

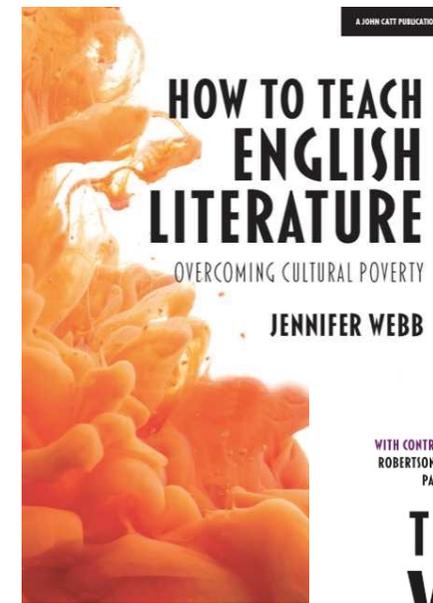
Jennifer Webb

Assistant Principal: *teaching, learning and staff development*

Author: *How to Teach English Literature*, *Teach Like a Writer* and *The Metacognition Handbook* (Summer 2021)

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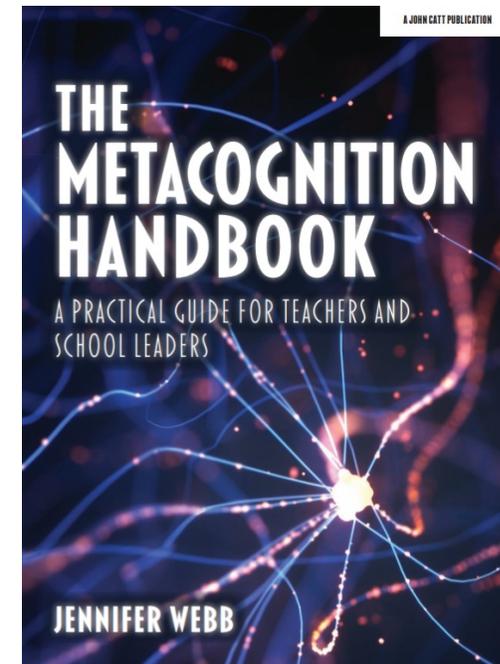
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WITH CONTRIBUTIONS FROM SAJU IQBAL AHMED, SAI MURRAY, ALIX ROBERTSON, BARONESS ESTELLE MORRIS OF YARDLEY, JACOB ROSS, PATRICIA TAYLOR, ZODWA NYONI & ADAM HENZE

TEACH LIKE A WRITER

JENNIFER WEBB





Q4: How do we support students who struggle to write at length?

WARNING - this is not about having low expectations. This is about every student having an appropriate battle plan.

A student said, 'This part of the story, where Alice is sent back along the road to find what has fallen from the roof and returns with the chrysanthemums, shows how hard and cruel Hartop is, so that all of our sympathy is with Alice.'

To what extent do you agree?

In your response, you could:

- consider whether Alice is treated cruelly by her father
- evaluate how the writer creates sympathy for Alice
- support your response with references to the text.

[20 marks]

Q4: *Read a bit, write a bit...*

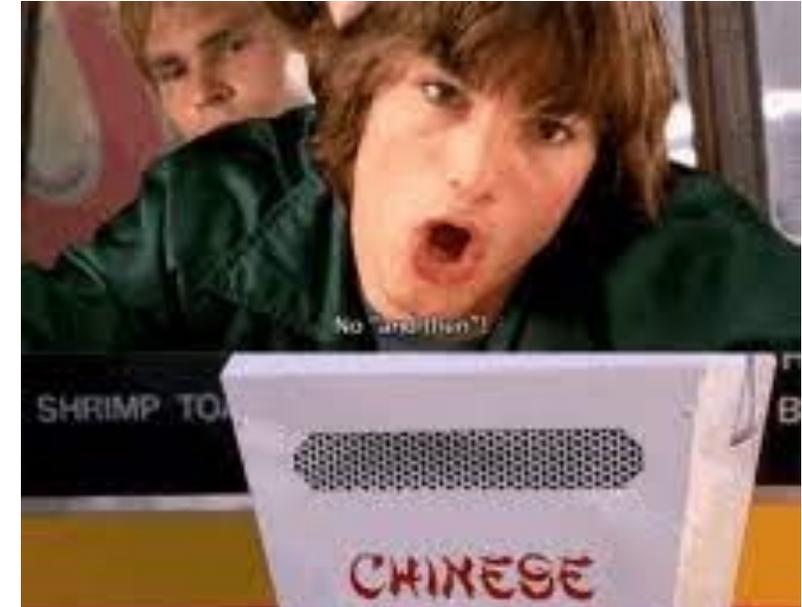
34 Hartop leaned across his wife and shouted: 'Go back a bit and see what it was.' The
35 woman moved to protest, but Hartop was already speaking again. 'Something
dropped. We'll stop at Drake's Turn. You'll catch up. I know something dropped.'
He let in the clutch as he was speaking and the van began to move away.

STOP. What can you talk about? Write a bit now...

40 Soon, to Alice, it seemed to be moving very rapidly. In the rain and the darkness all
she could see was the tail-light, smoothly receding. She watched it for a moment
and then began to walk back along the road. The wind was behind her; but
repeatedly it seemed to veer and smash her, with the rain, full in the face. She
walked without hurrying. She seemed to accept the journey as she accepted the
rain and her father's words, quite stoically. She walked in the middle of the road,
looking directly ahead, as though she had a long journey before her. She could see
45 nothing.

STOP. What can you talk about? Write a bit now...

I agree that... because...



AND THENNNN...
*this is echoed/
compounded/ reflected
by...*

This paper is a gift to generals everywhere...

How did it go last time? Is there anything I need to remember? How do I feel about doing it now?

Have I seen or done anything like this before?

What is the task?

THROUGHOUT: student is aware of what they are doing, how they are doing it and how they *feel* about it. They regularly check themselves, identify and correct errors.

AFTERWARDS: How did it go? Could I have approached this another way? How? What will I do next time I face a similar task? How will it be different? How will it be the same? Why?

Are there any structures or principles I've been taught which will help?

What do I already know about this task and the theme?

What errors might I make? What can I do to avoid them?



Task:

COMPREHENSION (what is the task asking you to do?)

CONNECTION (have you ever done or seen anything like this before? How is this similar or different?)

STRATEGY (based on past experience, what is the best approach for you to use for this task?)

REFLECTION (how did it go? How did you feel about it? What will you change for next time?)

Task: How does the writer use language to describe the garden?

COMPREHENSION (what is the task asking you to do?)

- *'language'- key word. Vocabulary, language devices*
- *Aim for two developed paragraphs*
- *Use quotations to support points*
- *Mock feedback - dig deeper!*

CONNECTION (have you ever done or seen anything like this before? How is this similar or different?)

- *Exam question last week - different text but same task*
- *I have done recall tasks based on language devices and key vocabulary to help my expression*
- *I have seen two model answers for this kind of question this week and we have annotated them*

STRATEGY (based on past experience, what is the best approach for you to use for this task?)

- *Last week on the same question I didn't go far enough with my language analysis - I must remember to dig deeper - say more than one thing before moving on!*
- *Use simple sentence structure, like Miss used in the model answer*
- *15 minutes - stick to timings*
- *DO NOT go beyond the set lines!*

REFLECTION (how did it go? How did you feel about it? What will you change for next time?)

AFTER PEER MARKING USING A MARK SCHEME

- *I have improved by 3 marks since last time - better use of more relevant evidence*
- *I used my time better, but felt stressed by the end. I need to remind myself to stay calm - this isn't the most important type of question so I need to move on to the 20 mark question and not be so obsessed by little details!*

Y7 Assessment:

List 4 things...

How does the writer use language...

How does the writer use structure...

To what extent do you agree...

Y7 Assessment:

So how DO we prepare students for GCSE *without* preparing them for GCSE?

~~List 4 things...~~

~~How does the writer use language...~~

~~How does the writer use structure...~~

~~To what extent do you agree...~~



A scene from the movie Toy Story showing Woody and Buzz Lightyear. Woody is on the left, looking concerned with a furrowed brow. Buzz is on the right, wearing his green and purple space suit, looking up and to the right with a confident, reassuring expression. He has his right hand raised, palm facing forward, in a gesture of reassurance. The background is a simple indoor setting with a door and some yellow stars on the wall.

IT'S OK!

WE'VE SEEN THIS BEFORE!



Where are our golden threads?

Can you explain the key aims of the curriculum?

Can you explain why topics are on the curriculum? Why are they worthy of study?

Can you explain why things are sequenced in the order they are?

Can you explain how students in your subject develop skill and knowledge over time? For example, what would you expect a student to know and be able to do by the end of Y7?

Does your curriculum planning have meaningful 'BIG QUESTIONS' threaded throughout, supporting ambitious teaching and learning?

Does curriculum planning and the sequencing of lessons make the most use of our understanding of cognitive processes?

Can you identify parts of the curriculum which students often find difficult? Can you explain how this is addressed?

I hate Q3. What is the point?

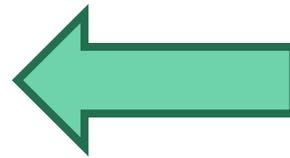
This implies that...

...we are doing it for no good reason other than it's on the exam.

It's a waste of time.

We don't value it as a critical skill in our subject.

Can you explain why topics are on the curriculum? Why are they worthy of study?



Have this conversation with your team. Do it every year as you continue to refine the curriculum map.

Where are our golden threads?

How do writers use text structure to direct the reader/audience's focus?

Romeo:
If I profane with my unworsted hand
This holy shrine, the gentle sin is this:
My lips, two blushing pilgrims, ready stand
To smooth that rough touch with a tender kiss.

Juliet:
Good pilgrim, you do wrong your hand too much,
Which mannerly devotion shows in this;
For saints have hands that pilgrims' hands do touch,
And palm to palm is holy palmers' kiss.

Romeo:
Have not saints lips, and holy palmers too?

Juliet:
Ay, pilgrim, lips that they must use in prayer.

Romeo:
Oh then, dear saint, let lips do what hands do.
They pray: grant thou, lest faith turn to despair.

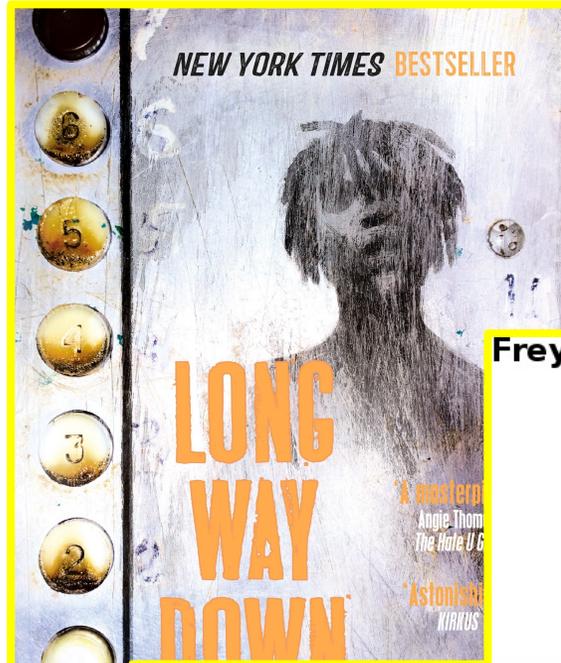
Juliet:
Saints do not move, though grant for prayers' sake.

Romeo:
Then move not while my prayer's effect I take.
Lest from my lips, by thine, my sin be beguiled.

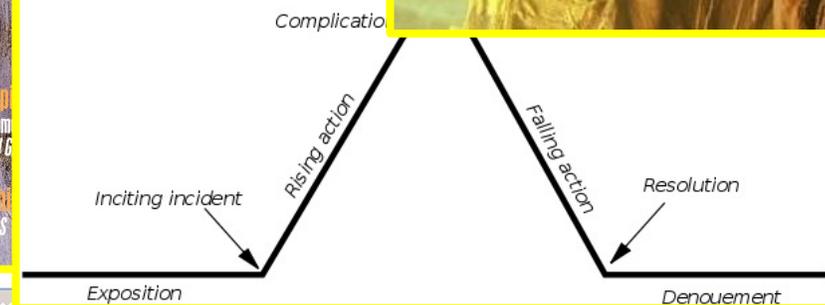
Juliet:
Then have my lips the sin that they have took.

Romeo:
Sin from my lips? O trespass sweetly urged!
Give me my sin again.

Juliet:
You kiss by th' book.



Freytag pyramid



Y11: How has the writer structured the text to interest you as a reader?

Teach this thread EXPLICITLY. Talk about it with your team. Ensure that, over time, students are building the skill to identify key structural elements in the same way they are able to recognise and explore language features.

Top tips:

- **NO SURPRISES**
- **Pull through your golden threads from Y7**
- **Help every student to have an appropriate battle plan**
- **See the value in it. Even if it's imperfect.**
Don't let the students know you don't like it!
- **Andy?**

How to access my sessions...

FUTURE CPD on Eventbrite

Summer Term:

AQA Language Session 2: Paper 1 Writing with Natalie Cole

AQA Language Session 3: Paper 2 Reading with Stuart Pryke

AQA Language Session 4: Paper 2 Writing with Haili Hughes

22nd June: Planning for trainees

29th June: SPAG for trainees

6th July: Feedback for trainees

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