



Changing life stories

Literacy for Humanities

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About The National Literacy Trust

We aim to equip disadvantaged young people with literacy fit for employment and life

We target schools with high levels of poorer children and below average literacy levels and aim to eliminate the attainment gap

We support the families who need help most, reaching out to communities through partnerships

We lead the national literacy campaign, raising awareness of the critical importance of the cause with compelling research and a commanding policy platform



Workshop objectives

- Use evidence from research to investigate effective literacy strategies for teaching and learning in the humanities
- Develop strategies to support vocabulary acquisition
- Know how to use active reading strategies (e.g. DARTS) to engage with challenging texts
- Understand how to take informal talk into formal writing



Ofsted *Improving literacy in secondary schools, 2013*

‘Teachers are busy and hard-working people. They have challenges in their own subject area. Senior leaders should not assume that all teachers will welcome and embrace cross-curricular literacy initiatives. The link between literacy and more effective learning in every subject area needs to be established clearly and explicitly. The case for literacy needs to be made carefully and with a sensitive understanding of individual subjects’ different needs. **The starting point for all teachers should be: ‘What literacy skills do students in my subject need and what approaches to language learning will help me to be an effective teacher of my subject?’** An emphasis on writing, for example, may need to be carefully negotiated in order to ensure that the very different needs of teachers in, say, history, mathematics and music are equally met.’

Teaching the languages of schooling for equality and quality in education

Mary J. Schleppegrell, University of Michigan, 2015

“...a theoretically grounded and pedagogically sound framework for shaping teaching in all subjects to draw attention to the ways language works in the disciplinary discourses that our children are being apprenticed into through schooling.”

Words as tools: learning academic vocabulary as language acquisition

Nagy, W., & Townsend, D. (2012)

“Words are tools; academic words are tools for communicating and thinking about disciplinary content. Interventions consistent with this premise have shown success in helping students learn—and more important, learn to use—academic vocabulary.”

What is literacy in the humanities?

- Distinctive thinking patterns: *compare, hypothesize, predict, argue, deduce, conclude, explain variables and correlations*
- Thinking and talking while having debates and evaluating impact; problem solving: - exploratory talk (History and RS)
- Thinking and talking while undertaking investigations; problem solving: exploratory talk (Geography)
- Recounting and explaining narratives (History)
- Reading for learning and information retrieval (all)
- Wider reading: e.g. applying context, exploring theories (all)
- Writing precisely: describing, recounting, explaining how or why, analysing and evaluating impact/change (all)

What does it mean to know a word?

Never
heard
of it

Heard it
but don't
really
know
what it
means

Some
idea of
what it
means,
get the
gist when
I hear it,
but don't
really use
it

I pretty
much
know
what it
means
and might
try it out
in my
speech in
one
context

I am
familiar
with it
and I can
use it
without
thinking
in my
speech in
more
than one
context

I am really
familiar
with it. I
know what
it means,
can define
and
explain.
I can use it
in writing
in different
contexts

Building subject specific vocabulary

Recognition



Definition

Pronunciation

Recognition – how is the word spelt? The ability to use phonics to decode new vocabulary and then to be able to reproduce the spelling makes a big difference.

Pronunciation – how is the word said? Making pupils say it aloud increases the likelihood they'll remember it.

Definition – what does the word mean? It might sound obvious, but if you know the meaning of a word, you're much more likely to remember it and use it in different contexts.

- Vocabulary is important because it embodies and communicates concepts... the considerable majority of vocabulary is only really encountered when reading and is not used in everyday speech...If we want to give all children opportunity, a good place to start is through reading to them frequently, introducing new vocabulary and meaning within contexts that stimulate their thinking. Subsequently, it is important to teach them a range of curriculum subjects that will provide a wide vocabulary and a rich understanding of the meaning of the words encountered.

Draft Education Inspection Framework update Jan 2019

Morphemes

Prefix

- con
- de
- trans

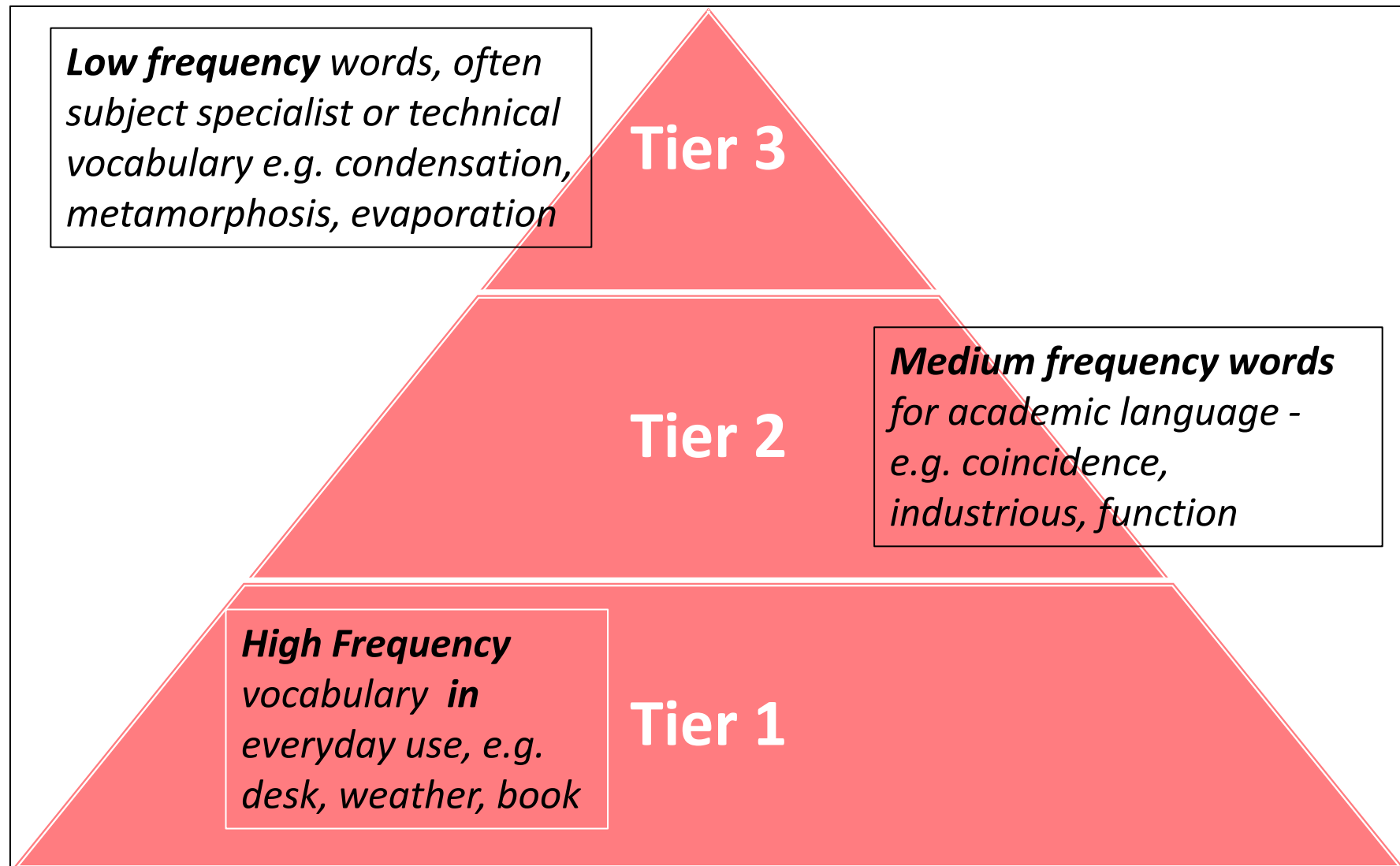
Base/root

- scend
- posit
- fid

Suffix

- ing
- ed
- ence

3 tier vocabulary model



Academic vocabulary

(Averil Coxhead's) High-Incidence Academic Word List (AWL) – Alphabetical Order

Words of highest frequency are followed by the number 1

abandon	8	bias	8	constitute	1	distinct	2	fee	6
abstract	6	bond	6	constrain	3	distort	9	file	7
academy	5	brief	6	construct	2	distribute	1	final	2
access	4	bulk	9	consult	5	diverse	6	finance	1
accommodate	9	capable	6	consume	2	document	3	finite	7
accompany	8	capacity	5	contact	5	domain	6	flexible	6
accumulate	8	category	2	contemporary	8	domestic	4	fluctuate	8
accurate	6	cease	9	context	1	dominate	3	focus	2
achieve	2	challenge	5	contract	1	draft	5	format	9
acknowledge	6	channel	7	contradict	8	drama	8	formula	1
acquire	2	chapter	2	contrary	7	duration	9	forthcoming	10
adapt	7	chart	8	contrast	4	dynamic	7	foundation	7
adequate	4	chemical	7	contribute	3	economy	1	found	9
adjacent	10	circumstance	3	controversy	9	edit	6	framework	3
adjust	5	cite	6	convene	3	element	2	function	1
administrate	2	civil	4	converse	9	eliminate	7	fund	3
adult	7	clarify	8	convert	7	emerge	4	fundamental	5
advocate	7	classic	7	convince	10	emphasis	3	furthermore	6
affect	2	clause	5	cooperate	6	empirical	7	gender	6
aggregate	6	code	4	coordinate	3	enable	5	generate	5
aid	7	coherent	9	core	3	encounter	10	generation	5
albeit	10	coincide	9	corporate	3	energy	5	globe	7
allocate	6	collapse	10	correspond	3	enforce	5	goal	4
alter	5	colleague	10	couple	7	enhance	6	grade	7
alternative	3	commence	9	create	1	enormous	10	grant	4
ambiguous	8	comment	3	credit	2	ensure	3	guarantee	7
amend	5	commission	2	criteria	3	entity	5	guideline	8
analogy	9	commit	4	crucial	8	environment	1	hence	4
analyse	1	commodity	8	culture	2	equate	2	hierarchy	7
annual	4	communicate	4	currency	8	equip	7	highlight	8
anticipate	9	community	2	cycle	4	equivalent	5	hypothesis	4
apparent	4	compatible	9	data	1	erode	9	identical	7
append	8	compensate	3	debate	4	error	4	identify	1

survive
diminish
monitor
research
project
challenge
circumstance
incident
obvious
precise
intense
symbol
inspect
approximate
summary
react
device



Using four square vocabulary

Pupils take paper and fold into 4 squares

1. **Top left:** teacher describes the word and models in context
2. **Top right:** pupils discuss & give examples
3. **Bottom right:** pupils think of synonyms or draw an image/diagram
4. **Bottom left:** pupils use word in a sentence

define

To describe exactly the nature, scope, or meaning of something

To mark out the boundaries or limits

By August 1934, Hitler could be **defined** as a dictator (the führer of Germany) as he had total control over the German government and army. He was accountable to no one.

detail

delineate

determine

Register and formality washing line

clink

prison

Held had her
majesty's
pleasure

**Least
formal**

**Most
formal**



Have you heard the word?

Word	I have never heard the word	I have heard the word but can't remember its meaning	I can use the word in the right way when I am talking	I can give a definition of this word/phrase or use it in writing. (Write it below.)
area				
identify				
derive				
constitute				
individual				
distribute				
assess				

Noun phrases

The technical term for noun phrase constructions such as *'Hitler, leader of the Nazi Party'*, is a 'noun phrase in apposition' where the phrase between commas provides more information about , or defines, the noun before it. These noun phrases are a helpful way of writing precisely and succinctly to 'sound the expert'.

TASK: Match the noun with the correct noun phrase

Noun	Noun Phrase
caldera	a painful skin disease often resulting in death
tithes	a leading physician from Ancient Greece
leprosy	a large cauldron-like hollow
Hippocrates	sums of money given to the Church

Noun phrases

Use the correct **noun** and **noun phrase** to complete each of the following sentences.

1. People in medieval England were very religious. They attended church services regularly and provided.....
2.is formed when a huge eruption of magma creates an empty chamber underground
3. is given as an example of punishment for sin in the bible.
4.believed that the stars and planets had an impact on health.

Review, review, review...

1) Have You Ever?

Choose three target tier 2 words and ask pupils to ...

- Describe a time when you may have **exacerbated** a situation?
- Describe the most **significant** person in your life at the moment.
- Describe a time when you had to **implement** change in your life.

3) Would You Rather ...?

Form questions around target tier 2 words:

Would you rather **reside** in the desert or the artic? Why?

Would you rather **participate** in a football match or a tennis match? Why?

Would you rather **facilitate** change in society or **maintain** the accepted norm? Why?

Why is reading in the humanities difficult for students?

- Primary schools do not often teach pupils how to read texts in humanities subjects.
- A much wider academic vocabulary is needed for reading and comprehending non-fiction texts.
- History, Geography and Religious Studies text books are full of complex explanations.
- Some humanities teachers use text books which students cannot read very easily. So students retreat from print in these subjects and do not build resilience and develop effective strategies. They rely on speaking and memory.
- Individual students' cultural capital.

Strategies for reading

How can we help readers to access texts?

- 'Chunk' information into manageable pieces
- Pre-teach vocabulary
- Explain the relevancy of the extract or text to the learning
- Offer clues to help decode
- Highlight keywords
- Keep the challenge and avoid 'dumbing down' the text – students need exposure to challenging texts and academic vocabulary
- Read aloud to our students

Reading aloud: "...perhaps one of the most effective methods for improving student fluency and comprehension, as the teacher is the expert in reading the text and models how a skilled reader reads using appropriate pacing and prosody (inflection)." Julie Adams, Adams Educational Consulting

Humanities non-fiction texts

- **instructions** – field work (*Geography*), religious ceremonies (*Religious Studies*)
- **recount** – providing a narrative (*History*)
- **explanation** – the rain cycle (*Geography*), the role and importance of pilgrimages (*Religious Studies*)
- **information report** – data collection techniques (*Geography*)
- **persuasion** – writing about different interpretations (*History*)
- **discussion** – ‘discuss’ essays, ethics debates (*History, Geography, Religious Studies*)
- **analysis** – analysing data (*Geography*), the impact of WW1 (*History*)
- **evaluation** – reflection on outcomes and possible causes (*History, Geography, Religious Studies*)

Reading Visuals

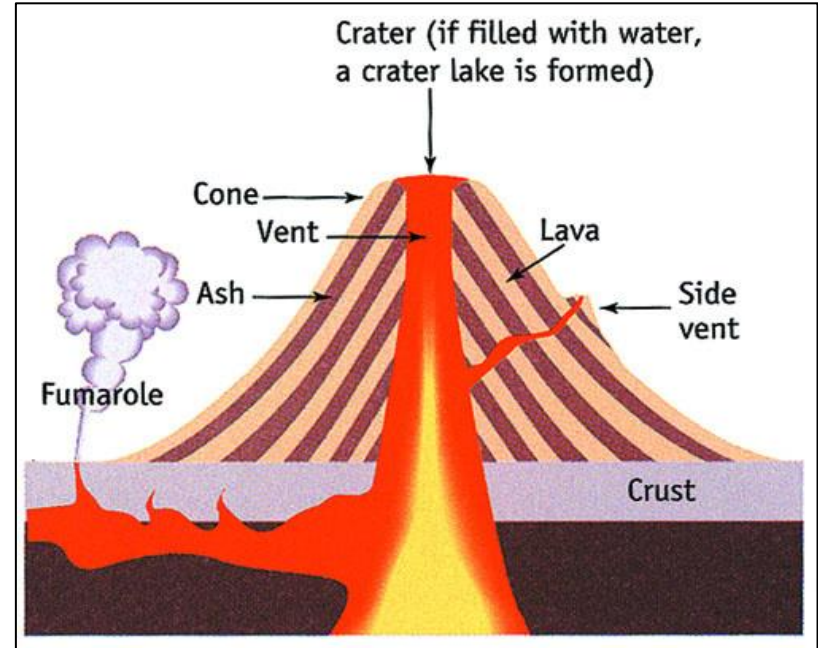
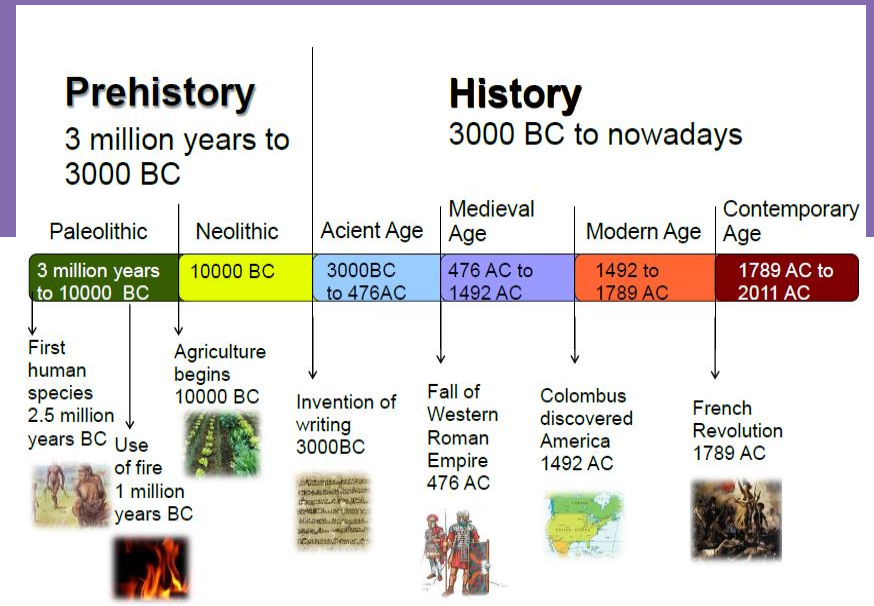
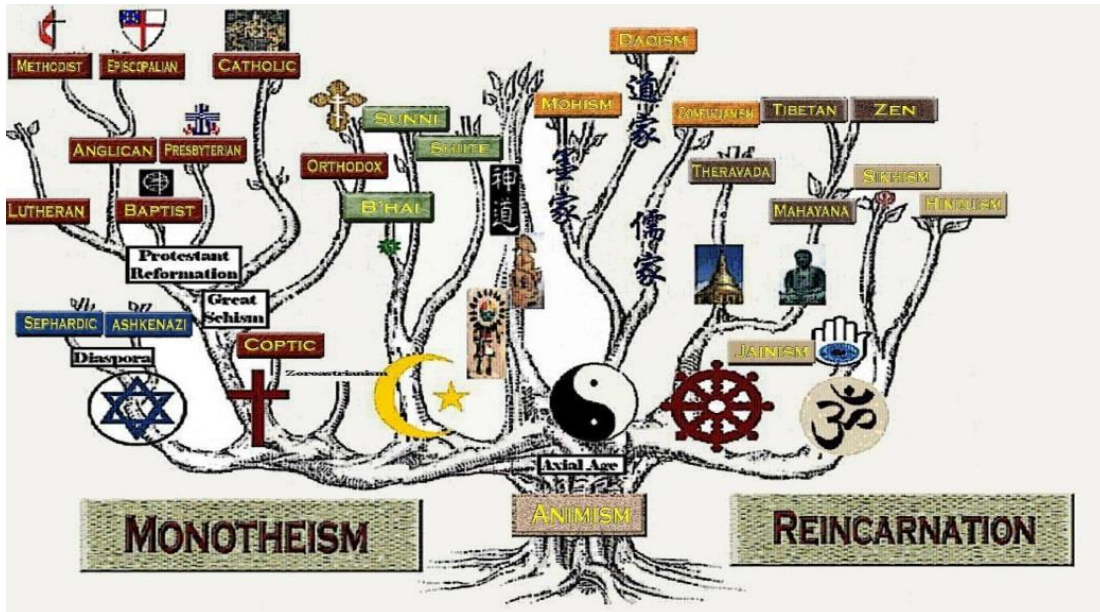
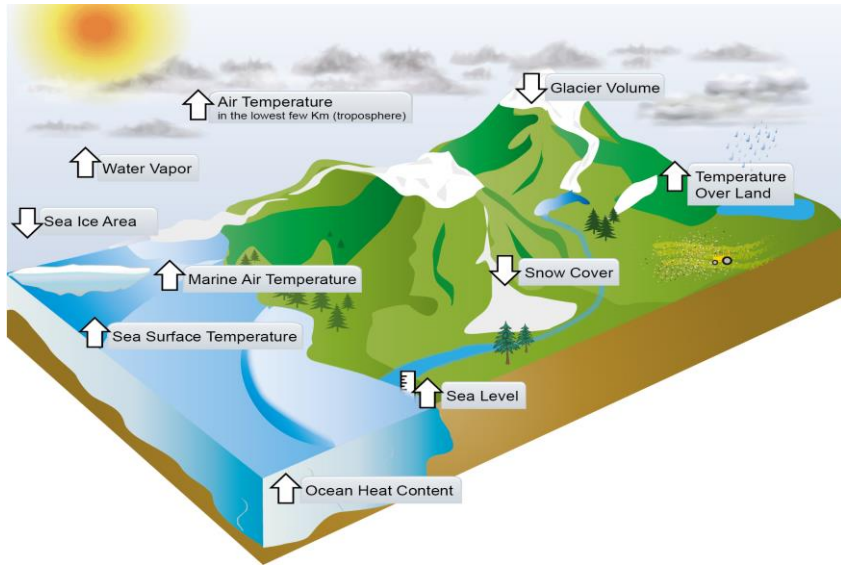


The Hay Wain by John Constable (1821)



Drunk in Autumn Woods by Shitao (c18th)

Multimodal texts



Directed Activities Related to Texts

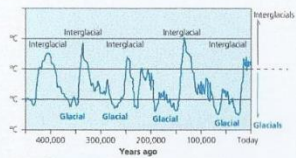
Reconstruction Activities	Deconstruction (Analysis) Activities
<p>Text completion Pupils predict deleted words (cloze), sentences or phrases</p>	<p>Underlining or highlighting Pupils search for specific target words or phrases that relate to an aspect of content</p>
<p>Diagram completion Pupils predict deleted labels on diagrams using text and other diagrams as sources</p>	<p>Labelling Pupils label segments of text which deal with different aspects</p>
<p>Table completion Pupils complete deleted parts using table categories and text as sources of reference</p>	<p>Segmenting Pupils segment paragraphs or text into information units, or label segments of text.</p>
<p>Completion activities with disordered text a) Predicting logical order for sequence b) Classifying segments according to categories given by the teacher.</p>	<p>Diagram construction Pupils construct diagrams from the information in the text. E.g. flow diagrams, concept maps, labelled drawings, models, etc.</p>
<p>Prediction Pupils predict the next part(s) of text with segments presented in sequence.</p>	<p>Tabular representation Pupils extract information from a written text, then construct and represent it in tabular form.</p>

Reading the page

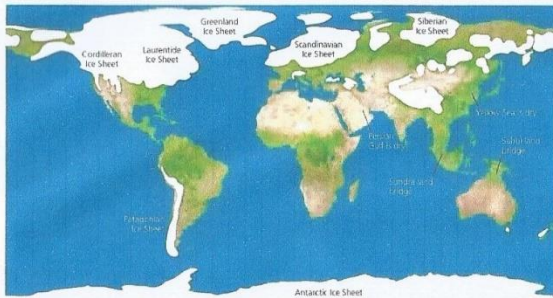
13.2 How and why do glaciers form and move?

Learning objectives

- Understand that the world's distribution of glaciers has changed through time
- Understand how glaciers form and move
- Understand what the differences are between advancing and retreating glaciers.



Glacial-interglacial cycles over the past 450,000 years



World distribution of ice sheets and glaciers during the last Ice Age

What is an Ice Age?

Glaciologists have discovered that global climate has changed in the past, as shown in Graph A. The climate of the British Isles, for example, has changed many times between very cold glacial, and warmer interglacial conditions. **Ice Ages** are when temperatures are low enough for ice to form glaciers and ice sheets. Polar ice moves into lower latitudes.

Scientists believe that there have been a number of Ice Age cycles. During the last Ice age, the world was, on average, around 5°C colder than today. Currently about 10 per cent of the Earth's land surface is covered in glacial ice. During the last Ice Age, ice covered up to 30 per cent of land, shown in Map B.

If accumulation (the amount of ice gained) is greater than ablation (melting), then the amount of ice stored in a glacier increases and the glacier advances. If the ablation is greater than the accumulation then the glacier reduces in size and retreats. This occurs in the **zone of ablation**. The ice can move at different speeds. This creates wrinkles in the surface of the ice, forming great cracks called **crevasses**.

The end of the glacier is called the **snout**. This is where the main output from the glacier – water – is released. During the last century, most glaciers around the world have been shrinking and retreating. This is due to warmer, drier climate conditions.

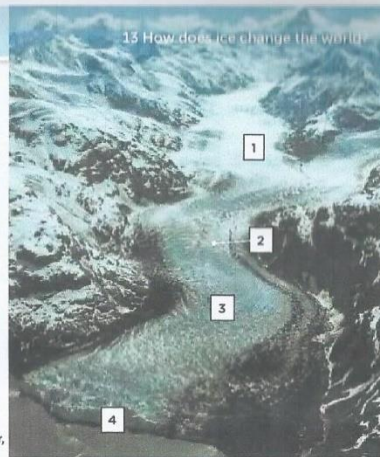
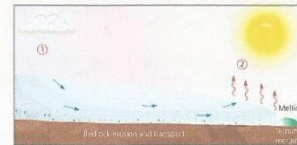


Photo C Margerie Glacier, Alaska

Activities

- What are ice ages and interglacials?
- Look at Graph A.
 - How many interglacials and ice ages have there been in the last 450,000 years?
 - What are the lowest average temperatures during a glacial period?
 - What are the highest temperatures during an interglacial period?
- Look at Map B.
 - Write a paragraph to describe the world's distribution of ice and glaciers during the last ice age.
 - Compare Map B with your map showing the distribution of glaciers today. Identify how it has changed.
 - Add the distribution of ice during the last ice age to your map.
- Write a list of the new terms introduced in this lesson. Write definitions for each of them.
- Look carefully at Diagram D, which shows a glacier as a system.
 - Make a copy of Diagram D.



- A glacier as a system**
 - Label the names of zones 1 and 2.
 - Add the main inputs and outputs on your diagram.
 - Explain why glaciers advance or retreat using your systems diagram.
- Draw a sketch of the glacier shown in Photo C.
 - On your sketch, label the names of zones 1 and 2, and glacial features 3 and 4.
 - Annotate your sketch to explain what is happening at locations 1 to 4.
 - Write a conclusion to your work for this lesson to explain how and why glaciers form and move.

Text book modelling activity

DARTS sequencing

Composite volcanoes are some of the most dangerous volcanoes on the planet.	1
The viscous lava cannot travel far down the sides of the volcano before it solidifies, which creates the steep slopes of a composite volcano.	
The result is the classic cone shape of composite volcanoes.	
The volcano is constructed layer by layer, as ash and lava solidify, one upon the other and are sometimes called stratovolcanoes or andesite volcanoes.	
An example of a composite volcano is Mount St. Helens.	
They often occur along oceanic-to-oceanic or oceanic-to-continental boundaries because of subduction zones.	
Viscosity also causes some eruptions to explode as ash and small rocks	
They tend to be made of felsic to intermediate rock and the viscosity of the lava means that eruptions can be explosive.	

DARTS cloze

Composite volcanoes are some of the most dangerous volcanoes on the planet. They often _____ along oceanic-to-oceanic or oceanic-to-continental boundaries because of subduction zones. They tend _____ of felsic to intermediate rock and the viscosity of the lava means that eruptions _____ explosive. The viscous lava _____ far down the sides of the volcano before it solidifies, which _____ the steep slopes of a composite volcano. Viscosity also _____ some eruptions to explode as ash and small rocks. The volcano _____ layer by layer, as ash and lava solidify, one upon the other and are sometimes called stratovolcanoes or andesite volcanoes. The _____ the classic cone shape of composite volcanoes. An example of a composite volcano is Mount St. Helens.

Skimming

How:

- Read the table of contents.
- Read the opening and closing sentences of the paragraphs.
- Read headings and subheadings.
- Look at any illustrations or graphic features.

When:

- Previewing a book/text for relevance.
- Reading some pages before moving on.
- When looking through an article.

When you want to read something quickly to get the **general** idea/gist

Scanning

How:

- Look for key words related to the topic.
- Look for bold print and italics.
- Look for words in larger font sizes.
- Look through bulleted information and sidebars

When:

- Looking to answer a specific question.
- Looking for a word/meaning e.g. a dictionary or in an index.

When you want to read something quickly to find a **specific** piece of information

Developing skimming and scanning skills

1. Provide sheets with key information in large blocks of text which you need your students to learn or revise.
2. Nominate a runner and a writer.
3. On the table, distribute the sheets so everybody can see one (the runner and writer don't need one).
4. When the teacher says go, the runner must run to the team's pile of questions, pick one and take it back to the table. The readers must **SKIM** read the sheet and then **SCAN** to find the specific answer. The writer must note it down. Only then can the runner go and get the next question etc.
5. The winner is the first team to have answered all the questions and brought their answers to the teacher.

HINDUISM PURPOSE IN LIFE	HINDUISM DEALING WITH SIN	HINDUISM AT DEATH	HINDUISM RELEASE
<p>DHARMA</p> <ul style="list-style-type: none"> • Perform Your Duty • Includes <ul style="list-style-type: none"> – Caste – Social Duty – Family Duty <ul style="list-style-type: none"> • Ashramas – Religious duty <p>CASTE</p> <ul style="list-style-type: none"> • Social Class • 4 Traditional Castes <ul style="list-style-type: none"> – Brahmin – Kings / Warriors – Merchants – Peasants • Outcasts • Be the best you can in that role 	<p>KARMA</p> <ul style="list-style-type: none"> • Law of consequences • Good deeds <ul style="list-style-type: none"> – Good Karma • Bad Deeds <ul style="list-style-type: none"> – Bad Karma • Karma is carried forward through many lives. 	<p>SAMSARA</p> <ul style="list-style-type: none"> • Cycle of life <ul style="list-style-type: none"> – Life – Death – Rebirth • Atman reincarnated • Good Karma <ul style="list-style-type: none"> – Higher Caste • Bad Karma <ul style="list-style-type: none"> – Lower Caste – Outcast? – Animal?? 	<p>MOKSHA</p> <p>After Many Lives:</p> <ul style="list-style-type: none"> • Atman is cleaned <ul style="list-style-type: none"> – No Bad Karma • Released from Samsara • Atman becomes one with Universal Spirit <ul style="list-style-type: none"> – BRAHMAN (GOD) <p>GOD - BRAHMAN</p> <ul style="list-style-type: none"> • “We are all God” • “We don’t know it.” <p>Purpose of life:</p> <ul style="list-style-type: none"> • Recognise ALL life is part of Brahman <ul style="list-style-type: none"> –including you. <p>• “You Are IT”</p>

Hinduism is the religion of the majority of people in India and Nepal It has over 900 million adherents worldwide. Hinduism is unlike other religions because...?

- **Hinduism** has no single founder
- **Hinduism** has no single scripture.
- **Hinduism** has no commonly agreed set of teachings.



Study the images and the text

- You have 2 minutes to remember as much as possible.
- After two minutes you will be given some questions to answer.



Memory and observation quiz

1. What is the woman doing in the photograph?
2. Write two sentences to describe Karma.
3. What is Brahman?
4. How many classes make up the Caste System?
5. Which punctuation mark is missing in the text about Hinduism?
6. Write a definition for 'Hinduism'.
7. What can you see in the picture on the bottom right?
8. Write down the names of the 3 main Hindu concepts.

Reading reflection

- What reading are pupils exposed to in your lessons?
- Which reading strategies do you use with your children?
- Which reading strategies do you now plan to use?

Types of talk

- Talk as performance, presentation (rhetoric)
- Talk for as a tool for thinking (clarifying thought, exploratory)
- Talk for learning (discussion, feedback, group work)
- Listening for different purposes (recall, reflection, reply)
- Talk into writing

Exploratory talk

Exploratory talk is that in which partners engage critically but constructively with each other's ideas. Relevant information is offered for joint consideration. Proposals may be challenged and counter-challenged, but if so reasons are given and alternatives offered. Agreement is sought as a basis for progress. Knowledge is made publicly accountable and reasoning is visible in the talk.

Mercer, N. *Words and Minds: How We Use Language To Think Together* (2000), London: Routledge

Oracy techniques: types of talk

Types of Talk



Instigator

The starter who begins conversations

*What do you think...
Let us start by...
So that leads us to question...
The first thing we need to do is...*



Builder

Building on and developing others' answers just like a runner

*That was a good point... it could also...
I would like to add...
Yes, and then you could...
OK, but don't you think...
Previously, we spoke about...
I would like to pick on...*



Challenger

Challenger, arguing against, provoking like a competitor

*You said X, but...
But if that is true, then how can...
That may be true but what about...*



Clarifier

Clarifying, making things clearer like a commentator

*What do you mean when you say...
Can you give us an example...
Is that the same as...
Can you explain a little more...*



Prober

Probes and asks questions to go deeper into responses just like a coach

*What is about... that makes you say?
Justify what you have said...
Can you tell us a little more...
Please show us evidence...*



Summariser

Summarises and makes judgements like a referee

*Am I right in thinking...
Are you saying...
So are we suppose to be...
So that suggests...
So we don't understand the bit...*

Oracy talk types

Nest

Students stand apart and whisper their ideas to themselves



Pairs

Two students talking together



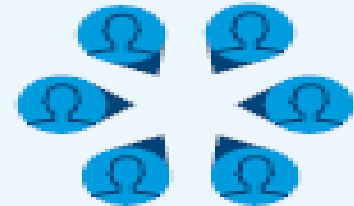
Trios

Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques



Circle (of 6 to 12 students)

A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language



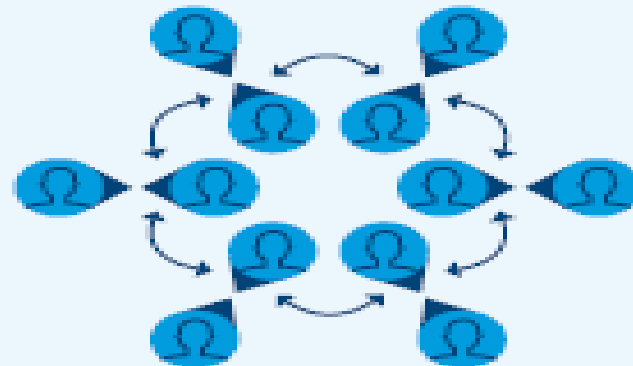
Traverse

Pupils stand in two parallel lines opposite a speaking partner



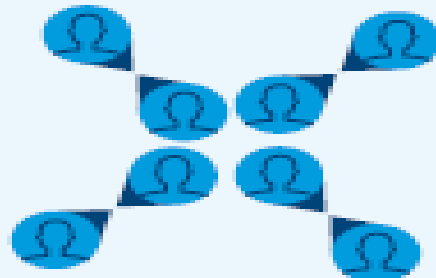
Coaching Onion/ Fishbowl

A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying



Onion

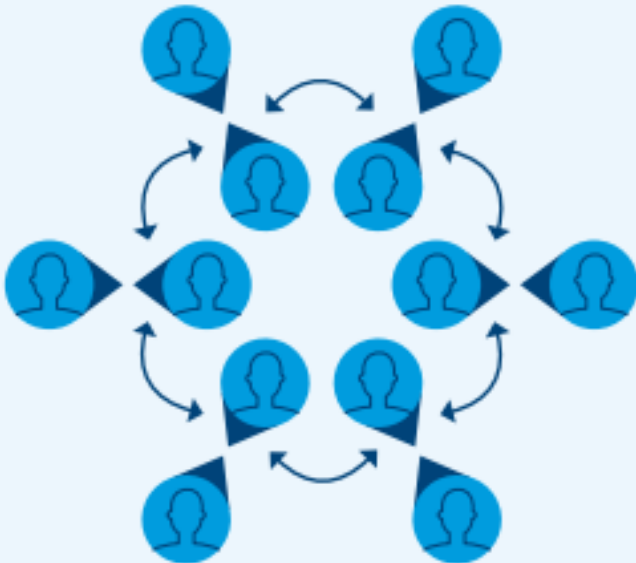
Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle



Oracy in religious studies

Coaching Onion/ Fishbowl

A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying



How to use coaching onion/fishbowl

- Whole class in pairs
- **Set a question for discussion e.g. 'Does God exist?'**
- Time a discussion e.g. 1 min per pair, standing up, then rotate
- Students share thoughts/ideas and develop their ability to justify/qualify as their confidence builds

This can then lead to a written task.

If you can say it, you can write it

- If we need to improve students' ability to WRITE then we need to improve students' ability to THINK.
- The easiest way to do this is to change the way students SPEAK. Supporting them to write in the academic register means they need to use academic language when they talk.
- Thought stems can be ON DISPLAY in the classroom to encourage this or shared as laminated placemats.



History Speech Stems

- **One effect of...was...**
- **Significantly, this resulted in a...**
- **The first reason for...was...**
- **Initially, these factors led to...however, following the.....**
- **The consequences of ...include...**

From informal to formal

A Pupil Recount

Our task was to find out what the different historians believe about...(event). We discovered that some historians think similarly but others offer different accounts.

D Reporting back

I read it through but I don't really understand what it's saying...we think it means this because...

B Talking while doing

...read it ...no, don't get it....what?...doesn't make any sense... it doesn't tell us...Yeah, think so...I get this bit.... but not that

C Text book recount

The historian in source 1 suggests that the main reason for (event) was...According to source 2, the historian implies that...Notably, the evidence focuses on the same cause, thus indicating its significance.

Register continuum

What is it about ?

← everyday

specialised

→ academic

Who is the audience ?

← informal

known

familiar

→ formal

unknown

unfamiliar

How shall I communicate ?

← spoken

'here and now'

shared context

→ written

distant

unseen context

Developing academic writing

Three key language features will help students to extend and develop their writing and make their writing more formal.

1. Use of advanced **discourse markers** for linking ideas (and developing cohesion)
2. Use of the **passive voice**
3. **Nominalisation**



Discourse markers

Aka...

- Cohesive devices
- Conjunctions
- ~~Connectives~~
- Linking words
- Signal words

<p>ADDING</p> <p>and as well as moreover furthermore in addition too on top of that another point is</p>	<p>SEQUENCING</p> <p>first, firstly, first of all second, secondly.. third next meanwhile now subsequently</p>	<p>ILLUSTRATING</p> <p>for example such as for instance in the case of as shown by illustrated by take... one example is..</p>
<p>COMPARING</p> <p>similarly likewise as with like equally in the same way</p>	<p>QUALIFYING</p> <p>but however although unless except apart from as long as if</p>	<p>CONTRASTING</p> <p>whereas alternatively unlike on the other hand conversely having said that nevertheless however</p>

Command words: humanities

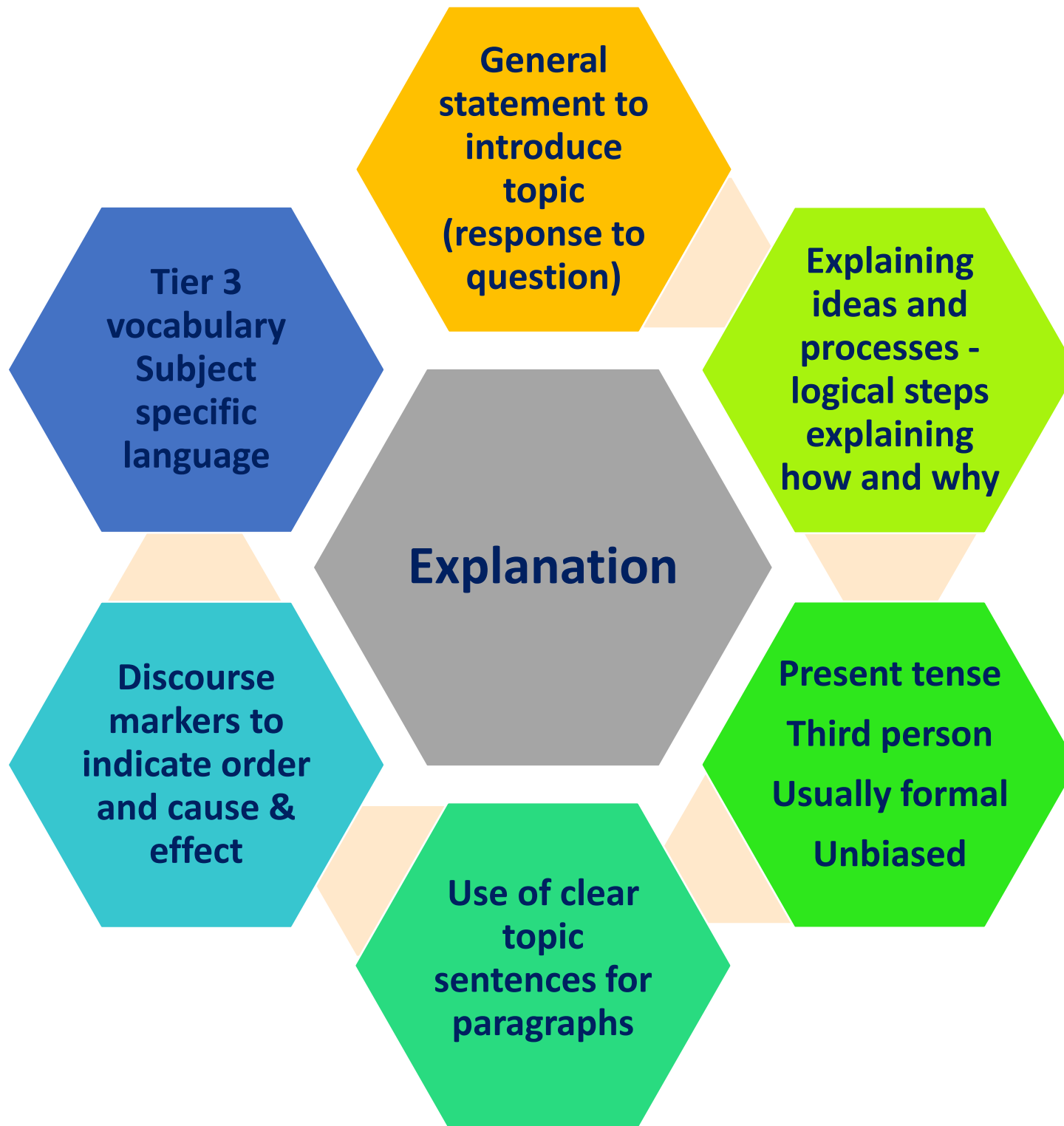
<p>Analyse separate information into components and identify their characteristics</p>	<p>Discuss Present key points</p>	<p>Consider review and respond to given information</p>
<p>Justify Support a case with evidence</p>	<p>Evaluate Judge from available evidence (giving judgements value)</p>	<p>Describe set out characteristics</p>
<p>Deduce draw conclusions from information provided</p>	<p>Examine investigate closely</p>	<p>Give produce an answer from recall</p>
<p>Explain set out purposes or reasons</p>	<p>Suggest present a possible case</p>	<p>Interpret translate information into recognisable form</p>

Command words

Write a question but use two different command words.
How does it change?

Give two examples of religious moral laws which some criminals break.

Explain two religious beliefs about breaking the law in order to get a bad law changed.



Modelling example

Explanation – Why was the Roman army so successful?

**Text
organisation**

Opening
statement
setting the scene
and giving
background

Paragraphs are
organised with
topic sentence
and supporting
details.

Concluding
paragraph
summarising and
emphasising
reasons.

The Roman army was successful for hundreds of years. They were able to conquer and control a huge empire for over 400 years.

Roman soldiers had armour and weapons of a very high quality. Their armour was well designed and made of reliable, strong materials such as brass or leather. Every soldier in this formidable force had four essential pieces of equipment plus spares.

The army was also cleverly organised into different sections called legions. Each legion was subdivided into smaller fighting groups called centuries, who lived and worked together. In addition, each century had support staff such as cooks and messengers.

In general, **soldiers were treated well and paid for their service.** This made them happier and more productive. However, they were also well trained and disciplined by fear. So, there was not much cause for desertion.

The Roman army was successful for a number of different reasons; Partly because of their high sense of loyalty and discipline, but also because of the excellent organisation and equipment.

Source: National Literacy Strategy 2001

**Language
features**

Past tense to recount
past events

Topic sentences
maintain key theme:
army, soldiers

Determiners refer to
specific people or
objects - *every
soldier, each legion*

Discourse markers to
add, emphasise,
compare: *also, in
addition; however*

Close reading to support writing

Use CUBE to support close reading of questions:-

- C** **Circle** the command word(s)
- U** **Underline** key words (words that can be 'pinched' for the response such as Tier 2 words)
- B** **Box** any tricky or subject-specific vocabulary (Tier 3 words)
- E** **Eliminate** the excess (the words you don't need to focus on)



Answer one of these questions

Suggest **one** way that international cooperation can help make tropical rainforests more sustainable.

Explain two contrasting beliefs in contemporary British society about the use of artificial contraception within marriage. In your answer you should refer to the main religious tradition of Great Britain and one or more other religious traditions.

“The most important reason why Hitler was able to establish a dictatorship was because of the use of threats and violence.”

How far do you agree with this interpretation? Explain your answer.

Passive verbs in geography

An earthquake is measured by the Richter Magnitude Scale.

(objective; no 'actor')

is measured is a passive verb

We measure an earthquake with the Richter Magnitude Scale.

(personal; 'we' do it)

measure is an active verb



From describing events to explaining processes

- It rained heavily. The rivers flooded.
- It rained heavily so the rivers flooded.
- The rivers flooded because of heavy rainfall.
- Widespread flooding was caused by heavy rainfall.
- Intense precipitation in surrounding hills caused widespread flooding over low-lying ground.

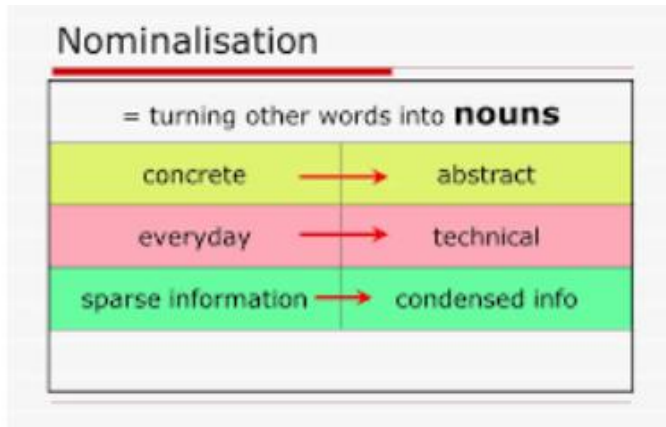
simple sentence structures, basic cause and effect

academic vocabulary, precise knowledge, cohesive and developed

Nominalisation activity

spoken verb	written verb	noun
work out	solve	solution
give out		
		analysis
		investigation
	conclude	
	clarify	
		calculation
stop	restrict, limit	
	produce	

Nominalisation



- **Verbs:** 'lose' to 'loss', 'react' to 'reaction', 'depart' to 'departure'
- **Adjectives:** 'long' to 'length' 'eager' to 'eagerness'
- Nominalisation names processes e.g. *attrition, the death rate*
- Nominal Groups: *The Industrial Revolution*
- The writer can condense ideas by forming noun groups from longer clauses.

Possible teaching & learning activities:

(Geography)

Convert the following verbs into nominalised nouns and use them appropriately in a complex sentence:

Sustain

Populate

Migrate

Manage

Benefit

(History)

Identify the nouns and nominal groups which summarise the main ideas of the text:

Hitler had long pledged to undo the Versailles Treaty.

Among its provisions, the treaty limited the size of

Germany's army. In March 1935, the Führer announced that

Germany would not obey these restrictions. In fact,

Germany had already begun rebuilding its armed forces. The

League issued only a mild condemnation.

Application in a teaching sequence

Review the strategies shared for:

- vocabulary acquisition
- reading, writing and talk

Consider which you would include in an upcoming teaching sequence with a writing outcome.

- How will you share with colleagues?
- How will you prioritise?
- What does it look like for pupils/teachers/ your department?
- Action plan



National Literacy Trust membership – a source of research and pedagogy

The Annual Literacy Toolkit

- Annual Literacy Research & Policy Guide

<https://literacytrust.org.uk/resources/annual-literacy-research-and-policy-guide-201819/>

- Annual Literacy School Review – audit tool
- Annual Literacy Pupil Survey

- CPD – training and conferences
- School improvement programmes
- Sport & Literacy – Skills Academy
- Teaching resources and case studies
- National competitions

<https://literacytrust.org.uk/competitions/story-explorers/>

- Research reports





Changing life stories

Thank you

Louisa Leonard

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