



ECAD6008
Language, Literacy &
Communication

Session 1

Foundation Phase

Who am I?

Jayne
Morgan

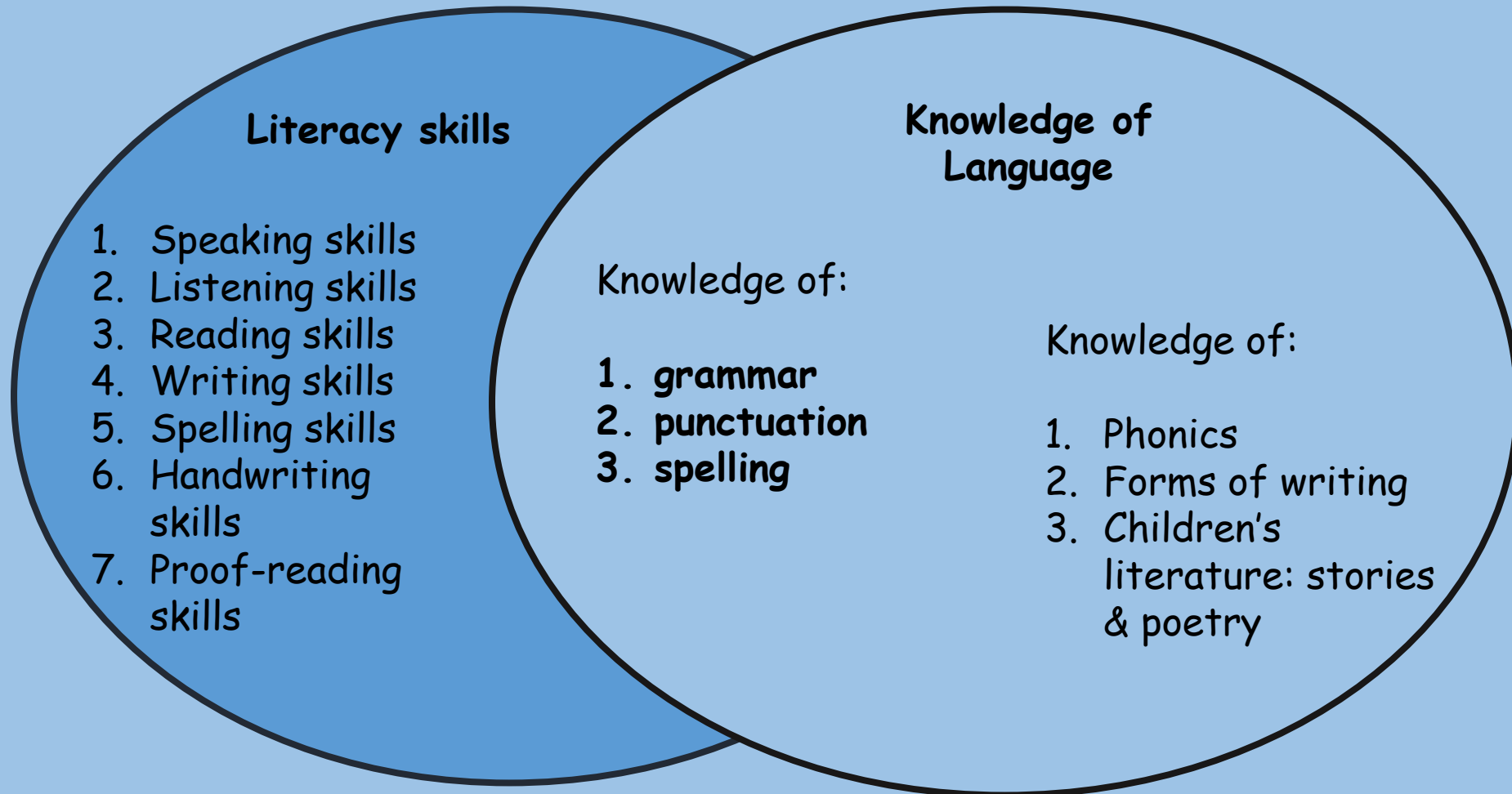


jayneystrad



What am I teaching?

subject knowledge & skills

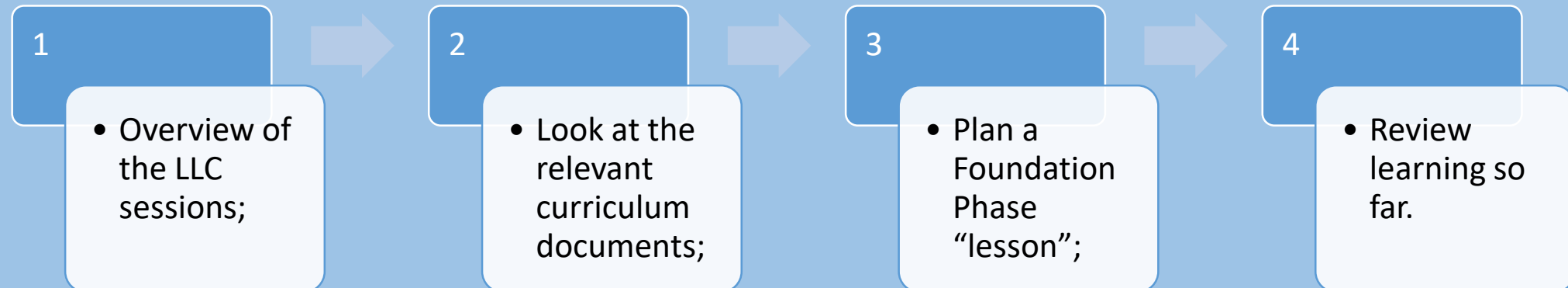


Aims of this lecture

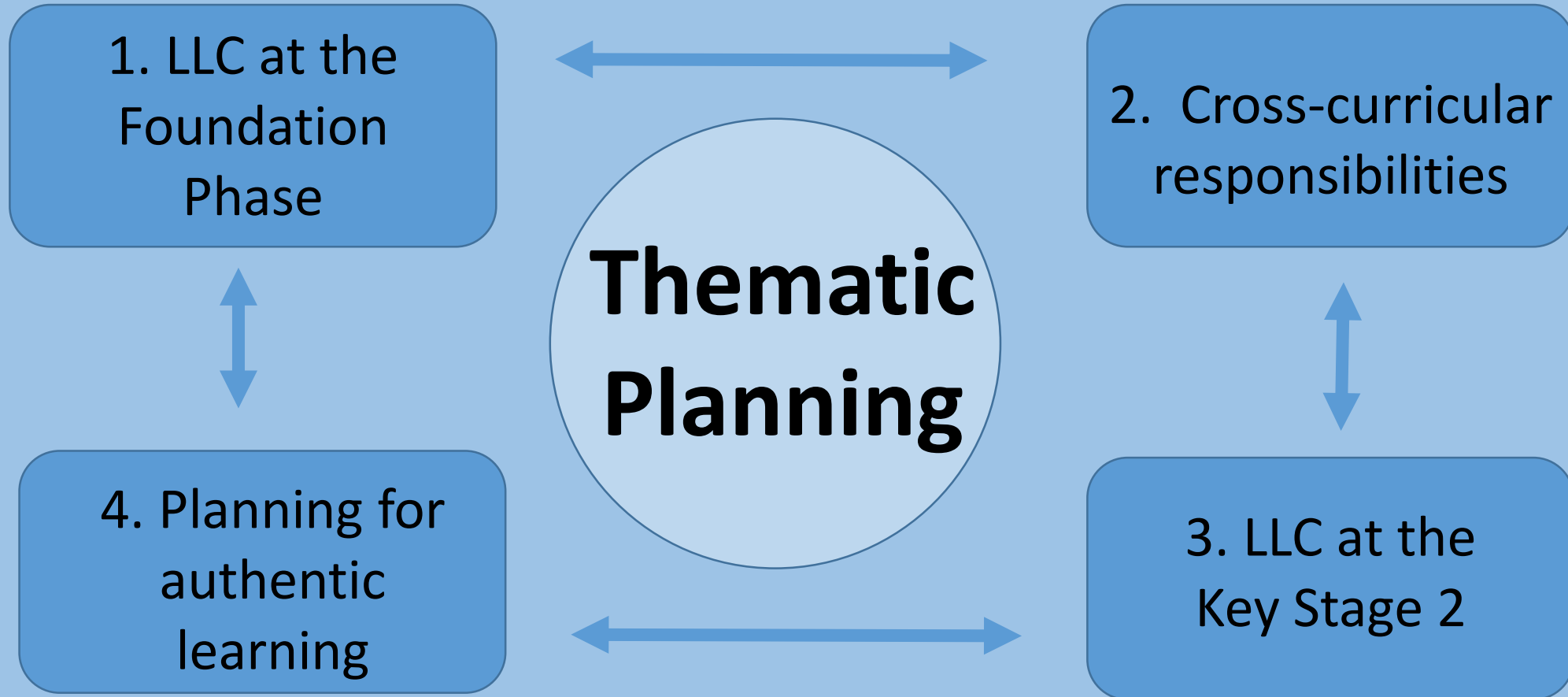
Over-arching aims:

To engage students with a critical approach to securing effective subject knowledge and applying high quality pedagogy, including the pedagogic principles of making connections, blended learning and creating meaningful and authentic learning opportunities.

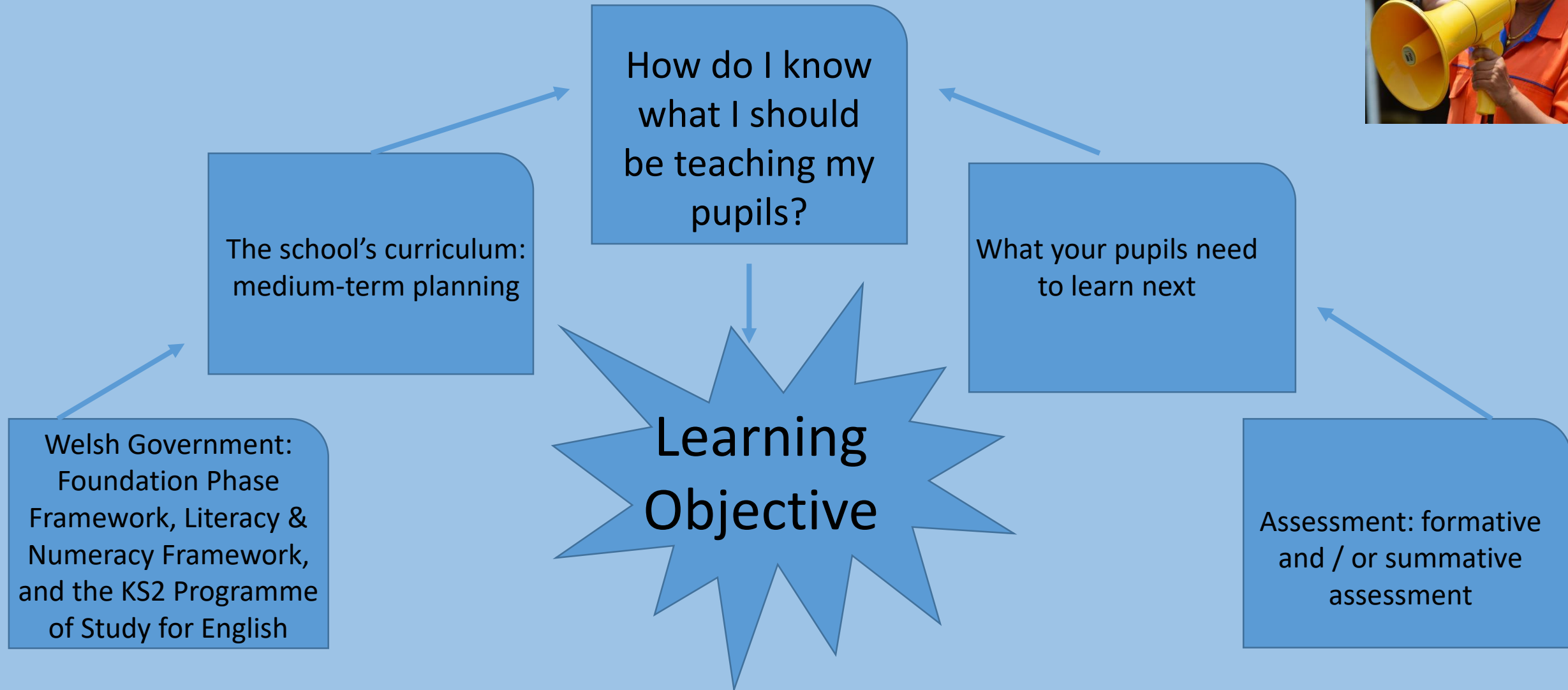
To establish the role of the professional teacher in student's practice including being self-directed in sharing and evaluating experiences in a wider professional community.



Overview of this series of lectures



What am I teaching this lesson?



What do I teach my pupils?



- adopt a role using appropriate language
- read aloud with attention to full stops and question marks
- use a simple plan to support and organise writing, *e.g. story boards, thinking maps* v

How do I teach my pupils?

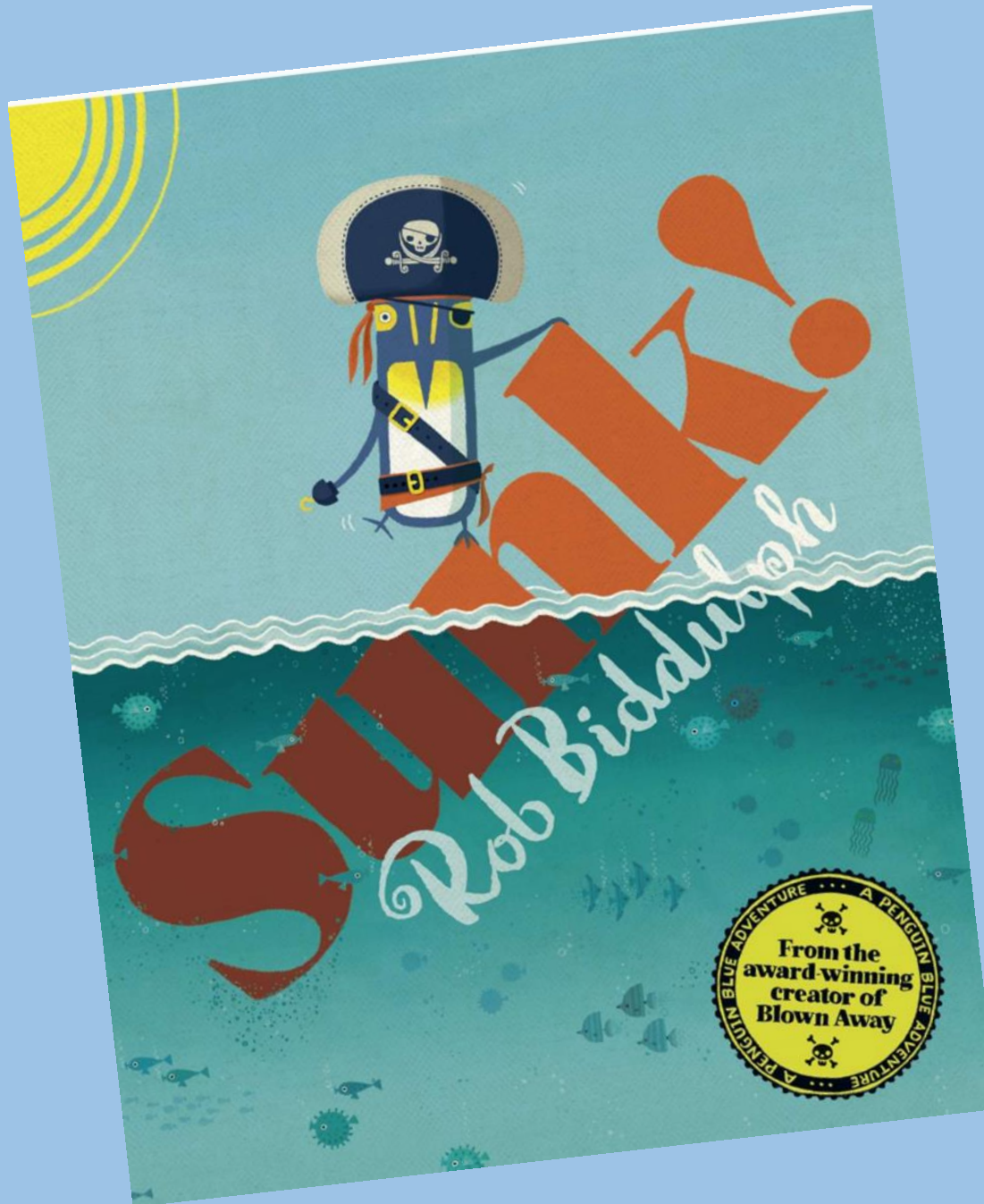
- Imagine you want to teach your pupils how to use these.....



How are you going to do it?



Telling stories & using stories

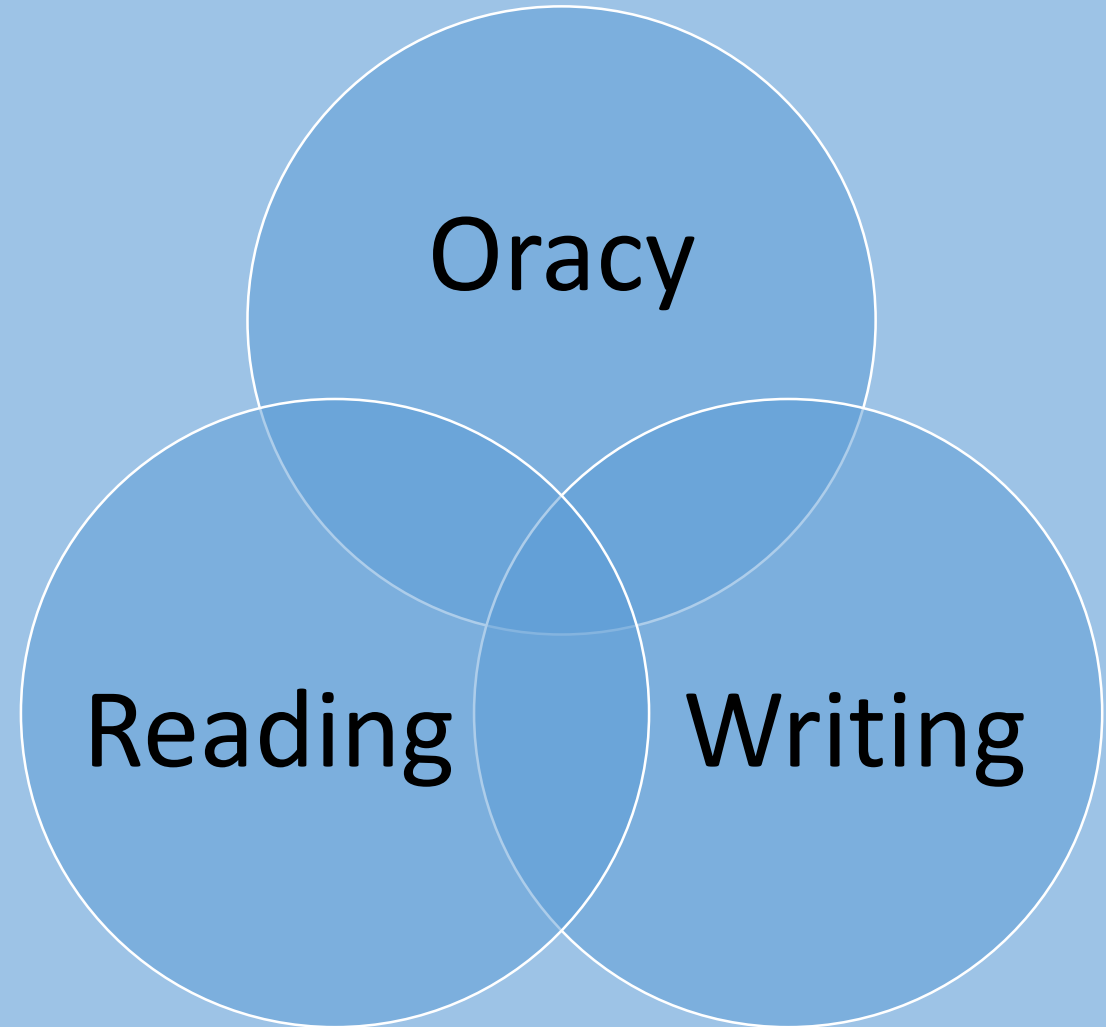


- <https://www.youtube.com/watch?v=hEgREFpqFfA>

Stories provide a rich stimulus for learning

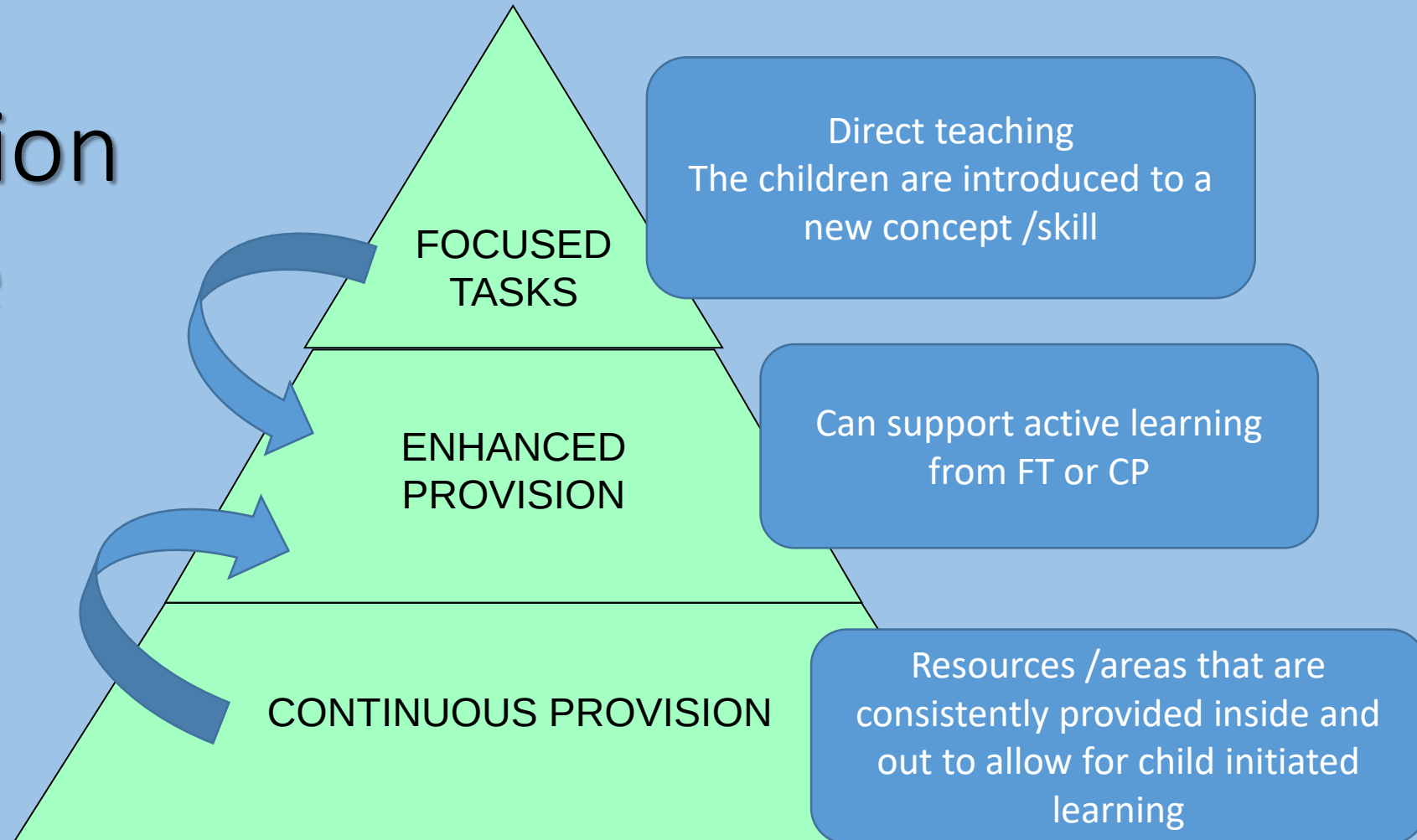
“Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.”

Welsh Government (2015) *English Programme of Study*



How will I teach? – How will my pupils learn?

Foundation Phase



Which activities will enable my pupils to achieve the learning objective?



adopt a role using appropriate language

read aloud with attention to full stops and question marks

use a simple plan to support and organise writing, *e.g. story boards, thinking maps* ✓

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>

Subject knowledge & skills

PARTS OF SPEECH

NOUN

A word used to name a person, place or thing.

EXAMPLES

Charles, dog, library, girl, New York

VERB

A word that describes an action or a state of being.

EXAMPLES

be, have, run, think, do, touch, love

ADJECTIVE

A word used to describe a noun or pronoun.

EXAMPLES

big, good, new, heavy, colorful, noisy

ADVERB

A word that describes and adds information to a verb or verb phrase.

EXAMPLES

quickly, too, almost, quietly, very, soon

PRONOUN

A word that takes the place of a noun.

EXAMPLES

I, he, it, him, we, them, mine, theirs

PREPOSITION

A word that shows a relationship between a subject and an object.

EXAMPLES

in, on, at, with, behind, before, into

CONJUNCTION

A word used to link words and clauses.

EXAMPLES

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.

EXAMPLES: a, an, the

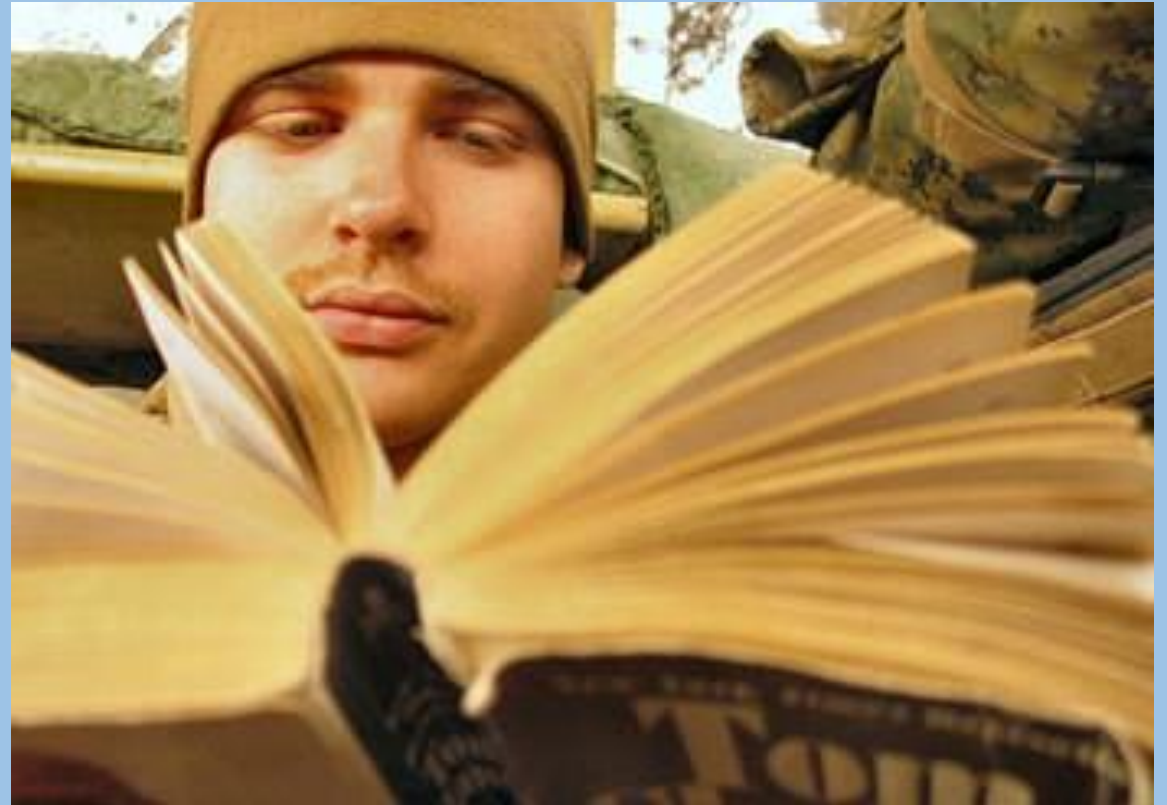
Types of sentence ...	... put simply
declarative	Ordinary sentences
exclamatory	Contains excitement or emotion
interrogative	Question
imperative	Command

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.

Directed study

Read
booklets
& watch
videos



Review



Two things you learnt today and one thing you wish you had learnt

