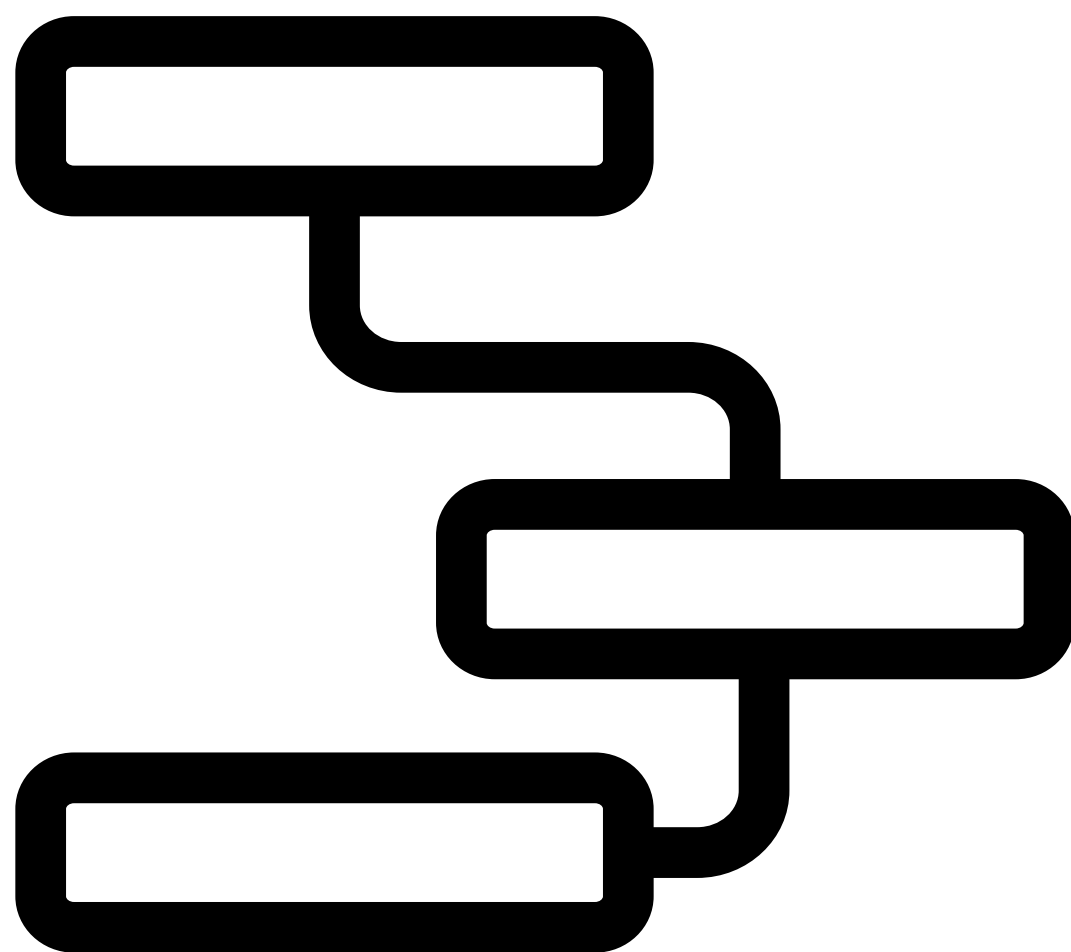




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Get Outstanding Outcomes in GCSE English

**GCSE Language and Structure – Teaching the Skills
and Answering the Questions**



GCSE Language and Structure

Reading Ability and the Impact on Language and Structure

Cognitive Load Theory

Article • 9 min read

Cognitive Load Theory

Helping People Learn Effectively



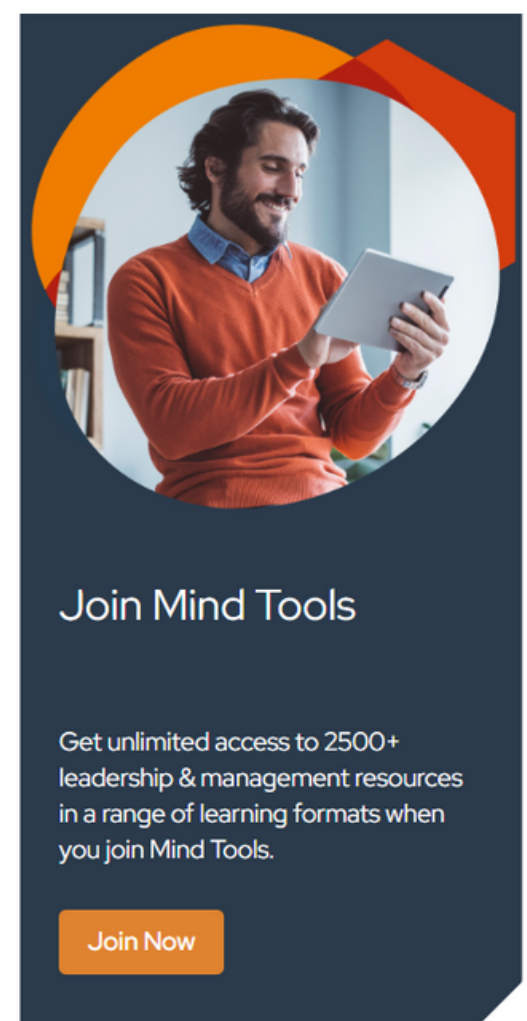
By the Mind Tools Content Team



Don't overload your brain when you want to learn.

rweisswald / © iStockphoto

Have you ever been on a course where the trainer went through their material so fast that you barely learned a thing? Or the content was so complex that it went completely over your head?



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<https://www.mindtools.com/aqxwcpa/cognitive-load-theory>

GCSE Language and Structure

The Programme Approach

The maxim, which is grounded in research on how students learn, starts with what students can do.

Teaching does not always equate to learning!

The tutor teaching, generalising learning across the syllabus and giving the students ownership of their progress.



Brushing up on assessment

Assessment for learning

5

One of ten guides for school practitioners and those looking to brush up on their assessment knowledge

Assessment for learning (AfL), also known as *formative* assessment, refers to any assessment activity that guides learning. Unlike summative assessment which evaluates pupil knowledge and achievement after a period of learning is complete, assessment for learning involves evaluating small content areas as part of the ongoing learning process. This guide explores the key features of AfL and how it can be developed and applied effectively in the classroom.

Characteristics of effective classroom assessment

We note the recent work by Black and William (2018) which uses the term 'classroom assessment' to encompass both assessment of and assessment for learning, when the decision-making around the assessment (the why, how and what) lies with the teacher. This wider definition is useful when considering all the opportunities there are to use assessment to improve teaching and learning.

GCSE Language and Structure

Why Teach Language and Structure?

The Developing Reading Programme examined some research undertaken by Lancaster University working in partnership with several colleges from the north of England.

Literacies for Learning in Further Education



~ A Further and Higher Education Research Project ~

JUST PUBLISHED:

The book of the project:

[Improving learning in college: Rethinking literacies across the curriculum](#)

Routledge, 2009

DVD and BOOKLET

The Literacies for Learning in FE DVD and booklet for use in teacher training and CPD is available for order.

[Preview the DVD and order a copy](#)

[Framework](#)

This literacy project has been graded 'Outstanding' in its ESRC End of Award evaluation.



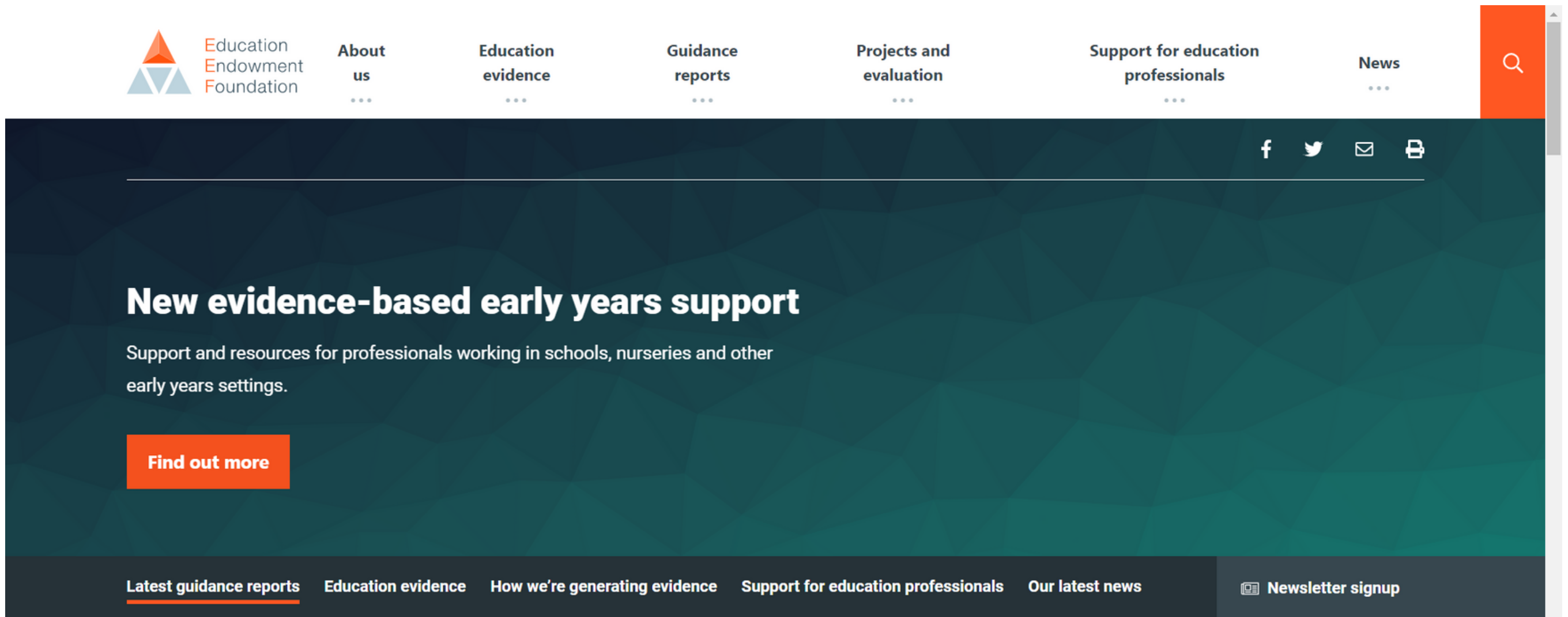
Contact Us



<https://www.lancaster.ac.uk/lflfe/>

GCSE Language and Structure

Sources of Research



The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and educational achievement. We do this by supporting schools, colleges, and nurseries to improve teaching and learning through better use of evidence.

<https://educationendowmentfoundation.org.uk/>

Geoff Petty

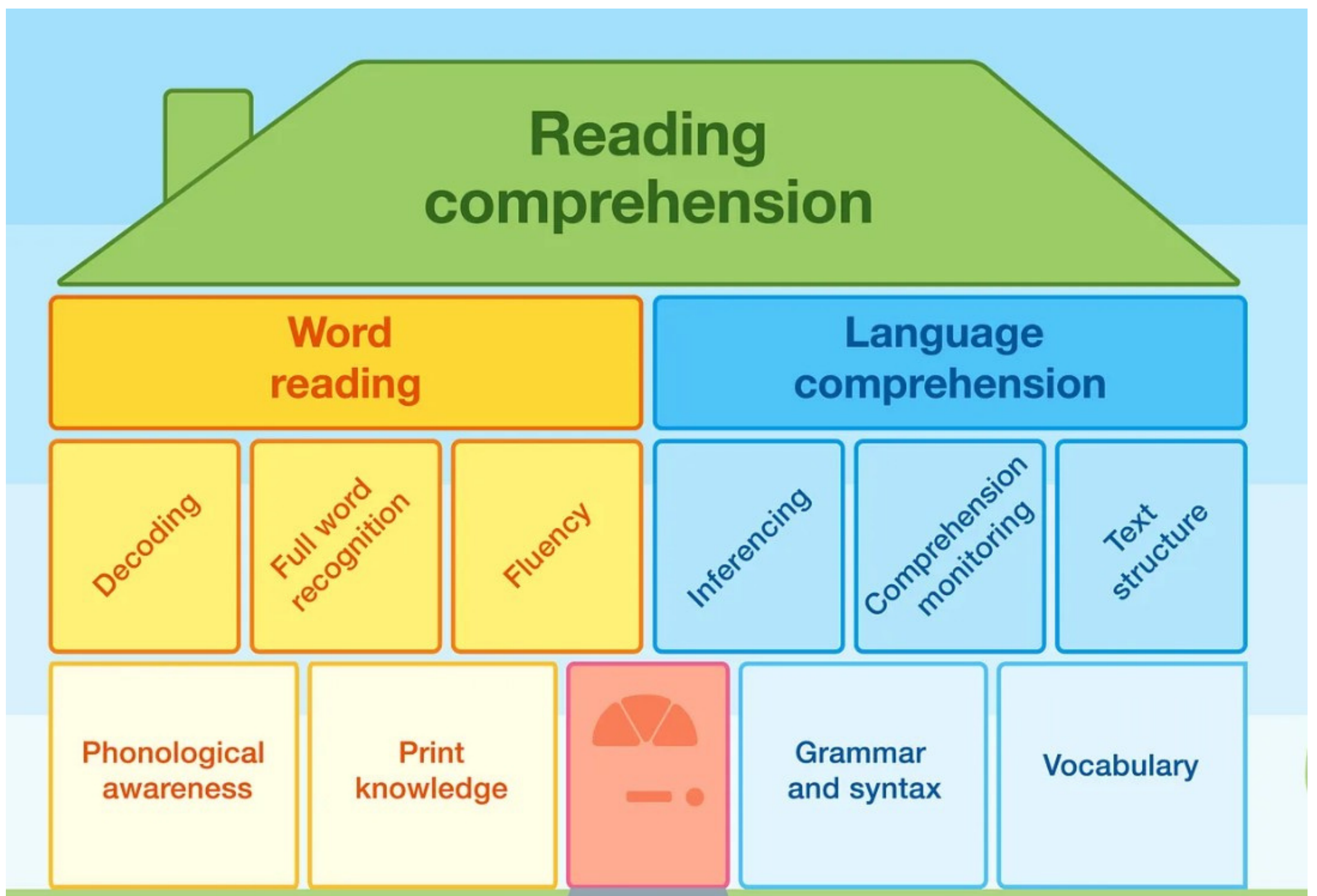
Alex Quigley

GCSE Language and Structure

The Reading Process

Is the purpose of reading to look for specific information or to read closely to understand a challenging text?

Background Knowledge



GCSE Language and Structure

Assessing Background knowledge

Practitioner Research and Evidence Portal: Education and Training Foundation Excellence Gateway

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Education is the passport to the future, for tomorrow belongs to those who prepare (for online teaching) today. ★

This study sought to identify how the FE sector was performing against five key areas of opportunity with an emphasis on skills and mindset.

Discover resources

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PREP categories

Theme

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<https://www.excellencegateway.org.uk/prep>

GCSE Language and Structure

Assessing Student's Skills Gaps

Miscue Analysis



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FRAMEWORK

[Home](#) > [Literacy diagnostic assessment materials - miscue analysis](#)

Share this resource 

Literacy diagnostic assessment materials - miscue analysis

Summary

Materials for assessing reading using miscue analysis. Instructions, background information, scoring sheets, interpretation information are included. The Diagnostic assessment: literacy: Tutor instruction manual can be found in the Literacy Diagnostic Assessment Zip file.

Resource Type: [How to - Teaching, learning and assessment](#), [Learning material](#)



Web links for this resource:


- [Diagnostic assessment_literacy_materials for assessing reading using miscue analysis.pdf](#)




Tweets



Education and Tr...
@E_T_Foundat... · 2h

Coming up next week... 

Join [@FeLeadership](#) for their third annual conference. A vital event for anyone leading on tackling racism in their organisation.

Learn more and secure your place 

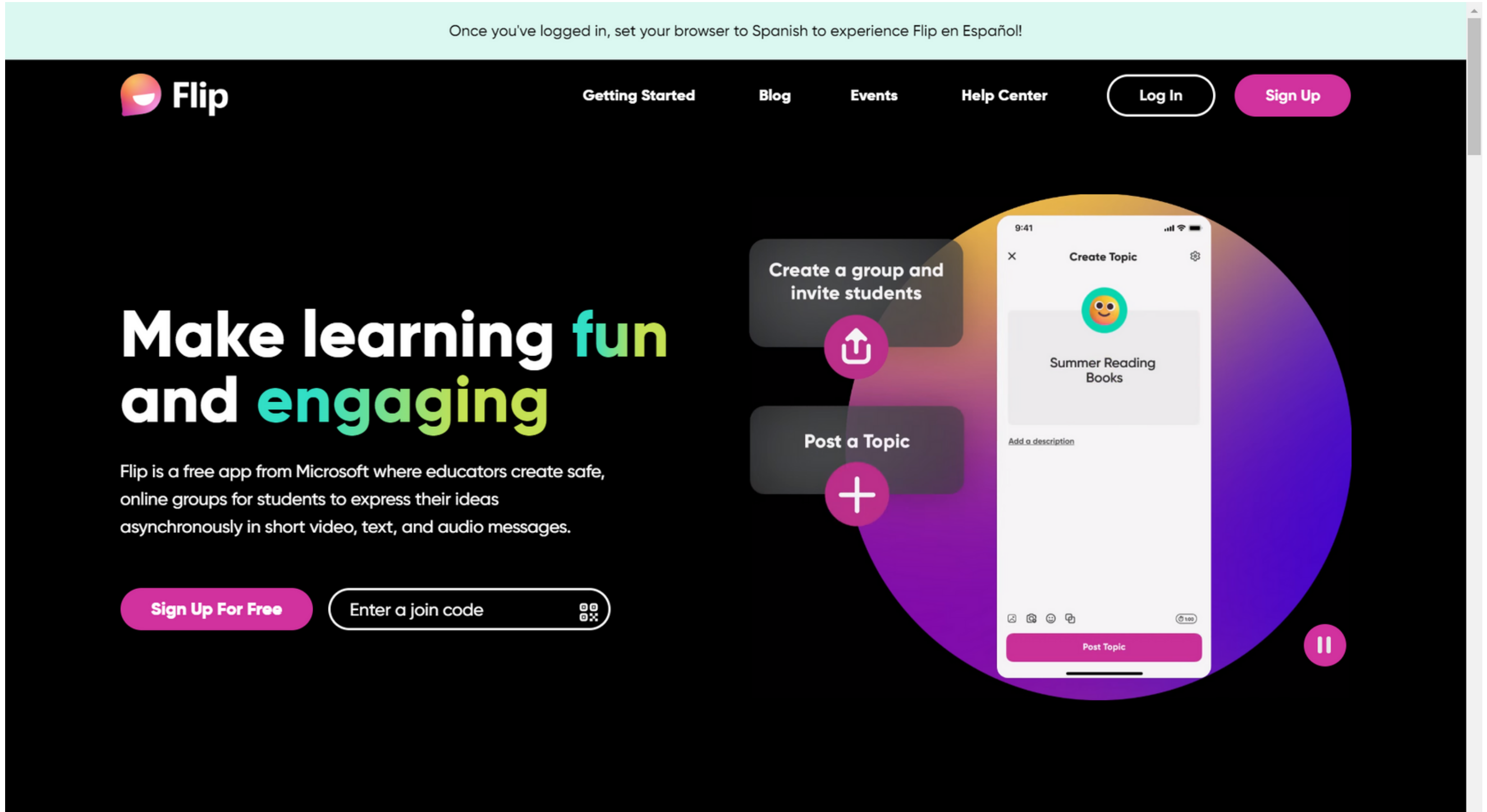
Display alert 

<https://www.excellencegateway.org.uk/content/etf1257>

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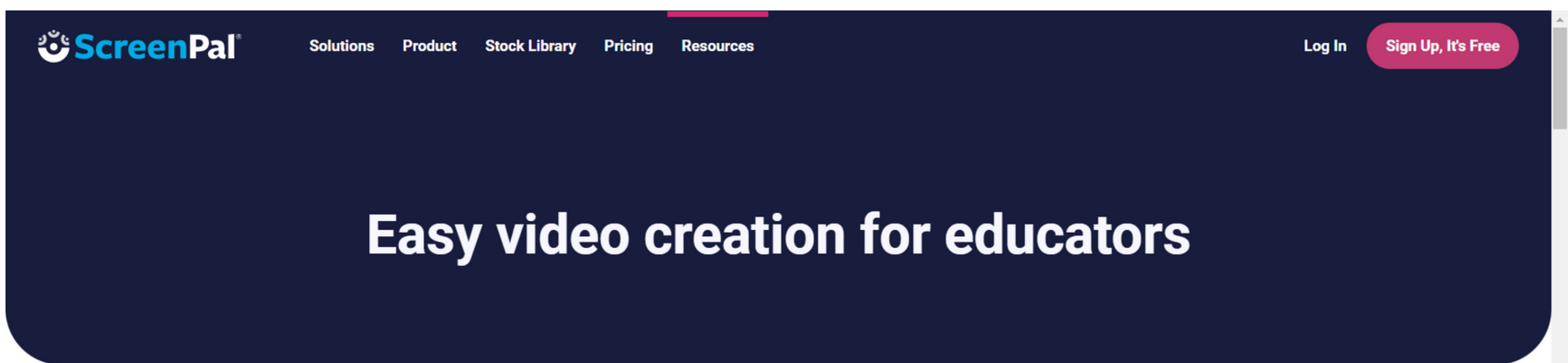
Assessing Student's Skills Gaps

Once you've logged in, set your browser to Spanish to experience Flip en Español!



The screenshot shows the Flip app website. At the top, there is a navigation bar with the Flip logo, links for 'Getting Started', 'Blog', 'Events', and 'Help Center', and buttons for 'Log In' and 'Sign Up'. The main content area features a large heading 'Make learning fun and engaging' with 'fun' in green and 'engaging' in yellow. Below this, a paragraph describes the app as a free Microsoft tool for creating safe online groups. Two buttons are present: 'Sign Up For Free' and 'Enter a join code'. To the right, a circular graphic contains a smartphone displaying the 'Create Topic' screen with the text 'Summer Reading Books'. Overlaid on this graphic are two callout boxes: 'Create a group and invite students' with an upload icon, and 'Post a Topic' with a plus icon.

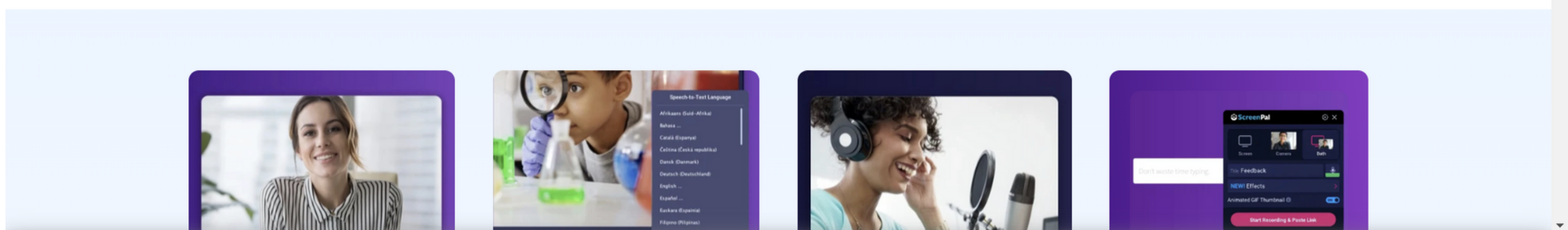
Flip Grid



The screenshot shows the ScreenPal website. The navigation bar includes the ScreenPal logo, links for 'Solutions', 'Product', 'Stock Library', 'Pricing', and 'Resources', and buttons for 'Log In' and 'Sign Up, It's Free'. The main content area has a large heading 'Easy video creation for educators'.



Expand your knowledge and learn how to use ScreenPal's video creation tools for learning. Our expert educators from the Flipped Learning Network show you how easy it is to implement video in your classes.

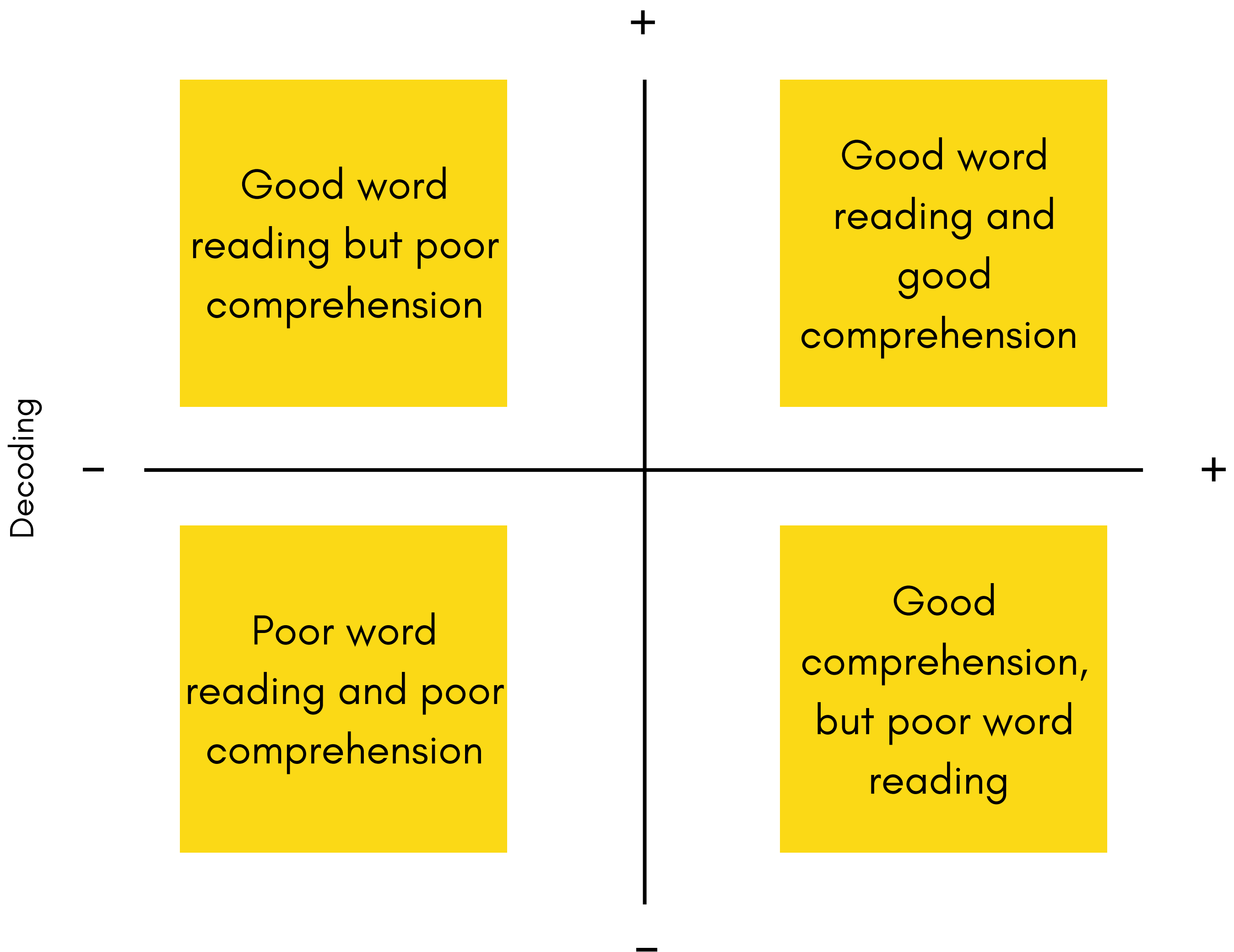


ScreenCast-o-matic

GCSE Language and Structure

Assessing Student's Skills Gaps

Alex Quigley's Closing the Reading Gap

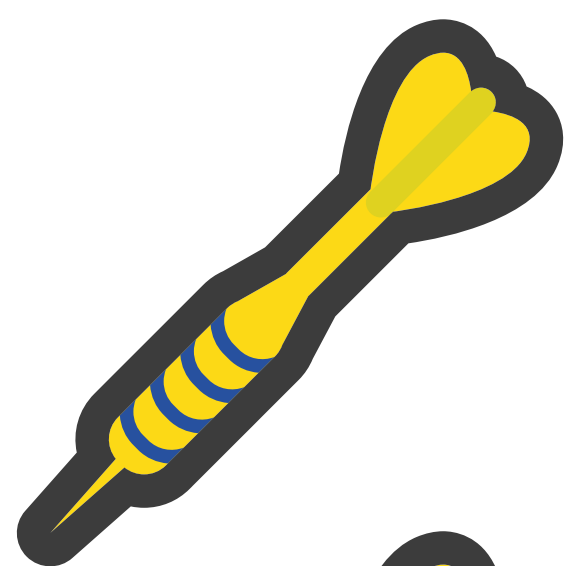


GCSE Language and Structure

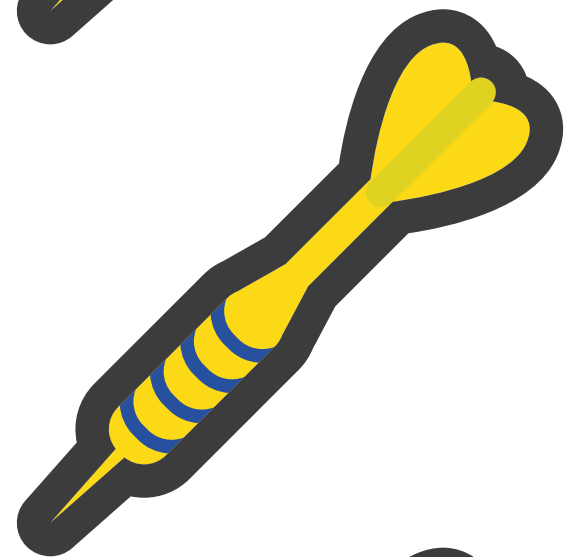
Assessment Approaches for Language and Structure

How do you assess their ability to analyse language, features of language and structure?

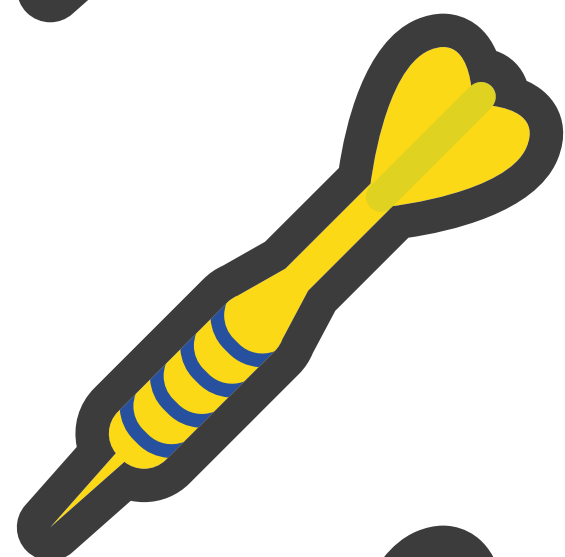
Directed Activities Related to Texts also known as DARTs. These exercises are generally used for active learning however an activity can be used as an assessment tool.



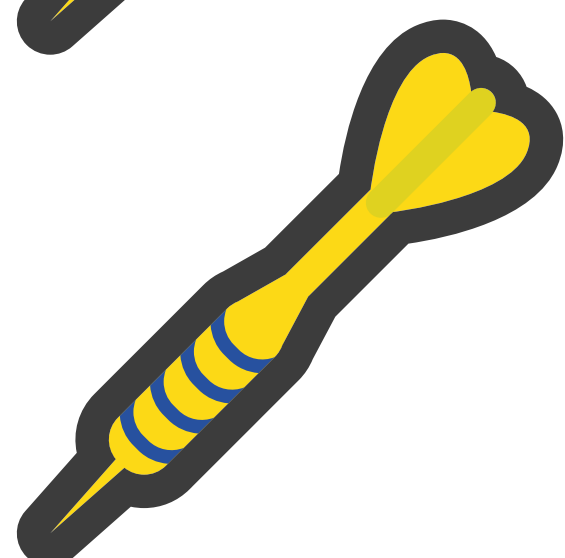
Directed



Activities



Related



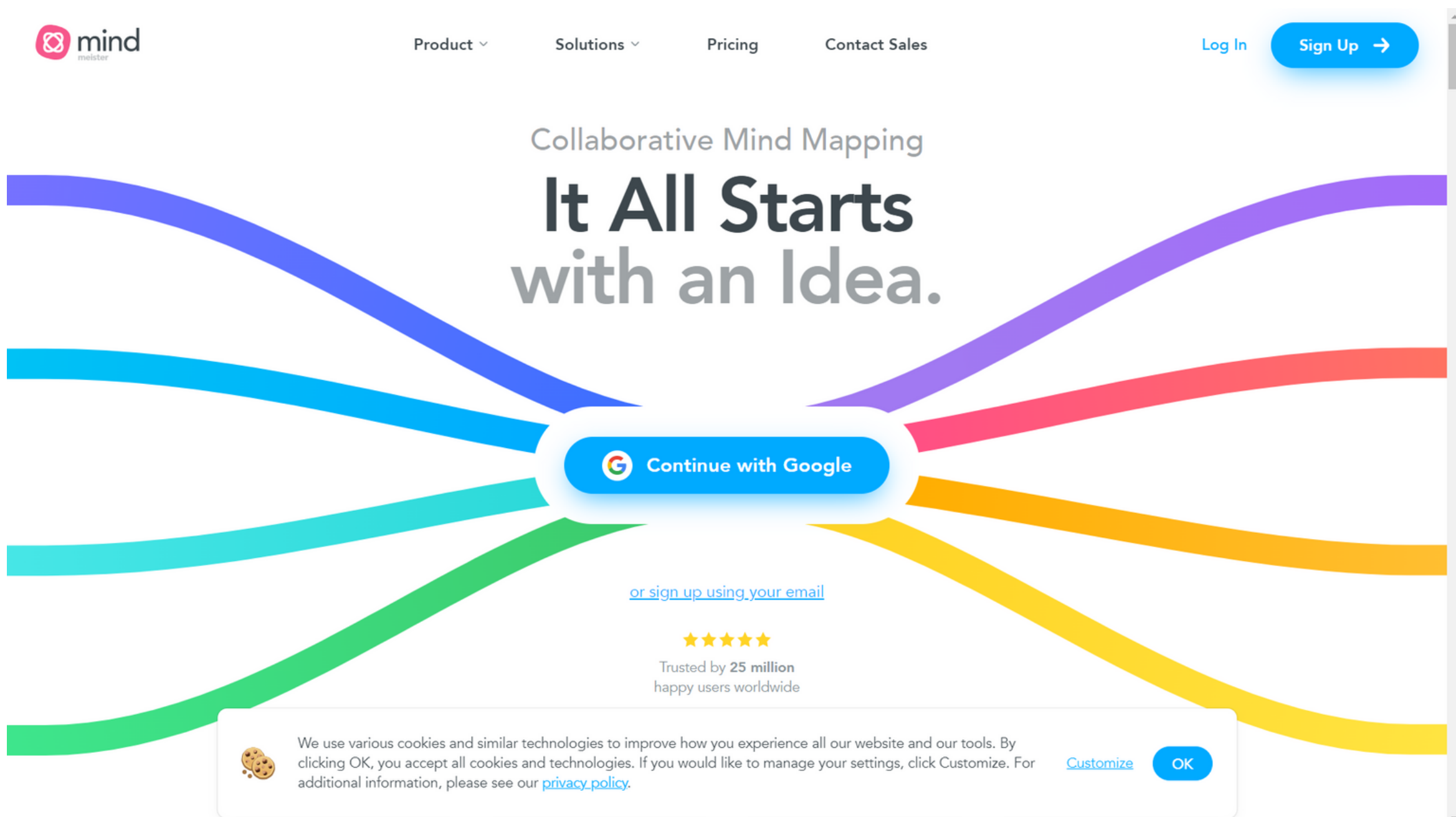
to Texts

GCSE Language and Structure

Assessment Approaches for Language and Structure



Coggle



Mindmeister

GCSE Language and Structure

Assessment Approaches for Language and Structure

Canva

Design spotlight

Business

Education

Plans and pricing

Learn

Try logo, poster, anything!

?

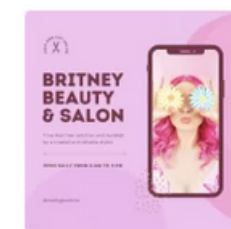
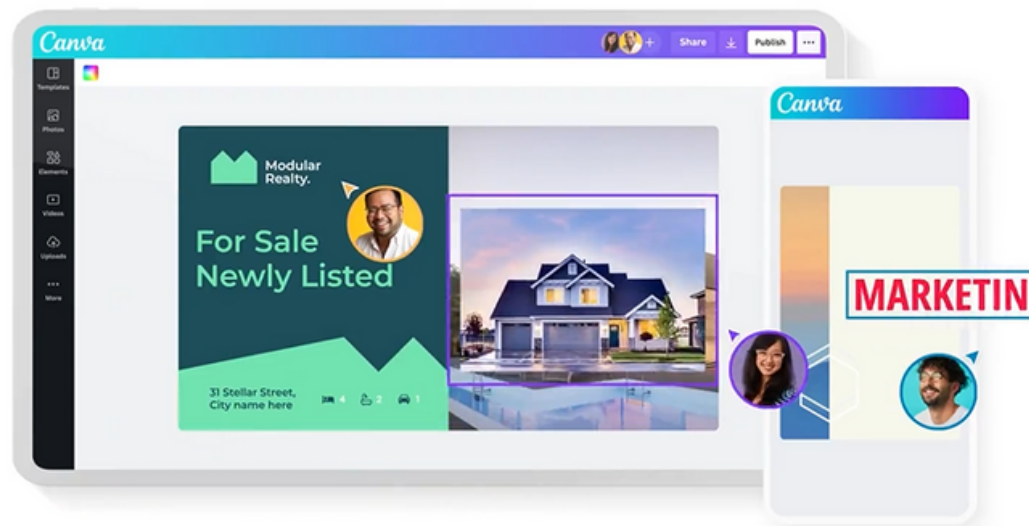
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Canva for Teams

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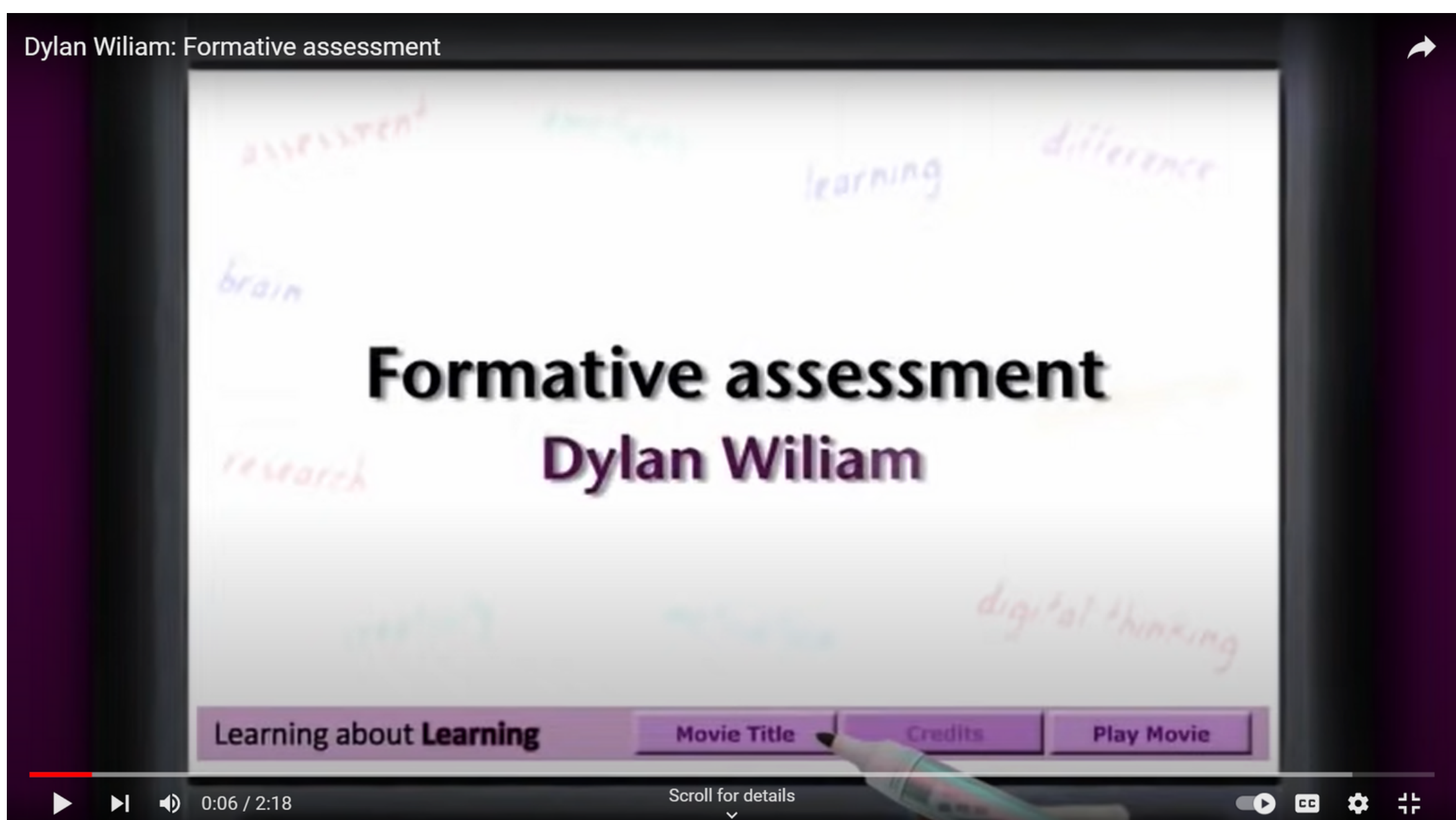
Canva

GCSE Language and Structure

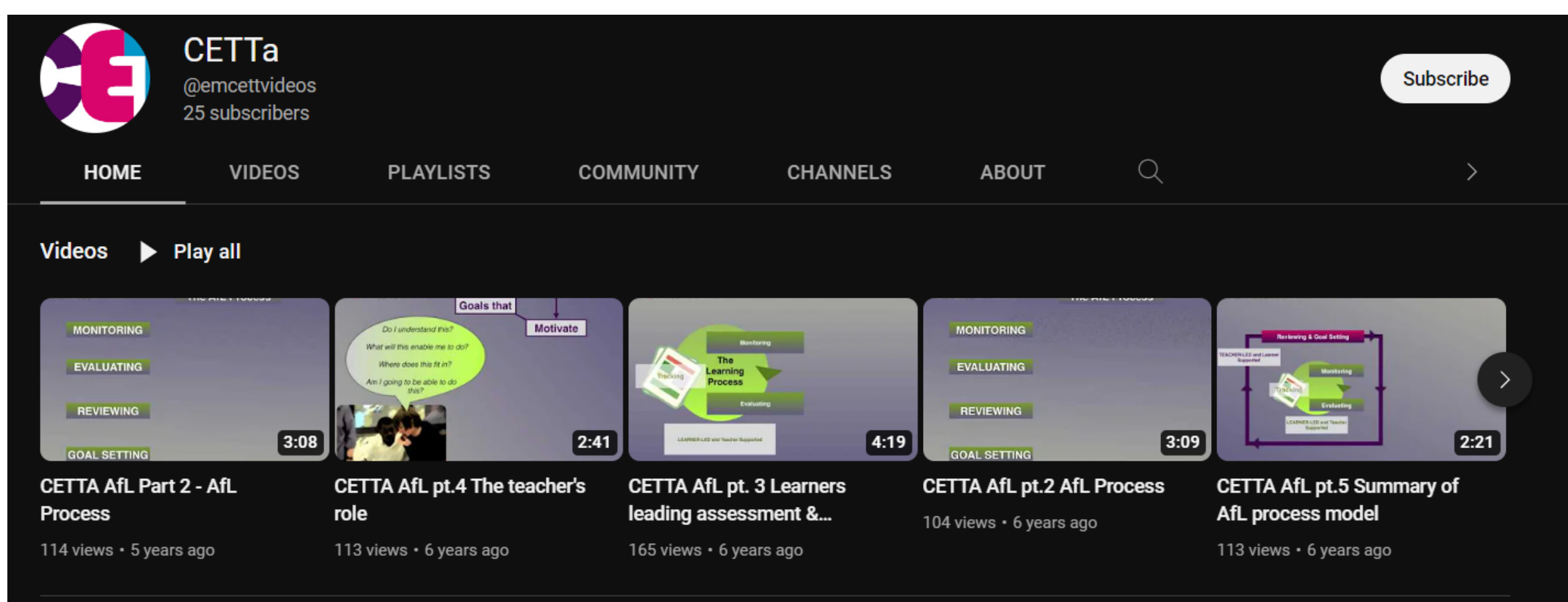
Assessment for Learning Approaches

You can watch video clips about Assessment for Learning on YouTube.

[Dylan Wiliam: Formative assessment](#)



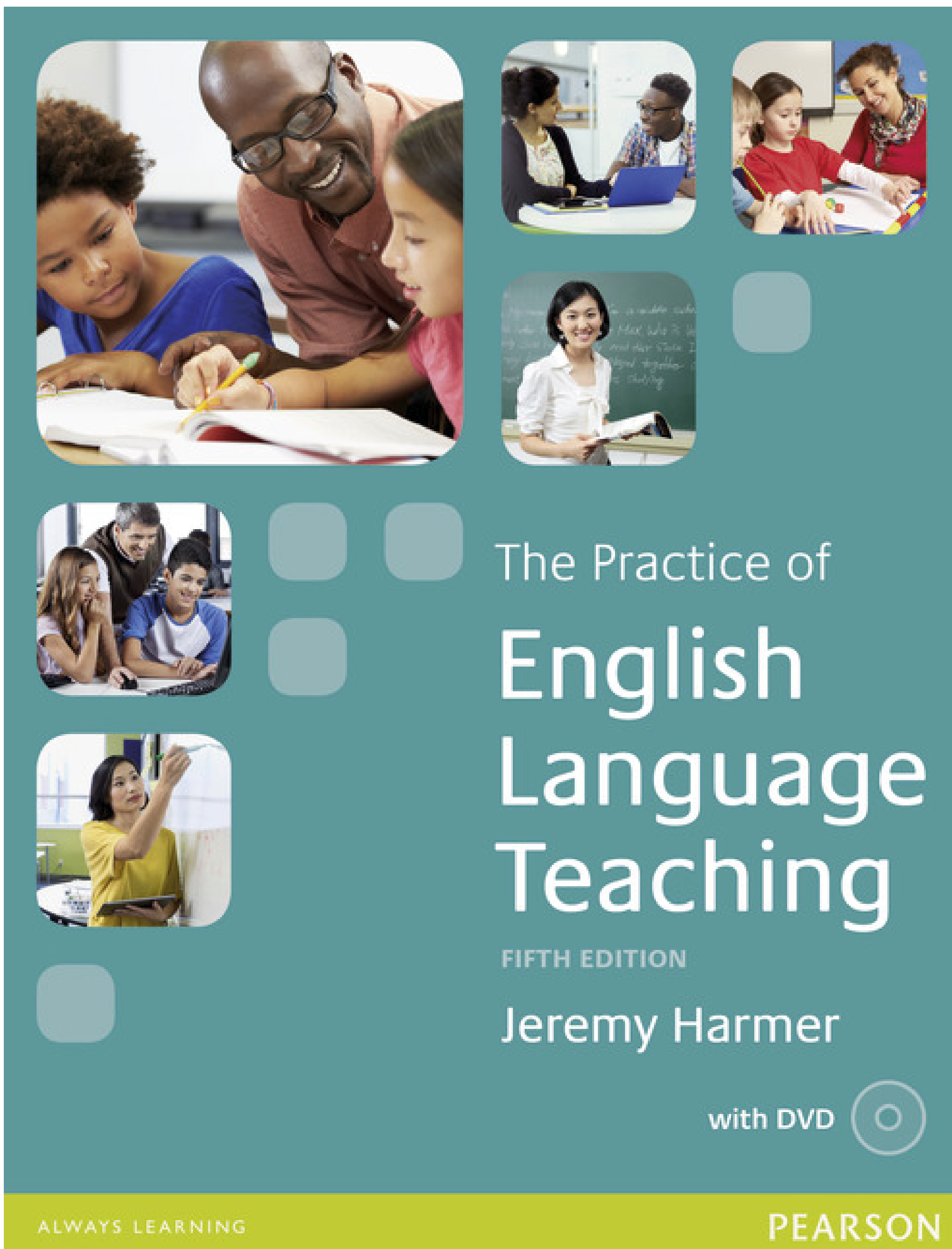
[CETTA Youtube Channel](#)

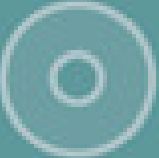


GCSE Language and Structure

Assessment for Learning Approaches

The Practice of English Language Teaching



The Practice of
**English
Language
Teaching**
FIFTH EDITION
Jeremy Harmer
with DVD 

ALWAYS LEARNING **PEARSON**

GCSE Language and Structure

Assessment for Learning Approaches

Paul Black and Dylan Wiliam in Inside the Black Box

Department of
Education &
Professional Studies

KING'S
College
LONDON

Inside the black box

Raising standards through classroom assessment

Paul Black & Dylan Wiliam

 **GL**
assessment
the measure of potential



GCSE Language and Structure

Best Practice Approaches to Teaching and Learning

Didactic Approach

Inductive Approach

GCSE Language and Structure

Best Practice Approaches to Teaching and Learning



<https://www.youtube.com/watch?v=VXr09X86K20>

You can access Professor Myhill's publications here:

<https://socialsciences.exeter.ac.uk/education/research/centres/writing/grammar-teacher-resources/grammarschoice/links/>

A critical feature of learning is regular practise.

GCSE Language and Structure

Best Practice Approaches to Teaching and Learning

Carol Dweck

'Principles of Developing Growth Mindset: a student's belief that they can improve.'

<https://ccpathways.co.uk/practitioner-research/otla-7/>



<https://www.youtube.com/watch?v=hiiEeMN7vbQ>

The human brain is able to process images 60,000 times faster than text. Images aid learning and retention.

<https://www.eib.org/en/stories/learn-with-images>

GCSE Language and Structure

Background Knowledge

Professor Kate Cain who specialises in Language and Literacy Development at Lancaster University, was a guest on one of the Education and Endowment Foundation's Podcasts talking about The Reading Comprehension House she has created with her colleagues.

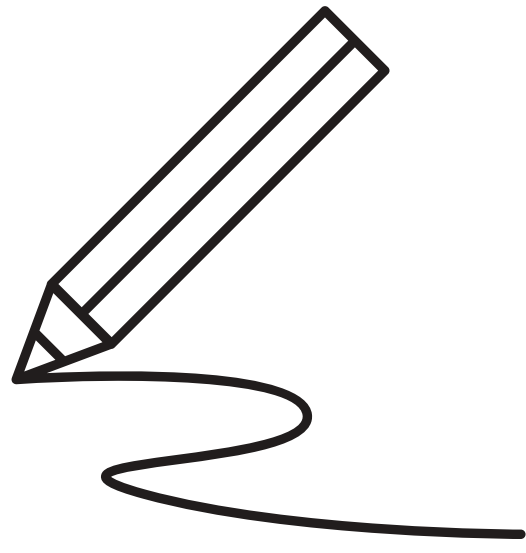
<https://www.podbean.com/ep/pb-y6y7i-11e82d3>

| What have you just read? | |
|---|--|
| What did you do? | |
| How did you do it? | |
| Where could these skills be used elsewhere? | |
| What will you do better next time? | |

GCSE Language and Structure

Background Knowledge

Draw a watering can to the size that will hold 5 litres.



So how can we help students to develop a broader knowledge of life?

GCSE Language and Structure

Developing Vocabulary

Assessment approaches such as word lists for different levels in table form with columns so students can indicate their knowledge of the words do exist. The column headings can include:

- I can read this word
- I can understand this word
- I can use this word in a sentence
- I can use another word to replace this word

GCSE Language and Structure

Vocabulary Context and Meaning

80% of words in the English Language have more than one meaning.

Model asking yourself questions such as
“Does my interpretation of the word fit with the overall meaning of the text?”

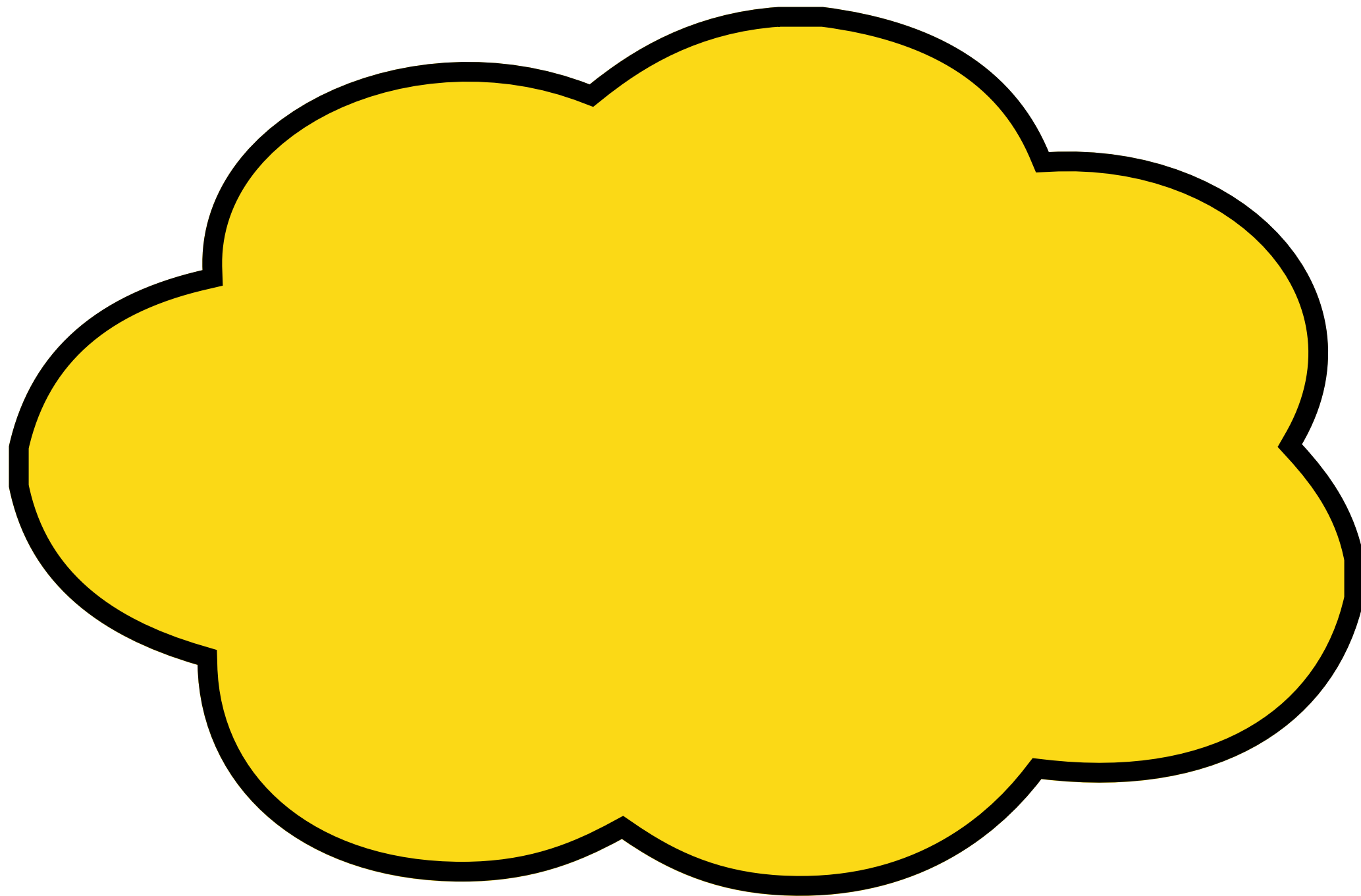
“Does it have any patterns similar to a word I know?”

Your sorting headings for these words could be race, colour, weather and hair. Which words go in which categories? What do they mean in each category?

GCSE Language and Structure

Vocabulary Context and Meaning

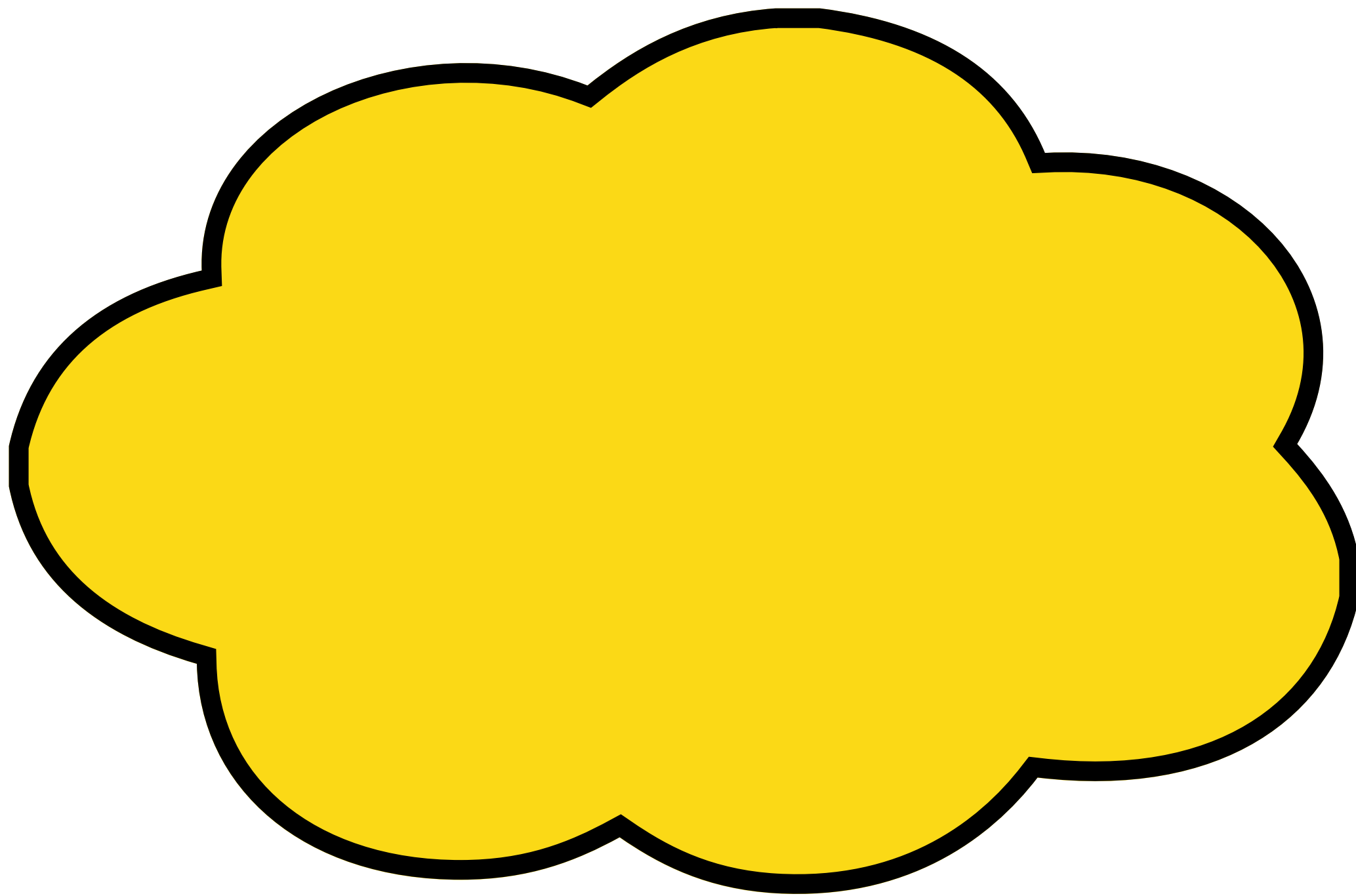
How many things can you add to the beginning of the word or the end of it to create a new word? You could have portfolio, important, portly. Can you think of any more?



GCSE Language and Structure

Vocabulary Context and Meaning

Consider these words: interest, interested, interesting, disinterest, disinterested, uninterest and uninteresting. What information does the suffix or prefix give us? Can we add any other beginnings or endings?





GCSE Language and Structure

Grammar – Vocabulary and Syntax

"Grammar is what gives sense to language sentences make words yield up their meaning. Sentences actively create sense in language. And the business of the study of sentences is grammar."

David Crystal

https://www.azquotes.com/author/3468-David_Crystal

"The accommodation is expensive."

"It's fantastic you can accommodate me."

Syntax is used by writers to create literal, literary or rhetorical features. For example "They accommodated me but it cost an arm and a leg."

So how much do tutors need to teach their students to help them to understand and comment on texts?



GCSE Language and Structure

Sentences and Parts of Speech

Analysing a piece of text by putting the action on a time line is a good way to help students to see this.

Examine the example provided.

Using Timelines

It was 2.30 pm. I had cleaned down the worktops in the kitchen and stopped for a break. As I boiled the kettle for a cup of tea, I saw that Alan had left a wet patch by the door where he had mopped the floor.



I had cleaned ... and stopped
Alan has left a wet patch ... where
he had mopped

It was 2.30
I boiled the kettle
I saw

The Past

Now

The Future



GCSE Language and Structure

Sentences and Parts of Speech

Consider the list of parts of speech that could be presented to students with the lesson introduction "Today we are going to revise sentences."

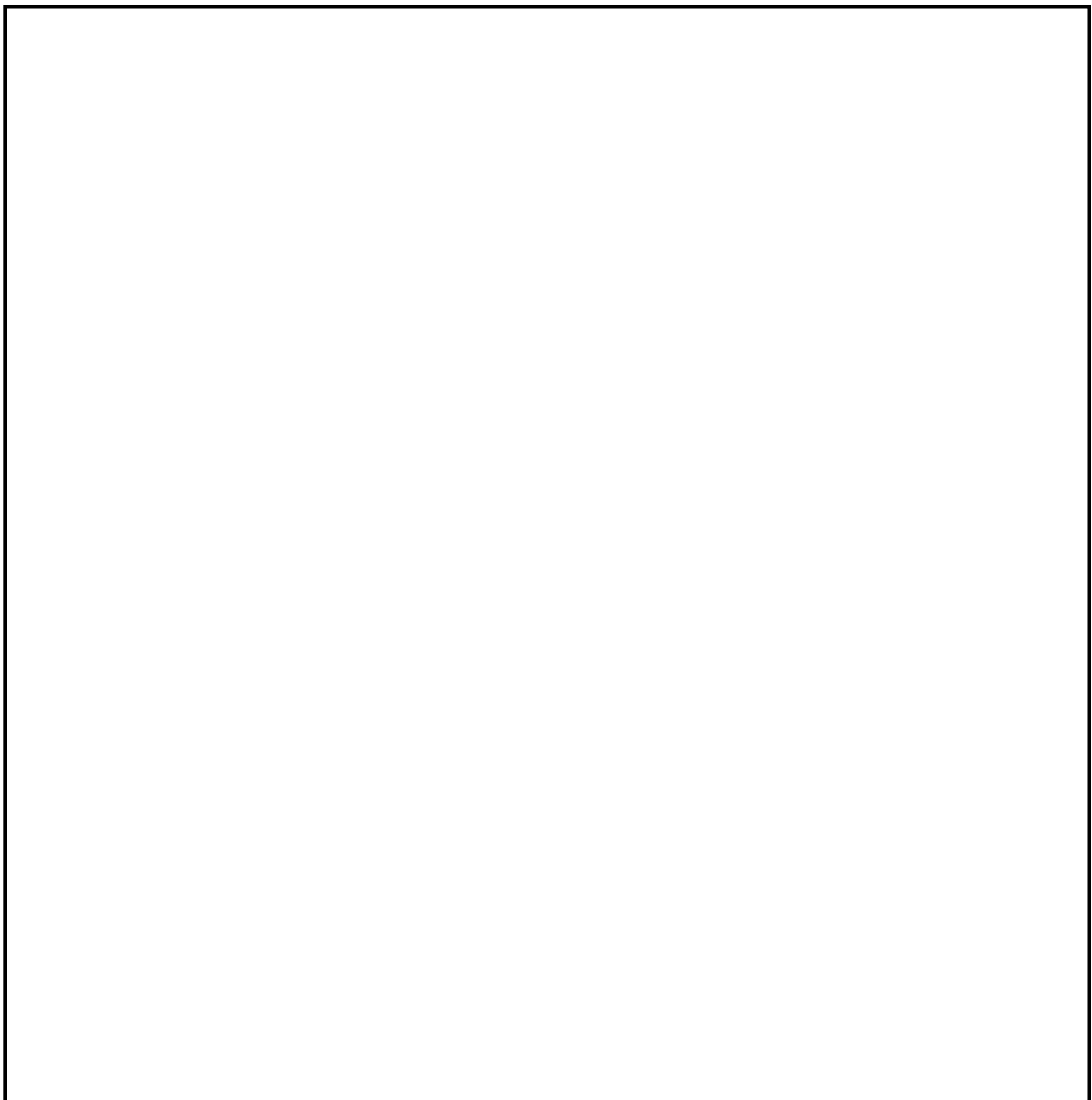


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GCSE Language and Structure

Best Practice Teaching Reading

Whatever approach you adopt, are that students must be taught reading and must read themselves in every lesson if they are to develop their reading skills.



GCSE Language and Structure

Introducing Structure

The human brain is able to process images 60,000 times faster than text. Images aid learning and retention.

<https://www.eib.org/en/stories/learn-with-images>



GCSE Language and Structure

Planning Teaching and Learning

GOV.UK


Blog

Ofsted: schools and further education & skills (FES)

Organisations: [Ofsted](#)

Developing the education inspection framework: how we used cognitive load theory

[Daniel Mujijs](#), 13 February 2019 - [education inspection framework](#), [research and evaluation](#)



Search blog

About 'Ofsted blog: schools and further education and skills'

This blog will look at the way Ofsted inspects education in schools and the further education and skills sector. It will update you on developments and feature current issues.

Categories

Select Category

Sign up and manage updates

<https://educationinspection.blog.gov.uk/2019/02/13/developing-the-education-inspection-framework-how-we-used-cognitive-load-theory/>

Education Endowment Foundation

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News

Projects and evaluation > Projects > Reciprocal Reading

Reciprocal Reading

FFT Literacy

Implementation cost

Evidence strength

Impact (months)

+2 months

EEF Summary Evaluation Conclusions Were the schools in the trial similar to my ... Could I implement this in my school? How much > Research Results

Project info

Independent Evaluator

Queen's University Belfast

A structured approach to teaching reading comprehension strategies.

Pupils: 5222 • Schools: 98 • Grant: £147,050

Key Stage: 2 • Duration: 2 year(s) 11 month(s) • Type of Trial: Efficacy Trial

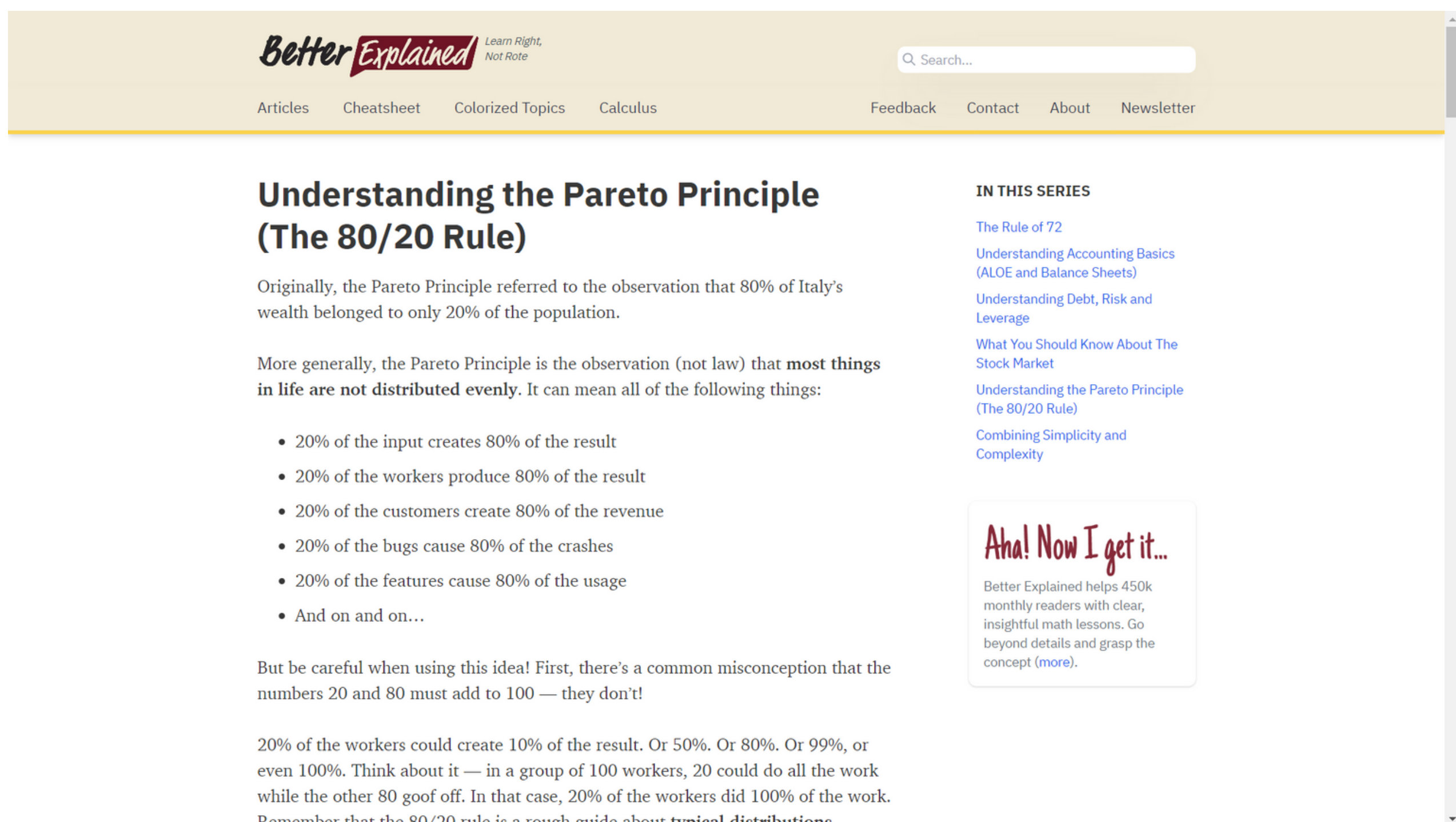
Completed September 2019

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading>

GCSE Language and Structure

Planning Teaching and Learning

Use Pareto's 80:20 principle whereby 20% of effort generates 80% results



Better Explained Learn Right, Not Rote

Articles Cheatsheet Colorized Topics Calculus Feedback Contact About Newsletter

Understanding the Pareto Principle (The 80/20 Rule)

Originally, the Pareto Principle referred to the observation that 80% of Italy's wealth belonged to only 20% of the population.

More generally, the Pareto Principle is the observation (not law) that **most things in life are not distributed evenly**. It can mean all of the following things:

- 20% of the input creates 80% of the result
- 20% of the workers produce 80% of the result
- 20% of the customers create 80% of the revenue
- 20% of the bugs cause 80% of the crashes
- 20% of the features cause 80% of the usage
- And on and on...

But be careful when using this idea! First, there's a common misconception that the numbers 20 and 80 must add to 100 — they don't!

20% of the workers could create 10% of the result. Or 50%. Or 80%. Or 99%, or even 100%. Think about it — in a group of 100 workers, 20 could do all the work while the other 80 goof off. In that case, 20% of the workers did 100% of the work. Remember that the 80/20 rule is a rough guide about typical distributions.

IN THIS SERIES

- The Rule of 72
- Understanding Accounting Basics (ALOE and Balance Sheets)
- Understanding Debt, Risk and Leverage
- What You Should Know About The Stock Market
- Understanding the Pareto Principle (The 80/20 Rule)
- Combining Simplicity and Complexity

Aha! Now I get it...

Better Explained helps 450k monthly readers with clear, insightful math lessons. Go beyond details and grasp the concept ([more](#)).

<https://betterexplained.com/articles/understanding-the-pareto-principle-the-8020-rule/>

GCSE Language and Structure

Planning Teaching and Learning



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Enhance your curriculum



Build deeper knowledge



Develop learning behaviours



BIG IDEAS

The Spiral Curriculum: A Teacher's Guide

How can your school embrace the concept of Spiral Curriculum to achieve lasting learning outcomes?

Course Enquiry

What is a Spiral Curriculum?

Waiting for c.amazon-adsystem.com...

...m, an approach to teaching, widely attributed to the American Psychologist and Cognitive Theorist Jerome B

<https://www.structural-learning.com/post/the-spiral-curriculum-a-teachers-guide>

GCSE Language and Structure

Two Lesson Examples

Reflect on the suggestions. Make a list of everything the students learned or recapped. Consider the role of the tutor in these two lessons and compare it to your current practice.

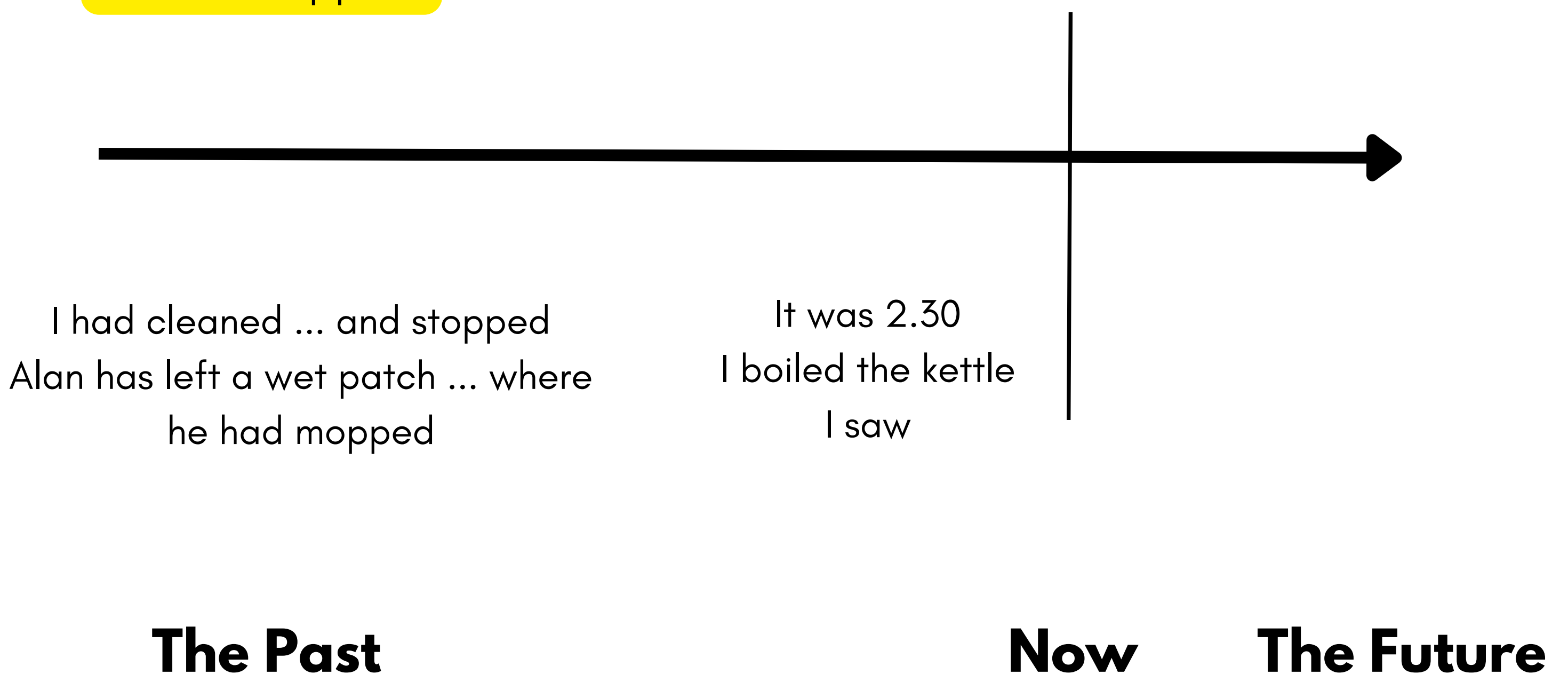
GCSE Language and Structure

Two Lesson Examples

Using a timeline to analyse chronology. This can be taught alongside verb tenses which can be a mistake in students writing.

Using Timelines

It was 2.30 pm. I had cleaned down the worktops in the kitchen and stopped for a break. As I boiled the kettle for a cup of tea, I saw that Alan had left a wet patch by the door where he had mopped the floor.

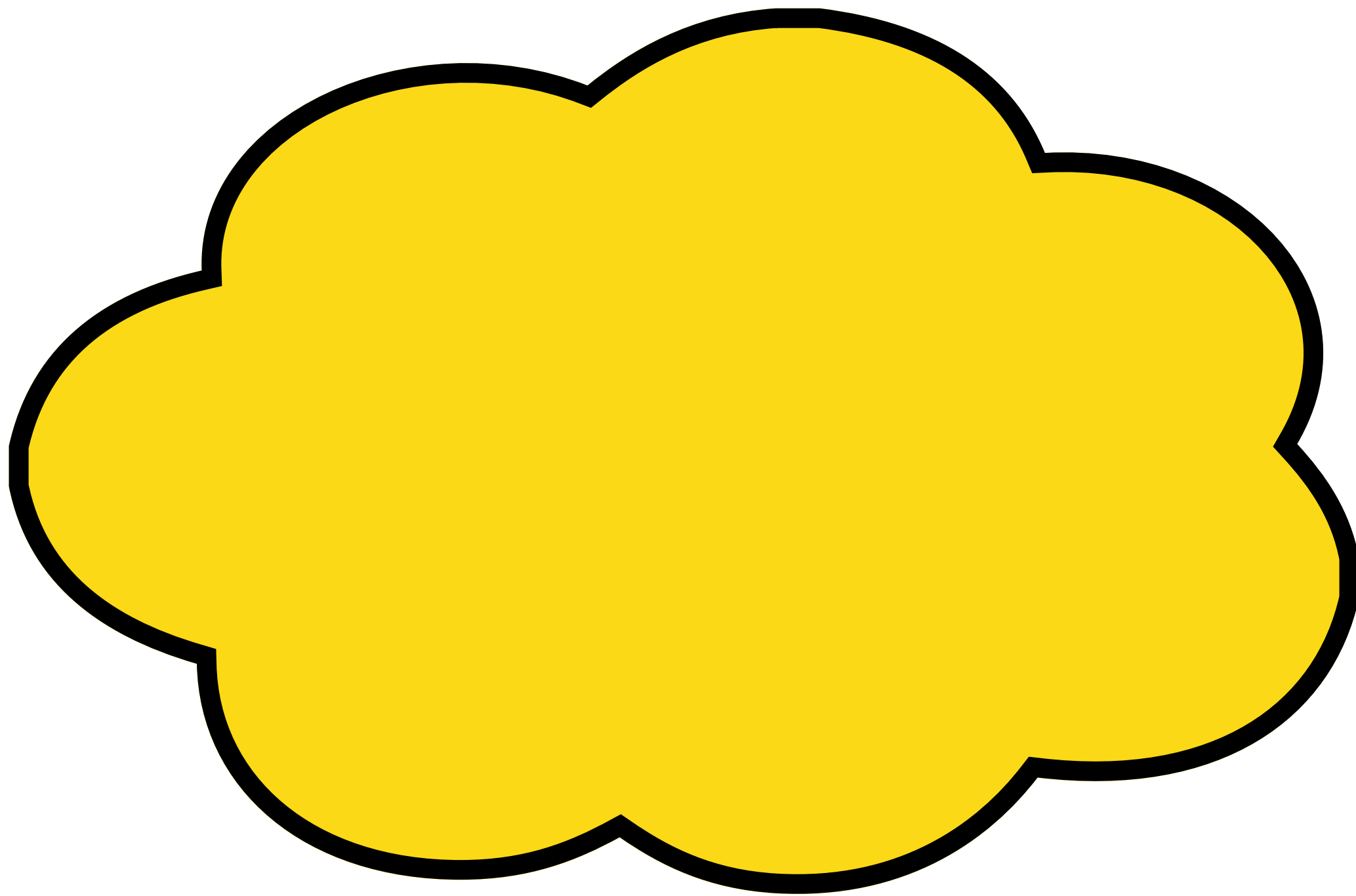


One for the future, one for the present, one for the past simple and one for the past perfect.

GCSE Language and Structure

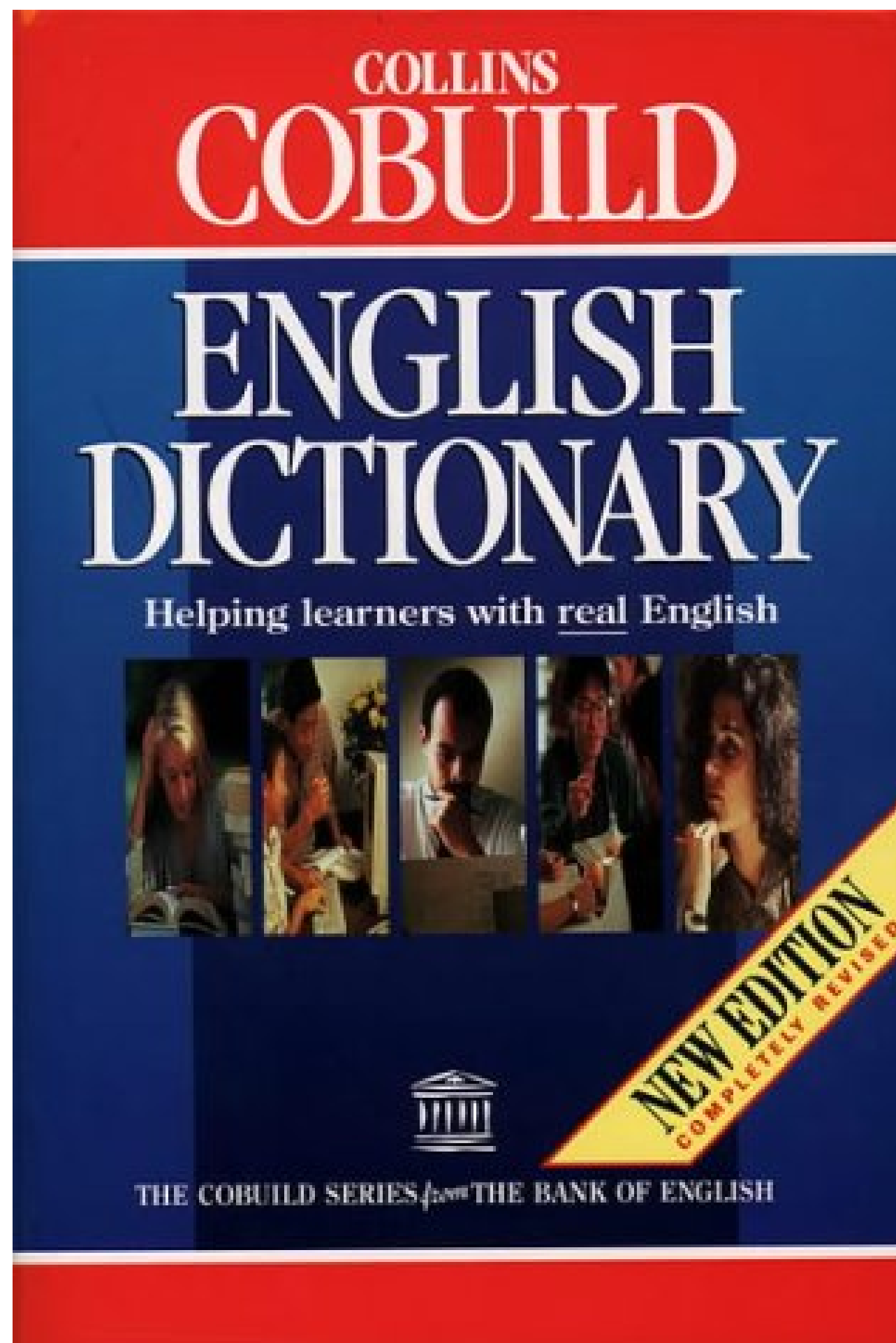
Two Lesson Examples

Can you think of any other graphic organisers students could use to sort and collate structure features?



GCSE Language and Structure

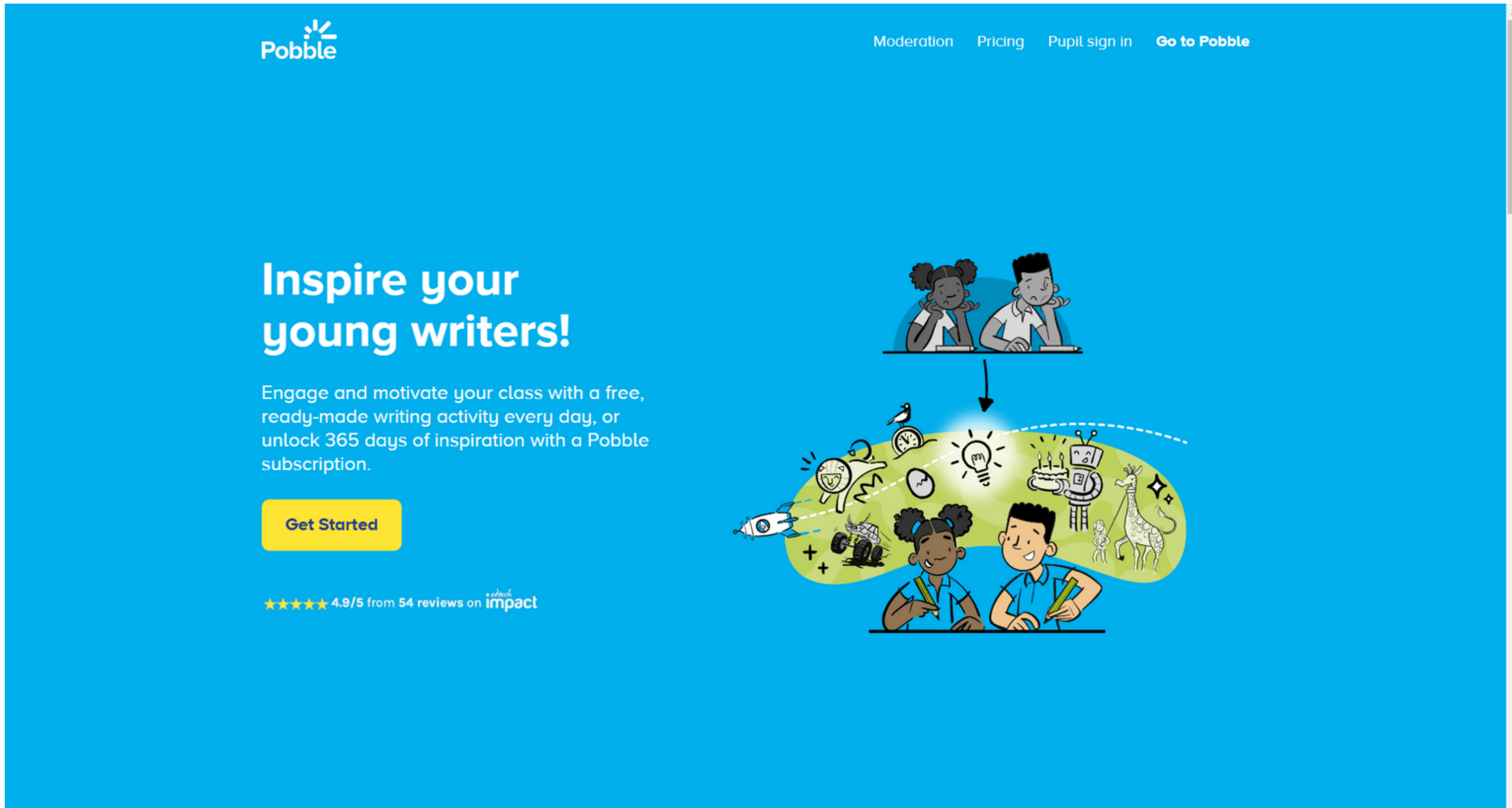
Best Practice Teaching Reading



AO2: use language to support writer's view; how writer's achieve effects and how writer's influence the readers.

GCSE Language and Structure

Teaching and Learning Approaches



Pobble

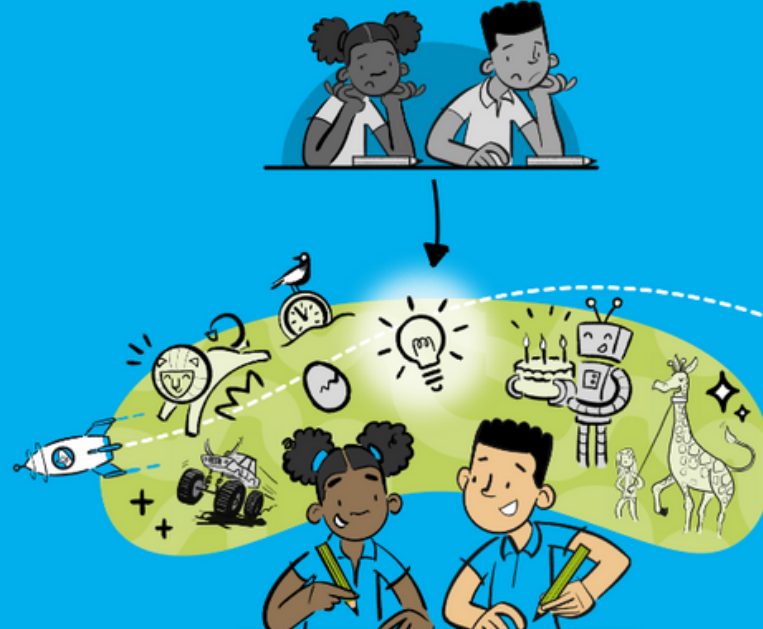
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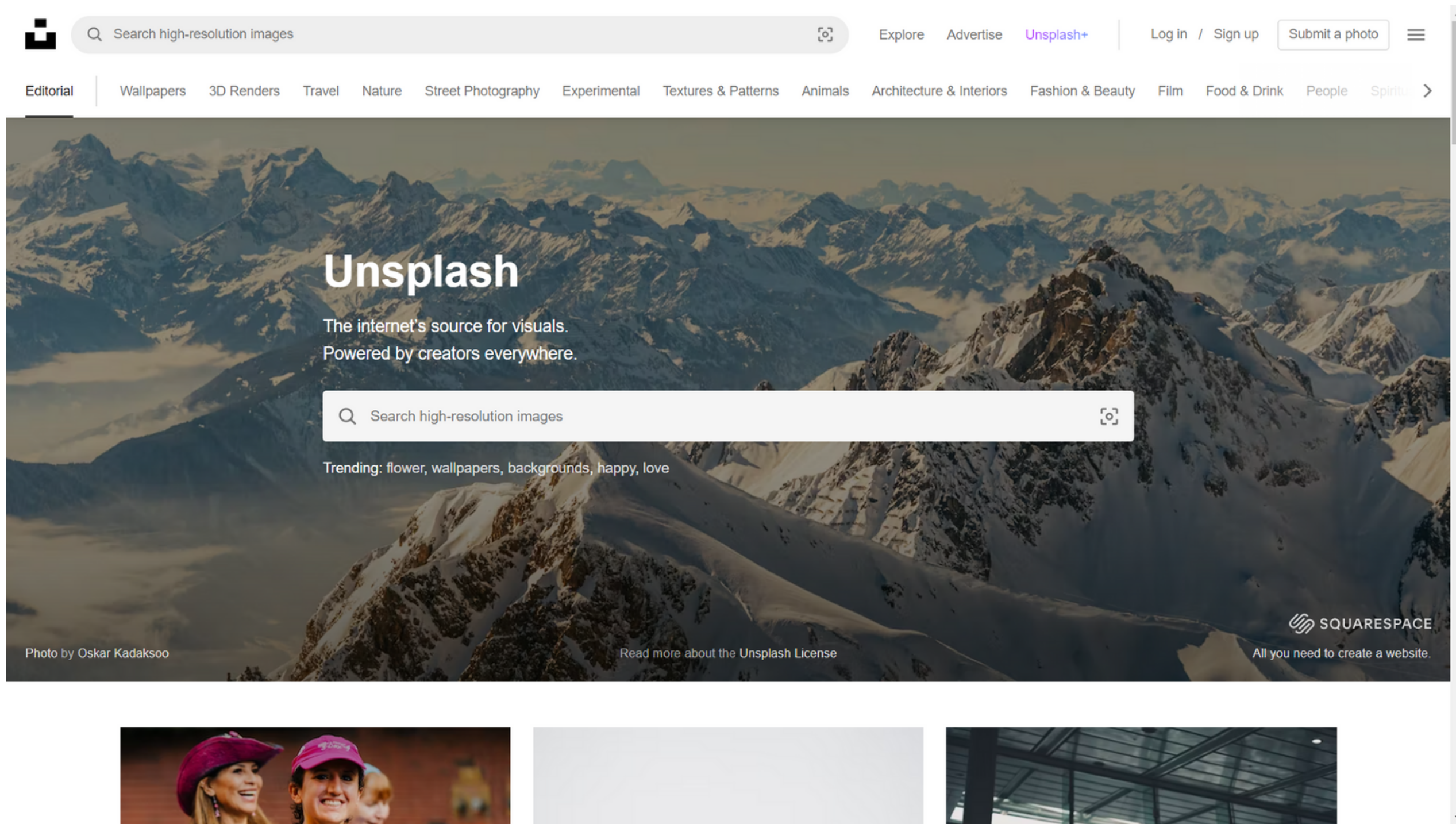
Our award-winning English Language Arts program



Commonlit

GCSE Language and Structure

Teaching and Learning Approaches



Unsplash

GCSE Language and Structure

Teaching and Learning Approaches



Home / Practitioner Research / OTLA 7 (English + maths) / Cluster 1

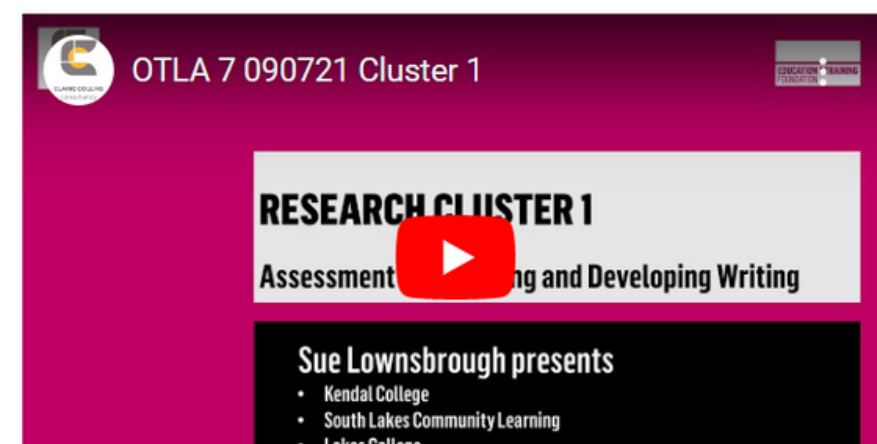
ASSESSMENT FOR LEARNING AND DEVELOPING WRITING

Sue Lownsbrough (mentor)

These two projects focused on a simple strategy in an attempt to engage learners with continuing to study English. Whilst Kendal and South Lakes Community learning focused on using emojis to annotate texts and plan writing, and Lakes College used a simple planning tool for use in vocational lessons, both projects were employing strategies that had been researched some time ago on [The Lancaster Literacies Project](#) "Literacies for Learning in Further Education"

This research, undertaken by Lancaster and Stirling Universities and four further education colleges: Perth, Anniesland, Preston and Lancaster and Morecambe colleges, was based on the suggestion, "that students who appear to have low levels of literacy in educational settings can be highly literate in other domains of life: in their work, domestic, community and leisure activities."

In both cases this suggestion proved correct. Learners engaged with using emojis from the outset.



Assessment for Learning and Developing Writing



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GCSE Language and Structure

Teaching Language Features

“explain and analyse how writers achieve effects”

“How does the writer try to interest and engage the reader? You should include the writer’s use of language and the effect on the reader.”

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Types of Inferred Meaning

Dickens starts 'A Tale of Two Cities' with the pronoun "it" which usually refers back to a noun previously mentioned in the text.

Why has Dickens disrupted the reader's expectations by breaking this rule?

"Bob kicked the ball. The team jumped on him in celebration."



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Generalising Skills in a GCSE context

“How does the writer use language to show how the man feels?”

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Generalising Skills in a GCSE context

“Generic skills are mini key skills. They are any repeated and demanding activity near the top of Bloom’s Taxonomy, which the subject or the assessment system requires. Examples include writing an essay, assignment, report etc.”

Geoff Petty



GCSE Language and Structure

Note Taking and Annotation

When were you taught how to take notes or how to annotate a text?



Step 1

Student to read the question before the text.

Step 2

Use different coloured highlighters on specific parts.

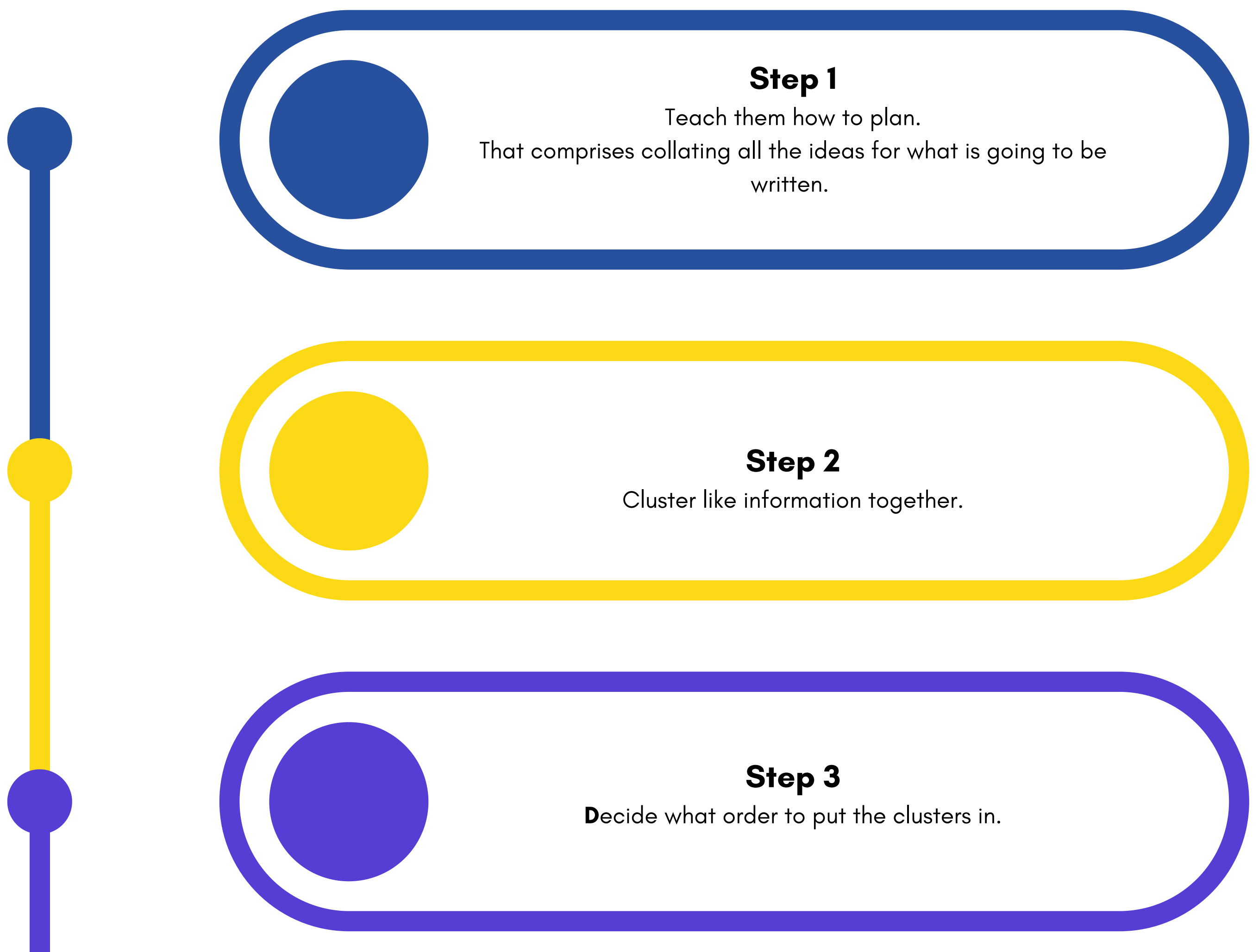
Step 3

Add a note in the margin about the words, phrases, sentences or features highlighted

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Creating a Plan from the Notes

From the notes the students then need to be shown how to translate these into a plan. They can use any plan format that works for them: mind map, list, sticky notes.



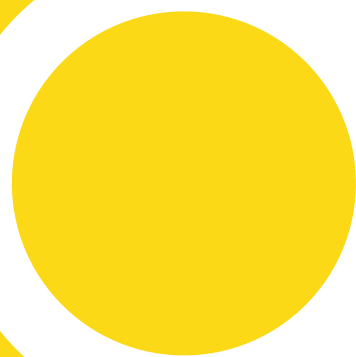
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Phasing the Teaching and Learning

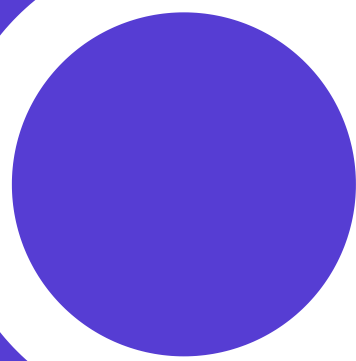
“Identify two features of language that show how the writer feels.”



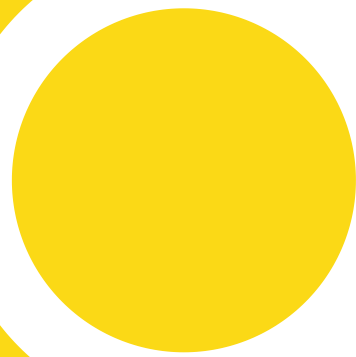
Discuss the features and possible answers noting them on the board, create a sentence or two that responds to the question.



Collect all the sentences and get the students to critique each one



Write one or two sentences about the impact of the features in the text.



Start to combine prior learning into longer answers combining lots of elements from what they have learned.

Don't forget to include the highlighting, noting and annotation and writing a plan throughout so that when you come to revision they are including these processes automatically.

GCSE Language and Structure

Students as Examiners

Working as a whole class you can present an answer to a question on the whiteboard. It is a good idea to give students a copy too so they can make notes and highlight as the activity progresses.

Ask the students to review the mark scheme then identify where the answer has met the criteria.

Whole class activity this would work well with the tutor acting as prompter, asking questions and guiding the students to the right places.

Feedback using discussion, and ask the pairs to justify their opinions. This kind of activity promotes deep learning.

Give students 3 examples of answers to a question and get them to rank them and give reasons for the choices.

GCSE Language and Structure

Students as Examiners

- What I have done?
- How I did it?
- How I will improve next time?
- Where else I can use this skill?

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Other Resources

Digital Literacies

Check out Practitioner Research

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Home / Practitioner Research / OTLA 6 (English) / OTLA 6: Project 9 / gc: Moulton College

TO P.E.E. OR NOT TO P.E.E.: USING SCAFFOLDING TO DEVELOP WRITTEN RESPONSES

Moulton College

This project sought to answer the question: how can staff best support learners in structuring their responses to meet the requirements of a set task?

You can download a PDF of this report on the [Excellence Gateway](#).

Summary

We set out to examine the usefulness of scaffolds such as 'evidence and zoom' (presented as paper resources) in supporting learners to respond to questions where there are very clear success criteria, as in, for example, a GCSE language analysis question. A range of such resources were offered to learners in GCSE English resit lessons.

Learners shouldn't need to struggle with written responses

At last, I can forget about P.E.E.

.. this is E.Z.!

<https://ccpathways.co.uk/practitioner-research/otla-6/project-9/9c/>

GCSE Language and Structure

Overview of the Approach

"seeing the complexity of the connectivity of the topics also reinforces how difficult it is to come up with a sequential syllabus. It shows the importance of good AFL in lessons to establish whether pupils are secure with all the necessary prior learning before teaching them a new topic."

Display link from footnote

William Emeny

<http://www.greatmathsteachingideas.com/2014/01/05/youve-never-seen-the-gcse-maths-curriculum-like-this-before/>

GCSE Language and Structure

Addressing the Basics

Why did Harper Lee use shorter paragraphs at the end of the extract? What impact did it have on you?

GCSE Language and Structure

Curriculum Design

Spiral Approach

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The Spiral Curriculum. Research into Practice

Johnston, Howard

Education Partnerships, Inc.

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960), who wrote, "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." In other words, even the most complex material, if properly structured and presented, can be understood by very young children. Key features of the spiral curriculum based on Bruner's work are: (1) The student revisits a topic, theme or subject several times throughout their school career; (2) The complexity of the topic or theme increases with each revisit; and (3) New learning has a relationship with old learning and is put in context with the old information. The benefits ascribed to the spiral curriculum by its advocates are: (1) The information is reinforced and solidified each time the student revisits the subject matter; (2) The spiral curriculum also allows a logical progression from simplistic ideas to complicated ideas; and (3) Students are encouraged to apply the early knowledge to later course objectives. Although there is no clear empirical evidence of the overall effects of the spiral curriculum on student learning, "features" of that curriculum have been linked to improved learning outcomes. In addition, the spiral curriculum incorporates many research-based approaches from cognitive science that have been linked, individually, to improved student performance as well.

Descriptors: [Academic Achievement](#), [Curriculum](#), [Course Objectives](#), [Epistemology](#), [Spiral Curriculum](#), [Research and Development](#), [Theory Practice Relationship](#), [Outcomes of Education](#)

Education Partnerships, Inc. Web site: <http://www.educationpartnerships.org>

[Download full text](#)

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The Spiral Curriculum. Research into Practice

Enjoyed these sessions?

We have a range of other programmes to support GCSE resit learners post-16.



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Answering Questions



Creating Writers at GCSE
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Have some questions?

Reach out to the team by email
gcseenglish@creativeeducation.co.uk