



Guidance

Curriculum and  
Standards

# Key Stage 3 *National Strategy*

## Literacy in careers education

*For school-based use or self-study*

Heads of careers  
education  
Teachers of careers  
education

Status: Recommended

Date of issue: 04-2004

Ref: DfES 0259-2004 CD



## **General introduction to the Literacy in series**

The aim of the subject-specific material in the *Literacy in series* is to exemplify how aspects of the *Literacy across the curriculum* training file relate to individual subjects.

Where appropriate, the relevant section from the *Literacy across the curriculum* training file is indicated so that you can refer to it as and when you wish.

### **Key principles**

- To develop consistent approaches to teaching and learning in literacy across departments, and to build increased awareness of the skills, knowledge and understanding that pupils could be expected to bring to lessons
- To use speaking and listening to develop subject learning
- To develop active reading strategies to increase pupils' ability to read for a purpose and engage with text, and to realise 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
- To make suggestions for the learning of subject-specific vocabulary.

### **English Framework objectives**

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 you to set 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, such as 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 specific aspects of literacy.

As expertise develops in, for example, active reading strategies or managing group talk, 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.

### **Making use of the Literacy in materials**

Each subject is available on its own CD. On the disc you will find both the text (a combination of information, guidance, case study materials, mini tasks and ideas for practical application in classrooms) and the video clip(s) that accompany it. Where a short task has been suggested, you are invited to check your responses against those of other teachers in the examples provided.

The materials can be used by an individual teacher to reflect on current practice and identify fresh approaches. However, we recommend collaborative use by a department team, so that the activities and discussion topics can be used to promote joint review and collective action. In this way, approaches can be trialled and discussed, and greater consistency of practice ensured.

## Contents

<b>1</b>	Introduction	page 4
<b>2</b>	Speaking and listening	page 7
<b>3</b>	Reading	page 17
<b>4</b>	Writing	page 30
<b>5</b>	Planning for literacy objectives	page 39
<b>Appendix 1</b>	Key Stage 3 National Strategy	page 46
<b>Appendix 2</b>	Objectives from the <i>Framework for teaching English: Years 7, 8 and 9</i>	page 51

**Aims**

- *To understand the principles guiding the Key Stage 3 Strategy*
- *To promote interactive teaching and learning approaches in the classroom*
- *To consider how literacy skills can help pupils make progress in careers education*

**1.1 Benefits for careers education of ensuring that literacy skills are taught**

Explicit literacy teaching can enhance pupils' understanding and appreciation of careers education.

**Literacy teaching supports learning in careers education in the following ways**

- *Literacy enables lifelong learning and employability.*
- *Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of the subject and, more importantly, with the demands of everyday life.*
- *Reading enables pupils to learn from sources beyond their immediate experience, so that they can reflect on the career experiences of others.*
- *Writing helps to sustain order and thought.*
- *Purposeful speaking and listening support the development of higher-order thinking, enquiry and planning skills, which enable pupils to build and manage their careers.*
- *Language enables pupils to reflect on, revise and evaluate the work they have done and the contributions of others.*
- *Improving literacy and learning can lead to improved self-esteem, motivation, behaviour and independence; it allows pupils greater access to career opportunities and increases choice and control over their lives – it is empowering.*

Teachers already do much to support and develop literacy, because speaking, listening, reading and writing are essential to the process of finding out and communicating an understanding in careers education.

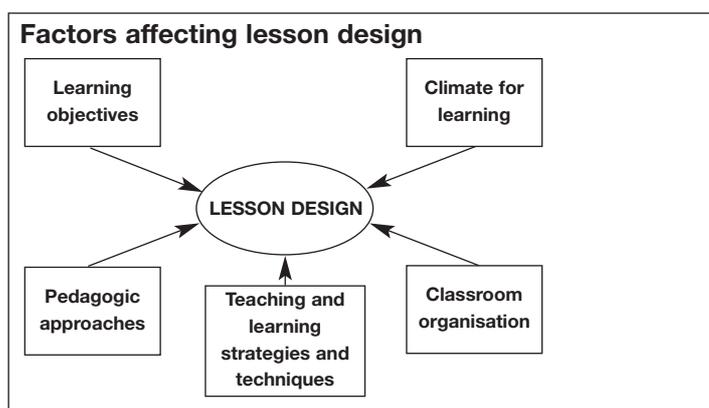
When planning to support learning in careers education through the explicit teaching of literacy, teachers need to be clear about:

- the types of text read and written
- the language demands placed on pupils
- the ways in which planned and structured talk can enhance learning
- approaches to reading that will support pupils in accessing a text
- ways to support pupils in writing effectively for a range of purposes.

These ideas will be developed through the next four sections.

## 1.2 **Key principles of effective lesson design**

Effective lesson design is the key to high-quality teaching and learning. It involves careful consideration of a number of factors, as shown below.



### Activity 1

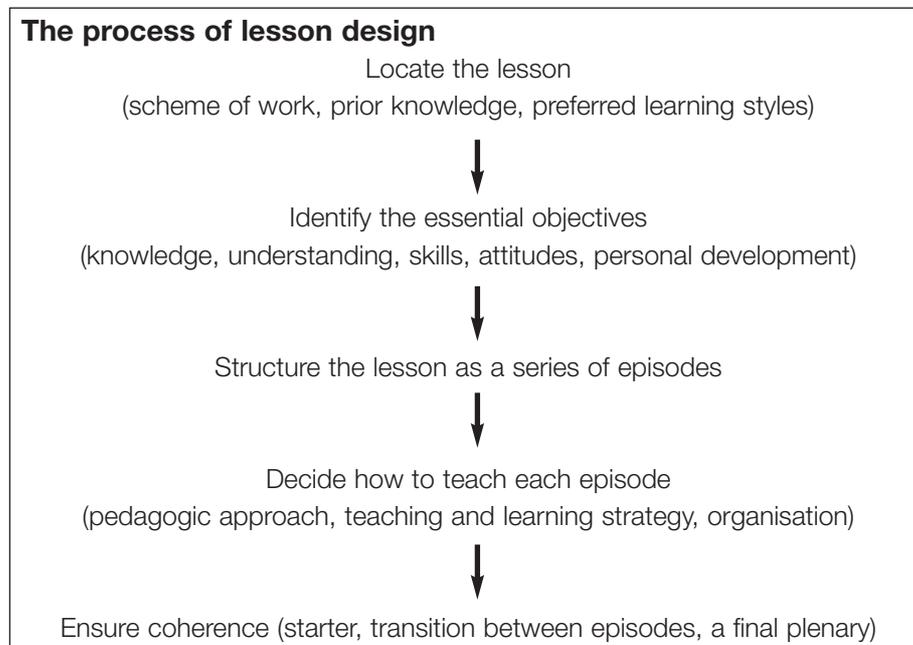
Now read **Appendix 1**. It is relevant to whole-school development at Key Stage 3 but you are going to look at it in the context of careers education.

The core of the document is organised as follows:

- learning objectives – their nature and influence on the choice of pedagogic approach, and teaching and learning strategies
- climate for learning – pupils' learning styles, prior attainment and knowledge
- pedagogic approaches – direct, inductive and exploratory
- teaching and learning approaches – developing a repertoire
- classroom organisation – pupil grouping, arrangement of furniture, display, use and choice of equipment, use of other adults.

As you read, consider how the ideas are exemplified in careers teaching.

### 1.3 Linking to the Framework



The so-called episodes of a lesson can be linked by a clear, shared learning objective taken from the *Framework for teaching English: Years 7, 8 and 9*. The Framework applies to the teaching and learning of English but also contains literacy objectives that have relevance across the curriculum.

- The objectives will help a school to decide on curricular targets that all subject areas might use to improve pupil attainment.
- Departments can use these objectives to inform their teaching of literacy within their subject.
- Teachers can use these objectives to inform their teaching of literacy within their subject.

#### Activity 2

Now read **Appendix 2**. It contains the objectives from the Framework that apply across the curriculum and supports learning in careers as well as other subject areas.

Consider the ways in which the objectives might support learning in careers education. Some important points are as follows:

- Framework objectives should be planned, where appropriate, into careers units of work. Examples are offered in section 5.
- The objectives will support teaching of the skills required to read, write, speak and listen effectively in careers.
- Using the Framework objectives will help to secure continuity, progression and a cohesive approach to learning from subject to subject and from year to year.
- Being aware of the features of non-fiction text types will support pupils in writing effectively for a range of purposes.
- Using the objectives clarifies what needs to be taught explicitly in order to support learning.

**Aims**

- *to consider the value of dialogue (talk and thought) in the development of pupils' literacy skills*
- *to explore the features of effective collaborative talk*
- *to develop pupils' versatility and experience in a range of situations*
- *to improve pupils' performance as speakers and listeners*

**2.1 Introduction**

The challenges facing teachers in the classroom when using talk are varied and include factors such as:

- spoken language is ephemeral
- spoken grammar is different from written grammar
- pupils don't learn from opportunities alone
- teachers need to find and work with models and examples
- listening skills need to be taught.

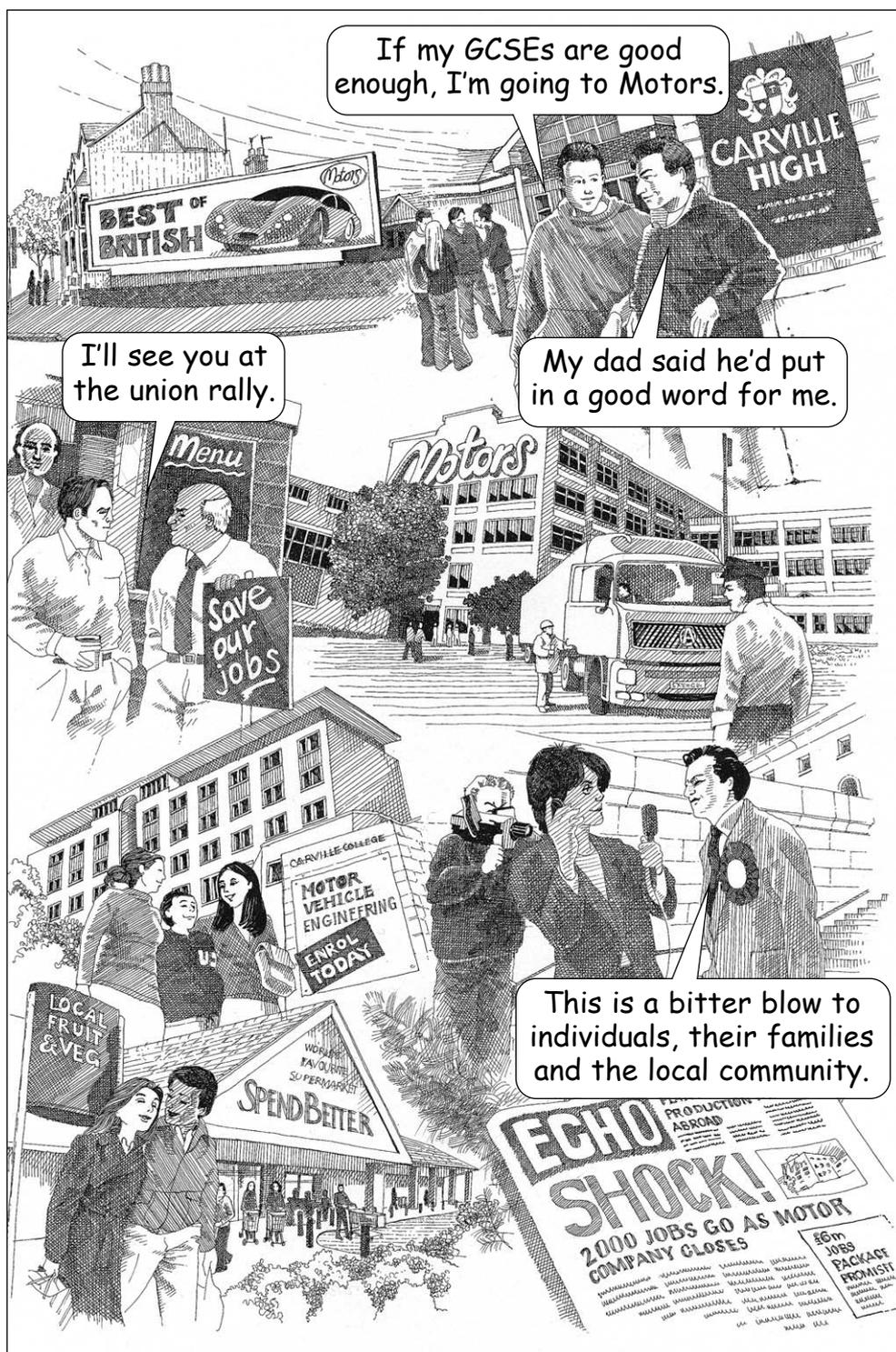
Further aspects of using 'talk' include the following.

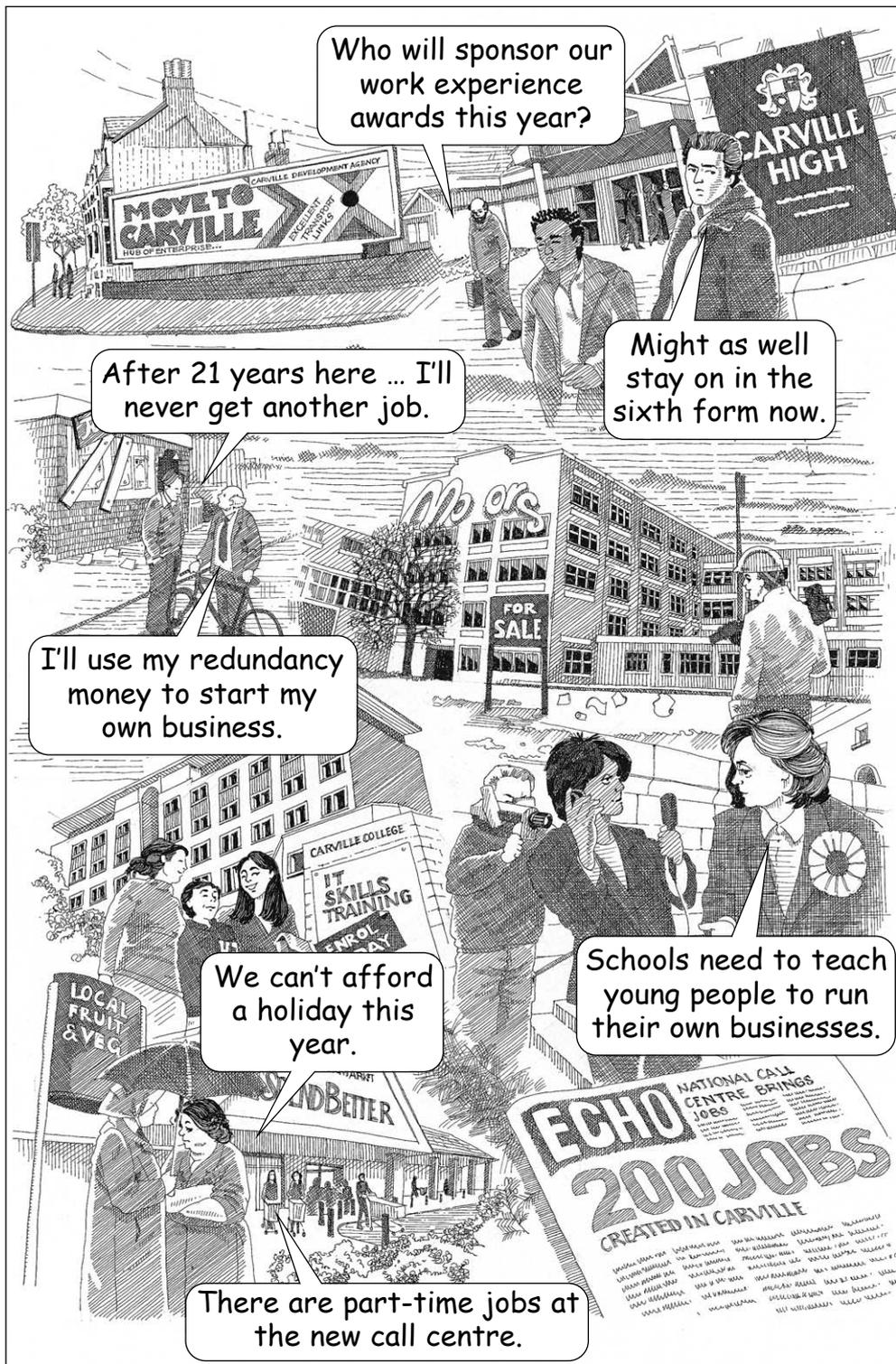
- Unlike written work, it is not always possible to pin down oral learning work; in addition, talk is quick, fluid and shared so it is able to do some things better than writing (e.g. exploratory talk).
- Spoken language makes use of conventions such as gesture, intonation, facial expression, pausing and pacing to convey meaning. Pupils need to be aware of the power of the different forms, of spoken and written communication, particularly in the workplace.
- Pupils are expected to use talk and to listen, but these skills are rarely explicitly taught.
- Talk is most productive when the activity is structured, with a clear teaching and learning objective.
- Models and examples of effective talk for different purposes are not always easy to find but are important in providing support for pupils and illustrating what is expected.

## 2.2 Using talk to deepen understanding

### Activity 1

These two sets of drawings illustrate the circumstances before and after the closure of a car assembly plant and can be used for a variety of talk-related activities.





Consider how, if you used these materials with your class, you might use talk to help pupils get beyond first impressions. (N.B. assume you have allowed 20 minutes for this activity with your class and have no other resources available.)

Look at the table below which shows a range of talk activities.

**Table 2.1: Using talk to engage with ideas**

Type of talk	Example
Debate	Pupils in the role of local people debate whether or not to fight the closure of the car assembly plant
Hot seat	One pupil in the role of the representative of the car company in the 'hot seat' for a press interview; three other people in the role of journalist
Joint reconstruction	Pupils have one minute to look at the drawings; then, as a group activity, to reconstruct them on two blank sheets from joint memory (this should take no more than 15 minutes)
Presentation	A pupil presents the likely effects of closure on people in the town using the drawings as visual aids; the audience asks questions
Role play	Each pupil gets a role card (e.g. car company representative, trades union official, owner of local snack bar, redundancy or retraining adviser, local MP, etc.); taking it in turns, pupils speak 'in character' about how the situation appears to them

Consider each of the approaches listed and identify:

- how these approaches would support pupils when working with the car plant material
- how the talk might develop thinking and understanding of situations and people in the working world.

Some of the key points are as follows.

- Working in role (i.e. 'in character') encourages pupils to see an issue from a particular perspective, to be selective in using relevant information, and to consolidate their understanding by responding to questions and alternative viewpoints.
- By communicating ideas and information, pupils are able to clarify and modify their thinking.
- Developing an argument requires pupils to draw on and extend what they know and understand, by seeking reasons and justifications.
- Pupils learn to build on the suggestions of others and to see the value of collaborative talk.
- Pupils need to 'hear' good models of formal talk, so that they get to know the appropriate form and register to use in a range of situations (e.g. a job interview).

### 2.3 Developing effective talk

There is a range of types of talk in common use. These types of talk have parallels that are used in writing and, in the same way that pupils are taught such features when writing, they should be taught the features of spoken 'texts'.

#### Types of talk range through the following

- Explaining – why, how or what to do
- Instructing – how to carry out a task
- Questioning – checking on understanding
- Describing – what is going on or should go on
- Analysing – examining in detail how an activity works
- Evaluating and reflecting – considering strengths and weaknesses
- Speculating and hypothesising – putting forward possible ways of solving a problem; making suggestions which can be tested during an activity.

Consider which of the above types of talk occur most frequently in careers education.

It is possible, through planned and purposeful talk, to raise the level of challenge in the classroom. Pupils can be encouraged to develop higher-order thinking skills. Examples are given in the following table.

From	To
simply describing	commenting analytically and critically
identifying effects	analysing and evaluating effects
identifying differences	comparing differences and their influences
identifying contexts	explaining how the understanding of contexts affects views and practice
recognition of subject-specific terminology	precise use of subject-specific terminology
unstructured talk	use of sustained talk to think through problems

Now reflect on a recent classroom activity where talk was a key feature. Consider what made for purposeful talk and how effective talk could have been developed further.

Ideas from other teachers for encouraging purposeful talk and developing effective talk further include:

- making suggestions or introducing new ideas
- supporting others' suggestions by building on them, clarifying them or modifying them
- challenging ideas so that others reflect upon their validity
- offering reasons or justifying ideas
- asking questions to seek clarification and elaboration

- summarising to move the discussion on
- analysing and evaluating to make explicit the strengths and weaknesses of one's own and others' ideas.

## 2.4 Using questions to develop classroom talk

### Activity 2

<b>Tactics or devices</b>	<b>Benefits/gains</b>	<b>Example/content</b>	<b>Used regularly?</b>
Consciously waiting for a pupil to think through an answer (before you break the silence)	prompts depth of thought and increases levels of challenge		
Using a planned mix of 'conscripts' and 'volunteers'	enhances engagement and challenge for all		
'Phone a friend'	Encourages whole-class listening		
'Hot-seating'	encourages listening for detail and provides challenge		
Previewing a question in advance	Signals the big concepts and learning of the lesson		
Pair rehearsal (of an answer or question)	encourages interaction, engagement and depth		
Eavesdropping and deploying specific targeted questions	facilitates informed differentiation		
'You are not allowed to answer this in fewer than 15 words'	develops speaking and reasoning skills		(continued)

Tactics or devices	Benefits/gains	Example/content	Used regularly?
Deliberately asking a child that you know will provide only a partly formed answer (when asking difficult whole-class questions)	develops speaking and reasoning skills		
	Excellent for building understanding from pupil-based language		
Staging or sequencing questions with increasing levels of challenge	the essence of purposeful questioning, moving pupils from existing knowledge or experience (often unsorted or unordered knowledge) to organised understanding, where patterns and meaning have been established		
Using the 'no hands up' rule	Improves engagement and challenges all pupils to think		
Providing signals to pupils about the kind of answer that would best fit the question being asked	helps pupils to recognise the range of possible responses and to select appropriately		

Questions are the most common form of interaction between teachers and pupils, and an immediate means of monitoring what has been learned.

Look at Table 2.3 and:

- identify the devices you use regularly
- give an example and/or consider the context in which you use the device(s).

Some key points are as follows.

- Research shows that little exploratory talk happens naturally in classrooms but that planned and effective questioning techniques can encourage pupils to develop a line of thought.

- Focused questioning allows pupils and teachers to engage constructively with each other's ideas.
- Questioning can be used to differentiate and extend individual pupil's thinking.
- Questioning can encourage speculation.
- In response to questions, relevant information is offered for joint consideration.
- Listening skills are developed in purposeful contexts.
- Thinking and learning processes become visible and transparent during question and answer sessions.

## **2.5 Teaching listening**

Listening skills are very important.

For example, *Curriculum 2000*

'Pupils should be taught to listen to others and respond and build on their ideas and views constructively'.

It is probably fair to say that most people today:

- listen less and watch more
- often 'half-listen', with the radio or TV on as background
- experience sustained listening (e.g. to a lengthy story, radio play or lecture) infrequently

yet ...

50–75% of pupils' classroom time is spent listening to the teacher, other pupils or audio media.

Consider the following sequence for teaching listening skills.

### **A teaching sequence for listening**

- 1 Activate prior knowledge – cue pupils in to the genre or content.
- 2 Establish the purpose or objective (why are we listening? what are we listening for?).
- 3 Model the process.
- 4 Provide support for focused listening (e.g. a note-taking frame).
- 5 Review the learning.

### **Activity 3**

Now, suppose that you have arranged for a visitor to come and give a brief talk to your class on a topic relevant to careers. Take a few moments to consider how you would plan for this teaching sequence (above) in the context of the visitor's talk. Would it be appropriate to use all the steps in the sequence? Which step(s) would be most problematic to plan for?

Here are some key points to consider.

- Listening is an invisible and largely untaught skill.
- The ability to absorb, sift and respond to spoken text is essential in all walks of life.
- Listening must be planned for and taught in the same way that we teach reading and writing skills.
- Listening concentration and 'stamina' is affected by degree of prior knowledge, interest in the topic and sense of purpose.
- The text itself can be a barrier to listening (e.g. if it has specialist vocabulary, or is complex or dense), but providing certain features can aid listening (e.g. offering concrete examples, or constructing diagrams or grids).

Look at the list of teaching approaches designed to support listening in careers education shown below. Consider which of the approaches listed could be used in your next unit of work.

### Teaching approaches

- 1 Provide a clear focus or hook to structure listening.
- 2 Use clear strategies for reporting back, such as jigsaw groups or envoying (see module 7 in *Literacy across the curriculum*). These all lead naturally into planned talk and oral rehearsal, which in turn support enhanced written outcomes.
- 3 Use one (or more) of the many listening activities as a brief section of a lesson, e.g. as a starter activity as they are ideally suited to this.
- 4 Ask pupils to respond physically (raise their hands, stand up) every time they hear relevant items of information or specific language features.
- 5 Make note-taking collaborative by numbering pupils 1, 2, 3, etc. Ask all the number 1s to listen for and record certain items of information, all the number 2s to focus on something else, and so on. Groups then 'jigsaw' to collate and present their information in the desired format, oral or written.
- 6 Ask pupils to listen to a passage and respond to or record either verifiable facts or matters of opinion. They should justify their decisions (as to which category they allocated each statement) and discuss any tricky points.
- 7 Ask pupils to identify and jot down a limited number of key words or phrases (e.g. six and no more) in a piece of information.
- 8 Ask pupils to record information using a specific device such as a chart (e.g. who, what, where, when, how and why; or cause, effect, impact, location), grid, spider diagram, pictorial diagram with labels, or a table. (See the section on making notes in section 3 for further ideas.)
- 9 Use listening strategies to focus on and reinforce literacy objectives in all subject areas.
- 10 Model good listening.

### Being able to listen depends on:

- the quality of the material you are attending to
- the purpose of listening
- the type of listening involved
- the quality of the presentation (e.g. audibility, tone of voice, use of visual aids and other props)
- the nature of the listening environment.

It is the context that focuses the listening, and not all listening requires deep or prolonged concentration. Reflect on:

- the purposes and circumstances within lessons that demand different types of listening
- factors within the classroom that could impede effective listening.

## **2.6 Ready for more?**

Then here are some suggestions.

- Identify which speaking and listening objectives you wish to teach.
- Plan to teach two or three lessons where listening is a focus, or to teach some listening activities as starter activities.
- Plan to teach a lesson using the 'teaching sequence for listening'.
- Try out one of the teaching strategies listed in *Supporting listening in careers education*, or described in the *Year 7 Speaking and listening bank*.

Further material to support the teaching of speaking and listening is available in the *Literacy across the curriculum* training folder, modules 7 and 8.

**Aims**

- to identify the range of reading skills required in careers education and the challenges each type poses
- to suggest ways of supporting pupils in their reading
- to develop effective research and note-making skills

**3.1 Introduction**

This section focuses on:

- The difference between *doing* reading (i.e. providing the opportunity to read) and *teaching* reading.
- The fact that the different demands made on the reader when reading narrative (the dominant reading experience) as opposed to non-fiction.

Without an appreciation of these difficulties, the challenges pupils experience can be compounded.

Think of a time when you read a challenging text. What are the challenges a reader faces?

You may have to encounter some of the following difficulties that regularly face pupils.

- Prior knowledge: the genre may not be obvious to pupils if they are not avid readers; they will not have the mental schema for tuning in to a text.
- Subject-specific vocabulary: the use of specialist terms can make a text inaccessible.
- Grammar: the formality of a text may make it hard to access.
- Dense texts: complex ideas are often explored through long, complex sentences, where the writer is able to develop involved ideas. Often, a pupil will lose the thread of a sentence and will have to go back and start again.

**3.2 The range of reading in careers education**

There is a range of reading skills that pupils are likely to encounter in careers education, which include the following.

- *Continuous reading*: uninterrupted reading of an extended piece of text.
- *Close reading*: careful study, which usually includes pausing to think about or look back at a text in detail.
- *Skimming*: glancing through the text quickly to 'get the gist'.
- *Scanning*: searching for a particular piece of information.

Consider when you would use each reading skill in careers education and when you might combine skills (e.g. skimming a text followed by close reading).

Examples might include:

- scanning to find appropriate information (e.g. looking up a specific job in an index)
- close reading to find precise details (e.g. reading the section of Choices at 13+ that explains how to choose options)
- skimming a chapter to see if it is worth a closer read (e.g. reading the section on core subjects at Key Stage 4 to get an overall impression)
- scanning and then close reading (e.g. reading the 'modern foreign languages' entry to see if German will be offered as an option and then close reading the section on German to find out about it).

A wide variety of texts is used in careers education and pupils should be supported in their reading of these.

#### **Examples of texts used in careers education and guidance**

- self-help career guides
- course information
- occupational and labour market information
- graphs and tables
- biographies and stories
- autobiographies, diaries, logs, personal statements
- CVs
- letters of application
- course and job adverts, and recruitment literature
- action plans
- flow diagrams (e.g. routes and pathways, application procedures).

When using texts, it is important to remember that:

- each text type makes its own demands on reading skills
- many texts contain, on just one page, a variety of the elements listed
- pupils need support with their reading, particularly when one piece of text makes several different demands.

### **3.3 How do you teach the range of reading skills?**

Textbooks often contain a wide variety of information presented in a host of different ways. Now consider which reading activities can help readers to engage with texts. Think in particular about those pupils who find it hard to be selective about the information they need. These are the pupils who download chunks of information from the web or highlight every word because they are unable to retrieve information selectively and prioritise what they need.

## Activity 1

Here are two active reading tasks that could be used with pupils. You might like to try them out.

### Option 1

This activity is called 'Working in Europe'. It is designed to:

- raise awareness of reading behaviour
- provide a practical example of how the pupils' attention can be directed to the salient information; so that pupils will be engaged beyond the literal, making them more active enquirers of text.

Read the text below.

#### **Working in Europe**

Britain is one of 15 countries in the European Union (EU). If you work in Britain, you are also working in the EU. It is now quite easy to work in another EU country.

The EU has a single market. This means that member countries can sell their goods and services to anyone who lives in the EU. British companies have new trading opportunities because of this, but they also have new business competition.

People and goods in the single market can move freely between the 15 countries. There are no barriers to trade so it is easy for British firms to do business in the EU. There are still problems such as distance, difficulties with language and culture, and increased business competition. Meeting EU standards can also increase business costs. Water companies, for example, spent millions of pounds improving sewage treatment plants to meet EU standards on bathing water.

EU countries work together to create jobs and improve training. The EU helps areas where industry is dying out. In Britain, this includes north-east England, parts of the Midlands and South Wales. The EU provides money to support government action, create jobs, improve the environment, and encourage research and development. The EU also supports rural areas where farming is in crisis. EU money is helping to develop small businesses and tourism in rural areas like north-west Scotland, mid-Wales and parts of south-west England.

Much of the EU support is achieved through the Common Agricultural Policy (CAP). This helps farmers by making sure they get paid for what they produce. This costs a lot and the EU is now trying to find ways to reduce the famous 'mountains' and 'lakes' of stored food. For some British farmers this has meant cutting back on milk production or leaving fields empty. This has caused financial hardship and some farms have closed.

In order to protect the rights of workers, the Social Charter sets out principles governing worker's rights and regulations in the workplace. The goal is to set minimum standards for areas like health and safety, hours of work, benefit rules, pension rights, working conditions, redundancy arrangements, equal opportunities and perhaps minimum wages.

Britain has not yet signed up fully to the Social Charter. In some cases, British workers have more rights than they would have under the Social Charter. In others, meeting the requirements of the Social Charter could increase business costs.

Extract entitled 'Working in Europe' is taken from *Career Tracks: Careers Education and Citizenship* by Caroline Sutton, published by Career Productions. Career Productions is the Education publishing brand of geconsulting. © 2001 geconsulting. Reproduced by kind permission.

Now answer the following questions.

- Identify the topic sentence in each paragraph.
- Provide a subheading for each section of the text.
- Highlight, using two colours, the advantages and disadvantages of Britain being a member of the EU.

## Option 2

### Sequencing

This activity requires pupils to put sentences into their correct sequence. (Before you start the activity copy the text below as many times as you think you need, then cut up the paragraphs and put each set into an envelope ready to hand out.)

<b>A</b> The drivers pay us, or if we choose they give us fruit and other goods to sell.
<b>B</b> It takes nearly two hours on the bus to get to the market, and I start work at eight, unloading the trucks.
<b>C</b> When I was 12 we moved to Bogotá.
<b>D</b> CHILD LABOUR – Caged birds, silent song
<b>E</b> A lot of children in my neighbourhood were working as porters and vendors at Paloquemao so I went along with them.
<b>F</b> There are about 200 of us in all.
<b>G</b> I like my job, and I have lots of friends on the market.
<b>H</b> I try to get the fruit trucks, because I don't like carrying meat.
<b>I</b> But I take the fruit and work all day. I can make much more selling than carrying.
<b>J</b> I get up at 5.30 am.
<b>K</b> Some of my friends just get paid and go home.
<b>L</b> I think my father should pay for my education, so I wouldn't have to work on the market and can go to school.
<b>M</b> But I only do it because I have to – to help my mother and pay my own way.
<b>N</b> I want to be a systems engineer, but how can I?

Extracts from *Child Labour – Caged Birds, Silent song: Pablo's Story*, interview by Jeremy Lennard, taken from *The New International Magazine* © Copyright 2003 New Internationalist Publications Ltd. All rights reserved. Reproduced by kind permission of the publisher.

### Points for consideration

- *What kind of attention did the activities make you pay to the text?*
- *How did this help you with your understanding of the text?*
- *What benefits are there in carrying out the tasks in pairs?*
- *What reading skills did you use in carrying out these activities?*

Which of the activities listed below have you used or could you use with your pupils?

### Activities that encourage close reading

These activities are most effective when worked on in pairs or small groups as the discussion of possibilities leads to closer examination of the text.

#### Cloze

Filling the gap involves the reader in actively constructing meaning.

Skills include:

- paying close attention to the meaning of the sentence
- choosing a word that fits grammatically
- using one's existing knowledge of the topic
- working out what is likely from the rest of the text
- working out what will fit with the style of the text, whether a word has already occurred in the sentence
- attending to the sense of the whole sentence by reading and rereading.

#### Sequencing

Sequencing activities involves reconstructing a text that has been cut into chunks.

Skills include:

- reading and rereading
- paying close attention to the structure of the genre
- paying close attention to link words
- hunting for the logic or organising principle of the text – e.g. chronological order
- using previous experience and earlier reading.

#### Text marking

Text marking includes underlining, annotating or numbering the text to show sequence.

Skills may well include:

- skimming or scanning to find specific information
- differentiating between different categories of information
- deciding what is relevant information
- finding the main idea(s)
- questioning the information presented in the text.

(continued)

### Text restructuring

Text restructuring involves reading and then remodelling the information in another format.

Examples include: flowcharts, diagrams, Venn diagrams, grids, lists, maps, charts, concept maps and rewriting in another genre. Depending on the format, skills used by pupils will include:

- identifying what is key and relevant in a text
- applying what they know in a new context
- remodelling the content and the format of the text
- showing awareness of the characteristics of different genres
- critical reading
- summarising and prioritising
- writing as well as reading skills.

Some important points about the activities for encouraging close reading listed above are:

- there is a clear purpose and focus for the reading – the task is clear
- working in pairs or small groups means that pupils are not exposed before they are secure in their understanding
- discussion encourages thinking and clarification of ideas
- the activities take the reader beyond ‘just reading’ to constructing meaning
- an important role is played by readers’ existing knowledge of the purpose and structure of the texts
- word- and sentence-level features are critical in reading and writing non-fiction texts. For example, the use of a topic sentence should inform the reader about the paragraph that follows; the use of key connectives will provide a pathway through a text; and once pupils have encountered these in their reading, they can use them in their writing.

You should be aware of the drawbacks, however:

- there are resource implications, but preparation of resources is time well spent because the pupils’ responses will be better
- these activities can diminish the content to the status of just a game, unless the key learning is drawn out.

Now look at the Year 7 teaching objectives in **Appendix 2**. Which of the objectives are being taught explicitly by activities such as these?

In answer to the above, you may have come up with the following Year 7 teaching objectives.

- Sentence 8 – recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader.
- Reading 1 – know how to locate resources for a given task, and find relevant information in them.
- Reading 2 – use appropriate reading strategies to extract particular information.
- Reading 7 – identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer.

### **3.4 Reading with a purpose – making notes**

Making notes is a useful aspect of reading with a purpose as it:

- forces the reader to make sense of the text
- encourages the reader to reflect on the ideas in the text
- stops the mind wandering and focuses attention
- extends the memory
- acts as a brief aide-memoire.

Consider the Year 7 objective 'Reading 4 – make brief, clearly organised notes of key points for later use'. Making notes therefore supports your teaching of reading as it requires pupils to pin down their reading.

Before reading, pupils need to know:

- why they are reading
- which strategies they will need to use
- any subject-specific vocabulary
- what they should do with the material they have been asked to read, e.g. make notes for reference or gather material for re-presentation.

Making notes is a composite of different skills and these skills need to be taught explicitly.

Effective note-making requires the following skills.

- Close reading and comprehension – pupils must be able to identify the main ideas, supporting detail and key words. Underpinning this process will be a knowledge of the organisational and language features of written and spoken texts.
- A range of higher-order thinking skills – pupils need to be capable of evaluation, synthesis, analysis and application. While notes are being taken: judgements have to be made about the validity and relevance of what is being read; and connections made between ideas, how the writer has arrived at his or her point of view and what the writer is saying and what the pupil already knows.
- Re-presentation of the original detail in a more concise form, usually in writing – this skill involves the selection of key ideas and then their substitution sometimes in a different form (e.g. a diagram).

## Activity 2

Notes taken by a Year 8 pupil are shown below. The class was given a range of public service jobs, and asked to choose one and make notes on it from their own reading as 'a homework activity.'

### **Notes: police constable**

#### **How Do I Get The Job?**

Join the police force and you'll work in partnership with the public and other organizations towards making a difference to the community your protecting  
You'll be trained to the highest standard, receive highly prized skills and enjoy an exacting and varied carer.

The total number of police officers in our force is 1200. To support these officers we have approximately 600 support staff.

Recruitment processes are rigorous but absolutely essential in the selection of the right candidate's.

The police officer's role is unique

You'll aquire a range of highly valued and transferable skills to enable you to do your job.

You'll undergo extensive training as a probationer constable.

From special branch to firearms unit find out more about the direction you could take your future carer in.

What aspects of the pupil's note-taking falls short of the ideal?

#### **Problems with the pupil's notes included:**

- *a lack of purpose*
- *signs that the pupil was not monitoring his/her own reading*
- *a lack of ownership of ideas*
- *an uncritical acceptance of ideas*
- *an over-dependence on the language of the original*
- *a failure to use an effective note-making strategy.*

Other teachers commented on the following aspects.

- A lack of clarity or purpose hinders the pupil in the effective completion of this task. No structure was provided, therefore the pupil was unable to make judgements about relevance, form or approach.
- The inability to re-present the information suggests that this pupil cannot transform the original into her own words, or that she accepts without question the authority of print.
- She is not monitoring her own reading, so there is no indication that she understands what she has read.

- The only way she can do this task is to copy the original; the alternative is to write nothing at all. She does not have the strategies in place to support her with this activity.

### Activity 3

Because making notes involves such a range of skills, these skills will develop at different rates for different pupils. It is very rare that all of these skills can be orchestrated together at Key Stage 3. It is important, therefore, that teachers recognise that pupils will require different kinds of support and that this support should be targeted to match their needs.

Look at this list of support strategies that could be used to assist pupils.

<b>Making notes</b>	
<b>Note-making support strategies</b>	<b>Pupils</b>
1 Pupils are asked to highlight specific categories of information in different ways.	
2 Pupils are asked to highlight the sentences that articulate the main points of the text or of each paragraph.	
3 Pupils are asked to delete sentences that repeat ideas or support main ideas.	
4 Teacher makes notes from a shared source while explicitly discussing what (s)he is doing and the reasons for doing it.	
5 Pupils are asked to cross out words in a text that are not needed and to emphasise words that capture the main ideas in some visually interesting way, e.g. using a zig-zag outline.	
6 Pupils are given blank spider diagrams, pyramid diagrams or tree diagrams. This approach enables pupils to make notes about topics that have subheadings. Alternatively, the key questions and the subheadings can be given to the pupils or they can be asked to determine these in pairs or groups before making notes.	
7 Use grids with category headings such as: KWL (Know already, Want to know, have Learned); QUAD (QUestion, Answer, Detail source); Cause/Effect, or Similarity/Difference.	
8 Teachers identify key words in a text, which pupils write in the left-hand column of a grid. Pupils then have to write their own explanations of the words after reading the text. Alternatively, pupils could read the text and then, in pairs, identify the key words that they need to define.	
9 With the book open, pupils are asked to write down five key words that sum up the content of the text. They are then asked to expand these key words into notes with the book closed.	(continued)

Note-making support strategies (continued)	Pupils
10 Pupils convert a piece of text into a labelled diagram. Less able pupils might be given a diagram to label; more able pupils may be asked to generate the diagram from the text itself.	
11 Pupils read a piece of text and write notes about each separate point on a new card. At the end of this exercise they sort their cards in a variety of ways, e.g. into more and less important points, or into causes and effects.	
12 Pupils use a two-column grid: one column headed 'What the writer says', the second column headed 'What I think'. They use the first column to identify the main points and the second column to respond to those ideas.	
13 Grids are prepared with concepts or issues on one axis and a list of attributes that could apply to this list on the other. Pupils complete the grid by marking off pairs that match and recording a text reference (if there is a range of sources) or a page or paragraph reference (if a single source is used).	
14 Pupils read and discuss with their teachers examples of effective note-making.	
15 Other:	

Now decide which of the above approaches you would use with the following four pupils who are experiencing difficulties with making notes.

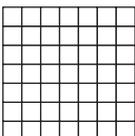
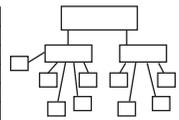
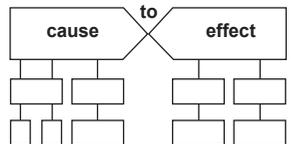
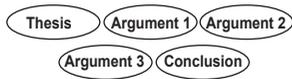
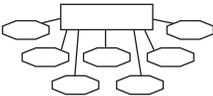
Four pupils experiencing difficulties with making notes	
Pupil A	experiences difficulty in selecting material; she has great difficulty in identifying the main ideas in a text; her notes are often as long as the text itself, and often include irrelevant and unnecessary supporting detail
Pupil B	invariably copies the original text and states that he cannot think of his own words
Pupil C	writes notes that read like lists; when transforming the ideas from the original text, she loses the relationship between those ideas
Pupil D	believes in the authority of print – if it is in a book, it must be true; fails to reflect critically upon what is read

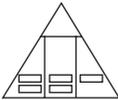
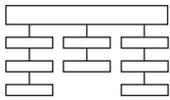
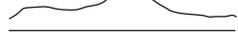
Some useful ideas are as follows:

- Physically limit the space for pupils to make notes as this can help them to summarise and be succinct.
- Use grids to give research activities a purpose and guide the selection of material.
- Support pupils with moving from reading to writing by asking them to highlight key points first, before summarising them in written form.
- Accept notes as the outcome. Pupils do not always have to develop them into an extended piece of writing.

- Feel able to intervene in the process of note-making. Constructive feedback from teachers is important.
- Ensure that pupils experience the range of note-making strategies so that they can work with the one that is best for the task. It is important that they are encouraged to reflect upon the effectiveness of the model they have used.

Here are some different models for making notes, emphasising the relationship and significance of ideas in notes. You will need to print out these tables as they cannot be presented to fit the computer screen.

Organisation of ideas	Explanation	Signal words	Example	Note-making frameworks
<b>Comparison/contrast</b>	How things are the same and how they are different	on the other hand, in contrast to, different from, alternatively, however, similar to, similarly, in all cases, but, as well as, by comparison, not only ... but also, either ... or, while, although, unless, yet	Exploring life in a community before and after the closure of a car factory	<b>Retrieval chart</b>  <b>Tree diagram</b> 
<b>Cause/effect</b>	One thing/set of circumstances leads to another	therefore, as a result of, caused by, the reason for, due to, if ... then, because, since, the effect of, consequently, this led to, so that, nevertheless, accordingly, an outcome of	Looking at the impact the closure of a car factory has upon a community	<b>Retrieval chart – Structure map</b> 
<b>Problem/solution</b>	Situation to which an answer must be found	the problem facing, to overcome this, how to resolve, one solution was, what to do, problem ... solution, questions, answers	Exploring how to support unemployed factory workers	<b>Structured map – Retrieval chart</b> <b>Problem Solution Persuasive exposition</b> 
<b>List/description</b>	Items listed	several, many, some, besides, as follows, such as, for example, all, and, sequence	Listing the resources the community has available	<b>List</b> _____ _____ _____ _____ <b>Explosion chart</b>  (continued)

Organisation of ideas	Explanation	Signal words	Example	Note-making frameworks
<b>Elaboration</b>	Main idea and supporting detail	no specific signal words; look for headings, subheadings, topic sentences	The community has a variety of resources available; these are the detailed examples ...	<b>Pyramiding</b>  <b>Structured overview</b> 
<b>Sequence of:</b> <ul style="list-style-type: none"> <li>■ time</li> <li>■ place</li> <li>■ operations</li> </ul>	Things happen: <ul style="list-style-type: none"> <li>■ over time</li> <li>■ over distance</li> <li>■ in order</li> </ul>	first, second, then, after that, before, next, finally, later, the next day, on (date), not long, after, now, when, in addition to, to begin with	In the first 12 months after the closure of the car factory ...  Next ...  After this ...	<b>Time line</b>   <b>Map or Cross-section</b>   <b>Flow chart</b> 
<b>Raw data/parts to whole quantities</b>	Numerical relationships  Show proportions	(this) many, number, thousand, half, part, more than, less than, percentage, %, ratio, proportion	When the car plant closed, X000 people lost their jobs.  12 months on, only X000 remained unemployed.	<b>Graphs</b>  <b>Pie chart</b> 

'Top Level Structures and Note-making Frameworks' taken from *Stepping Out Literacy and Learning Resource (2001)*, Minister of Education and Training, Western Australia. © 2001 ECU Resources for Learning Ltd, Australia. Reproduced by kind permission of the publisher.

### **3.5 Ready for more?**

Then here are some suggestions.

- Review the teaching of reading or note-making tasks in your plans for the next half-term.
- Identify which literacy objective is to be taught explicitly.
- Build in active reading and/or note-making strategies that support the explicit teaching of the objective.

Further material to support the teaching of reading is available in the *Literacy across the curriculum* training folder: modules 5, 6 and 9.

**Aims**

- *to show how a bridge can be built between reading, writing and talking*
- *to propose a sequence for teaching writing*
- *to demonstrate how the structure of non-fiction texts can support pupils' writing*
- *to identify the features of classroom contexts that support writing*

**4.1 Introduction**

- Teachers need to provide opportunities for pupils to discuss their ideas and to use talk as a rehearsal for writing.
- Teachers need to model the kind of language, appropriate to the task, that they want pupils to use. This should be made explicit through the recognition of text types, audiences and purposes such as persuasive or instructional texts, and will help pupils internalise structures through their reading and talking.
- In order to help pupils recognise and value the language and reasoning skills they are developing, encourage them to use these in their writing. This will help them to write more effectively from the outset.
- Pupils need to be clear about how they are expected to talk when working together. This puts knowledge about language to effective use and supports transference, building the bridge between talking and writing.
- Group-based activities need to be planned and structured.

**4.2 A sequence for teaching writing**

One of the purposes of this section is to propose a teaching sequence to support teachers when they introduce a new and particular type of writing.

**Here is a sequence for teaching writing.**

- 1 Establish clear aims
- 2 Provide example(s)
- 3 Explore the features of the text
- 4 Define conventions
- 5 Demonstrate how it is read, spoken or written (model)
- 6 Compose together (shared)
- 7 Scaffold the first attempts
- 8 Independent work
- 9 Draw out key learning
- 10 Review

This sequence (above) is looked at in more detail below.

- Following the sequence will support pupils in developing independence, by leading them from reliance on teacher instruction and guidance to individual composition.

- In steps 1 to 4, the teacher introduces the purpose of the writing task and examples of the type of writing under discussion. Only by seeing a successful whole model will pupils be aware of what to work towards. They also need to be introduced, explicitly, to those features of the writing that give the piece quality, in order to know what to include in their own writing.
- In step 5, the teacher demonstrates how the text is composed. This is done using a whiteboard or OHP and is an active process not simply the provision of an example. The teacher ‘thinks through’ the process aloud; rehearsing the sentence before writing, making changes to its construction or choice of words, and explaining why one form of words is preferable to another. He or she writes the sentence, rereads it and changes it again if necessary. This process of modelling how the expert thinks when writing shows pupils how and why writers make certain choices when composing.
- Teacher scribing normally follows demonstration. In step 6, pupils begin to 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 or try writing it down in various forms. The teacher may ask for a number of suggestions and there can be discussion about which is the most appropriate.
- Shared composition is a form of scaffolding. Pupils are asked to write a limited amount of text individually or in pairs. This might be done on mini-whiteboards or in notebooks, and 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.
- Some pupils may require further support through writing frames, ideas banks, word banks or teacher-discussion and -intervention in small groups.
- Reflection is an essential part of the process of consolidating the skills learned during the writing process. Pupils should be able to identify what they have learned and discuss the progress they have made.

### **4.3 Main categories of non-fiction writing**

This section links to module 2 in the *Literacy across the curriculum* training folder, where detailed examples of each type of text are provided.

The main categories of non-fiction writing are:

- instruction
- recount
- explanation
- information
- persuasion
- discursive writing
- analysis
- evaluation.

Here are some examples of how each category of non-fiction writing (above) relates to careers education.

- Instruction – how to fill out an application form.
- Recount – work experience or work shadowing report; personal statement.
- Explanation – what do we mean by ‘transferable skills’?
- Information – on careers using chemistry.
- Persuasion – design a recruitment poster.
- Discursive writing – on how the world of work is changing.
- Analysis – of opportunities in leisure and tourism in the local area.
- Evaluation – how good is the careers programme?

Some pieces of extended writing will be a mixture of text types, for example a leaflet on ‘How to survive Year 7’ might include instruction, information, recount and evaluation.

Consider which type of writing pupils are asked to do most frequently in careers education.

Each of the text type categories has its own conventions at word, sentence and text level, as outlined in the table below.

<b>Analysing text types</b>	
<b>Purpose</b> <ul style="list-style-type: none"> <li>■ What is its purpose?</li> <li>■ Who is it for?</li> <li>■ How will it be used?</li> <li>■ What kind of writing is therefore appropriate?</li> </ul>	
<b>Text level</b> <ul style="list-style-type: none"> <li>■ Layout</li> <li>■ Structure/organisation</li> <li>■ Sequence</li> </ul>	
<b>Sentence level</b> <ul style="list-style-type: none"> <li>■ Voice (first person, third person, etc.)</li> <li>■ Prevailing tense</li> <li>■ Active/passive mood</li> <li>■ Typical sentence structure and length</li> <li>■ Typical cohesion devices</li> </ul>	
<b>Word level</b> <ul style="list-style-type: none"> <li>■ Stock words and phrases</li> <li>■ Specialised or typical vocabulary</li> <li>■ Elaborate/plain vocabulary choices</li> </ul>	

So, for example, a piece of work based on ‘Instruction’ could be analysed according to its purpose and at the three levels: text, sentence and word.

Not all texts are ‘perfect’ examples, and teachers will want to use such models as opportunities to reinforce the development of pupils as critical readers in considering how texts might be strengthened in relation to a particular purpose or audience.

## Activity 1

Now try to analyse the features of the following text.

# ARMY – NOT JUST A JOB!

Are you soon to face the mind blowing decision about which career path to take? If so, you should pop into your local Army Careers Office and take a look at the wide range of jobs on offer.

The British Army is one of the largest employers in the UK and often young people may be deterred by a job in the Army, as they think that it's just about physical training and combat. In fact there are nine different Career Groups to choose from in the Army, including Combat, Engineering, Logistics, IT/Comms, Healthcare, HR/Admin & Finance, Specialist Careers, Further Education, and Officer.

Within each of these Career Groups there are a wide range of jobs, from chefs to vets, musicians to accountants, linguists to chaplains. Virtually every job that may be found in civilian life can be undertaken in the Army.

Also if you are a sports fan, a job in the Army might be right up your street. Not only does sport form an integral part of your training, but there is also plenty of opportunity to play it. There are over 53 different sports you can take part in, wherever you are in the world. You could be playing Judo in the USA, skiing in Austria or playing rugby sevens in Cyprus! Colour Sergeant Mark Beney, senior recruiter for the Worcester area, comments: "Often young people find it difficult to decide what job they would like to choose and we want to stress that there are a wide range of opportunities available to them in the Army.

Basic 12 week training has to be completed by all Army personnel – but then you get to focus on your chosen job. Bricklayers, electricians, drivers, carpenters, nurses, doctors, veterinary technicians and



musicians, these are just some of the jobs available in the Army. For example, a bricklayer will have the same apprenticeship as a civilian, but in the Army they could be doing anything from building bridges to blowing them up – and that could be anywhere in the world. If you can play any wind, percussion or string instrument you could be a full-time musician. Army musicians play a key part in the ceremonial occasions that keep the modern Army in touch with its past, and represent the public face of the Army at concerts and military parades. Also if you have a passion for sport, the Army gives you plenty of opportunity to practice in your specialist area and several of the Army's sports contain international players, providing a rare opportunity for inexperienced players to pick up tips from the best."

The Army has plenty to offer academics too, with the opportunity to become an Officer. Welbeck, the Army's 6th Form Residential College in Nottinghamshire, is committed to



helping students achieve the very best A Level results and prepare them for higher education and a job in one of the technical/engineering corps of the Army.

Mark continues: "The message I try to get across is the sheer variety of jobs available in the Army – there is something for everyone."

You can find out more about Army job opportunities and the nine Career Groups by calling your local Army Careers Office, in the Yellow Pages, or visit [www.armyjobs.co.uk](http://www.armyjobs.co.uk)

### Things you may not know about the Army...

- The British Army regularly recruits 15,000 soldiers each year in the UK.
- Seventy per cent of jobs in the Army are open to women.
- The Army welcomes applications from eligible candidates no matter what their marital status, sexual orientation, race, ethnic origin or religious belief.
- The Army is committed to being an Equal Opportunities Employer and has a strict code of conduct covering racial or sexual discrimination or harassment.
- The Army offers Education Grants to applicants who wish to study a vocational subject prior to enlisting as a soldier or who have studied a specified subject to a set level.
- The Army can offer a minimum contract of four years, or a career of up to 22 years with promotion on merit.
- As well as a final salary pension scheme, the Army offers free medical and dental care, 30 days paid holiday a year, and subsidised board and lodging.
- The Territorial Army (TA) forms one quarter of the British Army, and trains men and women from all walks of life and from a wide range of professions, to be soldiers in their free-time.

For more information on the Territorial Army (TA) visit [www.ta.mod.uk](http://www.ta.mod.uk) or call 0845 603 8000.



**08457 300 111**  
or visit [www.armyjobs.co.uk](http://www.armyjobs.co.uk)

Territorial Army/army advertorial produced by Golley Slater Recruitment.  
© 2003 Golley Slater Recruitment. Reproduced by kind permission.

Here are some of the features you could have spotted.

### Text level

- Use of heading to orientate readers.
- Layout in columns suggests that it is published in a magazine or newspaper.
- Photographs add visual stimulus that pull the eye into the advertisement and also indicate the style of life and work opportunities available in the army.

- Use of a bullet-point checklist to make key points.
- Use of logos and enquiry numbers/websites is highlighted at end of text.
- Some use of short paragraphs makes the text more accessible to the reader.

### **Sentence level**

- Viewpoint is second person, 'you', giving the reader the impression that they are being talked to directly.
- Some variety of sentence types used (declarative, which make a statement to the reader, and interrogative, which asks questions of the reader).
- Active English used to appeal and suggest opportunity.
- Compound and complex sentence structures used to 'pack in' additional information.
- Prevailing tenses are present and future, to suggest opportunity and change.

### **Word level**

- Use of modal verbs to suggest possibility, e.g. 'could', 'might'.
- Hints at specialised vocabulary that is used by the army, e.g. Colour Sergeant, Logistics.
- Use of lists for emphasis, to suggest the range of choices and opportunities.
- Some use of informal language and direct speech, so it sounds as if the reader is being spoken to.

Consider how this type of activity, analysing a text, helps support the teaching of writing.

All writing relates to sets of conventions, and pupils need to be taught what these are in order to develop their skills in writing.

Pupils need to know:

- how ideas are connected to create a coherent whole in different kinds of writing
- how ideas are linked, e.g. by comparison, by contrast, by order of event, by cause and effect
- how connectives are used to enable the writer to create coherent texts and express complex ideas.

<b>Connectives as signposts</b>	
<b>Adding</b> and also as well as moreover too	<b>Cause and effect</b> because so therefore thus consequently
<b>Sequencing</b> next then first, second, third ... finally meanwhile after	<b>Qualifying</b> however although unless except if as long as apart from yet
<b>Emphasising</b> above all in particular especially significantly indeed notably	<b>Illustrating</b> for example such as for instance as revealed by in the case of
<b>Comparing</b> equally in the same way similarly likewise as with like	<b>Contrasting</b> whereas instead of alternatively otherwise unlike on the other hand

Refer back to the text *'Army – not just a job!'* and consider the extent to which connectives have been used to act as signposts to the readers, or how they might have been used for more powerful effect.

Teaching pupils how to link sentences and paragraphs is useful for the following reasons.

- Using connectives develops pupils' thinking and writing.
- Pupils frequently struggle to choose the right connectives, especially when comparing and contrasting.
- Fluent writers can vary their sentence structure so that sentences do not all begin in the same way.

#### **4.4 Creating a context**

Pupils need support in the process of becoming independent and confident writers. By creating a context for writing, pupils are more likely to be motivated and encouraged to aim for excellence.

Pupils write more successfully if they:

- know why they are doing it
- know who their audience is
- are encouraged to revise and improve ideas as they work
- collaborate with others
- read a good example
- see a good model, written explicitly
- know what conventions are expected
- know how their writing will be assessed
- receive feedback at every stage
- are given some scaffolds to support their independent writing
- don't feel over-exposed or criticised.

Consider what some of the challenges might be in supporting pupils. For example, you will need to help them to acquire:

- the prior knowledge required
- subject-specific vocabulary
- word, sentence and text level knowledge
- the skills to handle high levels of information.

## Activity 2

Below are a series of points for inclusion in an information leaflet on the Territorial Army, which could form the basis of an activity for pupils. To set up the activity, you would need to copy the grid so that you have one for each pupil. Then cut up each grid into 'cards' (as marked) and put each set into an envelope ready for distribution to the pupils. You would need to make sure that you supply each group with a few blank cards as well.

What is the TA?	Links with the local community	Opportunities for specialist skills
TA training	Details of regional units	where training will take place
Pay and conditions	Entry requirements	Personal skills
Next steps	How the TA supports the regular army	Adventurous training
Extra benefits	Range of opportunities	Details of the TA website
Practical skills	Bonuses	Length of service
Compulsory mobilisation	Level of commitment	Visiting a TA unit

The pupil activity would then be to:

- select five key points and arrange them in a horizontal line
- sort the remaining cards under the appropriate headings.

Consider what thinking skills and types of talk the pupils would use while undertaking this activity. How would this help them in their writing?

The activity assists pupils with their writing skills in the following ways.

- It helps to see the planning of an outline structure and how ideas can be grouped together before beginning writing.
- Some information can be grouped under more than one heading, and the activity invites discussion and negotiation.
- Pupils can be asked to determine their own key and supporting points.
- By giving the key points in note form pupils are encouraged to draft their writing in their own words rather than simply copying.
- Pupils can use headings to develop topic sentences.

Here are some useful classroom routines, based on the elements covered in this section.

- When you set a writing task, alert pupils to the writing conventions.
- Write with them as a whole-class activity, 'thinking through' the process aloud, so that they know what to do.
- Get pupils to suggest ideas quickly and display a suitable list of connectives for the topic.
- Encourage pupils to rehearse in their heads what they are going to write, before they transfer it to paper.
- Scaffold the writing, especially at first, using writing frames, sentence starters and connectives.
- Encourage peer drafting and editing.

#### **4.5 Ready for more?**

Then here are some suggestions.

- Identify the main types of writing expected from pupils in careers education, and define the conventions for each one.
- Identify which literacy objective you are going to teach.
- Use the teaching sequence to support the explicit teaching of the objective.
- Identify a writing assignment for which you will teach the process of generating and organising ideas, e.g. using a Mind Map® or a card-sort activity.

Information on writing is available in the *Literacy across the curriculum* training folder. Further ideas are available in modules 2 and 3.

**Aims**

- *to review the main messages from each session*
- *to provide time for teachers to consider where and how they might teach literacy objectives to support learning in careers education*

**5.1 Introduction**

The focus of these materials has been on the pupils' learning, as well as on teaching.

**Key aspects of improving standards of literacy in careers education**

- *use a range of interactive teaching approaches to encourage pupils to explore, explain, elaborate and expand ideas in speaking, reading and writing*
- *model to support pupils in building the bridge between reading and writing*
- *shift the teaching from 'what' to 'how'.*

Below is an example of a Year 7 unit which incorporates these ideas. It shows how key literacy objectives taken from the Framework could be planned with a unit of work.

<b>Unit 1 What will I learn in careers education and guidance? Year 7</b>		
<b>How can careers education and guidance help me?</b>		
Framework objectives	Ideas for starters and plenaries	Possible teaching activities
<p><b>Text level</b> Pupils should be taught to:</p> <p><b>Speaking</b> <b>1</b> use talk as a tool for clarifying ideas, e.g. <i>by articulating problems or asking pertinent questions</i></p> <p><b>Listening</b> <b>7</b> answer questions pertinently, drawing on relevant evidence or reasons <b>12</b> use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking</p>	<p><b>Starters</b> Introduce open and closed questions – whiteboard activity – as pupils identify which are open and which are closed. Open up discussion about effectiveness of questioning and why it is important to plan for questioning.</p> <p><b>Plenaries</b> What was important about the lesson? Two pupils to report at the end of the lesson.</p>	<p>Possible introduction to Bloom's <i>Taxonomy of Thinking Skills</i> and how it can be used to generate challenging questions.</p> <p>Response partners – pupils to think of three open questions to ask that relate to experience of work and jobs.</p> <p>Pairs to fours – pupils to try out questioning, and answer questions pertinently, drawing on relevant experience.</p> <p>Career thinking – fantasy, tentative, realistic. What do we mean by these terms? Group work (oral discussion) – what are the pros and cons of having fantasy ideas? Can the fantasy become reality? How often does this happen? What could you do to make it happen? Who might help you?</p> <p>Pupils to pin down responses on sugar paper.</p>

## Unit 1 What will I learn in careers education and guidance? Year 7

### What's involved in making transitions

Framework objectives	Ideas for starters and plenaries	Possible teaching activities
<p><b>Word level</b> Spelling Pupils should revise, consolidate and secure:</p> <p><b>3</b> word endings, including vowel suffixes such as -ing; consonant suffixes such as -ful; modifying words ending in y or e; making choices between similar endings such as -cian, -sion and -tion</p> <p><b>Spelling strategies</b> To continue learning, constructing and checking spellings, pupils should be able to:</p> <p><b>7</b> recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary</p> <p><b>10</b> draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns</p> <p><b>Text level</b> Pupils should be taught to:</p> <p><b>Writing</b> <b>2</b> collect, select and assemble ideas in a suitable planning format, e.g. <i>flow chart, list, star chart</i></p> <p><b>Listening</b> Group discussion and interaction <b>13</b> work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas</p> <p><b>Drama</b> <b>15</b> develop drama techniques to explore in role a variety of situations and texts or respond to stimuli</p>	<p><b>Starters</b> Word web based on transition as key word.</p> <p>Pupils thought-share and card-sort words ending in the sound -shun. Through the investigation (a card-sort activity appeals to all four types of learners), they will deduce that: -tion is the most common way to spell -shun endings -sion less common -ssion sounds different -ssian place names only -cian after -ic endings – good for careers, e.g. musician, physician, electrician, optician, magician. (Beautician would be learnt because it is the exception to the rule.)</p> <p><b>Plenaries</b> Pose the question: What have you learnt about transitions?</p> <p>Pupils share role-play and say why it was important.</p>	<p>Transition cycle – use of graphic organiser (flow charts, retrieval charts, cycles, structured overviews, hierarchies, timelines).</p>

## Unit 1 What will I learn in careers education and guidance? Year 7

### How do people develop transition skills and confidence?

Framework objectives	Ideas for starters and plenaries	Possible teaching activities
<p><b>Word level</b> Spelling Pupils should revise, consolidate and secure:</p> <p>5 the spellings of high-frequency words including common homophones 1 the spellings of key words in each subject</p> <p><b>Sentence level</b> Pupils should be taught to:</p> <p>13 revise the stylistic conventions of the main types of non-fiction: a) <i>information</i>, which maintains the use of the present tense and the third person; organises and links information clearly; incorporates examples d) <i>instructions</i>, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance</p> <p><b>Text level</b> Pupils should be taught to:</p> <p>Writing</p> <p>2 collect, select and assemble ideas in a suitable planning format, e.g. <i>flow chart, list, star chart</i></p> <p>3 use writing to explore and develop ideas, e.g. <i>journals, brainstorming techniques and mental mapping activities</i></p>	<p><b>Starters</b> Pupils, in pairs and on whiteboards, to thought-share all words related to careers guidance and education with the long 'e' sound (homophone), e.g. <i>ee, ei, ie, ea</i> (career, esteem, peer, achievement).</p> <p>Card-sort activity of thought-shared words, using long 'e' sound. Pupils to look for patterns in spellings.</p> <p><b>Plenaries</b> Three pupils to share their positive lists. Pose the question 'How will this list help with future transitions?'</p>	<p>Teacher modelling of information and instruction texts, focusing on key conventions, in preparation for pupils writing leaflet <i>How to survive life in Year 7</i>. The sentence-level objectives can be taught when pupils are writing the survival guide. The teacher should explain/ identify the key features of an information text with the pupils and then model an opening section. Key features are categorised into word, sentence and text level features, as determined below.</p> <p><b>Purpose</b> What is the purpose? Who is it for? How will it be used? What kind of writing is therefore appropriate?</p> <p><b>Text level</b> Layout Structure/organisation Sequence</p> <p><b>Sentence level</b> Viewpoint (first/third person, etc.) Prevailing tense – present Active/passive voice Typical sentence length and structure Typical cohesion devices (connectives, linking phrases)</p> <p><b>Word level</b> Stock words and phrases Specialised or typical vocabulary</p> <p>Positive listing – teacher to explore appropriate graphic organiser for this activity.</p>

## Unit 1 What will I learn in careers education and guidance? Year 7

### How can careers education and guidance help me?

Framework objectives	Ideas for starters and plenaries	Possible teaching activities
<b>Text level</b> Pupils should be taught to:	<b>Starters</b> Revisit open and closed questions.	Response partners – pupils to think up effective questions to ask older peers.
<b>Speaking</b> 1 use talk as a tool for clarifying ideas, e.g. <i>by articulating problems or asking pertinent questions</i>	Revisit spelling strategies pupils have used: – investigation – word webs – key words – words within words – suffix.  <b>Plenaries</b> On whiteboards, what transitions do pupils expect to face in their lives? What have they learnt from present and past transitions that will help them to cope?	

Now you have looked at the unit:

- consider how the objectives underpin the planning
- discuss how they can ensure that literacy objectives are taught explicitly.

### 5.2 Planning literacy objectives into schemes of work

Key aspects to note when planning literacy objectives into your schemes of work for careers education are as follows.

#### Speaking and listening

- Identify which speaking and listening objectives you wish to teach.
- Plan to teach two or three lessons where listening is a focus or to teach some listening activities as starter activities.
- Plan to teach a lesson using the 'listening sequence'.
- Try out one of the teaching strategies listed in *Supporting listening across the curriculum* or described in the *Year 7 speaking and listening bank*.

#### Reading

- Review the teaching of reading or note-making tasks in teaching plans for the next half-term.
- Identify which literacy objective is to be taught explicitly.
- Build-in active reading and/or note-making strategies that support the explicit teaching of the objective.

(continued)

## Writing

- Identify the main types of writing expected from pupils in careers education, and define the conventions for each one.
- Identify which literacy objective you are going to teach.
- Use the teaching sequence to support the explicit teaching of the objective.
- Identify a writing assignment for which you will teach the process of generating and organising ideas, e.g. using a Mind Map® or a card-sort activity.

## Activity

Now try to plan objectives from the *Framework for teaching English: Years 7, 8, and 9* into your own units or schemes of work. See **Appendix 2** for the objectives. See also **Appendix 5.1** below, which is a subject spelling list.

## Appendix 5.1

### Key Stage 3 spelling list for careers education

The following list of spellings was compiled by a number of careers teachers. They identified the words listed as being those that were often needed and often incorrectly spelt. Schools may use these suggestions as the basis for local lists suitable for their own topics and needs.

The list is not intended for blanket teaching, because all pupils will know some of the words. However, it is recommended that pupils should be helped to learn those spellings about which they are uncertain.

achievement	health	receive
advertisement	industrial	reference
assessment	labour	research
budget	lifestyle	safety
business	livelihood	Saturday
choice	occupation	secondary
course	opportunities	sincerely
curriculum vitae	performance	skilful
decide/decision	personal	stereotype
definite	portfolio	strength
development	prefer/preference	success
employment	prejudice	transferable
enquire	preparation	transition
environment	prioritise	vocational
evaluation	process	
experience	questionnaire	

## **Appendix 5.2**

### **Further information**

#### **[www.cegnet.co.uk](http://www.cegnet.co.uk)**

The website of the national support programme for careers education has additional careers-related resources linked to the Key Stage 3 National Strategy. The full scheme of work for careers education and guidance referred to in section 5 of this pack can be downloaded from this site. There are ideas for teaching literacy through each of the Key Stage 3 units.

#### **[www.standards.dfes.gov.uk/keystage3](http://www.standards.dfes.gov.uk/keystage3)**

The website of the Key Stage 3 National Strategy has information and resources related to all the strands of the strategy. There is a section on sharing good practice, and details of publications and how to order them.

Further support is also available in the *Literacy across the curriculum* training folder.

### Key Stage 3 National Strategy

#### Key messages: pedagogy and practice

The Key Stage 3 National Strategy is about classrooms and what goes on in them. It puts learners at its heart. Each aspect of the Strategy is only of value if it benefits the learners. They need the best teaching and learning practice available if they are to acquire the high level of skills they need in the 21st century. The Strategy aims to raise expectations by increasing pupils' confidence and levels of engagement and by strengthening the quality of teaching.

The change in emphasis in 2003–04 from separate strands to a whole-school strategy is an opportunity to reaffirm the principles of teaching and learning which underpin all the Strategy's work. The aim is to encourage debate about teaching and learning and to enhance professional dialogue by developing common terminology.

The design of effective lessons is fundamental to the pursuit of high quality teaching and learning. The Strategy intends to strengthen its emphasis on pedagogy by promoting discussion about the key factors in lesson design.

#### Principles of teaching and learning

The principles of teaching and learning which guide the work of the Strategy are:

- including all pupils in a culture of high expectations (no child left behind);
- establishing the centrality of literacy and numeracy across the curriculum (reinforcing the basics);
- infusing learning skills across the curriculum (enriching the learning experience);
- promoting assessment for learning (making every child special);

- expanding the teacher's range of teaching strategies and techniques (making learning worthwhile and enjoyable).

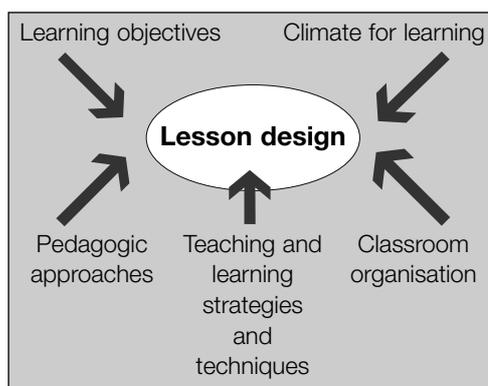
Good teaching fosters good learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject or skill being learned. Good teaching results when teachers:

- **focus and structure** their teaching so that pupils are clear about what is to be learned and how, and how it fits with what they know already;
- actively **engage** pupils in their learning so that they make their own meaning from it;
- develop systematically **pupils' learning skills** so that their learning becomes increasingly independent;
- use **assessment for learning** to help pupils to reflect on what they already know, reinforce the learning being developed, and set targets for the future;
- have **high expectations** of the effort that pupils should make and what they can achieve;
- make the learning motivating by **well-paced teaching** using stimulating activities matched to a range of learning styles;
- create an environment that promotes learning in a settled and **purposeful atmosphere**.

#### Lesson design

Each subject strand and whole-school aspect of the Strategy will reaffirm the Strategy's advice on effective lesson design. Effective lesson design involves careful consideration of a number of

factors, as shown in Chart 1 below. It starts from learning objectives, encompasses a 'climate for learning', then focuses on pedagogic approaches, teaching and learning strategies and techniques, and classroom organisation.



**Chart 1:** Factors affecting lesson design

In these factors, two things are fundamental: the Strategy's commitment to interactive teaching and learning and to developing the independence of the learner.

### Learning objectives

The nature of a learning objective will influence a teacher's choice of pedagogic approach and of teaching and learning strategies. Categorising a learning objective should guide this choice. For example, an objective that involves the development of a concept may be best suited to an inductive approach, while appreciation of an aesthetic or a moral issue might suit an exploratory approach. The Strategy will provide further guidance on this aspect of lesson design.

### Climate for learning

To create an effective climate for learning, two aspects are important.

- **Learning style.** Constantly working outside a pupil's preferred learning style can lead to boredom, frustration and a lack of motivation. This doesn't mean that every lesson should cater for the full spectrum of different learning styles but rather that pupils should have regular opportunities to learn in their preferred learning style.
- **Prior attainment and knowledge.** Pupils need to work in advance of their actual development level but not to a degree where they become stressed by the learning opportunities presented.

In 2003–04 the Strategy will provide specific support for schools facing challenging circumstances in catering for pupils' different learning styles.

### Pedagogic approaches

To support effective lesson design, as a minimum, the Strategy promotes the use of direct, inductive and exploratory approaches. All teachers can benefit from proficiency in these teaching styles, varying and adding to their repertoire as they gain confidence and experience. They are not the only approaches, but they are a good foundation. The key elements of these three approaches are summarised in Table 1 below.

Pedagogic approaches			
	Direct	Inductive	Exploratory
<b>Purpose</b>	To acquire new knowledge or skills.	To develop a concept or process.	To use, consolidate or refine skills and understanding.
<b>Key features</b>	A structured sequence, often beginning with whole-class work with modelling, demonstration or illustration. Typically, this is followed by individual or group work. The sequence often ends with whole-class review.	A structured set of directed steps. Pupils collect and sift information, then examine data. They construct categories, and generate and test hypotheses.	Testing a prediction or hypothesis based on the understanding of a concept. Pupils decide what information to collect, obtain the data and analyse it.
<b>Examples</b>	Developing communication skills, such as using different writing text types; listening to argument; constructing sentences orally in French; in mathematics, drawing to scale; using a spreadsheet to model the impact of light intensity on plant growth.	Generating spelling rules, e.g. when to use <i>-sion</i> rather than <i>-tion</i> ; collecting visual and other information in order to understand the use of materials and processes to make a sculpture; assessing the usefulness of portraits as sources of historical information.	Exploring the best method of making a light crispy batter; exploring the likely causes of flooding in a particular area; exploring the best method of removing grease from clothes.
<b>Key questions</b>	<ul style="list-style-type: none"> <li>■ How could you ...?</li> <li>■ Why am I doing this?</li> </ul>	<ul style="list-style-type: none"> <li>■ Can you group these?</li> <li>■ Can you see any pattern?</li> </ul>	<ul style="list-style-type: none"> <li>■ What might affect ...?</li> <li>■ What possible reasons are there for ...?</li> </ul>

**Table 1:** Pedagogic approaches

### Teaching and learning strategies and techniques

An effective teacher has a wide-ranging repertoire of different teaching and learning strategies and techniques. The choice is determined by the pedagogic approach. The Strategy will provide guidance on the relationship between pedagogic approaches and teaching and learning strategies to inform and enrich lesson design.

Teaching and learning strategies and techniques, and different types of teacher talk, are vital in:

- presenting key concepts and ideas;
- demonstrating skills and processes;
- engaging and supporting pupils in active learning and higher order thinking;

- establishing an interactive, well-paced dialogue with the class in which both teacher and pupils articulate ideas, express opinions, and build on each other's ideas to develop knowledge and understanding;
- creating the right level of challenge and moving learning forward so that pupils can make good progress and reach high standards.

The Strategy has already provided guidance for teachers on a range of teaching and learning strategies and techniques and will continue to reinforce its key messages about the range. Some examples are given below.

## Common teaching skills

### 1 Questioning

- Questions need to be planned in a sequence that guides pupils towards and reinforces the main objectives of the lesson.
- Certain types of question have inbuilt challenge and require pupils to think deeply:
  - open-ended questions that have no one obvious answer;
  - questions that demand and develop higher-order thinking skills such as analysis, synthesis and evaluation;
  - questions that encourage pupils to speculate and take risks.
- Teachers should build in 'wait time' so that pupils can reflect on a challenging question before answering it.
- Questions can be used to promote active listening and engagement, especially when the 'no hands up' rule is used. Active listening skills can be developed further by building variety into a teacher's questions and expecting pupils to generate their own questions.
- Teachers can encourage pupils to give extended answers using questions and other strategies, such as inviting pupils to elaborate or speculate on a topic.

### 2 Explaining

- Many things, such as abstract concepts, events outside pupils' experience, principles, rules and important ideas, are difficult or impossible for pupils to understand without explanation.
- Common types of explanation deal with:
  - concepts;
  - similarities and differences;
  - cause and effect;
  - purposes;
  - processes;
  - reasoning and proof.
- Explanations contribute to pupils' learning when they enable pupils to connect new information to what they already know.

- Teachers can improve their explanations through using a range of techniques, such as illustrating or animating their verbal explanations, and the use of props, or voice and body. These can contribute to improved pupil engagement and understanding.
- Asking pupils to explain their thinking and reasoning helps them to crystallise and consolidate their learning.

### 3 Modelling

- Modelling helps to make explicit the thinking behind, or support, important concepts, skills, relationships, decisions and processes.
- Modelling plays a significant role in helping pupils to learn independently. It represents ideas in ways that pupils can understand, change and use again to support their thinking. It can be visual or kinaesthetic.
- Modelling is more than demonstrating a skill or technique. Demonstrating shows pupils how to do something; modelling helps pupils to understand underlying structures and embedded ideas. A good demonstration does not have to be supported by discussion; modelling without discussion is ineffective.
- Modelling is most effective when the teacher:
  - is specific;
  - explains underlying principles;
  - shares thinking;
  - involves pupils increasingly by encouraging them to ask questions;
  - provides opportunities for pupils to practise the new skill or process while it is fresh;
  - supports first attempts with prompts and other support to build pupils' confidence and expertise;
  - builds in time for pupils to reflect on what they have learned.

Each strand will provide further advice and exemplification on these strategies and will increasingly consider their use in the

context of the three pedagogic approaches. In addition, the Strategy will exemplify further the use of a wide range of teaching and learning techniques such as scaffolding, concept mapping and the use of role-play.

### **Classroom organisation**

Classroom organisation concerns substantially more than furniture arrangement, display of pupils' work and the use and choice of equipment. It includes a consideration of pupil groupings and the use of other adults, whether teachers, teaching assistants or other helpers. Decisions about classroom organisation need to support interactivity; and teachers need to be conscious of the impact of different social settings on effective learning. Over the next year, the Strategy will provide further advice on these aspects of classroom organisation.

### **The process of lesson design**

A process of lesson design is summarised in Chart 2. It illustrates how the design sequence incorporates the features already considered. It also emphasises the advice that successful lesson design should be viewed as a series of planned learning 'episodes'.

#### **Locate the lesson or sequence of lessons in the context of:**

- the scheme of work;
- pupils' prior knowledge;
- pupils' preferred learning styles.



#### **Identify clearly the essential objective(s) for pupils in terms of:**

- their knowledge, understanding and skills;
- their attitudes and personal development.



#### **Structure the lesson as a series of episodes by:**

- separating the learning into distinct stages or steps.



#### **Decide how to teach each episode, then choose:**

- the best pedagogic approach;
- the most appropriate teaching and learning strategies;
- the most effective organisation for each episode.



#### **Ensure coherence by providing:**

- a stimulating start to the lesson;
- transition between episodes which recapitulate and launch new episodes;
- a final plenary that reviews learning.

**Chart 2:** Stages in lesson design

Detailed lesson planning is of vital importance but it should not be seen as a straitjacket. Successful teachers are alert to the responses of their pupils and make modifications and adjustments to meet the evolving dynamics of each lesson.

### 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;

(continued)

## 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*;

(continued)

## 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;

(continued)

**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*;

(continued)

### **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;

(continued)

**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;

(continued)

**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;

To conclude, it is worth repeating that further support can be found in the *Literacy across the curriculum* training file, available in your school. Module 9 (Making notes) might prove useful to you.

The training materials in the foundation subjects also contain helpful material, especially in terms of speaking and listening. The teaching repertoire, modules 4 (Questioning), 5 (Explaining) and 6 (Modelling), are very useful, as is module 12 (Thinking together).

## Acknowledgements

With grateful thanks to the following:

Illustrations kindly provided by VT Careers Management.

Extract entitled 'Working in Europe' is taken from *Career Tracks: Careers Education and Citizenship* by Caroline Sutton, published by Career Productions. Career Productions is the Education publishing brand of geconsulting. © 2001 geconsulting. Reproduced by kind permission.

Extracts from *Child Labour – Caged birds, Silent song: Pablo's Story*, interview by Jeremy Lennard, taken from The New Internationalist Magazine. © Copyright 2003 New Internationalist Publications Ltd. All rights reserved. Reproduced by kind permission of the publisher.

*About Top Level Structures written in Low Level Language* by D. Klarwein. The copyright in this material is owned by the State of Queensland acting through the Department of Education also known as Education Queensland and is reproduced with its permission. No part of this material may be reproduced, or stored, whether electronically or by any other process, without the written permission of Education Queensland.

Thanks also to ECU Resources for Learning Ltd for allowing the use of their reproduction of the above material, featured in *Stepping Out Literacy and Learning Resource (2001)*, Minister of Education and Training, Western Australia. © 2001 ECU Resources for Learning Ltd, Australia.

Activity 1 on p.33: Territorial Army/Army advertorial produced by Golley Slater Recruitment. © 2003 Golley Slater Recruitment. Reproduced by kind permission.

The permission to reproduce Crown copyright protected material does not extend to any protected material in this publication which is identified as being the copyright of a third party.

The terms Mind Map®, Mind Maps®, and Mind Mapping®, are registered trademarks of the Buzan Organisation, 54 Parkstone Road, Poole, Dorset, BH12 2PG. The writers of this training material would like to thank Tony Buzan for permission to use these terms. Additional training materials for Mind Maps are available at [www.BuzanCentres.com](http://www.BuzanCentres.com)

Department for Education and Skills  
Sanctuary Buildings  
Great Smith Street  
Westminster  
London SW1P 3BT

© Crown copyright 2004  
Produced by the Department for Education and Skills.

The content of this publication may be reproduced free of charge by Schools and Local Education Authorities provided that the material is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context. Anyone else wishing to reuse part or all of the content of this publication should apply to HMSO for a core licence.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication, which is identified as being the copyright of a third party.

Applications to reproduce the material from this publication should be addressed to:  
HMSO, The Licensing Division, St Clements House,  
2-16 Colegate, Norwich NR3 1BQ  
Fax: 01603 723000 or e-mail: [hmsolicensing@cabinet-office.x.gse.gov.uk](mailto:hmsolicensing@cabinet-office.x.gse.gov.uk)

The Department for Education and Skills wishes to make it clear that the Department, and its agents, accept no responsibility for the actual content of any of the materials suggested as information sources within this document, whether these are in the form of printed publications or upon a website.

[www.standards.dfes.gov.uk/keystage3](http://www.standards.dfes.gov.uk/keystage3)  
[www.dfes.gov.uk](http://www.dfes.gov.uk)