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University of Wales
Trinity Saint David

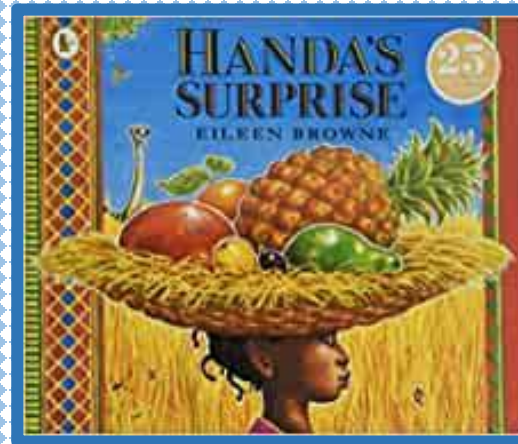
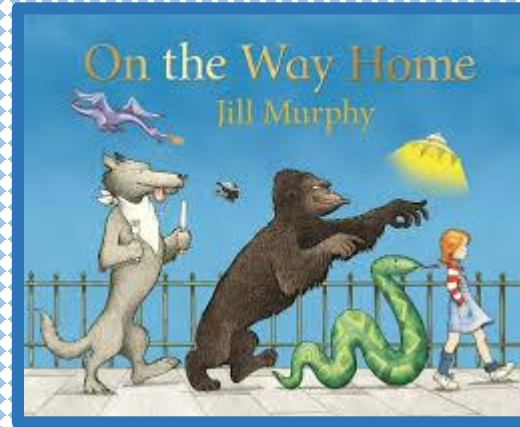
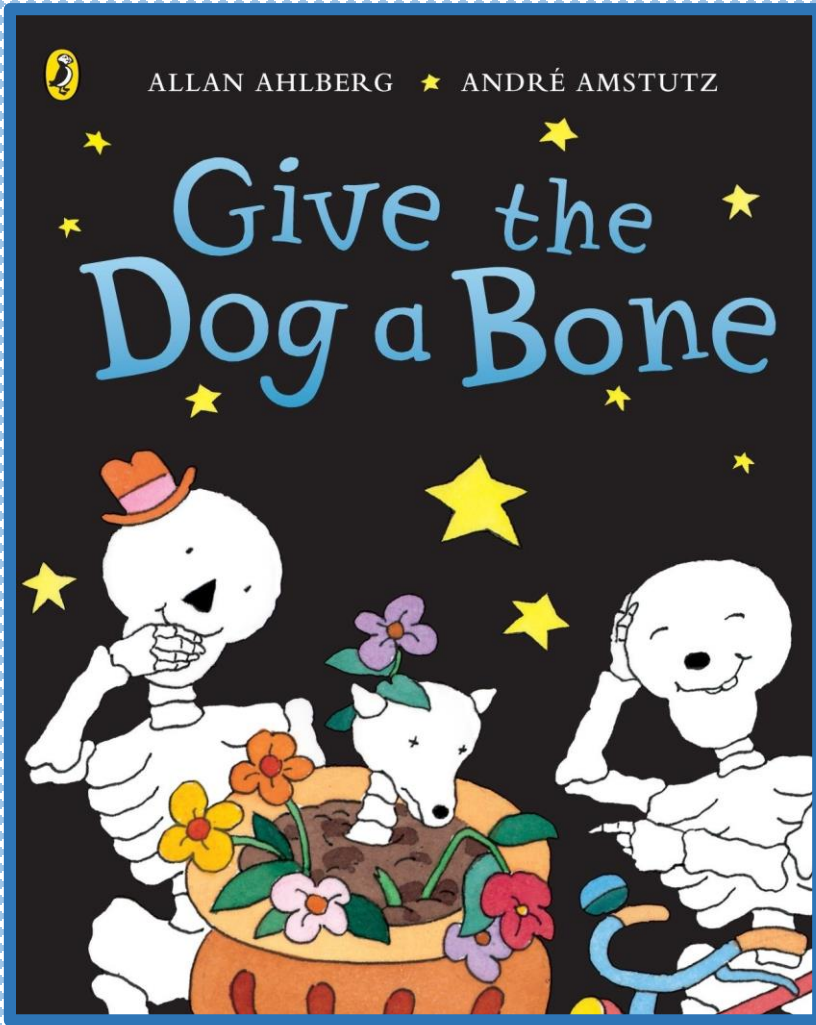
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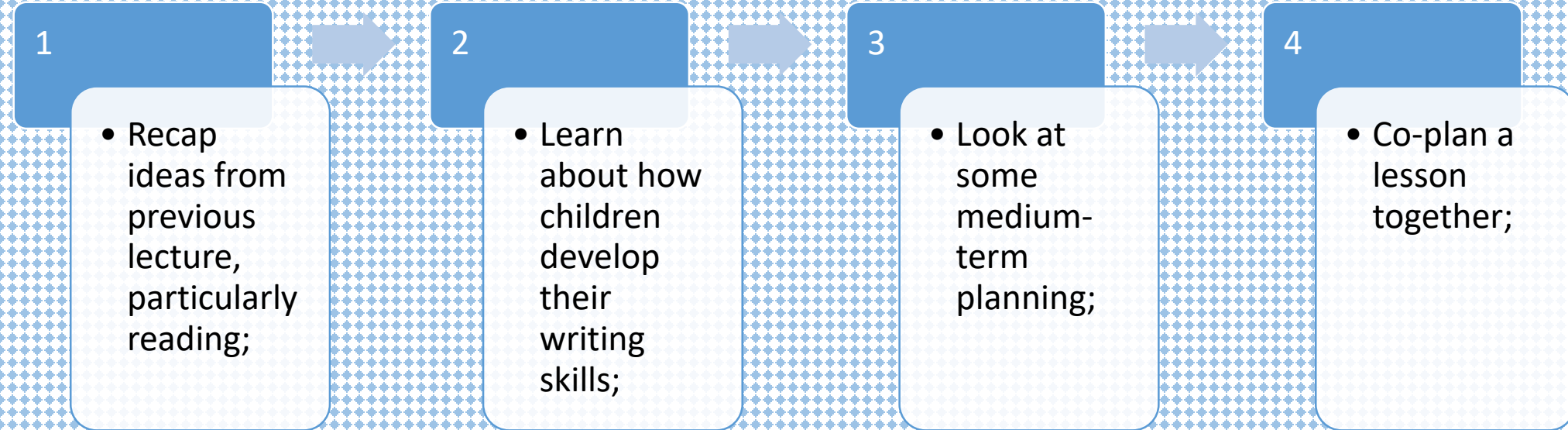
Languages, Literacy &
Communication

Session 2



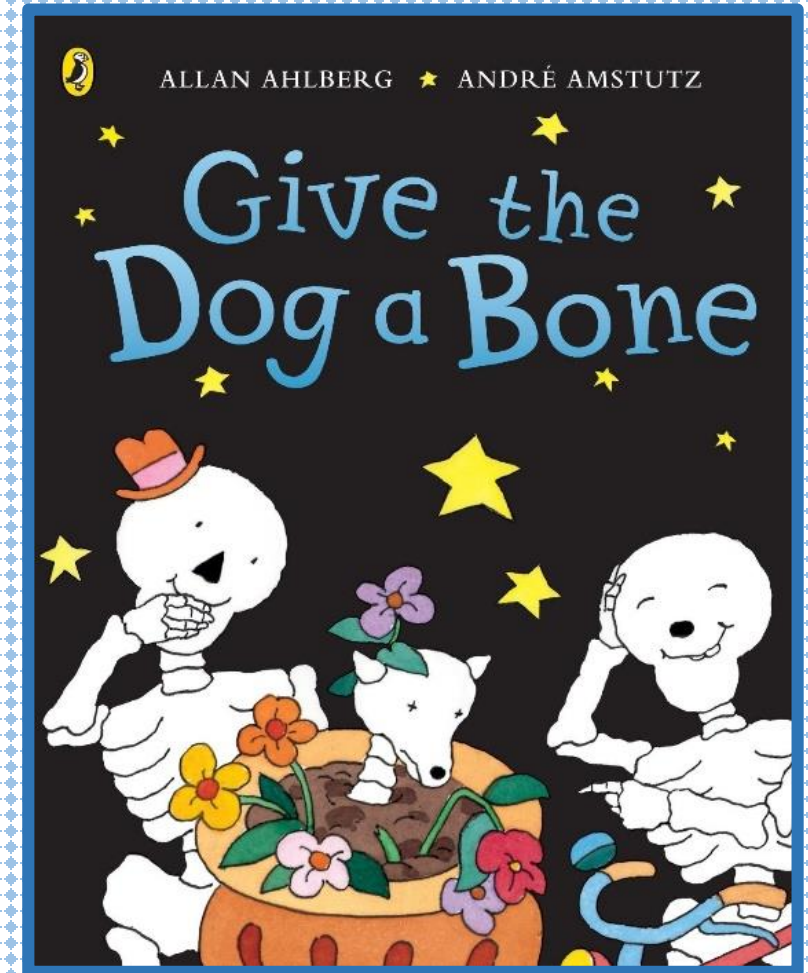
Here,
There
and
Everywhere

Aims of this lecture



Modelled reading

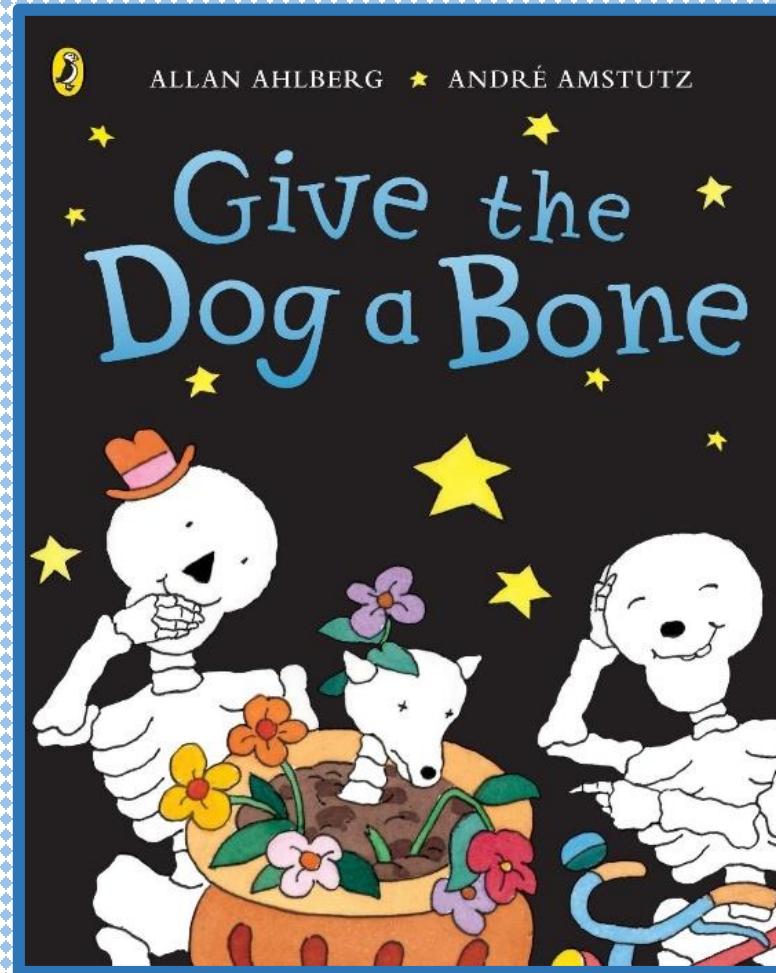
**Make a note
of the
strategies I
am using.**



[Give a Dog.pptx](#)



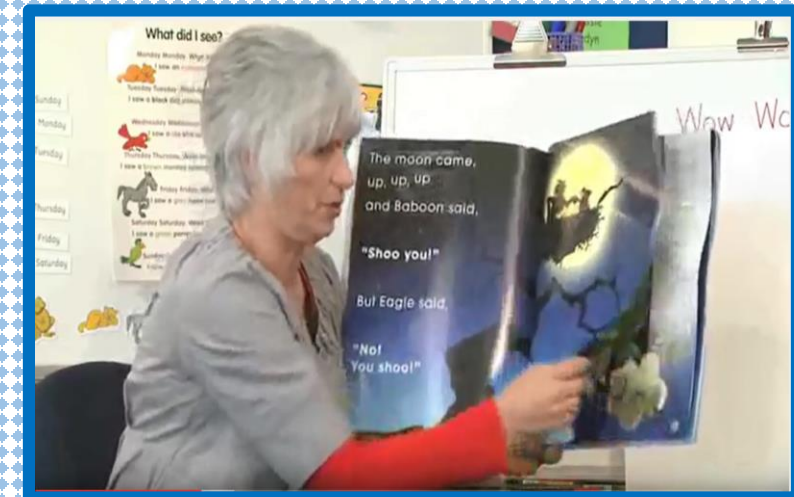
Story telling / reading



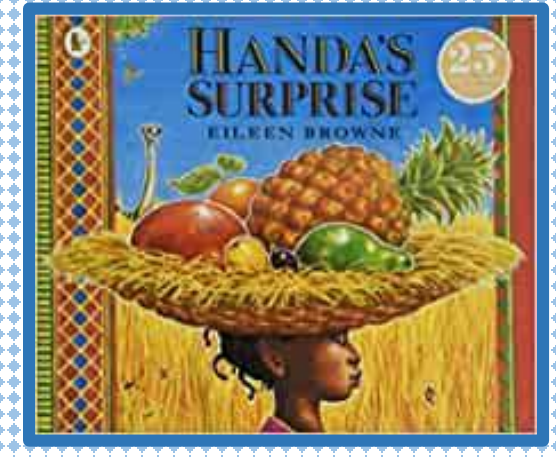
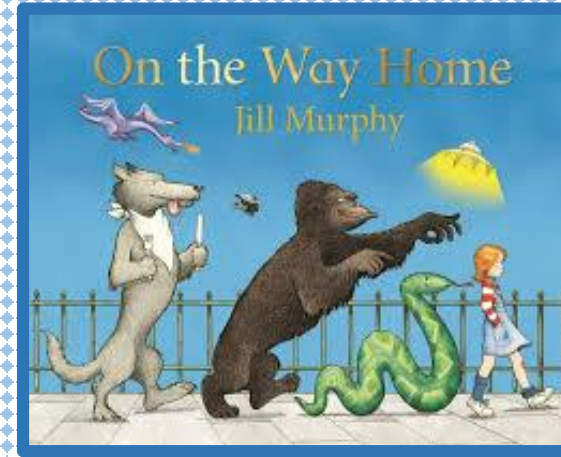
Modelled reading

[Different types of classroom reading.docx](#)

Shared reading



Compare different types of reading in the classroom.



Let's share ideas for
cross-curricular
literature-based work

- Summary of the story
- How it links with the 5 other AoLEs
- Which language skills would you develop?

Medium-term plan

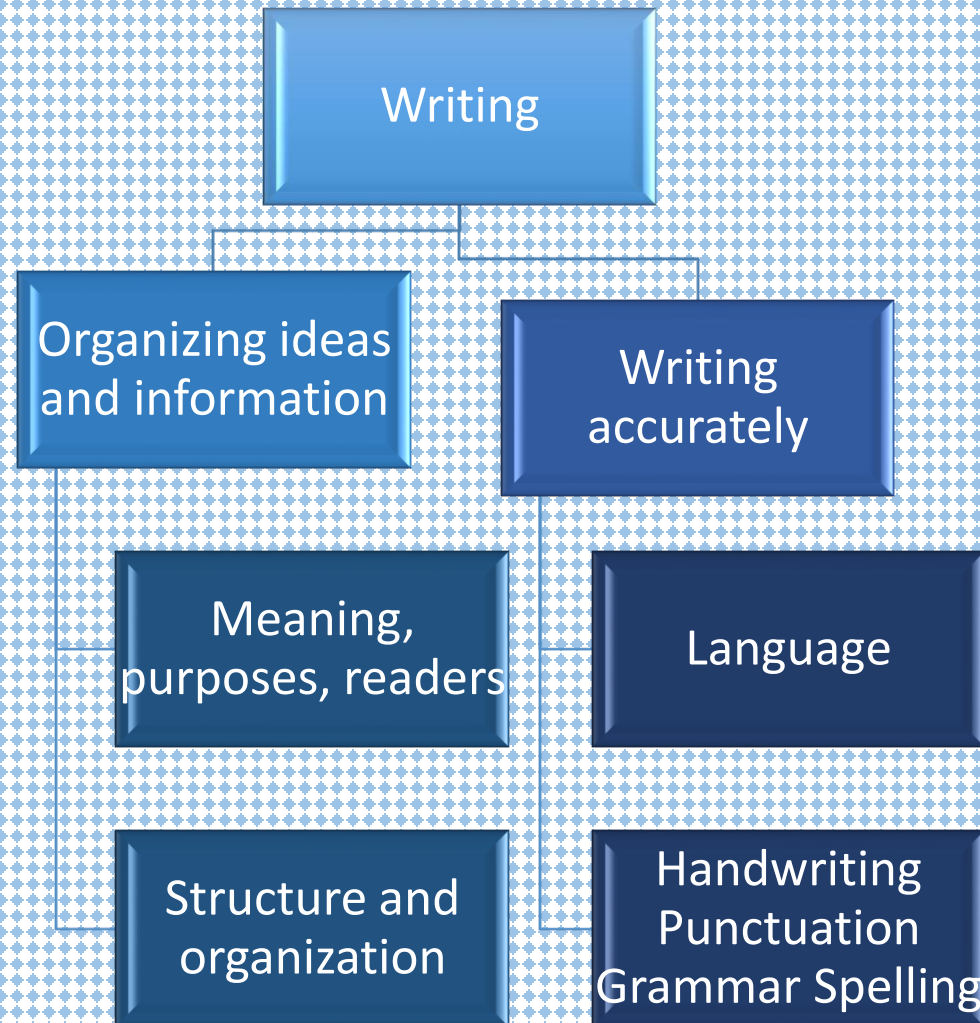
Week 1 – This week's story: Sunk		This week's focus: Humanities - history of pirates / visit
	Learning objectives	Learning activities
Maths & Numeracy Humanities	count in 2s, 10s and 5s to 100 v sequence events, routines and changes, e.g. in a journey to school, in a story begin to identify differences between ways of life at different times, e.g. by comparing a familiar place at different times in the past use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources	Counting "gold" coins Visit to Waterfront Museum Sequencing pictures of ships – timeline Look at pictures, books and other resources Look at route to museum
Science & Technology	learn about where their locality is observe differences between animals and plants, different animals, and different plants in order to group the	Look at characteristics of the animals from the story and sort
Expressive Arts	develop their understanding of planning, designing, modelling, modifying and reflecting	Start designing a model ship
Health & well-being	appreciate what makes a good friend use a range of small and large equipment and stimuli	Reflect on the last part of the story and think about what makes a good friend. Make a ship using large equipment and use.

[Example of MT Planning 1.docx](#)

Look at the document MT 1
 Can you see how it works?
 Can you see where the LOs
 have come from?
 Comment on the activities
 Can you see connections
 between activities / weeks?

[MT Planning Template.docx](#)

Writing - what the curriculum documents say



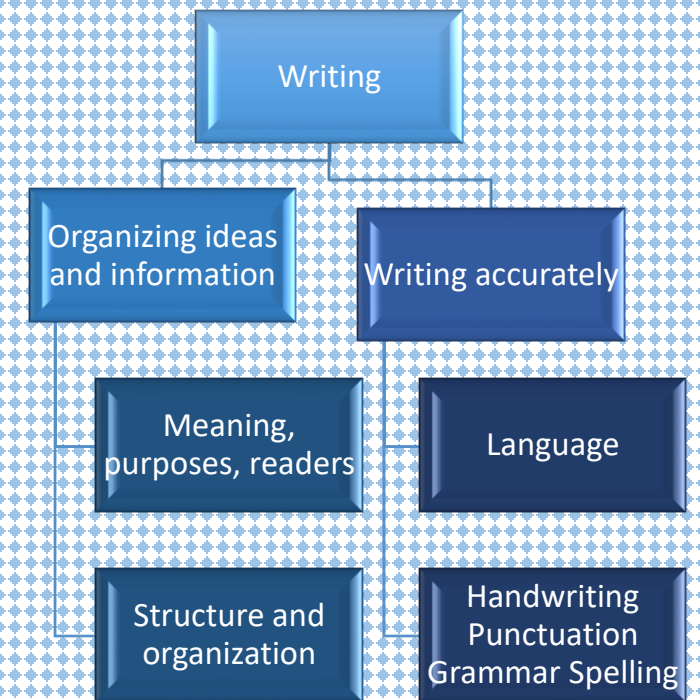
Language, Literacy and Communication Skills				
Strand: Writing				
Elements	Aspects	Nursery	Reception	Year 1
Organizing ideas and information	Structure and organization	Children are able to: write a sentence to a form modelled by the adult	Children are able to: begin to sequence words, signs or symbols appropriately write a letter to a form modelled by the teacher, e.g. shared story writing	Children are able to: begin to write a story within a form modelled by the teacher develop the use of a storyline within imaginative writing use a simple plan to support and sequence writing, e.g. story boards, drawing maps
Handwriting			Children are able to: write a letter to a form modelled by the teacher, e.g. shared story writing	Children are able to: write a letter to a form modelled by the teacher, e.g. shared story writing

Key Stage 2 English Programme of Study					
Strand: Writing					
Elements	Aspects	Year 3	Year 4	Year 5	Year 6
Organizing ideas and information	Structure and organization	Learners are able to: begin to write a story within a form modelled by the teacher develop the use of a storyline within imaginative writing use a simple plan to support and sequence writing, e.g. story boards, drawing maps	Learners are able to: begin to write a story within a form modelled by the teacher develop the use of a storyline within imaginative writing use a simple plan to support and sequence writing, e.g. story boards, drawing maps	Learners are able to: begin to write a story within a form modelled by the teacher develop the use of a storyline within imaginative writing use a simple plan to support and sequence writing, e.g. story boards, drawing maps	Learners are able to: begin to write a story within a form modelled by the teacher develop the use of a storyline within imaginative writing use a simple plan to support and sequence writing, e.g. story boards, drawing maps
Handwriting					

Smith's influential view of writing

Frank Smith in *Writing and the Writer* (2013) formulated this distinction. He broke the writing process down into the different jobs which come under these two headings:

1. **composition** (the actual creation of a text);
and
2. **transcription** (the writing down of the text)



Gross & fine motor skills

Opportunities need to be provided for learners to develop gross motor skills of the movements and directionality that will later support fine motor skills for writing.

Activities may include:

Painting on a large scale outdoors with large brushes (various sizes)

Developing upper body strength through physical activity

Tyre rolling

Write dance

Sweeping brushes

Opportunities need to be provided for learners to develop fine motor skills for writing.

Activities may include:

Threading

Playdo

Jigsaws

Using scissors

Using straws



Handwriting

Letter Families

c a d g o s q e

l t f i j

b h r k p y

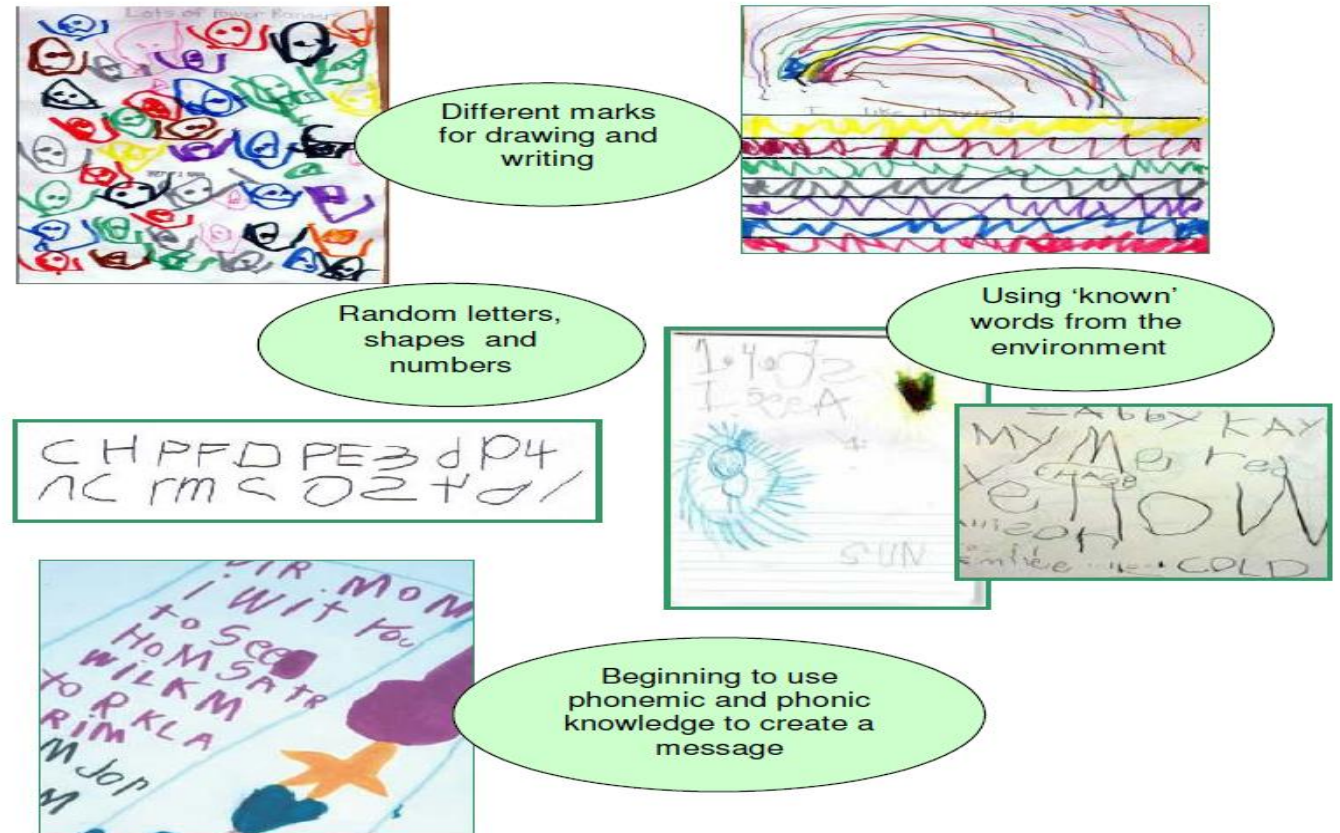


[Letter Families.docx](#)
[Handwriting Practice.doc](#)
[Lineguide.doc](#)



Emergent Writing

- Increasing formation of shapes which resemble letters in formation and presentation
- Grouping of letter shapes appearing



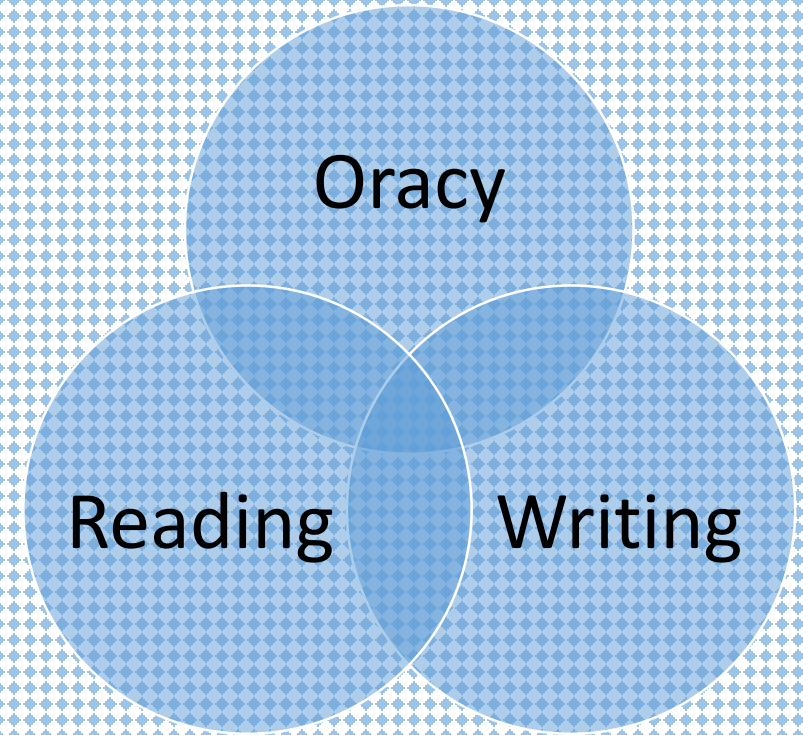
Ready to write ... and support



- 1 Developing writing needs to link with all other LLC activities – reading / phonics and _____ development.
- 2 Learners will engage in writing _____ words – names, common high frequency words.
- 3 Always encourage the writer to read _____ what they have written and then model the writing
- 4 Provide the correct resources to _____ writing.
- 5 When encouraging learners to write it is important that their stage of _____ is accepted and supported by the practitioner.
- 6 Encourage learners to ‘talk’ about what they have produced – the practitioner can then act as a _____.
- 7 Ongoing activities that support gross and _____ motor skills need to be accessible.
- 8 Provide activities that will engage both _____ and _____.

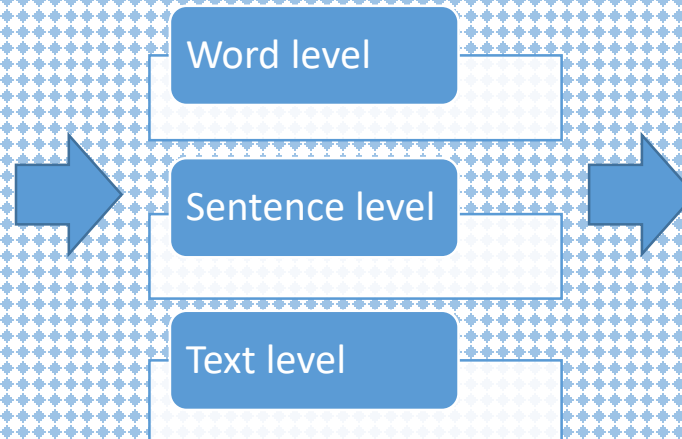
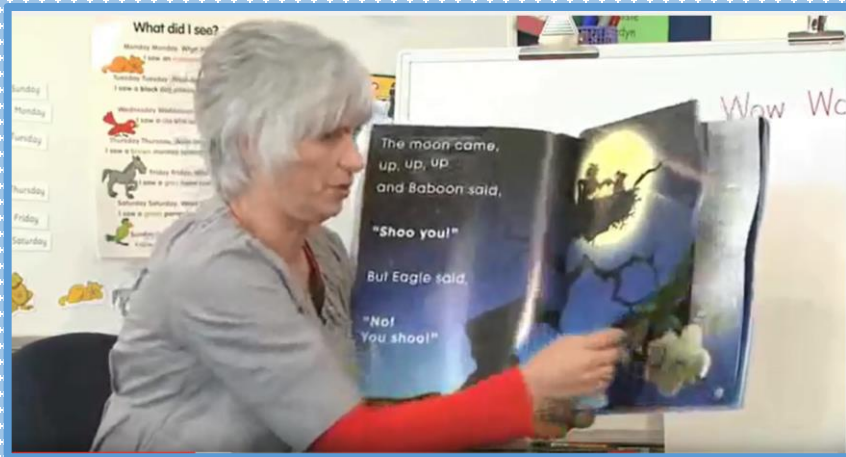
Emergent writing

- Is aware of narrative and non narrative texts
- Makes marks to communicate meaning
- Can produce an ORAL narrative and recount
- Is developing a limited range of vocabulary



Shared writing

A piece of work that the learners can all join in with. The text is composed together with everyone contributing ideas. The teacher usually acts as scribe but the learners can participate too.



Modelled writing

The teacher will write 'thinking aloud' and the learners can observe and support the process of writing as thoughts are recorded.

It is important in modelled writing to ensure the learners

- Observe the intention of why you need to write (purpose)
- Directionality of writing
- Choice of words / grammar etc.

Guided writing

This is an additional step towards independent writing.

Differentiation is supported and a group will be targeted to focus on a specific skill that needs to be reinforced and developed further.

The teacher is able to provide immediate feedback and this strategy builds confidence.



“First Steps” give more suggestions

Overview of Instructional Procedures

	Modelled Writing	Language Experience	Shared Writing	Interactive Writing
Definition	Demonstrating writing behaviours and verbalising the thinking processes involved with those behaviours	Using a shared experience as a basis for jointly composing a text	Working with students to compose and construct a piece of writing, with the teacher acting as scribe	Working with students to compose and construct a text collaboratively, using a ‘shared pen’
Key Features	- Brief sessions from 5 to 10 minutes - Each session has a clear, singular focus - Use clear ‘think aloud’ statements - Writing occurs in front of students - The composed text can be seen by all students	- Based on a shared experience - Text composed as a result of the experience - Use students’ language when creating the text	- Sessions kept brief and lively, from 10 to 20 minutes - Teacher scribes, students contribute ideas - Teacher thinks aloud, invites questions and discussion - Each session has a planned explicit focus based on students’ needs	- Sessions kept brief and lively, from 10 to 20 minutes - Usually small group - Teacher and students share the pen - Each session has a planned explicit focus based on students’ needs - Students participate actively

	Guided Writing	Independent Writing	Author’s Chair
Definition	Teacher scaffolds and supports a group of students with similar needs as they develop writing behaviours and understandings	Students independently apply previously learnt writing processes, understandings and strategies to own texts	An opportunity for students to voluntarily share their writing and receive constructive feedback
Key Features	- Students grouped to focus on an identified need - Most writing is done as individuals - Teacher is the guide and supporter - Sessions are about 10 to 20 minutes - Students receive support and feedback when required	- Students take responsibility for their writing - Students apply previous learning - All students engaged in a writing-related task - Sustained period for writing - Students write for authentic purposes	- Writing is shared with peers - Feedback is explicit and constructive - Sessions are 10 to 15 minutes - Can be used daily at the end of writing sessions

FIRST007 | Writing resource book
© Department of Education WA 2013
Reviewed August 2013

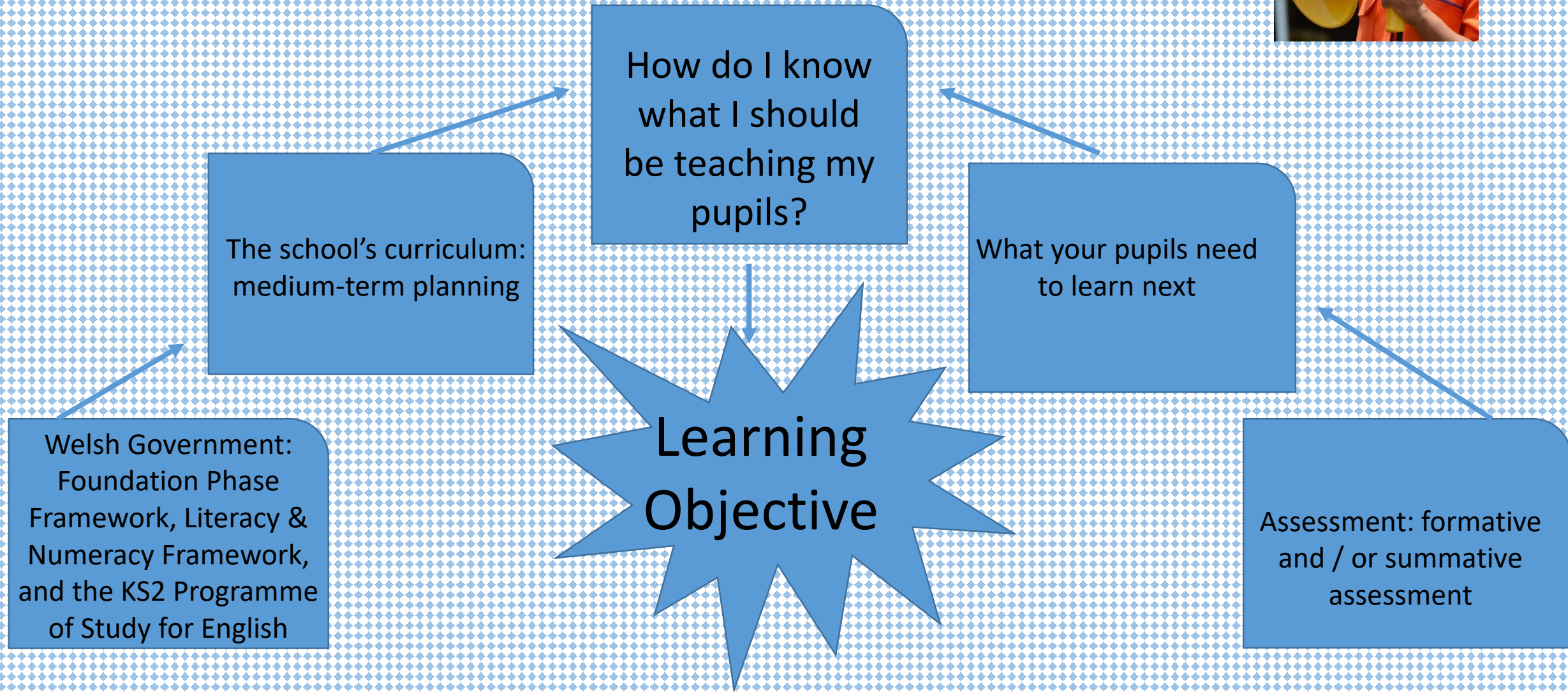


Figure 1.3 Overview of Instructional Procedures

Instructional Procedures for Teaching Writing



What am I teaching this lesson?



Lesson planning – let's have a go



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Lesson Plan Phase 1
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher:		Class:	
AoLE or Subject:		Date:	
Lesson Focus:			
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)

Let's choose one of the LLC ideas you thought of when you planned for the medium term.

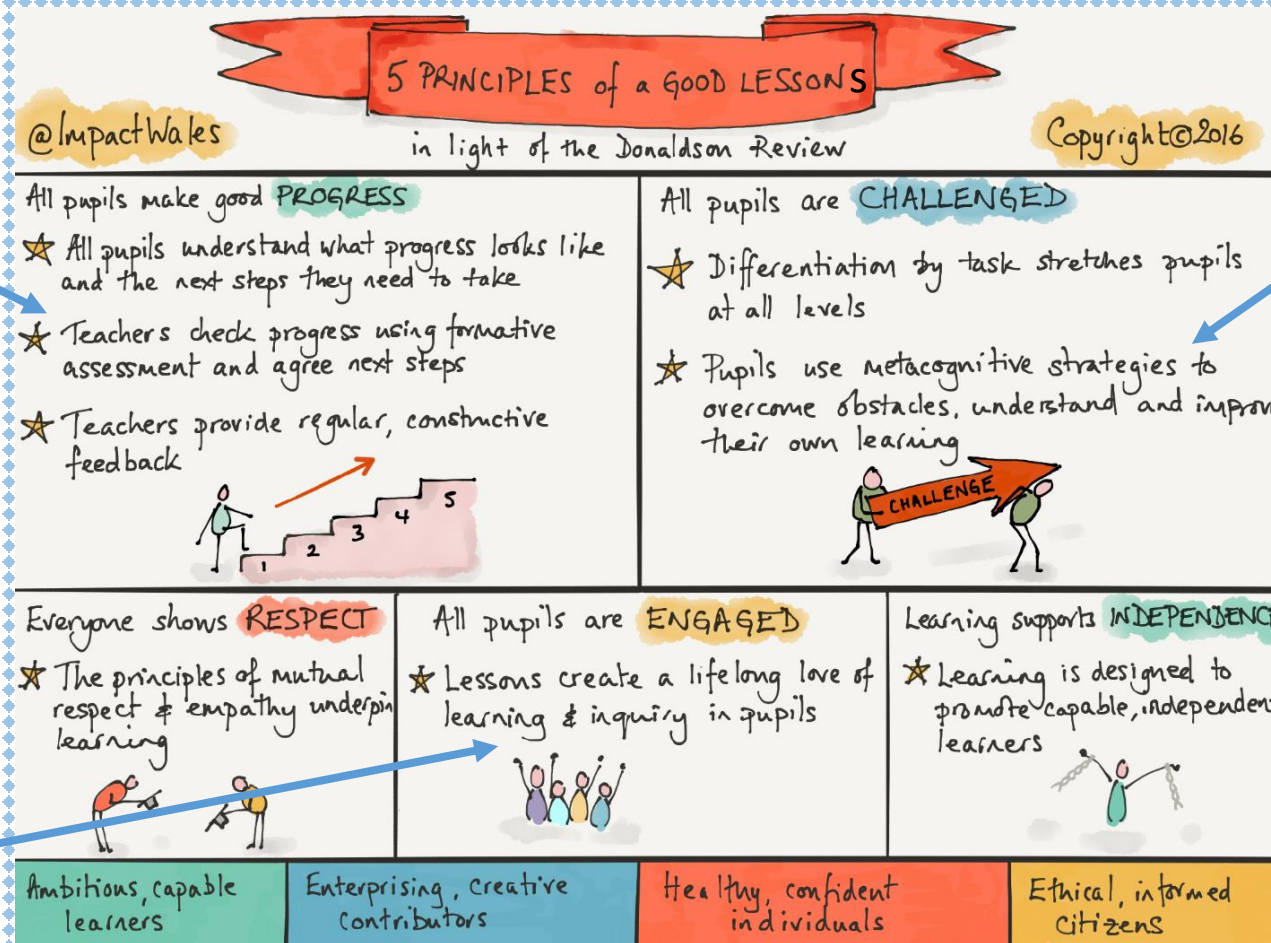
[Y4 Exemplar LLC Plan.docx](#)

[APLP lesson Plan Phase 1 2019-20.docx](#)

Does planning in this way work?

If you are familiar with the curriculum documents, you will get to know what the progression of skills in the 3 different areas are, so you will be better able to **plan for progression and choose appropriate learning outcomes**

Interesting good quality texts, or themes, will **engage pupils**, but they must **engage you too!**



Similarly, you will be better able to **differentiate learning and challenge pupils**

A clear sequence of lessons enables you to support **independent learning**.

How do I know that my pupils have achieved the objective?

The 4 Elements of AfL

Sharing criteria with learners	Quality of questions/ quality of talk	Use and quality of feedback	Peer and self assessment
<i>Learners know what will make their work good.</i>	<i>All learners actively think up answers to good, open questions.</i>	<i>Ongoing feedback keeps learning on track.</i>	<i>Learners benefit from evaluating each other's work.</i>
<i>Learners know where they are, and the next step, according to the criteria.</i>	<i>Learners explain ideas to each other, reinforcing their learning and understanding.</i>	<i>Learners act on the feedback there and then. Learners take the next step.</i>	<i>Learners gradually become more independent by learning how to self-assess.</i>



Assignment – Let's reflect

Good teaching and learning means employing a blend of approaches including direct teaching.

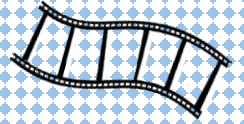
Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Good teaching and learning ranges within and across Areas of Learning and Experience.

(Donaldson, 2015:68)

Consider the 3 pedagogic principles outlined above. Discuss these principles in relation to your experience in school showing secure understanding, identifying strengths and areas for development for each principle.

Directed study

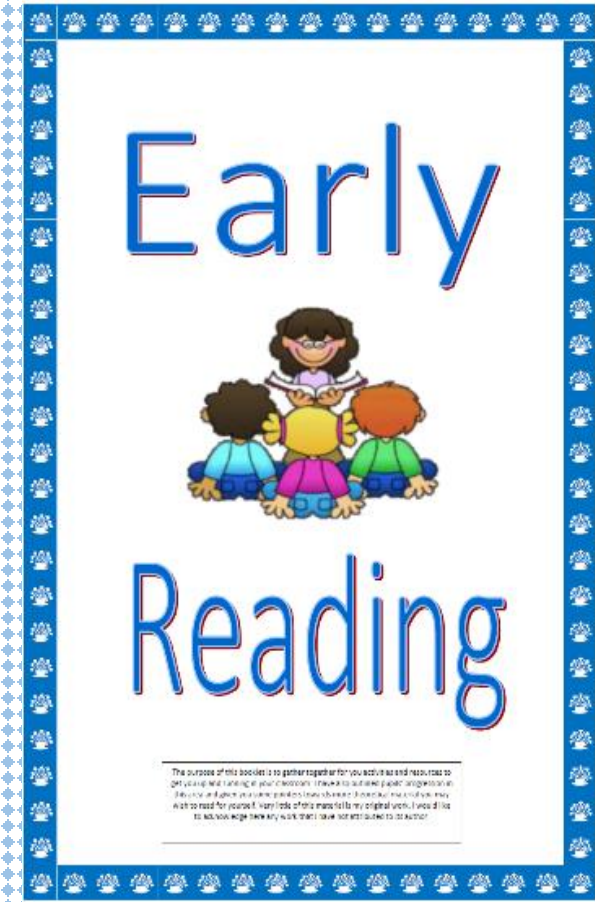
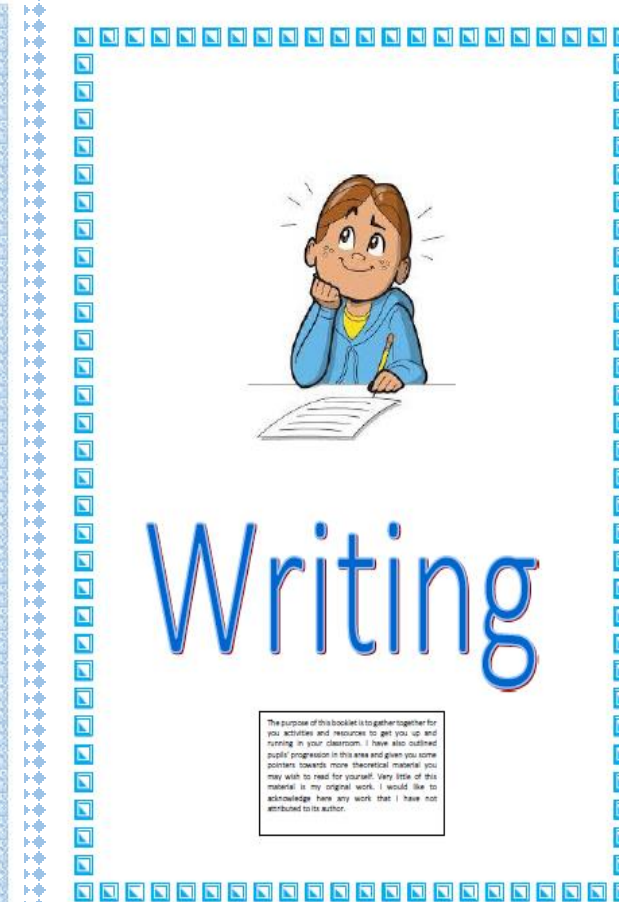
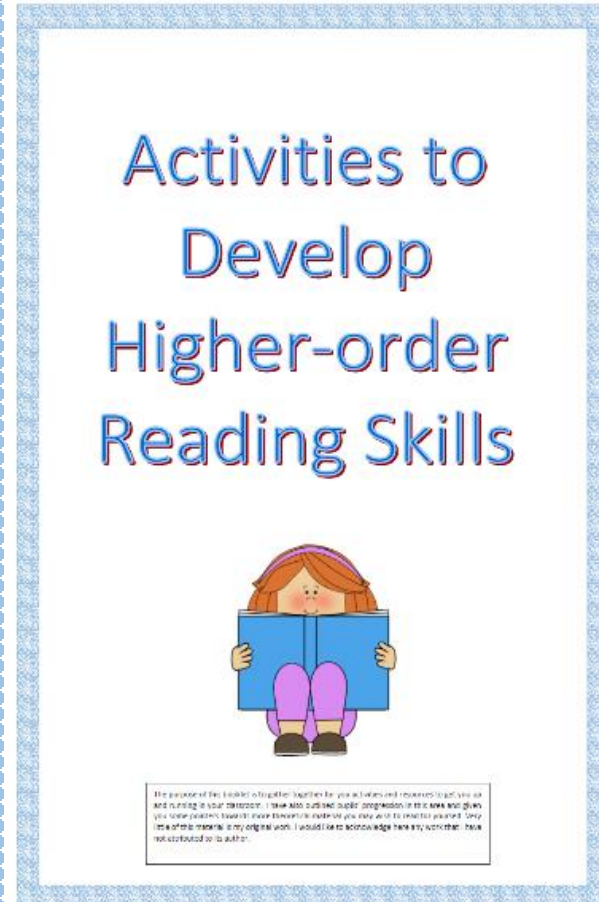
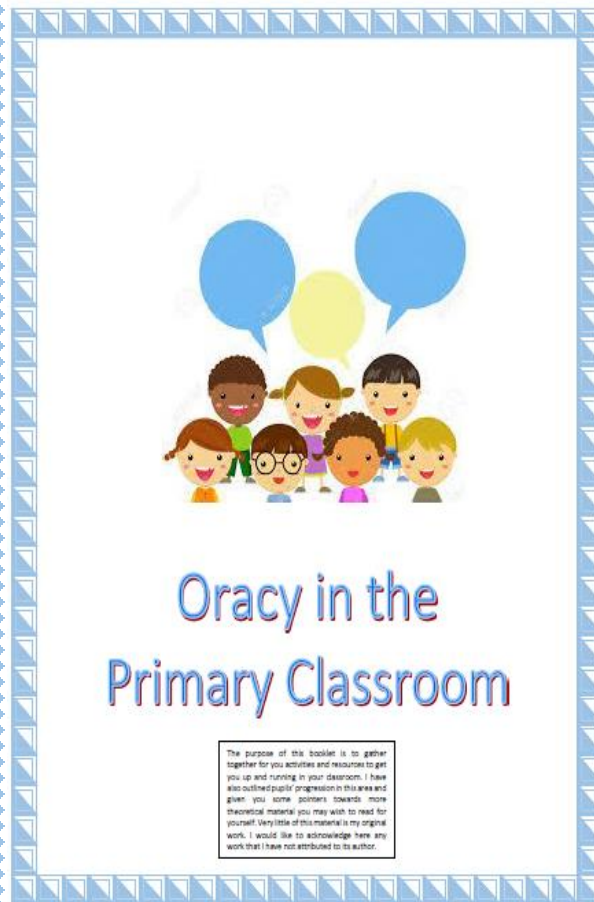


<https://www.youtube.com/watch?v=JdvJZD-cplg>

If you haven't already seen any Pie Corbett – style work, this is a good video to watch



Engage with these booklets I have put on Moodle



Review today's learning

