

## Notes from Technology Teachers Network Meeting Focus on Literacy at Bulmershe School



Helen Marriott and Eve Goldman  
George Mitchell School, London



- Introduction to teaching language and literacy through technology
- Discussion of strategies.
- Working with texts in technology
- Instruction texts
- Deconstructing and reconstructing the text in preparation for writing.
- Action planning.

Lesson objectives should include a **literacy objective**  
Students need to be taken through a series of steps –  
make sure the students understand the genre they are  
writing in – joint construction facilitates this  
Then remove the framework to allow them to write on  
their own Look at the language rules in formal writing .



### Demonstrations allow for joint construction of texts.

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



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



The  
Bulmershe  
School  
A SPECIALIST SCHOOL FOR SPORT



## Fast finger first!

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

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

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



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

## Talk like an expert:

- Give out a list of expert word that students need to use to accurately describe how something works.
- Teacher models how it is done and the students listen and tick off the words as they are mentioned.
- Students work in pairs and rehearse how they will 'talk like an expert'
- Students are invited to present to the class - everyone ticking off the words as they use them correctly.



### Cooking Objective:

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

### Literacy objective:

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

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



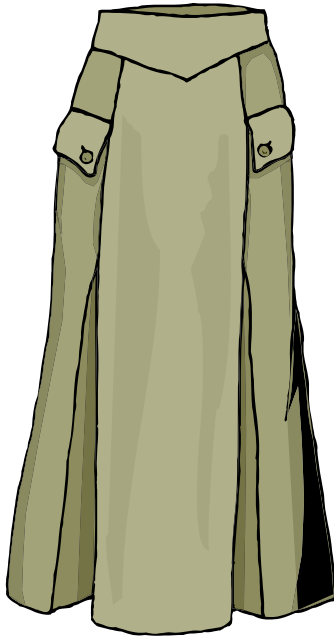
## KS4 students – Product analysis:

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

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

**Heading – fact – why**

show bad examples to critique



### HEADING

*Construction/fastenings*

### FACT

*The skirt has an invisible zipper  
With a hook and eye top*

### WHY

*The use of an invisible zipper  
makes the skirt appear  
sophisticated*

## Department Planning



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