

Bassaleg School

- A mixed 11-18 school to the north of Newport
- Currently, it has 1,767 pupils on roll with 502 in the sixth form
- English language: 84% A*-C
- English literature: 87% A*-C
- Bassaleg's English department has been identified as a Wave 1 department
- Bassaleg were inspected by Estyn in November 2014



Useful strategies for implementing the new GCSE Language specification



- Collating resources for the new spec and grouping them in themes
- Teaching strategies to prepare learners for Unit 2 and Unit 3 reading and writing tasks - with a specific focus on proof-reading/editing starter tasks, short response reading strategies and extended response reading strategies

Grouping resources for the new spec into themes:

 Post-school options	16/03/2015 15:04	File folder
 Pros and cons of rugby	18/03/2015 12:12	File folder
 Social Media	16/03/2015 15:09	File folder
 The Great British Bake Off	18/03/2015 12:17	File folder

- Relevant
- Up to date
- Interesting
- Wide range of continuous and non-continuous texts



<input checked="" type="checkbox"/>	Post-school options	16/03/2015 15:04	File folder
<input type="checkbox"/>	...	16/03/2015 13:13	File folder



	Apprenticeships blog	16/03/2015 14:50	Microsoft Word D...	15 KB
	Armed forces article	16/03/2015 14:16	Microsoft Word D...	37 KB
	Careers poster	16/03/2015 14:28	Microsoft Word D...	598 KB
	Non-continuous career facts	16/03/2015 14:37	Microsoft Word D...	509 KB
	Pie chart on post-school options	16/03/2015 14:41	Microsoft Word D...	19 KB
	Top career choices poster	16/03/2015 14:41	Microsoft Word D...	191 KB
	University article	16/03/2015 13:16	Microsoft Word D...	74 KB

Multiple choice questions

Proof-reading and editing

One mark questions

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Writing task: Produce a piece of extended writing on the different options teenagers have after leaving school



2) Teaching strategies to prepare learners for Unit 2 and Unit 3 Language

- Proof-reading/editing starter tasks
- Short response reading questions
- Extended response reading questions



Proof-reading and editing starter tasks

- More emphasis on core writing skills such as spelling, punctuation and grammar
- Encourages pupils to focus on writing accurately
- Helps for both Reading and Writing in both units
- Could easily be embedded into KS3 schemes of work

A round cake covered in fresh raspberries. The words "THE GREAT BRITISH BAKE OFF" are written in white icing on top of the cake. Below the text is a decorative white icing scrollwork border. The cake is on a silver platter, and a wooden spoon is visible to the right. In the background, there is a silver tray with a glass and some papers.

THE GREAT BRITISH
BAKE OFF



Identify the five errors and correct them on the article below.

Calling all star bakers! Applications for the *Great British Bake Off 2015* close on sunday, so if you fancy featurig alongside judges Mary Berry and Paul Hollywood, youll need to be quick about entering.

From choux and sugar work to pastry and patisserie, can you rise up and stand the heat in the competative kitchen?

If the answer is yes, all you need to do to apply is be over 16, live in the UK and prove that you're an amateur home baker.

To be in with a shot, you'll to write about your baking interests, from how you got started to what you consider to be your signature dish.

Identify the five errors and correct them on the article

below.

Sunday

You'll

Calling all star bakers! Applications for the *Great British Bake Off 2015* close on sunday so if you fancy featuring alongside judges Mary Berry and Paul Hollywood, youll need to be quick about entering.

Competitive

From choux and sugar work to pastry and patisserie, can you rise up and stand the heat in the competative kitchen?

If the answer is yes, all you need to do to apply is be over 16, live in the UK and prove that you're an amateur home baker.

Consider

To be in with a shot, you'll to write about your baking interests, from how you got started to what you considder to be your signature dish.

You'll need to

Short reading responses

Candidates will be required to:

- Use inference and deduction
- Interpret meaning, ideas and information
- Refer to other parts of the text for evidence to support their views
- Demonstrate reasoning skills in synthesising and summarising information

Cloze reading

Short constructed responses

Sequencing

Multiple choice questions



Multiple choice questions



The article on apprenticeships refers to a “viable” alternative. Select one definition from the list below that best defines “viable”.

- a) A sensible and attainable alternative
- b) A poor alternative
- c) A different choice
- d) An unachievable and impractical alternative

Multiple choice questions - Process of elimination



There are a few simple steps to take when attempting these questions

- Read the question **twice**
- Come up with **YOUR OWN answer** before looking at the options (linking with existing strategy of prediction/anticipation)
- **Eliminate** the answers that you know are incorrect
- Read the question again and think about the **topic of the text**
- Choose your answer and mark it clearly

Multiple choice questions

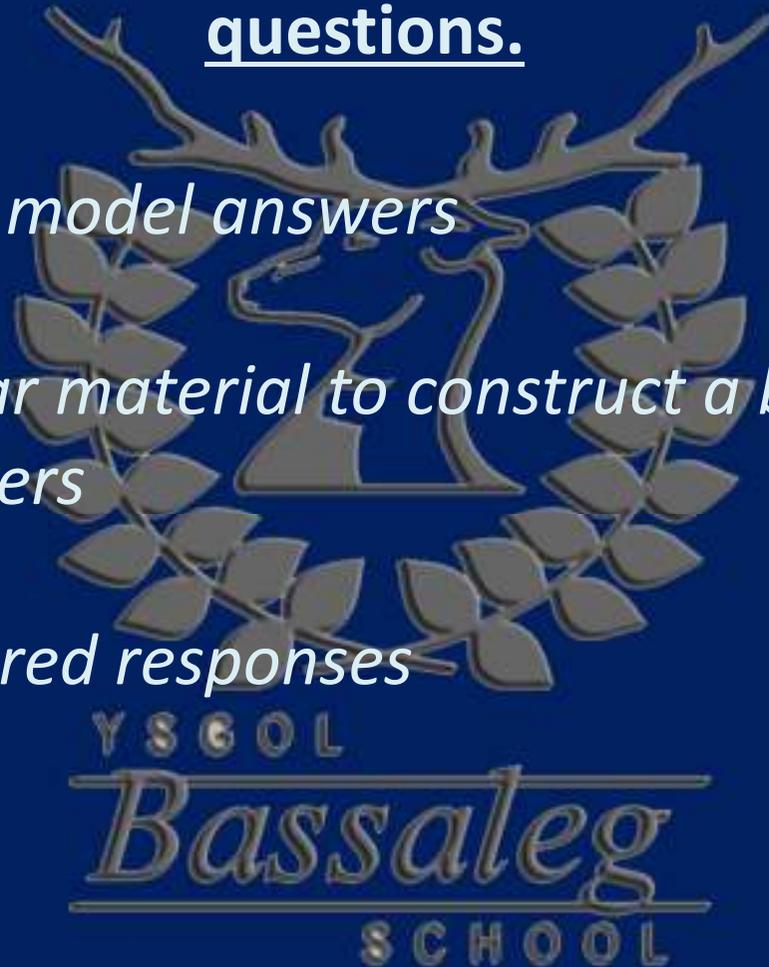
The article on apprenticeships refers to a “viable” alternative. Circle one definition from the list below that best defines “viable”.

- a) A sensible and attainable alternative.
- b) ~~A poor alternative.~~
- c) ~~A different choice.~~
- d) ~~An unachievable and impractical alternative.~~



Strategies for extended responses to reading questions.

- *Annotation of model answers*
- *Using exemplar material to construct a bank of sentence starters*
- *Producing shared responses*



Sample Answer: 3

Nicola Barry quotes Dr Mike Esbester (of Portsmouth University) as describing early health and safety advice as 'unintentionally hysterical'. This conveys that early Health and Safety regulations were not clear, calm warnings but rather, 'hysterical', without even intending to be. The use of the word 'unintentionally' conveys that the authorities who put these early regulations in place weren't entirely sure about what they were doing which in turn could convey that they were uninformed or 'stupid'. Barry herself comments that the 'enthusiasm' of these officials (the use of this word painting them as keen to do something completely unnecessary) renders them as looking 'petty' and 'stupid'.

She further demonstrates the idea that the officials are 'petty' by giving examples of seemingly commonplace and harmless past-times like playing conkers and selling homemade cakes that have been 'outlawed' by Health and Safety officials. The nature of the activities and the use of the term 'outlawed' (which is rather extreme when discussing baked goods) illustrates and convinces the readers that these authorities are 'petty'. The fact that Barry focuses on children's activities further illustrates this idea as they seem more innocent to a reader.

The description of jobsworths further illustrates the idea that Barry is trying to convey, overall. She first explains what a jobsworth is. She describes them as usually being a 'council officer' or 'parking attendant'. The use of these commonly unpopular figures as examples allows for a certain amount of contempt from the reader before Barry even

10/10

“The use of the word ____ shows....”

This conveys that...

The use of the word ____ paints the picture of...

...illustrates and convinces the reader that...

**10/10 response
sentence starters**

Further illustrates the idea that...

Could imply that...

Barry herself comments that...