Talking Teaching & Learning

Welcome! Thank you for joining us for the latest edition of 'Talking Teaching and Learning.'

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Teaching and Learning Briefings, Half Term 1

Explicitly teaching command words (Claire Bourne)

Give students the confidence to attempt every exam question by making it a habit to break each question down. Use of the visualiser helps to model this to students.

BUG the question
Box the command word
Underline the geography
Glance back at the question as you write your answer

Thank you to Claire for the idea

SEARCH FOR CLUES
TITLE
SECTION HEADING
ANOTHER HEADING

Skimming and scanning (Chris Lindon)

Explicitly teaching these reading techniques supports students in selecting key information from a text.

*Skimming:* Students look over a text quickly to select key features

Scanning: Students search a text for specific information.

Encouraging students to read subject – specific texts (Rachael Bird)

How can we raise the profile of reading subject specific texts?

1. Display a subject specific poster in your classroom.

2. You could direct students to the library to use subject specific texts for home learning also.

3. You could order a project box from School Library Service.
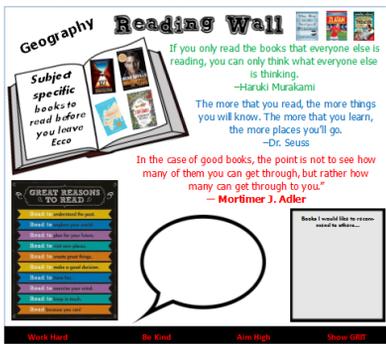
Inference and Prediction (Ian Henderson)

The use of intriguing starter images enables students to use their skills of **inference** to **predict** what the lesson will be about. This promotes:

1. *Close reading*
2. *Demonstrate prior knowledge*
3. *Lateral thinking*
4. *Inference*

What do you think the lesson will be about?

Science – lens

English plot prediction

Geography coastal erosion
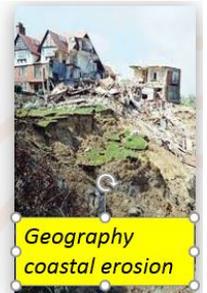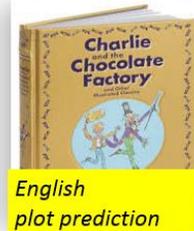
Predicting the meaning of unknown words (Christine Clark)

Strategies to help students figure out unknown vocabulary, particularly Tier 3 words:

1. *Figuring out the meaning from similar route words.*
2. *Using titles and headings*
3. *Using images for clues*
4. *Breaking words up (compound nouns)*
5. *Using known words around the unknown to work out the meaning from context*

1.Explore your key term	2. Explore the key term further
• Find out what your students know about the word already.	• Show the links between words and their composite parts.
	Select your key term	
4. Consolidate the word	3. Explain what the word means
• Get students using the word in sentences.	• Introduce the correct definition that students will need for their exams/assessments.

Form time reading (Ruby Linden)

Class sets of reading books can be requested from the library, for fortnightly class reading. This sets the tone for the day and engages students in reading. Other strategies to use are:

- *Guest speakers*
- *Learnt about contextual information*
- *Questioning on key vocab*
- *Recapping plot/predictions*
- *Book review*

Student feedback on form time reading:

"It helped me to grow in confidence"

"It was more fun reading as a class than on my own"

"It improved my vocabulary and reading skills"

Teaching and Learning Twilights, Half Term 1

Strategies for reading from 'Reading to learn' twilight…	I tried this once	I have used this twice	This is now embedded into my teaching
Pause, prompt, praise When a student is reading and they come across an unfamiliar word, pause to see if they can work it out themselves, prompt them and praise them for their efforts.			
Dual log reading Read together. Hand signal to stop when feel confident to read alone. If they make mistake, read together again, when confident, hand signal...			
Prediction Before reading a text, students could be given the title or key words and asked to use these to predict the plot, themes etc.			
Distillation Distilling information into 5 key elements for example. This helps them gain confidence in separating important from peripheral information.			
Conversion Students to take material that is presented in one format and convert it into a different format. It can only be converted if it is understood.			
Readability of resources Use word to test the readability of resources to make sure they are at an appropriate level.			
Inference Use a picture or source and get pupils to infer information before reading an associated text.			
Maximised the readability of worksheets Think about … Font (Tahoma or comic sans), Size (12 or 14), Layout, Use of colour, Use of visuals, Number paragraphs, Simplify language			
Reading pens Loan the reading pens from Lindsey Gillott to support pupils who are entitled to a reader in the exam.			

Strategies form the 'Learning to read' twilight

Remind me, how can I help?

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By...

•Saying the 44 English sounds in a pure way

•Knowing the letters and groups of letters (*graphemes*) used to read and write the sounds

•Understanding Sound talk and how this helps with reading and spelling.

Simple Speed Sounds chart

Consonants: *stretchy*

f	l	m	n	r	s	v	z	sh	th	ng nk

Consonants: *bouncy*

b	c k	d	g	h	j	p	qu	t	w	x	y	ch

Vowels: *bouncy* Vowels: *stretchy*

a	e	i	o	u	ay	ee	igh	ow

Vowels: *stretchy*

oo	oo	ar	or	air	ir	ou	oy

A look back at the Coaches' TOTW

Pause, Prompt Praise

When a student is reading and they come across an unfamiliar word, pause to see if they can work it out themselves, prompt them, and praise them for their efforts.

Have you tried any reading activities that have worked well? Email them to coaches@eccoschool.com

Prediction

Before reading a text students could be given key words or a title and asked to predict the theme, plot or topic.

Conversion

Get students to take material that is presented in one format and convert it into a different format. It can only be converted if it is understood. This could be converting text into a series of diagrams or bullet points.

Teacher modelling

Thinking aloud your thoughts so that students can see your thought processes. Works well for annotating exam questions and analysing text.

CONVERSION

Maximise the readability of worksheets

Think ………

- Font (Tahoma, comic sans)
- Size (12 or 14)
- Layout
- Use of colour
- Use of visuals
- Number paragraphs
- Simplify language

Reading ages

Check the readability of your resources by checking the reading age that they are accessible for.

Using phonics for reading and spelling

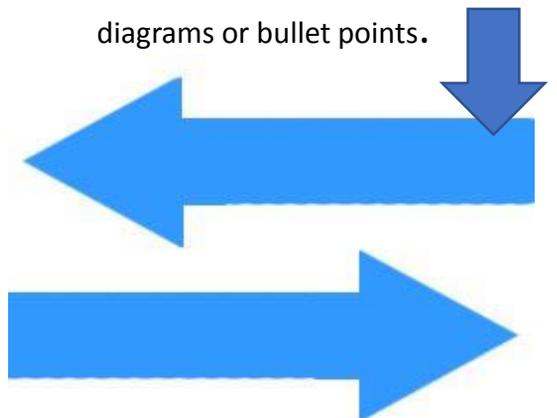| Teaching them to blend	See the grapheme (what it looks like) Say the sound Blend to make a word e.g. b- a –t, bat

Reversibility principle

Teaching them to spell	Say the word Say the sounds Identify the graphemes e.g. bat, b- a –t

Using sounds to help reading

It's vital that you exaggerate the sounds so that children can distinguish the sounds from one another.

These need to be PURE sounds – no 'sounding it out' – this isn't helpful to a student with no phonological knowledge as man should be mmm-a-nnnn, not Muh-a-nuh.

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng nk

Consonants: bouncy

b k	c	d	g	h	j	p	qu	t	w	x	y	ch

Vowels: bouncy   **Vowels: stretchy**

a	e	i	o	u	ay	ee	igh	ow

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy

Teaching & Learning
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I Inclusive Objectives	M Motivate & Enthuse	P Pace & Style	A Assessment & Feedback	C Challenge	T Train and Retrain
• Differentiated	• Relevant	• Pace	• Live	• Competitive	• Recall and Retrieval
• Achievable	• Creativity	• Variety	• Frequent	• Questioning	• Low stakes testing
• Challenging	• Praise	• Planning	• Informative	• Thinking	• Quizzing
• Shared	• Rewards	• Timings	• Informs Planning	• Independence	• Questioning
• Accessible	• Fun	• Variation	• Measurable	• Resilience	• KOs
• Communicated	• Positive	• Flexible	• Constructive	• Extension	• Embedding the skills and content into long-term memory
• Progressive	• Relationships	• Chunking	• Consistent	• Transforming	
	• Enthusiasm	• Extended Thinking	• Verbal	• Supportive	

PROUD

Prepared
Rule off
Organised
Underline
Dedicated

Feedback

WHOLE CLASS	INDIVIDUAL	QUESTIONING	WHITEBOARDS
Stop the class and address common misconceptions.	Knowing your students by giving them verbal feedback/written feedback in books.	Knowing your students by using targeted questioning to CFU.	Gauging next steps and prompting questioning of individuals/groups.

EXIT TICKETS	TECHNOLOGY	SCANNING THE BOOKS	FORMATIVE ASSESSMENTS
Gauging next steps in learning through follow-up planning.	Use of technology (Visualiser, Plickers, Seneca, Kahoot) to CFU and inform next steps.	Quickly scan books to look for whole class misconceptions, supporting follow-up planning.	Greater depth of feedback given, testing progress in a formal setting.

Live feedback: Using the visualiser

Model WAGOLL	Live Feedback	Walking Talking Mock	Screenshot to demonstrate
Share GCSE criteria	Whole class feedback	Celebrate work	Focus on literacy
Helicopter!	Show PROUD examples	Model peer marking	Annotate/deconstruct exam questions

6 Core Principles

PLAN	EXPLAIN	MODEL	QUESTION	FEEDBACK	PRACTISE
• Clear Learning Outcomes	• Core concepts	• Leads practice	• Leads learning	• Regular, constructive and live	• Independent
• Provides Challenge	• Links knowledge	• Collaborative	• Checks for understanding	• Addresses misconceptions	• Personalised
• Flexible / interleaving	• Addresses misconceptions	• Structures and scaffolds	• Develops thinking	• Plugs gaps	• Applies to different contexts
					• Back to feedback

Work Hard   Be Kind   Aim High   Show GRIT