Key Stage 3
National Strategy

Literacy and learning in modern foreign languages

Heads of modern foreign languages Departments and teachers of modern foreign languages
Status: Recommended
Date of issue: 10-2004
Ref: DfES 0658-2004 G

department for education and skills creating opportunity, releasing potential, achieving excellence
Key Stage 3
National Strategy

Literacy and learning
Literacy and learning in modern foreign languages
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Introduction

This CD-ROM is for subject leaders to help them implement literacy and learning in their subject area as part of a whole-school initiative designed to improve teaching and learning and raise standards.

Section 1 introduces the ideas behind the literacy and learning initiative and contains the framework of cross-curricular objectives that is at its heart.

Section 2 outlines ways of working with teachers in the department in order to implement the scheme.

Section 3 explains and exemplifies the cross-curricular objectives in the context of modern foreign languages.

Section 4 contains prompts to assist in the monitoring and evaluation of literacy teaching.

Section 5 is an index of material on the Literacy and learning DVD.
Introduction to literacy and learning

Most subject departments have already made good progress in making aspects of literacy part of their teaching. The literacy and learning initiative seeks to take the process a step further by:

- connecting the work of separate departments so that more impact is made on pupils;
- linking literacy explicitly to learning, which is the core business of every teacher.

It does this through setting up a framework of cross-curricular objectives and requiring different subjects to incorporate some of the most appropriate objectives into their teaching (see pages 8 and 9).

A framework for literacy and learning

The relationship between good learning and good literacy is complex. On the one hand, literacy skills give pupils access to some very important modes of learning. On the other hand, exercising literacy skills constructively in the context of learning will boost the level of those skills. The framework for literacy and learning is a tool to help schools develop literacy and learning across all departments in a systematic way. It is based on objectives taken from the Framework for teaching English: Years 7, 8 and 9 (DfEE 0019/2001).

The framework identifies three main areas for development:

- Learning through talk.
- Learning from text.
- Learning through writing.

The framework is based on the following assumptions:

- Literacy skills need to be taught systematically and consistently.
- Pupils should be given regular opportunities to consolidate their literacy skills by using them purposefully in order to learn.
- All teachers in a school must share the responsibility for developing literacy and learning “hand in hand”.
- Certain subject areas are better placed to develop certain literacy skills than others.
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<thead>
<tr>
<th>Literacy and learning framework of cross-curricular objectives</th>
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<th><strong>Year 8</strong></th>
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<tbody>
<tr>
<td><strong>Learning through talk</strong></td>
<td>SL1: Use talk as a tool for clarifying ideas</td>
<td>SL4: Provide an explanation or commentary which links words with actions or images</td>
<td>SL2: Use standard English to explain, explore or justify an idea</td>
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<td>SL6: Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed</td>
<td>SL7: Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus</td>
<td>SL7: Identify the underlying themes, implications and issues raised by a talk, reading or programme</td>
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<td>SL5: Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas</td>
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<tr>
<td><strong>Talking and thinking together</strong></td>
<td>SL10: Identify and report the main points emerging from discussion</td>
<td>SL10: Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas</td>
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<tr>
<td><strong>Learning from text</strong></td>
<td>R2: Use appropriate reading strategies to extract particular information</td>
<td>R3: Make notes in different ways, choosing a form which suits the purpose</td>
<td>R2: Synthesise information from a range of sources, shaping material to meet readers’ needs</td>
</tr>
<tr>
<td></td>
<td>R8: Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied</td>
<td>R6: Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions</td>
<td>R7: Compare the presentation of ideas, values or emotions in related or contrasting texts</td>
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<td>R13: Identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions</td>
<td>R10: Analyse the overall structure of a text to identify how key ideas are developed</td>
<td>R11: Analyse how an author’s standpoint can affect meaning in non-literary texts</td>
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<td><strong>Learning through writing</strong></td>
<td>Wr3: Use writing to explore and develop ideas</td>
<td>Wr3: Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving</td>
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<td>Wr10: Organise texts in ways appropriate to their content</td>
<td>S7: Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence</td>
<td>Wr9: Integrate diverse information into a coherent and comprehensive account</td>
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<td></td>
<td>S8: Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader</td>
<td></td>
<td>S3: Write with differing degrees of formality relating vocabulary and grammar to context</td>
</tr>
</tbody>
</table>
Literacy and learning: key skills in subjects

1. Using talk to clarify and present ideas
2. Active listening to understand
3. Talking and thinking together
4. Developing research and study skills
5. Reading for meaning
6. Understanding how texts work
7. Using writing as a tool for thought
8. Structuring and organising writing
9. Developing clear and appropriate expression

Subjects:
- maths, science, ICT, history, geography, RE, citizenship, art, music, PE, D&T
- history, geography, MFL, RE, citizenship
- geography, art, science, D&T, citizenship
- All subjects
- history, MFL
- RE, maths, MFL, history, science, ICT
### Understanding the framework

Each area of the framework divides into three strands:

<table>
<thead>
<tr>
<th><strong>Learning through talk</strong></th>
<th>Using talk to clarify and present ideas</th>
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<tbody>
<tr>
<td></td>
<td>Active listening to understand</td>
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<tr>
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<td>Developing research and study skills</td>
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<tr>
<td></td>
<td>Reading for meaning</td>
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<tr>
<td></td>
<td>Understanding how texts work</td>
</tr>
<tr>
<td><strong>Learning through writing</strong></td>
<td>Using writing as a tool for thought</td>
</tr>
<tr>
<td></td>
<td>Structuring and organising writing</td>
</tr>
<tr>
<td></td>
<td>Developing clear and appropriate expression</td>
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</tbody>
</table>

Each strand has a single objective for each of Years 7, 8 and 9 (see the framework table on page 8). These objectives should be a focus for teaching across the curriculum in each given year and should be linked into departmental schemes of work. The responsibility for teaching the different strands is shared out among the subject areas. See the ‘literacy skills pie’ on page 9, which shows a suggested way of sharing out the objectives.

Of course, all the strands are potentially relevant to learning in all subject areas but the pie model has the advantage of defining which subject areas are best placed to develop certain skills. Also, while ensuring that skills are not taught by one department in isolation, it reduces the overall load for departments because they are not expected to incorporate all of the objectives into their teaching plans. The objectives for modern foreign languages are explained and exemplified in section 3 of this text.

It is important to say that both the framework of cross-curricular objectives and the ‘literacy skills pie’ are offered as suggested models. Through a thorough process of self-review, schools could identify their own sets of objectives or literacy targets linked to identified weaknesses in each year group, and allocate the teaching of these to separate departments. If your school has decided to modify the framework, your literacy coordinator will consult with you on those changes, as it is important that all departments work consistently to the same model so that all objectives are covered and are reinforced for pupils in a number of subjects across the curriculum.

### The three main areas of the framework

**Learning through talk**

‘As pupils use talk purposefully in their learning, they become more competent communicators, more aware of, and knowledgeable about, the medium they are using.’

Hilary Kemeny, Ed., *Learning together through talk, Key Stages 3 and 4*, Hodder and Stoughton, 1993
Speaking and listening (talk) takes place in classrooms in a range of contexts and for a range of purposes. Sometimes the emphasis is on presentation. Here, one or more people are the presenters and the role of the others is to listen and perhaps respond at an agreed time. At other times, there is an expectation that there will be a constant interchange between speakers and listeners, such as when groups of pupils are discussing the solution to a problem which they have been set.

Talk can contribute to learning in three main ways:
- Through purposeful speaking and listening, pupils come to understand new information by connecting it with what they already know.
- The process of striving to express ideas in words, or striving to grasp the spoken ideas of another, helps to clarify and confirm understanding.
- Talking together in discussion is an interactive process which allows an individual’s understanding to be extended, challenged and enriched.

Learning from text

‘When reading for learning, the actual process can be thought of as comprising five phases: decoding, making sense of what is said, comparing this with what one knows already, making judgements about this material and, finally, revising one’s ideas. … But all too often the process stops at the second phase …’

Lunzer and Gardner, *Learning from the written word*, Longman, 1984

Because of advances in technology, today’s pupils have greater access to more text in more forms than ever before. Moreover, recent international surveys have shown English pupils to be amongst the best readers in the world. Yet, paradoxically, teachers’ expectations of the extent to which pupils can learn from text are sometimes low. This can lead to:
- a reluctance to ask pupils to read;
- an increase in workload as teachers seek to mediate all new information to their pupils in other ways;
- a decrease in the ability and willingness of pupils to engage independently with text.

A consistent approach to promoting active and independent reading will, however, bring benefits to all subject areas as pupils begin to learn more effectively from text by:
- developing strategies for identifying texts that contain relevant information, and then using that information for a purpose;
- close reading of text for understanding – not merely decoding but making sense of what is written and connecting it with what is known already;
- understanding the overall purposes and structures of texts.

Learning through writing

‘… it (writing) gives us time and opportunity for reflection. The words are not gone as soon as spoken, but are before us on the page for consideration, and this enables us to deal with more complex ideas and the relationships between them.’

Whenever writing takes place, there is always a purpose and an intended reader. Sometimes we write for ourselves and, in this case:

- writing helps in the capture and development of thoughts and ideas, because it leaves a record that can be returned to, considered and modified.

At other times, we write with the intention of communicating to others, which contributes to learning because:

- communicating in writing clarifies, confirms, even transforms understanding through a complex process of:
  - linking ideas and pieces of information and organising them logically;
  - ‘wrestling’ with words to form clear, meaningful sentences.

Recording is an important purpose for writing, but high-quality writing tasks will be designed to have a learning outcome as well. A consistent approach to teaching writing across the school will boost the quality of both pupils’ learning and writing.
Implementing literacy and learning in modern foreign languages

The aims of the literacy and learning initiative are to:

- raise standards of literacy across the school;
- improve the quality of learning across the school;
- extend, sustain or revive previous work on literacy across the curriculum.

The role of the subject leader

Literacy and learning is a whole-school improvement initiative. Once the scheme has been introduced to the school’s staff, it must be taken forward in subject departments. The role of the subject leader or head of department is crucial and includes:

- reviewing schemes of work to incorporate the literacy objectives;
- contributing to the professional development of members of the department by identifying relevant training and/or facilitating coaching arrangements to ensure that subject teachers have a good understanding of the objectives and are confident about teaching them;
- participating in monitoring and evaluation activity.

Subject leaders can best fulfil these roles in partnership with senior leaders, the school literacy coordinator and departmental colleagues.

Reviewing schemes of work

The literacy and learning framework should not have any implications for the content of the department’s scheme of work, but it may well have implications relating to teaching approaches. The main aim of the review is, therefore, to identify areas of work that lend themselves to the incorporation of a literacy objective alongside the subject objectives. The aim is to improve learning in the subject and literacy ‘hand in hand’. It would be helpful to approach the review in four steps:

1. Identify the objectives assigned to your subject by using the framework and the ‘literacy skills pie’.
2. Become familiar with these objectives by looking at the exemplification in section 3 of this text.
3. Identify areas of the scheme of work where the objectives fit best.
4. Identify any changes of teaching approach that may be required for the aim of improving learning and developing literacy. Section 3 of this Literacy and learning CD-ROM includes ideas for a range of teaching approaches linked to the objectives.

Developing the department

During the process of identifying objectives and reviewing schemes of work – a process that will undoubtedly involve consultation with members of the department – aspects of literacy teaching may be identified as problematic for some or all colleagues. It may be that certain objectives are not well understood, or that individual teachers are not confident with particular teaching approaches. It may be that inexperienced colleagues require training on an aspect of literacy, or that more-experienced colleagues feel they need an update. Whatever the situation, the subject leader should identify the training needs in the department. Ultimately, the impact on pupils’ literacy and learning in the subject will depend on the quality of the teaching, so it is important that provision is made to ensure that all colleagues have the opportunity to fill any gaps in their professional knowledge and understanding.
The Literacy and learning pack provides a wealth of training resources that can be used to support the professional development either of the whole department or of particular individuals within it. The table below lists these resources showing where they can be found and how they may best be of use.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Where to find it</th>
<th>Recommended uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and learning DVD</td>
<td>The school has one copy which will be with either the Key Stage 3 Strategy manager or the literacy coordinator.</td>
<td>The DVD may contain an example of teaching which the whole department could discuss, or, alternatively, it could be viewed by one or two colleagues for whom it is particularly relevant.</td>
</tr>
<tr>
<td>Literacy and learning in modern foreign languages CD-ROM</td>
<td>The school has one copy which will be with either the Key Stage 3 Strategy manager or the literacy coordinator.</td>
<td>Literacy in modern foreign languages (for in-school use and self-study) is a useful resource for any teachers who were unable to benefit from the literacy in modern foreign languages training provided recently by LEAs. For example, it can provide material for a departmental meeting with a focus on active reading strategies. It is particularly useful for individual teachers to use as a study aid to fill a particular knowledge gap.</td>
</tr>
<tr>
<td>The Literacy and learning in modern foreign languages booklet</td>
<td>In the Literacy and learning resource pack.</td>
<td>Guidance for subject leaders – an abridged version of this text.</td>
</tr>
</tbody>
</table>
There are also other resources and strategies which subject leaders can use to support the professional development of their departmental colleagues. A full index of Key Stage 3 Strategy resources relating to literacy is available in Appendix 3 of *Literacy and learning: Guidance for senior leaders*. Many of these publications are already in school or they can be ordered from DfES Publications or downloaded from the Key Stage 3 Strategy website ([www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)).

Although publications are very useful for updating knowledge and understanding, research suggests that it is important for teachers to receive support when applying any new teaching approaches in their lessons. Subject leaders may be able to offer help in this respect by demonstrating aspects of teaching, by team teaching, or by observing teaching and giving feedback. LEA consultants and colleagues in school may be able to offer support of this type as well. Another strategy is coaching, where pairs of teachers work together to improve an aspect of practice. This is described in the Key Stage 3 Strategy publication called *Sustaining improvement, a suite of modules on Coaching, Running networks and Building capacity* (DfES 0565–2003 G).

**Monitoring and evaluation**

Improvements in pupils’ learning and their literacy skills will only be secured and sustained if subject leaders monitor and evaluate the planning and teaching in their department. Senior leaders also have a role to play in monitoring and evaluating the impact of the whole-school initiative, so the two processes should be coordinated.

The particular role of the subject leader is to:

- monitor that any changes incorporated into the department’s planning are being implemented in classrooms;
- judge the effectiveness of the implementation in both planning and teaching;
- offer support to bring about improvement, where appropriate.

An aid to judging the effectiveness of the teaching of cross-curricular literacy objectives can be found in section 4 of this text. This is a series of prompts which help to focus the process of observation and feedback.

This *Literacy and learning in modern foreign languages* CD-ROM provides helpful materials for supporting colleagues. Other useful sources of ideas are:

- the *Literacy and learning* DVD which is in school (see section 5 of this booklet);
- other material previously published by the Key Stage 3 Strategy (see the guide in Appendix 3 of *Literacy and learning: Guidance for senior leaders*);
Explaining and exemplifying the objectives

This section of the text contains an entry for each cross-curricular literacy objective that is assigned to modern foreign languages (MFL).

The cross-curricular objectives exemplified for modern foreign languages are:

- Learning from text: Reading for meaning, Understanding how texts work
- Learning through writing: Using writing as a tool for thought, Structuring and organising writing

Examples of two of the Year 7 objectives can be seen below, and the full set of objectives for all three years can be found on the CD-ROM in section 3 of the Literacy and learning subject booklet file. The exemplification is meant to be used for reference to help clarify the meaning of a given objective and to provide some examples of possible teaching approaches. As you look at the examples below, you will see the format that is followed for every objective.

There is no exemplification of the objectives for learning through talk in MFL because the suggested objectives relate to speaking and listening in English. These objectives could not be exemplified without the suggestion that more talk in English was being encouraged. Developing speaking and listening skills in the target language is the main priority for pupils in MFL lessons, and more appropriate objectives exist to support the development of these skills (see the Framework for teaching modern foreign languages: Years 7, 8 and 9 (DfES 0084/2003) available to download from www.standards.dfes.gov.uk/keystage3). This is not to say that there is no place for learning through talk in the MFL classroom. The prompts for evaluating learning through talk in section 4 of this document provide a useful guide.

Each entry has three sections:
- About this objective – which explains in general terms what is meant.
- What to teach – which explains key points that will need to be taught if the objective is to be met.
- Teaching approaches – where the teaching of the objective is exemplified with ideas that can be applied directly to classroom teaching.

The objectives are organised by Year and by aspect.

<table>
<thead>
<tr>
<th>Year</th>
<th>Learning from text</th>
<th>Learning through writing</th>
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<td>Year 8</td>
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<td>Year 9</td>
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</table>
Year 7

Learning from text: reading for meaning

Year 7 objective: Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.

About this objective

The ability to infer and deduce meanings is a key marker for level 4 in English and by Year 7 most pupils should be able to do this when reading texts in this language. When reading text in a foreign language, pupils may need to use inference and deduction to help them decode the literal meaning. They may also need to use these skills to see the full meaning of a text from abroad because meaning is often culture-specific.

What to teach

- The definition of inference – interpretation which goes beyond the literal information given.
- The definition of deduction – understanding based on the evidence in the text.
- How to use a range of strategies to extract, infer and explain meaning.

Teaching approaches

- Use the process of shared reading (see the Literacy and learning in modern foreign languages CD-ROM in the cover of this booklet for more on this process) to model the thought processes involved in making inferences and deductions. Select a short piece of suitable text, display it to the class and demonstrate by thinking aloud how you can make educated guesses and draw conclusions about the meaning of individual words and the whole text by using a range of clues. Where possible, begin to draw pupils into this process, for instance, where the word in the foreign language has a resemblance to an English word. Pupils need to see how, by using inference and deduction, they can fill gaps in their own knowledge and understanding.
- Demonstrate to pupils how they will have to use inference and deduction to make effective use of a dictionary to look up the meaning of words. Show them how, where there are alternative meanings for a word, they will need to choose the one that makes the most sense in that particular context. This can also be done in the context of shared reading.
- Encourage pupils to underline words or phrases in the text where they are able to use inference and deduction.
- Give pupils a range of tasks which promote active and reflective reading. For example:
  - text completion (cloze);
  - text marking (annotation);
  - sequencing.

These activities are well suited to pair work, because working with a partner helps pupils to persevere with the task and presents the opportunity for pupils to discuss alternative solutions.
Ask pupils to match sentences to pictures in a context where, using inference and deduction, they should be able to complete the task even without a full understanding of the sentences.

Reward pupils who are prepared to ‘have a go’ at inferring and deducing meaning. If they can explain their thought processes, they should be rewarded, even though they may have come to the wrong conclusion.
Year 7

Learning from text: understanding how texts work

Year 7 objective: Identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions.

About this objective

This objective is concerned with teaching how writers use language and layout to convey their intentions and affect the reader. Pupils need to be able to use appropriate terminology in English to describe these effects, so they can discuss and comment on them effectively. By identifying these features in what they read, pupils will be helped to write better themselves, matching their own language and organisation to their purpose.

What to teach

- How features such as headings, subheadings, bullet points, pictures and the use of different fonts guide the reader through the text.
- How aspects of layout may further the writer’s purpose. The use of pictures, tables, charts, different fonts, colour and the amount of white space on the page may all be important in contributing to the effect.
- How writers choose specific pictures for their effect, e.g. to arouse our interest, sympathy or anger.
- How sentence structure is varied for certain reasons, e.g. use of short sentences to give emphasis.

Teaching approaches

- When introducing pupils to their textbook, analyse with them how the pages and chapters are structured. The book may also have separate sections, e.g. a glossary. Discuss how the writer has tried to make it easy for them to use and learn from the book by using headings, layout, colour coding and so on.
- When asking pupils to write, for example, a postcard, give them an example to read and highlight the way in which the purpose of the writing affects what is written and how it is organised. Pupils should know that texts have different purposes, such as to inform, to instruct, to persuade, to recount, to explain or to discuss, and that these different purposes affect the choices which the writer must make (see Literacy across the curriculum (DfEE 0235/2001), module 2 for more background on text-types). After agreeing the purpose of the text with pupils, annotate it to highlight particular features that are going to be essential in their own writing.
- Display a sequence of pictures designed to create a particular effect, e.g. pictures of animal testing, poverty, drug abuse, celebrities or car advertisements. Model possible responses in the target language, providing visual support. Now ask pupils to respond to the pictures in the target language. In English, discuss how the use of these pictures, together with text, might affect the reader.
- Choose two texts. One text might be a description of a town, where the writer has a favourable opinion about the place where he lives and has included pictures to illustrate his feelings. The second might be a description of a town where the writer has a negative attitude towards the place, and this is reflected in the layout and the vocabulary choices. Discuss, in English, with pupils the features of both texts.
Learning through writing: using writing as a tool for thought

Year 7 objective: Use writing to explore and develop ideas, e.g. journals, brainstorming techniques and mental-mapping activities.

About this objective

This objective recognises that:

- Writing can record ideas so that they are not forgotten and can be returned to for reference, further thought and development.
- The process of recording a thought in writing often clarifies or strengthens it, or even exposes it as less coherent than it seemed when first thought or spoken.

This kind of writing is not generally meant to communicate to a wider audience; it is more likely to be part of notes, jottings or plans that could underpin another piece of writing, a spoken presentation, the solution to a problem or a practical task. It may, however, not be written for just the writer to read if, for example, it is in the context of a group task. The purpose of writing like this is to capture ideas and possibilities and to develop them by clustering, making links, deciding on sequences, ranking for importance, and making some additions and deletions. The ideas are also captured so that they can be questioned and evaluated.

What to teach

- That sometimes writing must be ephemeral and exploratory. If exercise books are always seen as neat books, with crossings out as wrong, it will be difficult to cultivate writing to explore and develop ideas.
- A range of techniques for jotting down ideas for further work and evaluation, so pupils can begin to select those that suit them and the task best.
- How to use ‘brainstorms’, mind-maps and other ways of capturing thoughts and ideas, and how to change and cluster these ideas to develop them further.
- How to use hierarchical notes, such as pyramids, so pupils learn how to begin to structure ideas in priority order.
- How to modify notes in the light of discussion and experience.
- Encourage pupils to suggest formats for jotting down ideas, and share these approaches with the rest of the class.
- How to use part of the exercise book as a journal and how to write regularly to record, question and reflect on learning.

Teaching approaches

- As a starter activity, ask pupils to brainstorm vocabulary and structures on a topic already studied.
- As part of a listening activity, ask pupils to make notes in pyramid form.
- Use mini whiteboards to reinforce the introduction of new language or structures via writing. Ask pupils to write the word or sentence which a flashcard represents. Check quickly for accuracy, pointing out any praiseworthy features.
- As a plenary activity, ask pupils to create a mental map of vocabulary covered in the lesson as preparation for a learning homework.
- Ask pupils to write vocabulary in two columns – the word and its meaning on the left and a note about their strategy for remembering it on the right.
- At the end of a lesson or sequence of lessons, ask pupils to record vocabulary and structures as a mind-map, using patterns, drawing and so on to help them remember the material.

- When collecting ideas for writing or speaking and listening on a topic, encourage pupils to write quickly as much as they can and then delete later anything that is not useful.

- Encourage pupils to make a note on sticky notes of any questions they have or things they don’t understand, and stick them on the whiteboard as they leave the lesson.
Learning through writing: structuring and organising writing

Year 7 objective: Organise texts in ways appropriate to their content, e.g. by chronology, priority, comparison, and signpost this clearly to the reader.

About this objective

This objective focuses on the overall structure of texts. It requires pupils to understand how different text-types are structured according to audience and purpose, and to use a variety of techniques in planning their own writing, for example, highlighting or numbering notes, using planning formats such as paragraph boxes, categorising information, organising writing under topic sentences. Pupils need to be taught this objective as part of the sequence for writing, by analysing model texts, teacher modelling and in shared and guided writing. Some pupils would benefit from the more-structured support of a writing frame.

What to teach

- How to explore texts to discover how they have been organised and the signposts of particular sorts of organisation.
- How to plan writing in a variety of ways.
- How to match the styles of planning to content and purpose.

Teaching approaches

- Use the process of shared writing (see the Literacy and learning in modern foreign languages CD-ROM in the cover of this booklet for more on this process) to model the thought processes involved in writing paragraphs. Note the importance of thinking out loud to make explicit the choices that you are making as a writer.
- Analyse a model text about where someone lives via whole-class interactive teaching. Provide pupils with a planning sheet requiring them to make notes in boxes for each paragraph. Ask pupils to note the connectives used, e.g. in French mais, et, quand, si; in German und, aber, denn, oder; in Spanish y, pero, o cuando, si.
- Use the process of shared writing to draft a text on hobbies and pastimes. Draw attention to the possible use of connectives within the text. Discuss the audience and the purpose of the text with pupils.
- Cut up into paragraphs a letter giving personal information. Then ask pupils to put the paragraphs back into the best or the correct order and also explain how they made their decisions.
- Annotate a text describing a school on an OHT, to show how it has been organised and to highlight the organisational signposts. Having completed this activity, display an inferior text in the next lesson and ask pupils how they could improve the paragraphs in this case.
- Deconstruct a text and model its structure, presenting the organisation as a diagram. Next, ask pupils to plan another text using a similar diagram or plan.
- Ask pupils, in groups, to draft paragraphs about a day at school, on separate pieces of paper. Allow them to experiment with ordering the paragraphs in a variety of ways before sticking the paragraphs onto a large piece of paper.
- Use given connectives of a particular type (e.g. temporal: in the morning, later) as paragraph starters around which pupils, in pairs, should write their own text. The paragraphs could then be collated and put together into a whole text.
**Learning from text: reading for meaning**

**Year 8 objective:** Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions.

**About this objective**

Pupils need to know that while some texts seek to present facts from an objective point of view, other texts present facts selectively or in a way that promotes a particular viewpoint with which not everyone agrees. Through selective choice of facts and evidence, images, vocabulary and structure, writers may deliberately aim to influence the reader’s opinions, emotions and/or attitudes. Bias can also sometimes be unintentional and simply reflect the writer’s narrow personal perspective and understanding. Pupils need to be able to distinguish established facts from opinions and how factual information can be presented in a non-objective way through the use of images and words. They need to question the intentions of authors, considering why they are offering ideas, opinions and hypotheses rather than facts or certainties. When reading in a foreign language, pupils should be able to identify facts and opinions and should develop an increasing awareness of bias and objectivity.

**What to teach**

- How to recognise the purpose of a text, e.g. to explain, inform, discuss or persuade.
- How to distinguish facts from opinions.
- How to recognise and evaluate the impact of emotional images and vocabulary.
- How to recognise cultural implications in texts.
- How to make inferences or deductions in order to detect bias in a text.

**Teaching approaches**

- Provide pupils with different types of text, such as recipes, cartoons, e-mails, letters, and newspaper articles, and ask them to identify the purpose(s) of each text.
- Select a short text where young people comment on their music preferences. Display the text to the class. Use the process of shared reading to establish the type of vocabulary being used. Ask pupils to scan the texts further for examples of subjective vocabulary. Then choose a review of a record or book to compare the vocabulary used with the young people’s opinions.
- Provide pupils with ten sentences on any topic, where five are factual and five are opinions. Work as appropriate with pupils to categorise the sentences as either fact or opinion and to discuss the language used. Show how certain phrases, e.g. *je pense* or *ich glaube* signal the likelihood that it is an opinion. Give pupils a further ten sentences on a different topic. Ask them to decide whether the sentences are facts or opinions and to justify their categorisation.
- Model the language required to respond to different types of image, e.g. ‘It’s pleasant’, ‘It’s funny’, ‘It’s shocking’, ‘It’s awful’, ‘It’s brilliant’. Display different photographs and images to the class and ask for an immediate reaction in the target language. Discuss how different images affect people emotionally. Ask pupils to bring in an image to describe to the class for the next lesson.
Year 8

Learning from text: understanding how texts work

Year 8 objective: Analyse the overall structure of a text to identify how key ideas are developed, e.g. through the organisation of the content and the patterns of language used.

About this objective

This objective builds on the Year 7 analysis of word choice and sentence structure. It teaches pupils how to analyse the overall structure of a text, and not only supports their reading of a text but also supports their own writing, because they can employ the techniques used by other writers.

What to teach

- How information and ideas are organised in a text.
- How patterns of language use are connected with text structure.

Teaching approaches

- Model how language patterns work. Analyse a leaflet on the importance of recycling for the environment. On an OHT, highlight how key ideas are developed through repetition of a particular structure, e.g. _il faut_, _man muß_, _hay que_.
- When undertaking shared reading with the class, make the structure of the text a focus for comment and discussion. For example, when looking at a letter with three short paragraphs, talk about why the writer has split it up like this and what each paragraph sets out to do. Or, if it is a short information text, focus on why the factual information has been sequenced in the way it has. Are the most important facts presented first?
- Look at examples of menus. Apart from the overall structure of such texts, it is worth focusing on the typical language patterns. The more expensive the hotel or restaurant is, the more likely it is that the noun phrases will be elaborated, e.g. _bread and jam_ might become _freshly baked bread with home-made strawberry jam_.
- When looking at a text, for example, a set of instructions for using a vending machine, make the link between a grammatical feature – in this case imperative verbs – and the purpose and organisation of the text.
Learning through writing: using writing as a tool for thought

Year 8 objective: Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving.

About this objective

This objective builds on the Year 7 objective: use writing to explore and develop ideas. It focuses on two important qualities of writing:

- Writing can record ideas so that they are not forgotten and can be returned to for reference, further thought and development.
- The process of recording a thought in writing often clarifies or strengthens it, or even exposes it as less coherent than it seemed when first thought or spoken.

This kind of writing is not generally meant to communicate to a wider audience; it is more likely to be part of notes, jottings or plans that could underpin another piece of writing, a spoken presentation, the solution to a problem or a practical task. It may, however, not be written for just the writer to read if, for example, it is in the context of a group task. The purpose of writing like this is to capture ideas and possibilities and to develop them by clustering, making links, deciding on sequences, ranking for importance, and making some additions and deletions. The ideas are also captured so that they can be questioned and evaluated.

What to teach

- The contexts in which this kind of writing is useful.
- A range of styles/formats for this kind of writing (e.g. bullet points, spider diagrams, tables) to demonstrate to pupils that it is important for them to represent their ideas in the way that best suits the way they think.
- How to work with a set of initial ideas on paper to develop them further, e.g. by clustering or prioritising them.

Teaching approaches

- Model how using bullet points can help pupils to structure and plan their written work. For example, for a piece of writing on other countries:
  - Introduction
  - Countries/capitals
  - Languages spoken
  - Weather
- Using the process of shared writing, draw up a spider diagram designed to help pupils with an oral presentation on food and drink.
- Ask pupils to work in groups to draw up a table of written notes for and against different modes of transport. Discuss with the groups how they would use this as the basis for a piece of written work.
- Provide pupils with useful frameworks for collecting ideas and for reflection. For instance, a ‘for and against’ grid, a ‘like and dislike’ grid, or a ‘what I already know and what I need to know’ grid. A ‘self-evaluation’ grid is very useful as a place for pupils to note what they feel they have done well, and what they feel they should improve and any targets they are setting for themselves.
Year 8

Learning through writing: structuring and organising writing

Year 8 objective: Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. choice of connectives, reference back, linking phrases.

About this objective

This objective focuses on the organisation of a text beyond the level of a single paragraph. It is about showing young writers how to signal explicitly to the reader the logical connections between their paragraphs, thus improving the logic and clarity of their writing. In Year 7, pupils learn when to start a new paragraph and how to introduce it effectively with a topic sentence. Here they learn about a higher level of organisation, sequencing and linking paragraphs in order to fulfil the purpose of their text. This aspect of writing is connected with learning because it is about understanding how different aspects of the topic are linked.

What to teach

- A range of connectives that will link paragraphs in different ways. For example:
  - sequencing – puis, ensuite; dann, zuerst; luego, entonces;
  - qualifying – mais; aber; pero;
  - adding information – de plus; außerdem; además;
  - contrasting – par contre; auf der anderen Seite; por otra parte.

Teaching approaches

- Apply the teaching sequence for writing (see the Literacy and learning in modern foreign languages CD-ROM in the cover of this booklet for more on this process) to a piece of writing on clothes and fashion. Establish clear aims. Ask pupils to write about what they would wear in particular circumstances, e.g. when going out to the cinema, when staying in to do their homework, when going to a restaurant with their family or when going out in the evening on holiday. Demonstrate to pupils how to write a paragraph, then compose the next paragraph together. Draw out the use of the connectives which are used to link paragraphs in particular. Ask pupils, in pairs, to write a paragraph together. Ask them to justify their choices and make their thinking explicit to their classmates.

- Ask pupils, independently, to write a limited amount of text on the topic of modes of transport. Provide a writing frame to illustrate the language which pupils will need to use to complete the task and link their work together as a whole. For example:
  - Normally I travel by …
  - But tomorrow I will go by … because …
  - In my opinion, it’s more …
  - On the other hand, it’s slower and so …
Learning from text: reading for meaning

Year 9 objective: Compare the presentation of ideas, values or emotions in related or contrasting texts.

About this objective

Pupils need to be able to recognise how ideas, values and emotions are different from facts, and how different writers convey a particular idea, value or emotion. They need to be able to explore the nature of these presentations in texts which are similar and contrasting, and be able to discuss how the writers achieve their effects. Texts could be from the same or contrasting periods, forms or genres, and may focus on one or more authors. Pupils need to be directed to specific aspects of the texts. When reading in a foreign language, pupils should be able to compare different text-types and recognise different approaches and/or bias within the texts.

What to teach

- How to recognise and describe an idea, value or emotion.
- The difference between fact and opinion.
- How to recognise bias.
- How ideas, values and emotions can be expressed through the text-type chosen, audience addressed, and structure and vocabulary choice.

Teaching approaches

- Select two texts, one describing the positive aspects of living in a town and one describing the negative aspects. Ask pupils to scan the texts to find the different opinions given in each case. As you annotate an enlarged text or OHT, ask pupils to consider whether the opinion is strongly held or not. Ask them to justify their findings by giving specific examples of the vocabulary used. Select a further text which gives concrete examples of the disadvantages of living in a town, e.g. the level of pollution or level of violent crime. Use the process of shared reading to make the author’s intention explicit. Work with pupils to identify how the facts are expressed.

- Select two texts expressing different viewpoints on a recent world event. Use the process of shared reading to identify the contrasting phrases and expressions used by the writers. Display the expressions in the classroom. Ask pupils to watch the television news that evening and report back to the class using the expressions identified. This can be used as a starter activity.

- When comparing two texts on the same topic, ask pupils to highlight similarities in one colour and differences in another.

- Tell pupils, in groups of four, to read different descriptions of the same holiday, where a father is trying to persuade his family to choose his preferred destination. They must identify which member of the family each account is designed to persuade. For example, a reluctant child who likes the sun, a young boy who likes to play on his gameboy, grandma who likes to watch the TV, or mum who likes to eat in expensive restaurants.

Each group must identify the audience for each text and explain the vocabulary choices which led them to that conclusion.
Learning from text: understanding how texts work

Year 9 objective: Analyse how an author’s standpoint can affect meaning in non-literary as well as literary texts.

About this objective

Any author has a point of view about his or her subject matter. This standpoint may seek to be impartial and objective or it may be influenced by ideology, attitudes, emotions or personal preferences. Pupils should be taught to take this into account when reading: looking beyond what is stated, asking why the writer has chosen to present the material in this way and how this might affect their response to the material. An extreme case of where the author’s standpoint influences meaning is the use of irony, where an author states the opposite of the intended meaning. In non-literary texts, an example where standpoint could affect meaning might be a fact sheet about healthy food written by a vegetarian.

What to teach

- How to ask questions of a text which go beyond ‘What is this information?’ or ‘What is the author’s main point?’. More involved examples of questions include: ‘Why would someone write this?’, ‘What is the author’s attitude to the subject matter and to me the reader?’, ‘How far can I trust the information in this text?’, ‘Am I being given all the facts or just one side of the story?’.
- How to find evidence in a text to answer these questions, e.g. by looking for emotive and persuasive language.

Teaching approaches

- Before asking pupils to write a persuasive text (e.g. a letter to persuade their penfriend to visit), read through an example of a persuasive text with pupils. Bring out how the author’s position has influenced both what they say and also the language which they use. For instance, intensifiers such as very, most or extremely may reveal just how hard the writer is trying to get his or her own way. Pupils can then choose from these language features in their own writing.
- Provide pupils with two eyewitness accounts of an accident where one eyewitness is a friend of the victim and the other a friend of the perpetrator. Discuss in English, or the target language, the choices of language within the texts and how they are influenced by the writers’ standpoints.
- Work within the context of the local environment. Conduct shared reading of three texts with differing standpoints:
  - A developer who wishes to construct a sports centre in town putting his case to the local council.
  - A resident worried about the potential noise writing to the council to protest about the developer’s plan.
  - A young girl who feels that there is a lack of leisure facilities in town writing in favour of the plan.

Annotate the texts to identify what is different because of the different views of the writers. Discuss, in English, the use of language within the different texts. Ask pupils to work in groups to develop their own argument using appropriate language.
Learning through writing: using writing as a tool for thought

Year 9 objective: Record, develop and evaluate ideas through writing, e.g. essays, journals.

About this objective

This objective builds on the Year 8 objective: use writing for thinking and learning…. It refers to writing that has the development of learning as its core purpose, thus distinguishing itself from writing to demonstrate learning in a specific context, e.g. for summative assessment. Writing set in the context of this objective will have as its main purpose the development and securing of understanding. This can be done by asking pupils to:

- collect information together in a certain way;
- devise questions;
- explain;
- reflect on and evaluate material;
- transform material by representing it in a different way;
- express feelings about a topic or issue;
- speculate on possibilities;
- analyse and comment.

As such, this kind of writing can take many forms. Journals and learning logs lend themselves well to questions, reflections, evaluations, speculations and the expression of feelings. Reports and essays are well suited to the collation of information, commentary and analysis. Pupils can be asked to transform materials by being asked to produce instructions, letters, newspaper reports, leaflets and a whole range of text forms.

Writing of this kind may have an element of recording (e.g. for future revision) but this will not be its main purpose.

What to teach

- Pupils will need, above all, to understand the underlying purpose of this type of writing. They will also need to be taught:
  - the language of questioning and reflecting;
  - the conventions of the forms of writing required of them, e.g. letters or newspaper reports.

Teaching approaches

- Ask pupils to collect information on recent events via articles in the target language. Ask them to record this information in the format:
  
  **Who?**  **What?**  **Where?**  **When?**

- Pupils should then work in groups to redraft the articles for a teenage audience.

- Using mini whiteboards, ask pupils to use opinion-giving vocabulary to write their reactions to a list of topics, e.g. racism, pollution, animal testing or skateboarding. Praise good use of vocabulary and structure.

- Ask pupils to keep a simple journal in the target language for a week. They should record their thoughts and reactions to everyday occurrences, perhaps using two columns. For example:
I went to school on the bus. I hate it. The Year 7 pupils are so noisy.

Assembly Not enough chairs. I stood for 20 minutes.

Break I met my friends. First laugh of the day.

- Set a writing task which requires pupils to transform a text in the target language to a piece of writing of their own in a different form. For example, an information text about pollution could be turned into a letter of complaint.

- At the end of a unit of work, ask pupils to evaluate their own progress by writing comments in English or the target language.
Year 9

Learning through writing: structuring and organising writing

Year 9 objective: Integrate diverse information into a coherent and comprehensive account.

About this objective

This objective requires pupils to make notes in appropriate detail, to organise them so that the writing is clearly structured with ideas logically linked, and to express points concisely and avoid repetition. Pupils also need to make decisions about what is relevant to include. They need to pay attention to the ordering of paragraphs and making cohesive links, and to frequently re-read as they write. As part of the drafting process they should look for gaps in information and a consistency in tone and level of detail.

What to teach

- How to plan effectively and avoid or eradicate repetition.
- How to organise notes so that points are grouped logically into paragraphs and linked effectively.
- How to check that all necessary points have been included.
- How to redraft work, to include substantial improvements.

Teaching approaches

- Ask pupils to make notes from different sources, and to combine the information obtained before organising it into paragraphs for a defined purpose and audience. For example, they might find information on recycling in their textbook, on a council leaflet and on an Internet site. This information could then be combined into a piece of writing about the different ways of recycling in their own town and also a town in a country where the target language is spoken.
- Model the various stages of note making by demonstrating striking out repetition and irrelevance, adding extra detail, highlighting key points, colour-coding or numbering to show possible groupings, and making the reasons for these choices explicit.
- Practise grouping notes in the lesson starter by asking pupils to sort notes under headings which, initially, should be chosen by the teacher, but later should be selected by pupils themselves.
- As a starter, focus upon linking paragraphs by using domino cards. On the right-hand side of the card write the beginning of a paragraph, and on the left-hand side write the ending of another paragraph. Pairs of pupils should play dominoes with the cards or work together to arrange all the dominoes in the best order, with the beginning and ending of a paragraph linking up across two cards in each case.
- Give pupils a list of information and a word limit. Explain that they must organise the points, focusing on ways of combining details concisely in sentences appropriate to a particular purpose and audience.
- Ask pupils to use their notes to draft a text for a defined purpose and audience, following a planned structure and using concisely expressed sentences.
Prompts for subject leaders

Learning through talk

- Did the lesson exploit opportunities for pupils to learn through talk, or were there missed opportunities?
- Did the teacher make clear the intended outcome for any speaking and listening activity and set clear time targets to encourage pace and application?

Where pupils were asked to use talk to clarify and present ideas:

- did their response suggest that the teacher needed to model the kind of presentation required?
- was an appropriate context created for the activity? For example, was there sufficient thinking time? Did less-confident pupils have the chance to talk with a partner before presenting to a wider audience?
- did the teacher give clear feedback to pupils, not only on the content of their presentation but also on the effectiveness of the communication? Did the feedback include clear advice on how to improve?
- did the teacher promote the use of standard English as the form of language appropriate for presentations in class?

Where pupils were required to listen for a sustained period:

- was the subject matter and style of presentation well matched to the pupils?
- was sufficient consideration given to the range of ability in the pupil group?
- was the talk/programme contextualised for pupils in such a way as to activate their prior knowledge?
- were they clear in advance about what they were listening for and how they might have to respond to what they had heard?
- was the listening scaffolded in any way, for instance, with a structured note sheet or some prompt questions?

Where pupils were required to talk together in pairs or groups:

- was the grouping of the pupils appropriate for the task and its purpose?
- were they clear about the expectations for their behaviour during the activity or did they need the support of some ‘ground rules’?
- were they clear about the type of speaking and listening required of them during the activity, e.g. speculating, evaluating, sharing ideas to solve a problem? Did this need clarifying or demonstrating by the teacher?
- were they clear about the particular roles they needed to fulfil in the pair/group, e.g. chairing, reporting, recording? Was there evidence that this needed clarifying or demonstrating by the teacher?
- were any reporting back activities organised to maximise participation while avoiding tedious repetition?
- were the groups supported by the teacher to ensure that most, if not all, reached a satisfactory outcome in the time allowed?
Learning from text

- Did the lesson exploit opportunities for pupils to learn from text, or was there evidence of the ‘retreat from the written word’?
- Did the teacher always read for the class or was there an expectation that pupils could and should engage with text for themselves?
- Were texts well chosen, both in terms of content and reading difficulty? Did the teacher take account of the fact that more-challenging texts can be used in the context of shared reading than when pupils are asked to read independently?
- Where a textbook was used, were pupils familiar with its conventions (e.g. page layout, symbols, structure), or did this need to be clarified for them?

Where pupils were required to undertake research:

- did they demonstrate a range of appropriate reading strategies for the task (e.g. skimming, scanning), or did they need reminding of these?
- did they have effective ways of recording information to fulfil the purpose of the task, or did they need guidance/support with making notes?

Where pupils were required to read closely for meaning:

- were they given a way into the text that would encourage close reading and help them overcome initial difficulties?
- was the activity set up to encourage active reading and inference and deduction, e.g. through the use of techniques such as sequencing, annotation, cloze?
- when questions were set on the text, were they likely to promote understanding or just the simple retrieval of information?
- were less-able or less-willing readers supported in the task?
- were they encouraged to question the text and consider it in relation to its degree of objectivity and the writer’s intentions?

Where pupils were reading a text as an example for their own writing:

- did the teacher help them to identify the features of the text that allowed it to fulfil its purpose, e.g. its structure and use of language?
- did the teacher encourage the use of the correct terms when referring to these features, e.g. topic sentence?
- did the teacher exploit effective strategies such as annotation during shared reading in order to show pupils how a particular type of text works?

Learning through writing

- Did the teacher clearly establish both the purpose and intended readership of the writing?
- Was enough done to ensure that the pupils had something to say in their writing?
- Were pupils clear about what writing strategies were appropriate for the task, e.g. collaboration with a partner, drafting, proofreading?
- Did pupils have access to reference materials to support their writing?
- Did the teacher use steps from the teaching sequence for writing as appropriate? (see Literacy and learning: Guidance for senior leaders Appendix 4, page 45).
- Was there evidence that pupils receive clear feedback on their strengths and on ways to improve, both during and after writing?
Where pupils were using writing to capture and develop thoughts and ideas:

- did they use an approach to writing that suited this purpose, allowing for adaptation, reflection and evaluation?
- did they have a repertoire of formats for this kind of writing, or did they need more support from the teacher through demonstration?
- were they able to use the outcomes of this kind of writing to support a further task, e.g. a spoken presentation or a more formal piece of writing?

Where pupils were required to write a longer piece:

- did they know how to organise that particular type of writing or did this need to be taught explicitly, e.g. using the teaching sequence for writing?
- did the teacher make explicit reference to paragraphs and how they can be linked?
- were they supported with the process of selecting, prioritising and ordering material when they needed to incorporate information from a range of sources?
- were there strategies for supporting weaker writers with the task, e.g. a writing frame?

When helping pupils to develop clear and appropriate expression:

- did the teacher use strategies to encourage pupils to reflect on the clarity of their writing and alter it as necessary?
- were they encouraged to rehearse sentences orally before writing?
- were they encouraged to think about and engage in the choices which a writer must make in terms of vocabulary and sentence structure, e.g. through shared writing?
- were the constraints for making choices as a writer made explicit, e.g. the appropriate degree of formality?
1 Leading cross-curricular change: literacy

The DVD features a 13-minute film shot in 2004 at Haybridge School in Worcestershire which is meant to stimulate discussion about implementing literacy as a whole-school initiative, and can be used in the context of a meeting of subject leaders. In the film, the deputy head and other staff from the school reflect on the process by which they have already made progress in implementing literacy across the curriculum and consider how the literacy and learning materials will allow them to continue the process of embedding and sustaining literacy as a focus for whole-school improvement. The film includes brief visits to three lessons: science, art and religious education.

2 Literacy and learning: key teaching approaches

Included on the DVD along with Leading cross-curricular change: literacy are examples of key teaching approaches for speaking and listening, reading and writing. The approaches are:

- teacher modelling;
- small-group discussion;
- active-reading strategies;
- shared reading;
- guided reading;
- shared writing;
- guided writing.

Subject-specific examples of most of these approaches are contained on this CD-ROM, but this additional material can be useful to subject leaders to inform their work as:

- evaluators of teaching and learning;
- curriculum leaders.

These examples can be shared with other staff in training sessions or in the context of professional development generally. It is meant for use where subject leaders wish to promote a particular teaching approach with an individual teacher or more widely within the department or faculty.

Shared and guided reading and writing are exemplified here only in the context of English, where they are best known, but these approaches can be useful in all subjects.

Shared reading is important because it allows the teacher to work with the whole class on a text that would be too challenging for independent work. Enlarging the text using an OHP or data projector allows the use of a range of interactive strategies to involve pupils directly, and is more powerful than using individual copies because the attention of the pupils can be focused by the teacher on particular parts of the text. Shared reading makes ‘the invisible process of reading, visible’.

Shared writing is a teacher-led activity that engages the whole class in the act of writing. Working at the whiteboard or OHP, the teacher firstly demonstrates the process of composition, explaining out loud why certain choices are being made. Next, pupils contribute their ideas for continuing the writing, which are sifted and refined before being written up by the teacher. Shared writing shows pupils the kinds of choices which writers
have to make, and allows them to take part in the enjoyable process of composition without the additional burden of spelling and handwriting.

Guided work (reading and writing) is where the teacher works for about 20 minutes with a selected group of around six pupils, while the others work independently. It is a powerful way of teaching to the specific needs of an identified group within the class and is a way of building a bridge between teacher-led and independent work.

### 3 Key teaching approaches index

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