

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 7 (ENGLISH) PROJECT –
A TOOLBOX OF HORROR
Cambridge Regional College**

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OTLA Phase 7 (English) Project – A Toolbox of Horror.*
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For further information regarding the OTLA Phase 7 (English) programme and this project go to <https://ccpathways.co.uk/practitioner-research/otla-7/>.

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Final report - A Toolbox of Horror

Cambridge Regional College

Teaching English and in particular, writing, on a construction programme in an FE college, with teenage boys predominantly, could be seen as some people's worst nightmare. Not us! Writing in a specific genre that suited the majority of our learners was the key to escaping the stereotype of a tedious English lesson and humdrum writing tasks, along with building stamina and 'writing fitness'.

Summary

We are a large FE College in Cambridge with a majority cohort of 16–19-year-old learners on Study Programmes. We also have a growing number of courses for adults, for 14–16-year-olds in alternative provision and for apprentices.

This project was based in the construction department at our college. It was our goal to improve the engagement, attendance and writing skills of our learners. Our attendance at English lessons, whilst good, still needed improving.

We identified a specific group of L1 Plumbing learners to focus on for the project. We chose this group predominantly because of the enthusiasm of the plumbing course tutor and the fact that the OTLA Project Lead taught this group for all 3 weekly lessons of a GCSE English Language resit programme.

It was clear that engagement in lessons was a major challenge and a creative and flexible approach would be required.

Rationale

It was our goal for our learners to see writing for what it is – a 'diverse social and professional practice that we all need to learn and use through life' (Ivanic, R et al, 2008) – and not just a mandatory requirement for English exams. We planned to explore a range of strategies and resources to develop and extend writing skills to meet the needs of all levels of vocational learners.

Our learners tend to perceive writing skills to be only a part of their English lessons and literacy as predominantly assessed within their English exams. They are therefore, unsurprisingly, reluctant to engage in writing. Unfortunately, this is a view which we as educators may inadvertently reinforce through our lack of collaboration with vocational tutors to encourage writing within the core programme.

Vocational lessons do require a great deal of writing, not only in practical work-related tasks but to evidence that learning through assessment, e.g., writing step by step professional guides. Unfortunately, at present, those tasks and assessments are all done on computers, which do not offer learners the focussed support and practice they need to develop their handwriting, spelling, punctuation and grammar skills.

We wanted to use this project as a positive opportunity to work with our plumbing tutors to continue to build solid, supportive and collaborative professional relationships whilst also preparing learners for the demands of their GCSE English exams.

Approach

Our first approach was to research our learners' anxieties and blocks about writing. We designed a questionnaire (Appendix 2) and distributed it amongst a variety of learners in order to gain a better understanding of their mindset.

The results (Appendix 3) clearly confirmed our thoughts and we were able to identify that our learners had a variety of struggles including:

- poor stamina in coping with the physical effort of writing by hand
- low self-esteem/fear of yet another failure
- poor pen grip due to lack of practice

Upon the basis of these results, we first looked at a variety of what we thought could be 'quick fixes' e.g., using a Stabilo pen (Appendix 4), designing a writing board with a slant on it and purchasing pen grips. A few learners warmed to the pen grips but others dismissed them very quickly. The Stabilo pen looked 'different' and the learners did not want to appear to be 'different'. There was a similar response to the writing board and learners also said that they didn't want to have to carry it around all day. Although these resources were not welcomed by this group of learners, we are interested in trying them again with other groups from the start of the next academic year.

Not for the faint hearted!

We were slowly approaching the November exams when we changed our approach. We identified that the learners could do very well in imaginative writing tasks if they were equipped with a focus on one specific genre. It was quickly identified that the majority of our learners loved the 'horror' genre so we focused on that. We looked at various film trailers, talked about the structure and features of a 'Horror' movie/script but without using the technical language. The learners soon relaxed into informal discussions about specific movies they liked and what it was about them that they liked. Again, this prompted various discussions but we avoided using too much technical language about language techniques at this stage.

We then looked at key vocabulary, still using the horror genre. We introduced a variety of texts for us to read as a group, identifying key words that you would probably only use in this genre. Learners recorded this vocabulary in their exercise books and we referred to it throughout our lessons/discussions.

Exploiting their existing knowledge of atmosphere and setting provided us with the ideal route into exploring and creating their own examples of the use of simple stylistic techniques e.g. similes and metaphors.

Another approach that supported their writing in lessons was when we did short burst writing tasks with them. This gave us the opportunity to extend the time that

they wrote in every lesson incrementally in order to build up their stamina to prepare them for the exam.

Then we discovered 'slow writing' – a complete game changer!

Professional learning: Evidence of changes in teaching, learning and assessment practices

'Slow writing' is a technique that we discovered by accident upon researching the internet for some resources to support poor writing skills (Didau, 2021).

You use this technique by giving the learners explicit instructions on how to write a text, sentence by sentence. It then supports them to not just think about what they write but how they construct each sentence.

Example:

- Your first sentence must start with a verb
- Your second sentence must contain a simile
- Your third sentence must be 3 words only

Once we introduced this technique into our teaching, it was a complete eye opener. We literally started off 'slow' (no pun intended). We used the above format and asked them to write 5 sentences. There was no time limit initially as we wanted to see the results. That first session was a revelation for the learners and us! When we gave them feedback, they couldn't believe the difference and even that small amount of writing and feedback boosted their self-esteem and confidence with writing. We then began to differentiate and personalise the slow writing directions to reflect the learners' individual support needs in sentence construction.

For one student who tended to act out the role of 'class clown' the use of 'slow writing' scaffolding technique provided exactly the support he needed to engage in writing. It enabled him to feel that he was working collaboratively with the tutor and so the daunting challenge of writing was effectively shared in a way he found encouraging and motivating. (See case study 1 in Appendix 8)

Moving forward, the use of 'slow writing' technique is one that we will be looking to introduce to all groups within the construction and motor vehicle departments. For our taster days this year, we are going to design a one-paragraph writing task with explicit instructions on what should be included to see how the learners respond. It would also give us an opportunity to identify any learners that could potentially go to a GCSE class instead of a FS class.

Next academic year, we are also planning to have a dedicated 'Power Up' room (Appendix 6) set up for learners to utilise 3 days a week in order to have support with writing any assessments, homework, or to improve on English skills. This will be supervised by an English tutor with support from a Construction learning support mentor.

Evidence of improved collaboration and changes in organisational practices

To support collaboration, we designed a training session for our construction tutors (Appendix 11) on how to mark learners' written work. We wanted them to be involved more in supporting our learners with their SPAG (spelling, punctuation and grammar) skills so that the learners would see a more collaborative approach between English and vocational tutors and also to reinforce the importance of these skills.

In order to support our learners with their writing and plumbing course work, we discovered a set of writing challenges (Appendix 6) that we were able to adapt in order to include some contextualised writing so that they could see the relevance of writing skills for workplace and vocational tasks.

We focused on one particular L1 Plumbing group as a case study. There were approximately 18 learners in this group and whilst their Initial Assessments indicated that they were working at a Grade 1 or 2, their Centre Assessed Grades (CAG) were a 2 or 3.

These learners had 1 hour a week on their timetable called Independent Study and it was led by their course tutor. The course tutor, who was dyslexic himself, was fully committed to the OTLA project and it was decided that we would use this opportunity for them to complete a writing challenge. The learners could choose which writing challenge they wanted to complete each session, and this then helped them with their handwriting stamina.

Our explicitly collaborative approach involving the plumbing and English teams, served to highlight the importance of attendance and participation. The support and involvement of the plumbing tutor also gave a strong message that having barriers to learning e.g., dyslexia, does not mean you cannot have professional aspirations and achieve your dreams.

We also held a writing competition at Christmas (Appendix 7) to encourage our learners to write. Some of the entries were amazing. The English team chose two winners from each group and the winners weren't always necessarily the 'best' stories. Many were chosen on the basis of the learners' progress in their writing skills. We created posters of the winners with their entries and displayed them in the Construction Dept.

Evidence of improvement in learners' achievements, retention and progression

Our learners' stamina in handwriting has improved vastly over the past academic year. We struggled during the national lockdown imposed by Covid-19 as it was natural for our learners to type any writing tasks that we set them online. However, their attendance was consistent even during lockdown and once back on site we managed to get them back into handwriting again. Bearing in mind that each GCSE English Language paper is 1 hour and 45 mins long, this will always be an important challenge for our vocational learners.

We have had some encouraging emails from parents who have noticed the change in their son/daughter's approach to, and enthusiasm for, English. Some parents have said:

"Thanks so much, he enjoys English a lot more now"

"Thank you for all the encouragement and energy you have given ...to lift both his confidence and academic achievement."

"What a difference this year has made to [learner's name] in his English, thanks so much!"

The two case studies in Appendix 8 illustrate how students have also felt about the difference in their learning and ability this year. They haven't been shy about letting us know about their favourite horror movie or sharing with us a new word they have learnt for their horror vocabulary.

Appendix 9 provides some examples of students' work, writing in the horror theme.

Learning from this project

As with our previous project (ETF OTLA 6, Project 6, 2020), our research programme this year has again awakened the creative drive in us as a team and we were very surprised by how quickly tutors and learners became engaged in the range of strategies we explored

What went well for us was definitely the adoption of 'slow writing' as a teaching technique. It would have been even better if we had had time at the end of this academic year to investigate this technique and train more staff in using it in their lessons. We will continue to explore a 'slow writing' approach next year and I feel it is definitely a scaffolding technique that works with low level learners and which can support them in developing higher level writing skills. Introducing this technique across the whole department offers all our learners the opportunity to develop and improve their performance within a tight and supportive framework.

Working with the plumbing team in particular was a fantastic experience as we got the opportunity to witness the learners in their workshop completing work that they enjoy and do well. It also gave us a wider insight into the plumbing industry and how we could contextualise resources and writing tasks to show their relevance. We got to see learners in practical lessons where their practical talents would shine and this improved our relationships with them. Learners didn't mind greeting us in corridors and were keen to drop us messages on Teams to say what horror film they watched at the weekend.

Finally, it was good for the learners to see us all working together as 'one team'! Overall, the Toolbox of Horror project was a success and will continue to grow even more next year (See Infographic, Appendix 10).

References

Ivanic, R et al (2008) *Literacies for Learning in FE*, 2008
<https://www.youtube.com/watch?v=kjylqggwuGY> (accessed 2nd July 2021)

Didau, D. (2012), *Slow Writing: how slowing down can improve your writing*
<https://learningspy.co.uk/english-cse/how-to-improve-writing/> (accessed 21st June 2021)

Education and Training Foundation OTLA 6, Project 3 (2020) *Creating a Reading Culture* <https://ccpathways.co.uk/practitioner-research/otla-6/project3/3b/> (accessed 2nd July 2021)

Appendix 1 – The project team

Project Role	Name	Job Role
Project Lead	Cassandra Webb	Team Leader for Maths, English and Support in Construction and Motor Vehicle
Deputy Lead	Chris Styles	Curriculum Team Leader for Construction
Project team	Susan Lamassu	English Lecturer
	Paul Donovan	English Lecturer
	Madie Taylor	English Lecturer
	James Boon	Plumbing Lecturer
	Mick Capasso	Electrical Lecturer
	Olivia Hodges	Plumbing Lecturer
	Claire O'Connor	English Lecturer
Project Mentor	Catriona Mowat (ccConsultancy)	
Research Group Lead	Bob Read (ccConsultancy)	

Appendix 2 – Questionnaire

Outstanding Teaching and Learning Project – Initial Survey

Full Name _____

Vocational Course _____

Q1. Do you like to write? Yes/No
If no, please explain below

Q2. Do you struggle to write? Yes/No
If yes, please explain further below

Q3. Do you enjoy reading in your spare time? Yes/No
If yes, what sort of things do you read?

Q4. What areas of reading do you think you would benefit from support in:

- a. More time to reread texts?
- b. Having texts read out loud?
- c. Understanding the context of the text – strategies to help with this?
- d. Explanations of the text?
- e. Something else?

Q5. Do you need support in any of the areas below? If so, please circle as many as you want.

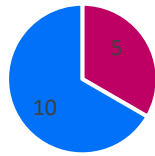
- a. I never know what to write or how to start write
- b. I never write enough
- c. I can tell you my responses to questions but I struggle to put it into words
- d. My spelling is not great
- e. I struggle with my punctuation and grammar
- f. I tend to have trouble structuring my work e.g., paragraphs
- g. Something else, please explain further below:

• _____

Appendix 3 - Questionnaire Responses

Question 1 – Do you like to write?

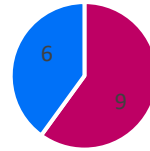
Do you like to write?



■ Yes ■ No

Question 2 – Do you struggle to write?

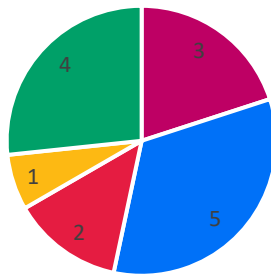
Do you struggle to write?



■ Yes ■ No

Reasons given why learners don't like to write

Reasons why learners don't like to write



■ I don't like it ■ Hand aches/struggles to write
■ Finds it hard ■ Poor Concentration
■ N/A

Appendix 4 - Stabilo pen

This handwriting pen has indentations for correct finger placement and comes in right- and left-handed versions. It has a non-slip grip zone, and refillable, erasable blue ink which glides across the page for smooth neat writing without blotting or scratching.



Appendix 5 - Poster for Power Up room

Want some help
with English?



Come see us in
HC11a for some
English Power
Up!

Maths+
English YOU
SUCCESS

For Construction and Motor Vehicle
learners
Every Tuesday, Wednesday and Thursday
from 12 - 1 pm
Bring your lunch!

powered by
PIKTOCHART

Appendix 6 – Writing Challenges

Writing Challenges			
<p>Think of a walk you have been on. Describe everything you see. Use lots of precise detail. 150 words minimum.</p> <input type="checkbox"/>	<p>Write a letter to your younger self about what has happened in your life. What advice would you give? Minimum of 150 words.</p> <input type="checkbox"/>	<p>7 Days, 7 Lines: Write a poem where each line/sentence is about each day of last week. Make every word count.</p> <input type="checkbox"/>	<p>Review a film you saw recently. What was it about? Who were the actors? How many stars would you rate it? 150 words minimum.</p> <input type="checkbox"/>
<p>If you were in charge of planning a holiday, where would you go? Create an itinerary including how you would get there, where you would stay and what you would do.</p> <input type="checkbox"/>	<p>Write the start of a story with this idea: The last thing you touched is trying to kill you. Explain why. 150 + words</p> <input type="checkbox"/>	<p>Think of your favourite food. Write about it and try to make it sound as disgusting as possible. 100 + words</p> <input type="checkbox"/>	<p>Write a story that begins with the phrase: I wish I had lied... 150 words minimum.</p> <input type="checkbox"/>
<p>Begin writing a story by starting each sentence with a different letter of the alphabet. You must use all 26 letters from A to Z to begin the first word in each of the first 26 sentences.</p> <input type="checkbox"/>	<p>Take these three nouns and turn them into an illustrated story or cartoon: Arrival Departure Promise Minimum with one page with drawings</p> <input type="checkbox"/>	<p>Imagine running into someone famous. Describe your conversation. 150 words minimum.</p> <input type="checkbox"/>	<p>Write a Method Statement for a task completed in the workshop.</p> <input type="checkbox"/>
<p>Listen to your three favourite songs and their lyrics. Write lyrics for a brand new song mixing in the lyrics and lines from your favourite songs. Minimum of 30 lines.</p> <input type="checkbox"/>	<p>Write a 24 word story on a piece of paper starting with 'One day...'</p> <input type="checkbox"/>	<p>Write a myth to explain why the sky is blue or why birds fly and fish swim or why the sun sets. 150 words minimum.</p> <input type="checkbox"/>	<p>Write an article relating to Health and Safety in the workshop. Include PPE, HSE and the various regulations.</p> <input type="checkbox"/>

Appendix 7 – Writing Competition

Christmas Creative Writing Competition for Construction & Motor Vehicle learners



You are invited to take part in a Christmas Creative Writing Competition. Details are as follows:

1. You must be a learner studying on a Construction or Motor Vehicle course this academic year.
2. You have to handwrite your entry.
3. You need to submit a minimum of 500 words.
4. Closing date is mid-day Friday 11th December 2020
5. You can write a story based on the picture above or you can create your own story but it needs to be set at Christmas.
6. There will be 10 winners across both campuses and there will be a variety of prizes wrapped up.

Good luck.

Appendix 8 - Two case studies

Case Study 1

L1 Plumbing GCSE Learner – starting grade 2

I chose this particular learner for one of the Case Studies as he was the ‘class clown’ which I quickly learnt was his disguise to hide his low level when it comes to writing. Whenever, there was a writing task to be completed, he would act up and start low level disruption within the class to distract his peers and potentially delay the start of the writing task.

Assessments indicated that he was more of a GCSE grade 1 than the 2. However, the grade 2 came as a result of a Centre Assessed Grade due to COVID-19.

He could talk about films, TV and cars all day long but getting him to put any of his thoughts down on paper, was nigh on impossible. We had our share of battles for a short period of time until I called home and spoke to his parents. They explained about how he missed some education as a result of initially being bullied and then being a bully at school. We identified that his lack of skills and poor self-esteem helped him create this persona of the ‘class clown’.

Once I became aware of the bigger picture, I started using distraction techniques and he supported me with moving the PowerPoints on and other tasks which meant he had to follow and engage in the lesson. I felt that in this way at least everyone was learning. The next step was getting him to put something on paper. We tried a variety of different strategies including timed writing, writing what he knew about, picture stimulus, movie reviews and so on. However, when we started looking at horror genre within our lessons, he could quickly identify with the different features in this genre. When we created our own list of horror vocabulary, he was completely engaged in a synonym activity and instantly began to use more sophisticated vocabulary.

However, the final piece of the jigsaw was the ‘slow writing’ technique. Once I gave him clear instructions on what his first sentence should be and then his second and then his third... EUREKA! The lightbulb not only lit but exploded. He felt that whilst I controlled his writing, it was my fault if it wasn’t good and not his. After some weeks of scaffolding tasks and letting him believe this, we then moved him on to where he followed the structure given and wrote his own piece of work. Not only did he surprise himself but he surprised me, the repetition of the higher level vocabulary lessons, the creation of horror similes and other techniques all fell into place. Punctuation was still an issue but there was engagement and enjoyment taking place and he no longer balked at writing tasks. We looked at a variety of stimulus pictures and spoke about how most of them could be turned into a horror story of some sort. I really feel that we battled together to find a strategy that worked best and that he found easy to follow. This learner has definitely progressed in his GCSE grades this academic year and I look forward to working with him again next year.

Case Study 2

L1 Construction learner with a starting qualification of Entry 1 Functional Skills

My intention was never to enforce GCSE assessment objectives with this learner. He had a brain injury a couple of summers prior to joining us so his memory skills were poor and at the start of the year, I was worried about his achievement for Entry Level 2 Functional Skills. However, the Christmas Creative Writing competition came around and he saw the poster advertising it and that the prizes were related to progress and not just about being the best story. He was also interested because the prizes were hand tools and gaming accessories.

Because of his poor memory skills, I tried the 'slow writing' technique with him. We did a little every lesson and then he went home in the evening and worked a little bit more on it, nothing extensive as his skills set was low and his parents had to support him with notetaking. We discovered that he could verbalise what he wanted so parents took notes and then he went through the notes and typed up his sentences in line with the Slow Writing structure. He used language techniques which I would never have expected someone at this level to comprehend. His determination to win a prize outweighed his skills set so he kept on re-writing sentences and showing them to myself and his support worker. From these, we would guide him and prompt him but never led him.

His final submission was extremely good for someone of his ability and definitely worthy of a prize. Whilst he just about passed his Entry Level 2, we discovered he had a knack for storytelling and had a huge imagination but just needed to be able to follow some form of structure. He continually pesters me to create more competitions so that he has something to aim for!

Appendix 9 – Student work

STUDENT WORK

Horror story

The beginning of this incredible story consists of a slow and steady build up where the reader is introduced to the main characters, they are shown in high spirits looking forward to their camping trip. The build up of tension is slow because I want the reader to get to know the characters so it is more effective when they are murdered one by one by Chloe's crazy ex Jason. He first murders Tony by repeatedly puncturing him with a small blunt blade, his second kill, is where he strangles Sophie until death, these first two kills go undetected, but raises suspicion between the group, they set up a search party to attempt to find their missing friends, unfortunately for the teens they split up making them more vulnerable to being taken out by Jason.

Picture Show/Session/Suspense exercise

I turn up at this place and think why am I here? Feels like I have seen this in a movie before. Thinking deepens into my mind; I know what film it is. Nazi zombies! As I start to walk away from this scenery I hear key in to hear noises. If it's not correct there is someone standing in the distance. They seem lost. I shout, "Hello?" No answer. As I hear and sense movement ^{hear?} behind me I sharply turn to find nothing there. I turn back to see no one, I feel a cold breath ^{the back of} on my neck and ^{hear} of a groaning noise. My blood in my veins starts to thick

Troy

created in writing

In the cold blizzard night I was snow boarding. ~~down~~ the As I was going down the bobby slippery slope I could hear something ^{hear} ringing in the trees out grown forest next to me. It was getting louder and louder and the ground was shaking like an earthquake and BANG!...

I know you

The night before Christmas you have a dream in which you wake up to see a dark shape standing outside your wardrobe. The shape was like a tall scrawny man his fingers was as long as his fore arm. He stood still. He then muttered something and I didn't catch it, he then creepily laughed. There was so many emotions running through my body, I didn't know weather to cry or scream. I froze when I tried to move, it was like my body had seized. One of the mans fingers moved my hair out of my sweaty, crying face, his fingers was a cold as ice. But I still couldn't see his face or what he looked like.

I managed to pick up my phone, I looked at the time it was 1am on Christmas eve, I didn't have the courage to call anyone or scream as I don't want the shape too hurt me. I sacredly asked him what he wants and he quietly laughed and said nothing. I felt threatened, I just sat there praying every thing would stop. I heard my mum come out her room and went to the toilet and when she came past my room she looked in and I pointed at the shape standing there in front the wardrobe. Mu mum just froze in fear...

to see a response how tension and suspense is created in writing. ✓

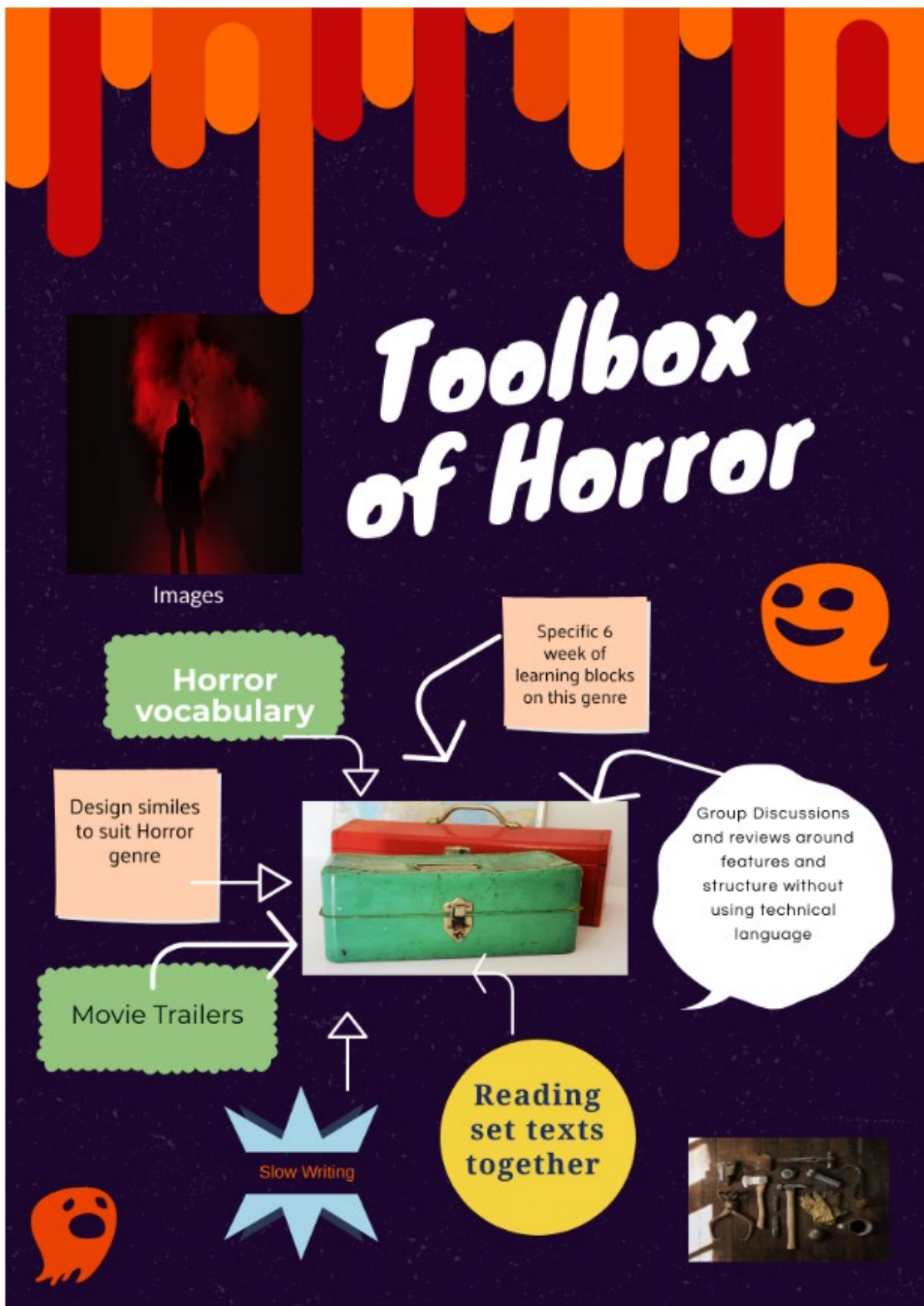
He looked down into the pit of darkness, the ground was like a sheet of lightning. There were shadows, swaying across the floor waiting to pull him in after he took his first step down. ~~The dark night~~ Bats flew in the dark night sky. ~~The air was~~ It was so cold that his fingers were falling off. The only way was down.

Great vocab + sentence structure - well done!

While I was waiting to the abandoned cemetery I could hear whispers in the distance like there was a demonic ritual ~~about~~ happening.

It was snowing heavily and I could feel my the cold air churning up my lips and feel the icy breeze numbing my fingers and mark that they felt like blocks of ice. As I turned around I saw a flash. I was too cold to worry about it though.

Appendix 10 - Infographic



Appendix 11 – PowerPoint slides from SPAG training

Providing Feedback with Maximum Impact

Raising standards of literacy is a priority across the college. Tutors were asked:

1. What mistakes do students make most frequently in your lessons?
2. What literacy issues cause the greatest problems for your vocational assignments?

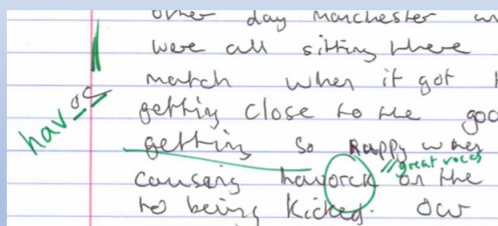
These were the most common responses:

- Limited vocabulary including misspelling of specialist workplace vocabulary
- Limited command of formal language (especially for CVs/work-based learning)
- Inaccurate/no use of paragraphs
- Inaccurate use of capital letters for proper nouns (especially brand names/companies)

Reflecting on your own lessons, would you add any?

An easy way to mark spelling and check progress

- ✓ Choose a few spellings per piece of marked work (**prioritise key subject words/frequently misspelled words**) and mark them with a 'close' activity – give them the word with gaps for them to fill in.



★ Demonstrates instant progress

★ Refer back and re-test them later to consolidate learning.

Feedback from Ofsted February 2020 inspection

Promoting formal language for CVs and work based learning

Frequently used informal language	Feedback – tell students to replace with...
Sorry	Apologise/we regret
Tell	Inform
Ask	Enquire
Ask for	Request
Check	Verify
From (company)	On the behalf of
Help	Assist
Get	Receive
Give	Provide
Need	Request
About	Regarding/concerning
And	As well as
If... or not	Whether... or not
Make sure	Ensure
Lots	Several/numerous
Enough	Sufficient
Because	As a result of/due to

Use of paragraphs



If students should have used a new paragraph but did not, you can mark their work with a // symbol – this indicates where the new paragraph should begin.

A new paragraph is needed when there is a new point, topic or idea.

Forgetting to use paragraphs will seriously impact their English results (even if the quality of written work is good). Accurate use of paragraphs must be an expectation across all written work in college.

Capital letters

- ✓ Emphasise to students that failure to use capital letters correctly – especially when entering the workplace – can seriously impact their credibility.

Mark their work with a 'C' to indicate where they have missed a capital letter. *Not every missed capital letter* - prioritise proper nouns (brand names, companies), names and the beginning of sentences.

Balfour Beatty

TechnipFMC



SKANSKA



A quick way to develop literacy skills

- ✓ Effective feedback is about reducing uncertainty between performance and goals. Once you have established a culture of high expectations for literacy, have clear success criteria you can **empower your students to use independently** e.g. checklist of things to include.

★ Opportunity for self assessment

★ Opportunity for peer assessment

Example from an English lesson

Student Checklist

- Capital letters at the start of new sentences
- Capital letters for all proper nouns
- Corrected spellings
- Used 3 examples of formal language
- Used 2-3 paragraphs

OUR PARTNERS



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