# Bridging plans: from Key Stage 3 to Key Stage 4

## Modern foreign languages

**MFL subject leaders**

Status: Recommended

Date of issue: 03-2005

Ref: DfES 0115-2005 G



PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

department for
**education and skills**
creating opportunity, releasing potential, achieving excellence

# Contents

National Strategy publications referred to in this booklet are available at the following website address:

www.standards.dfes.gov.uk/keystage3/publications

**Disclaimer**

The Department for Education and Skills wishes to make clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this document, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print. Tutors should check all website references carefully to see if they have changed and substitute other references where appropriate.

# Introduction

## Background to the series

This booklet is designed to help modern foreign languages (MFL) departments plan for effective transition from Key Stage 3 to Key Stage 4 by creating teaching and learning plans that bridge the key stages. In the literal sense, a bridge has two ends. Bridging plans will be effective only if teachers give thought to how the work at the end of Year 9 can be linked with the beginning of Year 10.

From a pupil's perspective, moving from Key Stage 3 to Key Stage 4 may be less marked than other key stage transitions because it does not usually involve a change of school. However, there are other milestones for consideration as pupils enter Key Stage 4. Perhaps for the first time in their lives, pupils make choices about the subjects they will study and, to some extent, the paths they will follow. They also become aware of how GCSE courses will be different, for example in having an element of assessment by coursework.

Many MFL departments use time in the latter half of Year 9 to offer pupils opportunities that complement or extend the work they have been doing previously. For example, some departments work to develop pupils' presentational skills in speaking to encourage more extended responses to questions; others highlight aspects of the curriculum content which will be different in Key Stage 4. Some teachers may find ideas and strategies that can be used at other times in Year 9, for example to motivate pupils in MFL when pupils are thinking about option choices.

The aim of these materials is to suggest additional ways in which you could help pupils make a confident start to Key Stage 4, particularly by making best use of the time in Year 9. This is not just about starting GCSE courses early: it is about stimulating pupils' interest and keeping them engaged. It is also about creating a sense of moving on, with an expectation of increasing maturity and independence as a learner. The aim should be to develop bridging plans that can be incorporated into a scheme of work and, with appropriate revision, used from year to year. Although there are many references to maximising pupils' achievement at GCSE, the materials reflect good practice in the teaching and learning of MFL generally. Many of the ideas and strategies are readily adaptable to preparing pupils for the widening range of non-GCSE courses offered in Key Stage 4.

## How to use this booklet

A suggested sequence of steps is to:

- read the booklet and reflect on the suggestions it contains – you might want to encourage other colleagues to do so as well

- take your thoughts to a meeting of the department:
  - highlight some general points from the booklet
  - review what you currently do in Year 9 after teacher assessment and the first few weeks of Year 10

–   consider possibilities for development, perhaps using the summary of suggestions on page 9 as a starting point

–   agree on the changes you want to make, possibly delegating detailed development to a smaller group

■  allow time to review the implementation of your plan and make changes for future years.

# Developing independent learners

Increasing numbers of departments recognise the need to think about pupils, not only in terms of their capabilities in the subject, but also in terms of their learning skills. Maturing towards independence is gradual; pupils do not suddenly change as they move from one key stage to another. However, the transition between Key Stage 3 and Key Stage 4 provides an opportunity to refocus attention, of both teachers and pupils, and to set up activities that could have a positive impact on pupils' learning skills.

Many teachers have found that the objectives from the *Framework for teaching modern foreign languages: Years 7, 8 and 9* are extremely useful in this process. The objectives across the strands: **W**ords, **S**entences, **T**exts (Reading and Writing) and **L**istening and Speaking are referred to in this booklet by their number, e.g. 9**T**5 refers to Year 9, Texts, objective 5. Although the Year 9 objectives are especially important in developing independence, other objectives from Years 7 and 8, if not already taught, may also be relevant. Linguistic competence and self-confidence can improve only through focusing on tasks that help pupils to develop their creative writing skills (9**T**5), to adapt text for their own purpose and use (9**T**6) and to develop their ability to use questions and text effectively (9**L**4). The development of independence in MFL learners is a theme of the spring 2005 Key Stage 4 network meetings for MFL and is further discussed in the guidance booklet *Improving transition and transfer in Key Stage 3 modern foreign languages: a focus on progression* (DfES 0184-2005).

## Expectations for the end of Key Stage 4

Pupils who are effective learners have the skills to learn on their own. They can be relied on to work independently, even for long periods. One LEA worked with teachers to identify statements that describe effective learners at different stages of their development. These statements identify the learning skills that pupils need to be taught. The following statements are for the end of Key Stage 4.

By age 16 effective learners:

- are well organised and plan their work confidently, balancing priorities

- show independence in solving problems, selecting the most effective strategy with confidence and seeking help when needed

- gather information efficiently and take notes in a variety of ways, selecting the method to suit the purpose

- can reorganise their work and present it with a clear sense of audience

- are effective team members and can recognise the different roles needed to complete a task and will often take on that role to ensure completion

- search for a purpose for learning and will challenge and question to ensure that what they are learning is appropriate

- explore how this new learning fits with existing knowledge and accommodate any changes to their overall 'map'

- assess their own work and can identify areas for improvement and seek help to clarify how they can improve.

Taking this list as a goal, think about some of your current Year 9 pupils. What steps do they need to take towards becoming independent learners?

## Strategies for developing pupils' learning skills

Pupils are more inclined to give up when they meet a challenge and to opt out of discussion and group work if they have not fully developed the skills needed to work independently, and if their organisational skills are weak. Such pupils require particular support. However, the need to develop learning skills is not confined to these pupils. As they grow older, *all* pupils need to acquire a greater perception of themselves as learners.

Research shows that pupils can be taught to become more independent in their work and thus become more effective learners. It often pays to start small, by concentrating on a particular learning skill, such as organising information.

- Model for pupils how the particular skill is carried out.

- Select tasks carefully to match your goals and to ensure that pupils experience success.

- Give good examples and make clear what are the criteria for success.

- Monitor individuals and the whole class and deal with difficulties.

- Provide positive oral and written feedback, not just marks and grades. As you begin to foster new habits in pupils, gradually increase expectations.

- Set challenging tasks for the whole class, building in necessary support.

- As a whole class, work collaboratively through the stages of solving a problem, gradually reducing the support you provide.

- Focus particularly on understanding problems and planning the solutions.

- Include short spells of carefully structured paired or small-group work.

- Expect pupils to share, comment on and evaluate each other's work.

- Develop thinking skills by raising questions about ways of working and encouraging reflection on strategies for learning.

Note: This section draws on *Pedagogy and Practice: Teaching and Learning in Secondary Schools*: Unit 17: Developing effective learners (DfES 0440-2004).

In teaching and learning modern foreign languages, the best practice is summarised by Ofsted as apparent in classes where teachers set high expectations, provide clear models for practice, set appropriate challenges and plan effectively, using a wide range of tasks which both interest and engage all pupils.

# MFL: from Key Stage 3 to Key Stage 4

As MFL is now an entitlement at Key Stage 4, pupils considering whether or not to continue their studies beyond Key Stage 3 need to be challenged, engaged and motivated. How can you make the best use of the time available in Year 9 to promote features of studying a modern foreign language that make it both exciting and worthwhile? What fresh new challenges can pupils anticipate in Key Stage 4 and beyond?

By the end of Key Stage 3 successful pupils can, to differing degrees:

- speak confidently and accurately about familiar topics (9**L**5)

- use what they know to respond to new situations (9**L**3)

- use language creatively to express their meaning accurately (9**T**5)

- learn and use an increasing range of vocabulary, expressions and more complex grammatical structures (9**S**3, 9**S**5, 9**S**7)

- understand the value of sentence variety and the need for accuracy in spelling (9**T**2, 9**T**7)

- work independently and use reference materials effectively (9**T**4).

In Key Stage 4 there are new perspectives to consider when targeting pupils' development within the GCSE tiering structure, but pupils will build on their Key Stage 3 experiences by:

- taking more responsibility for improving their own learning and performance

- developing their communication skills to a higher level for formal GCSE assessment in speaking across a range of contexts

- engaging in more independent in-depth work, such as coursework and extended writing

- increasing their ability to read, listen to and understand more complex texts

- improving the precision and accuracy of their writing.

In Year 9 teachers will want to decide which skills and contexts developed over the year are most appropriate to the needs of Key Stage 4 learners. They will also want to decide how these projects could help pupils approach their GCSE courses in MFL with greater independence.

# Selecting bridging projects for development

The MFL bridging projects table, which follows, summarises four possible bridging projects in MFL. Some deliberately build on existing National Strategy materials and Framework objectives and approaches. You will want to select ideas carefully, taking account of what you do currently in Year 9 and the time available. Consider whether you already incorporate bridging activities in your departmental scheme of work. If so, is there value in reviewing what you currently do? If you do not yet use bridging projects, is there value in developing one or more of the projects outlined here? You might find it useful to copy the summary table and use it as a starting point for discussion with colleagues in your department.

# MFL bridging projects

| Project | Title | Framework objectives | Time required | Summary | Page |
|---|---|---|---|---|---|
| **1** | **Pupil self-assessment: creating more confident speakers** | 7**L**6, 8**L**4, 8**L**5, 8**L**6, 9**L**1, 9**L**2, 9**L**3 | 5–6 hours | Pupils should be encouraged to take increasing responsibility for their own progress as learners. This means knowing what they do well and what they could do better. This project involves analysing their own progress in speaking throughout Key Stage 3 and an initial exploration of the assessment objectives that underpin GCSE. It includes a review of Key Stage 3 work and assessments and previous final GCSE oral assessment tapes. | 12 |
| **2** | **GCSE assessment criteria: stepping stones to better writing** | **T**7 | 6–9 hours | Examiners' reports indicate that writing in the target language is one of the weakest elements for many pupils. This project gives an opportunity for pupils to analyse their own written work and teaches them how to develop this from draft into an extended piece of writing. | 17 |
| **3** | **Authentic texts and creative writing** | **T**4 | 6–8 hours | This project looks at using authentic texts as a resource and examines ways of using selected materials as a source for writing. It teaches pupils how to summarise and analyse selected text and to reformat it for their own use. It includes working with GCSE reading texts and the different test types. | 21 |
| **4** | **Listening to develop speaking skills** | 7**L**4, 8**L**3, 8**L**4, 8**L**5, 9**L**3, 9**L**4, 9**L**5 | 6–7 hours | Examiners' reports indicate that there are particular difficulties for pupils associated with listening tasks at GCSE. This project looks at techniques for achieving success and links listening with the development of speaking skills, in particular transactional tasks, dealing with unpredictable questions and responses and adapting what has been heard for a different purpose or audience. | 26 |

# Implementing your bridging plans

## Working with your department

Assuming you are following the guidance on page 3, 'How to use this booklet', and on page 8, 'Selecting bridging projects for development', there are a number of other issues to consider when implementing your plans.

Actively following up in Year 10 the developments initiated in Year 9 should ensure continuity and progression – the essential purpose of your bridging plans. Whether your bridging projects are located mainly towards the end of Year 9, split evenly between Years 9 and 10, or are used mainly at the beginning of Year 10, there needs to be an explicit link between the key stages, so that pupils can see that they are developing what they have begun. The Year 9 Framework objectives indicated below are crucial to this process:

- 9**W**2: extending the range of connectives, to improve and expand sentence structure

- 9**W**5: a secure knowledge of verb patterns, to improve ability to manipulate tense

- 9**S**4: use of questions, to improve independence and a need for clarification

- 9**T**4: selecting and using support materials, to increase independence

- 9**T**7: checking written accuracy, to improve general levels of accuracy independently of a teacher

- 9**L**3: reporting and paraphrasing, to improve examination results at the end of Key Stage 4.

Discuss with colleagues how you will overcome potential obstacles to this process. For example, there may be significant changes in pupil groupings and staff allocations between Year 9 and Year 10.

- How can you ensure that these changes will not inhibit what you do and that all pupils gain full benefit from your bridging course plans?

- Do your plans involve all pupils in the year group?

- What records or notes will need to be kept by pupils and teachers?

- How will you round off the work in Year 9 and re-engage with it in Year 10?

Detailed planning, which might be delegated to a smaller group of colleagues, might raise various questions to consider.

- What adaptations will you need to make to your scheme of work in order to incorporate the selected projects?

- What new material or adaptations to existing material do you propose to include?

- How will you ensure that teachers are briefed and that resources are prepared in time?

## Networking within your school

Effective implementation of plans needs to involve your school's senior leadership team. Support from the leadership team might include, for example:

- coordinating bridging plans across subjects

- fostering development of pupils' learning skills as a whole-school focus through transition to Key Stage 4.

You might seek the assistance of the leadership team in making arrangements such as:

- teacher release to develop ideas

- timetable changes towards the end of term

- increased access to computer facilities.

You might also want to liaise directly with another subject department to work on a joint initiative. You could, for example, work with the geography department on an extended writing project or a piece of coursework related to a country where the chosen modern foreign language is spoken, or you might coordinate the assessment of MFL work with English.

## Networking with other schools and the LEA

There are considerable advantages to setting up, or linking into, local development groups to pool ideas and perhaps develop shared materials. This is an effective way of making best use of local capacity. Possibilities to consider are:

- linking with one or more local departments to initiate a joint development

- linking into LEA facilities and networks by working with your Key Stage 3 consultant and keeping them informed of developments.

# Project 1: Pupil self-assessment: creating more confident speakers

## Learning outcomes

Pupils maximise their chances of making good progress during Key Stage 4 by taking greater responsibility for their own learning. This means knowing what they do well, what they need to do better and how their experience at Key Stage 3 has prepared them for the different but related challenges of Key Stage 4. This project helps develop the key skill of **Improving own learning and performance**.

## Objectives

| | |
|---|---|
| Y9 Topics covered | What I know |
| Y9 Levels of expertise | What I can do |
| Y9 Matching attainment to criteria set | GCSE assessment criteria |
| Achieving success | What I need to improve |

## Background to the project

This project outlines a sequence of lessons designed to help pupils help themselves to achieve success in oral communication. It introduces pupils to the assessment objectives for GCSE Speaking in a way that gives them confidence by enabling them to recognise how much they already know and can do. The timings are flexible to allow for variations in relation to the needs and experience of pupils.

## Resources

■ evidence of pupils' work during Key Stage 3, including test papers if available

■ self-assessment profiles

■ GCSE assessment objectives and a GCSE oral moderation tape

## Structure of the project

| Introduction to the project | Pupils use a review sheet to help them reflect on what they already know and can do with regard to the curriculum content for GCSE. | 1 hour |
|---|---|---|
| Main body of the project | Pupils are introduced to the criteria for the formal assessment of speaking at GCSE. They then prepare a series of oral presentations on familiar topics and use these as the basis for setting personal targets for future progress. | 3–4 hours |
| Plenary stage | Teacher and pupils share and discuss the experience of peer and self-assessment and consider how it can be used to improve learning in Key Stage 4. | 1 hour |

## Lesson 1: The good news

Introduce the project by outlining the objectives and emphasising that it is an opportunity for pupils to develop the key skill of becoming responsible for improving their own learning and performance. Point out the vital link between confident use of language and future success – in school and beyond. Stress the importance of recognising their own development and the advantages and benefits of being able to communicate in another language.

In whole-class discussion, model the connections between the skills pupils have developed in Key Stage 3 MFL, the increased linguistic competencies necessary for success at Higher level in GCSE and the application of Key Stage 4 curriculum content to their own preferences and ambitions. Encourage pupils to reflect on the wider context of using a modern foreign language, including cross-curricular links. This could involve personal identification, the world of work, discussing your home town, the world of travel and tourism, and be linked to more general aspects of the development of their linguistic skills and competencies.

Collect examples and links under each heading, and encourage pupils to add to their own lists as they are reminded of what they can do by what others say. Hear from each pupil about some of the language work they have particularly enjoyed in Key Stage 3, and where they are pleased with the progress they have made. Discuss any of their own suggestions, which they think they might use and adapt in Key Stage 4. Ask pupils to consider, before the next lesson, one such area that they might like to develop and the ways in which they could present this work.

## Lessons 2–4: Speaking

Pupils need to know that GCSE MFL includes the formal assessment of speaking. Point out that speaking is assessed by the teacher in a terminal examination and includes two presentations, one selected by the pupil and one unprepared topic. Use a past oral examination tape to clarify expectations and to familiarise the pupils with the conduct of the assessment. Ask pupils to comment on which performances were best and to provide a list of possible reasons. Use your knowledge of the Framework to draw out the following points:

the importance of:

- understanding a range of questions (9**S**4/9**L**4)
- using tenses appropriately (9**W**5)
- using a range of connectives and phrases (9**W**2)
- using extended sentences with a range of clauses (9**S**6).

Provide pupils with copies of the assessment criteria for GCSE Speaking and go through them, asking pupils to comment on each section and to provide further examples.

Play the class a further taped extract and give pairs of pupils time to assess and comment on it together, suggesting the relevant assessment for each success criterion. They can then discuss their assessment and give feedback. The class can come to a common agreement in a plenary session.

Divide the class into pair groups. Provide them with a list of familiar GCSE conversation topics and possible support questions. Ask them to practise asking and answering these questions. Encourage them to comment on their own and their partner's success. Then ask pupils to prepare and present a formal talk, as individuals or in a group, which can be assessed using GCSE criteria.

## Lesson 5: Skills profile

To help pupils to recognise where it is best to focus their efforts, give them a skills profile, such as the one provided at the end of this project or one developed within your school. Show how each assessment category links with what they have learned in Key Stage 3 and also features in GCSE assessment. Remind them that they have been learning with objectives in mind for years, so that addressing the GCSE assessment objectives is not a process that is new to them.

Give some examples of the ways in which different topics and themes might be developed within the topic areas described and ask pupils to suggest areas for development they might like to cover.

Based on teacher assessment and analysis of key areas of test performance, indicate precise areas for development to pupils who are leaving Key Stage 3 on the borderline between levels 4 and 5 or levels 6 and 7.

Once pupils have completed an initial impression of what they already know and can do, ask them to discuss with a partner ways in which they can improve personal performance. The pair should decide on their individual priorities for the current term and for the coming year. Each pair then joins another pair, and each person uses a completed profile to describe their partner's strengths, citing examples as much as possible. The profiles are then returned to their owners, who explain what their top priorities are for future learning. (They could be written up for homework and then confirmed with the teacher.) Finally, teacher and pupils share priorities and discuss the experience of peer and self-assessment. When discussing how these processes can help them to improve their learning in Key Stage 4, they might refer to the GCSE assessment objectives.

## Developing the project in Year 10

Pupils' images of themselves as learners, and their recognition of what they know and what they need to know, underpin progress in Years 10 and 11. The process of self-assessment as outlined in this project can help prepare pupils for GCSE, since in Year 10 they will be expected to take greater responsibility for their own learning, to manage chosen areas of work, and to prioritise their efforts in relation to their pattern of achievement. By introducing pupils to the GCSE assessment objectives early in Year 10, teachers can involve pupils in identifying their personal targets, negotiating aspects of their learning and monitoring their own progress. It may also be possible to continue and extend the peer-group assessment featured in the project.

# Skills profile: Speaking

**Name:** …………………………………………………………..

| Area of experience | Topic Key Stage 3 | What I can do: (Framework objective) | GCSE extension | What I need to improve: (Framework objective) | Possible presentation topics |
|---|---|---|---|---|---|
| At home and abroad | • Describing my house | 8**L**3: relating gist and detail: answering basic questions | • Describing an ideal home | 9**L**1: recognising and responding to other people's responses and moods | • My home and family |
| | • Saying where I live | 8**L**4: adding interest to what I say | • Talking about advantages and disadvantages | 9**L**3: reporting on what I have heard | • Where I would like to live and why |
| | • How I get to school | using adjectives and connectives and saying what I like and dislike | • Discussing transport | 9**L**4: questioning and developing themes | • Environmental issues |
| | • Where I go/went on holiday | 8**L**5: taking part in short dialogues and exchanges: responding to what I know | • Discussing an ideal holiday destination | 9**L**5: giving extended responses with reasons to what I am asked | • The holiday industry |
| Education and training | | | | | |
| House, home and routine | | | | | |
| Media, youth culture and entertainment | | | | | |
| Social activities, fitness and health | | | | | |

# Project 2: GCSE assessment criteria: stepping stones to better writing

## Learning outcomes

Writing in the target language accounts for 25% of the final grade at GCSE. With varying degrees of success, pupils at the end of Key Stage 3 are able to produce short pieces of writing that seek and convey information and opinions and refer to tenses other than the present. However, their work is often limited to a narrow range of grammatical structures and lacks creative challenge. Experience of using the Framework shows that working on high-frequency words, such as connectives, and on a wider range of verbs and tenses improves pupil confidence in writing at greater length, at both sentence and text level. This project seeks to build on this success and to explore ways in which pupils can use their Key Stage 3 work as source material and as stepping stones to the production of more independent and imaginative writing, which is vital to success in Key Stage 4.

## Objectives

| Framework objectives Key Stage 3 | GCSE assessment criteria AO4 |
|---|---|
| 7**W**1/2/3 8**W**1 | Lists, form filling and questionnaires |
| 8**W**3/4/5/6 9**W**2/5 7**S**6/7/8 8**S**2 | Writing short phrases and sentences |
| 8**S**3/4/5/6 9**S**3 | Writing short messages and paragraphs |
| 9**T**5/6/7 | Original continuous writing tasks |

## Background to the project

This project outlines a sequence of lessons designed to help pupils help themselves to achieve success in written communication. It introduces pupils to the assessment objectives for GCSE Writing in a way that gives them confidence by enabling them to recognise how much they already know and can do. It encourages them to use their knowledge of how to build extended sentences and longer texts and to develop their skills in creative writing. The timings are flexible to allow for variations in relation to the needs and experience of pupils.

## Resources

- written assignments completed in Year 9
- GCSE criteria for assessment
- GCSE suggested writing assignments
- writing frames

## Structure of the project

| Introduction | Pupils are introduced to the criteria for the assessment of writing at GCSE (see table of objectives above). They then consider a piece of written work, match this against these criteria and discuss in groups possible expansions to this work to create a piece of GCSE coursework. | 1 hour |
|---|---|---|
| **Main body of the project** | Groups of pupils select pieces of their own work as source material for a possible coursework assignment. They complete a writing frame and then a first-draft piece of coursework for submission. | 4–7 hours |
| **Conclusion** | Pupils discuss and review their submitted work and set targets for future progression. | 1 hour |

## Lesson 1

Introduce the project by explaining that the class is going to consider how to use a piece of Year 9 written work as a possible first source for writing a GCSE coursework assignment. Select a typical piece of Year 9 written work for whole-class discussion and explain the GCSE criteria for writing.

In discussion, ask pupils to consider the core source material. Encourage them to think about ways they could expand this work. Using your knowledge of the Framework objectives, elicit the following key points for consideration:

- 9**S**1 positioning of words, phrases and clauses

- 9**S**3 using verbs and tenses

- 9**S**4 using questions

- 9**S**6 building sentences

- 9**T**2 features used for effect

- 9**T**4 selecting and using additional support materials

- 9**T**5 using standard text conventions such as paragraphs

- 9**T**6 adapting the text for a different purpose or audience

- 9**T**7 checking work for spelling and accuracy.

Ask them to consider the various GCSE task types:

- type-1 tasks: lists, labels and short messages

- type-2 tasks: letters, articles and descriptions

- type-3 tasks: extended writing tasks involving expressing ideas, justifying points of view and expressing their own ideas.

Share ideas about their appropriate selection (9**T**6).

Divide the class into small groups and ask them to discuss their own written work. Ask them to consider pieces they might use for their own assignments. Ask each group to feed back their ideas to the whole class.

## Lesson 2

Reintroduce your selected piece of Year 9 work and list the GCSE topic areas:

- At home and abroad
- Education, training and employment
- House, home and daily routine
- Media, entertainment and youth culture
- Social activities, fitness and health.

Ask them to suggest possible topic areas and titles for your work. Use the suggested writing frame to model for pupils how to expand this piece of work into a coursework assignment. Discuss with them other possible source materials for use. Demonstrate how to plan, open, close and write this piece of work, with audience and purpose in mind. Ask them the key questions to consider (who, what, where, how, why) and note the key points for consideration as the discussion progresses.

## Lessons 3–7

Pupils work in small groups using the same format and frame to plan a piece of their own writing. They research and select possible additional sources of information, which may include using and sharing each other's work for a final group task rather than individual assignments at this stage.

As they are working, make a note of any special points for further group discussion. Once they have selected all their materials and completed their frames, invite them to share their ideas with the class. Encourage peer-group comments and suggestions. Invite pupils to use their frames and source materials to produce a piece of coursework for submission. In the final lesson revisit the aims of the project and review what the pupils have learned. Ask them to prepare guidelines for their own future use in Key Stage 4 and to present these ideas to the class. This could be a list of bullet points or a PowerPoint presentation.

## Developing the project in Year 10

This project contributes to Year 10 work in a range of ways. In particular, it highlights the relevance of work done in Key Stage 3 and provides a useful working model. The exploration of extended writing during the project should enable pupils to tackle the challenge of GCSE original writing coursework in Year 10 with greater confidence. The skills that have been the focus of the project are useful to pupils as readers and not just as writers. If they are able to use authentic texts effectively for their own writing projects they are more likely to meet the reading criteria for higher grades. Teachers may also wish to use listening materials as possible writing stimuli.

## Writing frame

This suggested frame for writing is to support the collection of notes for pupil use prior to the start of the drafting of a piece of written coursework or an extended writing task. In terms of GCSE submission, it would serve as the evidence required for the authentification of source materials and notes.

| Name: | | | GCSE topic area: | |
|---|---|---|---|---|

| Coursework assignment title: | | | | |
|---|---|---|---|---|

| Framework objectives | | | Bullet point notes |
|---|---|---|---|
| 9**T**3/4 | Where did I find the material? | Main source materials | |
| 9**T**4 | How will I adapt this for my personal use? | Additional source materials | |
| 9**T**6 | What is the best way to write up this work? | Possible task types to use | |
| 9**S**4 | What ideas am I trying to present? | Questions to answer | |
| | How will I begin this piece of work? | Introduction | |
| 9**S**2<br><br>9**W**2<br><br>9**S**6<br><br>9**T**2<br><br>9**T**5 | How will I introduce each idea?<br><br>What words will I use to connect each sentence?<br><br>How will one idea link with the next? | Idea 1<br><br>key phrases<br><br>connectives<br><br>time clauses<br><br>opinions<br><br>link words | |
| | | Idea 2<br><br>key phrases<br><br>connectives<br><br>time clauses<br><br>opinions<br><br>link words | |
| | | Idea 3<br><br>key phrases<br><br>connectives<br><br>time clauses<br><br>opinions<br><br>link words | |
| | | Conclusion | |

# Project 3: Authentic texts and creative writing

## Learning outcomes

This project will give pupils an opportunity to research and develop a theme that is of personal interest using authentic texts. This will add an insight into cultural similarities and differences between their own and the other country as well as improving their analytical reading skills. Working with authentic texts will be both a stimulating and motivating experience. It will enable them to be more independent in their selection of materials for use and offers useful practice in dealing with GCSE reading tasks.

## Objectives

| Framework objectives Key Stage 3 | GCSE assessment criteria AO3 |
|---|---|
| 9**T**1 | Identifying and understanding the main points of a piece of text |
| 9**T**2 | Noticing features of text that add interest and effect |
| 9**T**3 | Selecting authentic text. Skimming and scanning to extract relevant detail |
| 9**T**5 | Using authentic text as a source for creative writing |
| 9**T**6 | Adapting a text to suit a different audience or purpose |
| GCSE Reading | AO3 Identifying main points and specific details from text and drawing inferences and conclusions |

## Background to the project

This project links reading and writing by helping pupils to use and select authentic texts as source materials for the preparation of an extended writing task or coursework assignment of their own choice. It addresses objectives from the Year 9 Framework related to skimming and scanning text to elicit meaning (9**T**3/4) and to the cultural knowledge and contact objectives (9**C**1–9**C**5).

The project links to the assessment criteria for GCSE reading which require pupils to be able to:

■ identify and note main points

■ extract specific details

■ identify points of view

■ recognise attitudes and emotions

- draw inference and conclusions

- understand references to past, present and future events.

The timings of the lessons are flexible to allow for variations in relation to the needs and experience of pupils.

## Resources

- pre-selected pieces of authentic text from previous GCSE reading tests

- list of suggested source materials and websites for individual pupil use

- summary frame for assessing and using authentic reading texts

- additional selections of GCSE Higher-level reading tasks from previous papers

## Structure of the project

| Introduction | The teacher uses modelling to help pupils to analyse a piece of GCSE reading text. A summary frame is used to note the main details and to consider how best to summarise what they have read and understood. | 1 hour |
| --- | --- | --- |
| Main body of the project | Groups of pupils research a topic of personal interest and, using their frame, draft their notes. They produce a piece of written work that best summarises what they have read. They extend their research to include using their source material as the basis of a longer piece of writing or a possible coursework assignment. | 4–6 hours |
| Conclusion | The class review what they have learned. They use the techniques they have practised to complete a number of GCSE reading tasks. | 1 hour |

## Lesson 1

Introduce the project by telling the pupils they are going to practise their reading skills by analysing a piece of authentic reading text from a GCSE examination paper and to select a suitable format for developing this as a written task of their own. Provide the class with a copy of your selected GCSE reading text and a blank copy of the suggested pupil checklist for reading. Model the task with the class. In your discussion and analysis ask them to focus on the following key indicators and suggest these as a useful format for approaching examination questions at GCSE:

- What is the title of the text and what is it about?

- What is the tense of the text?

- Which words and phrases indicate the key ideas?

- Which words and phrases indicate opinions and reasons?

- What conclusions can I draw from what I have read?

Ask them to complete the checklist as you are talking. Divide the class into small groups and ask them to suggest ways in which they might summarise the text as a written task. In your discussion, elicit the following GCSE task types for reading:

- pictures and captions

- grids for completion

- statements

- summaries

- plans and timetables

- notes

- specific questions.

Share with the class the GCSE task type chosen, work through the answers and ask for comments. Conclude the lesson by suggesting to the class that by carefully selecting and summarising texts of their own choice they will gain useful experience of how to tackle GCSE reading questions.

## Lessons 2–5

Use the start of each lesson to offer further practice using selected GCSE reading texts and questions. Try to cover a range of task types to ensure pupils have as wide an experience as possible. In particular focus on multiple choice, comparisons, guided note-taking, cloze tests and interpretation tasks, all of which have been highlighted by examination boards as particular stumbling blocks for pupils.

Ask pupils to work in groups and to select a topic for research and development. Suggest possible websites and source materials they can use. Discuss possible writing outcomes for their selected topic. In discussion, elicit the following GCSE task types:

- leaflets and brochures

- letters

- magazine articles

- interviews

- advertisements

- reports and surveys

- descriptions and accounts.

Ask them to complete the checklist for their chosen topic and to outline the task types they will use to complete their writing assignment. As they are working circulate the groups and discuss as a whole class any emerging issues.

## Lesson 6

Use lesson 6 for proofreading the final projects and then introduce some of the criteria by which reading and writing are judged at GCSE.

**For a grade C**

Reading:

- identifying and extracting details and points of view from authentic texts and a variety of topics which include past, present and future events.

Writing:

- expressing personal opinions
- writing about a variety of topics both factually and imaginatively, including past, present and future events.

Model the application of these criteria in a critical comparison of a piece of work by a previous pupil or taken from GCSE exemplar material. Following this, pupils assess each other's work. Do not ask for overall judgements; instead ask pupils to identify positive examples related to the criteria above.

Extension possibilities include additional practice with reading texts and questions from GCSE papers.

In this session ask pupils to draw up a list of key pointers for success that could be used by other pupils. You might like to ask them to present their ideas using PowerPoint.

## Developing the project in Year 10

This project prepares pupils for Year 10 in a range of ways. In terms of reading and writing it gives them practice in identifying key points for reference and use, in organising their ideas and in responding appropriately to what they have read. By learning how to skim, scan and identify key points in authentic text they have greater access to the criteria set for success at higher grades in GCSE reading and writing.

# Pupil checklist for reading

**Research**

This frame for reading research is suggested as a support tool for pupil use and an aide-mémoire for the analysis of authentic reading texts.

**Name: ………………………………………………………………..**

| | |
|---|---|
| Understanding the text | What is the main subject of this text? |
| | Which words and phrases identify the tense? |
| Interest | Who was this written for? |
| | Which words and phrases add interest? |
| Author intention | What was the writer trying to say or do? |
| | How do we know? |
| Content | What information can we establish? |
| | What is included in the introduction? |
| | What is the conclusion? |
| Language used | Register (formal, informal) |
| | Points of view expressed |
| | Vocabulary |
| | Features used for effect |
| Using the text | Task type selected |
| | What to adapt |
| | Tenses to use |

# Project 4: Listening to develop speaking skills

## Learning outcomes

Listening to and responding to extracts of language heard on a tape is a particularly challenging task for pupils, not least because of the additional demands made on a listener to respond to sound without vision, as in normal everyday use. Apart from developing speech via the telephone, they would see the other person. Pupils do not always see the connection between listening and speaking, often viewing these as two distinct skills. Examination boards have commented that particular stumbling blocks to success at GCSE are those questions which test the Higher tiers of each paper: cloze tasks, note-taking and the extracting of points of view from longer extracts of spoken language. This project looks at techniques for achieving success in listening tests and links listening with the development of speaking skills. It uses transactional tasks with unpredictable questions and responses, and encourages pupils to adapt what they have heard previously for a different purpose or audience.

## Objectives

| Framework objectives Key Stage 3 | GCSE assessment criteria AO1 |
| --- | --- |
| 8**L**3 | Writing messages and notes about what has been heard |
| 9**L**1 | Interpreting what has been heard and listening for inference |
| 9**L**3 | Reporting and paraphrasing |
| 9**L**4 | Using questions as a stimulus for a response |

## Background to the project

This project outlines a sequence of lessons providing pupils with tips and ideas on how to approach listening tasks and how to achieve success. It encourages them to reflect on their own practice and experience, and to devise strategies to improve their skills. It looks at ways of using listening texts as a stimulus for the production of extended spoken responses to what has been heard.

## Resources

- selection of GCSE listening tasks at Foundation and Higher level
- GCSE role-play tasks
- GCSE marking criteria for role play

# Structure of the project

| Introduction | Pupils are introduced to some of the Foundation-type listening tasks from GCSE question types. They devise strategies for approaching these tasks, practise and feed back to the class on their performance. | 1 hour |
|---|---|---|
| **Main body of the project** | Pupils practise Higher GCSE type tasks in listening. They identify materials they can use to help them develop their oral skills and work to produce dialogues and interviews based on GCSE source materials. | 4–5 hours |
| **Conclusion** | As a class, pupils reflect on their learning experience. They undertake a mini-GCSE listening test and check their progress. They share their ideas with the class and relate their achievements to GCSE test criteria. | 1 hour |

## Lesson 1

Introduce the project by explaining to pupils that you are going to focus on improving the skills required for the successful completion of listening tasks in GCSE examinations. Start by presenting them with some of the easier Foundation test types, for example matching pictures, completing grids/plans, multiple-choice exercises. Before listening to the materials, ask them to focus on the questions set and a sensible approach to the task. In your discussion, elicit the following strategies for success:

- read the question heading

- think about what you are going to hear

- check the rubric and the example answer

- make sure you know what you have to do

- look at the possible answers

- check what you **know**

- check the **number** of responses required.

As you go through each point, ask pupils to provide reasons for the advice and to make further notes on a pupil checklist for listening like the example provided on page 30.

Model the technique to the class, explaining how you would approach each question. Think aloud as you work through an example for them. Divide the class into small groups; ask them to use the same technique as you did as they work through more examples. Take whole-class feedback. Ask pupils to comment on their success and to provide feedback on their experience.

## Lesson 2

Begin the lesson by briefly recapping the process you took the class through in the previous lesson. Make the point that the technique is exactly the same when looking at Higher-level question types. Ask pupils to remind you of how they will approach these questions and to provide you with the reasons why.

Introduce an example of a cloze-type task for listening. Ask pupils to focus their attention on the suggested word options. Divide the class into groups. Using your knowledge of the Framework ask them to decide which of the words given can be applied to gaps in the text summary and why. Remind them to focus on the words they know first. Elicit from the class the following key points:

- 7**S**1/8**S**1 word order

- 9**W**1 words with similar meanings

- 9**W**2 connectives

- 9**W**4 word and verb endings, gender agreements

- 9**W**5 verb patterns and endings

- 9**W**8 word forms and patterns to identify meaning.

Model the first question with the class before proceeding to practise further examples. Take whole-class feedback. Use the pupil checklists to make additional notes.

## Lessons 3–4

Introduce pupils to a listening task that requires them to make notes in the target language. Divide the class into groups. Give them both the title and the context. Scaffold the technique required, asking them to produce a list of possible questions and answers. Start by asking them the following questions:

- What is the question about?

- What do you expect to hear?

- What do you know already?

- What are the most likely answers?

Provide the class with the actual question grid and ask them to comment on the similarities and differences between their suggestions and the given task. Work through this question with the class and, when checking the answers, ask them to note again the differences and similarities between the two. Using a different question, follow the same technique but, beginning with the actual question grid, ask pupils to anticipate the answers. Work through the text as a whole-class activity. Take feedback from the class and ask pupils to add any additional notes to their checklists.

Divide the class into small groups. Provide them with example answer grids and ask them to prepare short dialogues of their own. As a whole-class activity, ask different groups to perform their tasks while the rest of the class complete the answer grids. In feedback, ask pupils to comment on their own and each other's performances.

## Lesson 5

Remind pupils of the techniques they have been applying to improve their performance in listening. Revisit examples from the previous lesson. Discuss with the class a variety of possible ways in which they can use listening tasks to support their oral work. Using the same process as before, ask them to listen to a recording of a question that requires them to identify, report or paraphrase what they have heard (9**L**3). Use the questions Who? What? Why? Where? When? to elicit the key information, making notes for the class as they provide the answers. Divide the class into groups and ask them to paraphrase what they have heard, adding any additional information they have gathered. Ask groups to report back to the class and to comment on each other's performances. Use the test questions during the plenary session to confirm the task has been successfully completed.

## Lesson 6

Select a number of different tasks for completion by the class. Pupils then complete a mini-GCSE listening task. Before you begin, ask them to review their checklists and to remind you of the techniques they will use and why. Ask them which questions they found easier and which they found the hardest. Ask them to tell you why. This will help you to analyse their further learning needs. Go through each question individually and check the answers to each one before proceeding to the next. Ask pupils to comment on their experiences and to summarise what they have learned. Ask them how they will use these techniques to improve their own performance.

# Developing the project in Year 10

The practice in techniques for success in listening covered during the project should enable pupils to tackle the challenge of GCSE work in Year 10 with greater confidence. The skills that have been the focus of the project are useful to pupils as speakers and not just as listeners. If they are confident in their listening skills they will also be confident speakers. By combining practice of the two skills they will gain useful experience of the following Framework objectives:

- 9**L**1 interpreting using content, tone

- 9**L**2 recognising and using rhetorical devices

- 9**L**3 reporting and paraphrasing

- 9**L**4 using questions as a stimulus for a response

- 9**L**5 producing extended responses to what they hear.

# Pupil checklist for listening

**Name:** ..........................................................................................

| Before beginning: | Reason: | Additional notes / topic areas: |
|---|---|---|
| ■ read the question heading<br><br>■ think about what you are going to hear | ■ to ensure I know what the question is about<br><br>■ to begin to decide the key points I will hear | |
| **What to do next:** | **Reason:** | **Instructions / key questions?** |
| ■ check the rubric and the example answer<br><br>■ look at the possible answers | ■ to check what I will have to do<br><br>■ to confirm what I am listening for | |
| **Other considerations:** | **Reason:** | **Key points of language?** |
| ■ check what you know<br><br>■ check the number of responses required | ■ to reduce the number of unpredictable items<br><br>■ to ensure I give the correct amount of information | |

# Bridging plans:
# from Key Stage 3 to Key Stage 4

- Do you have specific plans for lessons that bridge between the end of Key Stage 3 and the beginning of Key Stage 4?
- Do your pupils have a sense of a new beginning when they start Key Stage 4 courses?
- Do you develop pupils' expectations for future learning in your subject?
- Do you take the opportunity to enhance pupils' skills as independent learners?

Giving attention to these questions can ensure that Year 9 pupils receive a fresh stimulus at the end of Key Stage 3 and that their work links effectively with the challenges of Key Stage 4.

This booklet is one of a set of three, focused on ICT, design and technology and modern foreign languages. This set follows an initial set of three, for the core subjects of English, mathematics and science, published in 2004. The aim is to capture and make best use of time at the end of Year 9 and into Year 10. Each booklet:

- suggests a common approach to fostering pupils' development as independent learners;
- identifies aspects of the chosen subject that might be developed to improve transition from Key Stage 3 to Key Stage 4.

The maximum benefit will be found where these developments are led and supported across the school by senior leaders.

**department for
education and skills**
creating opportunity, releasing potential, achieving excellence

Raising Standards

INVESTOR IN PEOPLE

03-2005