

NI Key Stage 3

English Year 8

Teacher's Resource

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First published in 2007 by

Hodder Murray, an imprint of Hodder Education,

a member of the Hodder Headline Group

338 Euston Road

London NW1 3BH

Impression number	5	4	3	2	1
Year	2011	2010	2009	2008	2007

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Illustrations by Barking Dog Art

Typeset in 11 on 14 pt Helvetica Light by Phoenix Photosetting, Chatham, Kent

A catalogue record for this title is available from the British Library

ISBN: 978 0340 89998 4

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Introduction

This *Teacher's Resource* has been designed to support and extend work within the *Year 8 Student's Book*. It is the first in a series intended to support the English Programme within the Revised Key Stage 3 Curriculum for Northern Ireland. Teachers will be able to use the materials flexibly; they may wish to complement them with texts, ideas and activities to suit learning intentions and in order to meet the needs and abilities of different student groups.

Teachers at Key Stage 3 are required by the Northern Ireland Curriculum to develop students as:

- individuals
- contributors to society
- contributors to the economy and environment.

These objectives underpin the central intention of the curriculum, which is stated as ensuring that there is Learning for Life and Work. While this is aligned with the areas of Personal Development, Home Economics, Local and Global Citizenship and Education for Employability, it is specified that the Key Elements underpinning these areas are also relevant across the curriculum. The Key Elements should be an element of the intentions of the English teacher. They are:



Thinking Skills and Personal Capabilities have been identified, which are infused in the Learning Areas across the curriculum, and which are important elements of communication skills. These are:

- managing information
- thinking, problem solving, decision making
- being creative
- working with others
- self-management.

The Assessment opportunities grids at the start of each Unit identify which Thinking Skills and Personal Capabilities are employed in each of the main tasks in that Unit. Icons representing the most important Thinking Skills and Personal Capabilities covered appear next to each task in the Unit, as well as next to the starter activities and extension tasks.

The aims that have guided the development of this English Programme have been inspired by these statutory requirements and also recognise the Learning Intentions of the English Learning Area (including Media education) for Key Stage 3.

Aims

- To provide opportunities for the development and progression of the skills of language.
- To provide opportunities for students to develop as creative and effective communicators and thinkers.
- To provide opportunities for students to develop as independent and self-evaluative learners and thinkers.
- To encourage a teaching and learning environment that is supportive, challenging, stimulating, relevant and enjoyable.
- To encourage the use of a wide range of text forms and genres, in print and other media.
- To provide a language resource with relevance for teachers and students in Northern Ireland.

The English Learning Area (including Media education) has identified the following Learning Intentions for Key Stage 3:

The ability to:

- research and manage information effectively
- communicate effectively in visual, oral, written and ICT (information and communications technology) formats, including the moving image, showing clear awareness of audience and purpose and attention to accuracy
- work effectively in teams
- work independently, managing, evaluating and improving own learning
- demonstrate creativity, initiative, organisation and perseverance in carrying out tasks and developing own ideas.

The units

The eight units in the *Student's Book* are designed to provide a wide range of text extracts and varied and interactive tasks, and opportunities to monitor and evaluate progress being made by students. There are supplementary texts and additional activities and ideas in the *Teacher's Resource*. However, the central aim of the materials is to engage students and to extend their language skills. The *Teacher's Resource* will encourage teachers to help students generalise from the experiences within the unit to other contexts where such skills will be relevant and useful.

Lesson structure

It is recommended that lessons have the following ingredients:

- Learning intentions at the beginning, connected to the 'What we will be doing' and 'What we will be learning' boxes found in the *Student's Book*
- Learning intentions and success criteria for the units linked to skills which are identified in the *Teacher's Resource*
- Starter activities to consolidate skills previously taught and linked to the development part of the lesson
- Texts, tasks and activities
- Links to further texts, software, websites, moving image texts, and so on, as appropriate
- Opportunities for review/plenary and student self-assessment.

Starter activities

Ideas for these activities will be found in the *Teacher's Resource* only. They can be used at the teacher's discretion. Their purposes are as follows:

- To review skills and concepts already taught
- To introduce students to new skills and concepts.

The starter activities are viewed as activities which should last no longer than five to ten minutes but, in some instances, the teacher may decide to develop them into a longer lesson. Students should be active and interactive with the teacher and other students during these activities.

Teaching and learning strategies

In order to connect and develop language and thinking, and to ensure that connections can be made for transfer of skills into real situations, the following strategies are recommended. They provide effective and useful guidance for teacher management within lessons and have been found to be valuable in the Northern Ireland Literacy Strategy.

Modelled language: Modelled teaching occurs when the teacher demonstrates or models the thought processes and skills involved when an individual is reading, responding to a text, writing, spelling, punctuating, constructing a text and so on. The teacher talks through the procedures step by step to show the learner how things might be done. This enables the learner to see the processes, including any checking, correcting and reviewing that may be needed. The 'thinking' required will become quite explicit.

Shared language: In this process, teacher and learners collaborate in language exploration and discovery. Shared language is usually centred on a text and students participate in a constructive way: making suggestions, answering and asking questions, providing solutions, checking, self-correcting and thinking aloud. In shared language activities, the features of language can be investigated and described: texts may be deconstructed and constructed as a group, in a supportive and non-threatening environment.

Guided language: Learners are organised in small (five to six students) ability groups for guided language work. Each will have the same text and work on the same task as the teacher works to meet the particular language needs of the group and the individuals within the group. The teacher approaches guided work with a purposeful and pre-determined focus on reading, writing, oral language, correction, reviewing, preparation, etc. This is a weekly (or twice weekly) opportunity for teachers to encourage students to develop language skills and to use the appropriate vocabulary when discussing language. It will stimulate thinking behaviour and good habits of mind in students.

Independent work: As the teacher works with a guided group, the other students work in small groups (not necessarily grouped by ability) on appropriate extending tasks that provide an opportunity to practise skills learned, extend experiences, problem solve, collaborate with others, read, write, etc.

Plenary: It is important that the class has an opportunity to revisit the Learning Intentions of the lesson at the end for a few minutes. This will consolidate learning or confirm areas that require further attention. These approaches will fit well with the plan–do–review cycle recommended in the Revised Curriculum for Northern Ireland.

Grouping strategies

Students should be aware of the need to vary their preferred learning styles, to ensure they use their auditory, visual and kinaesthetic pathways for learning. It is useful, therefore, to encourage a range of student pairings and groupings to help them learn more effectively and in a supportive environment. The following are some well-tried and powerful strategies for managing varied groupings:

- grouping strategies for literacy
- drama strategies for the English classroom.

The *Teacher's Resource* will provide further ideas in each unit to provide extra support for those students who need it and extension ideas for others.

Grouping strategies for literacy

Talk partners

Students are paired and given time for discussion, sharing, creating ideas or reflecting. The partners may be set up for several weeks in order to develop confidence and skills.

Jigsaw

The aim here is to facilitate cooperative learning around a topic that has been divided into three to four areas. The class is organised into 'home' groups, usually of equal numbers. Each student in the group is given a number: 1, 2, 3 or 4. Each student with the same number is allocated the same area of the topic. The students reform into 'expert' groups to pursue their discussions, reach agreement and finally report back to the 'home' group. This strategy allows everyone to play a key role in the work of the group.

Envoying

Rather than everyone reporting back to the whole class, envoying allows the communication of ideas and findings between groups. When each group has completed its discussions, it can send out a member of the group as an envoy to the next group. Envoys may also be used to collect information from other groups, to check something or to get suggestions from other groups.

Twos to fours/ Think-pair-share

Students consider an issue individually, and then share with a partner. After the pairs have discussed the issues, they join another pair, share ideas and achieve a conclusion. This provides a valuable opportunity to respond and think in a supportive environment.

Barrier games

Barrier games focus on giving and receiving information. The speaker must give clear and precise instructions. The listener must seek clarity and gain relevant information. For example, the speaker describes an object that the listener must draw. One may give directions while the listener draws the route being described.

Rainbowing

Each member of a group is given a number or a colour. When the group has completed its task, new groups are formed according to colours or numbers, to share and compare what they have done. This can be used to help clarify understanding, ask questions, respond to texts, redraft, pool ideas and construct stories together.

Snowballing

Students work in pairs. Then pairs join another pair to discuss findings. The small groups of four join another group to make a larger one, and so on. This approach is useful in the context of discussions of controversial issues on which the class may find it difficult to reach consensus.

Listening triads

In groups of three, students take on different roles, for example, talker, questioner, recorder. They may change roles as discussion proceeds.

Drama strategies for the English classroom

Role play

Students in role can explore meanings, share experiences and extend their ability to empathise with others.

Role reversal

Students change roles with each other in order to experience an opposite viewpoint; for example, doctor and patient, parent and teacher, etc.

Tableaux

Students, in small groups or as individuals, plan and present a 'tableaux' or still image that represents in symbolic form the nature of a situation, relationship or incident. The form may be natural or stylised; for example, victory in battle, despair or lost love. Tableaux can be used to recreate incidents from well-known stories.

Hot-seating

Hot-seating allows the class to question a character closely. The class questions someone in role as a character, fictional or historical, who sits in the 'hot-seat'.

Forum theatre

This is useful for looking at different points of view or for examining alternative ideas. A small group acts out a scene while the rest of the class observes. The class then works as directors of the group in role. The class may ask the group in role to act or speak in a different way, suggesting different motivations for characters. The class may question characters in role or suggest other interpretations for events.

Freeze frame

These are stage pictures or silent images of specific events within a narrative or drama. Freeze frames can be planned or improvised, and enable close examination of an important moment. Students work as individuals or in small groups, and use positioning or body shape to construct meaning. Freeze frames can be used as a basis for thought tracking.

Conscience alley

Students form two lines facing each other. A character moves down the alley and each student in turn voices the character's thoughts. This is a way of exploring a character's mind at a moment of decision making or crisis. The student in role listens to his conscience before taking a decision.

Thought tracking

Students, in role, are asked to say what they are thinking or feeling at a given moment in the drama. It allows the class to examine the private thoughts of characters at this stage. These thoughts may support or contrast with the actual words of the character. Students may stand around the character and say their thoughts or stand next to the frozen character.