Key Stage 3
National Strategy

The school library and the Key Stage 3 National Strategy
Course tutor's notes
The school library and the Key Stage 3 National Strategy Course tutor’s notes
Acknowledgements

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- the National Literacy Trust (Swire House, 59 Buckingham Gate, London SW1E 6AJ, 020 7828 2435, www.literacytrust.org.uk) for contributions to session 4;
- staff and pupils at Dixons City Technology College, Bradford, who appear in the video sequences accompanying session 3;
- staff and pupils at Langley Park Girls’ School, Bromley, who appear in the video sequences accompanying session 4.

The Reading Game, as featured in the video accompanying session 4, is available from Carel Press, 01228 538 928.

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Appendix
The school library and the Key Stage 3 National Strategy

Useful for:

- the school librarian;
- all teachers, in particular the Key Stage 3 Strategy Manager, senior manager responsible for the library, literacy coordinator, head of English, teaching assistants working with the library.

Ideally two people, the school librarian and the senior manager with responsibility for the library, will attend from each school so that they can discuss and plan developments for their own context.

Overview

Session 1 Introduction 10 minutes
Session 2 Taking stock 80 minutes
Session 3 Information literacy 90 minutes
Session 4 Creating and sustaining independent readers 90 minutes
Session 5 Next steps 30 minutes

A suggested timetable for the day:

9:00 – 9:10 Session 1
9:10 – 10:30 Session 2
10:30 – 10:45 Coffee
10:45 – 12:15 Session 3
12:15 – 1:15 Lunch
1:15 – 2:45 Session 4
2:45 – 3:00 Tea
3:00 – 3:30 Session 5

Resources

For tutor

- Course tutor’s notes
- Video – five sequences:
  1. Why is the school library so important?
  2. Teaching and learning at Key Stage 3
  3. Information handling
  4. Independent and wider reading
  5. Closing words
- PPT
- Flipchart paper and pens
- Key messages leaflets (7 per school attending)
For display

- Literacy across the curriculum folder (DfEE 0235/2001)
- Teaching and learning in secondary schools: Pilot set of units (DfES 0367/2003)
- Learning challenge (DfES 0393/2003)
- Pedagogy and practice leaflet (DfES 0125/2003)
- Reading challenge (DfES 0293/2003)
- Literacy progress unit: Information retrieval (DfEE 0474/2001)
- Literacy progress unit: Reading between the lines (DfEE 0476/2001)
- Literacy in… self-study material on the web www.standards.dfes.gov.uk/keystage3/publications
- Literacy across the curriculum – key messages leaflet (DfES 0193-2003)
- Group and guided reading at Key Stage 3 leaflet (DfES 0674/2002)
- School libraries – Making a difference (DfES/www.schoollibrariesadvocacy.org.uk)

For participants

- Course handbook (including Key messages)
- Poster of Key Stage 3 Strategy materials
- Copies of module 10, Literacy across the curriculum (2001) for those who do not know it
- Copies of Teaching and learning in secondary schools: Pilot – one per table

Pre-course tasks

Participants should bring with them the completed pre-course tasks. These tasks need to be sent out to participants at least two weeks before the training day, with the guidance that they should take approximately one hour to complete.

Task 1: Current library use

Use handout 1.1 as a focus for discussion on present practice and provision between the school librarian and a senior manager.

(Advise participants that more time will be spent on this activity on the training day.)
Task 2: Pupil observations

Observe four Year 7 pupils (of different attainment) as they find and use information in the library. Use the checklist on handout 1.2 and come prepared to discuss findings on the task the pupils have been asked to undertake:

- the skills and strategies they are using;
- what in particular helps and hinders them;
- the support and guidance they need to become more independent researchers.
Session 1

Introduction

OBJECTIVES

• To introduce the day.
• To confirm the importance of the school library for Key Stage 3 pupils.

RESOURCES

• Slides 1.1, 1.2
• Video sequence 1
• Handouts 1.1–1.3

Welcome participants.

Terminology and ground-clearing (4 minutes)

Explain that although many school libraries are now known as learning resource or information centres, for brevity’s sake and in line with the advocacy document School libraries – Making a difference, we shall use the terms ‘school library’ and ‘school librarian’ for this training.

Set an upbeat tone for the day using slide 1.1.

The Key Stage 3 National Strategy sees the role of the school library as central to:

• raising standards and maximising progress for all pupils at Key Stage 3 and beyond;
• developing independent learners who read widely for pleasure and information.
Video – Why is the school library so important? (6 minutes)

In video sequence 1, Sue Hackman, National Director of the Key Stage 3 National Strategy, school leaders, teachers and librarians make the point that the Key Stage 3 Strategy, with its emphasis on developing independent, confident learners, strongly supports the concept of the school library as a hub of learning for the whole school.

Give participants a moment or two to discuss what they have seen and heard. Say that there are four more video sequences in the training – including one on the librarian’s role in information handling and one on independent and wider reading. Librarians will need to consider who it will be useful to share the video and materials with back in school.

Show slide 1.2 to run through the objectives for the day. It will be important at this point to establish what this training is not, i.e. that it cannot address issues of organising and managing a school library (other organisations undertake this role). Explain that the focus is on the Strategy: what it offers the school library and what the school librarian contributes to raising standards.

Slide 1.2

Objectives for the day

To ensure school librarians:

- know the aims and objectives of the Key Stage 3 Strategy and the contribution they can make to raising standards;
- can use Strategy materials to support pupils to read for pleasure and effectively access and use information;
- use the Strategy to support effective partnerships with subject departments.
Acknowledge that many school libraries are already working alongside departments as they implement Key Stage 3 Strategy pedagogies and practice; the aim of today is to ensure that in doing so, the school library becomes a key player in whole-school improvement. It will be important to say here that throughout the day you will be asking participants to refer to the pre-course tasks and their own practice.

Remind participants that this training day is a continuation of the well-received module 10 ‘Using the library/learning centre’ in the *Literacy across the curriculum* training (DfEE 0235/2001). Make sure you have copies available for those who do not already know it.

Refer participants to the *reflection and action planning sheet* on *handout 1.3*. This sheet is designed to act as a reminder when they return to school of:

- what they need to find out more about;
- who to talk to in order to move things on;
- questions to ask about Key Stage 3 materials, etc.;
- what to do a) in the short term, b) in the longer term.

Say that you have built in time for reflection at the end of each session.
Session 1

Slides
The Key Stage 3 National Strategy sees the role of the school library as central to:

- raising standards and maximising progress for all pupils at Key Stage 3 and beyond;
- developing independent learners who read widely for pleasure and information.
Objectives for the day

To ensure school librarians:

• know the aims and objectives of the Key Stage 3 Strategy and the contribution they can make to raising standards;

• can use Strategy materials to support pupils to read for pleasure and effectively access and use information;

• use the Strategy to support effective partnerships with subject departments.
Session 1
Handouts
<p>| Access to a wide range of fiction (paperback and hardback) | The library is expected to contribute to the school’s key literacy objectives | The library encourages independent and wider reading and gives advice, e.g. reading trails |
| Access to a range of non-fiction organised according to the Dewey system | Subject-specific advice available | Pupils expect library staff to be informed of their research tasks |
| Planned programme for teaching information-handling skills with progression built in | Support and advice available for pupils on individual research tasks | The librarian supports pupil skills in reading for meaning and enjoyment |
| Designated school governor attached to library | Each department has a named teacher linked to the library | Library use and resources are included in the school’s literacy action plan |
| Quiet areas in which to read and work | Local public libraries informed in advance about pupils’ research topics | A Library Handbook is provided for staff and pupils |
| Opportunities for whole classes timetabled for library lessons | Borrowing rates monitored and trends evaluated (boys, year groups, terms, text types) | Open before and after school and throughout the day |
| Training programme for pupil helpers | School policy for the library agreed and regularly reviewed by all staff | Every subject department annually requests new resources for the library |
| Resources for teachers as well as pupils | Library induction programme for all new pupils and staff | Library staff co-plan and deliver research units of work alongside teachers |
| Access to ICT; pupils are trained on the ICT programs used in the library | Library staff offer INSET to departments and attend some departmental meetings | All subject departments make regular use of the library |
| All departments consulted over library resourcing policy | Strong investment made in quality, recent library stock | The library contributes to the school’s literacy audit |
| Displays that support and encourage reading | The library makes good use of the LEA schools library service, where one exists |</p>
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Observation checklist

Observe a small group of Year 7 pupils researching in your library.

1. Identify four pupils from a Year 7 class who are making use of the library as part of their research work in relation to a particular curriculum area. (The four pupils should be from the same class, preferably two boys and two girls of differing attainment.)

2. Talk to the pupils while they are working to find out how they are coping with the task.

3. When pupils have completed the task, ask them to tell you what they found most difficult.

Use the following questions as a guide:

The task

• Do the pupils understand the task they have been given?
• Have they been given a prepared set of instructions, or is the task copied down by the pupils into a homework diary?
• If they don’t understand the task, why not?

The reading

• Do the pupils understand what they are reading?
• If they find the text difficult, do they: ask for help, use a dictionary, work out the meaning of an unknown word by its context, etc.?

Skills and strategies used

• Have they found the material themselves? If so, how did they find it?
• Are they able to use the classification system, e.g. Dewey?
• Do they use both book and ICT resources if relevant to the task?
• Do they use contents pages, chapter headings, indexes, glossaries, etc. confidently?
• Do they refer back to their task to narrow down their search and check they are finding the information they need?
• Are they able to select appropriate information and discard any not required?
Note-making

• Are they using a prepared writing frame or grid?
• Are they writing in note form, using mind maps, etc.? Or do they tend to write in whole sentences or copy?
• Can they make sense of their notes when they come to use them?

Processing the information

• Can they judge how much information they need?
• Are they able to re-present the information in ways that show what they have learned from the task?

What are the three main findings from your observations and discussions with the pupils?
The school library/information centre and the Key Stage 3 National Strategy

After each session, record your thoughts and the actions you will take on returning to school, e.g. a document you might read, a colleague you wish to talk to, changes you plan to make in the way you work with teachers and pupils, etc.

<table>
<thead>
<tr>
<th>Reflection and action planning sheet</th>
<th>Short term</th>
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<tbody>
<tr>
<td><strong>Session 1 - Introduction</strong></td>
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<td><strong>Session 2 - Taking stock</strong></td>
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<td>Session 3 – Information literacy</td>
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<td>Session 4 – Creating and sustaining independent readers</td>
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<td>Session 5 – Next steps</td>
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Session 2

Taking stock

OBJECTIVES

- To outline the principles and practice of the Key Stage 3 Strategy.
- To give examples of Strategy materials of use to school librarians.

RESOURCES

- Slides 2.1–2.8
- Video sequence 2
- Handouts 1.1 (pre-course task), 2.1–2.2
- A3 paper, one sheet per pair
- Poster of Strategy materials (DfES 0119/2003)

SESSION OUTLINE

2.1 The Key Stage 3 National Strategy

2.2 Key Stage 3 Strategy materials and the school library

2.3 Library use – where do we stand?

TOTAL 80 MINUTES
2.1 The Key Stage 3 National Strategy

In case it is necessary, remind participants that the Key Stage 3 National Strategy was introduced in September 2001 to raise standards for pupils aged 11–14 and to ensure that secondary schools benefited from, and built on, the achievements of the National Literacy and Numeracy Strategies in primary schools.

What the Strategy involves

The Strategy involves a large government investment aimed at improving teaching and learning and raising standards in secondary schools. Each LEA receives funding to support a Key Stage 3 Strategy Manager and a team of LEA Key Stage 3 consultants whose job is to work with schools through a programme of professional development and guidance. While the Strategy has 'recommended' rather than 'statutory' status, recent polls show that the majority of secondary headteachers believe it is enhancing teaching and learning and improving standards at Key Stage 3. Every maintained secondary school now has an identified Key Stage 3 Strategy Manager and significant funding to develop teaching and learning and maximise the progress every pupil can make from Year 7 to Year 9.

Impact so far

From a static picture in 2001, standards of achievement over the past two years have risen by 5% in mathematics, 4% in English and 2% in science. Ofsted's report on the third year of the Strategy (slide 2.1) states that:

The impact of the Key Stage 3 Strategy continues to extend as more subjects become involved. Most schools are implementing key aspects of the Strategy effectively. Teachers welcome the training and other support the Strategy provides and many are enthused by the developments it is bringing about.

The Key Stage 3 Strategy: evaluation of the third year, Ofsted (2004)
Show how achievement at Key Stage 3 is vital to pupils’ future success by using slide 2.2, which outlines how important achieving level 5 is for pupils’ chances of achieving five A*–C grades at GCSE.

Slide 2.3 shows that while the Strategy first focused on English and mathematics, it now includes science, ICT, the foundation subjects and a strand on behaviour and attendance. In its fourth year the Strategy is taking an increasingly whole-school approach. Particular focuses for 2004/05 are assessment for learning, developing literacy for learning across the curriculum and specific intervention to help pupils working below national expectations to make swift progress by the end of Year 7.
What characterises teaching and learning in the Key Stage 3 Strategy?

Confirm that securing high-quality teaching and learning is at the heart of the Strategy, and use slide 2.4 to summarise what characterises this.

- High expectations for all
- Focused, objectives-led teaching
- Planned, structured lessons
- The active engagement of all pupils
- Building on prior knowledge
- Purposeful talk and effective questioning
- A teaching sequence which moves pupils from dependence to independence
- Pupils who can reflect on and evaluate their own learning and progress

Make the following points about the Strategy.

- The Frameworks for English, mathematics, science and ICT identify what needs to be taught through the key stage.
- The Strategy supports inclusive classrooms which ensure progression and continuity by building on prior knowledge and skills and challenging pupils further.
- Lessons are structured so that pupils are clear about what is to be learned and achieved. The objective(s) for the lesson are shared with pupils at the start and returned to at the end of the lesson.
- An emphasis is placed on interactive lessons with carefully structured and differentiated teacher questioning to lead pupils’ thinking on at a swift pace.
- The sequences for teaching reading, writing and speaking and listening move from explicit teacher modelling and demonstration through shared whole-class and supported group work to independent application of what has been learned.
Video – Teaching and learning at Key Stage 3
(5 minutes)

Now show video sequence 2 – a collage of the kinds of teaching and learning advocated by the Strategy. As they watch, ask participants to look at slide 2.4 and identify examples of these features shown on the video.

Conclude this section by showing slide 2.5, an extract from Ofsted’s report on the third year of the Strategy which makes the following points on teaching and learning:

The Strategy is helping to improve teaching. In particular, the use of specific objectives for learning and better planning are adding greater purpose and challenge to many lessons. Most schools have reviewed their schemes of work in line with the Strategy frameworks and guidance. Improvements in teaching are leading to better attitudes to work, especially, but not only, among boys.

The Key Stage 3 Strategy: evaluation of the third year, Ofsted (2004)
2.2 Key Stage 3 Strategy materials and the school library

Explain that the next activity is intended to highlight what the Key Stage 3 Strategy has to offer the development of the library and the school librarian’s role.

It will be important to acknowledge that school libraries across the country are at different points of development, and that, whatever your starting point, today is about reflecting on where you are and what you want your school library to become. Show slide 2.6 from School libraries – Making a difference which refers to the school librarian as ‘reading champion and information broker’ and makes the following advocacy statement:

It is unlikely that many school librarians will feel they fulfil all these statements completely. Ask individuals to reflect on the statements and consider which two they particularly want to develop further in their school (3 minutes). Do not take feedback on this as the rest of the training day will address the first three points in particular. Move swiftly on to the next activity.
The role of the school library in supporting teaching and learning (20 minutes)

The following activity is designed to stimulate interest in some of the Key Stage 3 Strategy materials which can support librarians in their work. Ask pairs to divide a piece of A3 paper (landscape) into three columns headed key role/supporting role/no role. Give each pair an envelope with the statements on handout 2.1 cut into strips and ask them to place the statements under the headings. It is important that they do this swiftly and only stop to discuss those cards that are contentious to place.

Take brief feedback, asking each pair to talk about one statement that they found difficult to place and why.

Conclude this part of the session by showing slide 2.7 in which Ofsted strongly supports the role of the school librarian in improving teaching and learning at Key Stage 3.

The careful involvement of the librarian and the use of the library in the development of literacy have significant impact. Implementation of the Strategy is helped where there are well-qualified and enthusiastic library staff who have been involved in relevant training, planning and development. In the best practice, librarians are actively involved in the teaching of the literacy progress units and masterclasses.

The Key Stage 3 Strategy: evaluation of the third year, Ofsted (2004)
Key Stage 3 Strategy materials of relevance to librarians

Point out that it is likely to be in the activities participants placed in the ‘Supporting role’ column that Key Stage 3 National Strategy material will be most useful to school librarians. At this point, distribute handout 2.2 which identifies Key Stage 3 Strategy material that is likely to be of particular interest and use to school librarians. Those marked with an asterisk are contained in the Appendix.

The selection of material offered here is merely a suggestion. The intention is that participants have a taste of the materials on the training day. They can find and read the materials in more detail and watch the video exemplification when they are back in school. Trainers may want to select other extracts from Key Stage 3 Strategy materials to suit their audience, e.g. ICT sample teaching units, the second series of Teaching and learning in secondary schools pack (to be published in 2004/05).

Select a couple of the materials, relate them to the card sort activity and exemplify how they will be of use to librarians. Say that there will be opportunities to get to know more about some of these materials in the sessions that follow, and the references on handout 2.2 should mean that librarians can follow up their own interests and read the resources in their own time.

Conclude this part of the session by distributing the poster of Strategy materials and giving participants a moment to fill in their reflection sheet.

The next part of the session is designed to give participants time to share the outcomes of their first pre-course task.
2.3 Library use – where do we stand?

Look again at the first pre-course task, the self-evaluation exercise on current library practice and provision (handout 1.1).

Note: You will need to make sure each group includes at least two people who have brought along the completed tasks.

Ask participants to share their results in fours (ideally with colleagues from their own as well as other schools) and focus on the statements they placed in columns C and D. Having identified these priority areas for improvement, put the following questions on a flipchart and ask participants to consider:

- what will help you develop these areas of the library’s work?
- who might you need to work with in the school?
- how will what you have already heard about the Key Stage 3 Strategy materials support your work?

Take feedback from two groups.

Some suggestions are shown on slide 2.8, which can be left on the screen during this discussion. This is not an exhaustive list and participants should be encouraged to suggest other ideas.

If not raised, points to draw out from this activity are that while successful school libraries provide:

- a wide range of both fiction and non-fiction texts,
- a wide range of resources other than books,
- support for pupils through library induction programmes,
- advice on reading choices and useful resources for individual pupils,
- encouragement to read and find out,

few schools involve the librarian in explicitly teaching the selection and use of information texts and developing pupils' tastes as independent readers. The next two sessions address both these areas in relation to the objectives of the Key Stage 3 Strategy.

Conclude by making the point that recent American and Scottish research has shown that in successful schools, as well as organising and running the library, the librarian also takes on an 'instructional' role and works with teachers on their planning.
Session 2

Slides
The impact of the Key Stage 3 Strategy continues to extend as more subjects become involved. Most schools are implementing key aspects of the Strategy effectively. Teachers welcome the training and other support the Strategy provides and many are enthused by the developments it is bringing about.

Percentage of pupils achieving 5+ A*-C GCSE in 2001 with different KS3 subject combinations

Key
- e4: English level 4
- m4: mathematics level 4
- s4: science level 4
## The fourth year of the Key Stage 3 National Strategy

| Improving teaching and learning | • English  
|                               | • Mathematics  
|                               | • Science  
|                               | • ICT  
|                               | • Foundation subjects  
|                               | • Pedagogy and practice  
|                               | • Supporting new teachers and parents |
| Promoting inclusion and tackling underperformance | • Behaviour and attendance  
|                                                   | • Inclusion  
|                                                   | • Intervention strategy |
| Strengthening the whole curriculum | • Assessment for learning  
|                                      | • ICT across the curriculum  
|                                      | • Literacy across the curriculum  
|                                      | • Leading in learning |
| Supporting school leadership | • Supporting school leaders |
| Development work | • Key Stage 4  
|                    | • London Challenge  
|                    | • Support for schools facing challenging circumstances  
|                    | • Two-year Key Stage 3 |
What characterises teaching and learning in the Key Stage 3 Strategy?

• High expectations for all

• Focused, objectives-led teaching

• Planned, structured lessons

• The active engagement of all pupils

• Building on prior knowledge

• Purposeful talk and effective questioning

• A teaching sequence which moves pupils from dependence to independence

• Pupils who can reflect on and evaluate their own learning and progress
The Strategy is helping to improve teaching. In particular, the use of specific objectives for learning and better planning are adding greater purpose and challenge to many lessons. Most schools have reviewed their schemes of work in line with the Strategy frameworks and guidance. Improvements in teaching are leading to better attitudes to work, especially, but not only, among boys.

*The Key Stage 3 Strategy: evaluation of the third year, Ofsted (2004)*
The school librarian ...

- manages and operates a major learning environment used by the whole school community;
- makes a significant impact on teaching and learning;
- makes reading relevant and enjoyable;
- motivates both the convinced and unconvinced reader;
- keeps up-to-date and is part of the big picture;
- is a leader not a follower;
- encourages readers to be creative and innovative.

School libraries: Making a difference
The careful involvement of the librarian and the use of the library in the development of literacy have significant impact. Implementation of the Strategy is helped where there are well-qualified and enthusiastic library staff who have been involved in relevant training, planning and development. In the best practice, librarians are actively involved in the teaching of the literacy progress units and masterclasses.

The Key Stage 3 Strategy: evaluation of the third year, Ofsted (2004)
Further support could be:

- advice from Key Stage 3 consultants;
- advice from a head of department;
- advice from the school Key Stage 3 Strategy Manager;
- attendance at Key Stage 3 training;
- attendance at other training;
- joint work with another librarian;
- joint work with a teacher from the school;
- advice and support from the schools library service;
- local networks of school librarians;
- through making presentations to the staff, school governors and parents.
The role of the school library in supporting teaching and learning

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<tr>
<th>Provide quality library resources</th>
<th>Support pupils' skills in reading for information</th>
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<tr>
<td>Provide library induction and guidance on use of the library</td>
<td>Support information retrieval using the web</td>
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<td>Provide lists of recommended texts to staff and pupils</td>
<td>Help develop pupils' thinking skills</td>
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<td>Make topic collections (books)</td>
<td>Support pupils' different learning styles</td>
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<td>Give advice on useful and reliable websites</td>
<td>Create stimulating displays</td>
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<td>Plan lessons in partnership with teachers</td>
<td>Support pupils' research and information-handling skills</td>
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<td>Support homework tasks</td>
<td>Support pupils' skills in reading for meaning and pleasure</td>
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<td>Support pupils' note-making skills</td>
<td>Provide mentoring and coaching for individual pupils</td>
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<tr>
<td>Support pupils in analysing different types of texts</td>
<td>Support pupils in organising their work</td>
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<tr>
<td>Make resources to support pupils' learning</td>
<td>Tutor underachieving readers</td>
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<tr>
<td>Use effective questioning to support pupils' learning</td>
<td>Extend pupils' reading choices</td>
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<tr>
<td>Support effective group work in the library</td>
<td>Guide the reading choices of gifted and talented pupils</td>
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Key Stage 3 National Strategy materials
and training of particular relevance
to librarians

Note: Unless otherwise indicated, the units referred to below are from the self-study materials Teaching and learning in secondary schools: Pilot (DfES 0367/2003). Materials marked with an asterisk are included in the Appendix.

Support reading skills


DARTS (Directed activities related to texts) – unit 5: section 4; covered in more detail in Literacy across the curriculum training folder, module 5 (DFEE 0235/2001).

Strategies for effective group work

Working as a group – unit 7, pages 10–11 on group composition and size*; covered in more detail in Literacy across the curriculum training folder: module 7 (DFEE 0235/2001).

Effective questioning to develop thinking skills

Questioning – unit 4: sections 4 and 5*

Thinking skills – unit 5: section 5; unit 8: section 6


Create stimulating displays

Improving display – unit 9: section 3*

Using ICT for research

ICT sample teaching units – unit 7.2: Using data and information sources
- unit 8.3: Information: reliability, validity and bias
**Note-making and research skills**

**Note-taking** – *Literacy across the curriculum* training folder: modules 9* and 10* (DfEE 0235/2001)

**EXIT model** – *Literacy across the curriculum* training folder: modules 6 and 10 (DfEE 0235/2001)

**Literacy Progress Unit: Information retrieval** (DfEE 0474/2001)

**Reading for information**, *English department training* folder (DfEE 0234/2001)

**Support pupils in organising their work and homework**


**Tutor underachieving readers**

*Reading challenge*, see handout 4.10* (DfES 0293/2003)

**Guide and extend pupils’ reading choices**

**Literacy Progress Unit: Reading between the lines** (DfEE 0476/2001)

**Group and guided reading at Key Stage 3** (DfES 0674/2002)
Session 3

Information literacy

OBJECTIVE
- To identify and support the library’s role in developing confident, information-literate pupils.

RESOURCES
- Slides 3.1–3.5
- Video sequence 3
- Handouts 1.2 (pre-course task), 3.1–3.4

SESSION OUTLINE

3.1 Information-literate pupils
15 MINUTES

3.2 How the library can support teaching and learning
20 MINUTES

3.3 Three case studies using Key Stage 3 Strategy materials
50 MINUTES

3.4 Reflection
5 MINUTES

TOTAL 90 MINUTES
### 3.1 Information-literate pupils

Ask participants in groups of two or three to discuss the definition of information literacy on slide 3.1 and think about the specific skills an information-literate pupil needs, focusing on the verbs used in the quotation.

A main tenet of the Key Stage 3 Strategy is that schools help pupils to become competent learners for life. A sound and well-developed grounding in information skills is particularly important for the coursework components of Key Stage 4 and GCSE. These skills don’t come naturally and need to be demonstrated and taught progressively within both Key Stage 2 and Key Stage 3. Slide 3.2 summarises the progression expected in research and study skills outlined by the Framework for teaching English: Years 7, 8 and 9.

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**Slide 3.1**

**What does information literacy involve?**

Information literacy is the ability to locate pertinent information, evaluate its reliability, analyse and synthesise the information to construct personal meaning and apply it to informed decision-making.

Pam Berger, School libraries – Making a difference (DfES/www.schoollibrariesadvocacy.org.uk, 2004)

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**Slide 3.2**

**Progression in research and study skills – overview**

- **Year 7** Acquire and practise individual skills: skim, scan, make notes, select information and assess its relevance.
- **Year 8** Select and apply strategies as appropriate: combine information from a range of sources.
- **Year 9** Structure and re-present information to suit audience and purpose: review own strategies, evaluate quality of source material.
What do pupils find challenging?

There are many ‘invisible’ skills involved in information retrieval and it is easy to take these for granted. The second pre-course task (handout 1.2) asked participants to watch four different Year 7 pupils as they accessed and used information in the library, looking at:

- the task the pupils have been asked to undertake;
- the skills and strategies they are using;
- what in particular helps and hinders them;
- the support and guidance they need to become more independent learners.

Ask participants to share the three main findings from their observations and discussions with the pupils, focusing on what helped and what hindered pupils in their tasks (5 minutes).

Take feedback using slide 3.3 to identify the skills that many pupils need to be taught before they can use the library independently and with confidence (5 minutes).

Conclude by suggesting that it will be useful for participants to present these findings to colleagues in school to inform future partnership work between departments and the library.

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Information-literate pupils ...

- know which questions are useful to ask;
- are independent readers, skimming and scanning to find what they need;
- know what is relevant, can select and reject information;
- read texts in different ways for different purposes;
- know when they have found enough information;
- make relevant notes and use them to support classwork and homework;
- synthesise and combine information from a variety of sources;
- cross-reference and compare information from different sources;
- re-present information coherently, demonstrating understanding and learning;
- evaluate their sources;
- evaluate their work and reflect on their learning.
3.2 How the library can support teaching and learning

**Video – Information handling**

Explain that you are now going to move from the skills pupils need, to an example of how a librarian can support teachers and pupils. **Video sequence 3** shows Lynn Barrett at work with teachers and pupils at Dixons City Technology College in Bradford.

Before showing the video, it will be important to acknowledge that the role given to the school librarian here is one model and that other schools may have a teacher who coordinates the teaching of information-retrieval skills across subjects. The important point is that the librarian is seen as a valued member of the team who has a particular contribution to make.

Ask participants to use **handout 3.1** – as they watch the video – to identify and discuss:

- the different ways in which Lynn supports teaching and learning;
- the opportunities and advantages of the librarian working in this way.

3.3 Three case studies using Key Stage 3 Strategy materials

The following activity is designed to give school librarians a taste of the range of Key Stage 3 Strategy materials available to support their work with pupils and teachers on information handling.

**Three case studies**

1. Form pairs at tables of six and allocate one of the three case studies on **handout 3.2** to each pair.
   - Note: Case study 2 is meant to provoke discussion about teachers’ expectations of both pupils and the librarian.
2. Ask the pairs to discuss the following points in their case study:
   - what are the challenges involved for a) pupils b) the librarian?
   - how can the librarian work most effectively with teachers on this?
   - (5 minutes)
3. Distribute the extracts from the Strategy materials listed on **handout 3.3** (and **Appendix**) and use **slide 3.4** to set the task which asks participants to:
   - select which they would find most useful;
   - read and discuss the guidance it has to offer;
   - adapt the suggestions (addressed to teachers here) to the context of the library, make it relevant to librarians and present it to colleagues.
   - (15 minutes)
4. Give each pair 10 minutes to present their case study and the adapted material to the rest of the group.

(30 minutes)

The objective is that participants know what the Strategy has to offer them and where to go for further information. Ideally the presentations will be interactive and engaging as well as useful.

Note: While the intention is that this session is by librarians for librarians, course tutors will need to know the material well so as to clarify and expand on its aims and objectives. Stress the fact that the case studies are only a vehicle for getting to know the material, so as to avoid participants criticising the case studies or looking for reasons why they would not work in their school.
3.4 Reflection

Conclude this session by referring to slide 3.5 and the role of the school library as defined in School libraries – Making a difference. Consider how the Strategy materials seen can support librarians to fulfil the role described here, and draw attention to handout 3.4, which lists useful websites for supporting the school library.

**Slide 3.5**

The role of the school library in developing information literacy can be to:

- take a lead role in teaching information literacy across the curriculum;
- collaborate with teaching colleagues to embed information literacy across the curriculum;
- provide targeted teaching for pupils and INSET for staff;
- provide an environment suitable for group and independent research;
- provide a wide range of resources with opportunities to browse and discover;
- stimulate and support independent learning.

Session 3

Slides
What does information literacy involve?

Information literacy is the ability to locate pertinent information, evaluate its reliability, analyse and synthesise the information to construct personal meaning and apply it to informed decision-making.

Progression in research and study skills – overview

Year 7  Acquire and practise individual skills: 
skim, scan, make notes, select information 
and assess its relevance.

Year 8  Select and apply strategies as 
appropriate:  
combine information from a range of sources.

Year 9  Structure and re-present information to 
suit audience and purpose:  
review own strategies, evaluate quality 
of source material.
Information-literate pupils ...

- know which questions are useful to ask;
- are independent readers, skimming and scanning to find what they need;
- know what is relevant, can select and reject information;
- read texts in different ways for different purposes;
- know when they have found enough information;
- make relevant notes and use them to support classwork and homework;
- synthesise and combine information from a variety of sources;
- cross-refer and compare information from different sources;
- re-present information coherently, demonstrating understanding and learning;
- evaluate their sources;
- evaluate their work and reflect on their learning.
Presentations

• A brief description of the material – what it consists of
• Ways in which librarians can make use of it
• Demonstration of a practical activity which can be used straightaway
• Questions arising
The role of the school library in developing information literacy can be to:

• take a lead role in teaching information literacy across the curriculum;

• collaborate with teaching colleagues to embed information literacy across the curriculum;

• provide targeted teaching for pupils and INSET for staff;

• provide an environment suitable for group and independent research;

• provide a wide range of resources with opportunities to browse and discover;

• stimulate and support independent learning.

School libraries – Making a difference
Video sequence:  
Dixons City Technology College

<table>
<thead>
<tr>
<th>Ways in which the librarian supports teaching and learning</th>
<th>Opportunities and advantages for the school/for teachers/for pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaising with departments, noting and promoting cross-curricular links</td>
<td></td>
</tr>
<tr>
<td>Supporting pupils' information-retrieval skills and guiding their selection of resources</td>
<td></td>
</tr>
<tr>
<td>Establishing a productive ethos for investigation and learning in the library</td>
<td></td>
</tr>
</tbody>
</table>
Three case studies

Case study 1: Library Homework Hour

This leaflet was produced for pupils to encourage them to use the library for homework.

**Case study 1**
Library Homework Hour

The library is open every day after school until 4.30 and is the IDEAL place to do your HOMEWORK. WHY?

**BECAUSE**

- There's always someone there to help you find the right information.
- You can get help with research and study skills – that means help with note-making, finding useful information and sorting things out if you get stuck.
- There are all sorts of resources to use: books, encyclopaedias, dictionaries, atlases, CD-ROMs, newspapers, pictures, the Internet and more.
- You'll be able to do your homework more quickly and better because there's nothing to distract you. Then go home and relax.
- There are computers on which you can write up your work.
- You won't be in a panic looking for information at home and not being able to find it.
- Your parents will be delighted, as you won't be asking them impossible questions on a Sunday night.
Case study 2: Finding and using resources

Case study 2
Finding resources – one librarian’s experience

"A teacher wanted her class to research ‘French-speaking countries’ over a series of three lessons. She was delighted when I offered to sort out some resources for her. I did not have time to do much more than find the books and insert sticky notes on the relevant pages. However, that was really useful because the pupils could start finding the information straightaway. All the pupils were on task during the lessons and the teacher was pleased with the results."

Case study 3: Ethel and Ernest

Ethel and Ernest by Raymond Briggs was used to develop lessons for Year 9 pupils on twentieth-century history. The librarian and the teacher worked together to develop four lessons – the first two were in the classroom and the last two in the library. The librarian supported in the lessons.

Lesson 1 Pupils were introduced to the book, read it in groups and recorded unfamiliar words.

Lesson 2 Groups produced a time line of events, categorising them as public, private, political, social, cultural and economic.

Lesson 3 Pupils used library resources to research the unfamiliar words and events recorded in lessons 1 and 2. These were used to produce asides and footnotes for future readers of the book.

Lesson 4 Pupils analysed Churchill’s ‘finest hour’ speech as an example of propaganda, using copies of Max Atkinson’s definitions of speech techniques.
Excerpts from Strategy materials

The selection of materials offered here are merely suggestions. The intention is that participants have a taste of the materials and can then read them in more detail and watch the video exemplification when they are back in school.

Trainers may want to select other extracts from Key Stage 3 Strategy materials to suit their audience, e.g. ICT sample teaching units, the second series of Teaching and learning in secondary schools pack (to be published in 2004/05).

Unless otherwise indicated, the ‘units’ referred to are from the Teaching and learning in secondary schools: Pilot, DfES 0367/2003.

- Modelling learning skills for pupils, unit 3 (pages 3 and 4 plus inserted paragraph from pages 1 and 2)
- Making questioning effective, unit 4 (pages 7, 8, 9, 10 and 16)
- Using language to support learning, unit 9 (pages 18, 19, 20)
- Making the most of display, unit 9 (pages 10, 11, 12)
- Identifying pupils’ preferred learning styles, Unit 10 (pages 4, 5, 13, 14)
- Supporting pupils’ note-taking skills, Literacy across the curriculum, DfEE 0235/2001 (OHTs 10.11, 10.9, handout 10.8)
- Scanning for information, Literacy Progress Unit: Information retrieval, pages 16, 17, 19, 21, 23, 25 (DfEE 0474/2001)
- ICT Sample teaching units for Key Stage 3, unit 7.2: Using data and information sources; unit 8.3: Information: reliability, validity and bias
Useful websites

- **Key Stage 3 National Strategy**
  www.standards.dfes.gov.uk/keystage3

  *Key Stage 3 and the library*, case studies from Nottingham Education Library Services, containing: research skills in the school library; the role of the librarian and the library in supporting literacy; book boxes; the role of ICT in the school library.


- **National Literacy Trust**
  www.literacytrust.org.uk
  Contains a particularly helpful section of ideas on encouraging wider reading in schools: ‘Building a school community that reads - Getting the whole school reading’.

- **Reading Connects**
  www.readingconnects@nlt.co
  This is part of the National Literacy Trust site. It has a wealth of information on all things to do with reading, with a secondary school focus: organisations, funding opportunities, events and case studies of effective practice.

Librarians’ associations

- **SLA (School Library Association)**
  www.sla.org.uk
  Offers an extensive list of publications for schools, e.g. ‘Planning and Designing a Secondary School Library Resource Centre’; links to related websites; courses for secondary schools.

- **International Association of School Librarianship (IASL)**
  www.iasl-slo.org

- **CILIP (Chartered Institute of Library and Information Professionals)**
  www.cilip.org.uk
Reading-related websites

www.achuka.co.uk
Provides news, book reviews, interviews, author profiles and more.

www.cool-reads.co.uk
The boys who run this site have set up a frame for writing book reviews.

www.mrsmad.com
A lively site with news and reviews dedicated to encouraging reading in young people.

www.booktrusted.com
A website managed by the Booktrust to help teachers, librarians, parents and young people choose books.

www.teenreads.com

www.teachit.com

Other useful websites are those created by major publishers in the field, e.g. Heinemann and Scholastic.

LEA websites

Similar information is offered on most LEA sites. Some examples are:

- Hampshire School Library Service
  www.hants.gov.uk/library/schools
  Information on book purchasing, FAQs, loan service, newsletters, INSET programme details (aimed at whole school staff) and links to useful websites for schools.

- Kent Learning Resources
  www.kent.gov.uk/e&l/artslib/learning/home.html
  Includes details of loans of packaged sets of materials to support Key Stage 3 Strategy, consultancy service, training courses and newsletters.
Session 4

Creating and sustaining independent readers

OBJECTIVES
- To consider how independent reading underpins achievement.
- To share ideas for promoting independent reading at Key Stage 3.
- To inform school librarians about Key Stage 3 Strategy approaches to the teaching of reading.

RESOURCES
- Slides 4.1–4.11
- Video sequence 4
- Handouts 4.1–4.8
- 4 sheets of flipchart paper (prepared as described on page 25)

FOR DISPLAY
- Reading challenge (DFES 0293/2003)
- Literacy Progress Units: Reading between the lines (DFES 0476/2001) and Information retrieval (DFES 0474/2001)
- Guided reading at Key Stage 3 (DFES 0044/2002)
- Group and guided reading at Key Stage 3 – leaflet and web-based materials (DFES 0674/2002)
- Framework(s) for teaching English/mathematics/science/ICT: Years 7, 8 and 9

SESSION OUTLINE

4.1 Where are we now? 15 MINUTES
4.2 Promoting independent and wider reading 30 MINUTES
4.3 Reading and the Key Stage 3 National Strategy 25 MINUTES
4.4 Establishing pupil reading profiles and targeted support 20 MINUTES

TOTAL 90 MINUTES
4.1 Where are we now?

Introduce the aims of the unit with slide 4.1.

- To consider how independent reading underpins achievement.
- To share ideas for promoting independent reading at Key Stage 3.
- To inform school librarians about Key Stage 3 Strategy approaches to the teaching of reading.

How independent reading underpins achievement

Ask participants to take a minute to think about which they would say is the stronger predictor of academic success at school – higher social class or reading for pleasure?

Follow this by showing slide 4.2.

Being more enthusiastic about reading and a frequent reader was more of an advantage, on its own, than having well-educated parents in good jobs.

OECD, 2000
Evidence based on the Organization for Economic Cooperation and Development's Programme for International Student Assessment (PISA) study showed that, for a range of reasons, reading for pleasure is a better indicator of academic success than social class. This data was based on the literacy skills of 15-year-olds across 32 countries in 2000, in particular their application of reading skills. The research gives schools a compelling reason to consider how best to promote independent reading. Further points from the study are made on slide 4.3.

Make the following points.

- Reading for pleasure has a direct relationship with raised academic standards.
- While the most competent readers in England are competing well at international level, England has one of the widest spans of achievement.
- As well as teaching reading skills to under-confident readers, we need to motivate them to want to read and to see themselves as readers.

To create and sustain a successful reading culture, schools need to make a strong start with Year 7 (or whichever is the first year of intake) and keep pupils motivated to read independently as they move through the school. This session looks at the way the school and the school library can help both pupils who are struggling with reading and those who are keen readers, but who need stimulation and challenge to maintain their independent reading.

Ask participants to take 5 minutes to fill out handout 4.1, a questionnaire focusing on the messages the school gives new pupils about reading. If you have participants from the same school, it will be useful if they undertake this task together.
Having done this, ask participants to:

- decide which of the statements on slide 4.4 best sums up the place reading has in their school;
- select what they consider to be the six most important features for creating a strong reading community.

If not raised by participants, use this opportunity to confirm that creating a school community that reads is a whole-school issue and requires significant commitment from senior managers as well as teachers and librarians.

4.2 Promoting independent and wider reading

Video – Independent and wider reading
(7 minutes)

Show video sequence 4 outlining the role the librarian plays in promoting independent reading at Langley Park Girls’ School, Bromley. Participants can use handout 4.2 to note the range of ways in which Teresa Cheyne supports and develops pupils’ independent reading.

At this point it is likely that librarians will be keen to share their own practice. Ensure there is some time for this during the following activities.
**Activity**

Prepare four sheets of flipchart paper with one of the following headings on each:

- Ways to promote pupils’ independent reading
- Ways to promote wider reading in subject departments
- Ideas for creating a school environment that supports reading
- Ways to involve parents and the wider community in reading.

Give groups a sheet each and a maximum of two minutes to write their ideas on it before passing the sheet on to the next group, ‘round robin’ style. Repeat this until each group has added their contributions to every sheet. Stop the activity and ask each group to give feedback on the sheet they have in front of them and share one idea on it that strikes them as particularly effective. Present **handout 4.3**, which identifies ingredients necessary for creating a school community that reads. Say that this is not comprehensive and is offered to support schools’ self-evaluation and planning for future improvement.

Show **slide 4.5**, a sample page from the **Reading Connects** website, and alert participants to [www.literacytrust.org.uk/readingconnects](http://www.literacytrust.org.uk/readingconnects) where they can find additional ideas, share effective practice, and seek solutions on building a school community that reads. Ideas from the website are extracted on **handout 4.4** and further ideas on the librarian’s role in supporting group reading are on **handout 4.5**.

Give participants time to look over these handouts and record on their **reflection and action planning sheets** any action points arising.
What good readers do as they read

Introduce this session by saying its aim is to inform participants about Key Stage 3 Strategy approaches to the teaching of reading. In order to support pupils’ reading we need to know what characterises a good reader. Give pairs a minute to identify what good readers do as they read. Take brief feedback and then share the features identified on slide 4.6 and elaborated with helpful prompts on handout 4.6.

Most secondary school classrooms and libraries are good at offering pupils a wide range of reading, particularly in English lessons, but have not always explicitly taught the reading skills which enable pupils to actively question, infer and respond to texts. As a result, some pupils never quite catch on to what they need to do to become a more effective reader. The following session outlines approaches to teaching reading advocated by the Strategy for whole classes, small groups and individual pupils.

Good readers:

- see images
- hear a reading voice
- predict what will happen next
- speculate
- ask questions
- tease at puzzles
- pass comments
- feel
- empathise
- rationalise what is happening
- reread
- reinterpret
- interpret patterns
- relate to own experience
- pass judgements - likes, dislikes
- relate to previous reading experience
- establish a relationship with the narrator
Use slide 4.7 to outline the emphasis in all Key Stage 3 National Strategy training on teaching to specific objectives and making the process of teaching and learning as explicit as possible – through demonstration followed by scaffolded and supported work – to secure the confident, independent application of skills. It will be useful at this point to refer participants to the leaflet Building a bridge between reading and writing from the Improving writing training (DfES 0400/2003), and ideally have copies to give participants to read later.

Ask participants whether they have been in English classrooms in the last year and seen a difference in the way reading is taught. Say that while there is not time to go into detail here, you will outline the key pedagogies of shared and guided reading as promoted by the Key Stage 3 Strategy. It will be useful at this point to alert them to the wide range of English strand videos that exemplify these approaches.

As they listen to you, ask participants to consider how a) the librarian, and b) the school library, might usefully support this work.

**What is shared reading?**

Outline how shared reading is an opportunity for teachers to work with the whole class on challenging texts (enlarged on a screen so that all pupils can see). It is more powerful than the ‘eyes down’ approach to reading in the classroom because the attention of all pupils can be focused on the features or parts of the text relevant to the objective under discussion – it makes visible the ‘invisible’ process of reading. This approach is useful with both fiction and non-fiction texts. A good example on video might be the shared reading of a persuasive newspaper article in English department training: Year 9 (DfES 0020/2002) which they should be able to find in their school. If you have time, a brief demonstration of shared reading will help here.
Use **slide 4.8** to summarise the advantages of shared reading for both teachers and pupils.

**Some advantages of shared reading**

- Pupils can work with a text beyond their independent reading level.
- Reading strategies are specifically modelled for pupils.
- Links between reading and writing can be made explicit.
- Appropriate technical terms (metalanguage) can be taught in context.
- Teachers use questioning to target particular points.
- Pupils need to interact with the teacher and one another.
- Pupils are encouraged through questioning to extend and reflect on their responses.
What is guided reading?

Explain that guided reading is focused on the common needs of small groups of pupils and is often about cycle-breaking. Guided reading takes place in a whole-class context while the rest of the class is working independently. Use slides 4.9 and 4.10 to outline the key features of guided reading and the teaching sequence involved. Remind librarians that this practice has been well established in primary schools over the past four years and so will not be new to most Year 7 pupils.

Refer participants to the video extract featuring Year 8 pupils working on Holes by Louis Sacher from Guided reading at Key Stage 3 training (DfES 0044/2002), which they should find in their English department.
Give participants a moment to reflect on the advantages of guided reading for teachers. Then take them through the following points, which are outlined on slide 4.11.

**The advantages of guided reading**

The teacher can:
- focus on an objective that is important for the targeted pupils;
- intervene positively and give feedback at the point of learning;
- model, reinforce and extend points which have been introduced in shared reading;
- encourage explicit questioning and ‘thinking aloud’ over what is being read;
- assess pupils’ understanding and response.

Some advantages of guided reading

- The small-group context and the grouping of pupils allows for specific objectives to be targeted and for finely tuned personalised learning, e.g. facilitating depth and breadth for the more able and support for pupils with specific learning needs.
- It involves immediate feedback from the teacher and intervention at the point of learning. It also provides useful assessment and target-setting opportunities.
- The small group provides a non-threatening environment and allows both for pushing thinking skills further, e.g. hypothesis and speculation, and for specific praise which can significantly boost a pupil’s confidence and self-esteem.
- The emphasis on discussion means that pupils’ reading can be assessed without writing and no pupil can sit back and be passive.

Give participants an opportunity to reflect on any action they might take in school to support shared and guided reading and jot these down on their reflection and action planning sheets.
4.4 Establishing pupil reading profiles and targeted support

Reading across the phases

The transfer point is essential to ensuring pupils use the library well during their time at secondary school. At this point, look back at the questions on the primary/secondary transfer point in handout 4.1 and ask:

- How does your school audit pupils' attitudes to reading and the regularity of their reading?
- What might be done to strengthen transfer, continuity and progression in terms of pupils' independent reading?

Note that while records transferred from primary schools give important data on pupils' attainment and targets they offer less information on their attitudes to reading and motivation to read. A number of school libraries hold reading interviews with Year 7 pupils to gauge such interests and needs. Run through handout 4.7 as an example of how one school is using the first part of the Reading challenge (DFES 0293/2003) interview with all their Year 7 pupils.

Targeted support

While most pupils enter secondary school as competent and motivated readers, pupils whose reading skills are below expectations for their age at this point are at risk of ‘slipping through the net’ and making limited progress through Key Stage 3 and on into GCSE. Give participants time to share the ways their schools and libraries currently support such pupils.

To support these pupils in making rapid progress through Years 7 and 8, the Key Stage 3 Strategy has developed materials for a range of contexts (as shown on handout 4.8):

- whole-class teaching;
- small group work;
- individual coaching.

Run through handout 4.8 and guide participants briskly through the exemplar materials – items 1 and 2 in the Appendix. Keep a close watch on time and remind participants that they have copies of the material to read in their own time.
Return to the aims of the session (slide 4.1) and give participants a few moments to fill in their reflection and action planning sheets.

Aims

- To consider how independent reading underpins achievement.
- To share ideas for promoting independent reading at Key Stage 3.
- To inform school librarians about Key Stage 3 strategy approaches to the teaching of reading.
Session 4

Slides
Aims

- To consider how independent reading underpins achievement.

- To share ideas for promoting independent reading at Key Stage 3.

- To inform school librarians about Key Stage 3 Strategy approaches to the teaching of reading.
Being more enthusiastic about reading and a frequent reader was more of an advantage, on its own, than having well-educated parents in good jobs.

OECD, 2000
The most highly performing students in England were among the highest internationally, but there were more students than would be expected at the lowest levels.

Reading for pleasure rather than the type of reading material was a stronger indicator of success although the more diverse the range of material a student read for pleasure, the better they performed in literacy tests.

OECD, 2000
Developing independent reading is ... 

- a key school priority recognised by all teachers
- of some importance to the school
- not high on the list of school priorities in practice
Welcome to Reading Connects - Working together to promote a reading ethos across the whole school community.

Reading Connects is a National Literacy Trust initiative that aims to enhance student and adult literacy achievement by creating a support network for secondary schools, and all those working within or together with them, that will help develop reading-rich environments for the whole school community.

Autumn term update - lots of new ideas, case studies, a school librarians’ section and up-to-date funding advice.

To find out more about how Reading Connects can help you, follow the links above.

For further information email Amelia.Poster or call the National Literacy Trust on 020 7818 3436.
Good readers:

- see images
- hear a reading voice
- predict what will happen next
- speculate
- ask questions
- tease at puzzles
- pass comments
- feel
- empathise
- rationalise what is happening
- reread
- reinterpret
- interpret patterns
- relate to own experience
- pass judgements – likes, dislikes
- relate to previous reading experience
- establish a relationship with the narrator
What is different?

The Key Stage 3 Strategy emphasises the need to:

• teach to specific objectives that are shared with pupils;

• make the processes of teaching and learning explicit.
Some advantages of shared reading

- Pupils can work with a text beyond their independent reading level.
- Reading strategies are specifically modelled for pupils.
- Links between reading and writing can be made explicit.
- Appropriate technical terms (metalanguage) can be taught in context.
- Teachers use questioning to target particular points.
- Pupils need to interact with the teacher and one another.
- Pupils are encouraged through questioning to extend and reflect on their responses.
In guided reading:

• approximately six pupils are grouped together by ability, need or focus;

• the teacher plans the session, following an instructional sequence;

• the teacher works with the group for a short, focused session (e.g. 20 minutes);

• follow-up tasks and targets are set to ensure continuity and progression.
Guided reading teaching sequence

Introduction to text

Strategy check

Independent reading and related task

Return to the text: developing response

Review (reading target and next steps)

Evaluation
The advantages of guided reading

The teacher can:

• focus on an objective that is important for the targeted pupils;

• intervene positively and give feedback at the point of learning;

• model, reinforce and extend points which have been introduced in shared reading;

• encourage explicit questioning and ‘thinking aloud’ over what is being read;

• assess pupils’ understanding and response.
Session 4
Handouts
Where are we now?

Creating a school community that reads

Consider the messages Year 7 students receive about reading in their first term at your school and tick the column which best describes the current position.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly</th>
<th>Partially</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School publicity promotes the importance of reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental interviews emphasise the importance of reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction day promotes the importance of reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foyer and public spaces celebrate and advocate reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corridors celebrate reading and pupils’ responses to their reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part of tutor and registration time is used to encourage reading</td>
<td></td>
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<tr>
<td>Reading has a high profile in assemblies, newsletters, etc.</td>
<td></td>
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<tr>
<td><strong>Classrooms</strong></td>
<td></td>
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<tr>
<td>All departments and classrooms promote reading in their subject area</td>
<td></td>
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<tr>
<td>Wider reading relating to subjects is integrated into schemes of work</td>
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<tr>
<td>An attempt is made to find out what each student thinks about reading and what types of reading interest them</td>
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<tr>
<td>Pupils are actively encouraged to read more widely across a range of fiction genres and non-fiction</td>
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<tr>
<td>A support system is in place for pupils struggling with reading</td>
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</tbody>
</table>
## Library

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly</th>
<th>Partially</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is easy access to the library, which has a welcoming ethos</td>
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<tr>
<td>Clear signage and interesting displays encourage students to use the library</td>
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<tr>
<td>An effective library induction programme for Year 7 pupils helps and encourages them to make full use of the library</td>
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<tr>
<td>Registration takes place in the library on a rolling basis for Year 7 pupils</td>
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<tr>
<td>The library is presented as 'a bookshop' and more as a place for reading and browsing than as a place for storing books</td>
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<tr>
<td>Use of the library is integrated into the curriculum</td>
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<tr>
<td>Systems to encourage peer group reading recommendations are in place</td>
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<tr>
<td>Library opening times suit students’ needs</td>
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<tr>
<td>Reading promotional activities are run throughout the school year</td>
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<tr>
<td>Reading groups exist to motivate students</td>
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</tbody>
</table>

## Community

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<thead>
<tr>
<th>Aspect</th>
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<tbody>
<tr>
<td>The school library links up with the local library</td>
<td></td>
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<tr>
<td>The wider community is encouraged to support reading in school, e.g. governors, local businesses</td>
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<tr>
<td>Parents are encouraged to join the school library</td>
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<tr>
<td>Links are made with family literacy to help parents who struggle with reading</td>
<td></td>
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</tbody>
</table>

## Transfer

<table>
<thead>
<tr>
<th>Aspect</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The school works with its partner schools to encourage a school community that reads through regular events and communications about reading</td>
<td></td>
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<tr>
<td>Year 6 pupils visit the library as part of their advance visits to the school</td>
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<tr>
<td>Partner schools pass on information about individual pupils’ attitudes to reading and the types of reading that interest them</td>
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<tr>
<td>Year 6 pupils send their summer holiday ‘good reads’ recommendations on to their secondary schools for display in the new school</td>
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</tbody>
</table>
Video sequence: Langley Park Girls’ School

<table>
<thead>
<tr>
<th>Ways in which the librarian supports and develops pupils’ independent reading</th>
<th>Opportunities and advantages for the school/for teachers/for pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Creating a school community of readers: ingredients for success

Contexts

Wider context:
- LEA support
- Self-evaluation
- School library service
- Reading Connects website
- Funding opportunities known

School context:
- Supportive SMT
- Well-funded
- Books in departments
- Subject-focused reading areas
- Book displays and reviews in public areas

Pupil

- Reading journals
- Involve pupils in buying books for library
- Have a book of the week (in bulletin/foyer)
- Write to authors

- Book exchange club
- Info on books in corridors, dinner queues, etc.

- Reading in home language, dual language texts available

- Maintaining the subversive element of individual reading
- Reader control of reading
- Growing self-esteem as readers

Teachers/staff

- Librarian has a role in assisting teaching, e.g.
- LPUs, Reading challenge mentor

- Teacher knowledge of up-to-date texts is strong in fiction and non-fiction

- Librarian as champion and broker of independent reading

- Teachers’ reading group
- Library fiction organised in genres/Booklists available
- Book events on a rolling programme not just one-off events
- The Reading Years

- Teachers talk enthusiastically about own reading/PE department shares their favourite books when young/Teachers aware of and teach reading strategies across the curriculum: shared, guided and independent approaches

Community

- Teachers/staff
- Building confidence and self-esteem in readers

- Librarian as champion and broker of independent reading

- Librarian has a role in assisting teaching, e.g.
- LPUs, Reading challenge mentor

- Teacher knowledge of up-to-date texts is strong in fiction and non-fiction

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Parents’ reading group
- Advice and termly booklists for parents

Pupils reading to elderly, or
- in primary partner schools

Local businesses
- Sponsor a book
- An author for the library

Produced in collaboration with Reading Connects, National Literacy Trust (www.literacytrust.org.uk).
Ideas from the Reading Connects website

**Gadget group**

Buy magazines such as What PC? and have a magazine reading club. You could spend imaginary (or real) budgets and compare the relative merits of digital cameras, laptops and so on. You could compile a recommended list to help parents and teachers with their purchasing and link to the Which? website.

**Make ICT work for you**

Make screensavers of recommended reads to put on school computers. Enlist the help of IT technicians to tailor the suggestions to the typical users of each computer, by location. Put book reviews or ‘book bites’ on the school website or use the school intranet and newsletter to promote good reads. Recommend comics, graphic novels, magazines and non-fiction as well as fiction.

**The library 'bookshop'**

Rearrange the library to make it more like a bookshop – put together themed spinners (for example, romance or biographies) or get old dump bins from a local chain bookshop, create book tables and put signs on them, for example, 'Love Harry? Try this!' Encourage parents to join the library and borrow books too.

**Getting the library out of the library**

Create mini-libraries around a large school site – use a trolley, for example, along the dinner queue and where pupils congregate at lunchtime. Get library helpers to record which books are borrowed. Support subject department loan collections.

**Men reading**

Use photographs of men on the staff and from the local community reading, with quotes about what they read and why. Feature books in the library particularly aimed at boys/men, including non-fiction. Titles like High Fidelity and Fever Pitch work well – ask a local public librarian for ideas.
### Magazines
Buy magazines for the library, and set up a lending system for them. Allow certain magazines, comics and non-fiction books to be brought into school as reading material.

### Newspaper club
Ask dads to run a Friday morning breakfast club with plenty of newspapers and magazines as well as books available. Set it up in the canteen.

### Babysitting box
Put together a range of titles that older students can borrow if they are babysitting – this encourages them to read to babies and toddlers, as well as younger children, and might encourage them to do some nostalgia reading themselves by taking away any potential stigma in borrowing picture books.

### Book buyers
Invite students to join a book selection committee for the library. Recruit members by asking students if they want to spend money (put a sum to it!).

### Reading role models
Ask parents, non-teaching staff, governors, etc. to come into school and talk to students about what they read and why. Create a Get Caught Reading poster collection, featuring a photo of your visitor with a book. Encourage male role models by nominating them as Reading Champions – visit www.readon.org.uk.
Making the most of the school library to support group reading

Group reading is when different groups in a class read the same book and is an ideal opportunity for building links with the school library.

10 ways to make the most of the school library for group reading

1. Taster sessions

Organise for the school librarian to join each group in the class and present outlines and extracts of other titles a) written by the same author/playwright, b) of the same genre or dealing with similar issues.

2. Planning ahead

Give your school librarian advance warning so that s/he can stock up or reserve further copies of both the group reading titles and other titles by the same author/topic/genre. To support teachers effectively, school librarians need to be informed of departments' long- and medium-term plans.

3. Training

Invite the school librarian to attend all Key Stage 3 English and literacy training and, in particular, involve him/her in the delivery of module 10 of the Literacy across the curriculum folder.

4. Guided sessions

Invite the school librarian to observe a guided reading session and encourage him/her to consider supporting guided groups, particularly those on author study, for example.

5. Meet in the library

Hold at least one group reading lesson in the school library. Ask the librarian to demonstrate researching an author on the web.

6. Try a quiz

Allocate time for a library quiz to support the group reading unit, e.g. questions on an author, other books written by the author, etc.
7. Take stock

Take the opportunity of the group reading unit to review the Key Stage 3 fiction stock.

8. Spread the word

Where groups' reading presentations to the class involve visual displays, pass the material to the school librarian to display for other classes to see.

9. Booklists

In collaboration with the school librarian and the rest of the English department, create a booklist to offer pupils at the end of the group reading unit. Parents are also often grateful for such a list.

10. Cassettes

Suggest the librarian purchases cassettes of each group reading title.

Taken from Group and guided reading at Key Stage 3 (DfES 0674/2002)
Prompts and examples of strategies good readers use

- **See images**
  Can you picture what is happening? Can you describe these images to the others in your group? Is what you see different to other readers?

- **Hear a voice through the text**

- **Predict what will happen**
  Can you work out where the plot is heading? Be ready to say where you think this is all leading. Don’t worry if you’re wrong. Sometimes the author wants to trick you. Try to keep one jump ahead. Share your expectations and revise them in light of what happens.

- **Speculate about characters and events**
  *It’s the vicar’s wife who does it and she buries them in the church crypt whilst her husband is bell-ringing.*

- **Ask questions**
  *Why is he doing that? Why does he keep a goldfish in the freezer? What does that tattoo of a rose on his bottom signify? Why has the author presented him like this – what effect is he/she after?*

- **Pass comments**
  *I hope he gets what he deserves!*  
  *Not whilst there’s a breath in my body would I do that!* 
  *She’s so slimy!*  
  *Why has the author...?*

- **Feel involved**
  *Run! Go on. Get out of there! Watch out! Oh no!*  
  *How has the writer wanted me to feel? How has s/he achieved this?*

- **Empathise**
  *It’s just like when I..., That’s just what I’d do.*
• Rationalise what is happening
  So if he's an angel, why does he poo pellets?

• Reread
  Go back over the best bits, check your suspicions, enjoy it again. Sometimes you
  need to revisit to make sense.

• Reinterpret
  Keep checking and evaluating your ideas. Rework them. For example, perhaps
  Doctor Death carried out genetic experiments and Skellig ...

• Interpret patterns
  Storytellers and playwrights rely on our previous reading experiences to make
  connections; they use structures that tease our understanding, they lead us down
  alleyways, they trick us. Readers who can infer and deduce see the patterns, they
  keep a look out for the shape in the shadows – they constantly strive to make
  sense out of the seemingly random nature of events.

• Relate to your own experience
  I once saw this television programme where ...

• Pass judgements
  This is the most confusing load of twaddle I've ever had the misfortune to ...

• Relate to previous reading experiences
  I liked that one about the chocolate factory but this is more scary.

• Establish a relationship with the writer/narrator
  He seems to remember things so clearly even though it was fifty years ago. It's like
  we're there together and he's just explaining what's taking place.

• Relate to the social, historical and cultural background
  It sounds sexist, but in those days no one expected a middle-class woman to work.

Taken from Group and guided reading at Key Stage 3 (DfES 0674/2002)
Building a Year 7 reading profile

The starting point for developing reading in the school is knowing each pupil's attitude towards reading. This reading interview is designed to give librarians/teachers a baseline of Year 7 pupils' reading habits/diet/challenges.

Designed to take no more than 10 minutes, the interview is Part 1 of the Reading interview in Reading challenge (DfES 0293/2003).

Undertaken in the autumn term and then reviewed in the spring and summer terms, the profile is passed on to Year 8 teachers and tutors.

Two targets are set as a result of the interview:
• one on extending the range of reading and increasing the challenge;
• one on a reading strategy to adopt/improve on.

The targets are agreed and signed by both adult and pupil and reviewed termly.

Examples of targets might be:
• Regularly talk to someone about choosing books and listen to advice
• Choose a book or author you would normally avoid
• Try to finish the whole book
• Keep a reading log and update it regularly
• Read fiction or poetry and drama
• Practise reading aloud on your own
• Prepare reasons for convincing someone else to read or avoid reading a particular book or author

School name

Year 7 reading interviews

Pupil: .................................................................................................................................

Class: .................................................................................................................................
<table>
<thead>
<tr>
<th>Key questions</th>
<th>Response</th>
<th>Other responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like reading to yourself?</td>
<td>Very positive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Negative: boring, hard work, slow, pointless, better things to do</td>
<td></td>
</tr>
<tr>
<td>What sort of thing do you choose to read by yourself?</td>
<td>Fiction: regularly, sometimes, never</td>
<td></td>
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<tr>
<td></td>
<td>Information books: regularly, only in the library, never</td>
<td></td>
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<tr>
<td></td>
<td>Magazines: regularly, sometimes, never</td>
<td></td>
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<tr>
<td></td>
<td>Picture books, comics: regularly, sometimes, never</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newspaper articles: regularly, sometimes, never</td>
<td></td>
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<tr>
<td></td>
<td>TV guide: regularly, sometimes, never</td>
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<tr>
<td></td>
<td>Environmental (e.g. CD covers, cereal packet): regularly, sometimes, never</td>
<td></td>
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<tr>
<td></td>
<td>Nothing</td>
<td></td>
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<tr>
<td>What have you read recently?</td>
<td>Shows knowledge of a range of reading material of appropriate difficulty and how to access it</td>
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<tr>
<td>Can you think of any books that you would find interesting or useful to read next?</td>
<td>Shows some knowledge but lacks detail or range - mentions well-known but unlikely material (e.g. <em>Treasure Island</em>)</td>
<td></td>
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<tr>
<td>Where would you find them?</td>
<td>Shows little knowledge or interest in the world of print</td>
<td></td>
</tr>
<tr>
<td>Key questions</td>
<td>Response</td>
<td>Other responses</td>
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<tr>
<td>Why do you read?</td>
<td>To get information</td>
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<td></td>
<td>Enjoyment</td>
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<td></td>
<td>School work</td>
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<td></td>
<td>Made to</td>
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<td></td>
<td>Nothing else to do</td>
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<tr>
<td>Where do you regularly do some reading?</td>
<td>Home</td>
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<td>Home in bed</td>
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<td>In class</td>
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<td></td>
<td>Library</td>
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<td></td>
<td>Bus/train/car</td>
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<tr>
<td>How do you feel if someone asks you to read</td>
<td>Fine</td>
<td></td>
</tr>
<tr>
<td>something to yourself?</td>
<td>Depends what it is</td>
<td></td>
</tr>
<tr>
<td>Why do you think you feel like this?</td>
<td>A bit worried</td>
<td></td>
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<tr>
<td></td>
<td>Threatened/unhappy</td>
<td></td>
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<tr>
<td>How do you feel if someone asks you to read</td>
<td>Fine</td>
<td></td>
</tr>
<tr>
<td>something out loud?</td>
<td>Depends what it is</td>
<td></td>
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<tr>
<td>Why?</td>
<td>A bit worried</td>
<td></td>
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<td></td>
<td>Threatened/unhappy</td>
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<tr>
<td>Targets</td>
<td>Progress</td>
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<td></td>
<td>Autumn term</td>
<td>Spring term</td>
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<td>Target 1</td>
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<td>Target 2</td>
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</table>
### The intervention ‘toolkit’ for reading at Key Stage 3

Crucial to successful intervention is the effective:

- identification of pupils;
- analysis of need;
- tracking and assessment of progress.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Who</th>
<th>What</th>
<th>Why</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole classes and groups</td>
<td>Year 7 pupils working at L3 and capable of L4+</td>
<td>Targeting level 4 and above - 3 critical units including reading for meaning and information</td>
<td>It is crucial for L3 pupils who have the potential to meet the expectations for their age group, to make swift progress to L4 by the end of Y7</td>
<td>Lesson 6 Reading for meaning 1</td>
</tr>
<tr>
<td></td>
<td>Year 9 pupils working at L4 and capable of L5+</td>
<td>Targeting level 5 and above - Responding to reading Year 9 Booster kit 6 lessons on responding to reading in the tests</td>
<td>Many pupils at L4 in Y9 with the ability to meet the expectations for their age can make swift progress through targeted work</td>
<td>Lesson 1 Reading for meaning</td>
</tr>
<tr>
<td>Groups of 6</td>
<td>Year 7 pupils working at L3 and capable of L4+</td>
<td>Literacy progress units - Reading between the lines and Information retrieval Guided group work</td>
<td>It is crucial for L3 pupils who have the potential to meet the expectations for their age group, to make swift progress to L4 by the end of Y7</td>
<td>Information retrieval, session 2 - Scanning for information (see Appendix) + video</td>
</tr>
<tr>
<td>Individuals (coaching)</td>
<td>Year 8 pupils working at L3 and capable of L4+</td>
<td>Reading challenge</td>
<td>Some pupils need targeted individual support to break cycles of under-achievement and build confidence</td>
<td>Reading challenge sample pages (see Appendix) + video</td>
</tr>
</tbody>
</table>
Session 5

Next steps

OBJECTIVE

• To explore ways to promote the school library and the contribution it makes to the school.

RESOURCES

• Slides 5.1, 5.2
• Video sequence 5
• Flipchart paper
• Coloured broad-tipped marker pens
• Handouts 5.1–5.4
• Handout 5.1 copied and cut up as instruction cards
• Handout 5.2 cut up as cards in an envelope

If there is one conclusion that will have been reached by the end of this training day it is that an important element of the school librarian’s role is to be their own advocate!

The following activity concludes the day by focusing on what librarians can do to highlight and promote the contribution the library makes to the school.

How you run this depends on numbers. There are three tasks on handout 5.1 for each of groups A, B and C. If you have three groups of four, for example, give a task to each group. Give them 10 minutes to undertake it and then present the issues and the outcomes that arose to the whole group (5 minutes each group = 15 minutes).

Group A

Give the group(s) the statements on handout 5.2 cut up and jumbled in an envelope. Give them the following instruction card:

Group A

12 steps to a reading school

Every school is different but the opportunities and barriers to creating a community of readers are likely to be similar. To stimulate discussion of the steps involved in creating a reading school, discuss and sequence the statements in the envelope and place them in what for you is the most influential order.

Ask group A to tell you when they have sequenced the cards so that you can then give them the sequence on handout 5.2 and ask them to reflect on how this compares with their own order. In taking feedback,
ensure that the first four steps are emphasised, i.e. the importance of having enthusiasts on the working party as well as people who hold an influential position within the school’s management structure.

**Group B**

Give the group(s) the following instruction card:

---

**Group B**

*‘Selling’ the school library*

Discuss and use the following definition of what makes a good school library, together with ideas from today’s training, to make a poster to ‘sell’ the school library to pupils at Key Stage 3. Record your ideas on flipchart paper and display it for others to read.

*The hallmarks of a good library in the 21st century are not its collections, systems, technology, staffing or buildings, BUT the action and evidence that shows it makes a real difference to student learning...*

*The school library is about empowerment, connectivity, engagement, interactivity, and its outcome is knowledge construction.*

Dr Ross Todd, Centre for International Study in School Librarianship, Rutgers University, New Jersey

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Hopefully you will then have some eye-catching drafts of posters to share with the whole group.

**Group C**

Give the group(s) the following instruction card:

---

**Group C**

*Self-evaluation and improvement planning*

Read the self-evaluation checklist (from *School libraries – Making a difference* [DfES/www.schoollibrariesadvocacy.org.uk]) on handout 5.3 and evaluate where your library currently stands in relation to the descriptors: emergent/established/advanced. Start to map out an action plan to address the areas in need of further development using handout 5.4.
In the feedback on group C’s task, make the following points:

- As schools are increasingly evaluating their own effectiveness, school libraries need their own tool for evaluating and communicating successes and identifying areas for development. *Improve your library: a self-evaluation process for secondary school libraries and learning resource centres* is now available, produced by the DfES in collaboration with CILIP (Chartered Institute of Library and Information Professionals), SLA (School Library Association) and ASCEL (Association of Senior Children’s and Education Librarians). Copies have been sent to all school library services. Further copies will be available from CILIP.

- When they get back to school, participants may want to discuss the action points they have identified during the training and work with their line manager to write an improvement plan similar to that on handout 5.4. Show slide 5.1 to remind participants what they need to consider:

---

**Slide 5.1**

**In writing action plans, participants will need to:**

- consider both short- and long-term developments;
- begin with something small before progressing to the more complex tasks;
- identify SMART* targets;
- consult and involve other members of staff, e.g. senior management team, Key Stage 3 Strategy Manager;
- ensure library developments are included in the school improvement plan and the agendas of senior management and governing body meetings;
- draw on expertise from the LEA: school library service, Key Stage 3 consultants, etc.

*SMART - Specific, Measurable, Attainable, Realistic and Timed
---
**Conclusion**  (5 minutes)

If you have time, show the closing words on **video sequence 5**. Thank participants for their contributions to what has been an intensive day and have a proforma ready for them to exchange contact details.

Conclude by returning to the objectives for the day on **slide 5.2**; ask participants to fill in their evaluation forms, identifying further information and support they would find useful.
In writing action plans, participants will need to:

- consider both short- and long-term developments;
- begin with something small before progressing to the more complex tasks;
- identify SMART* targets;
- consult and involve other members of staff, e.g. senior management team, Key Stage 3 Strategy Manager;
- ensure library developments are included in the school improvement plan and the agendas of senior management and governing body meetings;
- draw on expertise from the LEA: school library service, Key Stage 3 consultants, etc.

* SMART – Specific, Measurable, Attainable, Realistic and Timed
Objectives for the day

To ensure school librarians:

- know the aims and objectives of the Key Stage 3 Strategy and the contribution they can make to raising standards;

- can use Strategy materials to support pupils to read for pleasure and effectively access and use information;

- use the Strategy to support effective partnerships with subject departments.
**Group A**

12 steps to a reading school

Every school is different but the opportunities and barriers to creating a community of readers are likely to be similar. To stimulate discussion of the steps involved in creating a reading school, discuss and sequence the statements in the envelope and place them in what for you is the most influential order.

---

**Group B**

‘Selling’ the school library

Discuss and use the following definition of what makes a good school library, together with ideas from today’s training, to make a poster to ‘sell’ the school library to pupils at Key Stage 3. Record your ideas on A2-sized flipchart paper and display it for others to read.

‘The hallmarks of a good library in the 21st century are not its collections, systems, technology, staffing or buildings, BUT the action and evidence that shows it makes a real difference to student learning...

The school library is about empowerment, connectivity, engagement, interactivity, and its outcome is knowledge construction.’

Dr Ross Todd, Centre for International Study in School Librarianship, Rutgers University, New Jersey

---

**Group C**

Self-evaluation and improvement planning

Read the self-evaluation checklist (from School libraries – Making a difference [DfES/www.schoollibrariesadvocacy.org.uk]) on handout 5.3 and evaluate where your library currently stands in relation to the descriptors: emergent/established/advanced. Start to map out an action plan to address the areas in need of further development using handout 5.4.
### 12 steps to creating a reading school

<table>
<thead>
<tr>
<th>Step</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure the backing of an influential member of the SMT</td>
<td></td>
</tr>
<tr>
<td>Set up a working party of knowledgeable enthusiasts from across the school (roles and subject areas)</td>
<td></td>
</tr>
<tr>
<td>Win round SMT to a whole-school approach to reading</td>
<td></td>
</tr>
<tr>
<td>Build up a head of steam among staff who are calling for change</td>
<td></td>
</tr>
<tr>
<td>Draft an action plan for implementation of the whole-school approach</td>
<td></td>
</tr>
<tr>
<td>Win round the governors to the whole-school approach</td>
<td></td>
</tr>
<tr>
<td>Liaise with key feeder primary schools on how they support pupils' reading</td>
<td></td>
</tr>
<tr>
<td>Set up quality INSET for key staff: include practical examples and show that it works in your school</td>
<td></td>
</tr>
<tr>
<td>Agree a launch date for the whole-school approach</td>
<td></td>
</tr>
<tr>
<td>Plan development time and events to strengthen the approach</td>
<td></td>
</tr>
<tr>
<td>Share ideas and communicate and celebrate achievements as they happen</td>
<td></td>
</tr>
<tr>
<td>Involve and consult pupils and parents on the plans</td>
<td></td>
</tr>
</tbody>
</table>
Taking your library forward – developing for the future – a quick checklist

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Established</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The school has identified the library as a key factor in raising achievement and promoting each pupil’s personal development. This is reflected in whole-school policy statements and the school development plan.</td>
<td>• There is a clear sense of purpose and direction in the work of the library, embodied in policy and guidelines which are understood and implemented by all teachers and learning assistants.</td>
<td>• Reflecting whole-school policy, planned use of the library is a strand within each department’s development plan.</td>
</tr>
<tr>
<td>• Library staff and senior managers are able to identify aspects of library practice that are particularly effective.</td>
<td>• There is a firmly established and well-documented programme of self-evaluation of the impact of the library. Target-setting is also well established.</td>
<td>• The library features explicitly as an aspect of whole-school monitoring and evaluation.</td>
</tr>
<tr>
<td>• The library is occasionally an item on the agenda for departmental and senior management meetings.</td>
<td>• The school audits the quality of its overall library provision and sets targets for improvement.</td>
<td></td>
</tr>
<tr>
<td>• The strategic development of the library as a support to the curriculum is a feature of the school development plan.</td>
<td>• A significant number of departments make structured use of library resources; library staff are involved in planning and delivery.</td>
<td></td>
</tr>
<tr>
<td>• A few departments make structured use of library resources within their schemes of work.</td>
<td>• There is a clear, cross-curricular focus in teaching information literacy.</td>
<td></td>
</tr>
<tr>
<td>• Some individual subject departments have introduced strategies to make effective use of the library.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Curriculum | |
|-----------|
| • The library is occasionally an item on the agenda for departmental and senior management meetings. | • The library is regularly an agenda item for departmental and senior management meetings. | |
| • The strategic development of the library as a support to the curriculum is a feature of the school development plan. | • The school audits the quality of its overall library provision and sets targets for improvement. | |
| • A few departments make structured use of library resources within their schemes of work. | • A significant number of departments make structured use of library resources; library staff are involved in planning and delivery. | |
| • Some individual subject departments have introduced strategies to make effective use of the library. | • There is a clear, cross-curricular focus in teaching information literacy. | |

<p>| Staffing | |
|----------|
| • In a primary school a teacher is a library coordinator, line managed by the head teacher. | • A primary school library managed by a qualified librarian shared by a consortium of schools. | • There is a full-time professional librarian with head of department status, recognised by an appropriate salary scale. |
| • In a secondary school a specialist member of staff supervises the library. There is a clear, up-to-date job description. | • A secondary school library managed by a full-time, qualified librarian. | • The librarian is supported by a library assistant (full- or part-time). |
| | • The librarian is supported by an appraisal system that includes target-setting and an annual review. | • Library staff are appraised as an integral element of whole-school staff development. |</p>
<table>
<thead>
<tr>
<th>Emergent</th>
<th>Established</th>
<th>Advanced</th>
</tr>
</thead>
</table>
| **Funding** | - Funding is annually designated for the library. | - Levels of funding, staffing and resourcing take full account of the library's key role in teaching and learning throughout the school. The range and quality of resources are appropriate to the needs of all the pupils in the school.  
- The school makes full and effective use of the school library service. | - The school meets national recommendations for funding and stock levels. |
| **Reader development (promoting the quality and enjoyment of reading)** | - Some reader development activities (such as reading groups, book events, author visits) take place in the library. | - Reader development activities are planned to support the full range of learners' needs and reflect whole-school priorities. | - Reader development activities are monitored and evaluated to inform future planning. |
| **Curriculum** | - The library is well signposted from all parts of the school site.  
- The library is available to all pupils before, during and after the school day.  
- Newsletters make occasional reference to library issues. | - The library is positioned so that it is easily accessible to all members of the school community.  
- The school communicates effectively with all parents and carers about library provision and policy.  
- The school provides help to parents in developing some of the skills required to support their children in making effective use of the library.  
- The school library maintains strong links with the local public library. | - The library is the physical hub of the school.  
- The library is available to users at weekends and during school holidays.  
- Parents and carers are enabled and encouraged to communicate with the school, and feel comfortable doing so. |
| **Access** | - A computerised library management system is in place, and holds a database of all the stock. | - The database is key-worded, and available to pupils and staff. | - The computerised management system is networked round the school and indicates the location of individual resources.  
- The database is exploited to provide a range of information, such as subject lists, genre lists, and websites.  
- The school library pages are a core element of the school's website. |

*School libraries – Making a difference (DfES/www.schoollibrariesadvocacy.org.uk, 2004)*
# Library improvement plan

<table>
<thead>
<tr>
<th>Focus/Outcome</th>
<th>Activity</th>
<th>Who</th>
<th>Timescale</th>
<th>Monitored by</th>
<th>Evidence for evaluation</th>
</tr>
</thead>
</table>

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Key Stage 3 National Strategy

Course tutor’s notes

5.4
The extracts included in this Appendix are from a range of Key Stage 3 National Strategy publications. Details of how to obtain the publications are at the top of each sheet.
Contents

Introduction to Key Stage 3 Literacy Progress Units  v
Introduction to Reading between the lines  xiii

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  1 First impressions  2
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  4 Picking up clues  30
  5 Settings  41
  6 Characters  47
  7 Reading across a text  48
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Reading Journal  113
Introduction to Reading between the lines

This unit focuses on developing the skills pupils need if they are to progress from Level 3 to Level 4 in English. It is meant to supplement, but not to replace, the English curriculum for Year 7 pupils. That curriculum should be based on the objectives of the Framework for teaching English: Years 7, 8 and 9 which ensure coverage of the Programmes of Study for English.

This unit is intended for Level 3 pupils working towards Level 4. It sets out to develop pupils’ ability to ‘read between the lines’: to use inference and deduction in order to understand what is meant, as well as what is stated openly. The key skills which underpin such understanding are:

- ability to pick up clues from a text using inference and deduction
- visualisation
- prediction
- empathy
- recognition of narrative perspective.

These skills are identified, exemplified and revisited throughout the unit.

The sessions are grouped into threes, on the assumption that many schools will offer three Literacy Progress sessions in a week. There are therefore seven distinct but related areas of focus:

1: Engaging with text through prediction and inference
2: Reading around a text, picking up clues about characters and settings
3: Interpreting images
4: Prediction and retrospection
5: Interpreting and presenting character
6: Narrative techniques
7: Reading in a writerly way.

One of the guiding principles of the unit is that understanding needs to be contextualised. Hence the use of comparatively few texts which, like Ann Turnbull’s story Deep Water, are the focus for a series of sessions. This enables pupils to develop a cumulative understanding and therefore a wider range of skills. Where extracts are used, it is hoped that pupils will be given the opportunity to read the whole text from which the extract is taken.
Teaching and learning style
The unit builds on the successful approaches of the National Literacy Strategy in primary schools, and therefore features a core teaching sequence which promotes active learning. That teaching sequence, common to all units, is:

<table>
<thead>
<tr>
<th>Remember</th>
<th>Identification of prior knowledge and key objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Teacher demonstration of process</td>
</tr>
<tr>
<td>Try</td>
<td>Shared exploration through activity</td>
</tr>
<tr>
<td>Apply</td>
<td>Scaffolded pupil application of new learning</td>
</tr>
<tr>
<td>Secure</td>
<td>Consolidation through discussion/activity</td>
</tr>
</tbody>
</table>

Each 20-minute session is fast-paced and interactive. After the teacher has introduced and modelled a particular aspect of writing or reading, pupils try it out together as a group or in pairs. They then have the chance to apply their new learning, usually with support, and to secure it through consolidation activities or discussion. Each step in the learning process is therefore small enough for the teacher/adult to intervene early to prevent any pupil from making major mistakes which could undermine a learner’s confidence. The intention is to construct success for all.

The teaching and learning techniques used during the unit are intended to promote active and interactive learning. Oral, visual and practical activities feature prominently: these include text marking, highlighting, annotation, thinking aloud, sketching and drama techniques.

The ‘script’ for each session is written for the person delivering the unit. So too are the annotated extracts which indicate the kind of comment that a teacher might want to make on specific aspects of a text. Where specific wording is suggested (indicated by italics in the session plans) this should not be seen as limiting the teacher’s professional judgement. Whenever appropriate, colleagues teaching the unit should adapt the suggested script to meet the needs of the context and of the pupils. The sample session plan on pages xvi–xvii identifies the key strategies being used.

The unit consists of 18 session plans, plus support material in the form of annotated teacher sheets and a pupil reading journal. In many cases exemplar responses are included, but this is to give a clear image of what is expected, rather than to define ‘the’ correct answer. All the sessions need advance preparation, but some need more than others in terms of photocopying and cutting up. Each set of session plans includes a space for teachers’ notes and comments.
Reading between the lines pupil assessment:
The story below and the multiple-choice questions can be used to assess a pupil's suitability for this unit.

 Boo! by Kevin Crossley-Holland

She didn’t like it at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.

She went up to her bedroom early. She turned the key and locked the door. She latched the windows and drew the curtains. She peered inside her wardrobe, and pulled open the bottom drawer of her chest-of-drawers; she got down on her knees and looked under the bed.

She undressed; she put on her nightdress.

She pulled back the heavy linen cover and climbed into bed. Not to read but to try and sleep – she wanted to sleep as soon as she could. She reached out and turned off the lamp.

Answer these multiple-choice questions about the story. Circle the correct answer.

1. Does she live in a new house?
   (a) yes
   (b) no

2. Why did she peer in the wardrobe?
   (a) to find her nightdress
   (b) to check nothing was in there

3. Why did she want to sleep as soon as she could?
   (a) because she was scared
   (b) because she didn’t have a book to read
   (c) because her light wasn’t working

Result

3 appropriate answers:
Review the evidence suggesting that inference and deduction are the source of this pupil’s difficulties. It may be better to identify and teach whatever the problem is rather than enter the unit.

1–2 appropriate answers:
Enter this pupil for the unit.

0 appropriate answers:
This pupil obviously has problems with understanding implication. He or she might well benefit from the unit but will need constructive support.
**Sample session plan**

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Inference and deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>To be able to search for evidence in the text that supports or indicates something further and leads to inferences.</td>
<td></td>
</tr>
<tr>
<td><strong>Inference</strong></td>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>Interpretation which goes beyond the literal information given.</td>
<td>Reading Journals (pages 2 and 4)</td>
</tr>
<tr>
<td>Deduction: understanding based on the evidence in the text.</td>
<td>Teacher Sheet CHT 2.1 (from last session)</td>
</tr>
<tr>
<td></td>
<td>Teacher Sheet 3.1 (one set of statement cards, cut up)</td>
</tr>
<tr>
<td></td>
<td>Teacher Sheet 3.2 (example)</td>
</tr>
<tr>
<td></td>
<td>Teacher Sheet 3.3 (extract 2 from Deep Water by Ann Turnbull), enlarged or OHT</td>
</tr>
<tr>
<td></td>
<td>Teacher Sheet 3.4 (example)</td>
</tr>
<tr>
<td></td>
<td>Highlighter pens</td>
</tr>
<tr>
<td></td>
<td>Flipchart and pens</td>
</tr>
</tbody>
</table>

**Remember**
- Remind pupils about the need to look for clues and information in the text.
- Tell pupils they are going to read between the lines. They will use the text and clues in it to deduce what the writer is trying to tell us, beyond the purely factual information. They will infer meaning. They will check the text for evidence to support inferences.

**Model**
- Using the cards from Teacher Sheet 3.1, offer a statement on a card such as ‘Jon is unhappy at school’ and model searching for evidence from the text that supports this statement.
- Annotate extract 1 (Teacher Sheet CHT 2.1) again, highlighting phrases to show any evidence that indicates that this statement is true. The text does not actually use this statement but the author indicates this to us if we read between the lines. Articulate as you go. (See exemplar, Teacher Sheet 3.2.)
- Remind the pupils to be aware that some inferences may be challenged as we gain more information in a text. Things may not be exactly as they seem as the story progresses.

**Try**
- Using the remainder of the cards, pupils in pairs should choose a statement from the following:
  - ‘Jon is unhappy at home.’
  - ‘Jon’s mother hits him when she is cross.’
  - ‘Ryan is not Jon’s friend.’
  - ‘Jon is not doing very well at school.’
- Ask the pupils to search the text in their Reading Journals (page 2) for evidence that supports or indicates that the statement might be true, and to underline it.

---

**Objectives**
- To be able to search for evidence in the text that supports or indicates something further and leads to inferences.

**Key terms**
- **Inference**: interpretation which goes beyond the literal information given.
- **Deduction**: understanding based on the evidence in the text.

**Materials**
- Reading Journals (pages 2 and 4)
- Teacher Sheet CHT 2.1 (from last session)
- Teacher Sheet 3.1 (one set of statement cards, cut up)
- Teacher Sheet 3.2 (example)
- Teacher Sheet 3.3 (extract 2 from Deep Water by Ann Turnbull), enlarged or OHT
- Teacher Sheet 3.4 (example)
- Highlighter pens
- Flipchart and pens
Session 3

Apply

- Read extract 2 (Teacher Sheet/OHT 3.3) aloud to the group.
- Ask pupils to underline on their own copies (Reading Journal, page 4) things they deduce or know for sure (or literal information) and to highlight any part of the text that leads them to believe or infer something further, annotating it to explain what it leads them to infer.

Secure

- Using Teacher Sheet/OHT 3.3, take pupil feedback and annotate or mark text accordingly, praising good explanations and filtering obviously wrong responses. (See exemplar, Teacher Sheet 3.4.)
- Remind pupils that as we read on further in a text, we may gain more information that may contradict or change initial inferences. For example, in extract 2 we learn that Ryan is Jon’s friend whereas previously we may have assumed (inferred) that Ryan is not Jon’s friend, but later evidence shows that we would be wrong.
- Ask pupils to add to their own annotated extracts.

Notes

During the activity use the opportunity to discuss with pupils why they have made particular choices and help pupils where necessary.

Remind pupils that some inferences need to be confirmed by further information, for example, Jon’s mother bullies and nags Jon, but it is not proven that she hits him. We may initially assume (inferred) that Ryan is not Jon’s friend, but later evidence shows that we would be wrong.

Apply Time: 5 minutes

Secure Time: 5 minutes

- Using Teacher Sheet/OHT 3.3, take pupil feedback and annotate or mark text accordingly, praising good explanations and filtering obviously wrong responses. (See exemplar, Teacher Sheet 3.4.)
- Remind pupils that as we read on further in a text, we may gain more information that may contradict or change initial inferences. For example, in extract 2 we learn that Ryan is Jon’s friend whereas previously we may have inferred (assumed) that he was not.
- Ask pupils to add to their own annotated extracts.

challenging pace of learning

detailed guidance for person delivering the session

reflection on what has been learnt

consolidation of learning as part of teaching sequence

space for teachers’ notes and evaluation

The school library and the Key Stage 3 National Strategy  Course tutor’s notes

Key Stage 3 National Strategy

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Reading between the lines  Introduction  xvii
Identifying pupils for Reading Challenge

Key points:
- Pupils can be in Year 7 or Year 8
- Pupils are about two years behind in their reading development
- Pupils do not have identified special needs relating to literacy
- Pupils do not have significant behaviour problems
- It may be necessary to select from within the identified target group because of limited capacity

The core of Reading Challenge

Pupils are allocated to one of four ‘Top challenges’:

1. Negative attitudes – ‘can read, won’t read’
2. Lack of knowledge of books, poor text selection strategies, narrow range of reading
3. Poor understanding
4. Limited repertoire of reading strategies (searchlights not switched on)

Each ‘Top challenge’ is described on one page together with a number of targets and coaching strategies.
Modelling learning skills for pupils

Common issues

When pupils are asked to produce a piece of work they often lack:

• an understanding of the strategies required to plan and complete the task;
• the vocabulary needed to communicate the knowledge they have of the subject and to evaluate what they have produced;
• sufficient knowledge of the conventions and language features of the text they are asked to write.

Many pupils may have the necessary subject knowledge, but lack both the experience of using process skills and the confidence to do so.

Pupils who are learning English as an additional language do not have sufficient experience in listening, talking, reading and writing in English and would benefit from hearing the appropriate style, tone and vocabulary of oral and written texts.

Pupils who have special educational needs also require this additional scaffold as it offers them a clear model of the finished outcome.

What is modelling?

Many people say they have learned the basics of cookery by watching Delia Smith's programmes on television. They learn how to achieve the desired outcome by watching her demonstrate a technique and listening to her simultaneously describe and explain what she is doing.

When we are learning a new skill or preparing to undertake a challenging task, it helps if we can:

• see someone else do it first;
• hear them ‘thinking aloud’ about the decisions they are making;
• hear them explaining what they are doing at each stage;
• ask questions about the process as it is happening;
• slow the process down to look in detail at the most difficult part and ask for further clarification;
• see the process demonstrated visually, sometimes repeated more than once if it is difficult to grasp;
• be given time to discuss what has been done.

In other words, it helps if we have a model. Modelling is an effective teaching style used in all sorts of contexts outside the education system. It is used for training medical professionals, hairdressers and train drivers, to give just a few examples.

Modelling in the classroom

Also known as ‘assisted performance’ or ‘teacher demonstration’, modelling is recognised by teachers as an effective strategy for when pupils are attempting new or challenging tasks. Modelling is an active process, not merely the provision of an example. It involves the teacher as the ‘expert’, demonstrating how to do something.
Through modelling, the teacher can:

- ‘think aloud’, making skills, decisions and processes that would otherwise be hidden or unclear, apparent and explicit;
- expose pupils to the possible pitfalls of the task in hand, showing how to avoid them;
- demonstrate to pupils that they can make alterations and corrections as part of the process.

The benefits of good modelling

Modelling that involves demonstrating visually is particularly important for pupils who cannot visualise concepts without prompts or follow a set of instructions just by listening to them. It is also helpful for pupils with sensory impairment who may miss some experiences through lack of sight or hearing.

Good modelling:

- illustrates for pupils the standard they are aiming for and establishes high expectations;
- helps pupils develop the confidence to use the processes for themselves;
- helps pupils accept that making mistakes is part of the learning cycle;
- helps pupils with special educational needs, who benefit from having processes and skills demonstrated in a clear concrete way;
- helps pupils learning English as an additional language, who benefit from the combination of a visual model and an oral explanation;
- appeals to a significant number of pupils whose preferred learning styles are visual and auditory.

Effective modelling ensures that pupils move from dependence on the teacher as the expert, to independence and being more expert themselves. Vygotsky identified the road to independence as one that leads from scaffolded support.

In effective modelling, the teacher:

- is specific about the task and what pupils will learn;
- does not expect pupils to listen for extended periods of time;
- offers challenge but mediates that through providing pupils with the criteria for success;
- explains underlying principles so that pupils understand what is involved;
- shares the thinking so that the mental processes are explicit;
- involves pupils increasingly in the process by encouraging them to think about the task, ask questions and offer contributions;
- provides opportunities for pupils to practise the new skill while it is fresh in their memory;
- supports first attempts with prompts and scaffolds;
- enables pupils to become independent.
## Analysing text types

**Text type: Evaluation, including self-evaluation**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>Text type: Evaluation, including self-evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is its purpose?</td>
<td>• To record the strengths and weaknesses of a performance/product</td>
</tr>
<tr>
<td>• Who is it for?</td>
<td>• Part of the plan-do-review cycle, which might have an effect on future task setting / performance / target setting</td>
</tr>
<tr>
<td>• How will it be used?</td>
<td>• Often used as part of assessment process, linked to objective based teaching – i.e. Did you meet your objectives for this particular piece of work?</td>
</tr>
<tr>
<td>• What kind of writing is therefore appropriate?</td>
<td>• Sometimes more long term – e.g. evaluation of performance over module of work / term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>Text level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Layout</td>
<td>• Title contains value judgement – e.g. How well did your construction work? How well are you progressing in this subject?</td>
</tr>
<tr>
<td>• Structure/organisation</td>
<td>• Sometimes in list form, including strengths and weaknesses, followed by a summary, followed by targets for the future</td>
</tr>
<tr>
<td>• Sequence</td>
<td>• Bullet points, numbered or lettered items</td>
</tr>
<tr>
<td>• Title contains value judgement – e.g. How well did your construction work? How well are you progressing in this subject?</td>
<td>• Subheadings used to focus attention of writer – e.g. How much did the materials cost? How long did it take you to make it? How successful was the testing period?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>Sentence level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Viewpoint</td>
<td>• First person; singular for individual evaluation; plural (first/third person, etc.) for group evaluation</td>
</tr>
<tr>
<td>• Prevailing tense</td>
<td>• Past tense to reflect on performance; present to reflect on personal/group characteristics; future for target setting</td>
</tr>
<tr>
<td>• Active/passive voice</td>
<td>• Active voice</td>
</tr>
<tr>
<td>• Typical sentence structure and length</td>
<td>• Connectives used to balance strengths and weaknesses – e.g. although, however, still, on the other hand</td>
</tr>
<tr>
<td>• Typical cohesion devices</td>
<td>• Connectives used to indicate the use of evidence – e.g. as in ..., I know this because ..., this shows that ...</td>
</tr>
<tr>
<td>• Avoidance of meaningless evaluations and targets – e.g. It didn't work very well; I will try harder with my spelling</td>
<td>• Connectives used to establish cause and effect – e.g. because, since, therefore, so, as a result</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>Word level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stock words and phrases</td>
<td>• Technical vocabulary related to subject under review – e.g. in English, the spelling of unstressed vowels in polysyllabic words; in maths, the solving of simple quadratic equations</td>
</tr>
<tr>
<td>• Specialised or typical vocabulary</td>
<td>• Vocabulary of comment – e.g. We all felt that ..., Some people in the group thought that ...</td>
</tr>
<tr>
<td>• Elaborate/plain vocabulary choices</td>
<td>• Vocabulary of constructive criticism – e.g. John’s suggestions, though inventive, were not generally accepted ... Perhaps at this point, I could have ...</td>
</tr>
</tbody>
</table>

Taken from *Literacy across the curriculum*, handout 2.4, page 8
Questioning

Making questioning effective

The way questions are asked is central to their effectiveness. All pupils, including challenging ones, respond well to teachers who show an interest in them and in their opinions and ideas.

"It's all to do with respect … It's those who are more of a person … with some teachers you can have a conversation" (Year 11 pupil, Croydon).

The way you ask a question or listen to a response is vital. Good questioners tend to show genuine curiosity in the way they ask questions, inviting pupils to think with them, for example 'I wonder why we can't compress liquids yet we can gases' or 'How could we find out if these figures are correct?' The way in which you respond to pupils' answers is also critical.

Classroom tactics for effective questioning

Creating a climate where pupils feel safe to make mistakes: This is very important if pupils are going to build the confidence to speculate and take risks. Some teachers use small whiteboards for pupils' answers to simple questions. All pupils write the answer at the same time and hold it up so that the teacher can see. This avoids making pupils feel vulnerable. It is important that pupils' contributions are listened to and taken seriously by both the teacher and the class. You should model this by ensuring that you make appropriate responses to contributions and are not critical. It is also important that you do not allow the class to ridicule wrong answers. Boys in particular do not like to be shown to be wrong. You could also model making mistakes yourself to show that it's acceptable to be wrong.

Using a ‘no-hands’ rule: This tactic can contribute to creating a supportive classroom climate. It ensures that all pupils are likely to be asked for a response and makes the questioning process more inclusive. If you only ever ask people with their hands up, it limits who is included and can leave some pupils disengaged from the process. The ‘no-hands’ tactic also lets you direct and distribute questions where you want and to pitch a question at the appropriate level to extend the pupil you are asking. If you are asking conscripts rather than volunteers, you need to have a range of back-up strategies in case the pupil is unable to answer. Such strategies could include allowing them to say ‘pass’ or to seek help from a friend.

Probing: When pupils respond to a question, probes are useful follow-ups and can be used to seek more information, to clarify responses or to get pupils to extend their answers. Questions such as ‘Can you tell me more about that?’ or ‘What do you think the next step would be?’ are useful probes that can move pupils’ thinking on.

Telling pupils the big question in advance: This helps to reinforce the main ideas and concepts and gives pupils time to prepare for the question as they work through the lesson. You could also provide signals to help pupils recognise the
range of possible responses to the question being asked and to help them to select the most appropriate one.

**Building in wait time:** Research suggests that if the teacher waits about 3 seconds, both before a pupil answers a question and also before speaking after the pupil has answered, there are substantial benefits in the classroom. It is likely to:

- encourage longer answers;
- encourage a greater number and variety of responses;
- encourage more confidence and ‘risk taking’;
- encourage pupils to ask questions in return.

**Allowing time for collaboration before answering:** Asking pairs of pupils to consider the question for a set period of time before seeking answers leads to more thoughtful and considered answers. It can also promote engagement by giving pupils a very immediate context for their work.

**Placing a minimum requirement on the answer:** Saying something like ‘You are not allowed to answer this in less than 15 words’ will begin to produce longer responses.

**Dealing with answers**

Dealing well with pupils’ answers is a very important aspect of effective questioning. The overuse or inappropriate use of praise should be avoided and pupils should be made aware if their answer is not correct. This is particularly true if the answer reveals misconceptions.

**If the answer is correct:** You must acknowledge this but you should avoid effusive praise. If the answer is a particularly good one, you might indicate why it is so good or ask other pupils what they think. If the pupil is hesitant, they will need a greater degree of affirmation than someone who is confident in the answer.

**If the answer is incorrect:** If this is because of a lack of knowledge or understanding, you could simplify the question or provide a series of prompts to encourage the pupil to try a better answer. If this doesn’t work, then you could try to clarify the underpinning knowledge or provide a partly correct answer for them to try completing. This can help to clarify misconceptions and can also involve other pupils in the discussion.

**If the answer is partly correct:** You should acknowledge the parts which are correct and then use prompts to deal with the incorrect parts.

**If an answer is a result of speculation:** You should accept all answers as being of equal worth. Then collaborate on finding which are more likely to be correct. The way you ask the question in the first place should indicate that all answers are acceptable at this stage. Asking, at the start of an investigation, ‘What factors might affect the rate of photosynthesis?’ is much better than ‘What factors affect the rate of photosynthesis?’
Alternatives to direct questions

Sometimes teachers use questioning when other teaching strategies, such as explanation, would be more appropriate. Below are some alternatives to questioning which could be used as additional tools to develop pupils’ learning.

**Explore a statement:** Rather than asking pupils a direct question, give them a statement and invite them to discuss, perhaps first in pairs and then in fours, what it means. The statement could be correct or false or ambiguous, for example ‘There is no gravity in space’, ‘Erosion is a process that is happening all the time’, ‘To be able to design hats you do not need a good understanding of materials’.

**Paint the picture:** This is particularly useful for exploring abstract ideas. Ask pupils to draw how they picture an idea they have in their minds. You might say, for example, ‘So the energy in the battery is transferred around the circuit to the bulb and then to the air by light and heating. What is in your head? How do you picture this? Draw it.’

**Invite pupils to elaborate:** Phrases such as ‘Would you say a little more about that?’ or ‘I’m not sure what you mean’ are useful in getting pupils to expand and develop a comment.

**Speculate about the subject under discussion:** Saying things like ‘I wonder what would happen if …’ can help pupils to think around an issue in a different way.

**Make a suggestion:** You could offer alternative ways of carrying out a task. This may be more practical during small-group work than with a whole class.

**Offer extra information:** Providing extra information during a problem-solving activity can be useful in stimulating pupils’ thinking.

**Reinforce suggestions from pupils:** Try developing a comment made by a pupil by saying something like ‘I really liked … because …’.

**Clarify ideas:** Saying something like ‘We can tell that this is the case because …’ helps to reinforce learning by focusing sharply on the main issues under consideration.

**Repeat comments and summarise:** When you want to reinforce important points that have been made, it helps to restate or summarise them in a slightly different form.
Helping pupils develop the ability to raise their own questions

Model the process: Talk through with pupils the process of formulating questions to ask in order to explore or investigate an idea, thus making explicit your thought processes. For example, a teacher might say:

‘I want to find out the best metal to use for connecting wires in an electrical circuit. I need to think first about what I mean by “best”, because I can’t investigate that to find an answer. The best metal will conduct electricity well and be flexible enough when it’s in a wire form. So maybe the questions I need to ask are: “What are the conductivities of these metals?” and “How easily do they bend?”

Pupils can be taken step by step through the process of reformulating a question into a form that can be investigated.

Generate questions together: Start with a problem and discuss with pupils what questions are needed to find an answer. For example, a teacher might say:

‘If we want to find out what happened to Thomas á Becket, what questions do we need to ask? Discuss this in pairs; you have 3 minutes and then I will take some of your questions.’

You could then gather a number of questions on the board, grouping types appropriately and discussing which are most likely to provide information and why. This could be followed by discussion on where you would look to find answers.

Use generic questions: Point out that there are many effective generic open-ended questions such as ‘What do you notice?’ ‘What would happen if …?’ ‘Is there a quicker way of doing this?’ You could suggest that pupils use some of these questions to explore an object or event. You could use Bloom’s taxonomy to generate a list. It is best to employ only a few at any one time.

Play 20 questions: Allocate pupils to small groups (e.g. three) and provide each group with different information on something they are studying – for example, in history, they could be given the differing views of the king, the church and parliament on a particular issue. Then ask them to form big groups, each comprising three of the small groups. Two of the small groups have to ask questions of the other to get their information. The pair that ‘wins’ is the one that asks the fewest questions. The groups swap round so they all get a turn at being questioned.

Explore a new topic: Tell pupils what the new topic is about and ask them to identify what they already know. Make a note of these points and then ask pupils, perhaps working in groups at first, to generate a number of questions about the topic they would like to explore further. You could use some question stems from the grid on pages 13–14 to use as prompts.
Working as a group

Contents

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2 What skills can we expect of most Year 7 pupils? 3
3 Organising group work – including it in lessons 4
4 Extending strategies for structuring group work 15
5 Troubleshooting during group work – developing social skills 15
   Summary of research 18
   Next steps 21
   Setting professional and personal targets 22

Introduction

Successful group work

Good communication and the ability to work as part of a team are two skills that employers value highly. These skills can be developed through effective use of group work.

When productive group work is a regular feature of lessons, pupils:
  * fully develop their understanding of an idea because they have tried to explain it to others or argue a point of view;
  * are more likely to develop social and team-working skills.

Group work gives pupils opportunities to:
  * practise and to learn from each other;
  * develop a sense of empathy and to understand other views;
  * develop problem-solving skills.

Common issues

Effective group work does, however, require a significant amount of preparation by the teacher. In addition, pupils need to be able to cooperate with each other. Younger pupils and those from highly disadvantaged backgrounds often lack the skills necessary to interact positively with peers. This can lead to these pupils being unwilling to work in groups and collaborate with each other; when asked to do so they are often off task and work remains unfinished. As a consequence, such pupils are rarely asked to work in groups or teams.
### Group composition

#### Benefits and limitations of different grouping criteria

Look at the grid below. It shows a range of different criteria for grouping, with their benefits and limitations. The right-hand column indicates when these criteria may support your teaching.

Highlight the issues you have encountered, and add any extra points from your own experience.

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Benefits</th>
<th>Limitations</th>
<th>When to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendship</td>
<td>Secure and unthreatening</td>
<td>Prone to consensus</td>
<td>When sharing and confidence building are priorities</td>
</tr>
<tr>
<td>Ability</td>
<td>Work can more easily be pitched at the optimum level of challenge</td>
<td>Visible in-class setting</td>
<td>When differentiation can only be achieved by task</td>
</tr>
<tr>
<td>Structured mix</td>
<td>Ensures a range of views</td>
<td>Reproduces the power relations in society</td>
<td>When diversity is required</td>
</tr>
<tr>
<td>Random selection</td>
<td>* Builds up pupils’ experiences of different partners and views</td>
<td>Can get awkward mixes and ‘bad group chemistry’</td>
<td>* When pupils complain about who is allowed to sit with whom</td>
</tr>
<tr>
<td></td>
<td>* Accepted by pupils as democratic</td>
<td></td>
<td>* When groups have become stale</td>
</tr>
<tr>
<td>Single sex</td>
<td>Socially more comfortable for some</td>
<td>Increases the gender divide</td>
<td>In contexts where one sex habitually loses out, e.g. competing to control the computer keyboard</td>
</tr>
</tbody>
</table>

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**Group size**

### Benefits and limitations of different-sized groups

Look at the grid below. It shows a range of different-sized groupings with their benefits and limitations. The right-hand column indicates when groups of this size may support your teaching.

Select two issues from the limitations column. How would you and your colleague address them if you wanted to use the corresponding group size in a lesson?

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Benefits</th>
<th>Limitations</th>
<th>When to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>Has to think for self</td>
<td>Isolated within own experience and knowledge</td>
<td>When you want to be sure it is all their own work</td>
</tr>
<tr>
<td></td>
<td>• Obliged to talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unthreatening</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No need to move desks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Quick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair</td>
<td></td>
<td>* Prone to quick consensus</td>
<td>* When the topic is personal or sensitive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Little challenge from different viewpoints</td>
<td>* When you need only a brief discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Allocation of loners can be difficult</td>
<td></td>
</tr>
<tr>
<td>Small group (three to four)</td>
<td>* Diversity of opinion without the size of group being too threatening</td>
<td>* Social pressures begin to set in: ‘We always work together’; ‘Do we have to work with girls?’; ‘I have no one to work with’</td>
<td>* To build confidence</td>
</tr>
<tr>
<td></td>
<td>* Turning a pair round can create a table of four without moving desks</td>
<td>* Possible for individuals to stay quiet once there are more than two</td>
<td>* To increase social interaction in the class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* As an interim stage before whole-class discussion</td>
</tr>
<tr>
<td>Grouping</td>
<td>Benefits</td>
<td>Limitations</td>
<td>When to use</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Large group (five to seven)</strong></td>
<td>• Diversity of ideas, experience, opinion</td>
<td>• Have to move desks</td>
<td>• For discussion requiring a range of views and ideas</td>
</tr>
<tr>
<td></td>
<td>• Bridges the gap between small-group experience to contributing to whole-class discussion</td>
<td>• Requires chairing and social skills</td>
<td>• For developing teamwork</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can easily be dominated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• More pupils remain silent</td>
<td></td>
</tr>
<tr>
<td><strong>Whole class</strong></td>
<td>• Everyone gets the same experience</td>
<td>• Several pupils remain silent</td>
<td>When it is essential that all pupils hear the same messages</td>
</tr>
<tr>
<td></td>
<td>• Teacher can monitor and support the talk</td>
<td>• More difficult to contribute and there can be frustration in having to wait, discussion moving on, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Risk of domination by the bright, confident and talkative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Risk of teacher doing most of the talking</td>
<td></td>
</tr>
</tbody>
</table>
Maintaining momentum

It is vital to maintain the momentum of group work. Effective intervention should support pupils through the task without interrupting or interfering. For instance, it is all too easy for a teacher to join a discussion and unintentionally take it over.

Strategies for effective intervention

Look at the grid below, which sets out the main reasons for intervention.

Add any other strategies, prompts and questions that you have found useful when intervening during group work.

Choose an activity that you are planning for one of your classes. For each of the reasons for intervention, write a suitable prompt or question that you might be able to use during this particular activity.

<table>
<thead>
<tr>
<th>Reason for intervention</th>
<th>Strategies, prompts and questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To focus pupils on the learning</td>
<td>Ask these three questions to focus pupils’ attention on the task. (You may have to modify the first two slightly, according to the nature of the task.)</td>
</tr>
<tr>
<td></td>
<td>• What are you trying to find out / do?</td>
</tr>
<tr>
<td></td>
<td>• What do you think will happen / the answer is likely to be?</td>
</tr>
<tr>
<td></td>
<td>• Why?</td>
</tr>
<tr>
<td>To ensure that pupils are working within the time frame available</td>
<td>Give time markers, e.g. ‘You have 10 minutes left’, or prompt pupils, e.g. “How much time do you think you have left? What else needs to be done?”</td>
</tr>
<tr>
<td></td>
<td>Ask pupils to map out how they will use the remaining time, e.g. 15 minutes research, 5 minutes discussion. (You could ask them to do this at the start to avoid problems later.)</td>
</tr>
<tr>
<td>To support pupils who are stuck on the task</td>
<td>Ask pupils to restate the task in their own words. Ask them to explain their thinking about where they are, then ask them to speculate about the way forward, e.g. ‘What do you think we need to do next?’ or ‘What could we do next? What are the options?’</td>
</tr>
<tr>
<td></td>
<td>Provide pupils with a scaffold such as a speaking frame (like a writing frame) to support discussion.</td>
</tr>
</tbody>
</table>
### Reason for Intervention

<table>
<thead>
<tr>
<th>Reason for intervention</th>
<th>Strategies, prompts and questions</th>
</tr>
</thead>
</table>
| To support groups who are having problems cooperating with each other | • Provide pupils with a group goal.  
• Allocate different roles to group members.  
• Restate the learning outcome required and link it to the behaviour required, e.g. ‘To do this you will need to cooperate …’ |
| To press pupils to take their thinking one step further by asking questions or supplying additional information | Use a hierarchy of questions moving from recall through comprehension, application, analysis and synthesis to evaluation (Bloom’s taxonomy).  
Use question stems that start with:  
• name, state, describe, where, what;  
• how, why, illustrate, summarise;  
• use or predict, show me where;  
• analyse, break this down into, relate this to;  
• design, create, compose, reorganise;  
• assess, evaluate, justify. |
| To correct misunderstandings | Make a judgement about the nature of the misunderstanding. If it is straightforward, then correct it. If it has arisen from a misconception, then use questioning to probe pupils’ thinking. |
| To give pupils feedback on their performance | Pupils respond well to praise, so link the learning to behaviours and force pupils to consider what to do next, e.g. ‘As a group you have collected the data and completed the table well; that means you concentrated. Do you think the graph you have drawn matches the data?’ |
The power of language for learning

Language for learning

Beyond the explanations, the instructions and the other ‘stuff’ of lessons, what teachers say and how it is said have a significant impact on pupils. This influences how pupils perceive the relationship between themselves and the teacher, which in turn affects their commitment to learning. It is the way that teachers show their commitment to the principles of respect, fairness, challenge, support and security described in the introduction.

Some ways to convey this commitment were suggested in section 1. These included being welcoming and positive to pupils as they arrive, using their names, saying something positive to every pupil individually over a period of time and thanking pupils at the end of a good lesson.

In Strategies for closing the learning gap, Mike Hughes and Andy Vass describe the types of language that teachers can use to influence pupils’ motivation and learning.

- **The language of success:** This means giving pupils the message that you have confidence in them and in their abilities. For example, saying to a pupil ‘I know you can …’ is far more encouraging than saying ‘I think you can …’.

- **The language of hope:** Ban phrases such as ‘I can’t do this.’ Instead, encourage pupils to adopt the attitude ‘I can do it and I’ll need some help.’ Display phrases such as ‘You can do it. What help do you need?’

- **The language of possibility:** Pupils often put limits on what they think is possible, believing that in some way a task or even a subject is beyond their capability. They may describe their supposed inabilities with phrases such as ‘I’ll never be any good at maths’ or ‘I always mess up science experiments’. Unsurprisingly, their belief affects their motivation and their commitment to learning. By careful choice of language, teachers can create a climate of greater possibility which will influence pupils’ views of themselves. An example of this is given below.
We all fall into the trap of using negative language at times, even when it does not accurately describe what we think. You may find, for example, colleagues exclaiming that ‘9C are unteachable’, when they really mean that the lesson did not go to plan for some reason. We need to recognise and sympathise with these kinds of feelings in pupils as well as colleagues. Remember, however, to use language to support learning.

As well as adopting positive language you can also:

• **Remove the language of failure:** Try to avoid telling pupils they are wrong. As well as being demotivating it does not encourage pupils to see mistakes as a vital part of learning. ‘You’re a step nearer to the right answer’ is a very different message from ‘You’re wrong again!’ Words like ‘rehearsal’ or ‘trial’ can also be useful.

• **Use no-blame language:** Avoid appearing to blame pupils for their lack of learning. Phrases such as ‘Which bit haven’t I explained well enough?’ will stop pupils feeling it’s all their fault.

Other useful positive words and phrases for the classroom include:

• When you finish …

• I know you can …

• Which part didn’t I explain well enough?

• I’m sorry, I should have made it clearer.

• What do we need to remember here?
• OK, so you haven’t quite mastered it yet.
• Up to now, this bit has proved a little tricky.
• Today you have a fantastic opportunity to show yourself how much you’ve
remembered from the last module.
• You will remember …
• Your choice / it’s up to you / you decide.
• That’s right, isn’t it?

Support your words

The following strategies can also help create a better climate for learning.
• Smile often. It promotes confidence.
• Use open and welcoming body language.
• Although you cannot speak to every pupil individually every lesson, over time try
to notice and say something positive about each of them.
• Make eye contact with pupils, especially as they are answering questions.
• Use polite language to model the tone of responses you expect.
• Use names frequently in affirmative ways, for example ‘Tom gave two of the
really important points in that answer and backed each one up with an
dexample’. Avoid pointing.
• Try to keep your voice pitched low and avoid shouting.
• Try to use praise, frequently but not indiscriminately. Reward progress towards
and achievement of targets. Pupils will value the praise if it is clear that it is
deserved because of their efforts or achievements. Pupils in challenging classes
tend to respond more positively to praise given directly to them even if work is
also acknowledged more publicly.
• Encourage pupils to be supportive of each other, to listen and respond with
respect, for example by using structures such as ‘I agree with Tom that …;
however, I think that …’.
• Avoid putting pupils on the spot. Use strategies to ensure pupils feel ‘safe’ to
answer – for example, extending wait time (try to count to eight before
expecting an answer); using ‘think, pair, share’; prefacing challenging questions
with ‘This is a really difficult question so I’m going to ask several people and
then we’ll try to construct a best answer together’.

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Display

Research has shown that an important component of the classroom climate is the quality of the display.

Display is intended mainly to support learning but it can also reflect the teacher's enthusiasm for their subject and make a dull classroom attractive and exciting. Bright, colourful displays simply make a room more pleasant to be in. Furthermore, some research suggests that a significant amount of learning may happen subconsciously. If this is the case, then it is possible that pupils learn subconsciously from display.

Planning and putting up displays is time consuming, and teachers should not feel pressurised in this case. Displays do not have to be works of art. Teaching assistants can share the responsibility, and pupils themselves can also play a part.

Display can:

- provide information such as key words, key facts or the ‘big picture’ of a topic;
- reinforce good habits through the use of key questions: what, when, why, how, who and where;
- stimulate curiosity, by offering new information, a puzzle or a challenge;
- affirm and inspire, for instance through examples of effective work or suitable quotations.

To be most effective, display should be positioned just above eye level. Research shows that when the brain is in visual mode the eyes tend to look up (in auditory mode the eyes tend to remain level and in kinaesthetic mode they tend to look down). Because the brain is stimulated by novelty, display needs to be changed regularly.

Review the display in your room

Ask yourself the following questions about the displays in your room:

- How much display is in the room and how much space is available?
- Are there any, or enough, display boards?
- What condition is the display in, when was it last changed and who put it up?
- How does it support your current teaching?
- How much pupils’ work is included?
- Does the display make the room more or less attractive?
- What do the pupils think of it?
- What does the display say about your approach to teaching?
Planning your display

Use the display in your room to reflect your ideas and interests as well as those of the pupils. Also include information such as fire escape routes and the weekly bulletin. This too needs to be organised.

What you put in a display should be determined by the purpose you want it to serve. This will include the objectives for topics and even lessons. It can also serve longer-term objectives such as raising pupils’ self-esteem. The purposes of a display may include the following.

Modelling good practice: This can be done with pupils’ work or even some of your own which shows the qualities you are looking for. It is often useful to display work along with comments or a commentary that shows how the work meets any assessment criteria. In this way pupils gain a better understanding of how they can improve their own work. It should go without saying that you should not display heavily corrected work. Displaying work of older pupils can raise pupils’ expectations by providing useful insights into what they will cover in the subject and the standards that are expected. A display of pupils’ work with a commentary is sometimes called a ‘quality board’. The word ‘quality’ can refer to the fact that it focuses on the qualities of the work and helps to show what ‘good quality’ looks like.

Raising pupils’ self-esteem: To make your display effective, try to ensure that over time the work of all pupils is displayed. Avoid displaying only the very best or neatest work because this usually means that some pupils’ work may never be displayed.

Planning your display

It’s a good idea to have discrete areas for different sorts of display. Work through the following questions to help plan a display that meets your own needs. You may find it useful to discuss your answers with your mentor or another teacher.

• What separate areas will you need? You might include:
  – school or form notices which change regularly;
  – more permanent notices, such as information on fire drill and first aid;
  – other news and information which changes regularly;
  – pupils’ work which changes regularly;
  – published materials which change with your topic;
  – topic-specific materials such as word banks, writing frames etc.;
  – other subject-specific materials which do not change so often.

• How will you organise these areas? You could:
  – use separate notice boards for all or some of them;
  – divide notice boards or wall space with ribbon or coloured paper strips;
  – give each area a title.
Learning styles

Identifying pupils’ preferred learning styles

In any one classroom there will be different groups of learners whose engagement and understanding will be supported by different sorts of learning opportunities. If you want to get the best out of all your pupils, it is important to have an understanding of their preferred learning styles. You can then use that understanding to make them aware of their own learning preferences as well as to plan and deliver appropriate learning activities.

Research indicates that in general 35 per cent of people are mainly visual learners, 40 per cent of people are mainly kinaesthetic and only 25 per cent are mainly auditory.

Many schools systematically compile information on pupils’ preferred learning styles and use it to inform their lesson planning and classroom management. There are two main methods by which the data can be collected: questionnaires and teacher observation. Each has equal validity and you might choose the one you feel most comfortable with or use both to check results.

Questionnaires

Various questionnaires can be used to gather data on pupils’ preferred learning styles. Questionnaires based on three theories can be found in the following publications.

Visual, auditory and kinaesthetic learning: Accelerated learning in the classroom, Alistair Smith.

Multiple intelligences: Accelerated learning in the classroom, Alistair Smith.

Gregorc’s four thinking styles: The learning revolution, Dryden and Vos (this may need some mediation for younger learners) and The teacher’s toolkit, Ginnis (a more pupil-friendly learning styles questionnaire, based partly on the work of Gregorc).

Many interactive ICT resources can be accessed through the Internet, for example: www.glencoe.com/ps/peak/selfassess/learnstyle (VAK) or www.surfaquarium.com/Miinvent.htm.

Teacher observation

Observing and talking to learners will give you results as reliable as questionnaires. Some of the indicators of different learning styles include:

A visual learner:
• prefers to read, to see the words, illustrations and diagrams;
• talks quite fast, using lots of images;
• memorises by writing repeatedly;
• when inactive, looks around, doodles or watches something;
• when starting to understand something says, ‘that looks right’;
• is most distracted by untidiness.
An auditory learner:
- likes to be told, to listen to the teacher, to talk it out;
- talks fluently, in a logical order, and with few hesitations;
- memorises by repeating words aloud;
- when inactive, talks to self or others;
- when starting to understand something says, ‘that sounds right’;
- is most distracted by noises.

A kinaesthetic learner:
- likes to get involved, hands on, to try it out;
- uses lots of hand movements;
- talks about actions and feelings; speaks more slowly;
- memorises by doing something repeatedly;
- when inactive, fidgets, walks around;
- when starting to understand something says, ‘that feels right’;
- is most distracted by movement or physical disturbance.

Talking to pupils about their favourite learning activities and curriculum subjects can also help build this profile and can provide an insight into learning preferences, multiple intelligences and thinking styles.
<table>
<thead>
<tr>
<th>Visual, auditory, kinaesthetic</th>
<th>Multiple intelligence</th>
<th>Four styles of thinking</th>
<th>Learning tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Visual–spatial</td>
<td>Visual–spatial</td>
<td>Diagrams, charts, videos, films, graphs, posters, concept maps, pamphlets, textbooks, drawing, visualisation (creating mental pictures), collages, colour highlighting</td>
</tr>
<tr>
<td>Auditory</td>
<td>Linguistic</td>
<td>Linguistic</td>
<td>Discussion, group work, pair work, debates, interviewing, expositions, presentations, improvisations, listening to guest speakers, mnemonics, writing notes and essays, poems, sketches, stories, reading</td>
</tr>
<tr>
<td>Kinaesthetic</td>
<td>Bodily–kinaesthetic</td>
<td>Bodily–kinaesthetic</td>
<td>DARTs, role-play, dance, model making, simulations, ‘show me’ cards, freeze-frames, improvisation, associating ideas with movements, human graphs, human sentences or timelines, field trips, games, competitions</td>
</tr>
<tr>
<td>Logical–mathematical</td>
<td>Abstract sequential</td>
<td>Abstract sequential</td>
<td>Puzzles, problem-solving tasks, predicting or hypothesising tasks, investigations, sequential tasks, summaries, pattern spotting</td>
</tr>
<tr>
<td>Musical</td>
<td></td>
<td></td>
<td>Charts, rhymes, songs, mnemonics, raps, poems, musical interpretations</td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td>Collaborative group work, pair or team work, interviewing, teaching or coaching others</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td></td>
<td></td>
<td>Individual research, learning journals, reflecting on own learning, identify own questions, self-evaluation, diaries</td>
</tr>
<tr>
<td>Naturalistic</td>
<td></td>
<td></td>
<td>Multisensory experiences, collecting and classifying data, analogies with natural world, observation, experiments, investigations</td>
</tr>
<tr>
<td>Abstract random</td>
<td></td>
<td>Abstract random</td>
<td>Open-ended tasks, improvisation, creative or imaginative responses, personal responses, narrative responses, brainstorming activities</td>
</tr>
<tr>
<td>Concrete sequential</td>
<td></td>
<td>Concrete sequential</td>
<td>Sequential tasks, use of checklists, concept maps, overview of tasks, closed tasks, individualised learning programmes</td>
</tr>
<tr>
<td>Concrete random</td>
<td></td>
<td>Concrete random</td>
<td>Specific outcomes to tasks, practical tasks, problem solving, investigations, open-ended tasks, experiments, trial-and-error opportunities, competitions</td>
</tr>
</tbody>
</table>

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Creating environments to support a range of learning styles

Accommodating a range of learning styles not only affects lesson planning, but also has implications for classroom design and management. The following checklist can be used to audit your classroom to determine how well it supports a variety of learning styles.

- The seating arrangement is flexible, allowing for movement around the room and for a variety of working contexts such as pair work, group work, whole-class work and performance.
- Display supports learning through the use of charts, posters, key words, etc.
- Pupils have ready access to a range of learning resources that support different learning styles, for example writing and reading resources, drawing and modelling equipment, simple musical equipment, ICT hardware and software, puzzles, games, reference materials, audio and video equipment, OHP, and rules for group work.
- Displays of pupils’ work celebrate and validate a variety of outcomes, for example photographs showing work from kinaesthetic activities, models, drawings, and tape recordings of spoken or musical products.
- Displays model thinking processes, for example storyboards into writing, reading into tableaux, data into analysis, and discussion into key principles.
- Displays make explicit reference to learning and learning styles and encourage pupils to reflect on the ‘how’ of learning as well as on the ‘what’.
- Classrooms are multisensory: they contain elements that stimulate all the senses, for example images and eye-catching displays, opportunities to hear appropriate music, plants and mobiles.
- Elements of the displays are frequently changed (at least once per half-term) to maintain the levels of stimulation.
Supporting research

In setting a good research task you need to:

- Inform library/information centre through department’s long-term planning
- Plan any research unit of work alongside librarian/information manager
- Be as specific as possible about purpose and audience for task
- Specify time allowed
- Set clear parameters on the outcome expected (form/coverage)
- Set ‘bottom line expectations’ (all work must include contents, introduction, etc)
- Know what material is (and is not) available to pupils in school
- Give clear reminders and direct teaching where necessary of research and note-taking skills (supported by library materials)
- Timetable in advice/feedback sessions for individuals/groups
- Share the marking criteria with pupils
- Share good models (work done by pupils last year)
- Provide differentiated writing or note-taking frames (see Handout 10.8)
- Build in regular times for groups/individuals to share and compare their progress
The four stages of research skills

(adapted from the EXIT Model – Extending Interactions with Texts, Wray and Lewis)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activities</th>
<th>Strategies for support</th>
<th>Pupil questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1 – Establishing purposes</strong></td>
<td>Generate and follow an enquiry</td>
<td>Tree diagrams, spider diagrams</td>
<td>What do I already know about this subject?</td>
</tr>
<tr>
<td></td>
<td>Define audience and form of outcome (poster, oral presentation, leaflet, PowerPoint, report)</td>
<td>KWL, QUADs grids (see Handout 6.6) (teacher can model these)</td>
<td>What do I need to find out and where will I go for the information?</td>
</tr>
<tr>
<td></td>
<td>Brainstorm – activate prior knowledge in relation to a topic</td>
<td>Teacher to model deductive questioning</td>
<td>Who is this for? What will it look like?</td>
</tr>
<tr>
<td></td>
<td>Ask questions which narrow down the field of research and make it manageable</td>
<td></td>
<td>Who would it be good to talk about this?</td>
</tr>
<tr>
<td><strong>Stage 2 – Locating information</strong></td>
<td>Locate and list useful sources: texts/websites/experts</td>
<td>Lead a session on evaluating texts – which is useful?</td>
<td>Where and how will I get this information?</td>
</tr>
<tr>
<td></td>
<td>Recognise and use page layout and organisational patterns of information texts</td>
<td>Teacher models through shared reading of different texts and verbalising selection decisions</td>
<td>How should I use this source of information to get what I need?</td>
</tr>
<tr>
<td></td>
<td>Use search engines such as contents/index/glossary/keywords/hotlinks</td>
<td>Teacher models scanning, skimming and noting pages to return to</td>
<td>What does the reader need to know?</td>
</tr>
<tr>
<td></td>
<td>Active reading strategies: skim a text for overall impression and main points; scan a text to pick out specific information using keywords</td>
<td>Essential/Useful/Optional grid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select relevant information, reject irrelevant (however interesting) – highlight, text-marking</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stage 3 – Interacting with the text</strong></td>
<td>Cluster information under headings and sub-headings (create categories/classifications)</td>
<td>Teacher models note-taking, introduces abbreviations and symbols</td>
<td>What should I make a note of?</td>
</tr>
<tr>
<td></td>
<td>Make notes: collect evidence under specific headings</td>
<td>Teacher prepares pupils for technical and specialist vocabulary</td>
<td>Which items should I believe and which should I keep an open mind about?</td>
</tr>
<tr>
<td></td>
<td>Identify bias, discriminating between fact and opinion</td>
<td>Teacher demonstrates identifying bias, makes explicit ways to interrogate a text</td>
<td>What can I do to help me understand this better?</td>
</tr>
<tr>
<td></td>
<td>Select visuals and draw diagrams</td>
<td>Teacher models checking, cross-referencing and how to deal with difficult or confusing material.</td>
<td>What can I do if there are parts I do not understand?</td>
</tr>
<tr>
<td><strong>Stage 4 – Shaping and communicating information</strong></td>
<td>Organise and re-present notes and references as a coherent text (oral or written): shaping/clustering/creating categories of information</td>
<td>Teacher shares effective examples</td>
<td>How can I best communicate this? Does it need to be on paper? (taped radio programme, a wall-display)</td>
</tr>
<tr>
<td></td>
<td>Consider needs of the audience – create introduction, links between sections, conclusion</td>
<td>Ensure time allowed for discussion; rehearsal before writing</td>
<td>Which is the best section? What might I have done differently?</td>
</tr>
<tr>
<td></td>
<td>Evaluate own and peer results</td>
<td>Shared writing of an introduction/conclusion</td>
<td>What have I learned about research?</td>
</tr>
</tbody>
</table>

The table ‘The four stages of research skills’ is adapted from the EXIT model, and appears in Extending Literacy: Children Reading and Writing Non-fiction, by Maureen Lewis and David Wray (Routledge, 1997) and in Chapter 2 of Literacy in the Secondary School, edited by David Wray and Maureen Lewis (David Fulton Publishing Ltd). It is reproduced by kind permission of Routledge (Taylor and Francis) and David Fulton Publishing Ltd.
The table is adapted by Meredith Lane-Richardson from that appearing in Top-level Structure Written in Low-level Language by D. Klarwein. It also appears in the Stepping Out Program (Education Department of Western Australia, 2001) and in Stepping Out: Reading Strategies for Success (Heinemann (UK), 2001).
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Mind-mapping

Challenge 6.4: Seeing the ‘big picture’

Objective/Target for session:
This session will help pupils to see the links between things they’re learning about. It should help them to see more clearly the point of what they are learning.

Resources needed: A4 paper
Mind Map of school subjects (Resource 3)

Please note: all timings are approximate. How long each section takes will very much depend on pupils’ responses.

<table>
<thead>
<tr>
<th>Teaching intention</th>
<th>Details – work with pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Say: Last time you were going to draw some diagrams to show me how you could compare things. Let me see them. Allow a few minutes to talk about these, and ask them how they decided what to put in each place on their diagram. Now say: Sometimes it can be difficult to understand how everything you’ve learned in a lesson links together; and it’s even more tricky to connect learning from one lesson to another in the same subject. The next two sessions are designed to help you find ways of ‘getting a big picture’ – in other words, seeing how the different things you learn fit together so that you have an overview of a topic.</td>
</tr>
<tr>
<td><strong>Learning check – what are they doing now?</strong> (3 minutes)</td>
<td>Ask: How might ‘having a big picture’ in your head be helpful to you? This might be too difficult to answer, but pupils might say things like: ‘I’ll understand my work better’, ‘I’ll be able to remember things better’ or ‘I’ll be able to see the point of what I’m doing’. These are all good answers. Follow this up by saying: When you have a ‘big picture’ for something it often makes that work more interesting. So, you might enjoy lessons more because you can make more sense of what you’re learning about. Ask if they already use ways of working out the ‘big picture’ for themselves. Answers might include: • flicking through a new book to get a feel for the content, structure and layout; • making revision notes about a topic on sticky notes and organising them on a wall; • scan-reading a piece of text that they’re going to answer questions about.</td>
</tr>
</tbody>
</table>
Modelling
(5 minutes)

Say: I’m going to show you one way of creating a ‘big picture’ by Mind Mapping. I’m going to choose a topic we both know something about so that you will understand how the things I’m mapping link together.

N.B. Because seeing the big picture is about having an overall view of what is to be learned, it’s important to show the pupils an example of a ‘Mind Map’ before you start. You can use Resource 3, which shows a completed Mind Map of one person’s favourite school subjects. It doesn’t matter, at this point, that the pupils may not understand how it is constructed. It would be a good idea for you to ‘Mind Map’ your own favourite school subjects because then the pupils can see how Mind Maps for the same topic can differ from person to person.

When you model drawing a Mind Map you should talk through what you are doing. This is important because it will show the pupils how to think when drawing their own Mind Map. It’s also important that you construct the map in the correct order. Below is the example shown in Resource 3, which should be customised.

Stage 1: Say: The topic I’m going to Mind Map is ‘my favourite subjects’, then write the name of the topic in the middle of the page.

Stage 2: Quickly draw a simple picture or symbol that illustrates the topic. Say: I’m drawing a picture of a smiley face to help me remember the title of my Mind Map.

Stage 3: Next, say: I have three favourite subjects, geography, PE and music, so I’m going to draw three branches radiating out from the title. (Of course, you could do this with any three subjects you choose.)
Stage 4: Then say: I’m going to write the names of the subjects along each of the branches – these form the main organising ideas for the topic.

Stage 5: Pointing to the geography branch (or your own favourite subject), talk through the things about the subject that you really enjoy. You might say something like: My favourite topics in geography are earthquakes, because they’re really exciting, and Japan, because I think the people are really interesting. (If you have chosen another subject then you’ll have to adjust the examples.)

Stage 6: Then say: So that’s two things I really like about geography, and draw two smaller branches from the end of the main ‘geography’ branch.

Stage 7: Follow this by saying: I’m going to write a ‘key word’ on each of the smaller branches. So I think I’ll choose ‘earthquakes’ and ‘Japan’. It’s a good idea to deliberately think of a ‘branch’ you’ve missed out, so that you can demonstrate that it’s OK to think of extra things and add them later. For example: Oh, I’ve just remembered about rivers... we went on a brilliant field trip to one in Year 7 so I’ll add in a branch.
Stage 8: Then say: Now I’m going to add symbols or simple pictures to each of the key words. They will help me to fix this information in my brain and I’ll be able to remember it more easily.

If you were to complete your Mind Map you would first repeat this sub-branching until you’d given as much detail as you could and then you would repeat stages 5 – 8 for the PE and music branches. Instead say: I’m not going to finish this now because I want you to have a go.

Interactive session
(5 minutes)

Say: I want you to begin to draw your own Mind Map for your favourite subjects.

If you’re working in a one-to-one situation with a pupil, then the next section can be done collaboratively. If you’re working with larger numbers of pupils, you can either create a collaborative Mind Map on the board or an OHT or, alternatively, ask pupils to work in pairs to help each other. They could each label one branch by showing the details for their favourite subject. At this point the pupils should be taking a greater responsibility for drawing and labelling their Mind Maps.

You will need to guide the pupil(s) in the construction of their Mind Maps by talking them through stages 1 – 4. Don’t do beyond stage 4 in this session. Encourage the pupil(s) to talk about what they’re doing by asking prompt questions such as:

- Why have you chosen that?
- What does that drawing or symbol mean? How will it help you to remember this information?
- Can you add any more subject branches?

Review
(5 minutes)

Say: What has drawing your own Mind Map encouraged you to do?

Get the pupils to reflect on the process. They might suggest:

- ‘It made me think about my own views and opinions or likes and dislikes.’
- ‘It made me think about ideas that were linked together.’

Say: One important thing about Mind Mapping is that it helps you to organise what you already know about a topic.

Then ask: Can you suggest what types of thinking you use to Mind Map? Think back to the ‘Thinking words card sort’ you did a few sessions ago.
Offer prompts such as:
- You needed to organise the information into groups or categories on each branch of the ‘Mind Map’... what type of thinking is that? (classification)
- What do we call it when information on each sub-branch relates to the main branch? (point at the relevant parts of your Mind Map) (connections or links)

Where next? (1 minute)
Say: In the next session we’ll be completing our Mind Maps so it’s important that we keep them safe until then. We’ll also be thinking about how to use Mind Mapping to help with schoolwork. Between now and then, think about one topic you are studying at the moment. For that topic, have a go at writing down the key words for three or four main branches on a Mind Map. Bring it with you next time.
Challenge 6.5: Big picture thinking

Objective/Target for session:

In this session pupils will be encouraged to develop their Mind Mapping skills. They will also think about how to apply these skills to help them to learn more effectively.

Resources needed: A4 paper

- The teacher’s and pupils’ Mind Maps drawn during the last session
- Mind Map of school subjects (Resource 3)

Please note: all timings are approximate. How long each section takes will very much depend on pupils’ responses.

Teaching intention | Details – work with pupils
--- | ---
Introduction (2 minutes) | Say: In the last session we began Mind Mapping our favourite subjects. Today we’re going to add to our Mind Maps and then think about how Mind Mapping can help us to learn better. Let’s have a look at the ones you’ve done after the last session. Give pupils a short while to talk about what they’ve done and why.

Learning check – what are they doing now? (2 minutes) | Show Resource 3 and then say: Here’s a completed mind-map. Can you remember why Mind Mapping can help us to learn better?

Good answers might include:

- ‘It provides us with a ‘big picture’ for a topic or subject’
- ‘But it gives the detail as well’.
- ‘It helps us to organise what we already know or think about something’.
- ‘The pictures and symbols help us to remember information’.
- ‘It helps when we are talking to others about what we know or think’.

Modelling (5 minutes) | Say: I’m going to complete another branch of the Mind Map I started to draw last week. Remember that I’d already finished the branch about geography. Now I’m going to do the one for PE.

Begin at Stage 5. (see p.103)

Point to the PE branch and talk through the things about PE that you really enjoy. You might say something like:

My favourite activities in PE are gymnastics because I like vaulting and being upside down, football because I like playing on a team and swimming because I’ve really improved my time in front crawl.
Stage 6: Say: That’s three things I really like about PE so I’m going to draw three smaller branches from the end of the main PE branch.

Stage 7: Continue by saying: Now I need to choose a ‘key word’ for each of these branches... that’s easy... gymnastics, football and swimming. Write these along the three branches.

Stage 8: Say: Now I’m going to add symbols or simple pictures to each of the key words so that it will help me to fix the information in my brain and I should be able to remember it more easily.

If time allows, you can add further sub-branches for each of the activities. These can state the specific things you enjoy about each sport. For example, from the ‘football’ branch, add the sub-branches ‘being in goal’ and ‘playing matches’ (see Resource 3 for further ideas). Remember to think aloud while you do this.

Interactive session (5 minutes)

Say: Now it’s over to you again. I want you to add information to the main branches of the Mind Map you began in the last session.

If, as before, you’re working one-to-one with a pupil, the next section can be done collaboratively. If you’re working with larger numbers of pupils you can either create a collaborative Mind Map on the board or an OHT or, alternatively, ask pupils to work in pairs to help each other. They could each label one branch by showing the details for their favourite subject. Pupils should be taking the responsibility for drawing and labelling their Mind Maps.
To guide their work, talk them through stages 5 – 8 above. Encourage them to talk about what they’re doing by asking prompt questions such as:

- Why have you written that there?
- Can you add any more branches for this key word?
- What does that drawing or symbol represent... how does that help you to remember this information?

**Review**
(5 minutes)

Say: Last time, I asked you to think about a topic you’re studying at the moment that you could Mind Map. Can you suggest something?

Take feedback, and follow this up by asking for suggestions as to what the key words on main branches of the Mind Map might be.

Then say: OK, now we’ve thought about Mind Mapping different topics so that we understand how they’re organised. In what other ways can Mind Mapping help us to learn better?

Suggestions might include:

- to help with revision;
- to plan a piece of writing;
- to take notes during a lesson;
- to help when you have to explain a topic to someone else;
- to summarise what has been learned at the end of a lesson so you can remember it for the next lesson;
- to help you remember different things you need to do (like a planner);
- to identify and remember the main points in a piece of text;
- to organise your thoughts when you’re not sure what your own point of view is.

Ask prompting questions or suggest ideas if any important uses of Mind Mapping are missed.

**Where next?**
(1 minute)

Say: If you think Mind Mapping can help you with your work it’s important that you practise it regularly so that you improve and get quicker. Before the next session, I’d like you to try to ‘Mind Map’ one of your lessons. While you’re still learning to Mind Map it’s probably best to do it for a subject you find fairly easy. Bring your Mind Map with you to the next session. Write it down in your planner so you don’t forget.

**Review session**

You will need to organise a review session to check what the pupils have done and give them lots of praise. It would be a good idea to involve the teacher who teaches the subject for which the pupils has chosen to create a Mind Map. That teacher can then reinforce the learning of this new skill.
Resource 3: Mind Map® of school subjects

My favourite subjects

- Music
  - Playing the keyboard
  - Sampling
  - Singing

- Writing my own songs
  - Joseph
  - Adding chords

- The Hobbit poem

- Playing the demo button
- Karaoke

- Karaoke
  - Playing the keyboard

- PE
  - Football
  - Swimming
  - Personal survival
  - Front crawl
  - Using trompettes
  - Making my own sequence
  - Being in goal

- Japan
  - Earthquakes
    - Kobe earthquake drill
  - River field trips
  - Measuring the flow
  - Collecting water samples
  - Eating rice crackers

- France
  - Hi-tech industries

- Gymnastics

- Geography
  - Earthquakes
  - Kobe earthquake drill

- The school library and the Key Stage 3 National Strategy
  - Course tutor’s notes

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Challenge 4: The working challenge

Aims
The aim of this challenge is to improve pupils’ confidence and perseverance when working alone and also to improve their skills in group work.

Organisation
There may be a need to follow up the sessions fairly frequently with some pupils to ensure that they are improving the organisation of their work, whether this is on their own or in groups. The impact of the challenges will be greatly enhanced if subject teachers are aware of what pupils have been doing in the Learning Challenge and are able to reinforce the skills in lessons.
### Challenge 4.1: Working on your own

**Objective/Target for session:**

This session will help pupils to work better on their own in lessons.

**Resources needed:**
- Working on your own: chart (Resource 1)
- Cards cut for sorting (Resource 2)
- Preferred solutions (Resource 3)

Please note: all timings are approximate. How long each section takes will very much depend on pupils’ responses.

<table>
<thead>
<tr>
<th>Teaching intention</th>
<th>Details – work with pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Explain the objective for the session: We are going to look at what you do when you have to work on your own so that you will get better at doing it. Ask pupils: How will this help you? You might expect responses like: ‘I will be able to finish the work I start’.</td>
</tr>
<tr>
<td><strong>Learning check – what are they doing now?</strong></td>
<td>Ask pupils: What do you do when you have to work on your own? Expect responses like: ‘I just answer the questions’ or ‘I ask my friend what to do’. Some might say: ‘I just can’t seem to get started’ or ‘I don’t always know what I have to do’.</td>
</tr>
<tr>
<td><strong>Modelling</strong></td>
<td>Say: When I was thinking about what we were going to do today I had to do it on my own. So the first thing I did was check what I had to do and what I needed to help me do the work. I made sure I was clear about this. What would have happened if I hadn’t? Give pupils time to talk about why being clear about what you have to do helps you to work on your own. Look for responses that show that if you aren’t clear about the work you won’t be able to do it. Say: That’s good. So once I was clear about what I had to do, I broke it down into smaller bits. Why do you think I did that? Look for answers that suggest that it’s easier to work through little bits of work than to try to do the whole thing at once. It’s easier to get started and you’re more likely to get it finished.</td>
</tr>
<tr>
<td><strong>Interactive session</strong></td>
<td>Say: Now we’re going to think about what you might do to help you when you work on your own. We’re going to look at things that might stop you doing the work and see if we can find ways round it. Look at the chart (Resource 1). These are some of the things that sometimes stop people from working well on their own. There are also some cards (Resource 2).</td>
</tr>
</tbody>
</table>
We are going to choose the cards that would give the best solution to each of the problems and talk about why you’ve chosen that card. Now spend a few minutes to allow the pupils to choose solutions and talk briefly about why each of the solutions they have chosen is the best. Resource 3 indicates which problem the cards might solve.

| Review (2 minutes) | Talk about what they will do next time they have to work on their own. Emphasise the need to be really clear about what they have to do, and whom to ask if they don’t know. Go back to the cards they have arranged and talk about what they have done. |
| Where next? (2 minutes) | Tell pupils: Next time you have to work on your own try some of the things we’ve talked about here. In particular, make sure you are clear about what you have to do before you start. We’ll meet again at the same time next week and we’ll come back to this to see how you have got on. When you come next week bring some work with you that you had to do on your own and we’ll talk about how you did it. |

**Review session**

You will need to plan a review session about a week after this one. Pupils will bring along some work that they had to do on their own and talk about which of the strategies in today’s session they were able to use and whether they found this helpful. You may like to revisit and reinforce this over a period of time to ensure that pupils are becoming more confident at working on their own.
Resource 1: Working on your own: chart

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution – choose from the cards and put the ones you think would be most helpful in the box</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I don't know what to do.</td>
</tr>
<tr>
<td>B</td>
<td>I haven't got what I need to do the work.</td>
</tr>
<tr>
<td>C</td>
<td>I can't get started.</td>
</tr>
<tr>
<td>D</td>
<td>I don’t know what to do next or I’m stuck.</td>
</tr>
</tbody>
</table>
**Resource 2: Cards for sorting**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ask my friend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pretend I know what to do and do nothing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Copy from the person next to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Check what I need before I start and make sure it’s there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Borrow from a friend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Go and get what I need from the classroom or the library.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Read through what I have done to see if that helps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Work out what has to be done first and do it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do what I think, even if it isn’t right, and then go back and go over it again. Make changes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Make a start but work very slowly to look as though I am busy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Read the task again to make sure I’m clear about it all.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Pretend I know what to do and do something.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Look back at my earlier work to see if that helps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Break the work up into little bits and do them one at a time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Ask the teacher for a starter sentence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Resource 3: Preferred solutions

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution – choose from the cards and put the ones you think would be most helpful in the box</th>
</tr>
</thead>
<tbody>
<tr>
<td>A I don't know what to do.</td>
<td>1</td>
</tr>
<tr>
<td>B I haven't got what I need to do the work.</td>
<td>5; 7</td>
</tr>
<tr>
<td>C I can't get started.</td>
<td>9; 15; 16</td>
</tr>
<tr>
<td>D I don't know what to do next or I'm stuck.</td>
<td>8; 10; 12; 14</td>
</tr>
</tbody>
</table>
### Resource 4: Cards for sorting

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person interrupts you while you are talking.</td>
<td>People ask you what you think.</td>
</tr>
<tr>
<td>People listen to each other.</td>
<td>Someone doesn’t speak or contribute ideas of their own.</td>
</tr>
<tr>
<td>Someone only listens to their friends.</td>
<td>Everyone takes the trouble to understand exactly what the group needs to do.</td>
</tr>
<tr>
<td>Everyone shares their ideas.</td>
<td>People ask questions about what you have said so that you think more deeply when you explain it.</td>
</tr>
<tr>
<td>One person does all of the talking.</td>
<td>A person in the group sums up where we all got to so that we can plan what else to do.</td>
</tr>
</tbody>
</table>
Session 2  Scanning for information (1)

Objectives

- To revise layout features of non-fiction.
- To scan for information using cueing prompts from question words.

Key terms

- Textbook: book produced for school or students rather than for the general reader.
- Layout: arrangement of text and pictures on the page.
- Headings and sub-headings: large-size print to signal new sections of a text.
- Emboldened: given emphasis by darker print.
- Scan: to look rapidly through text to pick out specific information by locating key words.

Materials

- Pupil booklets, pages 4–6
- Pupil Sheet/OHT 2.1 (question matching exercise), enlarged
- Teacher Sheet 2.2 (question matching exercise)
- Teacher Sheet/OHT 2.3 (‘Landscapes and hazards’ from Contexts), enlarged
- Pupil Sheet/OHT 2.4 (table of events from Contexts), enlarged

Remember

- Ask pupils to refer to the pupil booklet (page 4) and the question matching exercise. Remind pupils that the question words give important clues about what sort of information is required in an answer.
- Use enlarged version or OHT (Pupil Sheet 2.1) to complete matching exercise as whole class. (Refer to Teacher Sheet 2.2.)
- Draw attention to the sort of answer they should be looking for: when – a date / time / month; who – proper nouns / capital letters / names; etc.
- Pupils draw lines to complete page 4 in their booklets.
- Introduce the enlarged text ‘Landscapes and hazards’ (Teacher Sheet 2.3) and ensure all pupils can see the text clearly.
- Point out all the helpful features of the page about Japan that are there to support the reader and make the reading easier. For example, ‘This page has a lot of helpful features to make finding information easier. The map shows me details about climate. The heading “Sun and snow” tells me that this section will tell me more about what type of weather they experience. At the foot of the page the heading looks as if it comes from newspaper headlines and it is about a disaster taking place. And the photograph shows a disaster. The words in emboldened (bold) print are specialist words and are important. The activity box tells me what tasks I have to do.’
- Ask pupils which subjects have similar formats in the textbooks that are used. Take responses quickly and without discussion of features.

Model

- Tell pupils that in this session they are going to be noticing ‘what their eyes do’ when they scan for information.
- Explain that scanning means that they are not reading every word closely; instead they are searching for words and numbers very quickly.
- Remind pupils that this is something that they already do regularly, for instance when they read a bus timetable or when they are looking for the
price of a game in a computer magazine. They are now going to practise on school textbooks.

- Using the enlarged table (Pupil Sheet 2.4), model reading the first question: ‘What happened in 1983? I’ll use the date column and look across for the answer. There was an earthquake in Akita and 104 people died. As I did that I thought about the date, found the right column and my eyes were moving fast down the list until I came to 1983. Then they moved across the page and I read the words carefully for the answer.’

- Mark the pattern of the eye movement over the table showing how it does not follow the careful left-to-right movement of close reading.

**Try**  
**Time: 4 minutes**

- Ask for a volunteer from the class.
- Ask all the pupils to follow closely, watching what the volunteer does, using the enlarged text.
- Ask the volunteer ‘What happened in 1995?’ Then ask the pupil to mark, with a coloured marker, the path their eyes took to find the answer, and if possible to articulate the process.
- Take feedback from the class; ask if anyone did it a different way.
- Taking another volunteer, ask ‘What happened at Mount Unzen, Kyushu?’ Follow the same format to check eye movement and get some agreement.

- Ask pupils what it feels like and how much of the table they are ‘reading’. Ask if there is a difference between ‘reading’ and ‘seeing the words’ at this stage. Note responses for later discussion.

**Apply**  
**Time: 5 minutes**

- Refer pupils to the table on page 5 of their booklet.
- Ask them to answer the questions in the space provided and also trace the path of their eyes lightly in pencil on the table.
- Take feedback on answers.

**Secure**  
**Time: 3 minutes**

- Ask pupils to hold up their pages so that they can see each other’s work and you can see them.
- Draw out the fact that although some paths are different, what they should all have in common is that they do not have the consistent left-to-right pattern of reading a story or reading something closely, word-by-word.
- Ask pupils to notice when they scan for information, between now and the next session.
- In their booklet, they should record two examples of scanning from school and two from out of school.

**Notes**
Questions can give clues about what to take into account when you are looking for answers. This is very important when you are scanning for information.

Match the questions to the clues in the writing.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Times, dates, months of the year, season.</td>
</tr>
<tr>
<td>What?</td>
<td>Place names, towns, countries and continents. (Look for capital letters.) North, South, etc.</td>
</tr>
<tr>
<td>When?</td>
<td>An explanation about what happened. This could involve a number of stages.</td>
</tr>
<tr>
<td>Why?</td>
<td>Reasons for things happening – this may need reading beyond the lines.</td>
</tr>
<tr>
<td>Where?</td>
<td>Names, for example, Frank Bruno. (Look for capital letters.) General categories, for example, boxers.</td>
</tr>
<tr>
<td>How?</td>
<td>The way in which things happen.</td>
</tr>
</tbody>
</table>
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<td>What?</td>
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<tr>
<td>Why?</td>
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</tr>
<tr>
<td>How?</td>
<td>The way in which things happen.</td>
</tr>
</tbody>
</table>
Over three quarters of Japan is covered by mountains. Many rivers start in the mountains, flowing quickly to the sea. Flat coastal lowland surrounds the mountains. The islands which make up the country stretch almost 3,000 km from Hokkaido in the north to Okinawa in the south, over 25 degrees of latitude. Even Honshu, the largest island, is rarely wider than 300 kms.

Sun and snow

Japan’s islands are a battleground where warm and cold air masses and ocean currents meet. This, together with the range of latitude north to south, means that the climate is as varied as the landscape. The main differences are shown in Source 1.

One of the most dramatic features of the climate are typhoons. From June to October every year several of these fierce tropical storms usually hit Japan. They move north from the tropics bringing hurricane force winds and torrential rain. The winds often cause the sea to rise several metres, flooding coastal areas. Typhoons have caused the deaths of thousands of people in Japan. Today better flood defences and more accurate early warnings are reducing the death toll.

Activity 1

a) How is the climate in the north of Japan different from that in the south? Why do you think this is?
b) What is the other name for a typhoon? What damage has the typhoon caused in Source 2? Suggest other sorts of damage which typhoons can cause.
c) Imagine you are a tourist staying in a hotel on the coast in Hokkaido. You hear a typhoon warning on the radio. As the typhoon approaches you make a telephone call home to describe what is happening. Write down your conversation.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1914</td>
<td>Sakurajima, Kyushu.</td>
<td>Ash fell for over a year. Villages and farmland buried.</td>
</tr>
<tr>
<td>1923</td>
<td>Kanto Earthquake, Tokyo, 7.9 on the Richter scale.</td>
<td>Half a million houses destroyed. Landslides, fire. Over 100,000 dead.</td>
</tr>
<tr>
<td>1933</td>
<td>Tsunami (tidal wave) on Sanriku coast.</td>
<td>Over 4,000 dead.</td>
</tr>
<tr>
<td>1948</td>
<td>Fukai earthquake, 7.1 on Richter scale.</td>
<td>Nearly 4,000 dead.</td>
</tr>
<tr>
<td>1959</td>
<td>Ise Bay, Honshu (typhoon).</td>
<td>5,000 dead; 160,000 houses destroyed.</td>
</tr>
<tr>
<td>1983</td>
<td>Akita earthquake.</td>
<td>104 dead.</td>
</tr>
<tr>
<td>1990 and 1993</td>
<td>Mount Unzen, Kyushu.</td>
<td>Two major eruptions killed over 40 people; 10,000 evacuated.</td>
</tr>
<tr>
<td>1993</td>
<td>Tsunami (tidal wave) hits Hokkaido. This was caused by a 7.8 earthquake.</td>
<td>250 dead or missing. Buildings and ships destroyed. Widespread flooding.</td>
</tr>
<tr>
<td>1995</td>
<td>Earthquake at Kobe, 7.2 on the Richter scale.</td>
<td>5,000 dead and up to 100,000 homeless.</td>
</tr>
</tbody>
</table>

Questions
1. What happened in 1983?
2. What happened in 1995?
3. What happened at Mt Unzen, Kyushu?
4. When did a tsunami hit Hokkaido?
5. What was the result of the earthquake in Kobe?
6. Where did a volcano erupt and cause no deaths?
7. How many people were killed in the Fukai earthquake of 1948?
8. How many houses were destroyed in the Ise Bay typhoon?
Unit 8.3

Information: reliability, validity and bias – unit overview

ICT Framework objectives

FINDING THINGS OUT

Using data and information sources
- Understand how the content and style of an information source affect its suitability for particular purposes, by considering:
  - its mix of fact, opinion and material designed to advertise, publicise or entertain;
  - the viewpoints it offers;
  - the clarity, accessibility and plausibility of the material.
- Devise and apply criteria to evaluate how well various information sources will support a task.
- Justify the use of particular information sources to support an investigation or presentation.

Searching and selecting
- Extend and refine search methods to be more efficient (e.g. using synonyms and AND, OR, NOT).

Timing

This unit is expected to take four lessons of 60 minutes. Each activity has a guide time so that you can alter the number and duration of lessons to suit your own timetable.

Task

In this unit, pupils will extend and refine search methods. They will explore the Internet as a source of information and consider the importance of evaluating the information they find in terms of its reliability, validity and possible bias. Finally, they will decide how well the information satisfies the reason for looking for it and the extent of its ‘fitness for purpose’.

This unit is designed mainly for pupils working at level 5, with extension work for more advanced pupils. Adaptations and extra materials are suggested for less-experienced pupils or for pupils working at lower levels.
Subject knowledge needed by teachers

To teach this unit, teachers will need to know how to:

- load and save work in a shared area;
- use a large display, such as an interactive whiteboard;
- use presentation and wordprocessing software;
- use the Internet to access and download information, to copy, cut and paste text and graphics with due attention to copyright restrictions, and to make selective searches.

Lesson outlines

LESSON 1

Criteria for evaluating information

1 Starter: Distinguishing between fact and opinion
2 Evaluating validity
3 Criteria for considering reliability
4 Plenary: Evaluating clarity and accessibility
   Homework: Comparing information features

LESSON 2

Using searches

1 Starter: Using AND/OR/NOT
2 Searching a website and a CD-ROM
3 Key word searches
4 Full text searches
5 Internet search engines
6 Plenary: Evaluating search engines
   Homework: Research task

LESSON 3

Extending and refining search methods

1 Starter: Using the advanced search facility
2 Using precise strings and synonyms to refine a search
3 Using search engines and Boolean operators
4 Plenary: Summary
   Homework: Describing how to make Internet searches

LESSON 4

Independent application of new learning: searching and evaluating

1 Starter: Purpose and audience
2 Finding information for a report
3 Selecting information
4 Plenary: Review of learning
   Homework: How to search effectively or preparing for the next unit
Lesson

1

Criteria for evaluating information

ICT Framework objectives

FINDING THINGS OUT
Using data and information sources

• Understand how the content and style of an information source affect its suitability for particular purposes, by considering:
  – its mix of fact, opinion and material designed to advertise, publicise or entertain;
  – the viewpoints it offers;
  – the clarity, accessibility and plausibility of the material.

Key vocabulary

From Year 6: accurate
From Year 7: opinion, reliable, search engine, URL, viewpoint
From Year 8: appraise, authentic, bias, plausible
Other: accessible, valid

Preparation and planning

• Make sure that Internet access is available. If necessary, prepare and make available some guidance to help pupils to use the Internet browser.
• Check that all websites to be used during the lesson are available; if necessary, identify suitable substitutes.
• Make enough copies of Pupil resource 1.doc, which provides lists of websites and an evaluation sheet, for every pair of pupils to have one of each. Alternatively, make your own lists of selected websites.
• Prepare a sheet describing the homework task (optional).
• Create a wall display of key vocabulary for the unit, which can be added to each week. If you wish, you could create a complete set of flashcards from the file HD vocab cards.doc.
• Display the lesson’s objectives in a prominent position, phrased in a way that pupils can understand.
Resources

- Computer and large display
- Whiteboard or flipchart
- Printer
- Access to the Internet and an Internet browser, both for you and for pupils
- Software for wordprocessing and presentations
- Teacher resources from the CD-ROM for the unit:
  - HD vocab cards.doc: Flashcards of the key vocabulary used in this unit
  - Teacher resource 1.ppt: A presentation of facts and opinions for lesson 1
- Pupil resources from the CD-ROM for the unit:
  - Pupil resource 1.doc: Two tasks and recording sheets for lesson 1
    - Task 1: A list of websites to explore
    - Task 2: A second list of websites and evaluation sheets

Lesson outline

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starter: Distinguishing between fact and opinion</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>2</td>
<td>Evaluating validity</td>
<td>Activity and discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paired work and whole class</td>
</tr>
<tr>
<td>3</td>
<td>Criteria for considering reliability</td>
<td>Presentation and activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole-class and paired work</td>
</tr>
<tr>
<td>4</td>
<td>Plenary: Evaluating clarity and accessibility</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary of lesson</td>
</tr>
<tr>
<td></td>
<td>Homework: Comparing information features</td>
<td>Individual work</td>
</tr>
</tbody>
</table>
Activities

10 minutes

1 Starter: Distinguishing between fact and opinion

Before the lesson, load Teacher resource 1.ppt and display slide 1, the objective for the lesson, simply phrased.

Slide 1

Objective

- Understand how the content and style of information affect its ‘fitness for purpose’, by considering:
  - whether information is fact or opinion
  - what viewpoints it offers
  - how clear and accessible it is

Talk pupils through the objective. Ask them to think back to what they have learned previously about the differences between fact and opinion. Tell pupils that you are going to show them some statements. Their task is to identify each of these statements as fact or opinion. Remind pupils of the clues they should be looking for.

- Facts are often communicated as simple statements.
  For example, the Atlantic Ocean lies between the UK and the USA; dogs are more intelligent than cats.

- A statement of opinion can be presented as a fact if it is backed up by evidence to support it. Advertisements sometimes use this technique. It is up to the reader or listener to assess how well founded the evidence is. Even when evidence is provided, whether the statement is a fact or is opinion may still be debatable.

- When a fact is obviously debatable, the statement will sometimes include ‘safety clauses’ such as ‘possibly’ or ‘probably’.
  For example, Italy is possibly the most attractive country in Europe.

- Where an opinion or viewpoint is not deliberately presented as a fact, there are clues to look out for. The use of conditionals (could, might, would) and signals of opinion (believe, opinion, think) are indicators that an opinion is being offered.
  For example, school uniform is not important, but that’s just my opinion; a low-fat diet is believed to be a healthy one; solar power could be the answer to national power shortages.

Show slides 2 to 10 of Teacher resource 1.ppt. After each slide, invite all pupils, or ask specific pupils, to identify whether the slide shows a statement of fact or an opinion. In each case, ask pupils to give their reasons.
A fact.

We are in a school.

Fact or opinion?

A fact.

I think that classical music is boring.

Fact or opinion?

‘I think’ is the clue that this statement is being proposed as an opinion and not as a fact. Opinions can masquerade as facts if they are communicated as statements.

Fact or opinion?

Even when many people share an opinion, this does not make it a fact. Even if every pupil in the class agrees with the statement, it will always be an opinion while someone else disagrees.

Fact or opinion?

16-year-olds should be eligible to vote in a general election.

Fact or opinion?

‘Seems’ is the clue to an opinion.

Orange juice seems much tastier than apple juice.
This depends on the author of the statement, and the audience. Sunderland might be higher in the league table; if so, it could be a statement of fact. But the statement could be from a Sunderland fan, who could be biased and might always think this, regardless of the facts.

Some pupils may identify this statement as a fact but it could be argued that it is an opinion. Someone who travels regularly between England and Australia may consider that Germany is quite close to England. Even some factual statements have to be considered in relation to the viewpoint of the person making them.

This appears to be a simple statement of fact but it is an opinion. Adjectives that signal a personal, subjective judgement about the quality of things (wonderful, great, terrific, the best, superb, delicious, gorgeous, enjoyable, delightful) are often clues to an opinion masquerading as a fact.

This slide is slightly different in that it includes two statements in one sentence. (Earth is a planet. Earth is not a star.) In this case, they are both facts.
Now show slides 11 and 12 of Teacher resource 1.ppt.

**Slide 11**

How accurate and reliable?

‘In 10 to 20 years’ time, we will be able to build new organs artificially and replace an organ with something synthetic.’

Dr Tom Okarma, President and Chief Executive, Geron Corporation, California

**Slide 12**

How accurate and reliable?

‘There will be a permanent lunar base and a manned exploration of Mars some time this century.’

Martin Rees, Royal Society Astronomer, Cambridge

Ask the class:

• Are these opinions or facts?
• How do you decide whether or not to accept what these people are saying?
• Does the fact that a statement is a quote, with its author named, change your view of the likely accuracy of the statement?
• Do you consider a statement to be more reliable if the author happens to be an authority in their field?

Note:
The statements on slides 11 and 12 are both quotes from experts interviewed by the Observer News Service. They can be found in an article: ‘What the future holds in store’ in the 4 January 2001 edition of the Science Tribune (online version), part of the India Tribune (http://www.tribuneindia.com).

Show slides 13 and 14 of Teacher resource 1.ppt.

**Slide 13**

Authoritative statements

‘I think there is a world market for maybe five computers.’

Thomas Watson, Chairman of IBM, 1943
Tell pupils that these are quotes from statements made by people who were respected as authorities in their fields. They were made at times when all the information they had led people to believe that the statements were factually correct. Even some statements made by experts have been proved to be wrong, especially in science and technology when developments change what we know over time.

Remind pupils that the evaluation skills they have already learned to apply to texts apply equally to electronic sources such as CD-ROMs and the Internet. They will need to recognise the difference between fact and opinion if they are going to decide whether or not information might be biased towards one particular viewpoint. They will also need to take account of the context in which the information is provided: for example, whether it is there to advertise, publicise or entertain, or merely to inform.

Show slide 15 of Teacher resource 1.ppt.

Explain that there are some issues that are specific to electronic sources of information and tell pupils that they will be considering what these are during this lesson and the rest of the unit.
2 Evaluating validity

Tell pupils that there are several other aspects of the quality of information that they will usually need to consider when handling data.

Show slide 16 of Teacher resource 1.ppt.

**Slide 16**

![Bias and validity diagram](image)

Explain that information should be both accurate and reliable if it is going to be considered valid for any investigation.

Ask pupils to work in pairs. Tell them to load their Internet browser. Hand out copies of Pupil resource 1.

Ask pupils to do task 1 and to access the websites listed, which are:

- [http://www.dlclothing.co.uk/](http://www.dlclothing.co.uk/)
- [http://www.uk.ciao.com/](http://www.uk.ciao.com/)
- [http://www.guardian.co.uk/](http://www.guardian.co.uk/)

Alternatively, ask them to access those web pages you have selected.

Pupils should consider how reliable and how accurate the information on each website page is, then rank the pages in order of reliability and accuracy, from 1 for the most reliable and accurate to 5 for the least. They should use the clues that you have discussed earlier in the lesson to help them. Allow 5 minutes for the task.
Organise pairs so that pupils who may need help are working together. This will allow you to provide support, and to group together two or more pairs for the discussion.

Discuss responses with the whole class. Encourage pupils to use the words accurate, reliable, valid. Ask several pairs to answer these questions.

• Which website did you judge to be the most reliable? Give your reasons. Do others agree?
• Did you think that the most reliable websites were also the most accurate?
• What clues did you use to help you to judge?
  For example, comparing different sources on the same subject;
  using own knowledge;
  considering the likely reliability of the publisher of the information;
  considering how the information was collected;
  finding out if other sites, known to be reliable, have links to it.
• Which of the websites focused on advertising?

25 minutes

3 Criteria for considering reliability

Show slide 17 of Teacher resource 1.ppt which lists some of the clues that pupils can use to judge the reliability of a website.

Slide 17

When you consider the reliability of a website, think about:
  ■ the URL, for example:
    .gov, .ac, .ed, .org, .co, .com, .sch
  ■ endorsements, e.g. NfFL
  ■ the date of the last update
  ■ advertisements
  ■ links to and from the website

Discuss the merits of each type of URL briefly. Discuss the level of reliability as you move through the list. Make sure pupils know what ‘endorsements’ are.

Notes

• .gov is a government website.
• .ac is an academic website.
• .ed is an educational website.
• .org is a charity or organisation.
• .co or .com is probably a commercial site and may be reliable but will usually have a commercial interest.
• .sch is a school website in the UK. (Pupils could check how up to date the information is.)
• Updates: the most recent update of the site can be found in the site information or from clues in the text, such as dated news items.
- Advertisements: the number of adverts and their level of prominence can reveal how much the site depends on income from advertising. Pupils should remember that some sites sell advertising space as a means of maintaining their presence on the web. Some charities do the same but their prime objective may be to publicise their charity and to raise money.

- Links: Show pupils how to use the links facility if you have not done so before. Tell pupils that some search engines will allow them to find out which websites link to the site they are using. Explain that they can use this information as a guide to the accuracy and reliability of a site since reputable, reliable sites are most likely to have links from other reliable sites.

Go to www.google.com and show this home page on the large display.

Type 'link: www.becta.org.uk' into the query box and click on ‘Google Search’ or press ‘Enter’.

Google will show the first page of a list of links to the BECTa website. Point out to pupils that the search has returned over 3500 links. The first ten are displayed.

Explain that a site owner such as BECTa has no control over who links to their site so the link information can only be used as a guide. However, if a government site links to a site that pupils are examining, this is a good indicator that someone has checked its reliability.
Show slide 18 of Teacher resource 1.ppt. This shows the links to a website. Ask pupils to look for clues about reliability and accuracy in the links that are identified, for example, a link from a government website.

Slide 18

Ask pupils to look at task 2 on Pupil resource 1, which lists these websites (or direct them to the alternatives that you have provided):

- http://www.amazon.co.uk/
- http://www.naace.org/
- http://www.statistics.gov.uk/
- http://www.pavilion.co.uk/
- http://www.hearing-dogs.co.uk/
- http://www.blackwell.com/

Ask pupils to visit each website and to write their evaluation of it as brief notes in one of the comments boxes on Pupil resource 1. They should also make a judgement about the website’s reliability and give it a grade from 1 to 5: 1 for very reliable and 5 for not at all reliable. Allow about 12 minutes for them to do this.

Collect pupils’ sheets and use them to check their understanding.
4 Plenary: Evaluating clarity and accessibility

Show www.worldnews.com on the large display and look at some of the information on the site. Ask pupils:

- How easy is this site to navigate?
  
  For example, it’s always possible to get back to the main menu; the menu options are clear and stay on the screen; the system moves quickly from one selection to another; drop-down menus help you to make choices, e.g. by date or by word.

- How clear is the information that is provided?
  
  For example, material is well presented and not too busy; the news stories are fairly easy to read; photographs help to portray words; scroll-down buttons help you to continue reading.

Point out that all judgements about the clarity of information and ease of navigation will depend ultimately on audience or user, and on factors such as the screen resolution and text size.

Draw the lesson to a close by summarising what pupils have learned: the importance of evaluating any information used and the strategies to do so. Point out on the wall display the key vocabulary used in this lesson, such as authentic, valid, reliable, clear, relevant, stressing that these words and concepts will be just as important when pupils are evaluating information in other subjects.

Homework: Comparing information features

Ask pupils to choose two versions of the same news story: a paper-based version (for example, in a newspaper or magazine) and an electronic version (for example, on the Internet, on television, on radio). They should:

- make notes about the differences and similarities between the two versions;
- state which special features are available to the producers of electronic news stories that are not available to producers of paper-based news stories: for example, a news item on an Internet site could include video and interactive still images but a newspaper report could not;
- describe how these special features could contribute to a reader’s or listener’s judgement about the reliability and accuracy of information.
The school library and the Key Stage 3 National Strategy

Evaluation sheet for participants

What aspects of the course will be most useful to your school?

What could have made the course more useful?

Please grade each session for its usefulness for your school. Please circle one grade only

<table>
<thead>
<tr>
<th>Session</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very useful</td>
</tr>
<tr>
<td>1 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2 Taking stock</td>
<td>1</td>
</tr>
<tr>
<td>3 Information literacy</td>
<td>1</td>
</tr>
<tr>
<td>4 Creating and sustaining independent readers</td>
<td>1</td>
</tr>
<tr>
<td>5 Next steps</td>
<td>1</td>
</tr>
<tr>
<td>Overall grade</td>
<td>1</td>
</tr>
</tbody>
</table>

Venue: .................................................................