



ECAD6008

Language, Literacy &
Communication

Session 2

Cross-curricular Responsibility

Aims of this lecture

1 Revise subject knowledge

3 Think about cross-curricular planning

5 Plan for literacy

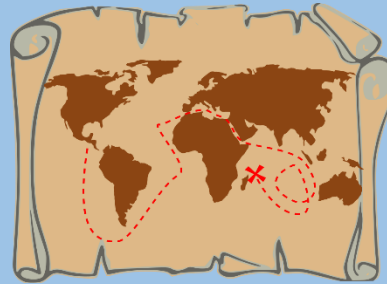
7 Carryout some shared reading

2 Understand what we mean by “literacy”

4 Look at medium-term planning

6 Compare different types of reading

8 Review and prepare



Subject knowledge & skills

Kahoot!

Sentences can be simple, complex, or compound

- Simple Sentence** – Has one independent clause
- Complex Sentence** – Has one independent clause and one or more dependent clauses.
- Compound Sentence** – Joins two independent clauses.
- Compound-Complex Sentences** – Has two independent clauses and at least one dependent clause.

PARTS OF SPEECH

NOUN A word used to name a person, place or thing. <i>examples</i> Thanks, dog, Mary, girl, New York	VERB A word that describes an action or a state of being. <i>examples</i> To have, run, think, fly, speak, love
ADJECTIVE A word used to describe a noun or pronoun. <i>examples</i> big, good, new, heavy, colorful, noisy	ADVERB A word that describes and adds information to a verb or verb phrase. <i>examples</i> quickly, too, almost, possibly, very, soon
PRONOUN A word that takes the place of a noun. <i>examples</i> I, he, it, him, we, them, mine, theirs	PREPOSITION A word that shows a relationship between a subject and an object. <i>examples</i> in, on, at, with, behind, below, into
CONJUNCTION A word used to link words and clauses. <i>examples</i> and, but, yet, or, because, neither, nor	ARTICLE A word used with a noun to refer to a specific person or thing, or someone or something in general. <i>examples</i> a, an, the

<https://create.kahoot.it/share/5410590a-ecaf-47b0-ab32-7c635adcccd8>

Types of sentence ...	... put simply
declarative	Ordinary sentences
exclamatory	Contains excitement or emotion
interrogative	Question
imperative	Command

What do we mean by “literacy”?

We believe literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.'

National Literacy Trust ()

..... 'literacy is too important to be reduced to a set of basic competences to be taught and learned according to a single pattern of instruction' and must focus on 'full, rich literacy for all' and unleash the 'power and potential of literate behaviour.'

Meek 1998

"Literacy is a process by which one expands one's knowledge of reading and writing in order to develop one's thinking and learning for the purpose of understanding oneself and the world. "

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/literacy-education>

Functional literacy or
utilitarian literacy

∨

Critical literacy

Embedding literacy across the curriculum

Subject
Planning?

"There is no benefit in creating a false opposition between "subjects" and the "child" as a focus for the curriculum."

Dewey 1902

Cross-curricular
Planning?

"When the skills, knowledge and attitudes of a number of different disciplines are applied to a single experience, theme or idea."

Barnes 2012

Brainstorming cross-curricular planning

Language, literacy & communication

Role play

Theme specific vocabulary

Writing letters to put in bottles

Follow direction

Writing directions

Use rhythm: songs and poems

Welsh vocabulary

Story about pirates in Welsh?

Maths & numeracy

Counting golden coins

Treasure hunt

Making plans and/or maps

Health & well-being

Friendship

Keeping fit & healthy on board ship

Use large apparatus to build a ship



Humanities

Finding out about local pirates -

visit to the waterfront museum

Finding out about local shipwrecks

World geography

Reading maps

Science and technology

Floating & sinking

Different types of animals

Building a boat

Designing a flag

Expressive arts

Sing sea shanties

Range of art activities could link to this theme

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?

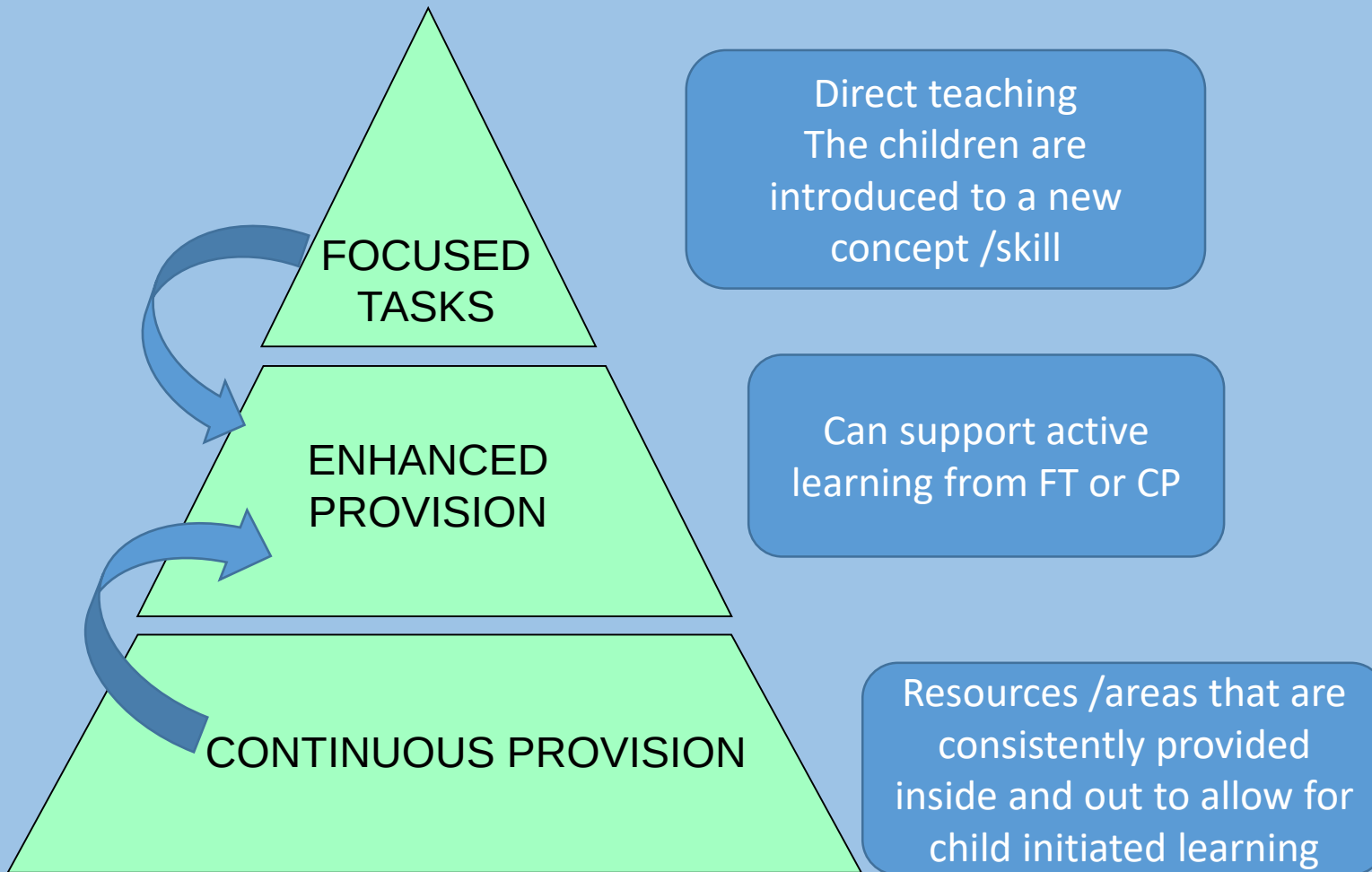
Literacy across our medium-term plan

[Example of MT Planning 2.docx](#)



- Which LLC learning activities could you develop during the activities I have already outlined on the plan?
- Which LLC learning objectives (LOs) would they cover?

What about these?



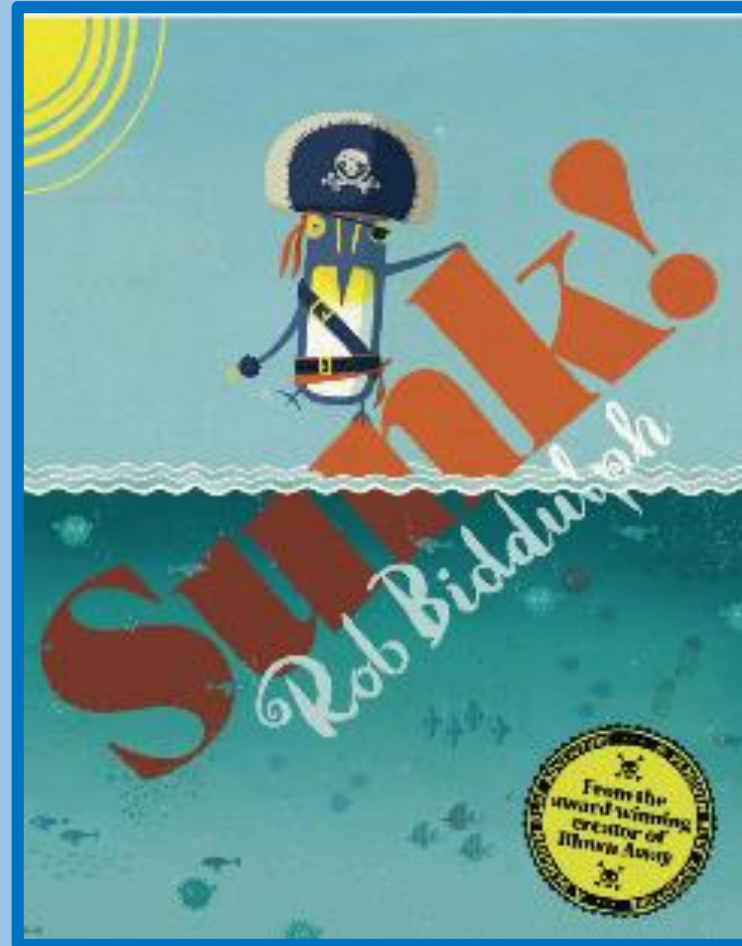
Modelled reading

Make a note
of the
strategies I am
using.



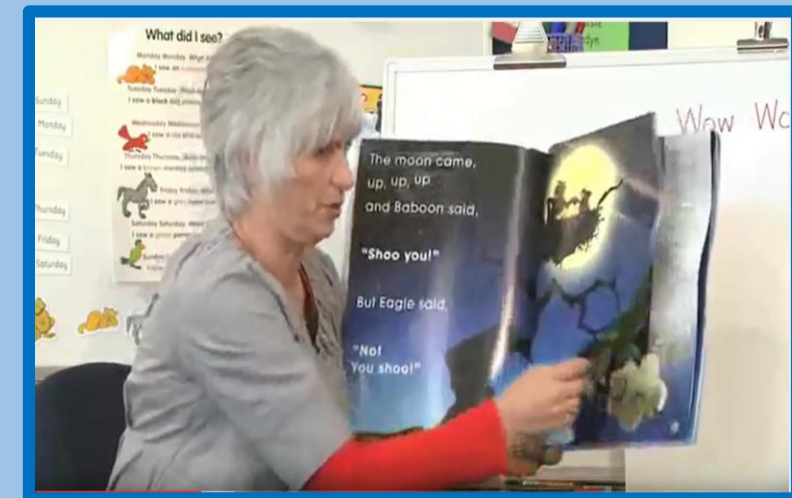


Story telling / reading



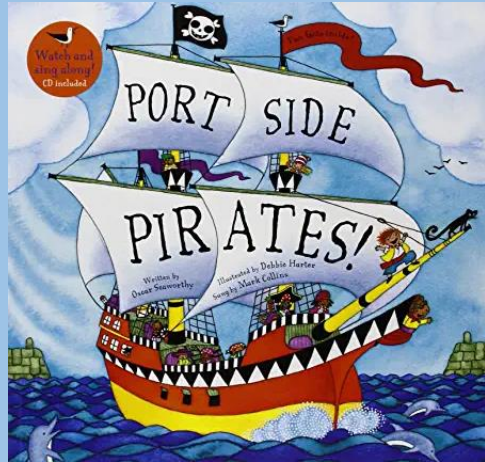
Modelled reading

Shared reading

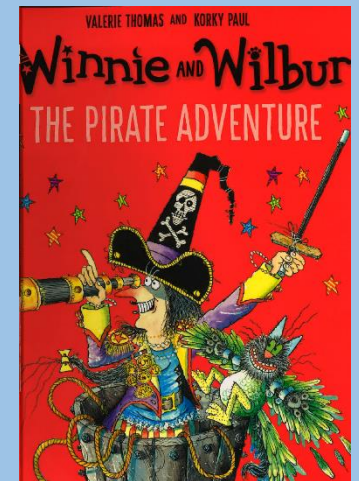
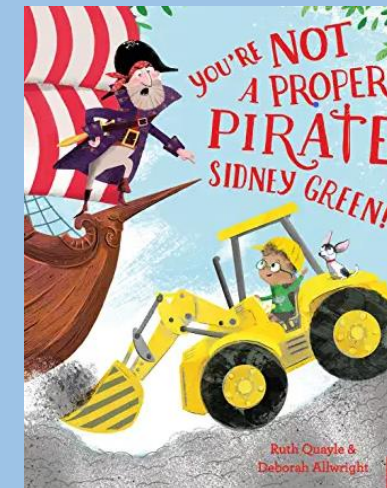
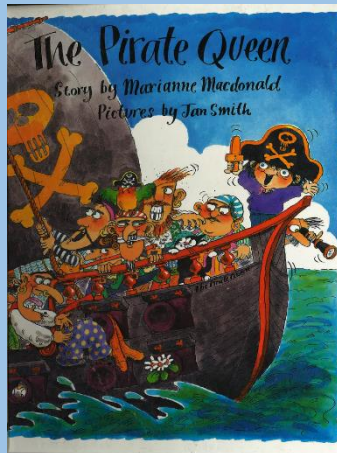
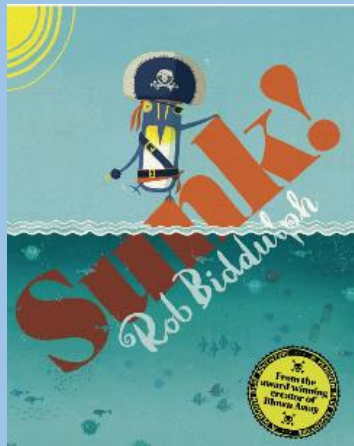


Compare
different types
of reading in
the classroom.

Planning for shared reading



1. Read your story
2. What features of the text would you draw out as teaching points?
3. Plan and practise your shared reading session
4. Read with another group



Subject knowledge & skills

Apostrophe for Possessives:

Amy's ballet class.

The parents' bedroom.

The children's rooms.

Apostrophe for Contractions:

they + have = they've

are + not = aren't

they + will = they'll



Plurals

Don't add an apostrophe to make a plural word.

When you are about to use an apostrophe; stop and ask yourself if the word is plural.

If it is then **DON'T** add the apostrophe.



Directed study

Revise how to use
the apostrophe
correctly

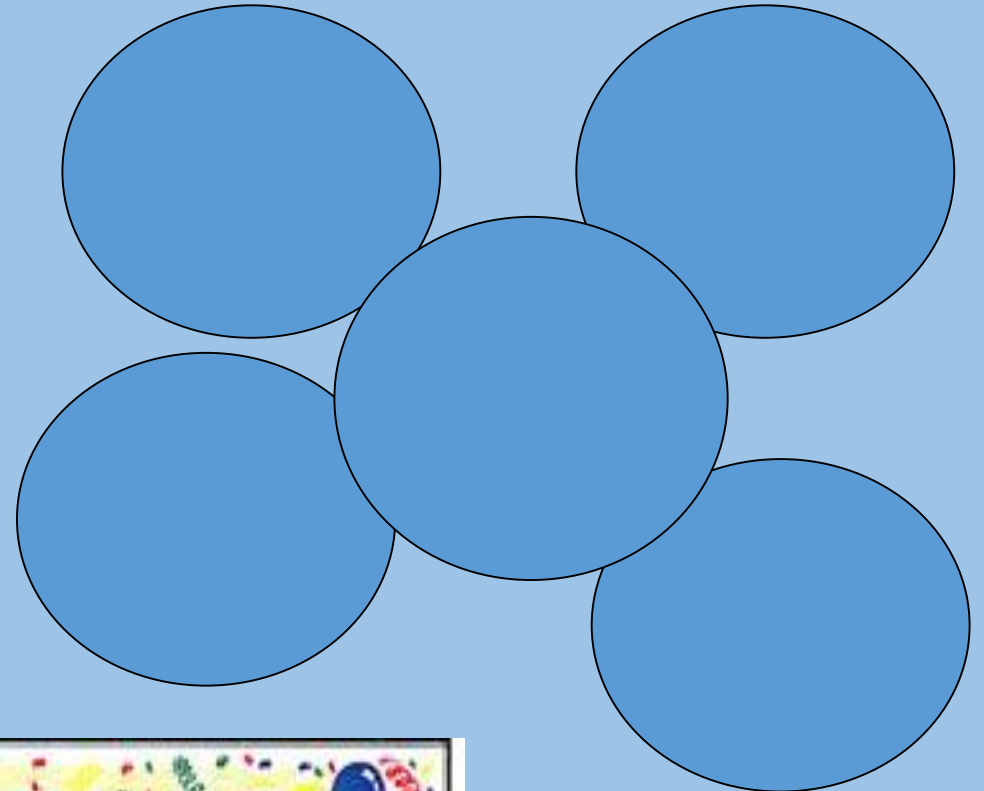
Read “Treasure
Island”



Review

1. Write 5 sentences summarising today's topic.

2. Now reduce that to 5 key words...



3. And finally to one word....

