

# ICT Teachers Training Workshop

## Focus on Literacy

### Monday 25th June Waingels College



*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.*



Chris Pim- Literacy Consultant

**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 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>

### Encourage talk and collaboration

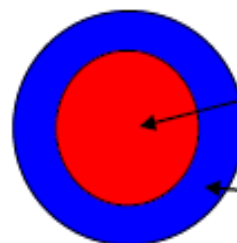
- Talk partners
- Discussion statements
- Group roles (chair, scribe, questioner, etc)
- Barrier games
- Hot seating
- Jigsaw group tasks



**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

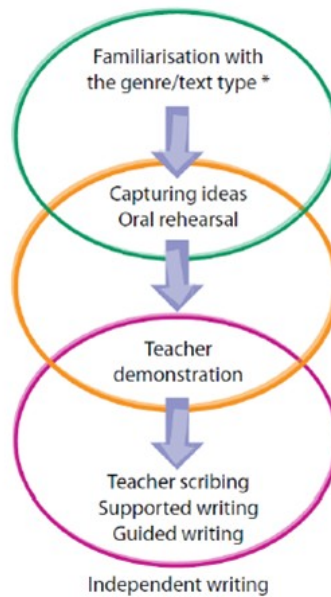
Compare what is similar / the same ✓	Compare what is different ✓	To add another point ✓	Give an example or illustration ✓
<ul style="list-style-type: none"> <li>•Equally...</li> <li>•Equally well...</li> <li>•Similarly...</li> <li>•Likewise...</li> <li>•As with...</li> <li>•In the same way...</li> <li>•To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

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.

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

## A teaching sequence for writing



## Message Abundance

EAL learners, in particular, thrive where there is 'message abundance' – 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

Adapted from Gibbons 2009

The PosteRazor cuts an image into pieces which can afterwards be printed out and assembled to a poster. This is very helpful for enlarging texts to display. It is free at <http://posterazor.sourceforge.net/>



D2 – discuss the impact that file formats, compression techniques, image resolution and colour depth have on file size and image quality.

**When** creating an image using computer software it is important in the first instance to be clear on what the image will be used for, e.g. **whether** it will be used on a website or printed out. It is **also** necessary to be clear on what level of detail you will need on the image you will be creating for example **whether** it is a photographic image or a simple graphic with few colours and limited detail.

The **first** decision that will affect the file size will be the file format you choose to save your graphic into. If the image is photographic in detail then a larger file size with more information will be required and therefore a format such as TIFF would be suitable to give sufficient detail to a photograph that is printed onto paper. **Alternatively**, if the final graphic was intended for use on the screen, for example on a webpage or presentation, **then** a more compressed format would be acceptable such as JPEG.

The process of compressing an image, **also** known as optimisation, is the removing of information that you are not likely to notice with the naked eye resulting in a smaller file size with no visible loss in quality. Compression is done by choosing a file format that is suitable for the end use of the image. **However**, it is important to choose a file format that compresses images in a suitable way. JPEG format uses a compression technique called lossy compression **which** results in the image degrading very slightly each time it is saved **which** means that if you are going to be working on an image over a longer time period you are likely to experience a decrease in its clarity. **However**, the format TIFF uses a compression technique called lossless compression and no matter how many times the file is saved it does not reduce in quality.

Image resolution refers to the number of dots required to make up an image either on screen or on a printed copy. The resolution of an image is measured in DPI or Dots Per Inch it can also be measured in PPI (Pixels Per Inch). The smaller the DPI, the smaller the file size and the less detail is present on the image. **As** with selecting a suitable file format, choosing a suitable resolution depends on the intended use of the image. **If** an image is to be used on screen and not to be scrutinised too much **then** a resolution can be quite small such as 72 DPI **whereas** if an image is to be printed and possibly looked at many times then a higher resolution would be more suitable such as 300 DPI.

Color depth determines how many colours can be reproduced in an image. It indicates how many bits of data are used to represent the colours in an image. **Clearly**, changing the colour depth of an image is **another** technique that can be used to vary the file size or quality of an electronic image **but** it is important to make the right choices depending on the intended use of the image. 24 bit colour depth is enough for an image to resemble real life consequently most output devices such as monitors and printers are this colour depth. JPEG images use 24 bit colour depth and they are most suited to photographic detailed images **whereas** GIF images only use 8 bit colour depth and are **therefore** most suited to cartoon or simply detailed images with limited colours such as clipart or logos.

