Key Stage 3
National Strategy

Literacy in modern foreign languages

For school-based use or self-study

active reading consonant

"Mi blusa es más elegante que tu blusa"

adjectives

"Las noticias"

vowel

"Paul trägt eine rote Hose"

shared writing

"La comida"

determiners

"Les films à ne pas rater"

"Nos souris dans la classe"

verb

nouns

department for
education and skills
creating opportunity, releasing potential, achieving excellence

General introduction to the Literacy in *series*

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

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

Key principles

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

English Framework objectives

The objectives from the *Framework for teaching English: Years 7, 8 and 9* which apply across the curriculum appear in an appendix: most are the key objectives (in bold) but others have been added for clarity or exemplification. This will help you to set literacy curricular targets and ensure common approaches through the objectives.

Developments in cross-curricular literacy

As expertise grows, schools may wish to decide which department teaches a particular aspect of literacy, such as explanations in non-fiction writing, and how other subject areas can support and develop pupils' learning by reinforcing it and applying it to their subject as appropriate. This will save time and ensure that pupils have a consistent approach to specific aspects of literacy.

As expertise develops in, for example, active reading strategies or managing group talk, and pupils know the expectations across the curriculum, their confidence will grow and their ability to take responsibility for their learning will also develop. This, again, will save time for teachers as they will not have to keep teaching the skills.

Making use of the Literacy in *materials*

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

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

Contents

1 | *Introduction*

Aims

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

The material is not focused directly on the methodology of modern foreign languages teaching. The issues related to pedagogy in modern foreign languages are important but the purpose of this material is to clarify how you, as a teacher of modern foreign languages, can play a part in raising standards through literacy across the curriculum. It is designed to give you an opportunity to consider ways in which your teaching can support pupils' literacy and improve their learning in modern foreign languages.

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

Modern foreign languages is different from other subject areas in relation to literacy across the curriculum, for the following reasons.

- As a teacher of modern foreign languages, you are already a teacher of literacy in languages other than English. This is your main purpose. Therefore, you will already have developed a repertoire of approaches for teaching at word, sentence and text level, and a well-developed understanding of language and how it works.
- It is the legitimate aim of teachers of modern foreign languages to limit the use of English as the language of instruction and learning. In an effective modern foreign languages classroom the target language is used as much as possible. Nothing here is to be taken to suggest increasing the use of spoken or written English in modern foreign languages lessons.

■ At Key Stage 3 the level of literacy in the target language for the majority of pupils is very low compared to English. Pupils cannot easily bring their understanding of text level features to their work in modern foreign languages because of their limited knowledge at word and sentence level. Most pupils bring significant knowledge of oral language to their reading and writing in English. This is not the case with modern foreign languages.

Teachers of modern foreign languages have a stake in supporting literacy across the curriculum. The benefits of literacy across the curriculum for teachers of modern foreign languages are as follows.

■ Pupils are unlikely to achieve well in modern foreign languages unless they have achieved a reasonable level of literacy in English.

■ The effective use of textbooks and dictionaries depends on well-developed reading strategies, which are not language-specific. Modern textbooks in all subject areas have particular ways of organising material and it is useful for pupils to understand how they work. Reference books such as dictionaries and thesauruses cannot be used effectively without certain knowledge and skills. These can be developed and reinforced across subject areas.

■ Strategies for learning vocabulary and spellings will be employed more effectively by pupils if they are consistent over a number of subject areas. For example, learning strategies such as 'look – say – cover – write – check' and the use of personal mnemonics are effective across the curriculum.

■ Pupils' knowledge of English phonology and grammar can support learning in a foreign language and can be reinforced by it.

■ Pupils who can reflect on similarities and differences between English and a new language will be supported in the learning of the new language and will deepen their understanding of English.

■ It is likely that pupils are learning new terminology to describe English in both primary and secondary schools. Teachers of modern foreign languages, in particular, will want to know about this, as effective teaching depends on knowing and building on what pupils bring with them.

Now watch video sequence 1 – also on this CD – to hear comments from two teachers at the Sir Bernard Lovell School who have worked together to build cooperation on literacy across the curriculum between English and modern foreign languages departments at their school.

2 | *Spelling and vocabulary*

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

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

2.1 *Spelling*

Approaches to English spelling in the Key Stage 3 National Strategy

There are three main strands to this:

1 teaching the conventions of the English spelling system

2 teaching strategies for learning spellings and for applying spelling knowledge in the context of writing

3 promoting the explicit teaching of key subject-specific words across the curriculum.

Research into English spelling suggests that it is 70–80% regular, so although there are no perfect spelling rules, there are conventions that can help pupils make informed choices. The Key Stage 3 National Strategy approach to teaching spelling conventions is based on introducing the convention through interactive whole-class teaching, by drawing on pupils' existing knowledge and by using investigations. Other activities are used to consolidate what has been taught.

The teaching of the spelling of subject-specific English words is of limited application to modern foreign languages. This is reflected in the fact that there is no suggested list of words for modern foreign languages in the appendix to the *Framework for teaching English: Years 7, 8 and 9*. To the extent that pupils do write in English in modern foreign languages, they should, however, be taught how to spell subject-specific words. It is also important for you, as a teacher of modern foreign languages, to alert pupils to differences in spelling between languages – for example, *adresse*, *appartement* and *hôpital* in French are slightly different from the English spellings of these words.

Spelling strategies are applicable across the curriculum so it is worth taking a closer look at these. Think for a moment of a word that causes you problems with spelling, or has caused you problems in the past. What strategies could you, or did you, use to help you remember it?

Now look at the table below. Match the different strategies to the examples.
For example: A3 (A = break the word into its separate sounds is exemplified by 3 = d-i-a-r-y).

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

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

When you have finished, compare the responses in the table below with your own answers.

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

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

Now take a few moments to consider which of these strategies are or are not appropriate for the languages you teach.

In the box below are the objectives from the *Framework for teaching English: Years 7, 8 and 9* that relate to teaching spelling strategies. It is a progressive strand of teaching that goes from Year 7 to Year 9. Look through the objectives and decide which ones could be reinforced during the normal course of teaching in your subject. Also identify those that would be problematic.

Are there any differences in this respect between, say, French, German and Spanish?

Framework objectives for teaching spelling strategies

Year 7 spelling strategies

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

8 recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary

9 sound out words phonemically and by syllables

10 draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns

11 identify words that pose a particular challenge and learn them by using mnemonics, multi-sensory reinforcement and memorising critical features

12 use the quartiles of a dictionary and find words beyond the initial letter

13 make effective use of a spell-checker, recognising where it might not be sufficient or appropriate.

Year 8 spelling strategies

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

6 devise their own ways to improve their spelling, building on strategies from Year 7, including

    a maintaining a personal record of spelling difficulties and development

    b applying spelling rules and recognising exceptions

    c using dictionaries and spell-checkers where appropriate

    d sounding out and syllabifying

    e memorising critical features

    f drawing on word structures, families and derivations

    g using analogy.

Year 9 spelling strategies

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

3 recognise their strengths as spellers, identify areas where improvement is required and use appropriate strategies to eliminate persistent errors

4 address personal difficulties with words through strategies that include

    a experimenting with different ways of learning and remembering difficult spellings – for example, mnemonics

    b applying knowledge of word origins, families and morphology

    c identifying common spelling patterns and conventions in their growing vocabulary

5 make use of different kinds of dictionary, thesaurus and spell-checker.

2.2 *Vocabulary*

As a teacher of modern foreign languages you are well placed to build on and reinforce some of the vocabulary objectives in the *Framework for teaching English: Years 7, 8 and 9*, as outlined in the accompanying box.

Vocabulary objectives

Year 7

■ *Use a dictionary and thesaurus with speed and skill*

■ *Understand and have the terminology to describe the role of word classes – for example, preposition, auxiliary verb*

■ *Draw links between words in different languages – for example, Haus – house, femme – feminine*

Year 8

■ *Understand and use key terms that help to describe and analyse language – for example, word class, noun phrase, subordinate clause, syntax, conditional*

Year 9

■ *Know and use terms that are useful for analysing language – for example, type of phrase or clause, conditional verb*

Can you think of examples from your teaching that would contribute to these objectives?

Liaison between English and modern foreign languages departments is important so that teachers know what to emphasise in their teaching. For example, the term 'infinitive' is important for teachers of modern foreign languages yet it is not mentioned either in the *Programmes of Study for English* or in the *Framework for teaching English: Years 7, 8 and 9*. If teachers in the English department do not use or explain this term, it is useful for teachers of modern foreign languages to be aware of this.

Now you're going to play the 'curriculum expectations' game. Can you identify in which national curriculum years (and therefore in which order) the Framework objectives are to be taught. As a clue, the range is from Year 1 to Year 6.

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

When you have made your predictions, compare them with those in the table below.

Objective Pupils to be taught:		NC year (1–6)
A	to identify adverbs	4
B	to understand the terms 'active' and 'passive'	6
C	to identify pronouns	3
D	to begin using the term 'sentence'	1
E	to use the term 'verb' appropriately	3
F	to understand the term 'tense'	4
G	to use the terms 'singular' and 'plural' appropriately	3
H	to use the term 'adjective' correctly	3
I	the terms 'vowel' and 'consonant'	1
J	to identify the imperative form in instructional writing	5
	Important note: the Framework is written so that all teaching points are revisited and consolidated. It is not expected that learning will be secured for all pupils at the point of first teaching.	

3 New approaches to English grammar

Aims

■ *To update you on the approach to teaching English grammar at Key Stages 2 and 3, including the current terminology*

■ *To give you an opportunity to reflect on how your teaching might support the sentence level objectives in the* Framework for teaching English: Years 7, 8 and 9

3.1 Introduction

This material is not about how to teach grammar in foreign languages. It is about developments in English grammar teaching that support the teaching of sentence level objectives, and the implications of this for you as a teacher of modern foreign languages. It is important that you know what understanding of English grammar your pupils are likely to bring to their foreign language learning so that you can build on this. The job of a teacher of English is to help native speakers who have a good intuitive knowledge of the grammar of their language to make that knowledge explicit, and to give them the concepts and the words to describe it. This is very different from the job of the teacher of modern foreign languages.

As a teacher of modern foreign languages you are ideally placed to support literacy across the curriculum by consolidating in the course of your normal teaching some of the objectives from the *Framework for teaching English: Years 7, 8 and 9*.

Purposes of teaching English grammar

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

1 to improve pupils' writing by giving them more control over the choices they make as writers

2 to help pupils to reflect on the effects achieved in their own writing and that of others, and to give them a common terminology to make discussion of these effects easier and more precise.

The approach is pragmatic, not theoretical. Grammar is complex and therefore it is helpful if we can limit our focus to what is most likely to make a difference to pupils' reading and writing.

There are three main features of English grammar that are addressed particularly at Key Stages 2 and 3. This is just a general introduction to what is happening in English and it is the intention to explore implications for modern foreign languages shortly.

Three features of English grammar that have priority

Text cohesion

■ Using connectives

■ Making consistent use of verbs and pronouns

Sentence construction
- Combining and sequencing clauses in a variety of ways

Word choice and modification
- The modification of nouns and verbs to enhance meaning.

Here are some examples of these points.

Text cohesion

It is necessary for pupils to understand the different functions of conjunctions and connecting adverbs. They can then see how connecting adverbs such as *firstly*, *meanwhile*, *therefore* and *next* signpost a reader through a text by making temporal, causal or other links between different parts of it, while conjunctions link clauses within a sentence. Introducing pupils to a repertoire of connectives and exploring the way they work will help them to produce coherent writing in a range of text-types. (See, for instance, the unit on 'Writing style' in the *Literacy across the curriculum* training file.)

Pronouns, if they are to work, rely heavily on what a reader already knows. Textual cohesion depends on writers anchoring pronouns effectively to their referents and striking the right balance between reducing ambiguity and reducing repetition. It is necessary for pupils to understand the principles of verb tenses, as well as the need for consistency and the conventions that apply to different text-types (for instance, that narratives are typically narrated in the past tense but writers may choose to change to the present tense for effect in certain circumstances).

Sentence construction

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

Word choice and modification

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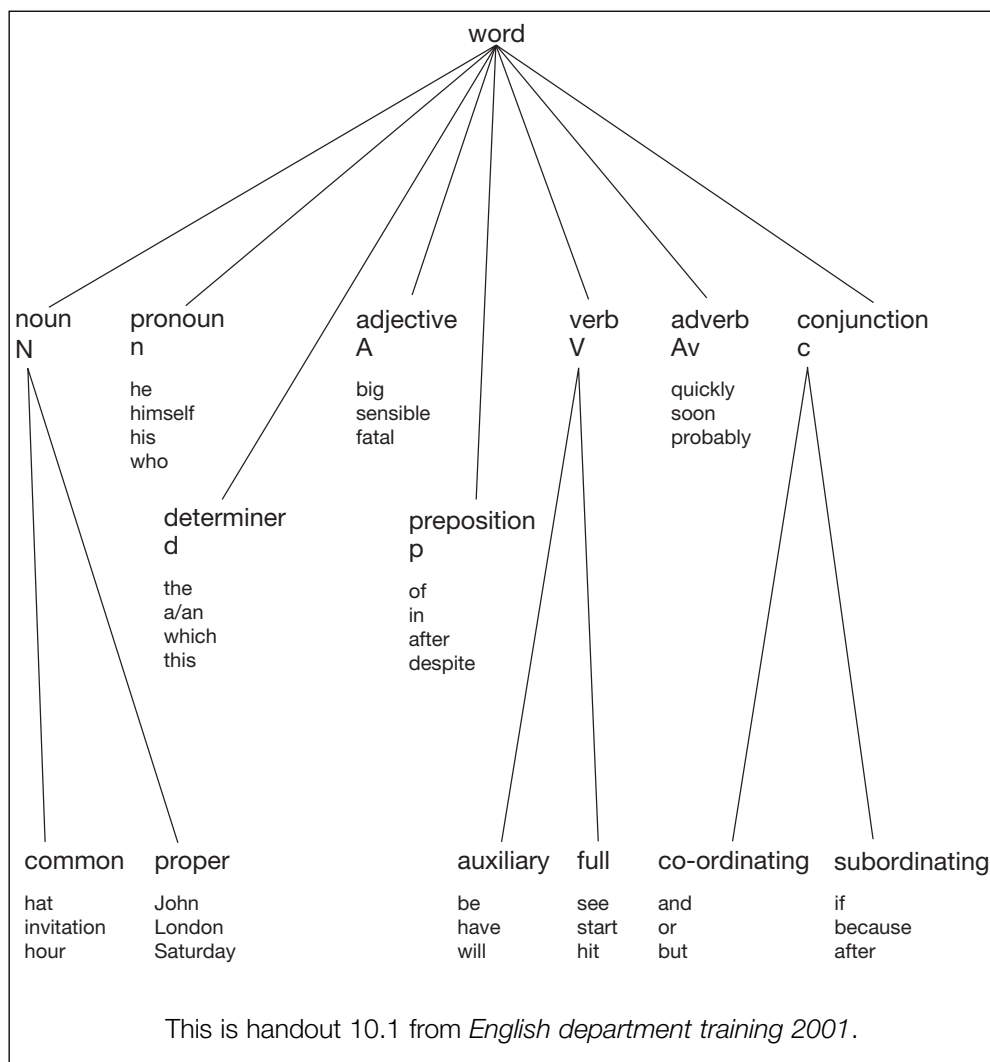
3.2 *Terminology*

Teachers of English at Key Stage 2 have received training in grammar for writing. Teachers at Key Stage 3 have received training materials on grammar (*English department training 2001*, module 10) and material to support their teaching of the Framework sentence level objectives (*Year 7 Sentence level bank – see www.standards.dfes.gov.uk/keystage3*).

It will be useful to you as a teacher of modern foreign languages to have an overview of the terminology used in Strategy training. You can support learning across the curriculum by reflecting on implications for teaching in modern foreign languages lessons where understanding of grammar can be reinforced and consolidated.

New approaches to English grammar

The diagram below is used in training for English departments. It shows the word classes in English. (The term *word class* is preferred to the traditional *parts of speech* because it is more accurate and less misleading.)

```
                              word
                               |
   ┌──────┬────────┬──────────┼────────┬─────────┬──────────────┐
   |      |        |          |        |         |              |
 noun   pronoun  adjective   verb    adverb   conjunction
 N      n        A           V       Av       c

        he       big                 quickly
        himself  sensible            soon
        his      fatal               probably
        who

        determiner        preposition
        d                 p

        the               of
        a/an              in
        which             after
        this              despite

 common  proper     auxiliary  full    co-ordinating  subordinating

 hat     John       be         see     and            if
 invitation London  have       start   or             because
 hour    Saturday   will       hit     but            after
```

This is handout 10.1 from *English department training 2001*.

Study the diagram and consider the following questions.

1   What difference, if any, is there between the terminology of the diagram and that which you currently employ?

2   How do we decide which word class a word belongs to?

3   Are there any implications for teachers of modern foreign languages?

Compare your answers with the following ideas.

Question 1

It is likely that the term *determiner* will be the only one with which you may be unfamiliar. Please note that the use of the word *determiner* does not preclude the use of terms such as *definite article* and *indefinite article*, which are subdivisions of the wider class of *determiners*.

Refer to the additional notes in Appendix 1 for background to this discussion.
See also the *National Literacy Strategy – glossary of terms*
(see www.standards.dfes.gov.uk/keystage3).

Question 2

Each word class is defined by different characteristics, including:

- how the words combine with other words (syntax)
- how they are built up from smaller parts (morphology)
- meaning.

Many English words can belong to a range of word classes without a change of form.

Determiner is the only non-traditional term.

See Appendix 2 for more detail.

Question 3

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

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

3.3   *Modification of nouns*

This section focuses on one aspect of grammar – noun modification – to exemplify how work in English can add value to, and have value added by, work in modern foreign languages.

Consider the following example of noun modification.

'That big, amusing joke book'.

This shows how a noun may be modified by three kinds of words that stand before it (pre-modification):

1   adjectives (e.g. *big*), including those derived from verbs (e.g. *amusing*)
2   nouns (e.g. *joke*)
3   determiners (e.g. *a*, *the*, *this*, *my, that*).

Inflection – a significant feature of noun modification in French and German, for instance – is not such an important feature in English but is present – for example, '**Those** big, amusing joke book<u>s</u>'. (See Appendix 3 for additional information if required.)

Nouns can also be modified by the words that follow them (known as post-modification). For example:

- preposition phrases – 'That big, amusing joke book **on the table, by the window**'
- relative clauses – 'That big, amusing joke book **which is on the table by the**

window’.

Activity 1

Try out either ‘Magic Tuckshop’ or ‘Rock Groups’ – exercises on expanding noun phrases taken from the original version of the *Sentences* literacy progress unit for pupils in Year 7 working towards Level 3 in English. You can play the games in any language of your choice, but the examples are in English.

Look at the box below in which the words are ordered alphabetically. The task is to continue the poem or list to the end of the alphabet.

Magic Tuckshop
Astonishingly bendy cream doughnuts
Extremely ferocious ginger humbugs

Rock Groups
Amazing baboons
Clumsy diamond

This is an activity you might like to try out with pupils. Such work is useful in English because some pupils appear not to see that they have the choice of noun modification to enrich their writing.

Consider the relevance of such work to teaching writing in modern foreign languages lessons.

Now look at the example below, which is taken from the *Year 7 Sentence level bank*. It is designed to support the teaching of one of the sentence level objectives from the *Framework for teaching English: Years 7, 8 and 9*. The objective is shown at the top left-hand side of the first page. Read through the material and then identify or develop activities appropriate to modern foreign languages lessons that might support the objective of expanding nouns and noun phrases.

Objective S2

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

2   Expanding nouns and noun phrases

Conventions

◆ A noun phrase is a word or group of words that acts in the same way as a noun. Noun phrases are based on a noun headword. They may function as the subject, object or complement of a clause. The term can refer to a single noun (*dog*), a pronoun (*it*) or a group of words that acts in the same way as a noun, e.g. *a large dog, plenty of cash, all my relatives.*

◆ Nouns rarely stand alone in a sentence (*car went down the road*) and are often modified by preceding words (pre-modification). They usually need a determiner (*that car went down the road*). Determiners limit the reference of the noun in some way and include: articles *the*, *a*, *an*; demonstratives, e.g. *this*, *that*; possessives *my / your*, *his / her*; quantifiers *some*, *any*, *many*; numbers; and some question words *which*, *what*, *whose.*

◆ Adjectives can be used to provide the reader with a more specific picture of the noun (*that red car*…).

◆ Sometimes nouns can be used in a similar manner, behaving as adjectives (*the garden gnome*).

◆ Verbs can also function in this way (*that racing car*).

◆ Words can be added after the noun to modify it (post-modification):
   – with a prepositional phrase (*that red car **from the garage***)
   – with a subordinate clause (*that red car **which your mother drives***).

◆ Words which pre-modify nouns occupy clear 'slots' in the following order: *determiner*, *adjective(s)*, *modifying noun*, *noun*. Also when ordering a string of adjectives in front of a noun it is usual to place them in this order – qualitative, colour and classifying adjectives (*the small, red shiny car* rather than *the red small shiny car*).

◆ Pupils need to be able to choose from this range of options when building noun phrases.

To explore this objective in reading

◆ Reorder strings of adjectives and explain the principle behind your choices.

◆ Trim instances where too many adjectives have been used and discuss the reasons for your cuts.

◆ Draw up a list of pointers for using adjectives, e.g. *do not use too many; you do not always need one; do not state the obvious; only use one to tell the reader new and important information.*

◆ Collect instances where the noun has been 'built upon' (modified) *before* the noun and after the noun.

◆ Find instances where nouns and verbs are used to modify nouns.

◆ Compare different authors to consider how noun phrases are handled differently.

To apply this objective in writing

◆ As a lesson starter, take a noun and in one minute find how many different noun phrases can be made.

◆ Make a selection of nouns more particular (and more entertaining) by modifying them. Pupils take turns to add, change and delete words or phrases.

◆ Focus on noun phrases in the context of shared writing. Pupils are quick to offer adjectives to go *before* the noun, but seek alternatives. Concentrate on how you modify *after* the noun:
   Can you see how I have expanded the noun, to really try to make everyone agree with my point of view? I'll just underline that part in red so it is clear which is the noun phrase: '…humans who have respect for life *could not fail to understand…*'

(continued)

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

Now look through the following extract from the QCA scheme of work, German Year 8 Unit 7, and identify aspects that relate to expanding noun phrases.

Extract from *QCA Scheme of Work – German Year 8* Unit 7

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
■ how to make adjectives following an indefinite article agree when they precede a nominative and then an accusative noun, and that all adjective endings are heard in German	■ Pupils match descriptions of cities, spoken then written, to a picture, e.g. *Hamburg ist eine moderne Stadt.* Ask pupils to highlight endings. Ask them to form a human grammar chain, each pupil holding a card with a different noun, adjective and ending. ■ Play a 'Group word' game on the lines of 'I went to market…', adding an extra adjective each time. ■ Pretend to lose your voice, and ask pupils to try to lip-read as accurately as possible. ■ Dictate simple phrases describing a region. ■ Pupils describe their own region.	■ ask questions, e.g. *Wie ist Frankfurt?* and answer with sentences such as *Frankfurt ist eine reiche Stadt. Berlin ist eine historische Stadt. Es gibt einen schönen See in Bregenz.* ■ pronounce and note different adjectival endings correctly, e.g. *Bonn ist eine interessante Stadt. Die Zugspitze ist ein großer Berg in Bayern.*	■ Colour coding of the three genders may continue to be helpful at this stage. Pupils could word-process examples of adjectival endings, putting the ending in different and bigger fonts. ■ Show pupils how they can deduce the gender of a noun from the adjective ending. ■ An alternative and more flexible form of dictation: using a text-manipulation software program, pupils call up a simple description of a region in which only the first letter of each word is visible. The description is read aloud. Pupils then attempt to rebuild the text. Top-up readings take place at regular intervals. Pupils who have finished call up the text in a new option, e.g. predict the next word.

In conclusion, we have just looked at one aspect of the three grammar priorities in English. This has been an opportunity to experience a flavour of new approaches to teaching grammar in English.

4   *Reading*

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

4.1   *Shared reading*

Shared reading is an important approach to teaching reading. It is used throughout Key Stages 1 and 2 and is being introduced into Key Stage 3. An important aspect of literacy across the curriculum is to promote consistent use of active reading strategies in all subject areas. Shared reading is a teacher-led activity that engages the whole class in the act of reading. It works best if you use an overhead projector or an enlarged text where all pupils have a clear view (or with an electronic whiteboard). This is preferable to an approach whereby all pupils only have the text on paper, because it allows you to point to particular parts of the text and use a range of techniques such as text masking and annotation. The attention of the whole class can be focused more easily than when they are all looking down at their own text. Teaching can be at text, sentence and word level but it is always interactive, whole-class teaching.

Key features of shared reading

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

Other points you might consider
Pupils reading modern foreign languages texts in Key Stage 3 are in some ways like early readers in English because they easily get stuck at unfamiliar words and may become demotivated if a text contains too much new vocabulary and too many unfamiliar constructions. They are different in that they do not bring the native speaker's knowledge of spoken language to the text. However, they have significant literacy knowledge (e.g. how written texts work) from their maternal language, other languages and other subjects.

In shared reading activities you can demonstrate the range of strategies available to a reader if he or she gets stuck at an unfamiliar word. You can also demonstrate how

understanding of a whole text can often be managed even when some words remain unknown. Shared reading can contribute to text, sentence and word level objectives so the main focus might be overall comprehension, particular grammatical features (e.g. past tense) or vocabulary items. The class can read aloud with you, annotate the text at the OHP, uncover hidden words, point to features of the text, and so on – all this on top of your questioning.

Literacy in modern foreign languages
Introducing a new unit of work with Year 8 pupils
The text in the accompanying box has been used with Year 8 pupils to introduce a new unit of work. The fact that it is an introduction to new work is important. It gets away from reading being 'added on' at the end of a unit of work. Read through the text.

Les films à ne pas rater

Les secrets professionnels du docteur Apfelglûck
Une comédie française, à partir de 10 ans. Une journée avec un psychiatre peu ordinaire qui a de très curieux patients …

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

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

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

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

Using the information in the box below, plan a shared reading section of 15–20 minutes using the film text by selecting from the strategies shown in the left-hand column or using additional strategies of your own.

Shared reading

Text: *Les films à ne pas rater*

Objectives

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

Literacy across the curriculum objectives

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

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

Now compare your plan with the alternatives shown in the completed chart, below.

Shared reading

Text: *Les films à ne pas rater*

Objectives

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

Literacy across the curriculum objectives

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

Method

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

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

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

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

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

The teacher asks pupils:

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

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

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

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

Shared reading demonstrates to pupils early on that they can 'read' in the target language and that they have strategies to employ on their own. There are also important links to writing. For instance, the lesson could continue as follows.

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

Reflect on the potential usefulness of shared reading to support learning in modern foreign languages across the curriculum.

4.2 *Active reading strategies*

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

Reading strategies

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

Pupils will have begun to understand and employ these strategies in primary school, but the methods still require promotion and consolidation at secondary level. Teachers in secondary schools, like you, will use a variety of techniques to help pupils continue to use these reading strategies.

There are sections on 'active reading strategies' and 'reading for information' in the *Literacy across the curriculum* folder, which suggest a range of ideas. Techniques will differ according to the subject and the learning objective(s).

4.3 *Using textbooks and dictionaries*

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

Watch video sequence 2 which is included on this CD. As you watch, consider the following points.

- Did the teacher cover all the important aspects – are there features of the particular textbook you use that it would be helpful to demonstrate to pupils?
- Are there other ways of running a section such as this?

We will now go on to think about the use of dictionaries. Take a few moments to consider objectives specific to dictionary use:

Year 7 English objectives relating to dictionary use
Pupils should be able to:

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

Identify what is common to English and modern foreign languages in terms of teaching dictionary use, and what is subject-specific.

5 | *Writing*

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Aims

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

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Introduction

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

5.1   Shared writing

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

There are three aspects of shared writing:

1. teacher demonstration
2. teacher scribing
3. supported composition.

Teacher demonstration

This is where you, at the OHP or whiteboard, model how the text is composed – maintaining a clear focus on the specific teaching objective. This is an active process, not just the provision of an example. You think the process through out loud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another. You write the sentence, reread it and change it again if necessary. You would normally demonstrate two sentences.

Note: you may wish to work through much of this process in English in the early stages of using this approach. As you and your pupils become more familiar with the convention of shared writing there will be increased use of the target language.

Teacher scribing

This normally follows demonstration. Pupils now make contributions, building on what you have demonstrated. You respond to the pupils' suggestions in order to refine their understanding and accuracy. In order to improve the quantity and quality of pupils' contributions, they may be given the chance to discuss their contribution with a partner

first and/or to make rough notes. You may ask for a number of suggestions and there can be discussion about which is the most appropriate or accurate.

Supported composition
This is where pupils are asked to write a limited amount of text individually or in pairs. This might be done on mini whiteboards or in notebooks. This is best done swiftly, with the sentences held up for you to view once completed. This allows for instant assessment. You may choose to focus on a positive example or on an error in order to make a teaching point.

Shared writing is designed to lead on to the production of a longer text (100–150 words) by the pupils working independently. At each stage, pupils are given more independence.

You can see an example of this in video sequence 3, which is included on this CD. This shows the process of shared writing in a Year 9 class.

As you watch identify the three aspects of shared writing and make a note of key features of each:

- teacher demonstration
- teacher scribing
- supported composition.

Take a moment to think about the advantages and possible disadvantages of shared writing from your own perspective. Having done this, watch video sequence 4 (included on this CD), in which the teacher reflects on the lesson you have just watched.

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

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

Important points about this teaching sequence
- It is important to establish the aims clearly so that pupils are focused on the main learning objectives.

- An example has to be a good model for pupils, so that it can be used for analysis and ensures that pupils are familiar with the kind of outcome required in their own writing.
- Various interactive teaching strategies can be used to allow pupils to explore the features of the text. These could include annotation, text completion and text sequencing activities.
- Draw together the key features that pupils are required to understand.
- Steps 5–7 are the three aspects of shared writing that precede the opportunity for pupils to write on their own.
- The final stage in the sequence is where you give positive feedback on what has been done and correct any misconceptions that have emerged.

In general:
- this approach embodies all the elements of effective, interactive whole-class teaching
- by using this sequence, you will be capitalising on the approach to writing that pupils have experienced in English, and will be reinforcing their writing skills.

Now apply the teaching sequence to the modern foreign languages context by planning a sequence of teaching to cover objectives from the QCA scheme of work. Choose either the French, Spanish or German example and decide how you would use the stages of the teaching sequence for writing to cover some of the objectives. In other words, how would you plan to:

1 establish clear aims
2 provide examples
3 explore the features of the text
4 define the conventions
5 demonstrate how it is written
6 compose together
7 scaffold the first attempts
8 tackle independent writing
9 draw out key learning?

Extract from *QCA Scheme of Work – French Year 8* Unit 9

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
■ to write letters for a real audience	■ Pupils compose and send a letter requesting information, e.g. to *un syndicat d'initiative.*	■ compose and write a letter, clearly requesting information	■ Writing frames (i.e. model extracts from letters) can help pupils compose their own letters. The items in the frames can include the formalities for starting and ending, and the layout of a formal letter. If you encourage pupils to write simple letters for information, e.g. to tradespeople listed in a trade directory from a twin town, pupils are likely to receive back formal, semi-formal and personal replies which will provide you with future models. ■ As part of their work in English pupils will have learnt to prepare for and structure continuous writing of different levels of formality.

Extract from *QCA Scheme of Work – German Year 8* Unit 9

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
■ to apply the knowledge, skills and understanding learnt in this unit	■ Individually, pupils write an account or letter about what they have done recently, but do not reveal their identity. These are drafted and redrafted using a word processor and then displayed. Devise a list of questions about who has done what that pupils must answer by reading the display.	■ write a series of statements about recent past events, choosing the context ■ show understanding of statements relating to the recent past	■ Pupils will not automatically acquire the skills of redrafting. They will learn how to improve their work as a result of direct teaching and through relevant activities, e.g. trawling a text for adjectival agreements, using conjunctions to link simple sentences.

Extract from *QCA Scheme of Work – Spanish Year 8* Unit 9

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
■ to apply their knowledge, in productive as well as receptive contexts	■ Possible writing tasks – pupils could: – produce a presentation of healthy and unhealthy foods using, as far as possible, examples from the Spanish-speaking world from section 7 or researched as part of their out-of-school learning in unit 8 'La comida' – choose a famous person, e.g. a sports star or model, and speculate as to their diet – invent a character, giving a physical description (with emphasis on build) and describe the person's diet imaginatively	■ use language inventively and with imagination	■ For the first suggested writing task, the amount of language included in these presentations will vary according to the level of ability, but language should remain the main point; excessive artwork should be avoided in lesson time. Teachers should liaise again with the food technology department to avoid duplication of tasks. ■ When describing a diet, as for the second and third tasks, some pupils will write a paragraph and others may label a photograph with phrases such as *Carne para músculos enormes*.

Word classes

(From *English department training 2001*, module 10)

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

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

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

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

■ syntax – how the words combine with other words

■ morphology – how they are built up out of smaller parts (morphemes)

■ meaning (e.g. person, event, quality)

■ word families – how words can be derived from other words (e.g. bad – badly, good – well, run – runner); the more word classes a word family spans, the more choice the writer or speaker has, for example, in expressing an idea as an adjective or a noun; one particularly important pattern for non-fiction writing is adding *-ing* to a verb to create a noun (known as nominalisation); this enables the writer to move from a specific action to a generalised concept and also to be more economical (e.g. 'People who smoke …', 'Smoking …');

■ spelling (e.g. capital letter for proper nouns); languages do not all have the same word classes (e.g. classical Greek had articles but Latin did not, and, for an interesting modern example, Finnish does not have prepositions).

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

■ What does it mean?

■ What does it do?

■ How does it link with other words?

■ Where can it go in a sentence?

■ How does it behave (e.g. whether it inflects – nouns and verbs do, prepositions do not)?

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

The abbreviations shown in the diagram on page 13 are helpful when classifying words in sentences. This system also divides the classes into two groups:

1 the 'big' classes, whose members are both numerous and (in some cases) long; these are shown by upper-case letters – N, V, A (for adjective), Av (for adverb)

2 the 'small' classes, shown by lower-case letters – n (for pronoun – think of 'small noun'), p (for preposition), d (determiner), c (conjunction).

The only non-traditional term is 'determiner', which replaces the traditional term 'article' as the word class includes many words other than articles that are traditionally classified as adjectives – 'interrogative adjectives', 'demonstrative adjectives', and so on. Words like *which* and *this* are in fact much more like the articles *the* and *a/an* (* indicates that the example is not grammatical).

■ Like articles they cannot combine freely with one another, but combine freely with ordinary adjectives: *the/which/his big dog* but not * *the his dog* or * *which his dog*.

■ Like articles they must stand before any ordinary adjective: *the/which/his big dog* but not * *big the/which/his dog*.

■ Like articles, they cannot normally be used 'predicatively' – that is, after a verb such as *be* or *seem*: *They seem happy* but not * *They seem the/which/his*.

■ Like articles, they limit the particular reference of the noun – for example, in terms of definiteness, rather than helping to define a general category as an adjective does (e.g. the category of *nice cats*).

Determiners include: articles (*a/an*, *the*); demonstratives (*this/that*, *these/those*); possessives (*my/your/his/her/its/our/their*); quantifiers (*some*, *any*, *no*, *many*, *much*, *few*, *little*, *both*, *all*, *either*, *neither*, *each*, *every*, *enough*); numbers; some question words (*which/what/whose*). Many determiners can also be used as pronouns (e.g. demonstratives, question words and most of the quantifiers). It is important to note that many English words belong to a range of word classes without any change of form – for example, *hit* may be a verb (he *hit* me) or a noun (it was a *hit*). (Mr *Green* put on his *green* jacket and went to play golf on the *green*.) Also, meanings are harder to identify for some word classes, such as prepositions – for example, *of* has many different meanings according to the kinds of words that it links. Consequently it is best to identify the meaning and class of words in context.

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

Appendix 2

Noun modification

(From *English department training 2001*, module 10)

Pre-modification

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

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

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

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

Post-modification

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

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

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

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

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

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

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	Text level – Writing

Text level – Reading

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

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

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

Text level – Writing

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

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

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

(continued)

Speaking and Listening

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

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

Year 8 teaching objectives

Word level
Pupils should be taught to:

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

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

Sentence level
Pupils should be taught to:

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

Paragraphing and cohesion
6 explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by *chronology, comparison or through adding exemplification*;
7 develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. choice of connectives, reference back, linking phrases;

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

(continued)

Text level – Reading
Pupils should be taught to:

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

Reading for meaning
  6 recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;

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

Text level – Writing
Pupils should be taught to:

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

Write to inform, explain, describe
  11 explain complex ideas and information clearly, e.g. *defining principles*, *explaining a scientific process*;

Write to persuade, argue, advise
  14 develop and signpost arguments in ways that make the logic clear to the reader;

Write to analyse, review, comment
  16 weigh different viewpoints and present a balanced analysis of an event or issue, e.g. *an environmental issue or historical investigation*;

(continued)

Speaking and Listening
Pupils should be taught to:

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

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

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

Year 9 teaching objectives

Word level
Pupils should be taught to:

Spelling

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

Spelling strategies

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

Vocabulary

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

Sentence level
Pupils should be taught to:

Sentence construction and punctuation

1 review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;

3 write with differing degrees of formality, relating vocabulary and grammar to context, e.g. *using the active or passive voice*;

Paragraphing and cohesion

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

Standard English and language variation

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

(continued)

Text level – Reading
Pupils should be taught to:

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

Reading for meaning
7 compare the presentation of ideas, values or emotions in related or contrasting texts;

Text level – Writing
Pupils should be taught to:

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

Inform, explain, describe
9 integrate diverse information into a coherent and comprehensive account;

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

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

(continued)

Speaking and Listening
Pupils should be taught to:

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

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

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

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

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

Acknowledgements

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