



Guidance

Curriculum, Examination
and Assessment

Key Stage 3

National Strategy

Literacy in modern foreign languages

LEA consultants and
subject advisers

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Session 4

OHT 4.3 – All reasonable efforts have been made to acquire permission to reproduce this work

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General introduction

to *Literacy in modern foreign languages*

The aim of the subject-specific material in the *Literacy in* series is to exemplify aspects of the *Literacy across the curriculum* training file for individual subjects. In the case of modern foreign languages, there is an additional aim which is to build a shared knowledge and understanding between English and modern foreign languages departments on approaches to teaching aspects of the subjects such as writing and grammar. This is designed to add value to the teaching in both areas through increased consistency and continuity.

Where appropriate, the relevant section from the *Literacy across the curriculum* training file is indicated so that trainers and teachers can refer to it as and when they wish. This training file is available in every school and LEA. Further copies have been sent to the appropriate subject associations.

Methods of delivery

- LEAs can decide when and how to deliver the *Literacy in* series through 2002–2003 so that it fits with their action plans and/or the current needs of schools. It can be repeated as needs arise; it can be amended as expertise within schools grows.
- The material can be delivered as days or as individual sessions as appropriate to fit with current LEA practice and school needs.
- The material can be amended in response to local circumstances and by involving local expertise. The final session on schemes of work will help where a department from one school can share its experience and expertise with others. This would ensure that local priorities, for example, the needs of pupils for whom English is an additional language, can be met.
- Further examples from local schools can be added to the sessions or substituted for some of the existing examples.
- Trainers can be drawn from the LEA (for example, teacher advisers or LEA subject advisers) or from schools (for example, advanced skills teachers or respected heads of departments or teachers).

Key principles

- To develop consistent approaches to teaching and learning in literacy across departments, and to building increased awareness of the skills, knowledge and understanding that pupils could be expected to bring to lessons
- To develop active reading strategies to increase pupils' ability to read for a purpose and engage with text, and the learning to be gained from it
- To demonstrate the sequence for writing and modelling writing for a key text type within the subject; seeing how it is done helps pupils to achieve it for themselves more quickly

English Framework objectives

- At the end of each folder, the objectives from the *Framework for teaching English: Years 7, 8 and 9* which apply across the curriculum appear in an appendix: most are the key objectives (in bold) but others have been added for clarity or exemplification.
- This will help schools identify their literacy curricular targets and ensure common approaches through the objectives.

Developments in cross-curricular literacy

- As expertise grows, schools may wish to decide which department teaches a particular aspect of literacy, for example, explanations in non-fiction writing, and how other subject areas can support and develop pupils' learning by reinforcing it and applying it to their subject as appropriate. This will save time and ensure that pupils have a consistent approach to, for example, the writing of explanations.
- As expertise in, for example, active reading strategies or managing group talk develops and pupils know the expectations across the curriculum, their confidence will grow and their ability to take responsibility for their learning will also develop. This, again, will save time for teachers as they will not have to keep teaching the skills.

1 Introductory session

You will need:

- OHTs 1.1–1.3
- *Literacy in modern foreign languages* video: extract 1, Introduction

Timing:

This session lasts 15 minutes.

Aims for the day – show OHT 1.1.

OHT 1.1

Aims for the day

- To explore the relationship between literacy and learning in modern foreign language lessons
- To consider the contribution modern foreign language teachers can make to achievement of whole-school literacy targets
- To update modern foreign language teachers on aspects of English language teaching promoted through the National Literacy Strategy and the Key Stage 3 National Strategy so that they can
 - build more effectively on pupils' prior knowledge
 - make constructive links to pupils' literacy learning in English

Explain that the day is not about the methodology of modern foreign language teaching as such. The issues related to pedagogy in modern foreign languages are important but the focus of this training is on literacy across the curriculum. The purpose of the day is to clarify how teachers of modern foreign languages can play a part in raising standards through literacy across the curriculum. It is designed to give them an opportunity to consider ways in which their teaching can support pupils' literacy.

We believe, however, that teachers of modern foreign languages will improve learning in their subject by taking account of what is suggested in this training.

Another point to make is that secondary school teachers of English are being asked to make significant changes in their approach to teaching pupils in Key Stage 3 in order to build on the changes already established in primary schools. One significant change is the expectation that there will be increased emphasis on the systematic teaching of word level work (spelling and vocabulary) and sentence level work (grammar and punctuation). It is important that teachers of modern foreign languages are informed of this work so that they are in a position to take account of what pupils are likely to bring with them, e.g. strategies for learning spellings, terminology and understanding of aspects of grammar.

Use OHT 1.2 to explain that modern foreign languages is different from other subject areas in relation to literacy across the curriculum.

OHT 1.2

Modern foreign languages' special position

- Modern foreign language teachers are already teachers of literacy in languages other than English
- Teachers of modern foreign languages already have an established repertoire of strategies for teaching word and sentence level work in fast-paced, interactive and motivating ways
- It is the legitimate aim of modern foreign language teachers to limit the use of English as the language of instruction and learning
- In Key Stage 3 the level of literacy in the target language for the majority of pupils is very low compared to English

Points to make:

- Modern foreign language teachers are already teachers of literacy in languages other than English. That is their main purpose. Therefore, they have already developed a repertoire of approaches for teaching at word, sentence and text level and should have a well-developed understanding of language and how it works.
- In an effective modern foreign language classroom, the target language is used as much as possible. Nothing in this training should be taken to suggest increasing the use of spoken or written English in modern foreign language lessons.
- Pupils cannot easily bring their understanding of text level features to their work in modern foreign languages because of their limited knowledge at word and sentence level. Most pupils bring significant knowledge of oral language to their reading and writing in English. This is not the case with modern foreign languages.

Use OHT 1.3 to explain why modern foreign language teachers have a stake in supporting literacy across the curriculum.

OHT 1.3

Literacy across the curriculum – What are the benefits for modern foreign language teachers?

- Pupils are unlikely to achieve well in modern foreign languages unless they have achieved a reasonable level of literacy in English
- The effective use of textbooks and dictionaries depends on well-developed reading strategies, which are not language-specific
- Strategies for learning vocabulary and spellings will be employed more effectively by pupils if they are consistent over a number of subject areas
- Pupils' knowledge of English phonology and grammar can support learning in a foreign language and can be reinforced by it

Points to make:

- Modern textbooks in all subject areas have particular ways of organising material and pupils need to understand how they work.
- Reference books such as dictionaries and thesauruses cannot be used effectively without certain knowledge and skills. This can be developed and reinforced across subject areas.
- Learning strategies such as 'look, cover, write, check' and the use of personal mnemonics are effective across the curriculum.
- Pupils who can reflect on similarities and differences between English and a new language will be supported in the learning of the new language and will deepen their understanding of English.
- It is likely that pupils are learning new terminology to describe English in both primary and secondary schools. Modern foreign language teachers in particular need to know about this, as effective teaching depends on knowing and building on what pupils bring with them.

To close this session, show video extract 1 Introduction. The video consists of comments from two teachers at The Sir Bernard Lovell School who have worked together to build cooperation on literacy across the curriculum between English and modern foreign language departments in the school.

Aims for the day

OHT 1.1

- To explore the relationship between literacy and learning in modern foreign language lessons
- To consider the contribution modern foreign language teachers can make to achievement of whole-school literacy targets
- To update modern foreign language teachers on aspects of English language teaching promoted through the National Literacy Strategy and the Key Stage 3 National Strategy so that they can
 - build more effectively on pupils' prior knowledge
 - make constructive links to pupils' literacy learning in English

Modern foreign languages' special position

OHT 1.2

- Modern foreign language teachers are already teachers of literacy in languages other than English
- Teachers of modern foreign languages already have an established repertoire of strategies for teaching word and sentence level work in fast-paced, interactive and motivating ways
- It is the legitimate aim of modern foreign language teachers to limit the use of English as the language of instruction and learning
- In Key Stage 3 the level of literacy in the target language for the majority of pupils is very low compared to English

Literacy across the curriculum – What are the benefits for modern foreign language teachers?

OHT 1.3

- Pupils are unlikely to achieve well in modern foreign languages unless they have achieved a reasonable level of literacy in English
- The effective use of textbooks and dictionaries depends on well-developed reading strategies, which are not language-specific
- Strategies for learning vocabulary and spellings will be employed more effectively by pupils if they are consistent over a number of subject areas
- Pupils' knowledge of English phonology and grammar can support learning in a foreign language and can be reinforced by it

2 Spelling and vocabulary

You will need:

- OHTs 2.1–2.5
- Handouts 2.1–2.3 for each participant

Timing:

2.1 Spelling	35 minutes
2.2 Vocabulary	30 minutes
Total	65 minutes
	(80 minutes together with session 1)

Show OHT 2.1.

OHT 2.1

Aims

- To consider strategies for spelling and investigate which are appropriate for use in foreign languages
- To consider links between the English Framework objectives for vocabulary and learning modern foreign languages
- To investigate expectations relating to the terminology for describing language that pupils learn in primary school

It may be worth reiterating the point that the aim of the training is not to influence the style and content of modern foreign language teaching, but to investigate ways of building links between language learning in English and modern foreign languages in order to add value to both. Spelling and vocabulary are word level objectives in the *Framework for teaching English: Years 7, 8 and 9*.

2.1 Spelling (35 minutes)

Show OHT 2.2 to summarise the approach to English spelling that is being promoted by the Key Stage 3 National Strategy.

OHT 2.2

Approaches to English spelling in the Key Stage 3 National Strategy

There are three main strands:

- Teaching the conventions of the English spelling system
- Teaching strategies for learning spellings and for applying spelling knowledge in the context of writing
- Promoting the explicit teaching of key subject-specific words across the curriculum

Points to make:

- English spelling is 70–80% regular, so although there are no perfect spelling rules, there are conventions that can help pupils make informed choices.

- The Key Stage 3 National Strategy approach to teaching spelling conventions is based on introducing the convention through interactive whole-class teaching, by drawing on pupils' existing knowledge and by using investigations. Other activities are used to consolidate what has been taught.
- Spelling strategies should be applicable across the curriculum, so the remainder of the session will focus on this aspect.
- The teaching of the spelling of subject-specific English words is of limited application to modern foreign languages. This is reflected in the fact that there is no suggested list of words for modern foreign languages in the appendix to the *Framework for teaching English: Years 7, 8 and 9*. To the extent that pupils do write in English in modern foreign languages, they should, however, be taught how to spell subject-specific words. It is also important for teachers of modern foreign languages to alert pupils to differences in spelling between languages, e.g. adresse, appartement and hôpital in French, which are slightly different from the English spelling.

Spelling strategies

Ask participants to write down the spelling of three words:

- desiccate
- liquefy
- ukulele

If some have misspelt a word, ask how we could help them to secure the correct spelling for the future. Ask the accurate spellers how they remembered such difficult words.

Explain that you are going to ask participants to do a brief task in pairs to illustrate the strategies recommended for learning and remembering spellings in English. Explain that the purpose of the task is to acquaint them with the material – it is not a test.

Distribute *Handout 2.1*.

Handout 2.1	
Spelling strategy	Example
A Break the word into its separate sounds	1 Wed-nez-day
B Break the word into syllables	2 Never eat cake, eat salad sandwiches and remain young
C Break the word into its constituents (root word plus affixes)	3 d-i-a-r-y
D Use a mnemonic	4 Look – cover – write – check
E Make a link to a word in the same family	5 There's a rat in separate
F Say the word exactly as it is spelt rather than as it is usually pronounced	6 muscle – muscular
G Notice words within words	7 dis – illusion – ment
H Use clues from etymology	8 bright, light, sight
I Use analogy	9 re – mem – ber
J Apply knowledge of spelling conventions	10 bi + cycle = two + wheels
K Learn by sight and rely on visual memory	11 spot, spotting, spotted

A = B = C = D = E = F = G = H = I = J = K =

Invite participants to work in pairs to match the strategies to the examples.

Show OHT 2.3.

OHT 2.3

Spelling strategy	Example
A Break the word into its separate sounds	3 d-i-a-r-y
B Break the word into syllables	9 re - mem - ber
C Break the word into its constituents (root word plus affixes)	7 dis - illusion - ment
D Use a mnemonic	2 Never eat cake, eat salad sandwiches and remain young
E Make a link to a word in the same family	6 muscle - muscular
F Say the word exactly as it is spelt rather than as it is usually pronounced	1 Wed-nez-day
G Notice words within words	5 There's a <u>rat</u> in separate
H Use clues from etymology	10 bi + cycle = two + wheels
I Use analogy	8 bright, light, sight
J Apply knowledge of spelling conventions	11 spot, spotting, spotted
K Learn by sight and rely on visual memory	4 Look - cover - write - check

A = 3 B = 9 C = 7 D = 2 E = 6 F = 1 G = 5 H = 10 I = 8 J = 11 K = 4

Use OHT 2.3 to confirm that everyone has managed that, and clarify any problems. Then explain that you want participants to make a link with teaching their own main foreign language. Ask teachers to work in pairs to identify which strategies are and are not appropriate for the languages they teach.

While participants do this, distribute *Handout 2.2*.

Handout 2.2

Framework objectives for teaching spelling strategies

Year 7

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

8. recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
9. sound out words phonemically and by syllables;
10. draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;
11. identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory reinforcement and memorising critical features;
12. use the quartiles of a dictionary and find words beyond the initial letter;
13. make effective use of a spellchecker, recognising where it might not be sufficient or appropriate.

Year 8

Spelling strategies

6. devise their own ways to improve their spelling, building on strategies from Year 7 including:
 - a maintaining a personal record of spelling difficulties and development;
 - b applying spelling rules and recognising exceptions;
 - c using dictionaries and spellcheckers where appropriate;
 - d sounding out and syllabifying;
 - e memorising critical features;
 - f drawing on word structures, families and derivations;
 - g using analogy.

Year 9

Spelling strategies

3. recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;
4. address personal difficulties with words through strategies which include:
 - a experimenting with different ways of learning and remembering difficult spellings, e.g. mnemonics;
 - b applying knowledge of word origins, families and morphology;
 - c identifying common spelling patterns and conventions in their growing vocabulary;
5. make use of different kinds of dictionary, thesaurus and spellchecker.

Take feedback following the paired discussion on applying spelling strategies in foreign languages.

Explain that *Handout 2.2* is extracted from the *Framework for teaching English: Years 7, 8 and 9* and shows the objectives relating to spelling strategies that form a progressive strand of teaching from Year 7 to Year 9.

Ask participants to highlight those Framework objectives for spelling strategies that could be reinforced during the normal course of teaching in their subject. Highlight in a different way those that would be problematic.

Take feedback on this, considering any differences between languages.

2.2 Vocabulary (30 minutes)

Explain that teachers of modern foreign languages are well placed to build on and reinforce some of the vocabulary objectives in the *Framework for teaching English: Years 7, 8 and 9*.

Show OHT 2.4.

OHT 2.4
Vocabulary objectives

Year 7

- Use a dictionary and thesaurus with speed and skill
- Understand and have the terminology to describe the role of word classes, e.g. preposition, auxiliary verb
- Draw links between words in different languages, e.g. Haus – house, femme – feminine

Year 8

- Understand and use key terms that help to describe and analyse language, e.g. word class, noun phrase, subordinate clause, syntax, conditional

Year 9

- Know and use terms that are useful for analysing language, e.g. type of phrase or clause, conditional verb

Point out that the objectives and examples are exactly as they appear in the *Framework for teaching English: Years 7, 8 and 9*. Try not to be distracted by the fact that some of the examples might be considered inappropriate – ask them to focus on the basic objective. For instance, the Year 8 objective may raise the issue that ‘noun phrase’ is not a term usually employed by teachers of modern foreign languages – if so, then the point is: which key terms do they use regularly? Does the school have an agreed terminology for the sake of the pupils?

Mention the importance of liaison between English and modern foreign languages so that teachers know what to emphasise in their teaching. The term ‘infinitive’ is important for teachers of modern foreign languages yet it is not mentioned either in the Programmes of Study for English or in the *Framework for teaching English: Years 7, 8 and 9*. If teachers in the English department do not use or explain this term, teachers of modern foreign languages should be aware of this.

Ask participants to discuss the objectives in pairs for a few minutes, each pair giving a practical example from their teaching that would contribute to delivering one of these objectives. Make the point that they should try to exemplify only where they believe it fits with modern foreign language teaching in Key Stage 3.

Ask each pair to share their example with another pair.

Ask participants to share with the whole group any examples that they found particularly interesting, persuasive, original or unusual.

To finish, explain that you want participants to play the curriculum expectations game. It is designed to challenge them!

Distribute *Handout 2.3* and ask participants to work in pairs to identify in which national curriculum years (and therefore in which order) the Framework objectives are to be taught.

Handout 2.3

Objective Pupils should be taught:	NC Year (1–6)
A To identify adverbs	
B To understand the terms 'active' and 'passive'	
C To identify pronouns	
D To begin using the term 'sentence'	
E To use the term 'verb' appropriately	
F To understand the term 'tense'	
G To use the terms 'singular' and 'plural' appropriately	
H To use the term 'adjective' correctly	
I To use the terms 'vowel' and 'consonant'	
J To identify the imperative form in instructional writing	

Show OHT 2.5, the correct answers. Take any feedback. Make the point that the Framework is written so that all teaching points are revisited and consolidated. It is not expected that learning will be secured for all pupils at the point of first teaching.

OHT 2.5

Objective Pupils should be taught:	NC Year (1–6)
A To identify adverbs	4
B To understand the terms 'active' and 'passive'	6
C To identify pronouns	3
D To begin using the term 'sentence'	1
E To use the term 'verb' appropriately	3
F To understand the term 'tense'	4
G To use the terms 'singular' and 'plural' appropriately	3
H To use the term 'adjective' correctly	3
I To use the terms 'vowel' and 'consonant'	1
J To identify the imperative form in instructional writing	5

Aims

OHT 2.1

- To consider strategies for spelling and investigate which are appropriate for use in foreign languages
- To consider links between the English Framework objectives for vocabulary and learning modern foreign languages
- To investigate expectations relating to the terminology for describing language that pupils learn in primary school

Approaches to English spelling in the Key Stage 3 National Strategy

OHT 2.2

There are three main strands:

- Teaching the conventions of the English spelling system
- Teaching strategies for learning spellings and for applying spelling knowledge in the context of writing
- Promoting the explicit teaching of key subject-specific words across the curriculum

Spelling strategy	Example
A Break the word into its separate sounds	3 d-i-a-r-y
B Break the word into syllables	9 re – mem – ber
C Break the word into its constituents (root word plus affixes)	7 dis – illusion – ment
D Use a mnemonic	2 Never eat cake, eat salad sandwiches and remain young
E Make a link to a word in the same family	6 muscle – muscular
F Say the word exactly as it is spelt rather than as it is usually pronounced	1 Wed-nez-day
G Notice words within words	5 There's <u>a rat</u> in separate
H Use clues from etymology	10 bi + cycle = two + wheels
I Use analogy	8 bright, light, sight
J Apply knowledge of spelling conventions	11 spot, spotting, spotted
K Learn by sight and rely on visual memory	4 Look – cover – write – check

A = 3 B = 9 C = 7 D = 2 E = 6 F = 1 G = 5 H = 10 I = 8 J = 11 K = 4

Year 7

- Use a dictionary and thesaurus with speed and skill
- Understand and have the terminology to describe the role of word classes, e.g. preposition, auxiliary verb
- Draw links between words in different languages, e.g. Haus – house, femme – feminine

Year 8

- Understand and use key terms that help to describe and analyse language, e.g. word class, noun phrase, subordinate clause, syntax, conditional

Year 9

- Know and use terms that are useful for analysing language, e.g. type of phrase or clause, conditional verb

Objective Pupils should be taught:	NC Year (1–6)
A To identify adverbs	4
B To understand the terms 'active' and 'passive'	6
C To identify pronouns	3
D To begin using the term 'sentence'	1
E To use the term 'verb' appropriately	3
F To understand the term 'tense'	4
G To use the terms 'singular' and 'plural' appropriately	3
H To use the term 'adjective' correctly	3
I To use the terms 'vowel' and 'consonant'	1
J To identify the imperative form in instructional writing	5

Handout 2.1

Spelling strategy	Example
A Break the word into its separate sounds	1 Wed-nez-day
B Break the word into syllables	2 Never eat cake, eat salad sandwiches and remain young
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A = B = C = D = E = F = G = H = I = J = K =

Framework objectives for teaching spelling strategies

Handout 2.2

Year 7

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

8. recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
9. sound out words phonemically and by syllables;
10. draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;
11. identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory reinforcement and memorising critical features;
12. use the quartiles of a dictionary and find words beyond the initial letter;
13. make effective use of a spellchecker, recognising where it might not be sufficient or appropriate.

Year 8

Spelling strategies

6. devise their own ways to improve their spelling, building on strategies from Year 7 including:
 - a maintaining a personal record of spelling difficulties and development;
 - b applying spelling rules and recognising exceptions;
 - c using dictionaries and spellcheckers where appropriate;
 - d sounding out and syllabifying;
 - e memorising critical features;
 - f drawing on word structures, families and derivations;
 - g using analogy.

Year 9

Spelling strategies

3. recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;
4. address personal difficulties with words through strategies which include:
 - a experimenting with different ways of learning and remembering difficult spellings, e.g. mnemonics;
 - b applying knowledge of word origins, families and morphology;
 - c identifying common spelling patterns and conventions in their growing vocabulary;
5. make use of different kinds of dictionary, thesaurus and spellchecker.



Handout 2.3

Objective Pupils should be taught:	NC Year (1–6)
A To identify adverbs	
B To understand the terms 'active' and 'passive'	
C To identify pronouns	
D To begin using the term 'sentence'	
E To use the term 'verb' appropriately	
F To understand the term 'tense'	
G To use the terms 'singular' and 'plural' appropriately	
H To use the term 'adjective' correctly	
I To use the terms 'vowel' and 'consonant'	
J To identify the imperative form in instructional writing	

3 New approaches to English grammar

You will need:

- OHTs 3.1–3.6
- Handouts 3.1–3.4 for each participant
- Appendices 1 and 2

Timing:

3.1 Introduction	15 minutes
3.2 Terminology	20 minutes
3.3 Modification of nouns	40 minutes
Total	75 minutes

3.1 Introduction (15 minutes)

Show OHT 3.1.

OHT 3.1

Aims

- To update modern foreign language teachers on the approach to teaching English grammar in Key Stages 2 and 3, including the current terminology
- To give teachers of modern foreign languages an opportunity to reflect on how their own teaching might support the sentence level objectives in the *Framework for teaching English: Years 7, 8 and 9*

Points to make:

- This session is not about how to teach grammar in foreign languages. It is about developments in English grammar teaching that support the teaching of sentence level objectives, and the implications of this for modern foreign language teachers.
- The job of a teacher of English is to help native speakers who have a good intuitive knowledge of the grammar of their language to make that knowledge explicit, and to give them the concepts and the words to describe it. This is very different from the job of the modern foreign language teacher.
- It is important for modern foreign language teachers to know what understandings about English grammar their pupils are likely to bring to their foreign language learning so that they can build on this.
- Modern foreign language teachers are ideally placed to support literacy across the curriculum by consolidating in the course of their normal teaching some of the objectives from the *Framework for teaching English: Years 7, 8 and 9*.

Show OHT 3.2.

OHT 3.2

Purposes for teaching English grammar

The approach to grammar now being promoted, that begins in Key Stage 2 and continues in Key Stage 3, has two main purposes:

- To improve pupils' writing by giving them more control over the choices they make as writers
- To help pupils reflect on effects achieved in their own writing and that of others and to give them a common terminology to make discussion of these effects easier and more precise

Points to make:

- Understanding grammar is seen as important because it can be applied in the process of writing and reflecting on writing.
- Understanding grammar helps pupils appreciate how certain effects are achieved in texts they are reading, and access to terminology makes it easier for them to discuss and comment on these features.
- The approach is pragmatic, not theoretical.
- Grammar is complex and therefore we need to limit our focus to what is most likely to make a difference to pupils' reading and writing.

Following from the last bullet point, explain that there are three main features of English grammar that are addressed particularly in Key Stages 2 and 3.

Use OHT 3.3 to elaborate briefly on the three features. Remind participants that this is just a general introduction to what is happening in English and that it is the intention to explore implications for modern foreign languages shortly.

OHT 3.3

Three features of English grammar that have priority

Text cohesion

- Using connectives
- Making consistent use of verbs and pronouns

Sentence construction

- Combining and sequencing clauses in a variety of ways

Word choice and modification

- The modification of nouns and verbs to enhance meaning

Note: Depending on the audience, you may choose not to comment in detail on some or all of the points.

Examples to use when explaining these points might be:

Text cohesion

- Pupils need to understand the different functions of conjunctions and connecting adverbs. They need to see how connecting adverbs such as *firstly*, *meanwhile*, *therefore* and *next* signpost a reader through a text by making temporal, causal or other links between different parts of it, while conjunctions link clauses within a sentence. Introducing pupils to a repertoire of connectives and exploring the way they work will help them to produce coherent writing in a range of text types. (See, for instance, the Writing style unit in the *Literacy across the curriculum* training file.)
- Pronouns, if they are to work, rely heavily on what a reader already knows. Textual cohesion depends on writers anchoring pronouns effectively to their referents and striking the right balance between reducing ambiguity and reducing repetition.
- Pupils need to understand the principles of verb tenses, understanding about the need for consistency and the conventions that apply to different text types, for instance, that narratives are typically narrated in the past tense but writers may choose to change to the present tense for effect in certain circumstances.

Sentence construction

- Pupils need to understand the need for variety in sentence construction and the need to develop a repertoire of sentence patterns, including simple, compound and complex sentences.
- They also need to see how the sentence patterns of formal written language differ from those of speech.

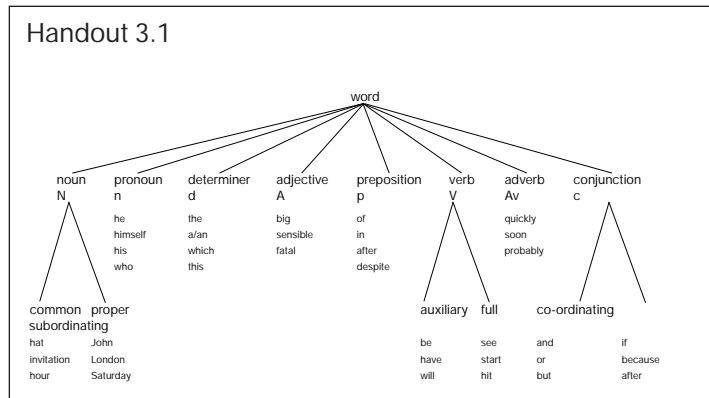
Word choice and modification

- Pupils need to see how writing can be made richer or more precise through the use of adjectives and adverbs. For instance, by investigating ways of extending noun phrases, pupils can see the choices available to writers and begin to consider in their own writing when elaboration is or is not appropriate.

3.2 Terminology (20 minutes)

Teachers of English in Key Stage 2 have received training in grammar for writing. Teachers in Key Stage 3 have received training materials on grammar (*English department training 2001*, module 10) and material to support their teaching of the Framework sentence level objectives (*Year 7 Sentence level bank*). Teachers of English appear to fall into two main categories: those who have a knowledge of grammar (in general, older teachers), and those who profess to have little or no explicit knowledge of grammar (in general, younger teachers). The need to support the latter group is clear. It is also the case that some in the former group have knowledge that is incomplete, and/or not entirely in line with current thinking.

It will be useful to teachers of modern foreign languages to have an overview of the terminology used in this training. They can support learning across the curriculum by reflecting on implications for teaching in modern foreign language lessons where understanding of grammar can be reinforced and consolidated.



Explain that this is used in training for English departments. It shows the word classes in English. (*Word class* is preferred to the traditional *parts of speech* because it is a more accurate and less misleading term.) Ask participants to work in pairs, consider the handout and be prepared to comment on the following questions:

1. What difference, if any, is there between the terminology of the handout and that which you currently employ?
2. How do we decide which word class a word belongs to?
3. Are there any implications for teachers of modern foreign language?

Take feedback on the three questions.

Responses to Question 1

It is likely that the term *determiner* will be the only one with which some participants will be unfamiliar. You may need to make the point that the use of the word determiner does not preclude the use of terms such as definite and indefinite article, which are subdivisions of the wider class of determiners. Refer to the additional notes in Appendix 2 for background to the discussion. See also the *National Literacy Strategy – Glossary of terms*. Stress the positive point that participants are familiar with most of this material.

Responses to Question 2

You can use OHT 3.4 to sum up on question 2. Refer also to Appendix 2 for points to support more detailed discussion.

OHT 3.4

- Each word class is defined by different characteristics, including:
 - how the words combine with other words (syntax)
 - how they are built up from smaller parts (morphology)
 - meaning
- Many English words can belong to a range of word classes without a change of form
- Determiner is the only non-traditional term

Responses to Question 3

The implications should be positive in that pupils will progressively bring a better understanding of word classes to modern foreign language lessons and will have met and used terminology that will be useful in comparisons between English and their target language. Inevitably, the level of knowledge and understanding will vary between pupils, and there will be some misconceptions. Grammar is complex, as we all know.

Modern foreign language teachers should feel positive about the fact that their work, in focusing pupils' attention on the structure of language at word and sentence level, will build on and reinforce pupils' literacy. For example, see the Framework objective for English in Year 7: to understand and have the terminology to describe the role of word classes (W17).

3.3 Modification of nouns (40 minutes)

Explain that the next part of the training focuses on one aspect of grammar – noun modification – to exemplify how work in English can add value to and have value added by work in modern foreign languages. Explain that you are going to show briefly how noun modification is described to teachers of English. Do not dwell on this unless participants ask for clarification.

Show OHT 3.5.

OHT 3.5

Modification of nouns

'That big, amusing joke book'

Pre-noun modifiers (pre-modification)

- nouns
- adjectives
- determiners

Points to mention:

- A noun may be modified by three kinds of words which stand before it (pre-modification):
 - adjectives (e.g. *big*, including those derived from verbs, e.g. *amusing*)
 - nouns (e.g. *joke*)
 - determiners (e.g. *a, the, this, my*).
- Inflection – a significant feature of noun modification in French and German, for instance – is not such an important feature in English but is present, e.g. Those big, amusing joke bookss.

See Appendix 3 for additional information if required.

Show OHT 3.6.

OHT 3.6

Post-noun modifiers (post-modification)

Prepositions and relative clauses

- 'That big, amusing joke book on the table, by the window'
- 'That big, amusing joke book *which is on the table* by the window'

Points to mention:

- Words can be added after the noun to modify it by using prepositions (*on the table, by the window*) and relative clauses (*which is on the table*).
- Both prepositions and relative clauses have important applications in writing. They lend focus, definition and interest.

See Appendix 3 for further information if required.

Activity 1

Explain to participants that they are going to play either 'Magic Tuckshop' or 'Rock Groups' – exercises on expanding noun phrases taken from the literacy progress units for pupils in Year 7 working towards Level 3 in English. They can play the games in any language of their choice, but the examples are in English.

Distribute *Handout 3.2* and point out the alphabetical order of words.

Explain that the task is to continue the poem or list to the end of the alphabet.

Participants can work in pairs.

Handout 3.2

Magic Tuckshop

Astonishingly bendy cream doughnuts

Extremely ferocious ginger humbugs

Rock Groups

Amazing Baboons

Clumsy Diamond

Hear some examples from the participants.

Make the point that such work is useful in English because some pupils appear not to see that they have the choice of noun modification to enrich their writing.

Ask for comments on the relevance of such work to teaching writing in modern foreign language lessons.

Distribute *Handout 3.3*.

Handout 3.3

*See full-size version of the handout
at the end of this session*

Explain that this is a section from the *Year 7 Sentence level bank*. It is designed to support the teaching of one of the sentence level objectives from the *Framework for teaching English: Years 7, 8 and 9*. The objective is shown at the top left of the first page. Ask participants to read through the material and then, in groups, identify or develop activities appropriate to modern foreign language lessons which might support the objective of expanding nouns and noun phrases.

If there is difficulty about starting with this you could refer to an appropriate part of the QCA scheme of work, e.g. German Year 8 Unit 7, and give this out as a starting point, as *Handout 3.4*.

Handout 3.4 (optional)

Extract from QCA scheme of work – German Year 8 Unit 7

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<ul style="list-style-type: none"> ■ how to make adjectives following an indefinite article agree when they precede a nominative and then an accusative noun, and that all adjective endings are heard in German 	<ul style="list-style-type: none"> ■ Pupils match descriptions of cities, spoken then written, to a picture, eg <i>Hamburg ist eine moderne Stadt</i>. Ask pupils to highlight endings. ■ Ask them to form a human grammar chain, each pupil holding a card with a different noun, adjective and ending. ■ Play a 'Group word' game on the lines of 'I went to market...': adding an extra adjective each time. ■ Pretend to lose your voice, and ask pupils to try to lip-read as accurately as possible. ■ Dictate simple phrases describing a region. ■ Pupils describe their own region. 	<ul style="list-style-type: none"> ■ ask questions, eg <i>Wie ist Frankfurt?</i> and answer with sentences such as <i>Frankfurt ist eine reiche Stadt. Berlin ist eine historische Stadt. Es gibt einen schönen See in Bregenz</i> ■ pronounce and note different adjectival endings correctly, eg <i>Bonn ist eine interessante Stadt. Die Zugspitze ist ein großer Berg in Bayern.</i> 	<ul style="list-style-type: none"> ■ Colour coding of the three genders may continue to be helpful at this stage. ■ Pupils could word-process examples of adjectival endings, putting the ending in different and bigger fonts. ■ Show pupils how they can deduce the gender of a noun from the adjective ending. ■ An alternative and more flexible form of dictation: using a text-manipulation software program, pupils call up a simple description of a region in which only the first letter of each word is visible. The description is read aloud. Pupils then attempt to rebuild the text. Top-up readings take place at regular intervals. Pupils who have finished call up the text in a new option, eg predict the next word.

Ask groups to share their ideas for activities, allow time for comment and any other feedback.

Complete this session by pointing out that we have just looked at one aspect of the three grammar priorities in English. Thus it has been possible to give participants only a flavour of new approaches to teaching grammar in English.

- To update modern foreign language teachers on the approach to teaching English grammar in Key Stages 2 and 3, including the current terminology
- To give teachers of modern foreign languages an opportunity to reflect on how their own teaching might support the sentence level objectives in the *Framework for teaching English: Years 7, 8 and 9*

Purposes for teaching English grammar

OHT 3.2

The approach to grammar now being promoted, that begins in Key Stage 2 and continues in Key Stage 3, has two main purposes:

- To improve pupils' writing by giving them more control over the choices they make as writers
- To help pupils reflect on effects achieved in their own writing and that of others and to give them a common terminology to make discussion of these effects easier and more precise

Three features of English grammar that have priority

OHT 3.3

Text cohesion

- Using connectives
- Making consistent use of verbs and pronouns

Sentence construction

- Combining and sequencing clauses in a variety of ways

Word choice and modification

- The modification of nouns and verbs to enhance meaning

- Each word class is defined by different characteristics, including:
 - how the words combine with other words (syntax)
 - how they are built up from smaller parts (morphology)
 - meaning
- Many English words can belong to a range of word classes without a change of form
- Determiner is the only non-traditional term

Modification of nouns

OHT 3.5

'That big, amusing joke book'

Pre-noun modifiers (pre-modification)

- nouns
- adjectives
- determiners

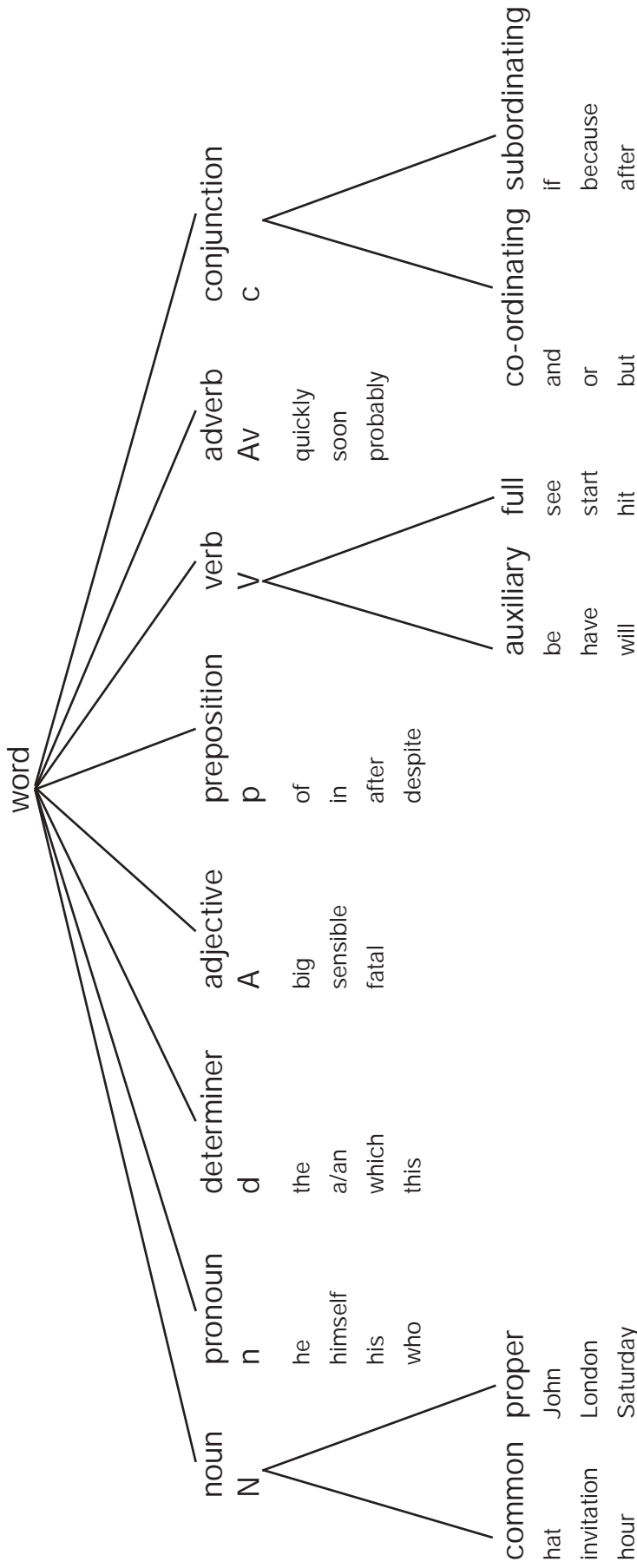
Post-noun modifiers (post-modification)

OHT 3.6

Prepositions and relative clauses

- 'That big, amusing joke book on the table, by the window'
- 'That big, amusing joke book *which is on the table* by the window'

Handout 3.1



This handout is Handout 10.1 from English department training 2001.

Magic Tuckshop

Astonishingly bendy cream doughnuts

Extremely ferocious ginger humbugs

Rock Groups

Amazing Baboons

Clumsy Diamond

Objective S2

Pupils should be taught to expand nouns and noun phrases, e.g. *by using a prepositional phrase.*

2 Expanding nouns and noun phrases

Conventions

- ◆ A noun phrase is a word or group of words that acts in the same way as a noun. Noun phrases are based on a noun headword. They may function as the subject, object or complement of a clause. The term can refer to a single noun (*dog*), a pronoun (*it*) or a group of words that acts in the same way as a noun, e.g. *a large dog, plenty of cash, all my relatives.*
- ◆ Nouns rarely stand alone in a sentence (*car went down the road*) and are often modified by preceding words (pre-modification). They usually need a determiner (*that car went down the road*). Determiners limit the reference of the noun in some way and include: articles *the, a, an*; demonstratives, e.g. *this, that*; possessives *my, your, his/ her*; quantifiers *some, any, many*; numbers; and some question words *which, what, whose.*
- ◆ Adjectives can be used to provide the reader with a more specific picture of the noun (*that red car. . .*).
- ◆ Sometimes nouns can be used in a similar manner, behaving as adjectives (*the garden gnome*).
- ◆ Verbs can also function in this way (*that racing car*).
- ◆ Words can be added after the noun to modify it (post-modification):
 - with a prepositional phrase (*that red car from the garage*)
 - with a subordinate clause (*that red car which your mother drives*).
- ◆ Words which pre-modify nouns occupy clear 'slots' in the following order: *determiner, adjective(s), modifying noun, noun*. Also when ordering a string of adjectives in front of a noun it is usual to place them in this order – qualitative, colour and classifying adjectives (*the small, red shiny car* rather than *the red small shiny car*).
- ◆ Pupils need to be able to choose from this range of options when building noun phrases.

To explore this objective in reading

- ◆ Reorder strings of adjectives and explain the principle behind your choices.
- ◆ Trim instances where too many adjectives have been used and discuss the reasons for your cuts.
- ◆ Draw up a list of pointers for using adjectives, e.g. *do not use too many; you do not always need one; do not state the obvious; only use one to tell the reader new and important information.*
- ◆ Collect instances where the noun has been 'built upon' (modified) *before* the noun and *after* the noun.
- ◆ Find instances where nouns and verbs are used to modify nouns.
- ◆ Compare different authors to consider how noun phrases are handled differently.

To apply this objective in writing

- ◆ As a lesson starter, take a noun and in one minute find how many different noun phrases can be made.
- ◆ Make a selection of nouns more particular (and more entertaining) by modifying them. Pupils take turns to add, change and delete words or phrases.
- ◆ Focus on noun phrases in the context of shared writing. Pupils are quick to offer adjectives to go *before* the noun, but seek alternatives. Concentrate on how you modify *after* the noun:
Can you see how I have expanded the noun, to really try to make everyone agree with my point of view? I'll just underline that part in red so it is clear which is the noun phrase: '...humans who have respect for life could not fail to understand...'

This handout is from the *Year 7 Sentence level bank*.

SECTION 1: OBJECTIVE S2

- ◆ Also comment positively on those occasions when it is better to leave the noun plain and forceful. Pause on nouns and consider whether they need to be expanded in any way. Avoid any sense that effective writing hinges around always having to modify the noun.
- ◆ Persuasive writing on an emotive topic such as blood sports provides good opportunities to discuss the expansion of nouns. The opportunities for elaborating nouns are many, and not all of them need to be taken. Controlling the level of elaboration is a key issue. Reading back orally is a very important element: does it sound 'over the top'? does it sound emphatic enough? Provide a provocative argument to which pupils must write a reply, aiming to be persuasive without being downright provocative in return.
- ◆ Directions to places are also useful because they require prepositional phrases after the noun, e.g. *Go to the house **beside the common**...* You could provide a map with a trail marked on it. Ask pupils to write a set of directions, carefully selecting how to modify the nouns to specify for the reader exactly where to go. Develop this work into composing a town trail or school 'introductory walk'.
- ◆ Provide a paragraph for pupils to work on in pairs or individually. Underline the nouns and then consider if any need expanding. Share and compare effects.

This handout is from the *Year 7 Sentence level bank*.

Extract from QCA scheme of work – German Year 8 Unit 7

Handout 3.4

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<ul style="list-style-type: none"> how to make adjectives following an indefinite article agree when they precede a nominative and then an accusative noun, and that all adjective endings are heard in German 	<ul style="list-style-type: none"> Pupils match descriptions of cities, spoken then written, to a picture, e.g. Hamburg ist eine moderne Stadt. Ask pupils to highlight endings. Ask them to form a human grammar chain, each pupil holding a card with a different noun, adjective and ending. Play a 'Group word' game on the lines of 'I went to market...'; adding an extra adjective each time. Pretend to lose your voice, and ask pupils to try to lip-read as accurately as possible. Dictate simple phrases describing a region. Pupils describe their own region. 	<ul style="list-style-type: none"> ask questions, e.g. Wie ist Frankfurt? and answer with sentences such as Frankfurt ist eine reiche Stadt. Berlin ist eine historische Stadt. Es gibt einen schönen See in Bregenz pronounce and note different adjectival endings correctly, e.g. Bonn ist eine interessante Stadt. Die Zugspitze ist ein großer Berg in Bayern. 	<ul style="list-style-type: none"> Colour coding of the three genders may continue to be helpful at this stage. Pupils could word-process examples of adjectival endings, putting the ending in different and bigger fonts. Show pupils how they can deduce the gender of a noun from the adjective ending. An alternative and more flexible form of dictation: using a text-manipulation software program, pupils call up a simple description of a region in which only the first letter of each word is visible. The description is read aloud. Pupils then attempt to rebuild the text. Top-up readings take place at regular intervals. Pupils who have finished call up the text in a new option, e.g. predict the next word.

4 Reading

You will need:

- OHTs 4.1–4.5
- Handouts 4.1–4.4 for each participant
- *Literacy in modern foreign languages* video: extract 2, Reading: Introducing the textbook

Timing:

4.1	Shared reading	40 minutes
4.2	Active reading strategies	15 minutes
4.3	Using textbooks and dictionaries	20 minutes
	Total	75 minutes

Show OHT 4.1 to introduce the aims of the session.

OHT 4.1

Aims

- To introduce the process of shared reading used in English classrooms
- To investigate the use of active reading strategies in the context of modern foreign languages
- To consider strategies for improving pupils' ability to learn from the written word, especially through textbooks and dictionaries

Points to make:

- Shared reading is an important approach to teaching reading. It is used throughout Key Stages 1 and 2 and is being introduced into Key Stage 3.
- An important aspect of literacy across the curriculum is to promote consistent use of active reading strategies in all subject areas.

4.1 Shared reading (40 minutes)

Explain that shared reading is a teacher-led activity which engages the whole class in the act of reading. It works best where the teacher uses an overhead projector or an enlarged text where all pupils have a clear view (or with an electronic whiteboard). This is preferable to an approach whereby all pupils only have the text on paper, because it allows the teacher to point to particular parts of the text and use a range of techniques such as text masking and annotation. The attention of the whole class can be focused more easily than when they are all looking down at their own text. Teaching can be at text, sentence and word level but it is always interactive, whole-class teaching.

Show OHT 4.2 with the key features of shared reading.

OHT 4.2

Key features of shared reading

- The teacher demonstrates the process of reading and making sense of a text
- There is a particular focus on aspects of the text which relate to the lesson's objectives
- The teacher uses a range of techniques to engage the class actively in the process of reading
- The process helps pupils to read for meaning and to interrogate text
- Pupils are enabled to read texts that are beyond their independent reading levels because the teacher is leading and supporting the process
- Shared reading provides a setting for co-operative learning, developing motivation and enjoyment of reading; it should inspire enthusiasm

Points to make:

- Pupils reading modern foreign language texts in Key Stage 3 are in some ways like early readers in English because they easily become stuck at unfamiliar words and may become demotivated if a text contains too much new vocabulary and too many unfamiliar constructions. They are different in that they do not bring the native speaker's knowledge of spoken language to the text. However, they have significant literacy knowledge (e.g. how written texts work) from their maternal language, other languages and other subjects.
- The teacher can demonstrate the range of strategies available to a reader if stuck at an unfamiliar word. The teacher can also demonstrate how understanding of a whole text can often be managed even when some words remain unknown.
- Shared reading can contribute to text, sentence and word level objectives so the main focus might be overall comprehension, or particular grammatical features, e.g. past tense, or vocabulary items.
- The class can read aloud together with the teacher, annotate the text at the OHP, uncover hidden words, point to features of the text and so on: all this as well as questioning by the teacher.

Show OHT 4.3. Explain that this text has been used with Year 8 pupils to introduce a new unit of work. The fact that it is an introduction to new work is important. It gets away from reading being 'added on' at the end of a unit of work.

OHT 4.3

Les films à ne pas rater

**** Les secrets professionnels du docteur Apfelglück**

Une comédie française, à partir de 10 ans. Une journée avec un psychiatre peu ordinaire qui a de très curieux patients...

****** Danse avec les loups**

Western américain, à partir de 10 ans. Un soldat américain sympathise avec une tribu de Sioux et prend leur parti contre son armée.

****** Cendrillon**

Dessin animé de Walt Disney, pour tous. Comment la pauvre Cendrillon va-t-elle bien pouvoir aller au bal?...

***** Gawin**

Film français, à partir de 6 ans. Pour sauver son petit garçon malade, un homme va se faire passer pour Gawin, l'extraterrestre.

ON AIME: * un peu ** bien *** beaucoup **** passionnément

Give participants a moment to look at the text while *Handout 4.1* is distributed.

Handout 4.1

Shared reading

Text: *Les films à ne pas rater*

Objectives

- To understand an **unseen** text on films as an **introduction** to work about films in a unit on 'leisure activities and going out'
- To build confidence in reading for information, interest and enjoyment

Literacy across the curriculum objectives

- R4 To review their developing skills as active, critical readers who search for meaning using a range of reading strategies

Some possible shared reading strategies	Plan for shared reading using <i>Les films à ne pas rater</i>
Text completion, eg <i>leaving gaps in the text or covering words over</i>	
Reading the text aloud together	
Teacher demonstration of strategies for dealing with unknown words, eg <i>using context clues</i>	
Annotating the text, eg <i>words they think they can guess because of a similarity to English</i>	
Teacher questioning	
Brief tasks employing particular reading strategies, eg <i>skimming and scanning</i>	
Restructuring the text, eg <i>into a table</i>	

Point out the objectives for the session at the top of the handout and then ask the participants in pairs to plan a shared reading session of 15–20 minutes by selecting from the strategies shown in the left-hand column or using additional strategies of their own.

Take feedback from the pairs, discussing the effectiveness of the various suggestions. Distribute *Handout 4.2* and discuss the solution it proposes. Take feedback again.

Handout 4.2

Shared reading

Text: *Les films à ne pas rater*

Objectives

- To understand an unseen text on films as an introduction to work about films in a unit on 'leisure activities and going out'
- To build confidence in reading for information, interest and enjoyment

Literacy across the curriculum objectives

- R4 To review their developing skills as active, critical readers who search for meaning using a range of reading strategies

Method

The teacher explains the objectives of this part of the lesson. S/he projects text for whole class to see.

The teacher demonstrates reading the first section of the text, thinking out loud how s/he comes to the conclusion that *Apfelgluck* is a name, and how s/he works out the meaning of *à partir de* from knowing *10 ans* and clues in words that are similar to English. Context clues will prevent falling into the *journée = journey* trap.

Next, the teacher asks pupils to 'skim' the rest of the text silently for gist and then they feed back briefly what the text is about.

Next, the teacher asks pupils to 'scan' the text silently, mentally noting the words they know and again the class feed back known words, which are then underlined or highlighted on the text.

The teacher asks pupils to share how and why these words are known. For example, 'They are the same in English/cognates', 'They are like English', 'We've met them before in French...', 'We guessed', 'There were clues'.

The teacher asks pupils:

- how they would go about finding out any words that they didn't know;
- if they need to know every word to understand the text.

As a whole class, the pupils categorise the information. For example, in this case *title, film type, age range, description* are written up on the board in different colours. The teacher highlights the different types of information with corresponding colours according to pupils' information. (This will help pupils later to write their own brief paragraph very quickly.) Teacher and pupils talk about style and layout of text, message, author and audience.

Finally, the teacher reads the text aloud and then invites the pupils to read the text aloud together.

If the teacher thinks it necessary, s/he asks some quick-fire true/false questions to confirm understanding.

The key point to make is that the process of shared reading should demonstrate to pupils early on that they can 'read' in the target language and that they have strategies to employ on their own. (There will be more of this in the next session.)

Also point out the important links to writing. For instance the lesson could continue like this:

Pupils work independently depending on ability. Examples: they write a mini-text about a film they have seen and read it to a partner; they reorder cut-up text to make a sensible 'read'; they interpret information from other mini-texts on a similar theme; they write a mini-text using a storyboard or writing frame to help them; they use text manipulation software to reorder a pre-saved text.

Ask participants to look at *Handout 4.3*.

Handout 4.3

Nos souris dans la classe

Les souris sont dans une cage en plastique avec une grille dessus.

La cage est carrée. Dans la cage, il y a des confettis avec du papier journal et une petite maison.



Elles mangent du pain sec et elles boivent de l'eau.



Again in pairs, ask participants to say how they would use this text for shared reading in Year 7. What would be the objectives? What differences in approach are suggested by the text and by the different level of pupil experience?

Take feedback from some pairs and allow the discussion to widen out into general points about shared reading and how participants perceive its usefulness to support learning in modern foreign languages and across the curriculum.

4.2 Active reading strategies (15 minutes)

Explain that one of the key English objectives for Year 7 pupils is for pupils to be taught to *use appropriate reading strategies to extract particular information*. Many schools will have chosen this as one of their whole-school literacy objectives.

Show OHT 4.4.

OHT 4.4

Reading strategies

- To **skim** read for **gist** – overall meaning
- To **scan** for specific information or detail – key words or phrases/headings/subheadings
- To **reread** to find context clues to help with unfamiliar words
- To **reread** for specific detail
 - to identify main points by underlining, highlighting, noting key words or phrases, listing four or five key points
 - to record key points or specific detail by completing a chart or grid
- To recognise generic **structure** through language, e.g. *first, next, then, after, however*
- To look at how **paragraphs** are used to organise and sequence text

Make the point that pupils will have begun to understand and employ these strategies in primary school, but that the methods still need to be promoted and consolidated at secondary level.

Teachers in secondary schools will use a variety of techniques to help pupils to continue to use these reading strategies. Remind participants of the sessions on 'active reading strategies' and 'reading for information' in the *Literacy across the curriculum* folder which suggested a range of ideas. Say that techniques will differ according to the subject and the learning objective.

Handouts 4.4

Nos souris dans la classe:

Quelques données biologiques

La souris dort le plus souvent dans la paille ou dans son nid.
Elle dort aussi sous la terre et dans les granges.

La souris est un mammifère, car elle met au monde des petits déjà formés et les allaite.



La souris est un rongeur, car elle ronge tout: papier, bois, etc...
Elle n'a pas de canines mais des incisives fortement développées.
Elle mange vraiment tout: elle est omnivore.
Elle vit de deux à quatre ans, sauf accident.
Elle mesure environ 18 cm et pèse de 20 à 40 grammes si elle est normale.



Ask participants to work in groups of about four and to come up with two or three main ways of working with text which they could use to support the literacy across the curriculum objective shown above, i.e. *use appropriate reading strategies to extract particular information*.

Collect these points on a flipchart.

4.3 Using textbooks and dictionaries (20 minutes)

Explain that the difficulty some pupils experience when reading information texts is exacerbated by the fact that, over the past 20 years, school textbooks have changed considerably, both in appearance and in the kinds of demands they make on pupil reading. Modern textbook pages contain a plethora of presentational devices: flowcharts, drawings, colour coding, bullet points, bold type, explanation, labels, symbols and questions. The written text is condensed and difficult to follow without diagrams. The emphasis on the visual is typical of many modern school textbooks.

Watch video extract 2, Reading: Introducing the textbook. Discuss the following points in pairs and then give feedback to the whole group.

- Did the teacher cover all the important aspects – are there features of the particular textbook you use that need demonstrating to pupils?
- Are there other ways of running a session such as this?

Show OHT 4.5.

OHT 4.5

Year 7 English objectives relating to dictionary use

Pupils should be able to:

- use the quartiles of a dictionary and find words beyond the initial letter
- use a dictionary and thesaurus with speed and skill

Ask participants to work in groups of three or four. Their task is:

- to identify what is common to English and modern foreign languages in terms of teaching dictionary use, and what is subject-specific;
- to pool ideas on interesting classroom activities that would support dictionary use in modern foreign languages and across the curriculum.

Share ideas from the groups and record any key points.

- To introduce the process of shared reading used in English classrooms
- To investigate the use of active reading strategies in the context of modern foreign languages
- To consider strategies for improving pupils' ability to learn from the written word, especially through textbooks and dictionaries

Key features of shared reading

OHT 4.2

- The teacher demonstrates the process of reading and making sense of a text
- There is a particular focus on aspects of the text which relate to the lesson's objectives
- The teacher uses a range of techniques to engage the class actively in the process of reading
- The process helps pupils to read for meaning and to interrogate text
- Pupils are enabled to read texts that are beyond their independent reading levels because the teacher is leading and supporting the process
- Shared reading provides a setting for co-operative learning, developing motivation and enjoyment of reading; it should inspire enthusiasm

Les films à ne pas rater

OHT 4.3

**** Les secrets professionnels du docteur Apfelglück**

Une comédie française, à partir de 10 ans.
Une journée avec un psychiatre peu ordinaire
qui a de très curieux patients...

****** Danse avec les loups**

Western américain, à partir de 10 ans. Un soldat
américain sympathise avec une tribu de Sioux
et prend leur parti contre son armée.

****** Cendrillon**

Dessin animé de Walt Disney, pour tous.
Comment la pauvre Cendrillon va-t-elle bien
pouvoir aller au bal?...

***** Gawin**

Film français, à partir de 6 ans. Pour sauver
son petit garçon malade, un homme va se
faire passer pour Gawin, l'extraterrestre.

ON AIME: * un peu ** bien *** beaucoup **** passionnément

- To **skim** read for **gist** – overall meaning
- To **scan** for specific information or detail – key words or phrases/headings/subheadings
- To **reread** to find context clues to help with unfamiliar words
- To **reread** for specific detail
 - to identify main points by underlining, highlighting, noting key words or phrases, listing four or five key points
 - to record key points or specific detail by completing a chart or grid
- To recognise generic **structure** through language, e.g. *first, next, then, after, however*
- To look at how **paragraphs** are used to organise and sequence text

Year 7 English objectives relating to dictionary use

OHT 4.5

Pupils should be able to:

- use the quartiles of a dictionary and find words beyond the initial letter
- use a dictionary and thesaurus with speed and skill

Shared reading

Handout 4.1

Text: *Les films à ne pas rater*

Objectives

- To understand an unseen text on films as an introduction to work about films in a unit on 'leisure activities and going out'
- To build confidence in reading for information, interest and enjoyment

Literacy across the curriculum objectives

- R4 To review their developing skills as active, critical readers who search for meaning using a range of reading strategies

Some possible shared reading strategies	Plan for shared reading using <i>Les films à ne pas rater</i>
Text completion, e.g. <i>leaving gaps in the text or covering words over</i>	
Reading the text aloud together	
Teacher demonstration of strategies for dealing with unknown words, e.g. <i>using context clues</i>	
Annotating the text, e.g. <i>words they think they can guess because of a similarity to English</i>	
Teacher questioning	
Brief tasks employing particular reading strategies, e.g. <i>skimming and scanning</i>	
Restructuring the text, e.g. <i>into a table</i>	

Text: *Les films à ne pas rater*

Objectives

- To understand an **unseen** text on films as an **introduction** to work about films in a unit on 'leisure activities and going out'
- To build confidence in reading for information, interest and enjoyment

Literacy across the curriculum objectives

- R4 To review their developing skills as active, critical readers who search for meaning using a range of reading strategies

Method

The teacher explains the objectives of this part of the lesson. S/he projects text for whole class to see.

The teacher demonstrates reading the first section of the text, thinking out loud how s/he comes to the conclusion that *Apfelglück* is a name, and how s/he works out the meaning of *à partir de* from knowing *10 ans* and clues in words that are similar to English. Context clues will prevent falling into the *journée = journey* trap.

Next, the teacher asks pupils to 'skim' the rest of the text silently for gist and then they feed back briefly what the text is about.

Next, the teacher asks pupils to 'scan' the text silently, mentally noting the words they know and again the class feed back known words, which are then underlined or highlighted on the text.

The teacher asks pupils to share how and why these words are known. For example, 'They are the same in English/cognates', 'They are like English', 'We've met them before in French...', 'We guessed', 'There were clues'.

The teacher asks pupils:

- how they would go about finding out any words that they didn't know;
- if they need to know every word to understand the text.

As a whole class, the pupils categorise the information. For example, in this case *title, film type, age range, description* are written up on the board in different colours. The teacher highlights the different types of information with corresponding colours according to pupils' information. (This will help pupils later to write their own brief paragraph very quickly.) Teacher and pupils talk about style and layout of text, message, author and audience.

Finally, the teacher reads the text aloud and then invites the pupils to read the text aloud together.

If the teacher thinks it necessary, s/he asks some quick-fire true/false questions to confirm understanding.

Nos souris dans la classe

Handout 4.3

Les souris sont dans une cage en plastique avec une grille dessus.

La cage est carrée. Dans la cage, il y a des confettis avec du papier journal et une petite maison.



Elles mangent du pain sec et elles boivent de l'eau.



www.edunet.ch/classes/reussilles/sourisreussilles/nossouris.html

Nos souris dans la classe: Quelques données biologiques

Handout 4.4

La souris dort le plus souvent dans la paille ou dans son nid.
Elle dort aussi sous la terre et dans les granges.

La souris est un mammifère, car elle met au monde des petits déjà formés et les allaite.



La souris est un rongeur, car elle ronge tout: papier, bois, etc...
Elle n'a pas de canines mais des incisives fortement développées.
Elle mange vraiment tout: elle est omnivore.
Elle vit de deux à quatre ans, sauf accident.

Elle mesure environ 18 cm et pèse de 20 à 40 grammes si elle est normale.



www.edunet.ch/classes/reussilles/sourisreussilles/donnbio.html

5 Writing

You will need:

- OHTs 5.1–5.3
- Handouts 5.1–5.3
- *Literacy in modern foreign languages* video: extract 3, Writing: Shared writing in Year 9

Timing

5.1	Shared writing	30 minutes
5.2	Teaching sequence for writing	30 minutes
	Total	60 minutes

Show OHT 5.1

OHT 5.1

Aims

- To demonstrate the Key Stage 3 strategy teaching sequence for writing, and shared writing in particular
- To identify how this model applies to modern foreign language teaching in Key Stage 3
- To explore an example of direct, interactive teaching

Explain to participants that the approach known as shared writing is seen as the most effective way of teaching writing in Key Stages 1, 2 and 3. At Key Stage 3 the approach is most effective when embedded within a planned teaching sequence.

5.1 Shared writing (30 minutes)

Explain that shared writing is a teacher-led activity which engages the whole class in the act of writing. It requires the teacher to work at the OHP or whiteboard where all pupils have a clear view. OHP is preferable since it allows the teacher to face the class at all times. Teaching can be at text, sentence and word level but it is always interactive, whole-class teaching. In the context of modern foreign languages in Key Stage 3, the teaching is likely to be predominantly at word and sentence level and working towards text level, so the information about shared writing has been formulated to reflect this.

Show OHT 5.2.

OHT 5.2

Shared writing

There are three aspects of shared writing:

- Teacher demonstration
- Teacher scribing
- Supported composition

Points to make:

- Teacher demonstration is where the teacher at the OHP or whiteboard models how the text is composed – maintaining a clear focus on the specific teaching objective. This is an active process, not just the provision of an example. The teacher thinks the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another. She or he writes the sentence, rereads it and changes it again if necessary. The teacher normally demonstrates two sentences.
Note: Teachers may wish to take much of this process through in English in the early stages of using this approach. As teachers and pupils become more familiar with the convention of shared writing there will be increased use of the target language.
- Teacher scribing normally follows demonstration. Pupils now make contributions, building on what the teacher has demonstrated. The teacher responds to the pupils' suggestions in order to refine their understanding and accuracy. In order to improve the quantity and quality of pupils' contributions, pupils may be given the chance to discuss their contribution with a partner first and/or to make rough notes. The teacher may ask for a number of suggestions and there can be discussion about which is the most appropriate or accurate.
- Supported composition is where pupils are then asked to write a limited amount of text individually or in pairs. This might be done on mini-whiteboards or in notebooks. This is best done swiftly with the sentences held up for the teacher to view once completed. This allows for instant assessment. The teacher can choose to focus on a positive example or on an error in order to make a teaching point.

It is worth pointing out here that shared writing is designed to lead on to the production of a longer text (100–150 words) by the pupils working independently. At each stage, pupils are given more independence. The sequence builds a bridge of supports to hide this shift.

Show video extract 3, Shared writing in Year 9. Ask teachers to look at the video as an example of the process. You are *not* going to ask participants to evaluate this particular piece of teaching but to think about the approach that is exemplified by it.

It will be best to stop the tape when the lesson sequence finishes and use the reflective comments from the teacher after you have had feedback from participants.

Distribute *Handout 5.1* and ask participants to use it to record their impressions, either during the viewing or during the paired discussion that will follow the video.

Handout 5.1

Were you able to identify the three aspects of shared writing?

- Teacher demonstration
- Teacher scribing
- Supported composition

Advantages of shared writing	Concerns about shared writing

Allow 5 minutes for paired discussion on the advantages and disadvantages of shared writing and then take feedback from the whole group. Show remainder of the video sequence where the teacher reflects on the lesson.

5.2 Teaching sequence for writing (30 minutes)

Explain that the teaching sequence for writing is one of the cornerstones of the English strand of the Key Stage 3 National Strategy and for literacy across the curriculum. Explain that it is designed to make the links between reading and writing explicit and ensure that there is more explicit teaching *before* pupils write independently. The aim is to maximise pupil confidence and the chances of a successful outcome.

Show OHT 5.3.

OHT 5.3

A sequence for teaching writing

- 1 Establish clear aims
- 2 Provide examples
- 3 Explore the features of the text
- 4 Define the conventions
- 5 Demonstrate how it is written
- 6 Compose together
- 7 Scaffold the first attempts
- 8 Independent writing
- 9 Draw out key learning

Points to make:

- It is important to establish the aims clearly so that pupils are focused on the main learning objectives.
- An example is a good model for pupils, can be used for analysis and ensures that pupils are familiar with the kind of outcome required in their own writing.
- Various interactive teaching strategies can be used to allow pupils to explore the features of the text. These could include annotation, text completion and text sequencing activities.
- The teacher will need to draw together the key features that pupils need to understand.
- Steps 5–7 are the three aspects of shared writing which precede the opportunity for pupils to write on their own.
- The final stage in the sequence is where the teacher gives positive feedback on what has been done and corrects any misconceptions that have emerged.

And in general:

- This approach embodies all the elements of effective, interactive whole-class teaching.
- By using this approach, teachers will be capitalising on the approach to writing that pupils have experienced in English and will be reinforcing their writing skills.

Ask participants to discuss this sequence in subject-specific pairs. Next they should apply it to the modern foreign language context by planning a sequence of teaching to cover objectives from the QCA scheme of work. Use *Handouts 5.2* and *5.3* for this purpose. Participants should choose either the French, Spanish or German example and make notes on *Handout 5.3* showing how they might fulfil the objective using the teaching sequence.

Handout 5.2

*See full-size version of the handout
at the end of this session.*

Handout 5.3
Teaching sequence

Establish clear aims	
Provide examples	
Explore the features of the text	
Define the conventions	
Demonstrate how it is written	
Compose together	
Scaffold the first attempts	
Independent writing	
Draw out key learning	

- To demonstrate the Key Stage 3 strategy teaching sequence for writing, and shared writing in particular
- To identify how this model applies to modern foreign language teaching in Key Stage 3
- To explore an example of direct, interactive teaching

Shared writing

OHT 5.2

There are three aspects of shared writing:

- Teacher demonstration
- Teacher scribing
- Supported composition

A sequence for teaching writing

OHT 5.3

- 1 Establish clear aims
- 2 Provide examples
- 3 Explore the features of the text
- 4 Define the conventions
- 5 Demonstrate how it is written
- 6 Compose together
- 7 Scaffold the first attempts
- 8 Independent writing
- 9 Draw out key learning

Were you able to identify the three aspects of shared writing?

- Teacher demonstration
- Teacher scribing
- Supported composition

Advantages of shared writing	Concerns about shared writing

Extract from QCA scheme of work – French Year 8 Unit 9

Handout 5.2
1 of 2

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<ul style="list-style-type: none"> to write letters for a real audience 	<ul style="list-style-type: none"> Pupils compose and send a letter requesting information, e.g. to un syndicat d'initiative. 	<ul style="list-style-type: none"> compose and write a letter, clearly requesting information 	<ul style="list-style-type: none"> Writing frames (i.e. model extracts from letters) can help pupils compose their own letters. The items in the frames can include the formalities for starting and ending, and the layout of a formal letter. If you encourage pupils to write simple letters for information, e.g. to tradespeople listed in a trade directory from a twin town, pupils are likely to receive back formal, semi-formal and personal replies which will provide you with future models. As part of their work in English pupils will have learnt to prepare for and structure continuous writing of different levels of formality.

Extract from QCA scheme of work – German Year 8 Unit 9

Handout 5.2
2 of 2

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding learnt in this unit 	<ul style="list-style-type: none"> Individually, pupils write an account or letter about what they have done recently, but do not reveal their identity. These are drafted and redrafted using a word processor and then displayed. Devise a list of questions about who has done what that pupils must answer by reading the display. 	<ul style="list-style-type: none"> write a series of statements about recent past events, choosing the context show understanding of statements relating to the recent past 	<ul style="list-style-type: none"> Pupils will not automatically acquire the skills of redrafting. They will learn how to improve their work as a result of direct teaching and through relevant activities, e.g. trawling a text for adjectival agreements, using conjunctions to link simple sentences.

Extract from QCA scheme of work – Spanish Year 8 Unit 9

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<ul style="list-style-type: none"> to apply their knowledge in productive as well as receptive contexts 	<ul style="list-style-type: none"> Possible writing tasks – pupils could: <ul style="list-style-type: none"> produce a presentation of healthy and unhealthy foods using, as far as possible, examples from the Spanish-speaking world from section 7 or researched as part of their out-of-school learning in unit 8 'La comida' choose a famous person, e.g. a sports star or model, and speculate as to their diet invent a character, giving a physical description (with emphasis on build) and describe the person's diet imaginatively 	<ul style="list-style-type: none"> use language inventively and with imagination 	<ul style="list-style-type: none"> For the first suggested writing task, the amount of language included in these presentations will vary according to the level of ability, but language should remain the main point; excessive artwork should be avoided in lesson time. Teachers should liaise again with the food technology department to avoid duplication of tasks. <ul style="list-style-type: none"> When describing a diet, as for the second and third tasks, some pupils will write a paragraph and others may label a photograph with phrases such as Carne para músculos enormes.

Teaching sequence

Handout 5.3

Establish clear aims	
Provide examples	
Explore the features of the text	
Define the conventions	
Demonstrate how it is written	
Compose together	
Scaffold the first attempts	
Independent writing	
Draw out key learning	

Appendix 1

from the *Framework for teaching English: Years 7, 8 and 9*

Year 7 teaching objectives

Word level

Spelling

Pupils should revise, consolidate and secure:

- 7 the spellings of key words in each subject;

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

- 8 recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
- 10 draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;

Vocabulary

To continue developing their vocabulary, pupils should be able to:

- 14 define and deploy words with precision, including their exact implication in context;
- 21 read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use, e.g. *energy, resistance*;

Sentence level

Sentence construction and punctuation

Pupils should be taught to:

- 1 extend their use and control of complex sentences by:
 - a recognising and using subordinate clauses;
 - b exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'*;
 - c deploying subordinate clauses in a variety of positions within the sentence;
- 3 use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;
- 5 use the active or the passive voice to suit purpose;

Paragraphing and cohesion

- 8 recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. *when there is a shift of topic, viewpoint or time*;
- 12 organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately;

Stylistic conventions of non-fiction

- 14 recognise and use stylistic conventions of the main forms of writing used in subjects, e.g. *science report, book review*;

Standard English and language variation

- 15 vary the formality of language in speech and writing to suit different circumstances;
- 17 use standard English consistently in formal situations and in writing;

Text level – Reading

Research and study skills

Pupils should be taught to:

- 1 know how to locate resources for a given task, and find relevant information in them, e.g. *skimming, use of index, glossary, key words, hotlinks*;
- 2 use appropriate reading strategies to extract particular information, e.g. *highlighting, scanning*;
- 3 compare and contrast the ways information is presented in different forms, e.g. *web page, diagrams, prose*;
- 4 make brief, clearly-organised notes of key points for later use;
- 5 appraise the value and relevance of information found and acknowledge sources;

Reading for meaning

- 7 identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;
- 8 infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;

Understanding the author's craft

- 13 identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions, e.g. *in campaign material*;

Text level – Writing

Plan, draft and present

Pupils should be taught to:

- 1 plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;
- 2 collect, select and assemble ideas in a suitable planning format, e.g. *flow chart, list, star chart*;
- 3 use writing to explore and develop ideas, e.g. *journals, brainstorming techniques and mental mapping activities*;

Write to inform, explain, describe

- 10 organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison*, and signpost this clearly to the reader;

Write to persuade, argue, advise

- 15 express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions*;

Speaking and Listening

Speaking

Pupils should be taught to:

- 1 use talk as a tool for clarifying ideas, e.g. *by articulating problems or asking pertinent questions*;
- 4 give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid;
- 5 promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;

Group discussion and interaction

- 10 identify and report the main points emerging from discussion, e.g. *to agree a course of action including responsibilities and deadlines*;
- 13 work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;

Year 8 teaching objectives

Word level

Pupils should be taught to:

Spelling

- 4 learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns;
- 5 secure the spelling of key terms and new words from across the curriculum;

Vocabulary

- 9 appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing;
- 10 extend the range of prepositions and connectives used to indicate purpose, e.g. *in order to*, *so that*, or express reservations, e.g. *although*, *unless*, *if*;

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

- 1 combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. *using non-finite clauses*;
- 5 recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

Paragraphing and cohesion

- 6 explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. *by chronology, comparison or through adding exemplification*;
- 7 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*;

Standard English and language variation

- 11 understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions;

Year 8 teaching objectives

Text level – Reading

Pupils should be taught to:

Research and study skills

- 1 combine information from various sources into one coherent document;
- 2 undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;
- 3 make notes in different ways, choosing a form which suits the purpose, e.g. *diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval*;

Reading for meaning

- 6 recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;

Understanding the author's craft

- 10 analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used*;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

- 2 re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;
- 3 use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving;

Write to inform, explain, describe

- 11 explain complex ideas and information clearly, e.g. *defining principles, explaining a scientific process*;

Write to persuade, argue, advise

- 14 develop and signpost arguments in ways that make the logic clear to the reader;

Write to analyse, review, comment

- 16 weigh different viewpoints and present a balanced analysis of an event or issue, e.g. *an environmental issue or historical investigation*;

Speaking and Listening

Pupils should be taught to:

Speaking

- 1 reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;
- 5 ask questions to clarify understanding and refine ideas;

Listening

- 7 listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;

Group discussion and interaction

- 10 use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;

Year 9 teaching objectives

Word level

Pupils should be taught to:

Spelling

- 2 spell accurately all high-frequency words and new terms from all subject areas;

Spelling strategies

- 3 recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;

Vocabulary

- 7 recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

- 1 review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;
- 3 write with differing degrees of formality, relating vocabulary and grammar to context, e.g. *using the active or passive voice*;

Paragraphing and cohesion

- 5 evaluate their ability to shape ideas rapidly into cohesive paragraphs;

Standard English and language variation

- 9 write sustained standard English with the formality suited to reader and purpose;

Text level – Reading

Pupils should be taught to:

Research and study skills

- 2 synthesise information from a range of sources, shaping material to meet the reader's needs;
- 3 increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes;
- 4 evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;

Reading for meaning

- 7 compare the presentation of ideas, values or emotions in related or contrasting texts;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

- 3 produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed;

Inform, explain, describe

- 9 integrate diverse information into a coherent and comprehensive account;

Persuade, argue, advise

- 13 present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;
- 14 make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;

Analyse, review, comment

- 16 present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;

Year 9 teaching objectives

Speaking and Listening

Pupils should be taught to:

Speaking

- 2 use standard English to explain, explore or justify an idea;

Listening

- 7 identify the underlying themes, implications and issues raised by a talk, reading or programme;

Group discussion and interaction

- 9 discuss and evaluate conflicting evidence to arrive at a considered viewpoint;
- 10 contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

Appendix 2

from *English department training 2001*, module 10

Material to support discussion of word classes in session 3.1

Word classes are embedded in the structure of the language. They're collecting points for typical characteristics.

These characteristics are not just a matter of meaning (as per the traditional notional definitions: 'a verb is a doing word') nor just a matter of syntax (as per some more modern definitions: 'a verb is a word that can fill such-and-such a slot in sentence structure'). All sorts of characteristics – semantic, syntactic, morphological and others – converge on the same word class, which is why the word classes are important.

This means that the search for a 'true definition' is misconceived. To some extent every characteristic that is shared by a word class's members can serve as its definition, though any single characteristic may also have exceptions (e.g. not all verbs are 'doing' words).

Each word class is defined by many different characteristics, which may involve:

- syntax: how the words combine with other words;
- morphology: how they are built up out of smaller parts (morphemes);
- meaning (e.g. person, event, quality);
- word families: how words can be derived from other words (e.g. bad – badly, good – well, run – runner). The more word classes a word family spans, the more choice the writer or speaker has, for example, in expressing an idea as an adjective or a noun. One particularly important pattern for non-fiction writing is adding *-ing* to a verb to create a noun (nominalisation). This enables the writer to move from a specific action to a generalised concept and also to be more economical (e.g. People who smoke... Smoking...);
- spelling (e.g. capital letter for proper nouns).

Languages do not all have the same word classes (e.g. classical Greek had articles but Latin did not, and, for an interesting modern example, Finnish does not have prepositions).

To decide on the class of a word we consider questions such as:

- What does it mean?
- What does it do?
- How does it link with other words?
- Where can it go in a sentence?
- How does it behave? (e.g. whether it inflects – nouns and verbs do, prepositions do not)

Having said all this, most of the time you can decide a word class on syntactic grounds and this feature links quite well with meaning.

The abbreviations shown in *Handout 3.1* are helpful when classifying words in sentences. This system also divides the classes into two groups:

- the 'big' classes, whose members are both numerous and (in some cases) long; these are shown by upper-case letters:
N, V, A (for adjective), Av (for adverb);
- the 'small' classes, shown by lower-case letters: n (for pronoun – think of 'small noun'), p (for preposition), d (determiner), c (conjunction).

The only non-traditional term is 'determiner', which replaces the traditional term 'article' as the word class includes many words other than articles which are traditionally classified as adjectives – 'interrogative adjectives', 'demonstrative adjectives' and so on. Words like *which* and *this* are in fact much more like the articles *the* and *a/an*:

[Note: '*' shows that the example is not grammatical.]

- Like articles they cannot combine freely with one another, but combine freely with ordinary adjectives: *the/which/his big dog* but not **the his dog* or **which his dog*.
- Like articles they must stand before any ordinary adjective: *the/which/his big dog* but not **big the/which/his dog*.
- Like articles, they cannot normally be used 'predicatively', i.e. after a verb such as *be* or *seem*: *They seem happy* but not **They seem the/which/his*.
- Like articles, they limit the particular reference of the noun, e.g. in terms of definiteness, rather than helping to define a general category as an adjective does (e.g. the category of *nice cats*).

Determiners include: articles (*a/an, the*); demonstratives (*this/that, these/those*); possessives (*my/your/his/her/its/our/their*); quantifiers (*some, any, no, many, much, few, little, both, all, either, neither, each, every, enough*); numbers; some question words (*which/what/whose*). Many determiners can also be used as pronouns (e.g. demonstratives, question words and most of the quantifiers).

It is important to note that many English words belong to a range of word classes without any change of form; e.g. *hit* may be a verb (he *hit* me) or a noun (it was a *hit*). (Mr *Green* put on his *green* jacket and went to play golf on the *green*.) Also, meanings are harder to identify for some word classes, such as prepositions; e.g. *of* has many different meanings according to the kinds of words that it links. Consequently it is best to identify the meaning and class of words in context.

Even the youngest school-age children already 'know' word classes. For example, they regularly apply rules such as pluralisation. Key Stage 3 pupils are expert users of grammar and rarely use words of the wrong class. Key Stage 3 pupils' weakness lies in their lack of explicit awareness. Recognising how words work can give them freedom to generate vocabulary and to choose from a wider range of language effects.

Appendix 3

from *English department training 2001*, module 10

Additional background for discussion of noun modification in session 3.2

Use the following additional linguistic information to develop the points as necessary.

Pre-modification

When two words combine to form a single unit of meaning, one of them usually modifies the meaning of the other; e.g. in *joke book*, *joke* modifies the meaning of *book* so that the two words jointly define a type of book.

In this pair of words, the modifying word is called the modifier and the word modified is called the head: so in *joke book*, *joke* is the modifier, *book* is the head and the two words together make a phrase.

A word can be modified by more than one other word (e.g. *big joke book*), so a single phrase may have several modifiers; but equally it may have no modifiers at all (and the phrase becomes a single word, e.g. in the sentence *Cats sleep anywhere* the one word 'cats' is the noun phrase).

Why do some pupils use fewer modifiers? This is probably because they do not exploit as modifiers the adjectives and nouns that they already know, rather than because their vocabulary is limited.

Post-modification

Prepositions provide a very easy way for writers to increase the length, complexity, specificity and interest of their noun phrases.

Prepositions are particularly important in building noun phrases because they can be used indefinitely to string nouns together into ever larger phrases: *That big, amusing, joke book on the table by the window in the library.*

Relative clauses must follow the noun. They are an important development since they include verbs in the additional information, which opens a wide range of options for post-modification.

Note that the post-modifying clause could be non-finite (i.e. introduced by a participle instead of a full verb: *the river running down to the sea...*) but *who*, *which* or *that* is implied.

Note also that a pronoun cannot normally be modified. Pronouns are important for economy in writing and for creating cohesion, but they reduce the options for modification. These are choices which writers need to balance.

(Post-modifying relative clauses and prepositional phrases can be used with pronouns, e.g. *something sweet*, *those in favour*, but the results can be stilted: *He who will be obeyed ... Those who wish to...*)