



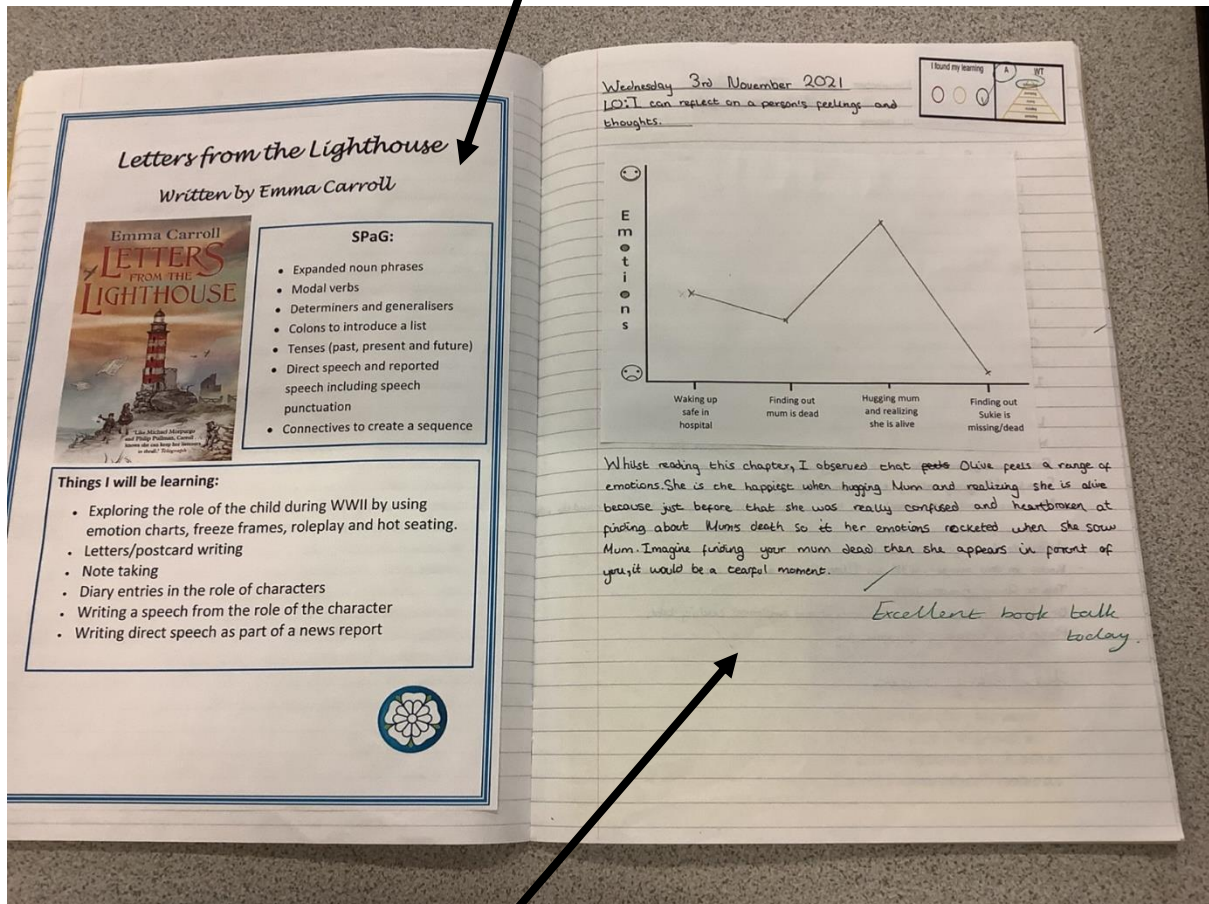
Carlinghow Academy

'Bringing the text to life'

**English Teaching
Approaches
2021/2022**

Evidence of teaching approaches in writing books

Each book begins with a cover page introducing the new English text for the half term. This will also include the SPaG being taught over the half term as well as the different text types they will writing.



Emotion Graphs

An emotional graph is a visual representation of a character or characters' emotional flow throughout a story. A feelings/emotions graph can help a child expand their emotional vocabulary and allow them to explore the journey a story should take to keep the reader gripped.

Evidence of emotion charts can be seen in books like the one above and should be up on the working wall for the class to revisit.

Differentiating this task

You may give children the key points of the chapter or the story along the x axis whereas you may challenge your capable writers by asking them to list the key points of the story themselves.

Most of the class may fill out the emotion graph and take part in a class discussion whereas capable writers may then write a paragraph explaining the emotion graphs and their observations.

Planning/Note taking

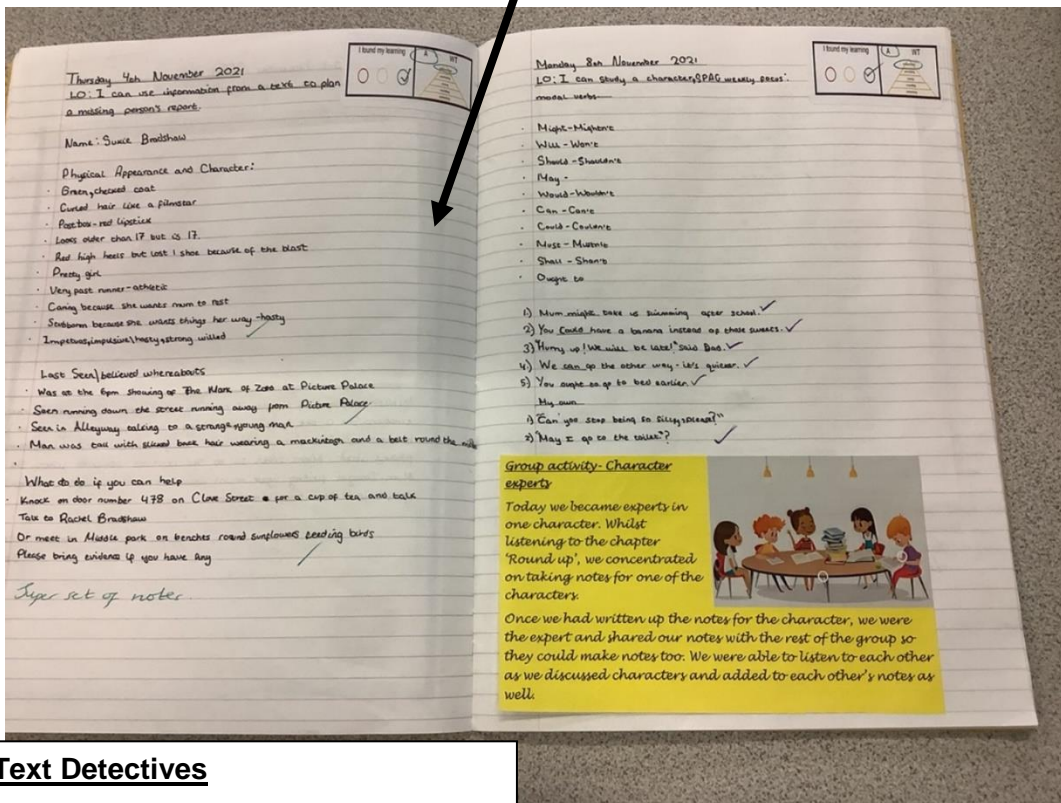
Prior to completing a long piece of writing, children should be encouraged to plan or take notes appropriately. A lesson/series of sessions should be dedicated to teaching 'how to plan for the text type' or teaching how to take notes.

As shown below, children were making notes on a character. In order to do this, children were taught to revisit a text with coloured felt tips/highlighters to pick out the information they needed. Lesson input involved how to write notes using bullet points and subheadings.

Differentiating this task

Most children may be given subheadings for their notes in order to guide them with this and more confident pupils would be asked to organise their notes under their own subheadings.

Planning frames may be differentiated with the amount of scaffolding given.



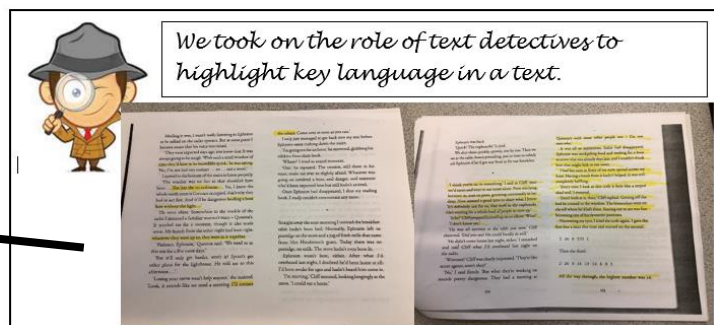
Text Detectives

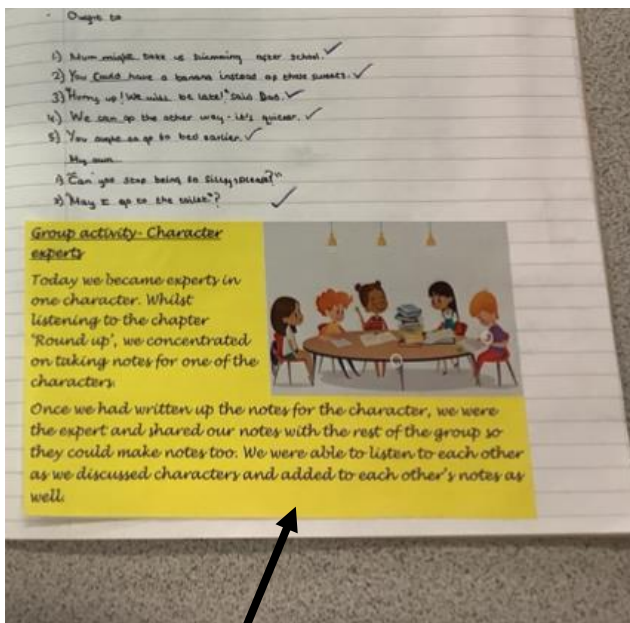
Ask children to become 'text detectives'. Give children an extract and ask them to hunt for key vocabulary, main points etc. Alternatively, give children a WAGOLL and ask them to look for key features of a text type.

Differentiating this task

Children can work in mixed ability pairs to highlight their text.

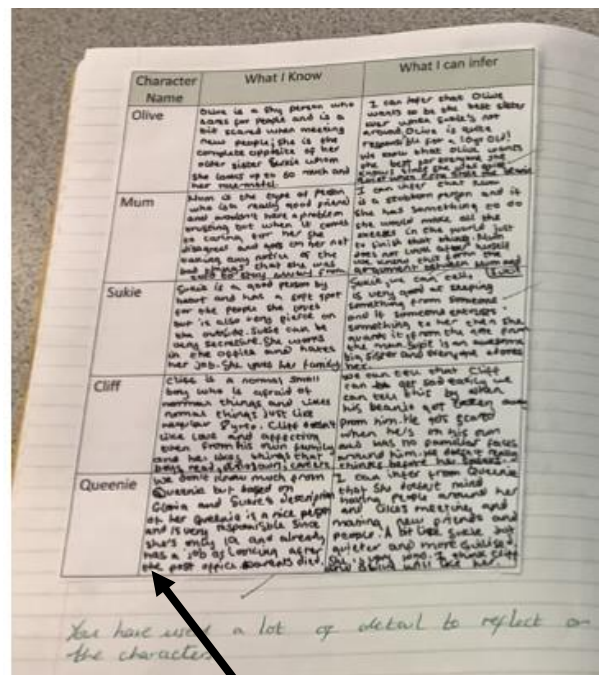
A group may work with an adult to highlight the text together.





Character experts

Let each person on a table group become an 'expert' on a character. Give them the text in order to revisit and find information for their character. They must make detailed notes for their character and know everything about them in order to share this with others in their group later on.



Character experts

The character experts now summarises their findings with the rest of the table. This encourages the expert to think about his/her use of language and creates groups of active listeners. The listeners must take notes whilst listening to the character experts.

Differentiating this task

Some children may work as part of a group to become experts on a character. TA/Teacher may work with this group to model finding information and taking notes so that the whole group has some information for a character. Teacher/TA may decide to allocate a speaking part to each child so that when they return to their group, each child has something to share about their character.

Ask able children to become experts in all characters in the same amount of time. Then when they return to their group, they have to listen to the experts share information and then add in any information that the experts may have missed.



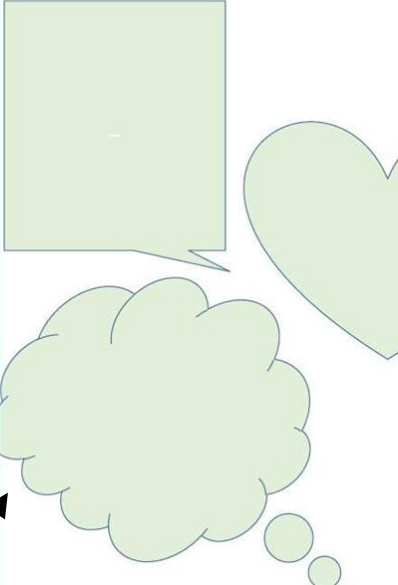
GROUP TASK

Look at the sheet in the middle of your table.

As a table group, choose a character (either Olive, or Cliff) and write notes about their thoughts and feelings about begin evacuated/having their children evacuated to Budmouth Point.

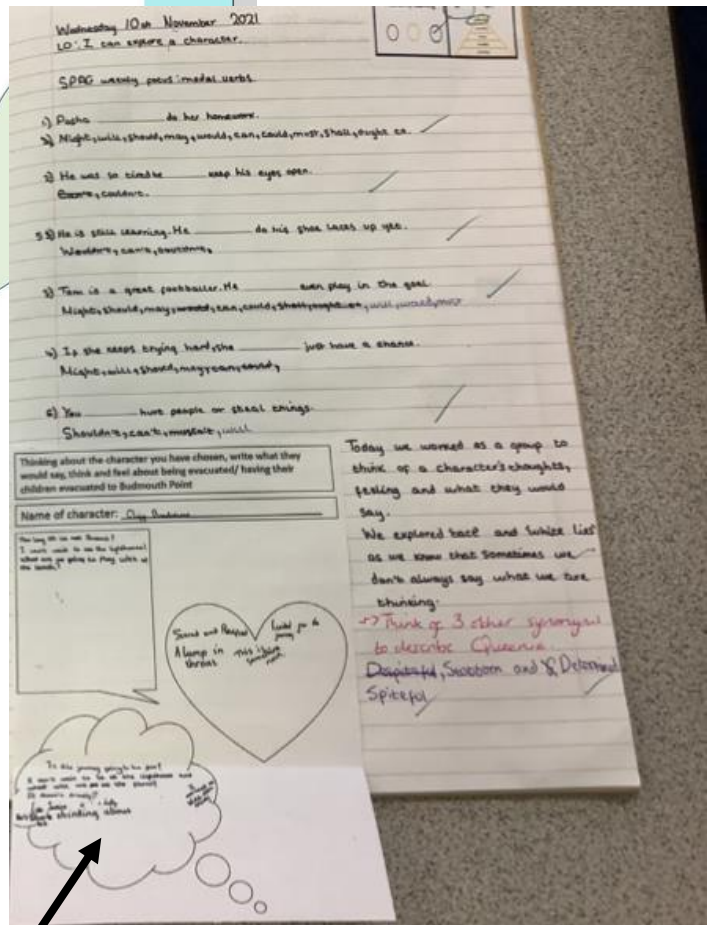
Thinking about the character you have chosen, write what they would say, think and feel about being evacuated/ having their children evacuated to Budmouth Point

Name of character: _____



Exploring speech, thoughts and feelings of characters

Taking the role of a particular character enables young writers to see events from a different view point and involves them writing in a different voice. In role, children can often access feelings and language that are not available to them when they write as themselves.



Children may complete tasks like this as a group on large sheets of paper. Evidence in books may be photographs of work/children working as a group.

As shown above, you could also just photocopy a smaller version of the task the group completed on the a3 sheet together.

Differentiating this task

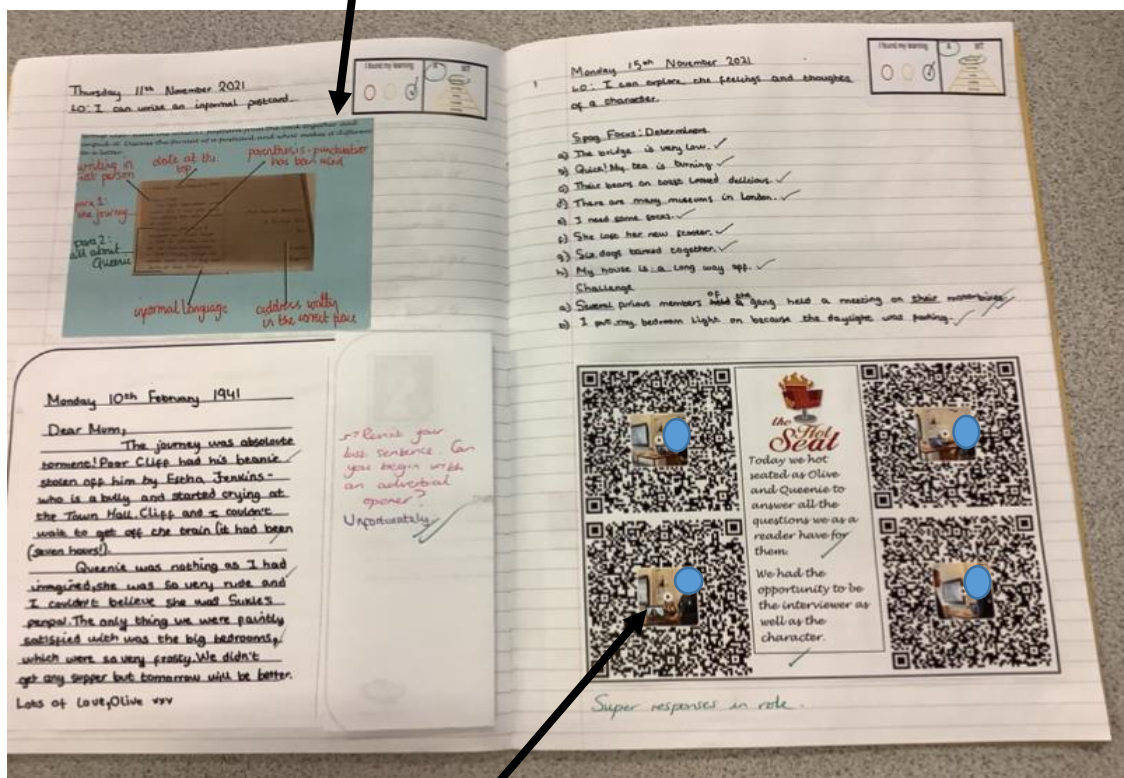
Allow children to complete tasks like these as a group. Allow them to discuss what they believe the character may say, think and feel. Elicit discussions by putting sentence starters/sentence stems on the board for pupils in order to broaden vocabulary and to promote oracy.

Children should be in mixed ability groups in order to scaffold discussions for pupils who need additional support. Teachers and TA's to move around tables and scaffold discussions appropriately.

WAGOLL

Before children completing a long write, introduce pupils to a WAGOLL for the text type they are exploring. Children should be part of conversations around what makes this piece of writing 'a good one' and ask questions such as 'what do we like about it?'.

This may be done on the interactive SMART and a snapshot of this glued into books (as shown below) or take photograph of the working walls which can then be in books. Having this in books is a constant reminder to pupils of what they need to achieve.



Hotseating

Hot Seating is a strategy in which a character or characters, played by the teacher or a student, are interviewed by the rest of the group. This activity invites students to recount a specific event, explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea. This is an exercise to deepen understanding of character. Before the hot-seating, they need to discuss what it is they want to know and identify questions they want answering. If children have no experience of hot-seating, the teachers may initially need to take the role.

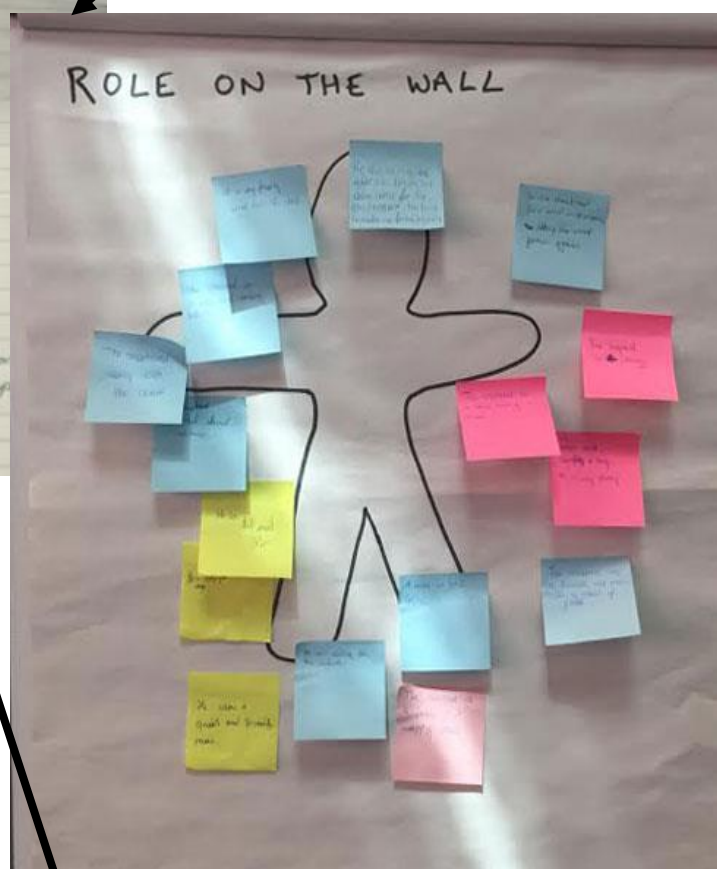
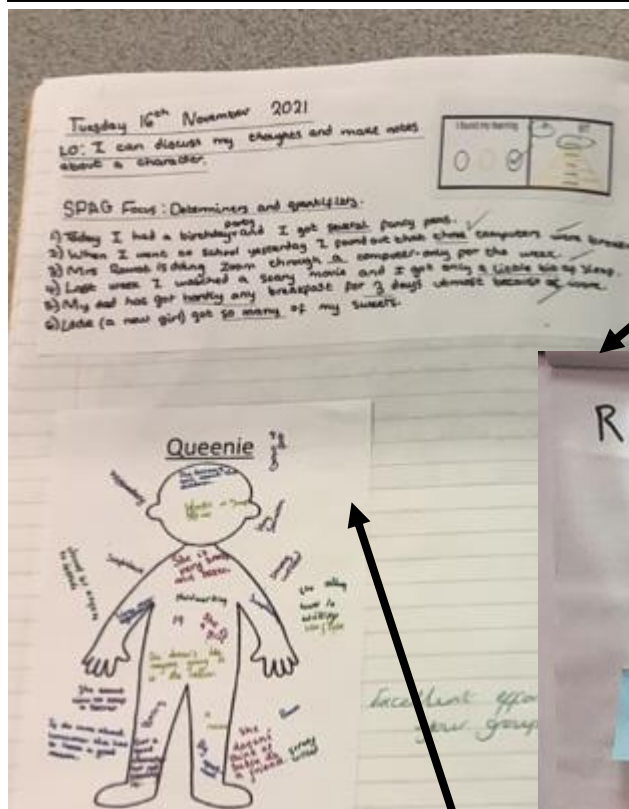
You may record responses and put these on Seesaw. Books may just have print out of the QR code which would lead anyone looking for evidence of the lesson to the correct place.

Differentiating this task

This activity in itself is differentiated as the rest of the class can learn from the answers of the students who take on the hot-seat. Also, it allows pupils not in the hot-seat to think up questions to ask. This means everyone can access the task at their own level.

Role on the wall

Role on the Wall is a strategy that invites students to infer meaning about a character and to visually map the relationship between characteristics (emotions) and actions (behaviors) onto a simple outline of a human figure.



Differentiating this task

For less confident learners, generate feelings first, then use those to come up with the outer actions of a character.

More confident students to use textual references to support their answers.

Have groups work in small groups or individually on their own role on the wall character map.

Using a full body outline, map specific attributes of the character into specific areas of the body (i.e., Hands: What does the character want to do?; Feet: Where does the character want to go?; Heart: How is the character feeling?; Head: What is the character thinking?)

Children may complete one by themselves on their own body outline.

You may decide to do this as a group and have the group contribute to their role on the wall (as seen in his picture). The a3 sheet was then shrunk down as evidence for books and the a3 versions are on our working walls.

Less confident children may work as a group using post it notes as seen above.

Shared writing

Shared writing is one of the most important ways a teacher can show children how writing works and what it's like to be a writer.

Acting as scribe, the teacher works with a small or large group of children to create a text together, enabling them to concentrate on their ideas and composition. Teacher and children work as active partners, talking together to share ideas and while the teacher guides the children through all the decisions that writers need to make and helps them shape their thoughts on paper.

Shared writing gives children a model for their own independent writing and can introduce them to unfamiliar genre or style of writing. Children can then present their written work in a range of literary outcomes such as a poster, big book or poem for everyone to enjoy.

Diary needs a capital letter as here we are using it as a proper noun.

Class shared write

Use of paragraphs to split up our ideas.

Dear **D**airy,

I know it's been a while since I last wrote in you. It has been extremely busy here with the post office work and now having the evacuees here with me. I've just taken on two evacuees from London and now having another one **isn't** easy. This **is** Esther girl is a tough one but it can't be easy being in a different **country** without your family. Someone's got to be nice and caring towards her. **It's** hard having children around **the house**; I just **can't** have her looking at my secret paperwork.

Ofcourse the work I do in the cellar is of utmost importance. It just these evacuees who **by the way** are starting to snoop around. I caught the papers in the cellar. **What would happen if she figured out my plan** a bright girl and she did a great job with the paper round but I don't **anyway**. I have to make sure she is away from the cellar and the only way was to send her packing off to Ephraim. He can cope with the two evacuees deal with Esther.

Unexpectedly, Olive keeps asking about her older sister Sukie. She even all about her and where has gone. How am I supposed to know where she even know the girl. Yet, she just keeps on trying to get some information wonder if Gloria mentioned something to her. **I must ask her next time telegram**

All these responsibilities have me completely exhausted at the moment me for not taking the time out to write in you? This war is making me quickly and I just wish I could be a child again. I do miss Mum and Dad were here now so I could just let them deal with everything.

Anyway Dairy, I am tired now.

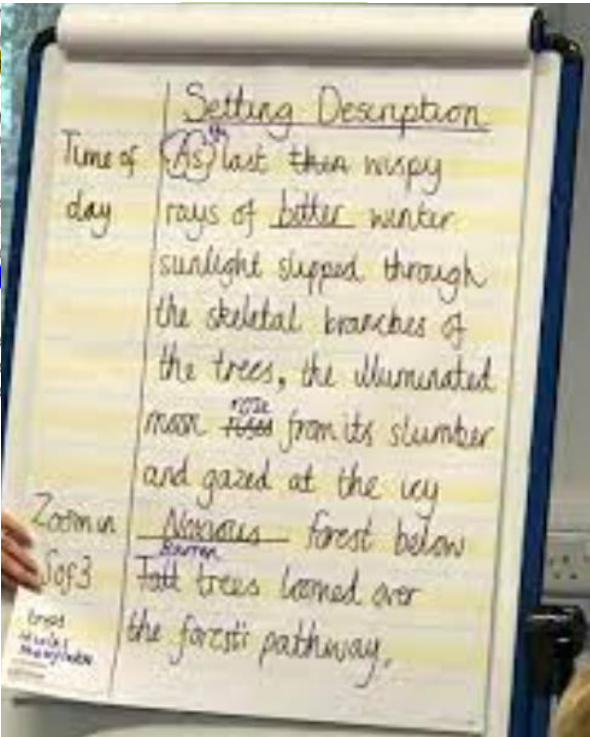
Goodnight.

Use of semi colon to replace the conjunction 'because'.

Informal language used. Using apostrophe's for contractions to shorten words: is not = isn't

Adverbial opener

Informal way to finish the diary.



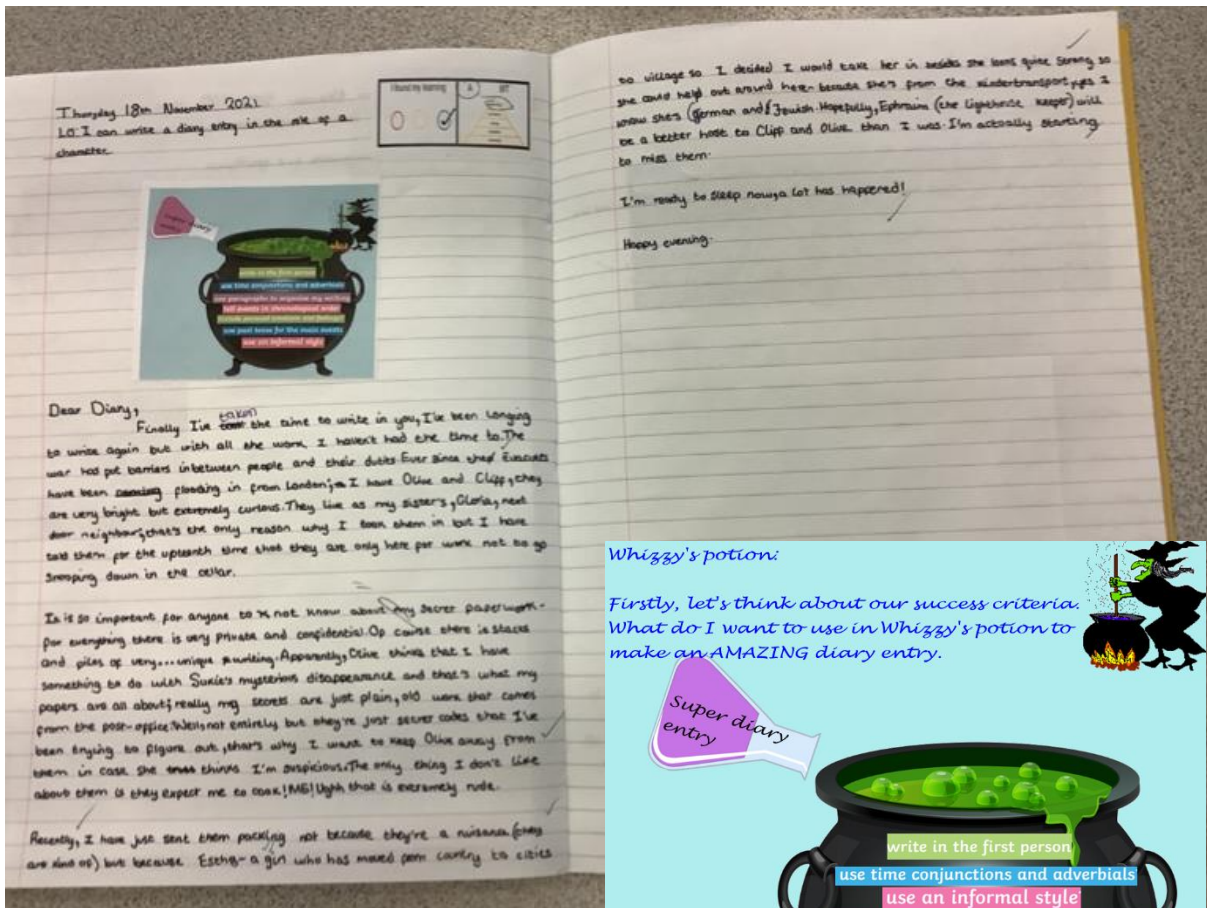
As shown above, teacher modelled writing this diary entry on the board. As soon as something was written which related to Whizzy's potion/success criteria, the teacher highlighted this in different colours for pupils to see. This was completed on the interactive whiteboard so a print out of this went into books.

If completing this activity on flipchart paper, take a photograph of the shared writes for pupil's book ready for their independent writing session.

Whizzy's potion/success criteria

The success criteria to be shared as part of Whizzy's potion- what makes an amazing piece of writing (referring to the text type children are looking at). This may be a 3d task as you may have physical potion bottles for children to place near Whizzy's potion on the learning wall.

Children to refer back to this and Teacher to keep referring back to it during shared writing as well as whilst children are writing independently.



Allow children to be part of the discussions about choosing the appropriate success criteria.

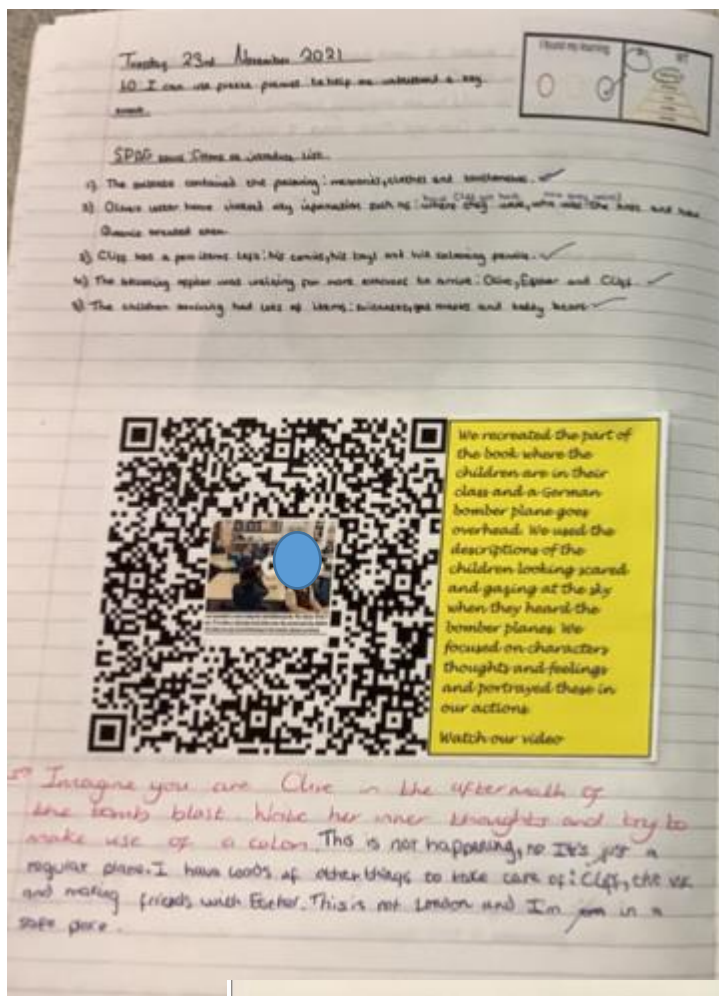
This should be done on interactive SMART or physically using 3d bottles.

Children should be encouraged to self-assess against Whizzy's potion.

Differentiating this task

The statements on Whizzy's potion may differ by ability level.

More confident writers to write their own success criteria.



Freezeframes and roleplay

Freeze-frames are still images or tableaux. They can be used to enable groups of children to examine a key event or situation from a story and decide in detail how it could be represented. When presenting the freeze-frame, one of the group could act as a commentator to talk through what is happening in their version of the scene, or individual characters can be asked to speak their thoughts out loud.

This technique is often used in conjunction with freeze-frame. Individuals are invited to voice their thoughts or feelings aloud using just a few words. This can be done by tapping each person on the shoulder or holding a cardboard 'thought-bubble' above their head. Alternatively, thought tracking can involve other members of the class speaking a chosen character's thoughts aloud for them.



Differentiating this task

Children in mixed ability groups for role play level.

Choosing less confident children as part of thought tracking device in order to give the more obvious answers.

Teaching approaches

The Power of Reading website lists a variety of teaching approaches and details how to carry these out in your classes.

This can be found here:

<https://clpe.org.uk/teaching-resources/teaching-approaches>



Teaching Approaches

Explore tried and tested teaching approaches to promote engagement and attainment in your primary school. Browse a range of approaches, including developing the classroom literacy environment, reading journals, role play and drama to enhance teaching and learning in your literacy curriculum.



Gallery Walk - Teaching Approach

[VIEW APPROACH](#)



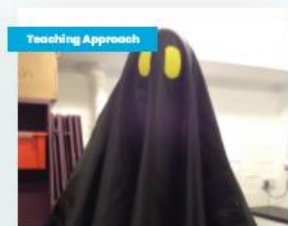
Comparison Charts and Double Bubble - Teaching Approach

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Conscience Alley - Teaching Approach

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Hot-seating - Teaching Approach

[VIEW APPROACH](#)



Engaging in Art and Illustration - Teaching Approach

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Responding to Illustration - Teaching Approach

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Freeze Framing and Thought Tracking - Teaching Approach

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Editing and Redrafting Poetry - Teaching Approach

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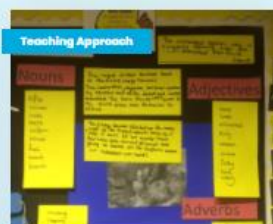
Responding to Poetry - Teaching Approach

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Developing Poetry in the Classroom - Teaching Approach

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Looking at Language - Teaching Approach

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Working with Poets - Teaching Approach

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