



Guidance

Curriculum and
Standards

Key Stage 3 *National Strategy*

Literacy in citizenship

For school-based use or self-study

Teachers of
citizenship

Status: Recommended

Date of issue: 04-2004

Ref: DfES 0258-2004



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.

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Aims

- *To demonstrate how focused literacy teaching can enhance understanding in citizenship*
- *To highlight some useful classroom strategies to improve the quality of reading, writing, talk and concept development in the subject*

Linking citizenship studies and literacy

The guidance contained in this CD is intended to build on, and disseminate, current good practice in supporting pupils' literacy skills as part of citizenship teaching. The teaching objectives contained in the *Framework for teaching English: Years 7, 8 and 9* (DfEE 0019/2001) can be seen to have clear links with the objectives for teaching citizenship. Examples of these clear links between citizenship objectives and English Framework objectives are given below.

**Programme of study for Citizenship objectives
– a sample**

Pupils should be taught to:

- *think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based resources*
- *justify orally and in writing a personal opinion about such issues, problems or events*
- *contribute to group and exploratory class discussions, and take part in debates*
- *negotiate, decide and take part responsibly in both school and community-based activities.*

English Framework objectives – a sample

- *Read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific context, e.g. bill, lobby, convention, race (See Appendix, Year 7, Word level, item 21)*
- *Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas (See Appendix, Year 8, Speaking and Listening, item 10)*
- *Define and deploy words with precision, including their exact implication in context (See Appendix, Year 7, Word level, item 14)*
- *Integrate diverse information into a coherent and comprehensive account (See Appendix, Year 9, Writing, item 9)*

- Citizenship objectives have been linked to a possible key objective from the *Framework for teaching English: Years 7, 8 and 9*.
- It will be helpful if teachers of all subjects take note of the Framework objectives so they can work together when appropriate to ensure a consistent contribution to the development of literacy teaching across the curriculum.
- Further examples of planning English Framework objectives in citizenship are given in section 6 of this CD.

Sections 1–5 of this CD are built up around QCA Citizenship Units 1, 3 and 14.

Activities and concepts are drawn largely from these areas:

- *Citizenship: a scheme of work for Key Stage 3*, (QCA/DfES), (QCA/01/776)
- Unit 1: Citizenship – what’s it all about?
- Unit 3: Human rights
- Unit 14: Developing skills of democratic participation.

The accompanying video sequence, based around a mock parliamentary election in a school, draws particularly on Unit 14.

Finally, consider the importance of using language well in the citizenship context. One significant cause of conflict between people lies in a lack of communication. Good literacy is intrinsic to effective or active citizenship.

2

Words and their meanings: developing vocabulary and concepts in citizenship

Aims

- *To understand some of the ways in which pupils' knowledge of subject-specific vocabulary and concepts enhance their active understanding in citizenship education*
- *To consider teaching strategies to support the development of that understanding*

2.1 Introduction

Providing support for pupils in learning subject-specific vocabulary is good practice in citizenship teaching, whilst at the same time it enhances the development of their literacy skills.

Pupils should be encouraged in their citizenship studies to:

- use specialist words both orally and in writing
- spell specialist words accurately
- read specialist words independently
- build their understanding of concepts using the subject vocabulary
- recognise familiar words in new contexts
- define specialist words and articulate their meaning in their own words.

Each of the above areas is addressed in this section.

The Key Stage 3 Strategy, as part of its *Literacy across the curriculum* focus, supports the explicit teaching of key aspects of literacy to support subject learning.

The rest of this section will look at some practical ways of teaching words and their meanings in citizenship.

2.2 Learning and remembering spellings

Look at this list, which contains a number of commonly misspelt words. Take each word, one at a time, and try to think of strategies you might recommend to a pupil having trouble getting it right.

Easily misspelt words

diary
unnecessary
remember
definite
muscle
committee
Wednesday
government
community
democracy
bright
there
diner/dinner, writing/written
parliament
sustainable

Here are some suggestions.

Spelling strategies

Break it into sounds – d-i-a-r-y
Break it into syllables – re-mem-ber
Break it into affixes – dis-satisfy
Use a mnemonic – necessary = one collar, two sleeves
Make a chant – committee = 2ms, 2ts, 2es
Refer to word in the same family – muscle = muscular
Say it as it sounds – Wed-nes-day
Find words within words – I AM in parliament
Refer to etymology – democracy – Greek words:
demos = people, kratos = strength
Use analogy – bright, light, sight, etc.
Use a key word – horrible/drinkable for ible/able
Apply spelling rules – writing/written
Learn by sight – look-cover-write-check

More questions and answers

Look at the following words from the citizenship curriculum and the suggested strategies for spelling them. The solutions are in brackets.

Rights (analogy)
Representative (syllabification)
Democracy (word family – democratic)
Campaign (mnemonic)
Election (spelling rule)
Fairness (affix)
Ballot (word within a word – ball in ballot)
Equality (look-cover-write-check)

2.3 Using interactive learning to engage with vocabulary and concepts

Short starter activities can be used as effective opportunities for pupils to explore and reinforce their understanding and use of specialist vocabulary. Effective citizenship teaching will provide a range of other opportunities for the introduction and development of pupils' understanding of key concepts. Starters can be linked to the developmental part of the lesson and also to reflective learning plenaries. Some plenary activities can be linked to peer- and self-assessment opportunities. Examples of such activities are given below (Activities 1–5) in order for you to experience and explore the value of this approach.

Activity 1: Citizenship odd one out

Citizenship odd one out

citizen, community, race
rights, responsibilities, election
United Nations, Commonwealth, European Parliament
liberty, justice, fairness
laws, human rights, rules
equality, democracy, power

Decide which of the three words in each set is the odd one out.

How would this activity contribute to pupils' understanding of concepts in citizenship? Reflect on how collaborative talk would enhance learning. There is, of course, no single answer.

Any and all of the following are true.

- It helps pupils to explore their understanding of concepts and subject-specific vocabulary in citizenship education.
- It encourages questioning and reasoning.
- It builds confidence in terms of knowledge, understanding and reasoning.
- It encourages the recognition of similarities and differences.
- It can be carried out at any point during a topic.
- It can be extended by asking pupils to devise their own odd ones out.

The value for learning lies in the talk which encourages pupils to:

- hypothesise, predict, speculate
- relate new ideas to prior experience and learning
- express feelings, opinions and viewpoints
- consider the views and feelings of others
- classify, transform and represent ideas and understanding
- metacognition, question and reflect.

Notice that capability in the above sits at the very heart of active, participatory citizenship learning.

Now look at the following range of similar activities. You might like to explore further ideas for concept and vocabulary development in citizenship. Give yourself a few minutes for skimming and adding to these ideas.

Activity 2: Word bingo

Provide each pupil with a bingo card.

Read only the Word bingo *definitions* (not the words themselves), pausing after each definition so that pupils can tick the word off if it is on their card.

Bingo cards	
<p>Card 1 equal opportunities, justice democracy, community reconciliation, holocaust racism, respect</p>	<p>Card 4 equal opportunities, democracy reconciliation, tolerance racism, justice community, holocaust</p>
<p>Card 2 tolerance, discrimination racism, respect democracy, community equal opportunities, justice</p>	<p>Card 5 respect, equal opportunities racism, justice discrimination, democracy tolerance, community</p>
<p>Card 3 community, reconciliation democracy, holocaust racism, respect equal opportunities, justice</p>	<p>Card 6 holocaust, tolerance justice, racism respect, reconciliation community, democracy</p>

Word bingo

Definitions

Equal opportunities – having the same rights and opportunities as everyone else in a society

Justice – the administration of law

Democracy – a society in which the government is elected by the people

Community – a group of people sharing certain values and characteristics

Reconciliation – bringing to agreement

Holocaust – a huge slaughter or destruction of life

Tolerance – willingness to be fair towards other beliefs and opinions

Discrimination – unfair treatment based on prejudice

Racism – discrimination or prejudice on the grounds of race

Respect – treat with consideration and show that you value something

Variations on Word bingo include:

- having a mix of both words and definitions on each bingo card
- competing to complete a line rather than a whole card
- working collaboratively to complete a card
- devising one's own cards (i.e. pupils), choosing words from the citizenship unit being studied
- for pupils who learn better kinaesthetically, divide the class into two teams and write eight key words from the unit on the whiteboard. Then each team's representative can point at the appropriate word as the teacher calls out the definition.

Activity 3: Draw my word

In groups of four, pupils take turns to pick a card made with one of the words in the box below. They then draw or sketch a visual representation of the word from the card. The other group members compete to guess the word in the shortest time. No more than 1 minute is permitted for each round.

Draw my word

democracy, equal opportunities

reconciliation, discrimination

justice, racism

respect, community

Try to think of other methods for encouraging pupils to visualise concepts in citizenship education.

Variations on drawing my word include:

- using still images from drama conventions
- making thought tracking an extension of the still imaging
- devising a symbol for each of the terms (listed above)
- designing a multi-media collage to represent the word or phrase.

Drama terms are explained in the *Drama objectives bank* (DfES 0321/2003).

Think about the importance of addressing the preferred learning styles of different pupils. Pupils will internalise the vocabulary and concepts of citizenship education better if teachers use a variety of visual, auditory and kinaesthetic teaching methods.

Activity 4: Don't mention it!

In groups of four to six, pupils take turns to pick a keyword card made up from the text in the box below. They make their team guess the keyword as quickly as possible from the explanations they give – the keyword and the words in italics on the cards cannot be mentioned. The team that completes their bank of words in the fastest time wins.

Don't mention it!

Democracy

rights, equality, fairness, people

Respect

consideration, value, tolerance

Reconciliation

agreement, negotiation, sides

Discrimination

unfair, prejudice, bias

Community

group, values, society

Racism

prejudice, race, colour

Equality

opportunity, fair, just

Tolerance

belief, opinion, others

Think of ways of differentiating this activity with pupils. Ideas might include:

- permitting all words below the key word to be used in the explanation
- banning up to two words from the list below the key word
- using this as a plenary activity when previous sections on definitions of words have been taught and embedded in the classroom vocabulary.

Activity 5: Grouping words and concepts

Organise your pupils into groups of four, and give each group an envelope containing the key words or phrases (cut from the grid on page 12). Explain that the aim of this activity is to discuss and devise a method for classifying all of the subject-specific words and phrases on the cards into just three groups. Ask pupils to arrange the cards into three columns or rows and to identify a title for each column.

Key words

rights	responsibilities	citizen
power	rules	
community	democracy	justice
fairness	laws	debate
representative	Houses of Parliament	
ballot	election	campaign
student council	vote	local council
referendum	equal opportunities	
freedom	reconciliation	holocaust
respect	discrimination	racism
tolerance	civil liberties	prejudice

Take feedback from groups on their methods for classifying the words or phrases. This could involve discussion of topical issues and current affairs.

Acknowledge that groups will have devised a number of different methods for classifying the words and explain that the main aim of this activity is to promote discussion, allowing pupils to voice and share their understanding of the key concepts.

Activity 6: Plenary

Reflect on the possible ways of building spelling, vocabulary and concept understanding into citizenship.

For example you could use:

- interactive word walls
- word posters, word mind-maps, calligrams, icons
- glossary building, dictionary work, word detectives
- word searches, crosswords, hangman, cloze passages
- spelling strategies, mnemonics, words within words, etymologies
- concept-building games, sentence completion, making questions.

Think of one technique using approaches through literacy that you have successfully used; and reflect on how pupils' learning in citizenship has been enhanced by literacy teaching.

Introducing and reinforcing new vocabulary and concepts therefore involves:

- making the vocabulary and concepts an integral part of the learning process by encouraging pupils to **explore** the meaning of words and phrases
- engaging pupils in reading, speaking and understanding key words and phrases **in context**
- encouraging pupils to **use** vocabulary and concepts in their own words as this will facilitate understanding and the ability to retain information
- needing to be part of a wider approach to citizenship teaching where key ideas and concepts are introduced and developed.

Aims

- *To understand some of the ways in which structured opportunities for speaking and listening can support citizenship education*
- *To identify relevant teaching strategies to support that development*
- *To consider the assessment of speaking and listening in citizenship lessons*

3.1 Introduction

The following explains how talk is a tool for learning.

Talk is a tool for learning. We use talk to:

- think through ideas
- express thoughts, feelings and opinions
- influence other people
- articulate ideas
- share knowledge
- feed back and review ideas
- adapt and refine ideas
- reach closure, accommodation or acceptance of different ideas
- negotiate solutions
- and more ...

We expect pupils to use talk, but rarely teach them how to do it in the way we would with writing. For example:

- we expect pupils to listen, but rarely teach them how
- some diffident pupils find it hard to contribute to unstructured talk
- speaking and listening activities are most productive when they are well-focused and purposeful.

In literacy and citizenship, structuring talk through the use of a teaching sequence will support the learning of pupils. An example of the recommended sequence is as follows.

- Explain the teaching objectives to the class.
- Provide an example or model of an oral language text-type and use it in a class or group enquiry or discussion.
- Identify purposes, outcomes and ground rules for the talk.
- Define speaking and listening conventions.
- Provide an activity or oral task that enables pupils to rehearse and explore appropriate language conventions in a supported context.
- Provide an opportunity for reflection and evaluation, including self-assessment, based on speaking and listening objectives.

Pupils will develop their use of talk if they are given opportunities to investigate, learn from models and discuss how to go about a task or activity in advance, and are also encouraged to reflect on their contributions afterwards.

The activities that follow all invite the use of a teaching sequence and work from English Framework and citizenship objectives. Consider the value of structuring talk and listening throughout the rest of the section.

The next exercise offers one example of structuring listening. The English Framework objectives covered include Year 7 SL6, recall main points, Year 8 Spelling and Listening paragraph 7, listen for a specific purpose, and the *Programme of study for citizenship 2c*, contribute to group and exploratory class discussions.

3.2 Listening for information

- Make clear to pupils the kind of material they are going to hear.
- Read material twice until pupils are used to this type of activity.
- Write key vocabulary on a board or flipchart.
- Give specific questions instead of asking for main points.
- Give different questions to groups of pupils before sharing to combine the information.

Activity 1: Talking and listening

Read to the pupils the brief outlines of the two charities (given below). Write the names of the charities, Oxfam and Shelter, on a flipchart. You could use other examples. Possible examples could include local charities; political parties or two opposing plans for local development, such as a supermarket versus a playground. These examples have been chosen to contribute to this training section. You would obviously need to ensure that texts selected are accessible.

You would ask pupils to listen carefully to the outlines and to record three important points about the work of each charity – for example, three ways that Shelter helps people who are homeless.

Read the charity outlines shown below, leaving a few moments after each one to allow the pupils to record their points.

Charity 1

Shelter

Shelter is a national organisation working to improve the lives of homeless and badly housed people.

What we do

Shelter is about finding solutions.

Solutions through services

Through our network of Housing Aid Centres, projects and surgeries, Shelter staff provide free, professional and independent advice to over 100,000 homeless and badly housed people each year throughout England and Scotland.

Practical help

- over 50 Housing Aid Centres and Projects providing expert information, advice and advocacy
- Shelterline, a free, national helpline providing advice and information 24 hours a day, 365 days a year
- five Homeless to Home Projects, piloting ways of resettling families who have experienced homelessness into new accommodation
- the Street Homelessness Project, working with local authorities and other voluntary organisations to develop local strategies for reducing rough sleeping
- the National Homelessness Advice Service, providing secondary advice to all Citizens Advice Bureaux
- our new Homework Project, which seeks to prevent homelessness by providing information and education materials for young people in school.

Training

Shelter Training provides up-to-date housing law and information courses as well as practical training. We run approximately 150 courses a year aimed at improving services to those in housing need and maximising the effectiveness of our own staff and others working in the field.

Solutions through campaigning

At Shelter we work to develop solutions and influence politicians, decision makers and public opinion to improve the lives of homeless and badly housed people.

We aim to gain the support of the Prime Minister, senior politicians, local councillors, companies, religious groups, schools and the public. We know that by working together we can achieve far more to improve the lives of homeless and badly housed people.

Shelter's campaigning work covers a range of issues. As well as housing and homelessness, we have detailed proposals on reforming housing benefit and are feeding into the wider welfare reform agenda. We have also been closely involved with initiatives to tackle social exclusion.

Shelter has been working very closely with different Government departments over the last year, to push for changes in legislation to help homeless and badly housed people. Shelter is proud to have been able to influence the Government's new Homes Bill, announced in the Queen's Speech, December 2000.

*Text from Shelter website entitled 'What do we do' from the web address:
www.shelter.org.uk/about/whatwedo/index.asp*

Charity 2

Oxfam

What does Oxfam do?



After the 2001 earthquake in El Salvador, Oxfam worked with partners to provide clean water
Photo: Rachel Stabb/Oxfam

Oxfam's aim is a simple one: to work with others to find lasting solutions to poverty and suffering.

We believe that there is no excuse for poverty in the 21st century. Our world has enough food and other resources for everyone. If these were shared out more fairly, there would be no need for much of the suffering we see or hear about today.

How do we tackle these issues?

In many different ways, and with help from many different people.

- We have programmes in more than 70 countries. We work with local people to improve their lives. Together we might, for example, train health workers, set up schools or safeguard water supplies.
- We respond to emergencies, providing food and shelter for people driven from their homes by floods, hurricanes and conflict.
- We speak up on behalf of poor people to governments and powerful organisations. We encourage people to speak up for themselves and change their lives for the better.

Why are some countries poor?



A miner at Nangodi mine, Ghana, pans crushed rock to see if any gold is present
Photo: Toby Adamson/Oxfam

One way to find out is to look at their history. Some countries are poor today because, in the past, powerful European nations took them over as colonies and exploited their natural resources (gold and diamonds, for example). The people were sometimes sold as slaves or used as cheap labour. Their land was taken away and used to grow luxuries for rich people – sugar, for example.

(continued)

Although these events happened a long time ago, they still cause problems today. We can also look at relationships between countries, such as trading or political links, and consider who benefits most from these.

Facts about poverty

- Every year around 17 million people die from diseases which could be treated.
- 80% of all illness in the world is caused by dirty drinking water.
- Nearly one in three people in the world cannot read or write.
- 190 million 10- to 14-year-olds in the developing world have to work.

Source: Oxfam: www.oxfam.org.uk/coolplanet

My choice of charity is ...

I chose this charity because ...

Ask pupils to share their points with a partner, then agree a joint list of three, and select the most important. Pairs should discuss why they chose their priority.

Take brief feedback from the pupils.

Reflect briefly on the benefits to pupils of being taught to listen and talk for particular purposes in supported environments.

3.3 Talking together: structuring talk opportunities – part 1

Consider linked activities that will serve as examples of how group discussion might be used to develop skills of participation.

The activities can stimulate discussion and decision-making.

Activities like these can help pupils to gain confidence while learning the rules of effective participation during discussion and debate.

Activity 2: Using discussion to formulate ideas

Explain the scenario that each class has a representative on the school council and they have been asked to choose a charity that the school will support for a year. There are two charities, already selected by pupils from a previous list, Oxfam and Shelter.

Each pupil needs a copy of the charity outlines.

Ask pupils to read the information and to decide which of these charities they, as individuals, would choose and why.

Ask pupils to share with a partner their choice and their reasons, making sure that they ask at least one follow-up question of each other. Now ask pupils to pair up with someone who has chosen the other charity. Each has 30 seconds to persuade the other of the wisdom of their choice.

Remember the following points when using this activity with pupils.

- The activity gives the discussions a clear purpose.
- It gives the discussions a clear time limit.
- It allows pupils time and opportunity to listen and respond to each other.
- The activity encourages questioning and reasoning skills.
- It helps less confident pupils to develop and articulate a point of view.
- It gives pupils time to consider their views.
- You could adapt this to any issue relevant to their school council or other decision-making body.

Activity 3: Arriving at a class decision after discussion

This activity links citizenship and literacy learning in a task designed to develop a point of view.

Begin by organising pupils into groups of five or six.

Allocate each group one of the two charities – Shelter or Oxfam – and access to the information sheets (pp.16–18). Groups should be randomly assigned. Explain that one of the skills in citizenship is to be able to think and talk about views that may not be one's own. This task should help develop an ability to understand others' viewpoints.

Each group should assign the roles of:

- chairperson;
- scribe;
- spokesperson.

The tasks for each role should be agreed with the whole class before the discussion gets under way.

Give the groups 5 minutes to collect and develop as many arguments as possible to support their charity. The scribe should record these.

Give each group access to the information in the 'Developing a point of view' box (below) as it lists possible prompts for the discussion. Ask them to use at least three phrases from the prompts list during their discussion and feedback.

Take feedback, recording one or two ideas from each pupil representative.

Allow 2 minutes for pupils to read and reflect on the arguments put forward, and ask for any other comments to be recorded in the same way.

Now put the choice of charity to the vote, asking for a show of hands.

The quality of pupils' discussion and resulting work will be enhanced if this activity is **preceded** by homework and/or class research into the charities.

Developing a point of view: prompts for talk

This means that ...
One advantage of this option is that ...
This is important because ...
A key point is ...
The reason we think this is because ...
We prefer this because ...
In addition ...
Consequently ...
Our main objection to the other alternative is ...
This would be a good choice because ...
One reason that led us to this conclusion was ...
It is important to support this because ...
Most importantly ...
Especially important is ...
Most of all ...
In particular ...
In comparison with the second alternative ...
Above all ...
Besides ...
It is significant that ...
Furthermore ...
Finally ...

Reflect on the above activities based on the context of charities. Consider for a few moments:

- how this activity might support pupils' learning in citizenship
- how it might improve pupils' speaking skills
- how it might improve pupils' listening skills.

Think about the following points.

The task:

- provides a real context for decision-making
- gives pupils the opportunity to represent views other than their own
- gives pupils the opportunity to hear the views of others
- allows pupils to experience a range of roles and responsibilities, recognising the importance of discussing these in advance (where necessary, set up a short coaching section on each role so that pupils can engage productively with the task)
- allows pupils to develop citizenship knowledge through discussion of the work of campaigns and charities.

Consider other ways in which you might support groups of pupils in developing their own ideas, for example through the use of key vocabulary cards, role-play activities and so on.

Activity 4: Developing ground rules for talk

The key point to this activity is the importance of pupils devising their own ground rules for talk, based on experience and reflection.

Refer to the following materials if necessary.

- QCA Unit 1, 'Citizenship – what's it all about?', for further ideas on establishing ground rules for discussion
- *Citizenship: A scheme of work for Key Stage 3: Teacher's Guide* (QCA/01.776) p.38 – 'Why and how should ground rules be established?'

This series of activities would contribute to, but are not intended to cover, the full range associated with citizenship studies.

Explain to pupils that you would like them to stand back from what they have just been doing and reflect on their own speaking and listening during the section so far. Give the groups 3 minutes to reflect on the factors that enabled and prevented effective talk.

To help them do this you could put pupils into groups and give them the following two questions to discuss.

- What helped you to participate successfully?
- What made it difficult?

To prompt the pupils' reflections, you could offer them the following list.

Factors that influence the quality of talk

- the nature of the activity
- topic – especially the extent to which pupils can engage with the activity
- knowledge and information
- size and make-up of group
- organisation of room
- timing
- instructions given
- the teacher's skills in engaging in dialogue with pupils
- listening skills
- reaction of other pupils

With the help of the list above, you could ask each group, to draw up a pupils' 'Charter for successful group discussion'.

Share the results, for example display written versions around the room, gallery style, and give time for reading.

Think how you would use the pupils' charters to inform your future planning for citizenship lessons.

Similar activities and helpful suggestions may be found in 'The management of group talk' section from the *Literacy across the curriculum* folder (DfEE 0235/2001) and in 'Thinking together' from *Training materials for the foundation subjects* (DfES 0350/2002).

3.4 Talking together: structuring talk opportunities – part 2

To complete this section you will need to watch a short video clip which is designed to exemplify some of the features of successful teaching and learning through talk that have just been explored.

First read the following material which sets the context.

The video is of extracts from a Year 9 citizenship lesson at St Michael's RC Comprehensive School in Billingham, in the North East of England. The school has a well-developed citizenship programme at Key Stage 3, and has, for a number of years, organised a mock election as the culmination of a unit of work on political participation and processes.

Below is an outline of the lesson shown on the video.

Year 9 Citizenship lesson outline	
The lesson shown comes midway in a short unit of work on the political process and parliamentary democracy. Please note that the video has been edited to illustrate the range of contexts for speaking and listening, and not to provide a complete account of the whole lesson.	
Episode	Commentary
Starter	<p>Pupils work in 5 different groups:</p> <ol style="list-style-type: none">1 Parents2 Senior Citizens3 Business people4 People concerned for the environment5 Parliamentary candidates. <p>Groups 1 to 4 each have 10 minutes to think about, and begin to take on a specific role within their group. Pupils identify issues that they would be concerned about. Whilst this is happening, the teacher joins one group (2) in order to deepen and extend their understanding of the issues they have identified, and to help secure their roles.</p> <p>Group 5, the 'parliamentary candidates' also works together. (Pupils in this group, who are seen later in the video at the mock election, have already worked on their roles and have been researching party policy on specific issues such as the health service, education, and local environmental issues.)</p>
Discussion topic 1	Each group discusses the kinds of questions that they would like to ask of prospective parliamentary candidates (not shown on the video).
Discussion topic 2	<p>Pupils are regrouped, each group containing a representative of groups 1–4. Pupils explain, explore and discuss together the issues that concern them, and listen to a range of different viewpoints.</p> <p>Towards the end of their discussion, pupils are asked to consider the question: 'Is it important to consider policies that don't directly affect you?' (Not shown on the video.)</p> <p>(continued)</p>

Plenary activity	<p>Meanwhile, pupils in group 5 continue to work together, this time considering some of the questions they are likely to be asked (now shown on the video).</p> <p>Whole class circle time discussion. The pupils reflect on the work they have done (a brief extract from this is shown on the video) and then discuss together 'What makes a good question?' for a parliamentary candidate.</p>
<p>The final section of the video shows the culmination of the work at a Year 9 assembly in which pupils, in their roles as parliamentary candidates and constituents, take part in a political hustling. Whilst the speeches and the questions from the floor were pre-planned, the candidates' responses to the questions were not.</p>	

The video shows pupils engaged in a range of discussion and planning activities as a prelude to a year assembly in which the mock election takes place. There were further lessons between the one shown and the election itself, and the video has been edited to show the main 'stages' of the lesson.

Prepare to watch for a specific purpose by looking for evidence from the video on:

- 1 how the **lesson design** contributes to the progress pupils make, both in citizenship learning and in developing their speaking and listening
- 2 how the **ways the teacher interacts** with pupils and engages them in dialogue supports and challenges their learning
- 3 what **specific teaching strategies** encourage and enable pupils to extend the range of their speaking and listening

Consider the following points after viewing the video.

- The lesson design provides pupils with a range of different contexts and purposes for speaking and listening: planning groups; 'rainbow' groups where pupils have to explain their views and respond to others; 'circle' time for more public debate; 'wait time' and 'time out in pairs' to formulate ideas.
- The teacher has a very clear sense of her role, not just in setting up discussion but also in engaging pupils in discussion and debate in order to deepen thinking and extend their statements.
- This clear sense of role contributes to a classroom climate where pupils are not afraid to express their views and are prepared to be challenged and also to respond.
- Although the election clearly features rehearsed speeches and questions from the floor, it is evident that the pupils are also able to think on their feet and handle the more formal conventions of language required with great facility. Look for the evidence of more structured uses of language and the way the candidates use rhetorical devices in both their speeches and when responding to questions.
- Refer back to the list of 'Factors that influence the quality of talk' (p.21). Take this opportunity to consider whether there were features of the lesson design or teaching that could be altered to deepen and extend the quality of talk further.

The following summarises this section.

Speaking and listening in citizenship

- *Developing speaking and listening is an important element in supporting active citizenship.*
- *Pupils need help to develop these skills within the context of citizenship education.*
- *Assessment and reflection can support the development of these skills and help to raise standards in the subject.*

Consider the value of developing good communication skills for enhancing active, reflective citizenship. Remember the intrinsic links between developing good speaking and listening skills and success in citizenship education. Issues of pupil self-evaluation and reflection in written work are dealt with in section 5, Writing.

Aims

- *To consider ways in which active reading strategies can be used in citizenship education lessons*
- *To foster independent questioning and thinking in pupils through the ways they engage with text*
- *To teach structured questioning opportunities which can be applied to any text*
- *To explore skills and processes of enquiry to engage with text*

4.1 Introduction

Consider the following points.

- Pupils encounter a wide range of different text-types during citizenship education. Examples include: reports, recounts, information texts, explanation texts, persuasive and argumentative texts, and literary texts; as well as other forms such as video, advertisements, leaflets, letters, manifestos, charters, press releases and newspaper reports.
- A typical textbook moves between these modes and forms of communication. Do you explicitly teach pupils how to approach the reading of texts and textbooks in citizenship? How do you go about it?

4.2 Reading strategies

Citizenship education places demands on pupils' versatility as readers. Consider when and why pupils might use each of the following reading strategies in citizenship lessons.

<i>Continuous reading</i>	<i>uninterrupted, linear reading of a piece of text</i>
<i>Close reading</i>	<i>reflective reading to study, pausing to reread or think back over the text</i>
<i>Skimming</i>	<i>glancing quickly through a text to get the gist of it</i>
<i>Scanning</i>	<i>searching for a particular piece of information</i>

Consider the following points.

- Pupils need a clear purpose for reading if they are to select an appropriate strategy.
- They need strategies for working with challenging or longer texts rather than simplified texts.
- They need strategies to help them to engage with the text and process the information.
- Signposting one particular reading strategy to pupils (such as skimming or scanning) can provide a good starting point for closer reading of the most relevant parts of the text.

4.3 Active reading

Remember that 'active reading strategies' (often called DARTs: 'Directed Activities Related to Texts') are designed to enable pupils to engage with texts in an active way by doing something specific to the text – such as sequencing it, supplying missing words or highlighting specific information.

The teaching skill lies in choosing an activity that will help pupils to achieve the lesson objective.

You are now going to read and reflect on some activities designed for engaging pupils in close reading of challenging texts. The strategies used are included as models for ways of working with difficult texts in citizenship.

Remember the importance of fitness for purpose being the guiding principle in using DARTs with classes.

Activity 1: Inference and deduction

You could use the following extract – shown split into two sections below – with a group of higher ability Year 9 or Year 10 pupils.

The text is taken from *Lord of the Flies* by William Golding. Tell the pupils that in this novel, a group of boys is stranded without adults on a desert island. The boys have to devise ways to survive until they are rescued. The text extracts provide stimulus for a discussion on what constitutes the basics of organising a society. Issues of rules, rights, responsibilities, leadership and freedom are well explored.

Read through the extracts as a whole group to get an overall understanding of the episodes. These are two closely linked sections. In the first, there is a discussion about the need for rules in society and in the second, rules are broken and the boys begin to rebel.

Section one

'There's too much talk about ghosts. We ought to have left all this for daylight.'

A hushed and anonymous voice broke in.

'Perhaps that's what the beast is—a ghost.'

The assembly was shaken as by a wind.

'There's too much talking out of turn,' Ralph said, 'because we can't have proper assemblies if you don't stick to the rules.'

He stopped again. The careful plan of this assembly had broken down.

'What d'you want me to say then? I was wrong to call this assembly so late. We'll have a vote on them; on ghosts I mean; and then go to the shelters because we're all tired. No—Jack is it?—wait a minute. I'll say here and now that I don't believe in ghosts. Or I don't think I do. But I don't like the thought of them. Not now that is, in the dark. But we were going to decide what's what.'

He raised the conch for a moment.

(continued)

‘Very well then. I suppose what’s what is whether there are ghosts or not—’

He thought for a moment, formulating the question.

‘Who thinks there may be ghosts?’

For a long time there was a silence and no apparent movement. Then Ralph peered into the gloom and made out the hands. He spoke flatly.

‘I see.’

The world, that understandable and lawful world, was slipping away. Once there was this and that; and now—and the ship had gone.

The conch* was snatched from his hands and Piggy’s voice shrilled.

‘I didn’t vote for no ghosts!’

He whirled round on the assembly.

‘Remember that all of you!’

They heard him stamp.

‘What are we? Humans? Or animals? Or savages? What’s grown-ups going to think? Going off—hunting pigs—letting fires out—and now.’

A shadow fronted him tempestuously.

‘You shut up, you fat slug!’

There was a moment’s struggle and the glimmering conch jiggled up and down. Ralph leapt to his feet.

‘Jack! Jack! You haven’t got the conch! Let him speak.’

Jack’s face swam near him.

‘And you shut up! Who are you, anyway? Sitting there—telling people what to do. You can’t hunt, you can’t sing—’

‘I’m chief. I was chosen.’

‘Why should choosing make any difference? Just giving orders that don’t make any sense—’

‘Piggy’s got the conch.’

‘That’s right—favour Piggy as you always do—’

‘Jack!’

Jack’s voice sounded in bitter mimicry.

‘Jack! Jack!’

‘The rules!’ shouted Ralph, ‘you’re breaking the rules!’

‘Who cares?’

Ralph summoned his wits.

‘Because the rules are the only thing we’ve got!’

But Jack was shouting against him.

*‘Conch’ is a type of shell

Section two

(Jack) gave a wild whoop and leapt down to the pale sand. At once the platform was full of noise and excitement, scramblings, screams and laughter. The assembly shredded away and became a discursive and random scatter from the palms to the water and away along the beach, beyond night-sight. Ralph found his cheek touching the conch and took it from Piggy.

‘What’s grown-ups going to say?’ cried Piggy again.

‘Look at ‘em!’

The sound of mock hunting, hysterical laughter and real terror came from the beach.

‘Blow the conch, Ralph.’

Piggy was so close that Ralph could see the glint of his one glass.

‘There’s the fire. Can’t they see?’

‘You got to be tough now. Make ‘em do what you want.’

Ralph answered in the cautious voice of one who rehearses a theorem.

‘If I blow the conch and they don’t come back, then we’ve had it. We shan’t keep the fire going. We’ll be like animals. We’ll never be rescued.’

‘If you don’t blow, we’ll soon be animals anyway. I can’t see what they’re doing but I can hear.’

The dispersed figures had come together on the sand and were a dense black mass that revolved. They were chanting something and littluns that had had enough were staggering away, howling. Ralph raised the conch to his lips and then lowered it.

‘The trouble is: Are there ghosts, Piggy? Or beasts?’

‘Course there aren’t.’

‘Why not?’

‘‘Cos things wouldn’t make sense. Houses an’ streets, an’ —TV— they wouldn’t work.’

The dancing, chanting boys had worked themselves away till their sound was nothing but a wordless rhythm.

‘But s’pose they don’t make sense? Not here, on this island! Supposing things are watching us and waiting?’

Ralph shuddered violently and moved closer to Piggy, so that they bumped frighteningly.

‘You stop talking like that! We got enough trouble, Ralph, an’ I’ve had as much as I can stand. If there is ghosts—’

‘I ought to give up being chief. Hear ‘em.’

‘Oh lord! Oh no!’

Piggy gripped Ralph’s arm.

‘If Jack was chief he’d have all hunting and no fire. We’d be here till we died.’

His voice ran up to a squeak.

‘Who’s that sitting there?’

(continued)

'Me. Simon.'

'Fat lot of good we are,' said Ralph. 'Three blind mice. I'll give up.'

'If you give up,' said Piggy, in an appalled whisper, 'what 'ud happen to me?'

'Nothing.'

'He hates me. I dunno why. If he could do what he wanted—you're all right, he respects you. Besides—you'd hit him.'

'You were having a nice fight with him just now.'

'I had the conch,' said Piggy simply. 'I had a right to speak.'

Simon stirred in the dark.

'Go on being chief.'

'You shut up, young Simon! Why couldn't you say there wasn't a beast?'

'I'm scared of him,' said Piggy simply, 'and that's why I know him. If you're scared of someone you hate him but you can't stop thinking about him. You kid yourself he's all right really, an' then when you see him again; it's like asthma an' you can't breathe. I tell you what. He hates you too, Ralph—'

'Me? Why me?'

'I dunno. You got him over the fire; an' you're chief an' he isn't.'

'But he's, he's, Jack Merridew!'

'I been in bed so much I done some thinking. I know about people. I know about me. And him. He can't hurt you: but if you stand out of the way he'd hurt the next thing. And that's me.'

'Piggy's right, Ralph. There's you and Jack. Go on being chief.'

'We're all drifting and things are going rotten. At home there was always a grown-up. Please, sir; please, miss; and then you got an answer. How I wish!'

'I wish my auntie was here.'

'I wish my father ... O, what's the use?'

'Keep the fire going.'

The dance was over and the hunters were going back to the shelters.

'Grown-ups know things,' said Piggy. 'They ain't afraid of the dark. They'd meet and have tea and discuss. Then things 'ud be all right—'

'They wouldn't set fire to the island. Or lose—'

'They'd build a ship—'

The three boys stood in the darkness, striving unsuccessfully to convey the majesty of adult life.

'They wouldn't quarrel—'

'Or break my specs—'

'Or talk about a beast—'

(continued)

'If only they could get a message to us,' cried Ralph desperately. 'If only they could send us something grown-up ... a sign or something.'

A thin wail out of the darkness chilled them and set them grabbing for each other. Then the wail rose, remote and unearthly, and turned to an inarticulate gibbering. Percival Wemys Madison, of the Vicarage, Harcourt St. Anthony, lying in the long grass, was living through circumstances in which the incantation of his address was powerless to help him.

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Ask pupils to work in groups, allocating either R, J, P or S to each. Ask pupils to highlight words/phrases in the text which show how the character speaks and behaves.

Remember the point that focused text-marking is one way to make challenging texts more accessible.

Activity 2

For this activity, divide the class into four groups. Allocate each group one of the following extracts, 1 to 4 and name the Group 1, etc. accordingly.

- Ask Group 1 to write down the rules of the assembly based on the evidence and implications in the text, then to discuss why rules are needed in any society. (Extract 1)
- Ask Group 2 to list three quotations that highlight the decline in the observance of the rules, then to discuss the implications of such breakdown for any society. (Extract 2)
- Ask Group 3 to make two columns, one each for Jack and Ralph, and list their respective leadership styles: then discuss what qualities might be needed in the leadership of a school, a club and a country. (Extract 3)
- Ask Group 4 to discuss and record two or three points on:
 - why rules are needed in society
 - how rules are enforced in society
 - what rights we should have in our community
 - what responsibilities we should have in our community
 - what kind of leadership qualities are needed in a headteacher, a school councillor and a prime minister.

Extract 1

'There's too much talk about ghosts. We ought to have left all this for daylight.'

A hushed and anonymous voice broke in.

'Perhaps that's what the beast is—a ghost.'

The assembly was shaken as by a wind.

'There's too much talking out of turn,' Ralph said, 'because we can't have proper assemblies if you don't stick to the rules.'

He stopped again. The careful plan of this assembly had broken down.

'What d'you want me to say then? I was wrong to call this assembly so late. We'll have a vote on them; on ghosts I mean; and then go to the shelters because we're all tired. No—Jack is it? —wait a minute. I'll say here and now that I don't believe in ghosts. Or I don't think I do. But I don't like the thought of them. Not now that is, in the dark. But we were going to decide what's what.'

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'Very well then. I suppose what's what is whether there are ghosts or not—'

He thought for a moment, formulating the question.

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'I see.'

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'I'm chief. I was chosen.'

'Why should choosing make any difference? Just giving orders that don't make any sense—'

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Jack's voice sounded in bitter mimicry.

'Jack! Jack!'

'The rules!' shouted Ralph, 'you're breaking the rules!'

'Who cares?'

Ralph summoned his wits.

'Because the rules are the only thing we've got!'

But Jack was shouting against him.

Extract 3

(Jack) gave a wild whoop and leapt down to the pale sand. At once the platform was full of noise and excitement, scramblings, screams and laughter. The assembly shredded away and became a discursive and random scatter from the palms to the water and away along the beach, beyond night-sight. Ralph found his cheek touching the conch and took it from Piggy.

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'Nothing.'

'He hates me. I dunno why. If he could do what he wanted—you're all right, he respects you. Besides—you'd hit him.'

'You were having a nice fight with him just now.'

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'I been in bed so much I done some thinking. I know about people. I know about me. And him. He can't hurt you: but if you stand out of the way he'd hurt the next thing. And that's me.'

'Piggy's right, Ralph. There's you and Jack. Go on being chief.'

'We're all drifting and things are going rotten. At home there was always a grown-up. Please, sir; please, miss; and then you got an answer. How I wish!'

Extract 4

'I wish my auntie was here.'

'I wish my father ... O, what's the use?'

'Keep the fire going.'

The dance was over and the hunters were going back to the shelters.

'Grown-ups know things,' said Piggy. 'They ain't afraid of the dark. They'd meet and have tea and discuss. Then things 'ud be all right—'

'They wouldn't set fire to the island. Or lose—'

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The three boys stood in the darkness, striving unsuccessfully to convey the majesty of adult life.

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Once the groups have completed their tasks and recorded their findings, take feedback in group order 1 to 4. Keep to strict time limits.

Remember

Literary texts can be a critical source for exploration on citizenship themes, using interactive methods suited to the development of active, questioning citizens.

It is worth remembering that segmenting the text and allocating clear tasks helps all pupils to come to grips with challenging text, particularly boys.

Identify how other activities that encourage close reading could be used with the text from *The Lord of the Flies*.

Activities which encourage close reading

The following activities are most effective when worked on by a pair or small group as the discussion of possibilities leads to a closer look at 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 will fit with the style of the text, e.g. whether a word has already occurred in the sentence
- attending to the sense of the whole sentence by reading and rereading.

[*Cloze: to complete the gaps using the context]

Sequencing

Sequencing activities involve reconstructing a text which 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 indicate a sequence. Skills may well include:

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

Text restructuring

Text restructuring involves reading and then remodelling the information in another format; for example, flow charts, diagrams, Venn diagrams, grids, lists, maps, charts, concept maps or rewriting in another genre. Depending on the format, skills used 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
- being aware of the characteristics of different genres
- critical reading
- summarising and prioritising
- writing as well as reading skills.

Remember the key message that active reading strategies, as modelled here, provide a toolkit for approaching challenging texts in citizenship, which could otherwise prove difficult to use.

Active reading has benefits but there are pitfalls in the overuse of DARTs.

Active reading tasks:

- oblige close reading
- engage pupils and encourage participation
- make daunting passages more accessible
- give purpose and focus to reading
- go beyond 'just reading' to constructing meaning
- draw out key points very clearly.

But:

- beware of overuse
- they only work if they match the objective
- they take time to prepare
- they can diminish the content to a game
- you will still need to draw out the learning.

Tips include:

- Laminate materials for durability
- Always debrief.

Other useful text suggestions are *The Coral Island* by R. D. Ballantine, and *Enoch Arden* by Alfred Lord Tennyson.

The Wind Singer by William Nicholson is a further text which can be read at Key Stage 3. It explores an apparent Utopia as a way of asking questions about how we organise society.

For non-literary texts, 'reality TV' shows could also be mentioned and explored. Topical newspaper articles may also provide a source for debate on these and other citizenship themes. How tabloid and broadsheet newspapers differ in their representation of the same story can lead to useful analytical discussion of bias and objectivity in reporting. Most coursebooks on citizenship will contain sections on this important aspect of the citizenship curriculum.

4.4 Reading for enquiry

Activity 3: Applying Bloom's taxonomy – questioning texts

Bloom's taxonomy of questioning comprises the categories of:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation.

Consider the following points.

- Bloom researched thousands of questions that teachers asked, and categorised them into a hierarchy.
- Research has consistently shown that the large majority of questions asked by teachers come from the first two categories, which relate to factual recall and comprehension.
- Few questions come from the other key categories, which relate to higher-order thinking skills.
- Research has shown that pupils' levels of achievement can be increased by regular practice of higher-order thinking.

Achievement at levels 5+ against the National Curriculum level descriptors almost invariably requires thinking in Bloom's higher-order categories of application, analysis, synthesis and evaluation.

Bloom's taxonomy of questioning – in more details

Knowledge

- Decide
- Identify
- Who, when, where?

Comprehension

- Translate
- Predict
- Why?

Application

- Demonstrate how
- Solve
- Try it in a new context

Analysis

- Explain
- Infer
- Analyse

Synthesis

- Design
- Create
- Compose

Evaluation

- Assess
- Compare/contrast
- Judge

In the previous list, examples of key words and question words have been added. These can be applied to text work and across the spectrum of literacy in citizenship in speaking, listening, reading and writing. They can be used to help probe inferences in text, in key areas such as identifying bias and objectivity.

Activity 4

Think of two or three ways of devising questions using Bloom's hierarchy of questions. Then devise two questions for each of Bloom's categories in relation to the two texts on the topic of voting (below and p.40). Remember that sequence is important with regard to the increase in challenge for pupils. Active citizens need to be able to use higher-order reading skills. Using Bloom's hierarchy of questioning in this way brings out the links between speaking and listening and reading for enquiry. Look at the following materials.

Voters

Who is able to vote in parliamentary elections?

All British, Irish and Commonwealth citizens are entitled to register to vote in elections to the House of Commons providing they are 18 or over and are not disqualified in any way. Irish and Commonwealth citizens must be resident in the UK. Those who are unable to vote are:

- 1) Members of the House of Lords.
- 2) Offenders detained in mental hospitals.
- 3) Prisoners who have been sentenced to more than 12 months imprisonment, during the period they are detained (or unlawfully at large).
- 4) People convicted within the previous five years of corrupt or illegal practices during elections.
- 5) Citizens of European Union and other countries other than those of the Commonwealth and Republic of Ireland even if they are tax paying or long-term residents.
- 6) People who on polling day cannot make a reasoned judgement

This is very different from the situation in the early 19th Century when only around 3 adults in every 100 were eligible to vote. The 'franchise' (the right to vote) has been gradually extended over the past two centuries. For example, the Representation of the People Act 1918 allowed, for the first time, most women over 30 to vote and the Representation of the People Act 1969 lowered the age at which people could vote from 21 to 18.

How do I ensure that I can vote?

You can only vote if your name appears on the electoral register. This is updated on a monthly basis and, if you move, you should alert your new local Electoral Registration Officer. Each autumn, there is also a canvass of every household to check eligibility to vote. The householder must give details of all occupants who are eligible to vote, as well as those who will be 18 during the next year. The register is published locally in public libraries, etc and it is the responsibility of each elector to check their inclusion and raise objections with the ERO.

Who can have a postal vote?

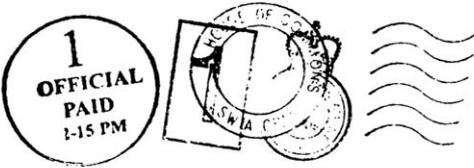
The ability to vote by post used to be confined to those who could not otherwise reach the polling station. Since 2001, however, it is available on demand in Great Britain, by application to the local Returning Officer. In Northern Ireland it is still necessary to provide a valid reason, such as illness or employment to obtain a postal vote. British citizens living abroad may vote by post or proxy.

Is voting compulsory?

No, unlike in some other countries such as Australia, voting in the United Kingdom is completely optional. You do not have to vote.

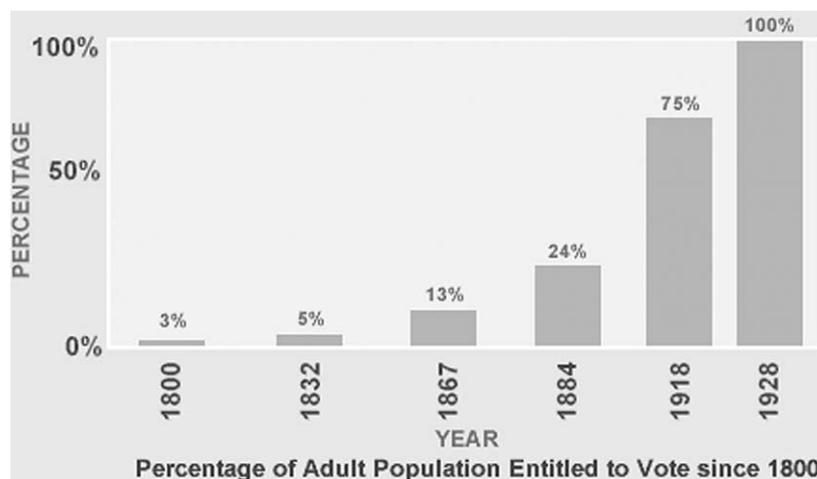
I want to see a particular party in Government but don't like my local candidate. What can I do?

Unfortunately there is no easy answer to this question. You only have one vote to use as you wish and must decide which is the most important factor for you. Remember your involvement in decision making does not have to end with your vote. You can lobby your MP over issues that you feel strongly about and can support pressure groups to try to bring about change. Your vote will give you a package of measures: support the areas that you approve of and try to secure change in areas where you disagree.



Source: Parliamentary Education Unit

Voter turnout facts



There is a lot of discussion about young people being bored with politics and unwilling to get involved.

- Fewer than four in ten 18–24-year-olds were estimated to have voted at the last general election (compared to 70% of those aged 65 or over). This figure dropped to just 11% at last year's local elections in England.
- More people voted in the Big Brother elections than in the last General Election.
- In Australia, like many other countries in the world, it is illegal NOT to vote in government elections. It has been compulsory since 1924. This means that if you are entitled to vote you MUST. Non-voters are fined \$20 AUS.
- In the US mid-term Congress elections in 2001, about 30% of the electorate voted.
- In the last British General Election, turnout in one constituency (Liverpool Riverside) was 34.1%. In Winchester it was 72.3%. The average across the country was 59.6% of the electorate, compared to 71.4% in 1997, which was itself a post-war low.

Source: www.bbc.co.uk/schools/citizenx/political_literacy/voting/lowdown

Then reflect on the implications for democracy of voting patterns of 18–24-year-olds in England. The second article, read in conjunction with the first, should provide ample examples for higher-order interrogations at the analytical, synthesising and evaluative levels. Think about the topic of young people's voting rights, responsibilities and choices and how you might raise this with classes you teach.

Remember the importance of the higher-order thinking skills involved. These will link us directly to the next section.

Reading and thinking skills

The *Programme of study for citizenship* requires that 'pupils study, reflect upon and discuss political, spiritual, moral, social and cultural issues, problems and events'. One way to enable this depth of engagement is to incorporate thinking skills into teaching and learning approaches to questioning.

Thinking skills across the curriculum

Information processing skills	Information processing involves mental activities such as: locating and collecting relevant information, ordering, sequencing, sorting, grouping	Key questions: Who is ...? What is ...? Where is/are ...? How might ...? What is the main point/most important point?
Reasoning skills	Reasoning involves: analysing and selecting, relating, drawing inferences, making deductions, comparing and contrasting, relating cause and effect, identifying problems, using precise language to explain thinking, making judgements and decisions.	Key questions: What are the ...? Why are there ...? What does this tell you ...? Is this the same as/different from ...? Can you be more specific? Am I convinced?
Enquiry skills	Enquiry involves: predicting, hypothesising, concluding, summarising, distinguishing fact from opinion, understanding and identifying bias, recognising value judgements, understanding relevance, justifying conclusions.	Key questions: How do you know? what do you want to find out? What are you trying to solve? What is the problem? What do we expect to find out? Did our answer match? Is there a pattern that explains ...? Is this always the case? (continued)

Creative thinking skills	Creative thinking involves: call out, lateral thinking, inventing new ideas, generating and extending ideas, applying existing ideas in new contexts, representing existing knowledge or fact through a different medium, looking for an alternative, innovative outcomes.	Key questions: What do you think? What is the whole picture? What image is building up? Is there a different way? What would have happened if ...?
Evaluation skills	Evaluation involves: setting targets, reviewing targets, checking reliability of evidence or methods, monitoring progress against criteria, conducting pilots, decision making, judging, prioritising, selecting, weighing pros and cons, generating different solutions.	Key questions: Have I considered all of the evidence? How reliable is ...? What is the provenance of ...? Do I have confidence in making this judgement?

Activity 5: Applying thinking skills – stage 1

Choose one or two of the skills from the preceding thinking skills grid, concentrating particularly on the second column, and recall when these featured in your recent classroom work on citizenship.

Activity 6: stage 2

Look at the extract below and read the text and devise three or four questions (using column 3 of 'Thinking skills across the curriculum', table above, but in the context of column 2).

Plan to practise your question with one of your classes and then reflect on:

- value for differentiation
- challenge, especially for gifted and talented pupils
- the taught development of thinking skills in a context of active, participatory citizenship
- the holistic and inbuilt nature of thinking skills across literacy and citizenship
- oral, reading and writing possibilities.

Latest news

Office star joins DRC in nationwide education equality campaign

Monday, March 10, 2003

The Office star Julie Fernandez revealed today that she has experienced bullying because of her disability. The actress' revelations came at the launch of a major advertising campaign by the Disability Rights Commission (DRC) aimed at highlighting the effects of discrimination on disabled people's achievements.

The advertising campaign is backed by the launch today of a Citizenship Pack to increase awareness of disability among young people.

Miss Fernandez said: "The emotional and psychological bullying I have experienced because I am disabled has often made me feel humiliated and isolated. In my career, I have been refused auditions because of my disability and I was once told I should be grateful. A few months ago I heard kids behind me discuss whether or not to rob me because I'm disabled."

Research by the DRC shows that significant numbers of disabled people have had similar experiences:

- 38 per cent of disabled children are bullied at school*
- Over twice the number of disabled people are out of

work compared to non-disabled people**

- One in 20 disabled people are in further or higher education – compared to one in 10 of the rest of the population**
- One in 20 pupils said that teachers had bullied them

Miss Fernandez continued: "I went to a special school for disabled children, however, disabled kids at inclusive schools are often treated differently, bullied, and not given access to proper facilities. The DRC's Educating for Equality campaign aims to tackle the barriers young disabled people face and to change the attitudes of future generations. Disabled people are capable of anything but, as the DRC's advertising campaign says, discrimination is the biggest disability."

Today also sees the launch of the DRC's Citizenship Pack designed to actively engage students in thinking about their role in creating an equal society for disabled people. The pack will be available to schools across England as a vital addition to the national citizenship curriculum programme.

Bert Massie, Chairman of the DRC commented: "Children need to interact with young disabled people of their own age to understand disability. Research suggests that this can go a long way towards breaking down barriers later in life. The DRC's Educating for Equality campaign recognises the central role that education can play in creating a fair and equal society for disabled people. We want disabled people to know their rights and educators to actively take up their responsibilities. Our Citizenship Pack aims to put disability equality at the heart of teaching good citizenship."

Source: www.drc-gb.org

The following summarises the section.

Active reading supports learning by:

- *encouraging pupils to actively engage with a range of texts in a spirit of enquiry*
- *providing structured activities which support pupils in reflecting on the material and making links between and across sources*
- *using structured questioning methods to develop independent thinking skills in relation to the texts studied*
- *prompting discussion during the process of textual study that encourages thinking and the clarification of ideas.*

Aims

- To consider the kinds of writing relevant to citizenship education
- To explore strategies for developing different kinds of writing
- To promote high standards of writing in citizenship lessons

5.1 Introduction

There are close links between objectives from the *Framework for teaching English: Years 7, 8 and 9* (DfEE 0019/2001) and the *Programme of study for citizenship* (QCA/99/470).

Citizenship	English
2b Justify orally and in writing a personal opinion about such (topical political, spiritual, moral, social and cultural) issues, problems or events	<p>Year 7 Wr15 Express a personal view, adding persuasive emphasis to key points</p> <p>Year 8 Wr13 Present a case persuasively, making selective use of evidence, using appropriate rhetorical devices and anticipating responses and objections</p> <p>Year 9 Wr13 Present a case persuasively enough to gain the attention and influence the responses of a specified group of readers</p>
3a Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	<p>Year 7 Wr3 Use writing to explore and develop ideas</p> <p>Year 8 Wr3 Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving</p> <p>Year 9 Wr2 Record, develop and evaluate ideas through writing</p>

5.2 Writing for enquiry*Introduction*

The context for the following activities relates to Unit 3 Human Rights, from *Citizenship: a scheme of work for Key Stage 3* (QCA/DfES, QCA/01/776) (objective 2b above).

The topic to be used is motor vehicle congestion. However, any suitable issue reflecting the age and interests of the pupils could be used.

Look at Appendix 9, Guidance on the teaching of sensitive and controversial issues, from *Citizenship: a scheme of work for Key Stage 3*.

- The issue of motor vehicle congestion could be considered at different levels: school area, town, national, global. For the purposes of this exercise, the issue will be explored at the local level
- The final outcome from this activity will be to plan and write a letter expressing an opinion about the issue
- It is important that pupils are able to identify a reason and a final outcome for their enquiry.

Recording

Look at the following grid. This is to be used as a reference for the activity.

Appendix 8, Planning an enquiry into a topical issue in citizenship, *Citizenship: a scheme of work for Key Stage 3, QCA/DfES, QCA/01/776*

	Key enquiry questions	Organising questions	Notes
Identifying the focus	Which topical issue, problem or event will we investigate?	What are the choices? How shall we choose? Why will we investigate this? To what purpose?	Scale: local, national, international? Criteria, e.g. accessibility to information/news is it likely to develop over a suitable period? amount of background information available pupil interest curriculum/school relevance opportunity for teachers and pupils to collaborate over the selection
	How will we go about it?	Where will we get our information: interviews, books, organisations, etc.?	Sources include media, web.
Finding out about it	What strategies can we employ to find out about this issue?	How is it reported? By whom? What questions do we want/need to ask? How can we find out more about the issue? Will we need to research all of it?	Teacher anticipates required reference information for pupils to use, e.g. timeline of significant events geographical information socio-political/ economic information Opportunity to organise through groups, e.g. jigsaw activity (continued)

	Key enquiry questions	Organising questions	Notes
Finding out about it (cont.)	Where is the issue taking place?	Who lives here? What is it like? Who holds power?	
	What is happening?	What has happened in the past to allow 'this' to be happening? (long term, underlying causes)	
	Why is it in the news now?	What has precipitated it? (short term) What may happen in the future?	
	Who is involved?	Who are the key players and why and in what ways are they involved with one another? What is happening locally, nationally and/or globally to address this issue?	Focus areas that need to be covered: which are the local, national and international agencies involved? what do they do? how are they constituted?
	How does this issue link with other issues?	Which local, national or international agencies might be involved? Now? In the future? How is this the same as/different from other issues we may have studied? (contemporary or historical)	Role of local authority, faith organisations, charities/voluntary organisations Role of international agencies, other governments, etc.
Formulating a view	What are the issues?	How straightforward are they? What factors are involved? (social, economic, political, religious, geographic)	
	How difficult/easy is it to take a position (moral or otherwise) over this issue?	What is the range of points of view? What do we think? What causes us to think/feel the way we do? What else do we want to know?	(continued)

	Key enquiry questions	Organising questions	Notes
Deciding what to do next	How will we follow up this study, monitor future developments, outcomes, etc?	Who will do what? What are the options? How can we monitor what happens next? Will recommendations/suggestions be accepted? If so, why? If not, why not? How should we communicate and to whom about these matters?	Opportunity for pupils to take participative action and assume responsibility on behalf of others; sustaining an informed interest in a local, national, global issue

Now try to complete this grid.

Key enquiry questions	What we already know	What we want to know (organising questions)	How will we find out?
Which topical issue, problem or event will we investigate?			
How will we go about it?			
What strategies can we employ to find out about this issue?			
Where is the issue taking place?			
What is happening?			
Why is it in the news now?			
Who is involved?			
How does this issue link with other issues?			
What are the issues?			
How difficult or easy is it to take a position (moral or otherwise) over this issue?			
How will we follow up this study, monitor future developments, outcomes, etc?			

Think about how you might do this activity with pupils.

Consider the following.

- Each stage could be completed separately and with time allowed for sharing, for example using envoys.
- Different questions could be allocated to groups who then share through a jigsaw activity.
- Speaking and listening activities are an important part of the processes leading to writing.
- Remember the 'The management of group talk' and 'Making notes' modules from *Literacy across the curriculum* (DfEE 0235/2001).

Communicating ideas

You will now be introduced to an approach to teaching writing that is based on a teaching sequence. This is a powerful way of promoting high standards of writing.

Consider the following points.

- It is assumed that pupils will have time to carry out the necessary research, to select appropriate material and to develop a point of view. Look at section 3 of this CD, Speaking and listening.
- The next task is to plan and write a letter to a person with the ability to influence this issue.
- In order to raise standards, it is important that pupils are able to express their views in writing, clearly and appropriately, for their audience and purpose.
- In order to provide a secure basis for pupil progress, the Key Stage 3 National Strategy recommends a clear sequence for the teaching of writing.
- A few minutes spent modelling and demonstrating writing in a shared writing session, involving all pupils, will lead to improved standards of writing.

Here is the teaching sequence for writing.

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

Consider the following points.

- Any teaching sequence should be used as a guide, and not as a pattern for every single lesson.
- It is important that pupils know the audience and purpose for their writing.
- Pupils will write more effectively if they have first explored textual features and conventions.

- Teacher demonstration is a very effective way of showing pupils how a writer thinks, makes decisions and applies writing skills and knowledge. Demonstration is often linked to shared writing where pupils are invited to compose short sections, or to discuss choices and decisions as writers.
- Scaffolding the first attempt provides an additional step for some pupils before they go on to write independently. They take on the responsibility for writing but have support from the teacher or another adult or resource designed to take them through the task, such as a writing frame.
- Summarising key points at the end of the writing section helps consolidate pupils' learning and can provide targets for the next phase of work.

Look at the following materials, and consider how you would use them with a particular class you teach.

Dear Councillor Wood

I wish to draw your attention to the use of scrambler motorcycles on the land surrounding Clover Castle near Leafy village.

In my opinion, riding scramblers in this area should not be allowed because of the negative effects on the local environment and on local life.

Clover Castle has stood proudly on May Hill since the twelfth century. Now, it is surrounded by muddy, rutted tracks created as the motorcycles are ridden regularly up, down and around the hill. The green surroundings are becoming brown, damaged and ugly.

A further problem is the noise made by the scramblers. I am a resident of the village; our peace is shattered all too often by a deafening roar as the riders accelerate towards the castle.

These two problems, the damage to the land and the noise pollution, are likely to lead to a decrease in the number of visitors to Clover Castle. How might this affect the local economy?

Clearly, the council needs to act against the use of these motorcycles as soon as possible. The continued damage to May Hill, the noise and the possible effects on the local economy all threaten our quality of life in this rural area.

Yours sincerely

States the purpose of the letter	Dear Councillor Wood I wish to draw your attention to the use of scrambler motorcycles on the land surrounding Clover Castle near Leafy village.	Formal language
Indicates the point of view	<u>In my opinion</u> , riding scramblers in this area should not be allowed <u>because</u> of the negative effects on the local environment and on local life.	Signals opinion Connective to explain
First argument	Clover Castle has stood <u>proudly</u> on May Hill since the twelfth century. Now, it is surrounded by <u>muddy</u> , rutted tracks created as the motorcycles are ridden regularly up, down and around the hill. The green surroundings are becoming <u>brown, damaged</u> and <u>ugly</u> .	Emotive language for emphasis Pattern of three adjectives for emphasis
Second argument	<u>A further problem</u> is the noise made by the scramblers. I am a resident of the village; our peace is <u>shattered</u> all too often by a <u>deafening roar</u> as riders <u>accelerate</u> towards the castle.	Connective to link paragraphs Emotive, subjective language
Third argument	<u>These two problems</u> , the damage to the land and the noise pollution, are likely to lead to a decrease in the number of visitors to Clover Castle. How might this affect the local economy?	Phrase to link ideas Rhetorical question for effect.
Conclusion drawing the arguments together, suggesting a way forward	Clearly, the council needs to act against the use of these motorcycles as soon as possible. The continued damage to May Hill, the noise and the possible effects on the local economy all threaten our quality of life in this rural area. Yours sincerely	Present tense for a current issue Repeating arguments for impact and summary

You could divide the class into pairs and ask them to read the letter in its original and annotated form.

Then ask the pupils to compose the opening paragraph of their own letter to an influential person, expressing their opinion on the issue of vehicle congestion. Pupils could use a writing framework like this.

A frame for a persuasive letter

- Paragraph 1 State the purpose of your letter.
- Paragraph 2 Indicate your opinion on the issue.
- Paragraph 3 Present and expand your first argument.
- Paragraph 4 Present and expand your second argument.
- Paragraph 5 Present and expand your third argument.
- Conclusion Summarise your arguments and recommend a solution.

Remember that pupils need to understand the text-type, audience and purpose of any writing they are asked to do.

Referring back to the teaching sequence for writing, you can see that the sequencing exercise allowed progression as far as point 4 'Define the conventions'. Their first paragraphs could form the basis for demonstrating this kind of writing to pupils. As you write on the board or OHT, you should comment on the thinking and writing process. The next step would be to ask pupils to suggest the next section of the text: point 6 of the teaching sequence, 'Compose together'.

Remember the video sequence of a history lesson in 'Writing non-fiction' from *Literacy across the curriculum*, which is the same as the sequence in *Literacy in history* (DfES 0046/2002).

If you have time you could look at the demonstration/shared writing video sequence. There is a 5-minute sequence beginning at 16:50 minutes.

Activity 2

Consider the following two questions with reference to the teaching sequence (p.48) and the guidance on assessment shown below.

- What further support can be offered to pupils in order to raise standards in writing in citizenship education?
- How can pupils be moved towards independence in writing?

Skill/Knowledge	By the end of Key Stage 3, most pupils:
Knowledge and understanding about becoming informed citizens	<ul style="list-style-type: none"> ■ Demonstrate a broad knowledge and understanding of the topics they have explored ■ Demonstrate understanding of key citizenship concepts ■ Understand the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways
Skills of enquiry and communication	<ul style="list-style-type: none"> ■ Through investigation of topical issues, problems and events, analyse and evaluate a range of sources of information, including through ICT and the media ■ Identify questions, consider and discuss different issues drawing simple conclusions, and justify personal views and opinions ■ Through group and class discussion and debate they present and develop ideas and views ■ Listen to and consider the views and experiences of others and can express views that are not their own
Skills of participation and responsible action	<ul style="list-style-type: none"> ■ Take part in group and decision-making activities demonstrating responsibility in their attitudes to themselves and others ■ Negotiate, decide and take part in responsible actions, both in school and the wider community, and reflect on how the participation process went ■ Communicate their findings and experiences with others and make suggestions for improvements or changes

Consider the following possibilities.

- Replace writing frames with sentence starters. Make the point that writing frames, although useful, can constrain writing.
- Display lists of connectives in the classroom.
- Provide access to dictionaries and thesauruses.
- Use demonstration and shared writing tasks at critical points in the writing, for example when linking paragraphs, expanding topic sentences writing effective endings.
- Arrange for pair and small group writing prior to individual writing.
- Use ICT for drafting and presenting work, e.g. newspaper reports.
- Allocate time for writing and checking.
- Agree common policies for acceptable levels of presentation and accuracy.
- Vary the kinds of writing set in citizenship education.

It is possible that not many pieces of sustained writing will be set. Expectations of standards, however, should remain high for both teacher and pupil.

Further suggestions for writing outcomes relevant to citizenship education are shown below.

Writing outcomes might be in any of the following formats:

- *letter expressing a particular point of view*
- *PowerPoint presentation*
- *script for a talk*
- *poster*
- *leaflet*
- *campaign materials*
- *written submission for a particular project*
- *formal report.*

How might these different forms be used in citizenship teaching and learning?

5.3 Writing for evaluation and reflection

Early findings in the implementation of citizenship education conducted by Ofsted have indicated that standards can be low in pupils' written responses in citizenship. Consider why this might be so. Expectations of high standards and achievement in citizenship are as essential as in other subjects of the curriculum. Remember the relationship between talk and learning. Think about the teaching sequence as a strong model for coaching pupils through the steps of writing to build a quality response.

Analysing pupils' written work

You are now going to look at pupils' written outcomes in which they reflect on the mock parliamentary election process that you worked on in Section 3. Pupils in Year 9 were asked to provide a written review of the experience in which they had been involved.

In *Citizenship at Key Stages 1–4*, QCA give guidelines (see p.52) on progression in citizenship. Use the extract from the guidelines to consider the three pieces of work that follow and how well they demonstrate aspects of achievement within citizenship. You will see that these descriptors extend into the spoken activities as well. Concentrate on the written outcomes.

Piece 1

General Election Review

A General Election is where everyone who wants to vote, votes for the politician whose policies they agree with.

In the drama there were three candidates who entered into the Street Scene to 'Land of Hope and Glory' and shaking some of the voters hands. They talked to people, such as an old man and woman, about the policies that they have to offer, convincing them to vote for his/her party.

The Labour party won my vote because its policies applied to most people and hardly anyone was left out, it also suited my needs the most. It is important that everyone votes because then nobody is left out and everyone's voice is heard.

I think that the voting age should remain at eighteen along with the drinking age because although the majority of late teens are mature, there is a slight percentage that will just vote for anyone. This could result in a lot of people not getting what they want.

I think that people who don't get to vote campaign so hard to get it because they aren't getting what they need and this could ruin their lives.

Piece 2

General Election Written Review

The general election is when the people of the United Kingdom are asked to vote for the next government. In Year 9 we did a mock election we did a drama and then everyone was given the chance to vote. In the drama it included people asking the candidates questions i.e. old people, parents and students. We also had the candidates giving a speech to an audience.

The speech that appealed to me most was the conservative speech, as it was saying how he was going to help students. This appealed to me because I am a student and hoping for clearer and a better education.

It is important that everyone votes because everybody who doesn't vote will lose their voice and their chance to decide who rules Britain. I also think that the age of voting should be reduced to 16 as people under the age 18 also live in Britain and should be allowed to decide who rules Britain.

Piece 3

General Election Written review

A General election is an event that takes place every 4 years. It is a way for the people of Britain to have their say for what they want in their country. By listening to the policies, they vote for the party that applies to them.

In the drama we put together we had 5 main candidates. Three of them were Labour, Conservative and Liberal Democrats. We ran our campaigns to gain votes and this took place at school. The main drama was a street scene in which all the candidates came on and met the people such as mothers, businessmen, and students. Votes are the vital part of the event as that's what decides which candidate will go on to become our MP. If some people didn't vote, that could be the difference of who runs the country. Certain policies appealed to my audience because they were year 9 students. I think my education policies won some votes because the pupils are beginning to think beyond their GCSE's.

Now look at an example of a grid that teachers can use when planning to teach a particular type of writing. This one focuses on 'evaluation'. Give yourself a few moments to skim the grid.

Analysing text types: Evaluation, including self-evaluation	
<p>Purpose</p> <ul style="list-style-type: none"> ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate? 	<ul style="list-style-type: none"> ■ To record the strengths and weaknesses of a performance\acts ■ Part of the plan-do-review cycle which might have an effect on on future task setting/performance/ target setting ■ Often used as part of assessment process, linked to objective based teaching – i.e. did you meet your objectives for this particular piece of work? ■ Sometimes more long term – e.g. evaluation of performance over module of work/term
<p>Text level</p> <ul style="list-style-type: none"> ■ Layout ■ Structure/organisation ■ Sequence 	<ul style="list-style-type: none"> ■ Title contains value judgement – e.g. <i>How well did your construction work?</i> <i>How well are you progressing in this?</i> ■ Sometimes in list form, including strengths and weaknesses, followed by a summary, followed by targets for the future ■ Bullet points, numbered or lettered items ■ Subheadings used to focus attention of writer – e.g. <i>How much did the materials cost?</i> <i>How long did it take you to make it?</i> <i>How successful was the testing period?</i>
<p>Sentence level</p> <ul style="list-style-type: none"> ■ Viewpoint (first/third person, etc.) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and ■ Typical cohesion devices 	<ul style="list-style-type: none"> ■ First person; singular for individual evaluation; plural for group evaluation ■ Past tense to reflect on performance; present to reflect on personal/group characteristics; future for target-setting ■ Active voice ■ Connectives used to balance strengths and weaknesses – e.g. <i>although, however, still, on the other hand</i> ■ Connectives used to indicate the use of evidence – e.g. <i>as in ..., I know this because ..., this shows that ...</i> ■ Connectives used to establish cause and effect – e.g. <i>because, since, therefore, so, as a result</i> ■ Avoidance of meaningless evaluations and targets – e.g. <i>It didn't work very well; I will try harder with my spelling</i>
<p>Word level</p> <ul style="list-style-type: none"> ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices 	<ul style="list-style-type: none"> ■ Technical vocabulary related to subject under review – e.g. in English, the spelling of unstressed vowels in polysyllabic words; in maths, the solving of simple quadratic equations ■ Vocabulary of comment – e.g. <i>We all felt that ..., Some people in the group thought that ...</i> ■ Vocabulary of constructive criticism – e.g. <i>John's suggestions, though inventive, were not generally accepted ..., Perhaps at this point, I could have ...</i>

Now analyse the same pupil pieces using the grid, which is taken from the *Literacy*

across the curriculum file. How far do these pupils meet the descriptors explored in the evaluation text-type? What strengths and weaknesses can be identified in their writing?

Consider the following question: What is the role of the teacher in clarifying the features and conventions of the appropriate text-type for pupils before they write independently? Remind yourself of stages 3 and 4 in the teaching sequence.

Now look at two further examples of pupil writing. Having looked at some middle range pieces of writing, use previous ideas to identify the strengths in both literacy and citizenship of the stronger Pieces 4 and 5.

Piece 4

"Which of the speeches appealed to you most and why?"

I was involved in the general election assembly, so in the rehearsal stages I heard the speeches of the three main candidates many times. I realised how little I knew about the different parties and their policies.

I listened to all of the speeches and the one that made the most sense to me was the Liberal Democrat speech. Their main policy was for a "Truly fair society." That is really important to me. The candidate's tone of voice was interested, as if she really cared. There was a good sense of honesty in her voice and I did not get the impression she was talking down to me. I liked the candidate and although this is not meant to be something which influences your vote, who is going to vote for somebody they don't like?

The conservative candidate sounded as if he would be a reliable and good leader. He was enthusiastic and this was reflected in his body language. His main policy was about dropping university fees, which definitely appealed to me. The candidate was full of life and appeared to be involved and interested in everything he said.

The Labour policies didn't appeal to me personally and I am just going from what I heard on that day. The main policies were about jobs and industry. As a fourteen year old, jobs aren't at the top of my priority list.

It was the Liberal Democrat speech which contained things that would appeal to all people. The slogan which finished the speech,

"Our time has come," finished the speech and the use of the word 'Our' includes everyone. For me, the Liberal Democrat speech best crossed the line between 'us and them', that is politicians and constituents.

I also liked the conservative slogan, "No-one held back and no-one left behind." I did like that speech but thought the policies were not as complete as they could be.

Labour was very honest and maybe that's why it didn't initially appeal to me. We like being told what we want to hear.

At the end of the day it was both content and delivery of the speeches that had an impact on my decision. A fantastic speaker can stand up and say empty words and a wonderful speech can become hollow when said by the wrong person.

Piece 5

General Election written review

I tried to make my speech as appealing as possible to the audience, by involving relevant policies such as jobs and education, which in the short term to medium term are certainly of major concern to the people I addressed, who as part of Year 9 would definitely be affected by these policies.

Body language is a very important factor of any successful campaign. It will greatly influence your voters' decision.

For instance, if you are hidden behind your lectern, your policies might not be taken seriously. There's no need to stop there either, you could always use over-the-top hand movements, which is great for appearing more confident.

The way in which you address your audience is of utmost importance, being loud but not aggressive or imposing shows that you believe what you are saying.

Trying to sound natural will win votes, for instance, I wanted to speak as though what I said was spontaneous and didn't sound artificial.

So overall the experience was enjoyable and I have learned a great deal from my involvement in the Year 9 elections.

The initial practice session was quite a daunting prospect, and I hadn't anticipated the scale of the production I had volunteered for. After another practice, I knew I could do what I had to. So I have certainly improved in existing areas, such as confidence, and learning speeches. I also have now experienced working with film cameras.

Concentrate on the strengths of these reflective pieces.

Conclude by considering that all the pupils whose work you have looked at deserve praise for their written responses in terms of length, attempts at organisation and care for the presentational quality of their written outcome. All can be encouraged to develop even greater independence in articulating and organising their response. Teaching the writing sequence, expecting the highest quality and being reflective about outcomes and progression should help to raise written standards in citizenship through literacy.

Three keypoints summarise writing in citizenship

- Different forms of writing can be used depending on the topic being covered and the learning outcomes identified.
- Any writing should fit the purpose and context identified.
- Whatever the format used, the standard should be as high as it would be in other subjects.

6

Planning for English Framework objectives within citizenship lessons

Aims

- To consider how English Framework objectives can be made clear in citizenship plans, schemes or units of work
- To provide time for teachers to consider their own schemes or units of work and indicate where they might teach English Framework objectives to support learning in citizenship

Now look at this table, which is taken from section 5, 'Writing', and shows how objectives from the teaching of citizenship link to English Framework objectives. (The objectives are taken from National Curriculum for citizenship and the *Framework for teaching English: Years 7, 8 and 9* (DfEE 0019/2001)).

Citizenship	English
2b Justify orally and in writing a personal opinion about such (topical political, spiritual, moral, social and cultural) issues, problems or events	<p>Year 7 Wr15 Express a personal view, adding persuasive emphasis to key points</p> <p>Year 8 Wr13 Present a case persuasively, making selective use of evidence, using appropriate rhetorical devices and anticipating responses and objections</p> <p>Year 9 Wr13 Present a case persuasively enough to gain the attention and influence the responses of a specified group of readers</p>
3a Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	<p>Year 7 Wr3 Use writing to explore and develop ideas</p> <p>Year 8 Wr3 Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving</p> <p>Year 9 Wr2 Record, develop and evaluate ideas through writing</p>

In planning for literacy in citizenship, teachers will need to engage in a similar matching exercise, prior to planning the learning activities for the unit or lesson sequence.

6.1 Planning English Framework objectives into Section 2: words and their meanings

In Session 2 of this training, 'Words and their meanings', objectives and activities were related as in the following example.

Activity	Citizenship objective	English Framework objective
Odd one out	2a Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources	Year 7 SL13 Work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas
Don't mention it!	2b Justify orally and in writing a personal opinion about such issues, problems or events	Year 8 SL10 Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas

Other matches could be made. Consider how adopting and teaching English Framework objectives will lead to improved standards in citizenship. Look at the following points.

- Using a small number of English Framework objectives ensures that teachers can focus on specific areas of literacy that will result in gains in pupils' attainment in citizenship, as well as in their literacy development.
- Pupils can be explicitly taught how to ask questions to elicit clarification or expand thinking in citizenship and to take part in discussion on topical issues.
- Pupils can be explicitly taught the reading strategies needed to understand, infer, deduce and synthesise information.
- Pupils can be explicitly taught appropriate strategies for reading and recording or note-taking.
- Pupils can be explicitly taught how to write formally to high standards of outcomes in citizenship lessons.

6.2 Planning English Framework objectives into schemes or units of work

You have just looked at an example of planning from section 2 of this training, 'Words and their meanings', on how to match English Framework objectives to citizenship activities and units of work. Think back also to section 1, the introductory section, where links were made between broad citizenship objectives and those objectives from the *Framework for teaching English: Years 7, 8 and 9* that apply across the curriculum.

This time the aim is to be more specific and encourage teachers to link objectives directly into their own schemes or units of work.

You could now identify objectives from the Appendix, drawn from the *Framework for teaching English: Years 7, 8 and 9*, to match in to a sample of your own schemes or units of work. Citizenship may be delivered in a variety of contexts: through PSHE,

stranded through subjects across the timetable or as a subject with dedicated lesson slots. Whatever the mode of delivery, English Framework objectives can enhance the teaching and learning and contribute to raising standards.

The following points might be useful.

- How easily did the objectives fit into the existing scheme/unit of work or timetabling arrangements for delivering citizenship?
- Was the process helpful in making more explicit the learning strategies that pupils could use?
- Did it help to identify how pupils might be supported in learning citizenship?

In conclusion you should:

- be clear about the need to plan English Framework objectives into your schemes as appropriate
- recognise that English Framework objectives will raise attainment in citizenship, explicitly through the teaching of the vocabulary, reading approaches, and written text-types and forms required in citizenship.

Also:

- further support is available in the *Literacy across the curriculum* (LAC) training file (DfEE 0235/2001)
- LAC module 4, 'Spelling and vocabulary', might be particularly useful to citizenship teachers.

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)

Acknowledgements

With grateful thanks to the following:

The staff and pupils of St Michael's RC Comprehensive School, Billingham, Stockton-on-Tees.

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