**Hatch End 7 Weeks September – October 2014**

English department

Manny Vazquez

**Focus**

Planning time was spent with three teachers, with co-teaching taking place with two of the teachers. The third teacher implemented strategies and reported back on their effectiveness on a weekly basis.

The teachers chose the schemes of work (SOWs) they wanted to develop with an emphasis on developing the language and literacy skills of the more advanced learners of English. The SOWs chosen were:

* (A) An Advertising / Media Unit
* (B) Frankenstein the play Unit
* (C) Persuasive writing Unit, based on Victorian London and Dickens

**Please note – all attachments start with the corresponding letter A, B or C for ease of reference**

**Themes**

Teacher A (Advertising / Media)

Teacher A wanted to focus on strategies to consolidate pupil knowledge of key terms and to develop the ability of pupils to articulate and use these terms in both speech and writing. She also wanted strategies to help develop the ability of her students to use the language of analysis, in relation to analysing company slogans and their effectiveness in marketing goods.

Teacher B (Frankenstein the play)

Teacher B’s focus was on helping her advanced learners use and explain quotations in their extended writing. She also wanted strategies to help students with the language of description also in extended writing.

Teacher C (Victorian London & Dickens)

Teacher C’s focus was on ways of introducing a topic where the cultural references may not be well known to EAL learners and how the teacher can build up the background knowledge needed by the students. The eventual written outcome was a persuasive piece of extended writing involving a letter to Scrooge arguing for the closure of Workhouses.

Impact

All three teachers tried out the strategies which were either directly modelled in a co-teaching situation or in the case of Teacher C, planned the week before.Teachers were then asked to try similar strategies in other lessons.

**Strategies implemented & teaching materials developed**

Teacher A - Advertising / Media Unit

The idea of active listening tasks was introduced and modelled over the first 3 lessons. The distinction was made between receptive and productive listening activities: in receptive ones the students just listen and do; in productive ones they listen, do and recycle the language verbally.

**Bingo (active listening, receptive)**

Procedure:

1. Students draw their own bingo card

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

2. Students populate their own card from a list offered by the teacher. If the bingo card has 6 words, then the students should choose from a list of 8 or 9 words.

3. Teacher reads out each definition twice. Each definition has a number. Students cross their word if they think they have it and also write the number in the box. This is important as the number helps the teacher check if the student has crossed out the correct word.

4. The first student to complete their card shouts ‘bingo!’.

5. Teacher checks the answers ‘what was number 1?’ etc

(Resources – see attached Powerpoint for 3 Bingo activities described below.)

Bingo 1

 Make a bingo card

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

Choose 6 from this list to make your bingo card

Product audience moving image Trial

company print platform e-media

Definitions

1. Product – this is the thing being advertised
2. Company – this is who makes the product
3. Audience – this is who the advert is aimed at
4. Print – these are newspapers, magazines and leaflets
5. Moving image – an example of this is an advert you might see on TV
6. E-media – an example of this you would find on Youtube
7. Trial – this is when a product is tested with a small group
8. Platform – this is how we group texts in the media

Bingo 2

 Make a bingo card

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

Choose 6 from this list to make your bingo card

Slogan profit moving image e-media

Mission statement brand image trial platform

Definitions

1. Slogan – a catch phrase used in advertising to draw attention to a company, brand or product
2. Profit – the extra money you get, by selling something for more than it cost to buy or make
3. Mission statement – this captures, in just a few sentences, what the company believes in and what it wants to achieve
4. Brand image – the way a company is perceived by their target audience
5. Moving image – an example of this is an advert you might see on TV
6. E-media – an example of this you would find on Youtube
7. Trial – this is when a product is tested with a small group
8. Platform – this is how we group texts in the media

Bingo 3

 Make a bingo card

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

Choose 6 from this list to make your bingo card

Slogan profit innovative femininity

Mission statement brand image trial unique

Definitions

1. Slogan – a catch phrase used in advertising to draw attention to a company, brand or product
2. Profit – the extra money you get, by selling something for more than it cost to buy or make
3. Mission statement – this captures, in just a few sentences, what the company believes in and what it wants to achieve
4. Brand image – the way a company is perceived by their target audience
5. Innovative – this is a new idea, or a new method, or a new product
6. Femininity – this has to do with the qualities traditionally associated with women
7. Trial – this is when a product is tested with a small group
8. Unique – this means it is the only one of its kind; unlike anything else

**Active listening, (productive)**

Procedure:

**Purpose / aims**

* Starter / consolidation activity to introduce or consolidate key terms.
* To encourage pupils to develop skills in verbalising definitions and listening for information.

**Procedure**

1. Teacher reads through list of terms used from the topic so they hear the terms.
2. Teacher reads out each sentence twice - pupils fill in the box next to each word with the number of the matching sentence.
3. Class check.
4. Do gap fill.
5. Class check.
6. Pupils turn answers over so they cannot see them. Teacher elicits sentence / definition e.g. “back row only, put your hand up if you can put ‘predator’ into a sentence”.

(See Active Listening attachment for 2 active listening activities.)

Students then did a follow-up Matching activity to consolidate their knowledge of the key vocabulary:

Match any of the phrases in the right hand column with the key words in the first column:

|  |  |
| --- | --- |
| **Key words** | **Phrases** |
| Genre | common characteristicstype of filmcommon ingredientssee both sidesform your own opinionmessages you should receive |
| Conventions |
| Preferred reading |
| Negotiated meaning |

Teacher A then moved on to look at how slogans can be analysed in terms of their effectiveness. The consultant introduced to the class the idea of the noun phrase (nominal group) through modelling some examples (see Powerpoint Nominal groups).

Students then worked in pairs, finding and highlighting the relevant words in front of the highlighted key noun in the following worksheet:

Analysing slogans

|  |  |
| --- | --- |
| **Company** | **Slogan** |
| De Beers Diamond Company | A Diamond is Forever |
| Nike | “Just Do It |



This deceptively-simple advertising **slogan** was launched by the De Beers Diamond Company in 1938 as the headline for what would become one of longest-running marketing **campaigns** of all time. Those four little words - a diamond is forever - suggest a sense of timeless **romance** and tie that romance to the diamonds that De Beers sells. The De Beers Diamond Company remains one of the largest diamond suppliers in the world, possibly because of this solid, sparkly **slogan**.

In 1988, a struggling sportswear **company** introduced this memorable **line** into its advertising and soon catapulted to the front of the pack. The company is called Nike. This quality **slogan** brims with attitude and captures the defiant and determined **mentality** that's required of successful sports **stars**. "Just Do It" is a bold **statement** that inspires athletes to work harder, a no-nonsense call to action that audiences instantly associate with Nike's products and accessories.

Students then compared their answers with the modelled example below:

Analysing slogans

|  |  |
| --- | --- |
| **Company** | **Slogan** |
| De Beers Diamond Company | A Diamond is Forever |
| Nike | “Just Do It |



This deceptively-simple advertising slogan was launched by the De Beers Diamond Company in 1938 as the headline for what would become one of longest-running marketing campaigns of all time. Those four little words - a diamond is forever - suggest a sense of timeless romance and tie that romance to the diamonds that De Beers sells. The De Beers Diamond Company remains one of the largest diamond suppliers in the world, possibly because of this solid, sparkly slogan.

In 1988, a struggling sportswear company introduced this memorable line into its advertising and soon catapulted to the front of the pack. The company is called Nike. This quality slogan brims with attitude and captures the defiant and determined mentality that's required of successful sports stars. "Just Do It" is a bold statement that inspires athletes to work harder, a no-nonsense call to action that audiences instantly associate with Nike's products and accessories.

The students were then given a consolidation activity (see attached Word doc advertising grid for student worksheet and modelled answer) where they were asked to match the vocabulary by ticking the boxes in the grid).

Teacher A was also concerned with helping one student who was newer to English than many of the advanced learners in the class. The consultant introduced the idea of using a simple model text and a substitution table to help this learner write a brief paragraph (see substitution table attachment).

Teacher B – Frankenstein the play Unit

Teacher B wanted a focus on helping her students use quotations in their extended writing. One area the consultant began modelling was around the idea of unpacking the task – in other words building in additional activities which would help the students with the language they needed for their written responses. The first activity modelled was a quotations sorting and matching exercise:

1. students in pairs are given quotes from at least 2 characters. They first sort these into which character said what.

2. students then match an explanation card to an appropriate quote.

3. Teacher takes whole class feedback with the discussion centred around why the character said that.

(see quotes match attachment).

As part of their homework, students had to write a letter describing the laboratory and the events which took place. As a way of helping students use the language of description, the consultant modelled an active listening exercise (see description of the laboratory attachment). The prodedure is:

1. students are given the active listening sheet with the key nouns which will be described, placed along the bottom of the sheet. Teacher quickly reads out the words.

2. First reading: teacher reads out the short text. Students number the words in bold in the order they hear them.

3. Second reading: teacher reads out the text again. Students now draw a circle around the words above as they hear the text and link them to the key nouns in bold below.

4. Students turn their sheets over and the teacher says “hands up if you can describe ‘windows’ etc.

Teacher B then moved on to quotations which were to do with the different emotions the monster expresses, as this was leading up to the end of unit written assessment where students have to consider how evil the monster is. Again the consultant modelled a way of unpacking the task by asking students to name and describe some emotions and then to match each emotion to a definition (see attachments Feelings powerpoint and word doc).

The final activity centred around support for the end of unit assessment. The assessment plan from the English department is attached. The title was:

**ASSESSMENT PLAN: To what extent do you think the monster is considered evil in Philip Pullman’s adaptation of Frankenstein?**

The consultant modelled an activity which helped the students organise their thinking and written responses. This was done in the first 15 minutes of the lesson with the rest of the time devoted to the actual assessment under test conditions. The consultant began by asking the class what they understood by the word ‘ evil’. He then introduced the idea of evil as being either a relative concept or an absolute concept: in other words, are there degrees of evil? The discussion was very successful and the students clearly enjoyed thinking about this challenging concept. The consultant then gave the students in pairs the following ranking activity as the lead in to the written assessment (see attachment for the complete resource)

**Rank the statements from most evil to least evil**

|  |
| --- |
| Monster: I will not hurt anyone. I am their friend. Friend of everyone… Not hurt anyone. Not kill, not hurt. Friend. (ACT 2 p.34) |

|  |
| --- |
| Monster: Pardon. Forgive me. Everywhere I go, they hate me. Am I not good? I look bad. But I am good, I want to help and love – I help you? (ACT 2 p.35) |

|  |
| --- |
| Monster: Evil? Evil – you want evil – then I shall be evil! I shall be terror and hatred and revenge – revenge! (ACT 2 p.37) |

Teacher C – Persuasive writing Unit based on Victorian London

**Note – all the work with Teacher C was only planning and did not involve any partnership teaching. The feedback from teacher C following all the activities she tried out was highly positive.**

Teacher C was initially interested in strategies to help her students understand the cultural references and general background to Victorian London. The consultant introduced the idea of ‘building the field’ and suggested an initial activity which would be highly visual. Both teachers selected a number of images from Google showing different aspects of life in Victorian London, such as the one below:



The consultant then suggested teacher C use a grid which asked the students to classify the images according to the following categories:

**Our research on Victorian England 9EZ**

|  |  |  |
| --- | --- | --- |
| **Area of research** | **Three things I can say about the picture** | **Three things I would like to find out about this area** |

(see attachment research grid).

The consultant then discussed with the teacher the importance of basing teaching input around a text – the text is where the academic language is and the job of the teacher is to find ways of explicitly making the students engage with the academic language. The consultant then produced an exemplar text and introduced the idea of an active listening task where students hear a text twice and on the second reading place ticks in the boxes to match up the words (see 3 attachment word docs life like for children).

The next part of the teaching sequence involved teacher C using a Powerpoint resource in the English department (see PP oliver workhouses). Again teacher C wanted to find ways of scaffolding the student engagement with what was a lot of information, particularly for students whose knowledge of Victorian London was highly limited.

The consultant discussed the idea of using a sequencing task and a ranking task prior to the students engaging with any part of the powerpoint. The students had already been introduced to the idea of the workhouse. The consultant suggested the teacher begin with a sequencing task (see attachment for complete activity):

**How were people admitted into the Workhouse?**

Sequence the statements into the right order

|  |
| --- |
| Children were usually required to have their hair cut. |

The teacher then used a ranking activity to help the students think about the conditions in the workhouse (see attachment for complete activity):

**What were conditions like in the Workhouse?**

Rank the following statements from most horrible to least horrible.

|  |
| --- |
| Breakfast was at 5.00am from March to September and at 7.00am the rest of the year. |

The final planning meeting involved a discussion around how best to prepare the students for the written assessment which involved persuasive writing. The consultant discussed the idea of modelling and deconstructing a similar text with the students where they see the schematic structure of the overall text and particular features around emotive language and modals are made explicit. As this written task was not due to be done for another 2 weeks, the consultant will get feedback on how this was done and how successful the students were when he returns in January 2015.

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