

Ensuring the attainment of more advanced learners of English as an additional language (EAL)

CPDM 3 Making sense of literacy targets: learning objectives and activities

Presenter's overview

Gap task: Presenter to prepare a list of areas for development identified in CPDM 2: Analysing writing on a flipchart or slide, organised into text, sentence and word level features. English departments might prefer to use the assessment focuses for writing.

Aims

- To use evidence from writing analysis to address gaps in attainment through systematic planning.
- To prioritise teaching and learning focuses to support the planning process.
- To apply this planning process to short-term schemes of work (SoWs).

Key messages

- Literacy skills must be taught explicitly and in the context of the curriculum.
- Teachers must plan systematically for literacy development across the curriculum and key stages:
 - a) Evidence gathered through writing analysis should be used to set literacy targets.
 - b) Literacy targets should be used to generate a series of learning objectives.
 - c) Appropriate teaching and learning activities should then be planned to support these learning objectives.

Overview of training modules

CPDM 1 Senior leader briefing: leading change for more advanced EAL learners	CPDM 2 Analysing writing: assessing the needs of more advanced learners
CPDM 3 Making sense of literacy targets: learning objectives and activities	CPDM 4 Talk as a tool for thinking: exploratory talk
CPDM 5 Bridging talk and text: formal talk	CPDM 6 Reading as a writer: exploring challenging texts
CPDM 7 Reading as a writer: understanding the writer's purpose	CPDM 8 Thinking and writing as a writer: the sequence for teaching writing
CPDM 9 EMA coordinators: developing a strategic approach	CPDM 10 Parents and community: supporting pupils' learning

Next steps for colleagues

- Make links with the English department to align literacy targets and support the target-setting process.
- Identify appropriate opportunities in SoWs to integrate literacy targets.
- Identify time in department meetings to develop and review literacy targets.
- Group teachers in coaching pairs or threes to plan for literacy targets to be written and implemented.

Notes

- Session notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered.
- The activities provided are intended as examples. Choose from and adapt as necessary to fit local priorities.

Resources and further reading

Search using the reference numbers listed below:

www.standards.dcsf.gov.uk/nationalstrategies

- *Assessing Pupils' Progress (APP) in English* (Ref: 0015-2006PCK-EN)
- *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009)
- *Literacy and Learning* (Ref: 0651-2004)
- Progression maps and Intervention online training modules (Type the following into the search bar within the standards site: Intervention Strategy Secondary - Progression maps and Intervention online training modules)
- *Study Plus – Handbook* (Ref: 00327-2007)

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CPDM 3 – Making sense of literacy targets

Overview		Total time: 80 minutes
Timing	Activity	Resources
<p>Gap task: Presenter to prepare a list of areas for development identified in CPDM 2: Analysing writing on a flipchart or slide, organised into text, sentence and word-level features. English departments might prefer to use the assessment focuses for writing.</p>		
5min	<p>Introduction/aims of the session</p> <p>Note: This session builds on the work done in CPDM 2: Analysing writing</p>	<p>Slide 1: Title slide</p> <p>Slide 2: Aims</p>
15min	Gap task – feedback	<p>Slide 3: Gap task – feedback</p> <p>Pre-prepared flipchart/slide – areas for development</p>
20min	Matching literacy targets	<p>Slide 4: Matching literacy targets</p> <p>Handout 1: Literacy targets</p>
30min	Generating learning objectives from literacy targets	<p>Slide 5: Generating learning objectives from literacy targets</p> <p>Slide 6: Literacy target: To improve the number and range of ideas in writing (1)</p> <p>Slide 7: Literacy target: To improve the number and range of ideas in writing (2)</p> <p>Slide 8: Planning for literacy progress</p> <p>Handout 2: Planning for literacy progress</p> <p>Resource 1: Planning for literacy progress form</p>
10 min	Plenary – next steps	Slide 9: Plenary: next steps

Equipment required: slide presentation, data projector, screen, laptop, flipchart.

CPDM 3 Making sense of literacy targets: learning objectives and activities

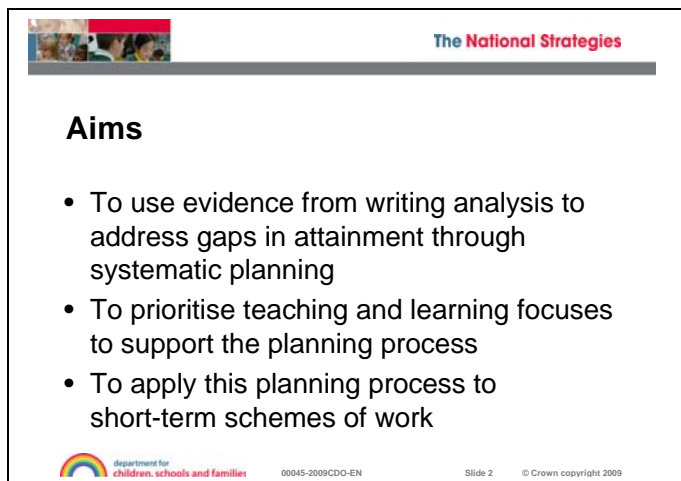
Presenter's notes

Audience: EMA coordinators, Literacy coordinators, Faculty/Subject leaders, SEN Coordinators, teachers.

Introduction (5 minutes)

Use slide 1 (title slide) to welcome colleagues and say that this session will allow colleagues to use the evidence they gathered following **CPDM2: Analysing writing** to systematically plan to improve pupils' writing across the curriculum.

Show slide 2 and share the aims for the session.



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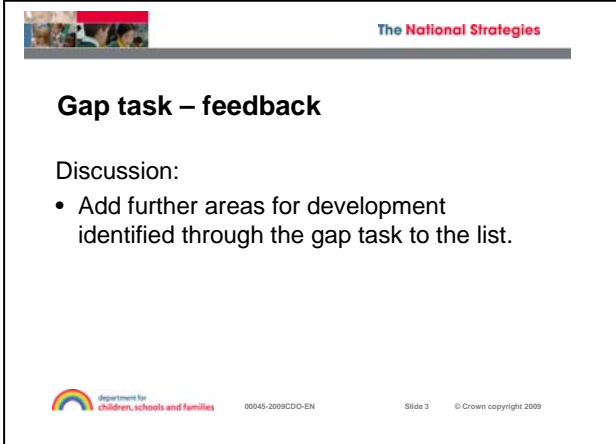
Aims

- To use evidence from writing analysis to address gaps in attainment through systematic planning
- To prioritise teaching and learning focuses to support the planning process
- To apply this planning process to short-term schemes of work

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Gap task feedback (15 minutes)

Show slide 3.



The slide features a header with a small image on the left and the text 'The National Strategies' on the right. Below the header, the title 'Gap task – feedback' is centered. Underneath, the word 'Discussion:' is followed by a single bullet point. At the bottom of the slide, there is a logo for the Department for Children, Schools and Families, the reference number '00045-2009CDO-EN', the text 'Slide 3', and the copyright notice '© Crown copyright 2009'.

Gap task – feedback

Discussion:

- Add further areas for development identified through the gap task to the list.

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Draw attention to the pre-prepared flipchart/slide listing areas for development identified in the writing of more advanced EAL learners in CPDM 2. Ask colleagues to suggest additional aspects that may need to be added to the existing list as a result of the writing analysis which was done as a gap task.

Remind colleagues that text and certain sentence-level features will have a greater impact on the quality of pupils' writing than word-level features. Show or mention the examples of writing analysis modelled in the previous session if necessary.

Remind colleagues that in order to plan for these areas for development to be addressed, they will need to be linked to medium-term plans. To do this, it is helpful if the areas for development are translated into literacy targets.

Matching literacy targets (20 minutes)

Show slide 4.



The slide features a header with a small image on the left and the text 'The National Strategies' on the right. Below the header, the title 'Matching literacy targets' is centered. Underneath, the word 'Activity:' is followed by a short instruction and a two-step numbered list. At the bottom of the slide, there is a logo for the Department for Children, Schools and Families, the reference number '00045-2009CDO-EN', the text 'Slide 4', and the copyright notice '© Crown copyright 2009'.

Matching literacy targets

Activity:

Consider the literacy targets in **handout 1**.

1. Identify those that match the areas for development identified from pupils' writing.
2. Prioritise three or four that will make the most difference to pupils' writing.

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Ask colleagues to locate **handout 1** and to work in pairs or small groups to discuss which literacy targets match the areas for development identified through the analysis of pupils' writing. They should then prioritise three or four which they feel will make the most difference to the improvement of pupils' writing. Tell them that for the purpose of this activity, they should only look at the first two columns, namely the *Area for development* and the linked *Literacy target*. Allow 20 minutes for this activity.

Generating learning objectives from literacy targets (30 minutes)

Show slide 5.

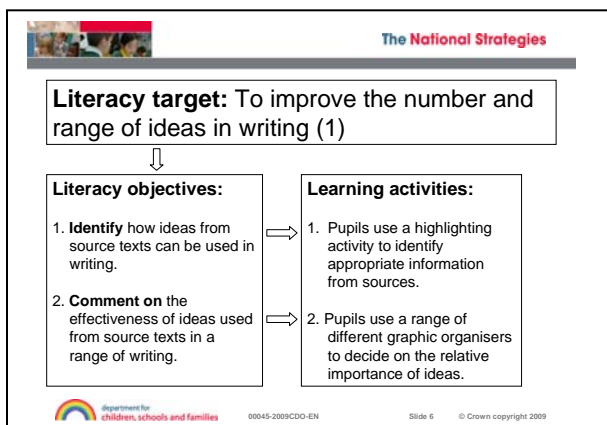


Ask colleagues to locate **resource 1**. Tell them that you will now model how literacy targets can be broken down into learning objectives and learning activities.

Explain that a literacy target is used, just as a curricular target would be, to address a cluster of skills which pupils are not secure in using in their writing. This generates a series of literacy learning objectives as steps which act as milestones in the pupils' learning.

Only once learning objectives have been developed from the literacy target, should we consider the 'how' of the learning activities. Tell colleagues that you will now look at how this might be exemplified.

Show slide 6.



Now show **slide 7** which gives another example.

The slide is titled 'The National Strategies' and features a header with a small image of children. The main content is a box containing the following text:

Literacy target: To improve the number and range of ideas in writing (2)

↓

Literacy objectives:	Learning activities:
3. Use a range of ideas from sources in paired or shared writing .	3. Teacher models how to select appropriate information from sources.
4. Use a range of ideas from source texts independently in writing.	4. Pupils use paired writing to select appropriate materials (independently of the teacher).

At the bottom of the slide, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, 'Slide 7', and the copyright notice '© Crown copyright 2009'.

Ask colleagues to locate **handout 2**. Make the point that literacy targets will be addressed across a sequence of lessons and be delivered through the subject content. Each literacy target is the starting point for generating learning objectives linked to that particular literacy target. These learning objectives can stand alongside or be integrated with the subject objectives. Highlight the fact that the step progression for learning in literacy objectives will normally be:

- identify the feature
- understand how it is used (by commenting on it)
- be able to use it, with support, in different contexts (for example, in paired or shared writing)
- use it independently.

Emphasise the fact that these learning objectives must match the content of the subject unit of work and should not be taught independently of the topic being covered.

The next stage in this process is to identify teaching and learning activities that support the learning objectives. The types of teaching and learning activities you choose to use may depend on departmental or whole-school priorities, for example, developing talk or improving reading.

Show **slide 8**.

The slide is titled 'The National Strategies' and features a header with a small image of children. The main content is a box containing the following text:

Planning for literacy progress

Activity:
Choose one of the literacy targets identified on **handout 1** then:

- identify a scheme of learning where the content would suit the incorporation of that particular target
- consider 'where' and 'how' the learning objectives could be included within the scheme of learning
- review the suggested learning activities and adapt as appropriate.

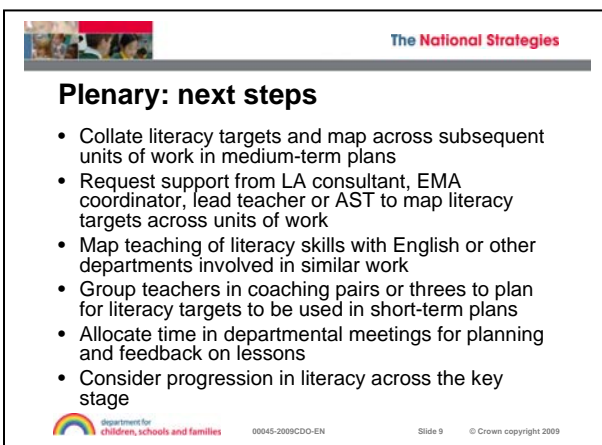
At the bottom of the slide, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, 'Slide 8', and the copyright notice '© Crown copyright 2009'.

Ask colleagues to locate **handout 1**. If working with a single department, it may be useful to suggest that each group focuses on a different literacy target. Ask colleagues to identify a scheme of learning where the content would suit the incorporation of that particular target. Once they have done this they should consider ‘where’ and ‘how’ the learning objectives might be included within the scheme of learning; and adapt suggested learning activities as appropriate. Allow 20 minutes for this activity.

Plenary: next steps (10 minutes)

Show slide 9.

Ask colleagues to consider the range of next steps on **slide 9**.



The National Strategies

Plenary: next steps

- Collate literacy targets and map across subsequent units of work in medium-term plans
- Request support from LA consultant, EMA coordinator, lead teacher or AST to map literacy targets across units of work
- Map teaching of literacy skills with English or other departments involved in similar work
- Group teachers in coaching pairs or threes to plan for literacy targets to be used in short-term plans
- Allocate time in departmental meetings for planning and feedback on lessons
- Consider progression in literacy across the key stage

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Suggest that they may want to pursue some or all of these in order to develop systematic planning and implementation of literacy progress in their subject area. Allow colleagues 10 minutes to reflect on the implications of the previous activity and discuss how they will take this forward. This discussion should be led by the faculty/subject leader. Also remind colleagues of *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN) for additional materials, case studies and video footage.

Literacy targets, objectives and activities

Handout 1

Texts appropriate to task, audience and purpose (AF2)				
Area for development	Literacy target	Key focus points for learning	Learning objectives	Learning activities
To produce texts which are appropriate to task, audience and purpose	To use register appropriate for the task, audience and purpose	<p>Formality and informality</p> <p>Nominalisation (changing a verb or adjective into a noun, e.g. refusal from refuse, intensity from intense, investigation from investigate)</p> <p>Passive voice to convey authority and detachment, e.g. 'The thermometer was removed from the beaker' instead of 'I removed the thermometer from the beaker'.</p> <p>Collocation (words or terms which co-occur, e.g. high probability, good chance, perform operation, engage in battle)</p> <p>Modal verbs (these show doubt, certainty, possibility, probability, obligation or permission, e.g. can, could, shall, should, will, would, ought to, may, might, must)</p>	<p>Identify the audience and purpose of a range of texts</p> <p>Comment on the language which makes the text appropriate to the audience and purpose</p> <p>Use language appropriate to audience and purpose in paired or shared writing</p> <p>Use language appropriate to audience and purpose independently in writing</p>	<p>Pupils explore four texts about the same topic, e.g. a newspaper article, an encyclopaedia extract, a blog and a children's book to identify the audience</p> <p>Pupils use same texts to identify language features appropriate to the audience</p> <p>Pupils listen for appropriate and inappropriate features of a text modelled by the teacher</p> <p>Pupils use the same content to write for different audiences or in a range of different genres</p>

Organise and present whole texts effectively (AF3)				
Area for development	Literacy target	Key focus points for learning	Learning objectives	Learning activities
<p>Organise and present whole texts effectively:</p> <p>Planning writing</p>	<p>1. To improve the number and range of ideas in writing</p>	<p>Extracting relevant information from texts</p> <p>Inferring and deducing appropriately from source texts</p> <p>Referencing sources in writing, e.g. use of quotation marks, etc.</p>	<p>Identify how ideas from source texts can be used in writing. Comment on the effectiveness of ideas used from source texts in a range of writing</p> <p>Use a range of ideas from sources in paired or shared writing</p> <p>Use a range of ideas from source texts independently in writing</p>	<p>Pupils use highlighting activity to identify appropriate information from sources</p> <p>Pupils use a range of different graphic organisers, e.g. hierarchy sorting activity/washing line/table of relevance to decide on the relative importance of ideas</p> <p>Teacher models selection of appropriate information from sources</p> <p>Pupils use paired writing to select appropriate materials (independently of the teacher)</p>

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	<p>2. To develop the main ideas in writing by using evidence and explanation</p>	<p>Using evidence from source text like statistics, opinions, research findings or quotations</p> <p>Explaining why evidence backs up main ideas, what the link is between the main idea and the evidence and why it's appropriate or not appropriate</p>	<p>Identify and comment on how writers back up main ideas with evidence and explanation</p> <p>Use evidence and explanation in writing in paired or shared writing</p> <p>Use evidence and explanation in independent writing</p>	<p>Pupils use highlighting activity to identify main ideas or points (P), the evidence (E) and explanations (E)</p> <p>Pupils use introductory phrases such as 'this shows that', 'for this reason', 'this is due to' provided by the teacher to structure writing</p>
	<p>3. To organise ideas effectively when planning writing</p>	<p>Organising by chronology, by theme, by cause and effect, comparison, contrast, priority</p>	<p>Identify how ideas are organised logically in writing</p> <p>Comment on the way ideas are organised in a range of writing</p> <p>Organise ideas in appropriate ways in paired or shared writing</p> <p>Organise ideas appropriately in independent writing</p>	<p>Pupils use a range of different graphic organisers to show sequence, priority, etc.</p> <p>Pupils sequence a range of ideas on cards for particular purposes</p> <p>Pupils grade two pieces of writing with a particular focus on the effective organisation of ideas</p> <p>Pupils use card sort activity to organise main and subsidiary ideas</p>

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<p>Organise and present whole texts effectively:</p> <p>Paragraph structure</p>	<p>1. To use opening and closing paragraphs effectively in writing</p>	<p>Opening paragraphs signpost the writer's intention</p> <p>Closing paragraphs summarise the main ideas and evidence, address the title and link back to the opening paragraph</p>	<p>Identify and comment on how opening and closing paragraphs are used in non-fiction texts</p> <p>Use opening and closing paragraphs effectively in paired or shared writing</p> <p>Use opening and closing paragraphs effectively in independent writing</p>	<p>Pupils consider a range of opening paragraphs to identify and comment on the writer's intention, i.e. 'What is this text going to be about?' and the techniques used to make this explicit</p> <p>Teacher models an example of an opening and closing paragraph before pupils attempt their own</p>
	<p>2. To use topic sentences to introduce the main ideas in a paragraph</p>	<p>Topic sentences signpost the main idea for a paragraph</p> <p>Topic sentences are usually, though not always, the first sentence in a paragraph</p> <p>Topic sentences could be written in the form of a rhetorical question</p> <p>Complex or short sentences create impact when used as topic sentences, but should be appropriate to the text type</p>	<p>Identify topic sentences in paragraphs</p> <p>Comment on the purpose and impact of topic sentences</p> <p>Use topic sentences effectively in paired or shared writing</p> <p>Use topic sentences effectively in independent writing</p>	<p>Pupils highlight topic sentence in a range of paragraphs</p> <p>Pupils use skim reading to identify the overall idea of the writing</p> <p>Pupils choose the most effective of two topic sentences provided by the teacher for a range of paragraphs</p> <p>Pupils improve poorly constructed topic sentences or create more effective topic sentences for a range of paragraphs</p>

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	<p>3. To link paragraphs effectively in writing</p>	<p>Using connectives and connecting phrases like next, following on from, as stated previously, subsequently, etc.</p> <p>Certain connectives and connecting phrases will be used with particular text types, e.g. first, next, finally usually appear in instructional writing, whereas the implication of, or as stated previously, are more common to explanation texts</p>	<p>Identify how topic sentences link to previous paragraphs or final sentences link to the next paragraph</p> <p>Comment on the different ways writers link paragraphs together</p> <p>Use a range of different linking devices in paired or shared writing</p> <p>Use a range of different linking devices independently in writing</p>	<p>Pupils sort a number of paragraphs into a sequence, identifying the link words or phrases which indicate the order</p> <p>Pupils compare a range of linking devices used in two different text types</p> <p>Pupils are given four paragraphs and are required to create effective linking sentences</p>
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Vary sentences for clarity, purpose and effect (AF5)				
Area for development	Literacy target	Key focus points for learning	Learning objectives	Learning activities
Vary sentences for clarity, purpose and effect	1. To vary the sentence type to suit the audience and purpose and to add effect	<p>Effective writing will often contain a variety of sentence types, that is, simple, compound and complex sentences:</p> <p>Simple sentences have only one clause, e.g. 'I made a cup of tea'.</p> <p>Compound sentences contain two or more main clauses and are linked by a connective such as or, but, nor, for, so, yet or and, e.g. 'I made a cup of tea and I sat down'. Neither clause depends on the other and either could stand alone.</p> <p>Complex sentences contain one main clause and one or more dependent clause linked by a connective such as after, although, because, as, when, where, until... In a complex sentence one idea is more important than the other. Shifting the position of the dependent clause gives a different emphasis: e.g. 'Because I was thirsty, I made a cup of tea'.</p>	<p>Identify different sentence types</p> <p>Comment on the use of a variety of sentence types</p> <p>Vary sentence types, as appropriate, in paired or shared writing</p>	<p>Pupils categorise different sentence types and identify their features</p> <p>Pupils change the tone or emphasis of sentences by varying the sentence type</p> <p>Pupils match the purpose of a sentence to the most appropriate sentence type</p> <p>Pupils create compound or complex sentences from simple sentences for different purposes</p> <p>Washing line activity, i.e. pupils line up holding cards that contain sentence clauses or phrases. Pupils are then directed by the rest of the class to change position thereby changing the word order within the sentence for purpose and effect. A range of connectives can be added</p>

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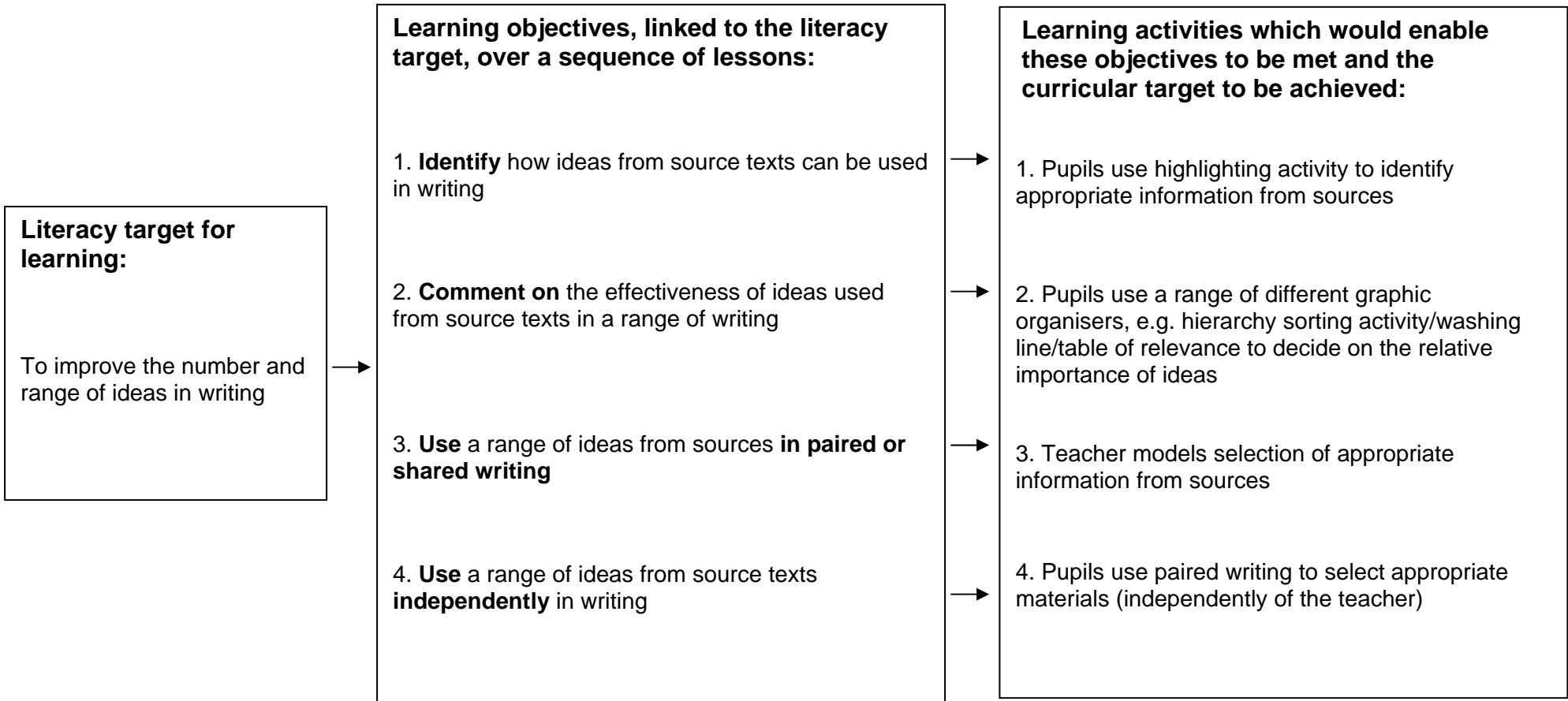
		<p>Modal verbs (these show doubt, certainty, possibility, probability, obligation or permission, e.g. can, could, shall, should, will, would, ought to, may, might, must) should be appropriate for audience and purpose</p> <p>Sentence length should be appropriate to text type</p> <p>Short sentences can be used for impact</p>	<p>Use a variety of sentence types effectively independently in writing</p>	<p>Teacher modelling of most appropriate sentence types for audience, purpose and to add effect</p>
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	<p>2. To use connectives to link ideas within and between sentences</p>		<p>Identify and comment on the way in which connectives link ideas</p> <p>Use a wider range of connectives in paired and shared writing</p> <p>Use a wider range of connectives in independent writing</p>	<p>Underline connectives that serve particular purposes both within sentences and paragraphs</p> <p>Peer assessment activity</p> <p>John went to market and bought an apple... activity</p> <p>Teacher provides simple sentence (e.g. John was a bad king); the teacher then shows a different connective (e.g. furthermore) and pupils have to create a subsequent clause which is factual and can be expressed using that particular connective (e.g. he was a disloyal brother)</p>
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Planning for literacy progress – exemplification

Handout 2



Planning for literacy progress – format

Resource 1

