

## English

Critical literacy is central to the study of English language and literature. Students actively analyse text, considering the writer's intention and its impact on the reader.

### Critical literacy link to GCSE assessment objectives

English Language AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

### Case study – Year 10 English Language lessons at The King Alfred School, Somerset

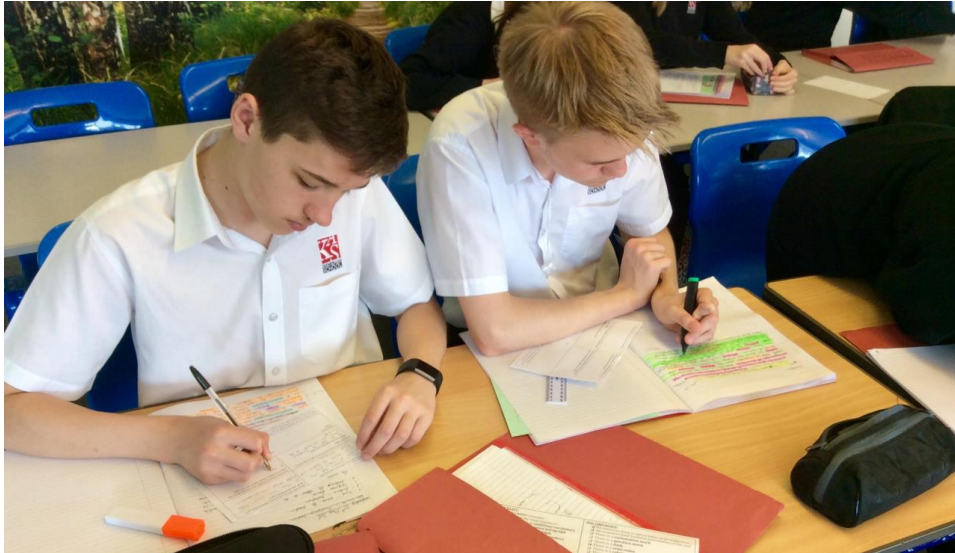
As part of their study for GCSE English Language paper 2, two Year 10 classes at The King Alfred School participated in three one-hour lessons which aimed to prepare them for question 4 of the exam and equip them to spot fake news.

Students were mainly enthusiastic about the concept of studying fake news as many had heard the term and were able to reference experience outside of school. However, they struggled to define the term; many thought it was an Americanism not relevant to the UK, a false phenomenon, or synonymous with biased news reporting. It also became clear that students' understanding of mainstream media was severely lacking. Students were unable to define purposes of a range of publications, meaning that it was necessary to build in teaching of broadsheet vs. tabloid newspaper formats and key vocabulary such as 'bias' and 'satire'.

Students understood the value of their learning, not only for their GCSEs but more broadly:

“I have learnt about biased papers and the difference between tabloid and broadsheet [...] I think it is important to learn so you're not fooled later in life.”

“we learnt a skill we can use for life it's not only relevant for your GCSEs.”



It was clear that students had limited exposure to published news and they therefore struggled to suggest identifying factors of fake news. As a result, we started by looking at an example of a phishing email to identify features that made it untrustworthy. We were then able to introduce more sophisticated news examples to build students' critical literacy skills, allowing for more explicit parallels to the GCSE AOs.

One of the benefits of this piece of work was in highlighting where the skills necessary for analysing language in GCSE exams are relevant beyond the school gates. This meant that students became more invested in their learning:

“I think it's important to learn about fake news because it is useful to know for my life [...] it's changed my attitude as it makes you think about what you're reading.”

In addition the topic changed students' attitudes to language analysis, from considering it pointless to understanding its purpose, improving their confidence when answering. This was clear from the students' analysis which was more precise than in previous lessons and increased confidence levels demonstrated by students who would not ordinarily engage in group discussions but did contribute to an example paragraph created by the class.

Ultimately, students were confidently able to define fake news, identify it and were keen to continue their study:

“I learnt how to spot it [fake news].”

“I now understand the techniques used to form fake news.”

“Please can we have even harder articles to find fake news techniques.”

<p>List 3 things you have learnt over the mini-SOL:</p> <ul style="list-style-type: none"> <li>- How to spot fake news</li> <li>- Comparing sources online</li> <li>- The language and SPuG used to find mistakes.</li> </ul>	<p>What skills did you use that are useful for both your GCSE and spotting fake news?</p> <p>Finding key subject specific terminology in certain parts of the article, it can be used in the wrong term to spot fake news</p>
<p>Do you think it's important to learn about fake news?</p> <p><b>YES / NO</b></p> <p>Why have you answered this way?</p> <p>We could easily believe something false and think it's true</p>	<p>Have these lessons changed your attitude about fake news in anyway? Please explain your thoughts.</p> <p>Yes it has, it tells me how and why they are written to make it very convincing.</p>
<p><u>The lessons:</u></p> <p>www: #taught me how to see the differences of real news and fake news. Good for future purposes and allows us to make my own opinions of it rather than biased with it.</p>	<p>EBI: More lessons in the future about it.</p>
<p><small>These questions are completely anonymous so please be as honest and open as possible - don't worry about causing offence! Your answers are going to be used for a research piece Ms. Harvey is writing for 'The National Literacy Trust', she is researching how fake news can be taught in schools and whether it is important or not. Thank you for your time.</small></p>	

Contributed by Elizabeth Harvey, English Teacher at The King Alfred School - Part of the Priory Learning Trust

# English example lesson plan

Fake News Miniature SOL				
Subject: English Language		Lesson Focus: Analysis of Fake News		Students: KS4 – Year 10 (low to middle attainment)
Learning Objective: To consider a writer's purpose by analysing their method SO THAT we can gain high marks for Paper 2 Question 4 and learn how to spot 'fake' news.		GCSE Link: Paper 2 Question 3 (AQA)		
		Resources Checklist: <ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Argus article</li> <li>- Phishing email print out</li> <li>- Students' books</li> </ul>		
Time	Learning	Management	Differentiation	Assessment for Learning
<b>LESSON 1</b>				
5 mins (5)	<b>STARTER</b> Knowledge expansion. "What do you know about fake news?"	Books ready for pupils to collect on entry. Starter clearly exhibited on the board.	Pupils share knowledge in feedback.	Teacher to circulate and observe work.
10 mins (15)	Comparison and justification.	Facilitate group discussion.	Pair and share. Teacher to prompt if needed. Extension challenge task for HAP.	Class discussion and teacher led questioning.
5 mins (20)	Vocabulary expansion. Define the word bias.	Teacher led class discussion. Class to create and clarify a definition all to write down in books.	N/A	N/A
5 mins (25)	Critical literacy skills - conveying power relations Students to discuss why a newspaper might be bias.	Teacher to lead feedback.	Pair and share.	No hands up answering.
10 mins (35)	Critical literacy skills – making assumptions and stereotypes. Students to justify and discuss newspaper bias.	Teacher to lead, pupils to create in their books. Open discussion to be encouraged and debated by students.	Whole class discussion.	Justification skills.
10 mins (45)	Read the article.	Teacher's preference to aloud or individual.		
15 mins (60)	<b>PLENARY</b> Summarise the article in own words using full sentences.	Individual task to be completed in books.	Target students in need.	Marking.
<b>LESSON 2</b>				
10 mins (10)	<b>STARTER</b> Skill recall and demonstration. "Is this article bias?"	Individual task to be completed in books.	Target students in need.	Pupils to share their opinions at end of task. Marking.
10 mins (20)	General critical thinking and justification. "Is this article	Pupils to discuss and feedback when prompted.	Pair and share activity.	No hands up.

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	trustworthy?"			Prompt those struggling to start	Teacher to circulate and observe work.
10 mins (30)	Knowledge expansion (potential recall from cross curriculum). "How can you check an article to see if it is fake news?" – students to idea generate.	Reveal it was a fake news article – hopefully this enthuses students		Prompt those struggling to start	Teacher to circulate and observe work.
10 mins (40)	Analysis of phishing email. Students to spot and mark mistakes in the email to prove it is fake.	Teacher to lead and fill in the gaps – aim is to make the mistakes easy to spot!		Teacher to prompt where needed.	No hands up answering.
15 mins (55)	Class discussion on fake news spotting strategies.	Teacher to lead. Pupils to be encouraged to share their experiences.		Directed and exploratory questioning.	N/A
5 mins (60)	<b>PLENARY</b> Application of skills.	Individual task to be completed on sheets.		N/A	Marking
10 (10)	<b>STARTER</b> Knowledge recall "What can you look for to spot fake news?"	Individual task to be completed in books.		Remind students of annotations completed in previous plenary.	Teacher to circulate and observe work.
10 (20)	Students to technique spot to match writer's purpose.	Individual task to be completed on sheets. Class to share findings.		On screen tip Reminder of previous learning in reference to language techniques and S.S.T. – A02. Teacher to individually question where needed.	Teacher to circulate and observe.
10 (30)	Students to discuss and analyse the key quotations.	Students to analyse the given quotations and answer questions. Teacher to question students find answers.		Pair and share activity. Define the language techniques if needed. PowerPoint has staged animations to aid investigate learning. Class activity.	No hands up answering.
5 (35)	Knowledge recall.	Students to recall mark scheme requirements.		Class activity.	N/A
15 (50)	Example paragraph creation.	Teacher to lead an example paragraph Students write their own answers.		Class activity, LAP to lead HAPs offered opportunity to interject.	Class discussion and teacher led questioning.
10 (60)	<b>PLENARY</b> Application of skills.			Difficulty option. Sentence starter. Example paragraph.	Live marking.

LESSON 3