



# Key Stage 3 *National Strategy*

## Literacy and learning in religious education

**Heads of religious education  
Departments and teachers of  
religious education**

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Key Stage 3  
*National Strategy*

Literacy and learning  
**Literacy and learning in  
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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 religious education.

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.



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.

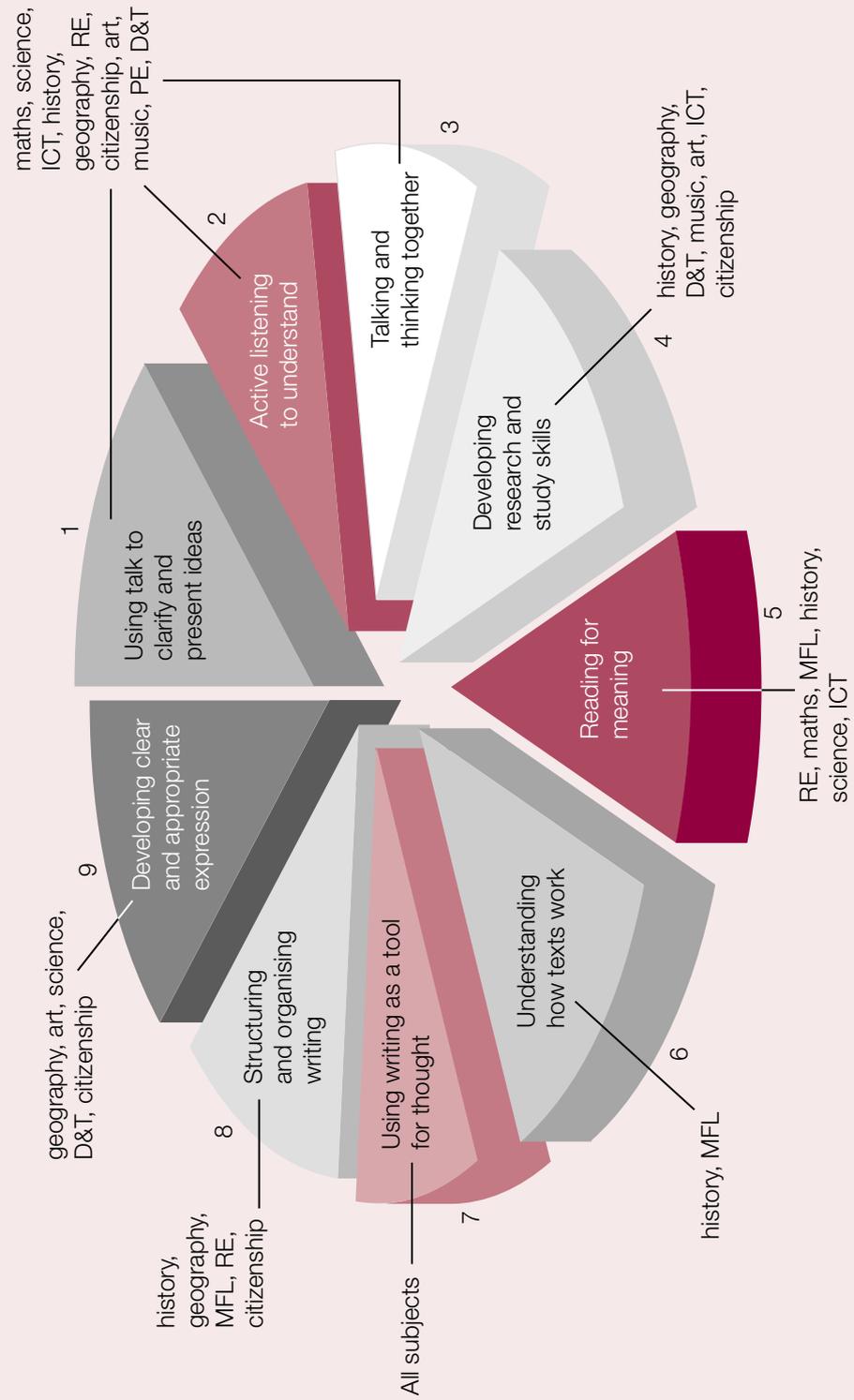
**Year 9**

**Year 8**

**Year 7**

Literacy and learning framework of cross-curricular objectives	Learning through talk	Learning from text	Learning through writing	Year 7	Year 8	Year 9
	Using talk to clarify and present ideas	Developing research and study skills	Using writing as a tool for thought	SL1: Use talk as a tool for clarifying ideas	SL4: Provide an explanation or commentary which links words with actions or images	SL2: Use standard English to explain, explore or justify an idea
	Active listening to understand	Talking and thinking together	Structuring and organising writing	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	SL7: Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus	SL7: Identify the underlying themes, implications and issues raised by a talk, reading or programme
			Developing clear and appropriate expression	SL10: Identify and report the main points emerging from discussion	SL10: Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas	SL9: Discuss and evaluate conflicting evidence to arrive at a considered viewpoint
				R2: Use appropriate reading strategies to extract particular information	R3: Make notes in different ways, choosing a form which suits the purpose	R2: Synthesise information from a range of sources, shaping material to meet readers' needs
				R8: Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied	R6: Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions	R7: Compare the presentation of ideas, values or emotions in related or contrasting texts
				R13: Identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions	R10: Analyse the overall structure of a text to identify how key ideas are developed	R11: Analyse how an author's standpoint can affect meaning in non-literary texts
				Wr3: Use writing to explore and develop ideas	Wr3: Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving	Wr2: Record, develop and evaluate ideas through writing
				Wr10: Organise texts in ways appropriate to their content	S7: Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence	Wr9: Integrate diverse information into a coherent and comprehensive account
				S8: Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader	Wr11: Explain complex ideas and information clearly	S3: Write with differing degrees of formality relating vocabulary and grammar to context

## Literacy and learning: key skills in subjects



## Understanding the framework

Each area of the framework divides into three strands:

<b>Learning through talk</b>	Using talk to clarify and present ideas
	Active listening to understand
	Talking and thinking together
<b>Learning from text</b>	Developing research and study skills
	Reading for meaning
	Understanding how texts work
<b>Learning through writing</b>	Using writing as a tool for thought
	Structuring and organising writing
	Developing clear and appropriate expression

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 religious education 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.'

Andrew Wilkinson, Ed., *The writing of writing*, OUP, 1986

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.

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.

Resource	Where to find it	Recommended uses
<p><i>Literacy and learning</i> DVD</p> <p>Contains video examples of literacy teaching (see page 59 of this CD-ROM for a full index).</p>	<p>The school has one copy which will be with either the Key Stage 3 Strategy manager or the literacy coordinator.</p>	<p>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.</p>
<p><i>Literacy and learning in religious education</i> CD-ROM</p> <p>Contains the full text including exemplification of all relevant objectives.</p> <p>Also contains text and video of <i>Literacy in religious education</i> (for school-based use and self-study), which covers:</p> <ul style="list-style-type: none"> <li>■ planning for purposeful speaking and listening;</li> <li>■ approaches to active reading;</li> <li>■ teaching writing systematically.</li> </ul>		<p><i>Literacy in religious education</i> (for in-school use and self-study) is a useful resource for any teachers who were unable to benefit from the literacy in religious education training provided recently by LEAs.</p> <p>For example, it can provide material for a departmental meeting with a focus on active-reading strategies.</p> <p>It is particularly useful for individual teachers to use as a study aid to fill a particular knowledge gap.</p>
<p>The <i>Literacy and learning in religious education</i> booklet.</p>	<p>In the <i>Literacy and learning</i> resource pack.</p>	<p>Guidance for subject leaders – an abridged version of this text.</p>

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.

The *Literacy and learning in religious education* 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 text);
- other material previously published by the Key Stage 3 Strategy (see the guide in Appendix 3 of the *Literacy and learning: Guidance for senior leaders*);
- *Sustaining improvement, a suite of modules on Coaching, Running networks and Building capacity* (DfES 0565–2003 G).



# 3

## **Explaining and exemplifying the objectives**

This section of the text contains an entry for each cross-curricular literacy objective that is assigned to religious education.

The cross-curricular objectives exemplified for religious education are:

Learning through talk	Using talk to clarify and present ideas Active listening to understand Talking and thinking together
Learning from text	Reading for meaning
Learning through writing	Using writing as a tool for thought Structuring and organising writing

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.

Year 7	Learning through talk
	Learning from text
	Learning through writing
Year 8	Learning through talk
	Learning from text
	Learning through writing
Year 9	Learning through talk
	Learning from text
	Learning through writing



## Year 7

### **Learning through talk: using talk to clarify and present ideas**

**Year 7 objective: Use talk as a tool for clarifying ideas, e.g. by articulating problems or asking pertinent questions.**

#### **About this objective**

This objective develops the use of talk as a tool for developing thinking. It is likely to be taught in the context of problem solving, planning a project or discussing an issue. It needs to be taught in a range of contexts and is clearly a cross-curricular objective. The objective requires pupils to listen closely and contribute effectively to talk through building upon, questioning and challenging the points made by others.

#### **What to teach**

- How to begin by defining the task, e.g. *'Right, so what have we got to do?'*. Specific difficulties should be outlined before and during the task, e.g. *'We don't understand the bit where/when ...'*.
- That talk will be more tentative and less formal than a presentation, but pupils need to listen actively to the views of others and reflect on what has been said before responding. They will need to be taught to be sensitive and open to new ways of thinking, and not be influenced by preconceived ideas.
- Pupils may need to be reminded about how to take turns, how to ensure responses are appropriately timed and how to avoid being personal when responding.
- That questions such as *'What do you think this bit means ...?'* or *'What did you think s/he meant when s/he said ...'* are useful to arrive at a common understanding of stimulus material.
- That sentence starters such as *'Another way of looking at it ...'*, *'I understand what you are saying, but could it be that ...?'*, *'Yes, but on the other hand ...'* will introduce an opposing point of view without causing offence.
- Useful prompts which support a point of view, such as *'That's brilliant!'*, *'That's right'*, *'Of course that's what it means'*.
- Some prompts which seek support for a point of view or additional ideas such as *'There's an example here in paragraph 2'*, *'I think s/he said that when s/he was talking about ...'*, *'We did that last week and we said ...'*.
- How to bring ideas together and prioritise, e.g. *'Isn't the main point that ...?'*, *'Right, we've agreed that ...'*, *'Now we need to ...'*.

#### **Teaching approaches**

- Give plenty of opportunities for exploring ideas through talk. For example, when asking the class an open-ended question about a moral choice, allow time for discussion in pairs before asking for views to be expressed to the forum of the whole class.
- Analyse extracts from radio or television programmes which feature discussion and debate about, for example, euthanasia and consider how the participants are using talk to present and develop their points of view.
- Consider the role of questioning in an interview and how that helps or hinders the discussion. Identify key features and develop these into a wall chart or booklet for other pupils to use as a guide. Think about open and closed questions when interviewing a guest from a faith which you are studying.

- Model positive and negative contributions before a small group in guided talk or the whole class. You should include examples of a personal response, e.g. *'I think you are talking rubbish'*, and a more impersonal response, e.g. *'Could you just explain why you think that ...?'*. Pupils should make notes about productive and unproductive ways of talking. Encourage discussion about why unproductive talk does not help a discussion and can result in offence.
- In whole-class discussion, periodically sum up the discussion so far. Model this for pupils by noting key points or sticking points on the board or a flip chart and suggesting fruitful ways forward. For example, *'So we think being a Buddhist would affect our lives in these ways, but we haven't talked about how it affects the way we deal with other people who may not share our views ...'*.
- Teach pupils how to use specific questions to move the discussion on by modelling how to challenge and seek clarification. For example, *'So this means you think that Christians would never fight in wars; can the rest of you think about whether that is true ...'*.

## Year 7

### **Learning through talk: active listening to understand**

**Year 7 objective: 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.**

#### **About this objective**

This objective requires sustained listening and response in a variety of contexts. The objective is a good cross-curricular focus, requiring pupils to develop listening skills using common techniques. It links closely with note-making skills and the ability to retain or record relevant information. Providing note-making grids can support pupils by giving more detailed prompts for those who need them. The *Literacy across the curriculum* (DfES 0235/2001) training file provides strategies to support note-making (module 8: Listening, and module 9: Making notes).

#### **What to teach**

- How to recognise the main organisational features of different types of spoken text. For example, a television documentary may start with an explanation of its purpose, raise a series of points and end with an overview which possibly raises further questions. Knowing about the structure in advance will help pupils to listen out for relevant information.
- Specific phrases which signal to the listener that a key point is about to be made, e.g. *'Another point is ...'*, *'Furthermore ...'*, *'So ...'*, *'To sum up ...'*. Knowledge of these oral markers will help pupils to recognise when key points are about to be made.
- How to prepare in advance for a listening task, e.g. preparing questions that you want the answers to, making notes based on prior knowledge, anticipating key points or identifying a specific piece of information to listen out for.
- How to use a range of note-making skills to record relevant information, ideas and questions for later use. Note making is not just about recording key points; a well-prepared note-making task can ensure that pupils reflect on, ask questions about or challenge information which they have heard.

#### **Teaching approaches**

- Near the start of the year, ask pairs of pupils to think about why listening is important in RE. It would help if this were a whole-school activity, completed by most subjects. If that is not possible, ensure that it is a whole-department task. Provide a simple two-column handout for pupils to gather ideas. For example:

	Advantages	Disadvantages
Listening well		
Not listening well		

Discuss this with the whole class before asking pupils to produce a poster entitled *Why it is important to listen well*. Ensure that the poster becomes the same in all RE classrooms, or all classrooms if it is a whole-school priority.

- Before important listening work, work with the class on analysing the organisational features of the type of materials which pupils will encounter:
  - If it is a talk by you, a pupil or a guest speaker, ask the class to think about how the speaker might have organised his or her notes. What might the main headings be? What would the implications be for listeners?
  - If you are about to read an editorial or opinion piece, explain how it is organised, e.g. introduction followed by points for then points against.
  - If you are about to watch a series of short programmes on Buddhism, explain to the class that each has the same formula, or that the specific programme has three sections and then explain what they are.
- Provide the class with a short list of helpful phrases which may guide listeners towards key information. For example, in a video about dress codes in Islam, the narrator may signal moving on to another aspect with questions such as ‘*Why is it important for women to cover their arms and legs?*’, ‘*What does the Koran say about women and dress?*’, ‘*Why is it important to remove shoes before entering a mosque?*’. Phrases like ‘*Another important reason is ...*’ also signal developments in the text.
- Build in follow-up tasks which depend on focused listening. Explain to pupils what they should do while listening and what they will do afterwards with the information obtained. For example, ‘*In pairs, give a presentation of the key points about why dress codes are important in Islam*’.
- Teach note-making skills explicitly, to help pupils record information and support its recall. This could involve selecting relevant points, using abbreviations, bullet points or key words. Invite an expert pupil to tell the class about his or her area of expertise, which might be the lifestyle aspects of their faith, such as customs on the Sabbath, or a life-changing experience, and then model how to take notes on an OHT. Repeat the exercise with another expert and ask the class to take notes independently. Offer a blank OHT to two or three pupils and ask them to demonstrate and explain what they did to the rest of the class.
- Provide structured templates for note making which require pupils to do more than just record information. Encourage questions by including a space or box and build in time during and after the reading or video to note questions. Encourage pupils to challenge views by providing them with a ready made list of bulleted key points in one column and a column alongside for *What you think* and *Why* (or *Agree/Disagree* and *Why*).
- Give pupils opportunities to ask questions, make comments or challenge views during listening work; stop the video or reading and ask for comments. Alternatively, ask pupils to discuss their views for 30 seconds and then take a few comments before continuing. Provide time after the task for oral comments, e.g. after the video about dress codes in Islam, give pupils three minutes, in pairs, to note down three questions or comments on whiteboards before taking feedback. Always seek elaboration and ask for reasons and evidence.

## Year 7

### **Learning through talk: talking and thinking together**

**Year 7 objective: Identify and report the main points emerging from discussion, e.g. to agree a course of action including responsibilities and deadlines.**

#### **About this objective**

This objective requires pupils to report the main points from discussion in a variety of ways, e.g. to another group, to the teacher or to the class. Speaking frames or sentence-starter oral prompts could be given to support pupils in structuring their report back. Pupils will probably need to make notes of key points as an *aide-memoire*. Teacher modelling or note-making frames may provide useful support. Teachers could also use pupils primed for the task to model reporting back key points for the rest of the class.

#### **What to teach**

##### **Identifying main points**

- Adjectives to convey importance, e.g. *main, key, significant, important, crucial*.
- Adverbs to convey intensity of feeling, e.g. *strongly, firmly, surely*.
- Adverbials at the start of sentences to gain attention or establish control, e.g. *'Right ...', 'So ...'*.
- Connectives to signal opposing views, e.g. *but, conversely, alternatively*.
- Connectives to summarise views, e.g. *therefore, so*.
- Connectives to indicate a sequence of ideas, e.g. *firstly, secondly, thirdly, next, then, also*.

##### **Reporting main points**

- Orientating the audience by giving the context of the discussion, e.g. *'Our group was discussing ...'*.
- Itemising the main points using the first person plural, e.g. *'First of all we agreed that ...'* and giving reasons *'This was because ...'*.
- Signalling movement to the next point, using an introductory sentence stem or connective, e.g. *'Our second point was ...', 'Secondly...', 'Next ...'*.
- Concluding the report clearly, e.g. *'Thus, our view is ...'* or *'Therefore, we felt ...'*.
- How to make brief notes to support oral feedback.

**Language associated with roles adopted**

<b>Phases of discussion</b>	<b>Chairperson</b>	<b>Group members</b>
Initiate discussion	<i>'Right, we need to decide ...'</i>	<i>'I think we need to ... because ...'</i>
Generate ideas	<i>'Does anyone have any ideas about ...?'</i>	<i>'What about ...?'</i>
Express support for others		<i>'Go on ...', 'Yes, I agree because ...', 'What then ...?'</i>
Discuss different viewpoints		<i>'I feel strongly because ...', 'But don't you think we need to ... because ...?', 'But surely we also want to include ...?', 'What about Jane's alternative?', 'But surely that was more important because ...?'</i>
Check understanding		<i>'Do you see what I mean?'</i>
Identify main ideas	<i>'Right, we need to agree on the main points ... Would anyone like to suggest ...?'</i>	<i>'Surely one of our main points was ...?'</i> <i>'Several people felt strongly that ...'</i>
Establish responsibilities and deadlines	<i>'Okay, so we need to decide who is going to do what ...'</i> <i>'Right, who would like to ...?'</i> <i>'John, do you think you could get that done by ...?'</i> <i>'Right, let's summarise our decisions ... Shall I sum up what we've agreed?'</i> <i>'The group decided that ...'</i> <i>'Let's run through the main points we've agreed ...'</i>	<i>'I would like to ...'</i>

**Teaching approaches**

- Draw explicit attention to how to summarise and report back succinctly. Particularly if pupils have not had much experience of this, provide a proforma with headings (main points, actions, responsibilities) for support. Teach pupils how to use this effectively.
- Devise a checklist with pupils for identifying the main points and reporting back. Pupils should use this to evaluate how the teacher feeds back main points to the class. This could also be used by pupils to evaluate their own work in this area.

- Tell pupils to work in groups to conduct some research, for example, about aspects of a particular faith or capital punishment in America. After the planning session, they should report to you about progress, roles, responsibilities and deadlines.
- Provide opportunities for pupils to report back in a range of ways, both formal and informal, e.g. using an envoy, using jigsaw groups, reporting back to the class.

## 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 and by Year 7 most pupils should be able to do this. As this is an area where pupils' ability continues to develop, it is important that throughout Year 7 pupils are given the opportunity to identify where meanings are implied and to extend their explanations of their understanding in speech and writing. Some connotations may be culture-specific. It is an opportunity to reinforce the difference between explicit and implicit meaning, and tasks will involve a range of active-reading strategies.

#### **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.
- How to refer to and quote from a text, modelling inference and deduction.
- How to make links across a text.

#### **Teaching approaches**

- Revise inference and deduction. Offer a statement such as '*Sikhs believe we arrive at God through the Guru*' on a card and model searching for evidence from the textbook that supports this statement. Annotate the text on an OHT, highlighting phrases to show any confirming evidence.
- Provide pupils with a colourful poster for a festival or an organisation such as *Life* and ask them to highlight all the emotive words in one colour and any factual information in another. Group feedback should reveal how the emotional impact or ambiguity of words can influence the reader more than any facts.
- Provide pupils with a parable, or story, from the *Ramayana*. Ask them to sum up the basic facts of the story and then invite them to suggest why the story was told, i.e. to discuss the underlying moral messages about appropriate behaviour.
- Give pupils, in groups, an A3 photograph of the crowd at a religious festival, a wedding photo or other rite of passage (textbooks usually contain such pictures). Give the groups a minute to 'read' the text and answer questions about time, place, mood, etc. Discuss how it is easier to read a picture when we know something about the context, e.g. a Christian wedding, than it is to read one which may not be part of our culture, e.g. a Hindu wedding. You will need to be sensitive to the main ethnic groups in your class here.

## Year 7

### **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**

- 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 their learning.

#### **Teaching approaches**

- Encourage pupils to note down quickly in the way they find most helpful (e.g. pattern note, bullet points) everything they know about a topic to be studied, e.g. noting what they know about Hinduism before starting the unit of work, or what their knowledge of euthanasia is before working up to a formal debate. As the unit progresses, they can colour code fact or opinion on their notes and add new knowledge. KWL grids which have three columns headed *What I know*, *What I want to know* and *What I learnt* would also be useful when research will be involved.
- Use group discussion to engage pupils in thinking about a topic such as rites of passage. Jigsaw, envoy or snowball techniques (see *Literacy across the*

*curriculum* (DfEE 0235/2001), module 7) can be used. These would all require pupils to record the group's preliminary thinking and then share and amend that thinking as the discussion progresses. You could conclude with one group sharing their thinking on an OHT and share making changes to the notes in the plenary.

- As preparation for a writing task about, for example, *Why the Buddha became known by that title*, ask pupils to 'brainstorm' or mind map their ideas and link similar ideas with arrows or colour coding. They could then decide on an overarching sentence to cover the ideas they have linked, use it as a topic sentence and then develop the ideas under the heading prior to a full write up of the essay.
- If pupils visit a church or temple, ask them to record their thoughts and questions as they look round. If pupils seem insecure, model how to do it and perhaps give them a set of prompts of what to look at. In the next lesson, ask for their reflections and create a class mind map on a flip chart or whiteboard, grouping ideas under, for example, emotional responses, objective responses, questions and so on.
- To start a new topic on a particular faith, show pupils a series of images and/or artefacts connected with the faith. Ask pupils to make a quick note of their thoughts as they look at each one. Finally, ask them to put all their notes together into one expression of the ideas they have so far. This could be in the form of a list of key words, bullet points or a mind-map diagram.

## Year 7

### **Learning through writing: structuring and organising writing**

**Year 7 objective: Organise texts in ways appropriate to their context, 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, and 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 notice the signposts of particular sorts of organisation;
  - plan writing in a variety of ways;
  - match the styles of planning to content and purpose;
  - use a range of organisational signposts.

#### **Teaching approaches**

- As a starter, provide samples of writing organised in a variety of ways for pupils to match to descriptions of the kind of organisation employed (e.g. chronological, priority), and then take feedback on how the decisions were made.
- Suggest and teach a variety of ways of planning appropriate for different tasks, e.g. columns for and against, and then numbering in order of priority.
- Use the 'connectives as signposts' handout (handout 3.1 in the *Literacy across the curriculum* (DfEE 0235/2001) training file), cut up into small cards. Ask pupils to sort the connectives into types and decide when they might need them, such as when comparing two faiths, explaining the reasons for and the effects of a rite of passage, or arguing for or against capital punishment.
- Use the information about non-fiction text-types in the *Literacy across the curriculum* (DfEE 0235/2001) file module 2 to be clear about the appropriate way for pupils to organise the writing task which you have set. Use the teaching sequence for writing (as outlined in the same module) to ensure that pupils are supported in producing writing that is well structured.
- Provide pupils with the topic sentences from a given text on, for example, a faith which you are studying, and ask them to complete the paragraphs by providing development, exemplification, etc. of their own. Alternatively, provide a text with missing topic sentences and ask pupils, in pairs, to provide the topic sentences, making the organisation clear.
- Provide pupils with two pieces of information, such as two explanations or two descriptions, and then ask them to write a comparison. For example, take a description of Mecca during the Hadj and one outside the pilgrimage and ask pupils to compare the city at these times using appropriate connectives. Some pupils might need the support of a writing frame which includes useful connectives for comparison, such as *in contrast to*.



## Year 8

### ***Learning through talk: using talk to clarify and present ideas***

**Year 8 objective: Provide an explanation or commentary which links words with actions or images, e.g. a sports commentary or talking to a sequence of images.**

#### **About this objective**

This objective focuses on the way that the spoken word is often linked to actions or images in a range of contexts. For example:

- the demonstration of a practical skill where the commentary is designed to explain and inform;
- a documentary film where the voice-over communicates the meaning in parallel with the visual images;
- communicating information to an audience using pictures or slides;
- speaking stimulated by a series of still images, as in telling the story or explaining the process portrayed by a series of pictures in a book.

Pupils need to develop their ability to explain in words the actions which they are taking when involved in practical activities, in order to demonstrate their understanding and their ability to reflect on and evaluate their work. There is also an important link with media objectives, because it is important for pupils to be able to read images and comment on them. Linking words with visual images is also an effective way of making a presentation to an audience. This objective builds on the Year 7 objectives, because explaining and commentating develop the skills of summarising and reporting. It involves pupils understanding the ways in which words can support and explain pictures, summarise the content and/or interpret pictures to influence the audience.

#### **What to teach**

- How to provide a spoken commentary on a sequence of your own actions in order to inform, explain, or evaluate.
- How to make a commentary coherent by considering the sequence of points and how they can be linked.
- How to select images that will best enhance a presentation.
- How to draw attention to particular aspects of the images that are of most significance.
- How to consider the needs of the audience (e.g. their likely prior knowledge) so that the commentary will be clear and informative.
- How to listen to a commentary and compare it with the visual image that they are watching.
- How to use short clear sentences for maximum effect and at what point to say them when the image is moving.
- How to match tone of voice to the images and the purpose of the commentary, e.g. sympathetic or enthusiastic.
- How, when demonstrating an activity or making a presentation, to use gesture and facial expression to enhance the impact of the spoken commentary.

### Teaching approaches

- Use still pictures to look at what is true about them and what we bring to them from our experience and how we read, e.g. facial expressions or colour, much of which is culturally determined. Ask pairs of pupils to prepare a brief oral commentary on the picture they have been given.
- Use famous photographs from the Vietnam War or the Spanish Civil War. It is possible to obtain two versions: the actual, cropped published photograph, and the longer shot with photographers looking on. Consider what a commentary on each one might be and the moral dilemma facing war photographers.
- Take video footage of, for example, the Kumbha Mela and watch it without commentary by using the mute button or volume control. Encourage pupils to comment on what they see, and then say what impressions they gain from it. Then model what a devout Hindu might say as a voice-over and what someone who is more interested in the social spectacle might say. Ask pupils to note the differences in vocabulary and tone. Ask pairs to write a voice-over for the same footage, taking the viewpoint of someone who is explaining the facts of the festival to someone with no knowledge of the Hindu faith. Invite two pairs to do the voice-over and then ask the class to evaluate its effectiveness. Follow up by listening to the original commentary and comparing the various versions.
- Show pupils a range of digital photographs or slides of a temple or a church and ask them to prepare a commentary to accompany the images. Pupils could make a PowerPoint presentation and talk to each slide. Encourage pupils to use the pictures as a stimulus for their words and not to use written notes. Give them a target of the number of spoken sentences per slide, depending on their level of confidence and ability.

## Year 8

### **Learning through talk: active listening to understand**

**Year 8 objective: Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.**

#### **About this objective**

This objective requires pupils to listen with a purpose, selecting relevant information. By Year 9, pupils are being asked to listen for implied meaning. In Year 8 they are expected to listen for a detailed understanding of content and to focus on specific areas for comment. Focused, sustained listening is a skill that many pupils need to develop. It links closely with note-making skills and the ability to retain or record relevant information. Note-making grids can support pupils by providing more detailed prompts for those who need them.

#### **What to teach**

- How we listen in different ways for different purposes. When listening to the football results on the car radio, we may be very focused – waiting for a mention of a particular team's results. Listening to friends talking about what they did at the weekend will be different – picking up the general drift of what several people did. Pupils also need to know that in school lessons they should listen in different ways for different purposes, such as listening out for specific information (e.g. the differences in beliefs between a Muslim and a Jew), or listening carefully in order to carry out a follow-up task (e.g. writing an informative leaflet about the Kumbha Mela).
- How to spot the clues which will indicate that relevant information is about to be provided which they need to record. A television programme, for example, may be divided into sub-sections with helpful captions. A formal radio news programme may have a pause between each news item. A well-prepared speaker in a debate may signal movement from point to point with phrases like *'Another argument for banning abortion is ...'*.
- How to listen out for and select relevant information, making use of key words and phrases.
- How to use note-making skills to record key points quickly and efficiently. For example:
  - use bullet points or leave a space between points;
  - use abbreviations;
  - note key words and phrases;
  - underline important points;
  - use diagrams and flow charts.
- How to comment on or question the material they are listening to.

#### **Teaching approaches**

- Before an important listening task, ensure that pupils know exactly what they should be focusing on, what they should be doing while listening, and what they will do with the information afterwards. Note the task on a whiteboard, an OHT or a task sheet.
- Be explicit about specific sentence- and word-level features that will help pupils to monitor the different stages of a talk, reading or television programme and help them identify relevant material. Give pupils, in pairs, two minutes to note likely

words and phrases before taking feedback and listing the most helpful on the whiteboard. Leave them there during the listening.

- Revise note-making skills, such as the use of abbreviation, by modelling important skills on the whiteboard or an OHT.
- Tape a brief radio text such as *Thought for the day* and model how to take key points from it. Have a set of notes prepared in advance and talk pupils through how you took the notes.
- Show pupils examples of different types of notes, such as pyramiding, tree diagrams and timelines. Ask pupils to identify when each type would be useful. Model an example then ask pupils to use another technique. Look at some pupil examples on an OHT, and give feedback on how to note more effectively.
- During listening, stop the programme, reading or talk and ask for oral comments and questions. Give a couple of minutes for pair talk and noting of points, then take comments. This will help you monitor understanding and allow pupils to give their views or seek clarification. Do the same at the end.
- Encourage explicit pupil comment or questioning by providing a grid. For example:

Key point made in article	What I think

Key point in programme	Questions

To focus pupils' attention on thinking, reflecting and questioning, consider providing the key points in the left-hand column and focusing pupils on their comments in the right-hand one.

## Year 8

### **Learning through talk: talking and thinking together**

**Year 8 objective: Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.**

#### **About this objective**

This objective develops the use of talk as a tool for developing thinking. It needs to be taught in a range of contexts and lends itself additionally to cross-curricular work. Teacher modelling or other examples of this use of talk support pupils to understand how the process works. Pupils need both specific support with linguistic structures for hypothesis and speculation and also help with managing their contributions to group work.

#### **What to teach**

##### **Questioning**

- How to use questions to open up a discussion, such as 'What about ...?' (offering a suggestion) or 'So what do you think, Sam?' (drawing in someone else).
- How to use questions to probe/challenge, e.g. 'And what about ...?', 'What if ...?', 'Do you agree, irrespective of ...?', 'So why do you think that ...?', 'After what Sara has just said, do you still believe ...?', 'Do you really feel that ...?', 'What about the opposing view that ...?'.

##### **Hypothesis and speculation**

- How to use talk in a tentative way. Explore the use of:
  - adverbials, e.g. 'Probably ...', 'Possibly ...', 'Maybe ...', 'Perhaps ...', 'Presumably ...';
  - modal verbs (can, may, might, should, will), e.g. 'It may be ...', 'Should we ...?', 'Could we ...?';
  - other tentative/speculative verbs, e.g. 'I think ...', 'This suggests ...', 'I wonder ...', 'I guess ...', 'I suppose ...', 'I doubt ...';
  - questions, e.g. 'What if ...?' or 'What about ...?'.

##### **Evaluation**

- How to offer statements of opinion, judgement, likes and dislikes, e.g. 'In my opinion ...', 'It seems ...', 'I think ...', 'I would rather ...'.
- How to use:
  - comparative/contrasting connectives, e.g. *compared with, similarly, likewise, alternatively, whereas, on the other hand, despite*;
  - causal connectives, e.g. *because, therefore, so, in that case, still, even though, as a result, consequently*;
  - adjectives (including comparative and superlative forms), e.g. *better, best, more than, most*;
  - verbs to indicate value judgements, e.g. *prefer, would rather, like/dislike*.

### **Solving problems and thinking about complex issues and ideas**

- How to use the language of co-operation and negotiation, e.g. *'Should we ...?'*, *'Would it be a good idea if ...?'*, *'I propose that ...'*.
- How using absolutes, such as *never* or *always*, can close down opportunities for negotiation and compromise.
- How to use summative comments to offer a solution, e.g. *'Well, I think we should ...'*, *'What about if we ...'*, *'Therefore ...'*, *'Consequently ...'*, *'As a compromise ...'*.
- How to express multifaceted, or more complex, views, e.g. *'I don't like it, but I can understand why ...'* or *'Although I wouldn't, I can see why some people would ...'*.
- How to echo other's ideas in giving a response, e.g. *'So you think that ...'*, *'Does that mean ...?'*.
- How to develop others' ideas, e.g. *'Yes, we could ...'* or *'What about if we then ...?'*.
- The effect of affirming or positive body language to encourage discussion, such as nodding, eye contact (but not solidly staring at someone), seating position (for example, leaning forward slightly, with 'open' body, body turned towards the speaker), arms should not be crossed, voices level.
- The value of verbal 'fillers', such as *'mmm'*, *'yes'*, while nodding to keep the discussion going.

### **Teaching approaches**

- Generate ground rules to encourage speculative talk. Ask pupils to generate sentence stems for different aspects, such as the language of co-operation, e.g. *'I hear what you are saying'*, *'I agree under some circumstances'*, *'Yes, it does depend on ...'*, *'That's a good idea – it's something I hadn't thought of'*. Place these on display, with any other word banks or sentence stems generated.
- Initiate exploratory or hypothetical talk yourself by using tentative language, rather than by asking questions. Begin a discussion by wondering out loud, or offering a hypothetical statement of your own.
- To develop speculation and divergent thinking, tell pupils to work in groups of six to complete a de Bono 'thinking hats' activity. The group should be given a situation, such as having to decide about switching off a life-support machine, and each member of the group needs to respond to that situation in a manner appropriate to the colour of the hat they are given. The colours of the hats, and the attitudes which they represent, are: white – neutral and objective, red – anger, black – cautious and careful, yellow – positive and optimistic, green – creative and environmentally aware, blue – cool and controlled.
- Ask pupils to work collaboratively to produce 'mind maps' in response to questions such as *'Should couples be allowed to produce "designer babies"?''*. Use the mind maps for groups to give feedback to other groups (using envoys) or to the class as a whole.

## Year 8

### **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. Pupils need to consider implied as well as literal meanings and the connotations of particular words. They need to question the intentions of authors, considering why they are offering ideas, opinions and hypotheses rather than facts or certainties.

#### **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 find and evaluate any support which writers or speakers give for their point of view. Is this support expressed as direct quotations, figures or more vaguely, e.g. '*As it can be said that ...*' or '*Many people think that ...*'?
- How to take account of modal verbs such as *could* or *might*, as opposed to *must* or *will*.
- 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.
- How to trace ideas through a text and look for inconsistencies and omissions.
- How to refer to other texts written by the same or other writers that can help with the interpretation of the original.

#### **Teaching approaches**

- It is important that pupils recognise the difference between knowing and believing, because this is at the heart of any debate around faith.
- Ensure that pupils recognise the purpose of any text used in RE, because this will greatly influence the language, approach and content used. Also ensure that they know something of the background of the author to guide any decisions about content.
- When sharing a reading of, for example, the crucifixion, offer pupils historical/archaeological evidence surrounding it and ask them to consider fact and opinion and how faith might have influenced the telling.
- Do a shared reading of two tellings of the same concept, e.g. creation myths. Show how they differ in both content and style, and also in what ways they are largely similar. Ask pupils, in pairs, to discuss why these myths have come to be written differently.

- Using a newspaper article reporting events in, for example, an Islamic country, discuss with pupils the connotations of certain words. Then ask pupils to highlight other words and phrases in the text that suggest an underlying bias.
- Through the shared reading of two texts, teach the difference between polemic, which consists entirely of assertion, and argument, which should have factual support/evidence and acknowledge alternative points of view.

## Year 8

### **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), demonstrating 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.
- How to take minutes or notes from discussion and then place pupils in role to do it independently.

#### **Teaching approaches**

- Ask pupils to suggest appropriate formats before they begin to record their thinking independently.
- Ask pupils, in groups, to discuss, for example, what they know about immigration in Britain. Ask them to record their ideas on a blank OHT. During the plenary, ask one group to give feedback, then take comments from the other groups and teach how to amend their notes, if needed. Ask pupils to alter their OHTs in the light of what they have heard.
- Instead of asking for a full discursive essay on marriage, ask pupils to draw up a for-and-against sheet, completing it in pairs. Each pair should then join another pair to add to or adjust their ideas. This could be used as preparation for a debate rather than a written piece.
- As part of a comparative essay on marriage in Christianity and Hinduism, ask pupils to complete a KWL grid under each faith. The *know* section of the grid will contain both fact and what they think is fact, but may not be. Then ask them to complete their research to answer their questions. At the end ask how far they amended what they thought they knew after contact with the research information.

## 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 representing an understanding of how different aspects of the topic are linked.

#### **What to teach**

- A range of connectives that will link paragraphs in different ways, e.g. *moreover* (adding information), *consequently* (cause and effect), *next* (sequencing), *however* (qualifying), *in the same way* (comparing), *on the other hand* (contrasting).
- Linking phrases, e.g. *'The ideas that were described in the previous paragraph ...'* or *'My conclusion that follows from the facts above is ...'*
- How to create clear and unambiguous reference chains, e.g. If a paragraph begins *'Moreover, these people ...'* will the reader be clear about who is being referred to by the phrase *'these people'*?

#### **Teaching approaches**

- This objective builds on the Year 7 objectives of *Organise texts in ways appropriate to their content* and *Recognise the cues to start a new paragraph*. Whole-school approaches to literacy should see those objectives secured in Year 7 so that pupils starting Year 8 should be able to signpost the organisation of a text to the reader, although perhaps not yet fluently.
- When reading or writing a text which does not have a chronological structure, ask pupils to tell you the ways in which the organisation is signalled. This may be through opposing connectives like *but* and *however* or through those signalling additions, such as *moreover*, or those summing up, such as *finally* or *to conclude*.
- When asking pupils to write a text in favour of or against, for example, faith assemblies in school or faith schools, model the fluent use and sentence structure demanded by connectives such as *although* and how to complete a sentence using *moreover*, so that ideas are clear.
- In shared reading, note how ideas are linked across paragraphs through pronoun use or repeating a word or using a synonym for it. Model how to ensure clarity when writing such texts.
- Model pronoun use when the protagonists are all one gender. When writing about Jesus and his disciples, such as *'Jesus, Matthew and Mark were ... He ...'* ensure that pupils are able to be clear about who *'He'* is and when a name might be required for clarity.

## Year 9

### **Learning through talk: using talk to clarify and present ideas**

**Year 9 objective: Use standard English to explain, explore or justify an idea.**

#### **About this objective**

The use of standard English should be related to purpose and audience. It is important to be clearly understood when conveying ideas to an audience. Pupils need to practise explaining ideas in formal contexts and need to move beyond tentative, exploratory talk into more incisive comments. Pupils should be aware of differences between spoken and written standard English. Although in formal spoken English full sentences are not always used, pupils may make use of more formal devices, such as subordinate clauses, passive voice and connectives to show the relationship between ideas. At word level, vocabulary needs to be understood by all, with both vagueness and jargon avoided. Pupils might self-correct as they speak, to ensure that the use of standard English is maintained.

#### **What to teach**

- That there are choices to be made about the use of standard English in both written and oral work.
- The importance of spoken standard English; some people have very strong views and expectations about its use and some situations demand it, e.g. debates and job interviews. Attitudes may change over time, but it is empowering to have a good grasp of when standard English is appropriate and to develop the confident use of its features as part of a spoken language repertoire.
- That the use of standard English is determined by audience, purpose and context, and that it can vary in its degree of formality.
- The specific features of standard English and how it differs from dialectal variations, e.g. subject/verb agreement, past tense, adverbs, negatives, pronouns, prepositions.
- That standard English is likely to be required in the classroom, e.g. for formal debates, prepared presentations and whole-class discussion. Point out when very formal standard English may be inappropriate, e.g. pair work.
- That standard English can be spoken in any accent.

#### **Explain**

- How to start by orientating listeners, including a logical sequence of points which needs signalling to the audience, e.g. *'In this talk I am going to ...'*, *'First of all, I would like to ...'*, *'Now I am going to explain how ...'*, *'Finally ...'*.
- How to use the first person and present tense to explain ideas about texts or issues, e.g. *'I think violence is never justified because ...'*.
- How to illuminate points by examples or evidence, e.g. *'An example of this can be seen in the final paragraph when ...'*, *'In Holland, for example, euthanasia has ...'*.
- How to elaborate or clarify, e.g. *'You can perfect this skill by ...'* or *'This technique is used again in the second part of the talk when the speaker ...'*.
- How to monitor audience understanding by questions during or after the explanation, e.g. *'Does everyone understand what I mean by ...?'* or *'Before I conclude, are there any questions...?'*.
- How to conclude explanations by phrases such as *'I hope everyone now has a better grasp of my point of view on this issue?'*.

### Explore

- How to signal tentativeness by incorporating tentative words or phrases, such as *'Perhaps ...'*, *'Maybe ...'*, *'It may be possible to ...'*.
- How to establish an exploratory tone at the outset by a statement of intent, e.g. *'I would like to consider what would happen if ...'*.
- How to use rhetorical questions to draw in the audience, e.g. *'What could this possibly mean?'* or *'Have you ever wondered why ...?'*.
- How to link ideas to ensure that listeners follow the speaker's thinking, e.g. *'Another issue raised by the article is ...'* or *'An alternative interpretation is that Jesus is ...'*.
- How to explore the implications of ideas through constructions such as *'If ... then'*, e.g. *'If this is the case, then it is likely that ...'* or *'If I am right, it may also mean that ...'*.
- How to justify ideas by evidence of some kind, such as data, quotations and illustrative examples. The common pattern for justifying an idea is to explain it, provide supportive evidence then confirm your point.
- How to use formal orienting phrases, such as *'I shall now explain why I ...'* or *'Support for my view is provided by ...'*.
- How to introduce specific evidence by phrases such as *'For instance'*, *'Take the case of ...'* and to justify an idea with reasons using *'because'*.
- Different factors may be itemised, e.g. *'Firstly ...'*, *'Another reason is ...'* and *'Finally ...'*.
- Earlier points by other contributors may be countered using formal phrases such as *'Unlike the previous speaker, I believe ... because ...'*.

### Teaching approaches

- During oral work, praise good use of standard English and comment constructively on how less-appropriate language could be improved.
- Specify your expectations for the use of standard English and the degree of formality required when you set oral tasks. Discuss, agree and record the key features. Remind the class as they carry out a task, e.g. group discussion will be less formal than a presentation which results from that discussion.
- Use a two-column grid to itemise and compare the key differences between spoken standard and non-standard English. Include points related to grammar, e.g. adverbs (*'I want to move on quickly'* versus *'I want to move on quick'*) and vocabulary (*'All this stuff about whether there is a God'* versus *'There are many points of view about the existence of God'*).
- Model one type of talk (e.g. explaining a life-changing experience) as a more formal presentation to the class. Demonstrate the beginning of the talk. Ask pupils to note key phrases and other features as you go. Discuss and record the key points and then continue with the next stage of the talk, asking pupils to take over. Then ask pupils to work in pairs to complete the task.

## Year 9

### **Learning through talk: active listening to understand**

**Year 9 objective: Identify the underlying themes, implications and issues raised by a talk, reading or programme.**

#### **About this objective**

Pupils should be able to listen carefully, to select particular information for comment, and to identify how messages are conveyed. They need to interpret what they hear, recognising what is implied and detecting bias. This involves being aware of audience and purpose, recognising connotations at word level, stylistic conventions at sentence level, and organisational implications at text level. While some pupils will recognise implications and issues immediately, others will need support to explore beyond the surface. The objective is likely to be taught alongside other objectives clustered around persuasive texts, both spoken and written.

#### **What to teach**

- Listening for different purposes:
  - To identify the main points made.
  - To understand the main points and formulate own responses, e.g. own views or questions.
  - To identify the key points and recognise whether they are being made explicitly or not.
  - To identify what significant issues are raised and why.
- How different types of spoken texts may be organised and especially what techniques may be used. For example, at text level, a prepared talk designed to persuade the audience of a particular point of view may be carefully structured with an introduction which orientates the listener, then a series of linked points and finally a concluding overview. At sentence and word level, the speaker may deploy rhetorical questions, irony, emotive language, imagery, and repetition.
- What is meant by *theme*. In a talk, it means an idea or topic which is expanded upon, for example, a pupil speaker may explore the theme of friendship and loyalty among teenagers.
- What is meant by *implication* – something that is not directly stated but suggested or hinted at. Listeners need to hear between the lines. A particular meaning may be implied by:
  - a rhetorical question, e.g. *'Would you like to live next door to a noisy neighbour?'*;
  - an invitation to the listeners to work out something for themselves, e.g. *'Think about it'*;
  - emphasis given to a particular word or phrase, e.g. *'Yes, it seems like a convincing argument'*;
  - apparent denial, e.g. *'I wouldn't go so far as to say he was an out and out liar'*;
  - connotation, an association or idea suggested by a word or phrase, e.g. *maiden* connotes chastity. Connotation is particularly important as it is culturally determined and may need explanation for ethnic minorities and/or those from challenging social backgrounds.
- How to detect bias in different types of material. Pupils need to ask searching questions about the underpinning beliefs of the speaker, writer or television

programme maker/presenter. They need to be able to detect illogical thought, unsubstantiated arguments and distortion of data. They need to recognise emotive language that seeks to persuade the listener against his or her good judgement.

- How a talk, reading or programme may set out to deal with an explicitly identified issue, or how it may raise issues unintentionally for the listener. Effective listeners need to be able to identify:
  - important points of interest raised by the material;
  - their own views on these points.

### Teaching approaches

- Focus pupils' attention on the idea that writers, speakers and programme makers have a specific purpose which readers, listeners and viewers need to recognise to avoid being hoodwinked. Provide a list of different examples and ask pairs to suggest the purpose of each one. For example:
  - a newspaper editorial;
  - the television news;
  - a sermon;
  - a leaflet from a religious sect;
  - a public information bulletin on radio or TV, e.g. about HIV;
  - *Thought for the day*;
  - a parable.

Discuss why it is important to recognise the purpose. Ask what might happen if you don't.

- Analyse key features before pupils listen to more demanding material. For example, provide an outline of the structure of a television documentary: introduction, the case for and the case against. Provide pupils with a list of key words or phrases to be on the alert for when listening.
- Explain listening tasks precisely. Provide guidance on what the class should do while listening and what will happen afterwards. Provide a handout which will help them to complete the task effectively. For example, an outline of a television programme with space for notes under each heading, or a specifically designed note-making template.
- If the focus of the listening task is to identify *themes* (e.g. how beliefs affect everyday life), explain before you start what sort of material the class will be trying to identify. Pause at appropriate stages during the talk, reading or programme to monitor pupils' understanding and model noting of key points and supporting evidence. Afterwards, ask questions about their notes and evidence. Discuss the different themes which have been identified.
- To identify what the implications or consequences of ideas expressed might be, provide a two-column note-making grid: *Points made* and *Implications/ consequences*. Model the note making and discuss the main consequences noted by pupils after the listening task has been completed.

## Year 9

### **Learning through talk: talking and thinking together**

**Year 9 objective: Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.**

#### **About this objective**

Through discussion of conflicting evidence, pupils should become more aware that views can be diametrically opposed or simply differ slightly on certain points. They need to clarify their understanding of what is being said, be attentive to details and read between the lines to identify any subtext. In evaluating evidence, pupils should consider bias, flawed arguments, inaccuracy and extreme views. They also need to be aware of how their own opinions or assumed stance influences the consensus which they reach. They need to develop their ability to work together to avoid polarisation in the group. Contributions will often respond directly to what has just been said, acknowledging the views of others. In reaching a considered viewpoint, pupils will justify and modify details of their own views. They could be required to explain their considered viewpoint to others.

#### **What to teach**

- How to give evidence, reasons and illustrations to support views. For example, *'To support this ...'*, *'Evidence demonstrates ...'*, *'Research proves ...'*, *'The facts show ...'*.
- How to recognise when anecdote is useful or when it is used to reinforce prejudice.
- How to use adverbs to temper one's views, such as *sometimes*, *often*, *always*, *occasionally*.
- How to make interjections, accompanied by a shift in views, such as *'Oh, I see ...'* or *'Oh, I understand now ...'*.
- How to offer statements of opinion or judgement, such as *'In my opinion ...'*, *'I think ...'*, *'I believe ...'*, *'I prefer ...'*, *'I would rather ...'*.
- How to evaluate evidence using:
  - comparative/contrasting connectives, e.g. *compared with*, *similarly*, *likewise*, *alternatively*, *whereas*, *on the other hand*, *despite*;
  - causal connectives, e.g. *because*, *therefore*, *so*, *in that case*, *still*, *even though*, *as a result*, *consequently*;
  - verbs to indicate judgements, e.g. *believe*, *think*, *prefer*, *would rather*, *trust*.

#### **Teaching approaches**

- Through discussion with pupils, clarify the process involved in reaching a considered viewpoint. For example:
  - listen to or read and then discuss the evidence;
  - ask questions to clarify understanding (if possible);
  - be attentive to detail and read between the lines to identify subtexts;
  - when evaluating the views of others, be aware of bias, inaccuracies, flawed reasoning, extreme views;
  - be aware of your own bias and views;
  - be willing to modify your views in the light of new evidence or good argument;

– aim to be objective when discussing the merits of different situations or arguments.

- Set up various scenarios with conflicting evidence where a decision has to be taken, for example, a proposal to introduce euthanasia for terminally ill patients, or plans to build a Buddhist retreat next to a village church. Ask pupils, in groups, to discuss the evidence and decide what action they would take. Each member of the group should adopt a role and the group should then discuss their given situation in role. After the group discussion, the group should reach a decision about the evidence and make their recommendations.
- Give pupils a controversial statement to discuss. Allow thinking time and some initial discussion, then give pupils additional prepared statements, on cards, to add to the discussion. Pupils should use these statements to extend or modify their views. For example, initial card: *It is always wrong to tell lies.* Additional cards: *What about if someone lies to protect someone else? What if the lie is temporary (short-term), for a specific reason, such as protecting someone, and the person then planned to tell the truth? What if the person asking the questions was corrupt and powerful, such as a dictator?*

## Year 9

### **Learning from text: reading for meaning**

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

#### **About this objective**

Pupils need to be able to recognise how ideas, values and emotions are different to facts, and also 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.

#### **What to teach**

- How to recognise and describe an idea, value or emotion.
- The difference between a fact and an opinion.
- How to recognise bias.
- How to explain a writer's viewpoint.
- How ideas, values and emotions can be expressed through the text-type chosen, the audience addressed, and the structure and vocabulary choice.
- How to use appropriate terminology when comparing texts.
- How to read across different texts, noting the way ideas, values and emotions are presented, and then synthesise this information into a coherent critical comparison.

#### **Teaching approaches**

- This objective builds very much on the Year 8 objective *Recognise bias and objectivity*.
- During the shared reading of the opening of a newspaper article about a particular faith or belief system, teach how values and emotions are conveyed. As you annotate on an enlarged text or OHT, think aloud, asking questions like 'How does this word/phrase make us feel?', 'How would you feel if this phrase/word was used instead?', 'What predictions do you have for the rest of this text and where do these expectations come from? You may consider the genre, context and language'. Ask pupils to discuss their responses for a few minutes with a partner, then draw out the sense of a more critical stance expected at Year 9.
- Give all pupils a different quotation from a shared text, e.g. a personal statement of belief. Say that they have one minute to read the quotation, then another minute to explain the ideas, values and emotions which it conveys to a response partner. Differentiate the activity through different-coloured cards. Draw out the importance of articulating critical responses to texts.
- Teach how to read across a range of texts (e.g. about humanism), and synthesise the information. Pupils should then use a grid that has space to note similarities and differences between the emotions and values conveyed by the texts. Pupils should be given grids with columns for *What if?* questions, and *Effect on the reader* responses to encourage them to situate themselves as a reader in a shared context with a writer.

- Teach by shared reading how texts can contrast, for example, by showing how a pre-1900 text could convey different values towards the role of women in the Church of England than a contemporary text.

## Year 9

### **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, reflecting, evaluating, speculating, analysing and commenting;
  - the conventions of the forms of writing required of them, e.g. essays, newspaper reports;
  - subject-specific vocabulary and spelling.

#### **Teaching approaches**

- When setting a writing task, ensure that pupils know why they are writing it, who it is for, and how this will affect the choices which they make.
- Model the difference between a newspaper report on an event in the West Bank and an account of the same event. Compare these to a fictional narrative, such as *A Bridge to Terabithia* by Katherine Paterson, and note the style differences. Offer pupils a list of events and ask them to write a recount, newspaper article or a story.

- As part of the above topic, ask pupils to complete a KWL grid about conflict in Israel/Palestine. After completing their research, ask pupils to complete a discursive essay on the relative merits of the various claims. Model the opening paragraph to demonstrate how a discursive essay should be opened. Pair pupils to be response partners to evaluate each other's work for content, clarity and style. Offer prompts and questions for the partners to use.
- Ask pupils to write about, for example, various solutions to the above conflict and speculate on the possible results. Recap sentence structures such as *'What if ...?'*, *'If ... then...'*, *'Were this to happen ... then'*, *'What would happen if ...?'*.
- Give pupils a text which deals with, for example, apartheid, and ask them to analyse it for fact, opinion and prejudice and then write the analysis as an essay. Alternatively, paste the text into the middle of a large sheet of paper and ask pupils to annotate it by writing their analytical comments in the space around the text, linking each point with lines to examples and evidence in the text itself.

## 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 the information and a consistency in tone and level of detail.

#### **What to teach**

- How to:
  - plan effectively and how to avoid or eradicate repetition;
  - organise notes so that points are grouped logically into paragraphs and linked effectively;
  - express points in such a way that there is a consistent style throughout the final account;
  - structure sentences so that several points may be made succinctly in one sentence, e.g. by using complex sentences and lists;
  - check that all necessary points have been included;
  - redraft work, to include substantial improvements;
  - edit work to improve fluency and economy.

#### **Teaching approaches**

- Practise grouping notes at the beginning of a task by asking pupils to sort notes under headings which, initially, should be chosen by the teacher, but later should be selected by pupils.
- As a starter, give each pupil one or two cards with individual points on them which could be included in an account of, for example, Jesus' temptation in the desert. Their task is to place their cards, as quickly as possible, on sheets of paper (distributed around the room) which represent paragraphs of the account. They should then be asked to give reasons for placing their point cards where they did.
- 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 grouping, and making the reasons for these choices explicit.
- Demonstrate re-reading as the drafting takes place, and looping back to improve fluency and economy.

## **Bibliography**

- *Literacy in religious education* files on this CD-ROM already address managing talk for learning and how and why we talk in RE:
  - There is video exemplification of pupils using talk to clarify ideas and refine thinking in the context of preparing to interview a member of the Muslim faith to find out more about what they believe and how that affects their lives.
  - There is also video exemplification of pupils feeding back their findings after the interview with a member of the Muslim faith.
  - The speaking and listening session also considers group talk where feedback might be required.

Module 7: Managing group talk, in the *Literacy across the curriculum* (DfEE 0235/2001) training materials suggests further ways of organising groups for quality, productive talk and explains the use of envoys and jigsaw groups. Module 8 gives further ideas for listening activities.

**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 first 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

Literacy and learning aspect	Literacy and learning strand	Teaching approach	Example on DVD
Learning through talk	Using talk to clarify and present ideas	Teacher modelling	Sequence 1 English
		Pupil presentations	Sequence 1 English
	Talking and thinking together	Small-group discussion	Sequence 2 science
Learning from text	Developing research and study skills	Active-reading strategies	Sequence 3 science
	Reading for meaning	Guided reading	Sequence 4 English
	Understanding how texts work	Shared reading	Sequence 5 English
Learning through writing	Using writing as a tool for thought	Teacher modelling	Sequence 6 history
		Small-group discussion	Sequence 7 mathematics
	Structuring and organising writing	Shared writing	Sequence 8 English
	Developing clear and appropriate expression	Guided writing	Sequence 9 English

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