-hand column, a sentence from the right, and choosing an appropriate connective to link the two.

Using cut-up versions of the sheet, move the two halves of the sentence and the connective so that some sentences start with a connective, and some start with a noun clause with the connective in the middle. For example, '*Whereas the upper valley has steep sides, the lower one has gently sloping sides.*'

- What changes did you want to make as you did it, e.g. did you use pronouns, and did you use comparatives like 'steeper' or 'more irregular'?
- When is meaning affected and altered by a move?

If you do this task with a colleague, it is interesting to reflect on the content of your discussion as you moved the cards around and formed the sentences. Usually this includes comments on language, sentence construction, conventions and meaning.

Consider how you could use this activity with the pupils and extend it to help them prepare a longer piece of writing. Some ideas from other geography teachers are included below:

- Physically moving sentences helps those kinaesthetic learners who need a hands-on approach.
- It also shows how or if meaning varies when clauses and connectives are moved.
- It demonstrates how to be fluent without having to rewrite.
- It gives an ideal opportunity for the teacher to talk about changes which may be needed, for example, substituting pronouns for nouns when clauses and connectives are moved or recombined.

Connectives

The following table lists some useful connectives for both speaking and listening, and writing.

Connectives as signposts

<p>Adding and also as well as moreover too</p>	<p>Cause and effect because so therefore thus consequently</p>
<p>Sequencing next then first, second, third,... finally meanwhile after</p>	<p>Qualifying however although unless except if as long as apart from yet</p>
<p>Emphasising above all in particular especially significantly indeed notably</p>	<p>Illustrating for example such as for instance as revealed by in the case of</p>
<p>Comparing equally in the same way similarly likewise as with like</p>	<p>Contrasting whereas instead of alternatively otherwise unlike on the other hand</p>

The sequence for writing is described in Key Stage 3 *Literacy across the curriculum*, Module 2 'Writing Non-fiction' and Module 3 'Writing Style'. Both these modules contain further ideas you may find useful to inform your planning and teaching of writing in geography.

Aims

- *To consider how literacy objectives can be made clear in schemes or units of work*
- *To help teachers to look at their own schemes or units of work and consider where they might teach literacy objectives to support the learning in geography*

This section requires you to work on examples of your department schemes or units of work. It will look, in turn, at an introduction to planning for literacy; planning literacy objectives into units of work; and further support.

5.1 Introduction

The following material is an example from a school's current planning for Year 9 geography. For ease of use you may wish to print this out first.

Task

With a colleague or as a whole department, look through the planning sheets and discuss the content. In particular you should:

- note the literacy objectives at the top, and consider how they feed into the planning
- discuss how you can ensure that literacy objectives are explicitly taught.

Seasons and tropical rainforest ecosystems

Lessons	Objectives	Activities	Learning outcomes	Resources & homework	
Year 9 Term 1 Weeks 1–4	Foundation Subjects <ul style="list-style-type: none"> ■ Mysteries ■ Mind movies ■ Most likely to ■ Living graphs ■ Storyboard ■ Concept mapping 	Literacy <ul style="list-style-type: none"> ■ Consolidate spelling of subject-specific vocabulary from Year 7 ■ Review pupils' ability to write for a range of purposes (explain, describe, report, discuss), identifying skills for further development ■ Integrate diverse information into a coherent and comprehensive account ■ Review and extend their strategies for locating, appraising and extracting relevant information ■ Discuss and evaluate conflicting evidence to arrive at a considered viewpoint 	ICT <ul style="list-style-type: none"> ■ Use of websites ■ Presentation of newspaper report 	Numeracy <ul style="list-style-type: none"> ■ Climate graphs 	Citizenship <ul style="list-style-type: none"> ■ Global communities ■ Different cultures ■ Development of personal opinions
Lesson 1 60 minutes Writing 10, 11 Organising text and describing	<ul style="list-style-type: none"> ■ To understand the seasons 	<ul style="list-style-type: none"> ■ Introduce the seasons; how they change, how they affect us. Use a globe and a torch ■ Recap main lines of latitude ■ Pupils to complete a heads and tails exercise before drawing a descriptive diagram and explaining how the seasons are caused. Use correct connectives and sequencing 	<ul style="list-style-type: none"> ■ Understanding of the causes of the seasons – using the correct terminology ■ Understanding of how seasons affect us 	<ul style="list-style-type: none"> ■ Globe, torch, worksheet ■ OHT of diagrams of the seasons <p>Homework: Continue with explanatory write-up</p>	
Lesson 2 60 minutes Writing 10, 11 Organising text and describing	<ul style="list-style-type: none"> ■ To investigate characteristics and causes of a climate ■ To use an atlas ■ To develop climatic adjectives 	<ul style="list-style-type: none"> ■ Pupils to apply living graph technique to the two graphs to bring out the differences ■ Use these along with a number of adjectives to describe the rainforest climate ■ Extend to a piece of descriptive writing ■ Use Worksheet 1.3 to discuss and sequence the causes ■ Pupils to use this to write the explanation 	<ul style="list-style-type: none"> ■ Know the location of equatorial climatic areas ■ Be able to describe the climate and offer explanations for it 	<ul style="list-style-type: none"> ■ Interactions text pages 8–9 ■ Worksheets 1.3 and 2.1 <p>Homework: Either complete the explanation of the climate, or Write a list of the items to take in a suitcase to the tropics, saying 'why' for each item</p>	
Lesson 3/4 60 minutes Word 9 Vocabulary S&L Considered viewpoints	<ul style="list-style-type: none"> ■ To investigate how the ecosystem of a biome is related to climate and soils ■ To develop geographical vocabulary 	<ul style="list-style-type: none"> ■ Teacher to start with an OHT of a cactus and ask why it is ideal in the desert ■ Pupils to design ideal plant for the rainforest using cards and ideas provided. Justify designs within each group. Debrief ideas ■ Pupils to read the rainforest extract and text, and draw a fully labelled sketch of the rainforest ecosystem ■ Develop ideas of the value of this biome 	<ul style="list-style-type: none"> ■ To understand the connection between climate and vegetation, and its adaptations ■ To develop diagrammatic sketch drawing and annotation skills 	<ul style="list-style-type: none"> ■ Text pages 8–9 ■ Video ■ Worksheets 4.1 and 4.2 ■ Vegetation description page ■ Sheet of instructions/words <p>Homework: Explain how the ecosystem is connected to the climate Levels Assessment</p>	

Lessons	Objectives	Activities	Learning outcomes	Resources & homework
Lesson 5 60 minutes Reading 1 Information retrieval	<ul style="list-style-type: none"> ■ To investigate how human activity is related to the ecosystem of the rainforest 	<ul style="list-style-type: none"> ■ Pupils to watch the 20-minute video on ways of life in the rainforest ■ Debrief, focusing on their way of life and how it is a sustainable system adapting to the ecosystem. Read text on slash-and-burn system ■ Pupils are to be encouraged to sort out the information into different headings such as diet, clothes, medicines, etc ■ Each pupil is to work on a storyboard of one aspect of this life. This could form the basis of a wall display on the rainforest 	<ul style="list-style-type: none"> ■ Understanding of how people have adapted to living in this ecosystem ■ Sorting and classifying facts ■ Creating a storyboard 	<ul style="list-style-type: none"> ■ Video on people of the rainforest ■ Worksheet 4.2 ■ Higher order text reading on the slash-and-burn system <p>Homework: Complete write-up or research on deforestation and destruction of the rainforest using ICT</p>
Lesson 6/7 60 minutes Writing 5 Narrative techniques	<ul style="list-style-type: none"> ■ To understand why deforestation is taking place ■ To explore sustainable development ■ To solve a mystery 	<ul style="list-style-type: none"> ■ Pupils to approach the mystery of 'Who killed Chico Mendes?' by reading instruction sheets and cards and to sort the cards into three groups. (Note there are two irrelevant cards!) ■ Debrief pupils and ask them to draft a report on Chico under the three headings ■ Pupils to watch the video to find the other reasons for deforestation and write down key points on a mind map ■ Debrief, with pupils creating as much detail as possible. This is needed later 	<ul style="list-style-type: none"> ■ To understand the different causes of deforestation ■ To sort and classify information ■ To write a report ■ To learn by discussion ■ To place information on a mind map ■ To select information from a video 	<ul style="list-style-type: none"> ■ Video on destruction of the rainforest ■ Worksheet 5.1 ■ Cards on the murder of Chico Mendes ■ Instruction worksheet <p>Homework: Pupils to write a brief news report on the murder of Chico Mendes</p>
Lesson 8 60 minutes S&L 10 Group organisation	<ul style="list-style-type: none"> ■ To discuss issues ■ To be involved in decision-making ■ To identify the different groups of people involved in decision-making and to assess their relative influence ■ To consider issues related to management ■ To empathise with different groups ■ To learn through discussion 	<ul style="list-style-type: none"> ■ Teacher to recap what the previous lesson covered and identify the main groups who will be concerned with the destruction of the rainforest ■ Divide the class into six groups (perhaps avoid friendship groups) ■ Give each group a role set out on the WWF sheets and ask pupils to fill in activity sheet 4 ■ Prepare for a conference or debate in the next lesson. Students can dress up as part of their role 	<ul style="list-style-type: none"> ■ Name different groups likely to be involved in decision-making at a national level ■ Recognise that different groups have different viewpoints ■ Explain how and why some groups have more influence than others 	Levels Assessment <ul style="list-style-type: none"> ■ A3 paper and marker pens ■ Sheet 4 ■ WWF role-play sheets <p>Homework: Pupils to complete their speeches for the next lesson and write up their views</p>

Lessons	Objectives	Activities	Learning outcomes	Resources & homework
Lesson 9 60 minutes Speaking 2 Listening 4	<ul style="list-style-type: none"> ■ To clarify and develop pupils' own values and attitudes about issues ■ To understand others' viewpoints 	<ul style="list-style-type: none"> ■ Hold a debate in the style of the <i>Question Time</i> programme, with representatives from each group. The ideal would be to have several different conferences going on, with at least one active and the other half of the class watching ■ Discuss what is going on in the rainforest, and how to plan for the future ■ The discussion needs to include fact and opinion and it needs to be accurately based ■ The teacher needs to record the key points and evaluate speaking and listening 	<ul style="list-style-type: none"> ■ To express the views of others accurately and appropriately ■ To add and justify their own opinions 	<ul style="list-style-type: none"> ■ Materials from the last lesson <p>Homework: To write down what the different points of view are in note style only. They will need this for the Levels Assessment in the next lesson</p>
Lesson 10/11 60 minutes Writing 1 Review own writing Writing 16 Balance analysis on writing	<ul style="list-style-type: none"> ■ To produce a piece of writing which includes description, explanation and an evaluation ■ To clarify and develop pupils' viewpoints and ideas ■ To explore the idea of sustainable development 	<ul style="list-style-type: none"> ■ Pupils are to produce a piece of discursive writing for the first time. The teacher will need to discuss this particular writing style with them in as simple a format as possible. The approach will need modelling ■ It will present the views expressed at the previous meeting ■ The title is to be, e.g. 'What is the way forward for the Brazilian rainforest?' It should first outline the value of the rainforest, then explain what is happening to it and then analyse the way forward. In the last part they will need to present an argument and counter-argument and use connectives to link the two parts in a last paragraph ■ The task will take two lessons and two homeworks, and each pupil will need help with drafting and support to achieve a higher level 	<ul style="list-style-type: none"> ■ To express the views of others ■ To produce a piece of discursive writing along with a description and an explanation ■ To word process the document 	<ul style="list-style-type: none"> ■ Report from the previous homework ■ A copy of the levels descriptors in student language ■ Two worksheets to help with the write-up <p>Homework: To complete the exercise as a Levels Assessment</p>

Note

Use one extra lesson for a visit to either:

- Bristol Zoo and their rainforest classroom. This is a conservation hour and a lecture on animal types. Further work can be done within the Zoo grounds.
- Botanical Gardens in Harbourne, Birmingham. This is a plant-based study.

5.2 Planning literacy objectives into units of work

Task

Begin or extend planning objectives from the *Framework for teaching English: Years 7, 8 and 9* into your own schemes or units of work.

You can refer to the English objectives on the DfES website (www.standards.dfes.gov.uk) or order a copy for your department (Tel. 0845 60 222 60; Fax. 0845 60 333 60; Textphone 0845 60 555 60; E-mail dfes@prolog.uk.com)

The following might be useful prompts.

- How did you find the process?
- How easily did the objectives fit into the existing scheme or unit of work?
- Was the process helpful in making more explicit the strategies pupils could use?
- Did it help to identify how pupils might be supported in learning geography?

You may wish to discuss your findings with others in the department or, indeed, with other departments.

The following points summarise the importance of planning with literacy objectives.

- plan literacy objectives into your schemes as appropriate
- literacy objectives will raise attainment in geography, explicitly through:
 - the encouragement of greater structure and precision in pupils' use of spoken language
 - the teaching of the vocabulary, reading approaches and text types required in geography.

5.3 Further support

Further support is available in the *Literacy across the curriculum* training file, which can be viewed on the Key Stage 3 website (www.standards.dfes.gov.uk; ref 0000/2001).

- Module 9, 'Taking Notes', might be particularly useful to geography teachers.

Year 7 teaching objectives

Word level

Spelling

Pupils should revise, consolidate and secure:

- 7 the spellings of key words in each subject;

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

- 8 recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
- 10 draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;

Vocabulary

To continue developing their vocabulary, pupils should be able to:

- 14 define and deploy words with precision, including their exact implication in context;
- 21 read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use, e.g. *energy*, *resistance*;

Sentence level

Sentence construction and punctuation

Pupils should be taught to:

- 1 extend their use and control of complex sentences by:
 - a recognising and using subordinate clauses;
 - b exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'*;
 - c deploying subordinate clauses in a variety of positions within the sentence;
- 3 use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;
- 5 use the active or the passive voice to suit purpose;

Paragraphing and cohesion

- 8 recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a *shift of topic, viewpoint or time*;
- 12 organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately;

Stylistic conventions of non-fiction

- 14 recognise and use stylistic conventions of the main forms of writing used in subjects, e.g. *science report*, *book review*;

Standard English and language variation

- 15 vary the formality of language in speech and writing to suit different circumstances;
- 17 use standard English consistently in formal situations and in writing;

(continued)

Text level – Reading

Research and study skills

Pupils should be taught to:

- 1 know how to locate resources for a given task, and find relevant information in them, e.g. *skimming, use of index, glossary, key words, hotlinks*;
- 2 use appropriate reading strategies to extract particular information, e.g. *highlighting, scanning*;
- 3 compare and contrast the ways information is presented in different forms, e.g. *web page, diagrams, prose*;
- 4 make brief, clearly-organised notes of key points for later use;
- 5 appraise the value and relevance of information found and acknowledge sources;

Reading for meaning

- 7 identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;
- 8 infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;

Understanding the author's craft

- 13 identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions, e.g. *in campaign material*;

Text level – Writing

Plan, draft and present

Pupils should be taught to:

- 1 plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;
- 2 collect, select and assemble ideas in a suitable planning format, e.g. *flow chart, list, star chart*;
- 3 use writing to explore and develop ideas, e.g. *journals, brainstorming techniques and mental mapping activities*;

Write to inform, explain, describe

- 10 organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison*, and signpost this clearly to the reader;

Write to persuade, argue, advise

- 15 express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions*;

(continued)

Speaking and Listening

Speaking

Pupils should be taught to:

- 1 use talk as a tool for clarifying ideas, e.g. *by articulating problems or asking pertinent questions*;
- 4 give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid;
- 5 promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;

Group discussion and interaction

- 10 identify and report the main points emerging from discussion, e.g. *to agree a course of action including responsibilities and deadlines*;
- 13 work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;

Year 8 teaching objectives

Word level

Pupils should be taught to:

Spelling

- 4 learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns;
- 5 secure the spelling of key terms and new words from across the curriculum;

Vocabulary

- 9 appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing;
- 10 extend the range of prepositions and connectives used to indicate purpose, e.g. *in order to*, *so that*, or express reservations, e.g. *although*, *unless*, *if*;

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

- 1 combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. *using non-finite clauses*;
- 5 recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

Paragraphing and cohesion

- 6 explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by *chronology*, *comparison* or *through adding exemplification*;
- 7 develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. choice of connectives, reference back, linking phrases;

Standard English and language variation

- 11 understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions;

(continued)

Text level – Reading

Pupils should be taught to:

Research and study skills

- 1 combine information from various sources into one coherent document;
- 2 undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;
- 3 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*;

Reading for meaning

- 6 recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;

Understanding the author's craft

- 10 analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used*;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

- 2 re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;
- 3 use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving;

Write to inform, explain, describe

- 11 explain complex ideas and information clearly, e.g. *defining principles*, *explaining a scientific process*;

Write to persuade, argue, advise

- 14 develop and signpost arguments in ways that make the logic clear to the reader;

Write to analyse, review, comment

- 16 weigh different viewpoints and present a balanced analysis of an event or issue, e.g. *an environmental issue or historical investigation*;

(continued)

Speaking and Listening

Pupils should be taught to:

Speaking

- 1** reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;
- 5** ask questions to clarify understanding and refine ideas;

Listening

- 7** listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;

Group discussion and interaction

- 10** use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;

Year 9 teaching objectives

Word level

Pupils should be taught to:

Spelling

2 spell accurately all high-frequency words and new terms from all subject areas;

Spelling strategies

3 recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;

Vocabulary

7 recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

1 review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;

3 write with differing degrees of formality, relating vocabulary and grammar to context, e.g. *using the active or passive voice*;

Paragraphing and cohesion

5 evaluate their ability to shape ideas rapidly into cohesive paragraphs;

Standard English and language variation

9 write sustained standard English with the formality suited to reader and purpose;

(continued)

Text level – Reading

Pupils should be taught to:

Research and study skills

- 2 synthesise information from a range of sources, shaping material to meet the reader's needs;
- 3 increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes;
- 4 evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;

Reading for meaning

- 7 compare the presentation of ideas, values or emotions in related or contrasting texts;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

- 3 produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed;

Inform, explain, describe

- 9 integrate diverse information into a coherent and comprehensive account;

Persuade, argue, advise

- 13 present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;
- 14 make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;

Analyse, review, comment

- 16 present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;

(continued)

Speaking and Listening

Pupils should be taught to:

Speaking

2 use standard English to explain, explore or justify an idea;

Listening

7 identify the underlying themes, implications and issues raised by a talk, reading or programme;

Group discussion and interaction

9 discuss and evaluate conflicting evidence to arrive at a considered viewpoint;

10 contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

To conclude, it is worth repeating that further support can be found in the *Literacy across the curriculum* training file, available in your school. Module 9 (Making notes) might prove useful to you.

The training materials in the foundation subjects also contain helpful material, especially in terms of speaking and listening. The teaching repertoire, modules 4 (Questioning), 5 (Explaining) and 6 (Modelling), are very useful, as is module 12 (Thinking together).

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Section 3: Activity 3

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