

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 7 (ENGLISH) PROJECT –
DEVELOPING THE DESCRIPTIVE VOCABULARY OF HIGH
NEEDS LEARNERS**

New City College

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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 - Developing the Descriptive Vocabulary of High Needs Learners

New City College

This project aimed to improve responses to creative writing tasks from high needs learners by developing their use of descriptive vocabulary. This included improving their range of vocabulary and their understanding of when and how descriptions should be applied. Although the focus was on high needs learners, the entire GCSE English 16-18 cohort took part in the project.

Summary

New City College is the fourth largest college group in the UK with campuses across Hackney, Tower Hamlets, Redbridge, Epping Forest and Havering. Students who are on English or maths programmes are re-sitting to either improve their level, boost their grades or achieve a pass. The college has a significant amount of SEND students.

The project proposal was written during a period of lockdown and aimed at supporting high needs learners who often found it difficult to engage meaningfully with online learning and who had typically struggled with imaginative writing. However, the project was also applied when on-site teaching took place.

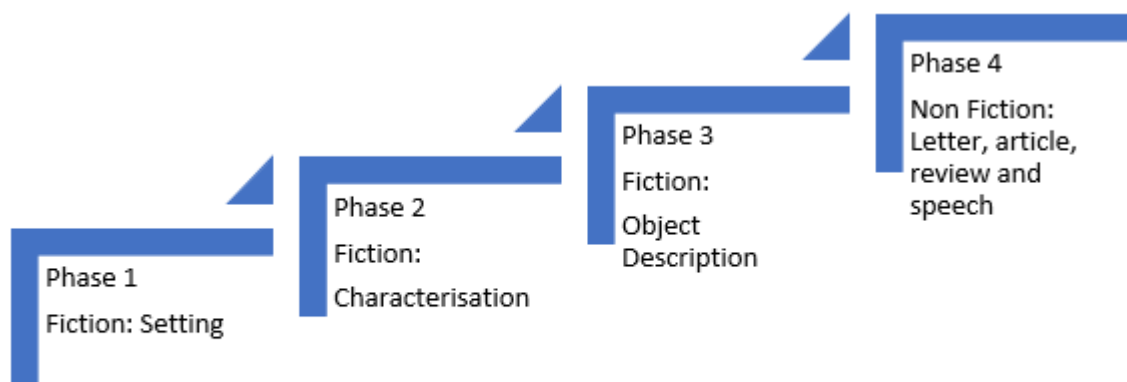
Rationale

At NCC, we teach the Eduqas English language specification. Creative writing accounts for 50% of the marks for component one. This means that it can often be the deciding factor between grades. The purpose of the project was to develop high needs students' use of descriptive vocabulary; we had previously attempted an initiative through silent reading which was largely unsuccessful because the students were not convinced or engaged. Having learnt from this, we decided that the new initiative needed to be fun. So, we decided to use a combination of quizzes and writing activities. We expected that students would find quizzes engaging as it is a form of gamification. Furthermore, the use of quizzes presented an opportunity to monitor progress without placing pressure on the students.

Some of our high needs students have difficulty with long-term memory and often rely on habit formation to improve recollection. Using quizzes at regular intervals was likely to mitigate issues they faced with recollecting information. In fact, recent studies on spaced retrieval have shown that regular revisiting of work benefits long-term memory and can be used to break up a long session to prevent concentration loss making it ideal for high needs students (Kelley, Evans and Kelley, 2018)

As an outcome, we hoped that students would improve their use of descriptive vocabulary and improve their responses to section B questions for component one.

Approach



Fiction

Phase One: Setting

Quizzes were created on Kahoot Premium [see appendices 8, 9, 10 and 11]. Students completed one quiz each week and 10 words were introduced through the quiz each time. These 10 words were thematic and linked to a prompt. We asked students to imagine that their character was in the location represented by the prompt; They would then describe the setting using the first-person narrative voice by writing a paragraph, which would then be marked using a marking sheet [see appendix 7]. They received a score based on how many words they used from the quiz and a separate score for how many words they used accurately. The themes were: 'Dark Alley', 'Sunrise' and 'Desert'.

Students recapped the words every second lesson of the week and completed recap quizzes before moving on to the next phase.

Phase Two: Characterisation

For this phase we asked students to imagine that the person presented in a picture prompt [see appendix 9] was a character in their story. They then needed to describe that character using the third person narrative voice. The themes included: 'Old Man', 'Lazy Youth' and 'Traditional Lady'.

Phase Three: Object Description

For this phase students focused on describing the objects displayed on the prompts. We asked students to imagine that their characters could see the objects and they had to describe them accordingly, but this time they were free to choose a narrative voice. At this point we had sought feedback from students [see appendices 2 and 3] and subsequently amended the process so that students who were struggling now received definition sheets [see appendices 10 and 11] with example sentences to help them understand the 10 words in use. Emotive language was also more prevalent within the 10 words. Themes included: 'Ancient Vase', 'Bizarre Clock' and 'Classic Car'.

Non-Fiction: Letter, Article, Review and Speech

We then extended our approach to non-fiction covering aspects of letter, article, speech and review writing. Here, we asked students to focus on the descriptive elements of these formats. An example of this is when students imagined they were writing a letter to a friend describing the hotel room they were staying in during a holiday.

The impact was measured initially by Kahoot scores, feedback and subsequently through mock test results.

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

Meeting with colleagues to discuss progress was unlike any other year because the only effective means to exchange ideas and highlight progress was through Teams. While this method of collaboration was unavoidable, it meant that the teachers did not have to travel and therefore less pressure was felt in terms of time. Also, on Teams, teachers tended to take their turn without interruption while listeners would add comments and questions in the chat facility; in many ways this was an unexpected positive in terms of discussion and logistics.

There was a reflective process involved in the project as the project team developed the content as it progressed. For example, during the early stages of the project the team decided that it would be more engaging to have a different focus every three weeks and also change the narrative voice for the fiction part of the project. This would not only keep students engaged but would also ensure that they had a better understanding of narrative voice and how descriptions can be applied in different situations.

Those colleagues who participated had become reflectors in practice and they were actively engaging in action research as part of their professional practice. Teachers completed a survey based on Kolb's reflective cycle [appendix 4] which enabled them to reflect on their experiences.

'All students were fully engaged throughout the project. They thoroughly enjoyed competing with their peers to get the correct answers'

Another participant teacher noticed an increased confidence with the students: 'taking the risk of using a new word'. Another teacher observed a friendlier atmosphere in the class: where before there had been a divide between the mainstream and high needs students, the Kahoot quizzes provided a leveller and brought the students together. The final meeting with the team was evaluative and all teachers said that they intended to incorporate a similar strategy for their new cohorts.

Evidence of improved collaboration and changes in organisational practices

Collaboration improved considerably within Redbridge campus and with the Epping Forest campus. The materials were used by all teachers at Redbridge and with one high needs class at Epping Forest. Regular meetings with all participant teachers led to better networking particularly between campuses.

In addition to this we had an Additional Learning Support Lecturer who used our materials with the students we were tracking during their one-to-one sessions in the Learning Resource Centre. This played an important part in reinforcing what was learnt in the classroom and helping high needs learners retain new vocabulary.

Cooperation between team members was very high and materials would be created in collaboration at the end of each week. Words would be selected in accordance with learner needs and changes would be made immediately if necessary.

Our project, which was mainly aimed at high needs learners, gained a lot of support from the ALS workers in our classrooms. They would often report back positive changes in learner engagement and progress, emphasising how important they thought expanding the vocabulary of high needs learners was in order for them to progress further in English (see appendix 12 for testimonials).

'Student A really benefited from the visual examples used on the smart board as she could relate the new word to it. For example, Azure – not a word she had ever come across. To sign it to her, I would have to sign Blue/bright. But this would not give a true reflection of the colour. But she could get the true meaning by seeing an example of the character with bright blue azure-coloured eyes.'

Furthermore, before phase four, all team members collaborated in paving a way forward for the project. Ways of adapting materials for non-fiction were thoroughly discussed, alongside methods of improving what we were already doing so as to have better outcomes.

Lastly, the maths department, seeing the success of our project, adapted the use of quizzes as starters in their classes. This was implemented across all college campuses with our support.

Evidence of improvement in learners' achievements, retention and progression

During the project, we saw a significant improvement in the engagement of learners. They enjoyed the use of technology, were fascinated by words they had not come across before and appreciated being able to quickly apply new words to small bite sized tasks.

Teachers could see learners having discussions about the vocabulary in the quizzes and students were asking teachers if they could complete more quizzes during each lesson. Their positivity about the project came across in the survey that was

conducted where 87 students responded [see appendices]. Students were positive about expanding their vocabulary, evidenced by the quotes below:

'Yes I did enjoy taking part in the quizzes as it helped me to learn new words that I didn't know before'

'I enjoyed taking part in quizzes. They help with concentration, identify gaps in knowledge, build confidence and help retain information'.

Other students mentioned how the quizzes engaged and motivated them:

'I definitely enjoyed taking part in the quizzes especially the words that are challenging because it helps me stay motivated and learn'.

Some students also mentioned how beneficial it was for their writing:

'I feel as if I have learned new words and have been able to use them within my writing'

'I feel that I have developed my writing skills by introducing new words into my writing'.

Further to this, we can see how students progressed. We kept a record of their scores using a live Excel tracking sheet on Teams where we recorded scores from their writing tasks. We also kept a record of their baseline assessment and mock scores to see how it impacted their exam results [see appendices].

We can clearly see that students' scores improved as the weeks progressed. Initially there was a disparity between the number of words students used and their accuracy, but this gap closed as they became familiar with the activities. The definition sheets also clearly had an impact on words used and accuracy as the scores for both went up after this was introduced [see appendices].

Mock scores also went up, although this was not significantly so for all learners, we could see that there was an improvement in assessment objective 6 where vocabulary use is part of the assessment measures. One student went from having a score of 7 for the entirety of section B in her baseline assessment to 21 for her first mock. For examples of students' work see appendices.

Learning from this project

The project was initially designed to help us navigate the difficult terrain of online teaching while not leaving behind our high needs learners. It quickly developed into being much more than that: it became an effective tool for improving the vocabulary of our learners by providing us with a framework to introduce words and see them used. By using this method, we were able to reinforce the importance of vocabulary and effectively promote the increased use of adjectives, adverbs and descriptive verbs in creative writing.

We benefited greatly as a team during the course of the project. We saw that focusing on descriptive vocabulary was very beneficial to learners who were often

vocabulary poor. It not only helped their comprehension but, through the use of themes, students were increasingly able to present more depth to their imaginative writing. Getting students to use different narrative voices helped them understand the function of narratives and how it affects the reader. As practitioners, we saw how we could introduce students to these ideas and concepts in a fun and engaging way.

When we moved on to teaching non-fiction, we reflected on our experiences and developed our materials to suit the non-fiction formats in the curriculum. We discovered that descriptive vocabulary could certainly be used in non-fiction if the purpose and audience was suitable and, through this, we were able to carry on with our methods. However, we would like to further develop these materials by thinking about the vocabulary more closely. Could we have chosen better words? How could we differentiate the 10 words marking some of them easier to use and some of them more complicated? And could we implement spaced retrieval in a different way rather than just having recap quizzes at regular intervals?

References

Quigley, A. (2018). *Closing the Vocabulary Gap*. London: Routledge.

Kelley, P, Evans, MDR and Kelley, J. (2018). 'Making memories: why time matters' *Front Hum Neurosci*. 16 (12) p400. [online]. Available at: <https://www.frontiersin.org/articles/10.3389/fnhum.2018.00400/full><https://pubmed.ncbi.nlm.nih.gov/30386221/> [Accessed 16.6.21].

Appendix 1 – The project team

Project Role	Name	Job Role
Project Lead	Ozay Yavuz	Senior Curriculum Manager for English
Deputy Lead	Fiona Matthews	Director for English
Project team	Louisa William	English Lecturer and Learning Mentor
	Salman Latif	English Lecturer and Learning Mentor
	Daria Gregory	English Lecturer
	Clare Cook	ALS Lecturer
	Ozmma Mahmood	ALS Lecturer
Project Mentor	Catherine Gray (ccConsultancy)	
Research Group Lead	Claire Callow (ccConsultancy)	

Appendix 2 – Student Survey Example

OTLA Project Student Survey: Based on first two phases

Please complete this survey. This is a reflection of your experiences so far from the start of the project on the week commencing the 5th of October until the 18th of December. During this period two phases of the project have been completed.

1. What is your name? *

2. Who is your English Teacher *

Ozay

Salman

Daria

Louisa

Nicole

3. What were your initial thought about the project? Did it meet your expectations? *

4. Did you enjoy taking part in the quizzes and learning new words? *

5. Do you feel that you developed your writing skills by using first person narrative voice for phase one and third person narrative voice for phase two? *

6. In your opinion, was it a good idea to focus on describing setting in phase one and character in phase two? If yes, why? If no, then why not? *

7. Do you feel the vocabulary tasks helped you learn some new words? Did you try and use some of the words in your writing? *

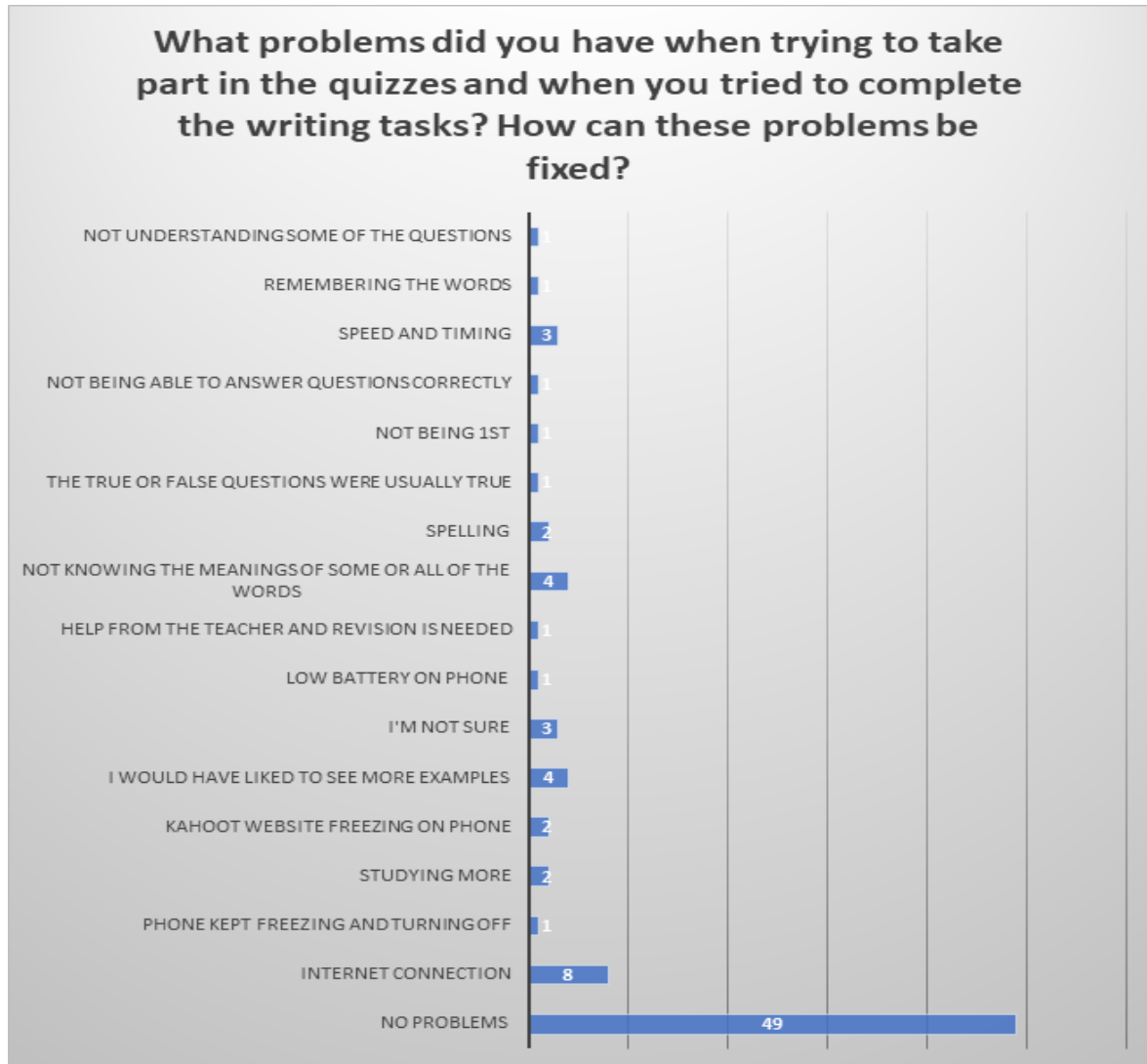
8. Do you feel that you are better at using descriptions now? *

9. What problems did you have when trying to take part in the quizzes and when you tried to complete the writing tasks? How can these problems be fixed? *

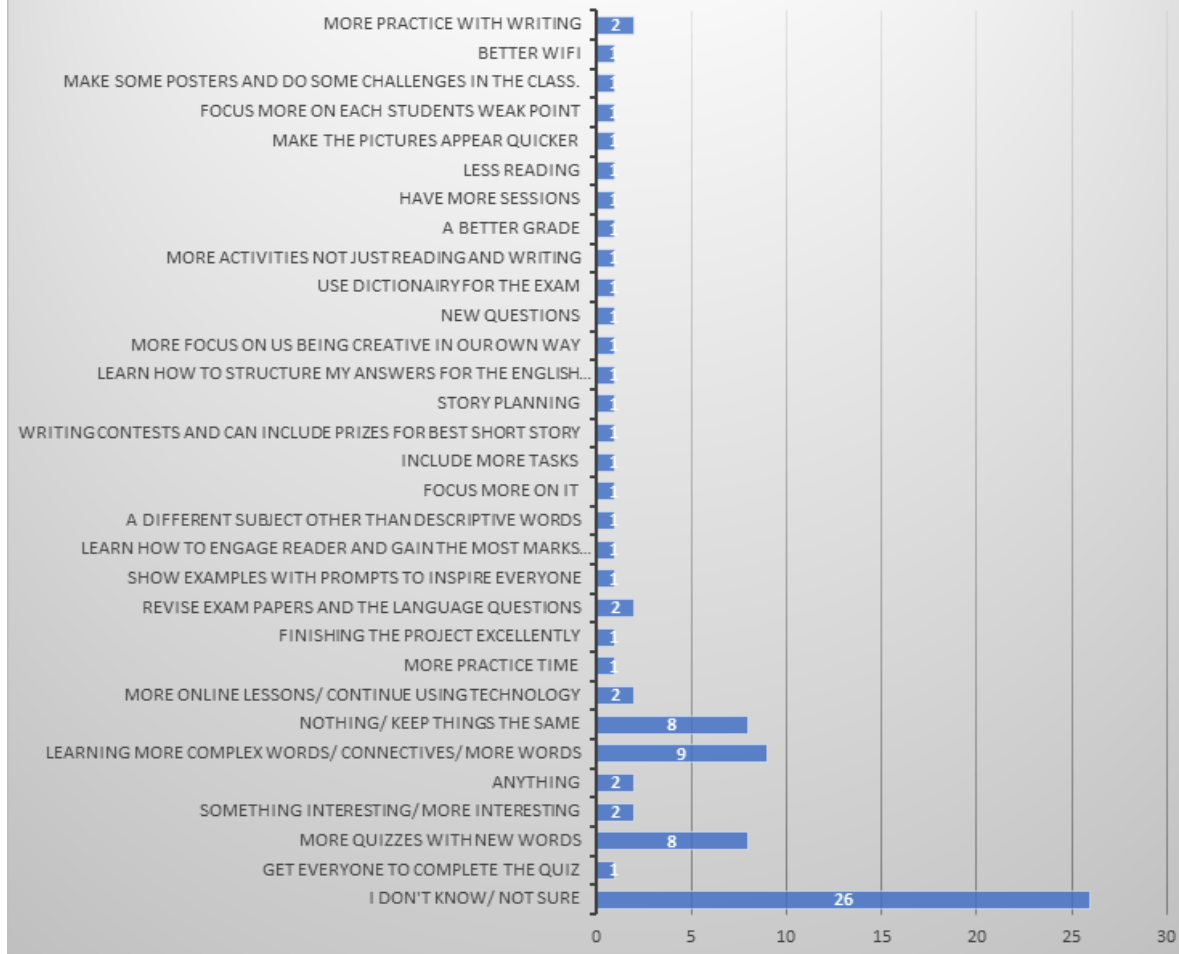
10. How would you like to see the project move forward? What could come next? *

Appendix 3 – Student Survey Outcomes

After mock one, 87 students were surveyed and 99% of these students were very positive about the project. 10 questions were asked, see appendix 2 for an example of the form. The last two questions focused on how to improve the project for the next phase. The responses from students were as follows:



How would you like to see the project move forward? What could come next?



Teachers were also surveyed; they were asked to reflect on the previous two phases and write about what they would like to see in the next phase. Due to responses the following changes were made. More emotive words were included in the selection of vocabulary and a definition sheet for the words used would be created for each session so that students could see the meaning and examples of the words in use.

Appendix 4 – Teacher Reflections

What is your full name?			
How many students did you track?	2	2	2
What were your initial thoughts about the project? Did it meet your expectations? [Reflective Observation]	I really liked the project from the start and yes it met my expectations. I was keen to be part of it and enjoyed the practical element of it, like carrying out the Kahoots and seeing students use the new vocabulary.	It would be useful to develop vocabulary in an engaging way.	I wasn't sure how successful it would be in the beginning and I was worried that students might become bored after doing a quiz each week. The project went beyond my expectations because I was surprised to learn how engaged students were with the learning each lesson.
How engaging did the students find the project? Were they keen to learn? [Reflective Observation]	Yes the students, from various cohorts and vocational areas, have been keen and excited about the project. They have actively participated in it and tried the new words in various contexts.	Mostly.	All students were fully engaged throughout the project. They thoroughly enjoyed competing with their peers to get the correct answers and learning new words in the process. All students were keen to do their best, even if they knew they were going to get one of the questions wrong.
Did you feel that the students developed their writing skills by using first person narrative voice for phase one and third person narrative voice for phase two? [Reflective Observation]	Yes they did however for some students like those with learning needs it was easier to manage the first person narrative. Some cohorts liked the switch from first person to third person voice and enjoyed experimenting with it, using the newly learned words.	They applied both.	My students were able to correctly apply several new words in the writing activity that followed the quiz. They were able to describe characters, settings, emotions and behaviours in greater detail.
In your opinion were there any benefits in focusing on describing setting in phase one and character in phase two? If yes, what were the benefits? [Reflective Observation]	There were benefits in terms of describing setting first as it made setting the scene for creative writing easier. The learners naturally liked it better too as it facilitated scene setting and description, in terms of where the action takes place. Phase two with its focus on characters was the natural progression so the students now could tackle who the story was about. It worked really well.	Not sure.	Yes, it was beneficial. Allowing students to describe settings and characters in different phases enabled them to apply vocabulary accurately.
Do you feel the vocabulary tasks helped the students develop their range of vocabulary? Was this reflected in their work? [Reflective Observation]	Yes it definitely was reflected in my students' writing. Not only were the new words used in class and home work tasks but also in the mock exam.	Most students applied some of the words in their short stories.	Yes, they were able to develop their vocabulary and it was reflected in their mock exams.
What problems did you encounter when running the project and how do you plan on resolving these? [Abstract Conceptualisation]	Some issues with connectivity and signing into my account which I will have to be more careful about so I can generate the reports.	There were no problems.	The problems I encountered so far are minimal, namely where students were having wifi issues and weren't able to connect to the quiz. This was easily resolved by asking students to download the Kahoot app on their phone, was a quick and easy solution.
How would you like to see the project move forward? What could come next? [Abstract Conceptualisation]	Well what next could be = a mixture of descriptive words about expressions of deep emotions, like anger, exasperation, surprise, hatred, disgust, etc. This could help the students to manage the emotions of characters and twists and turns in the plot.	I'm not sure. Maybe create an online course that students would need to complete.	I would like to see the following: 1- more non-fiction words being used 2- for the definitions of some words to be a bit shorter. the longer words were the obvious correct answers to some students 3- A strategy allowing students to recall the words they've covered more easily

Appendix 5 – Examples of Completed Tasks

Student A.M

Example 1

As I woke up in a middle of a blazing dessert stumbling down the dunes felling dizzy as I stopped rolling I felt quite weary the tiredness in my eyes when I got up everything around me looked very vauge as I looked at the blazing sun covering my eyes at the mirage sky bright azure as I looked around no one around had a bottle off water with me that was it no phone but stranded on a plain dessert.

Example 2

As he walked by the dazzling valley I calmly sat down and gazed at the ray of sunshine glimmering on the valley it seemed to very calm I looked at the clear azure sky looking at it made me feel quite dazzled as I jagged myself on the ground I gazed at the sky again think that everyday is like what it is the nice warm weather all the nice radiant colours around me spreding from the light.

Student H.G

Example 1

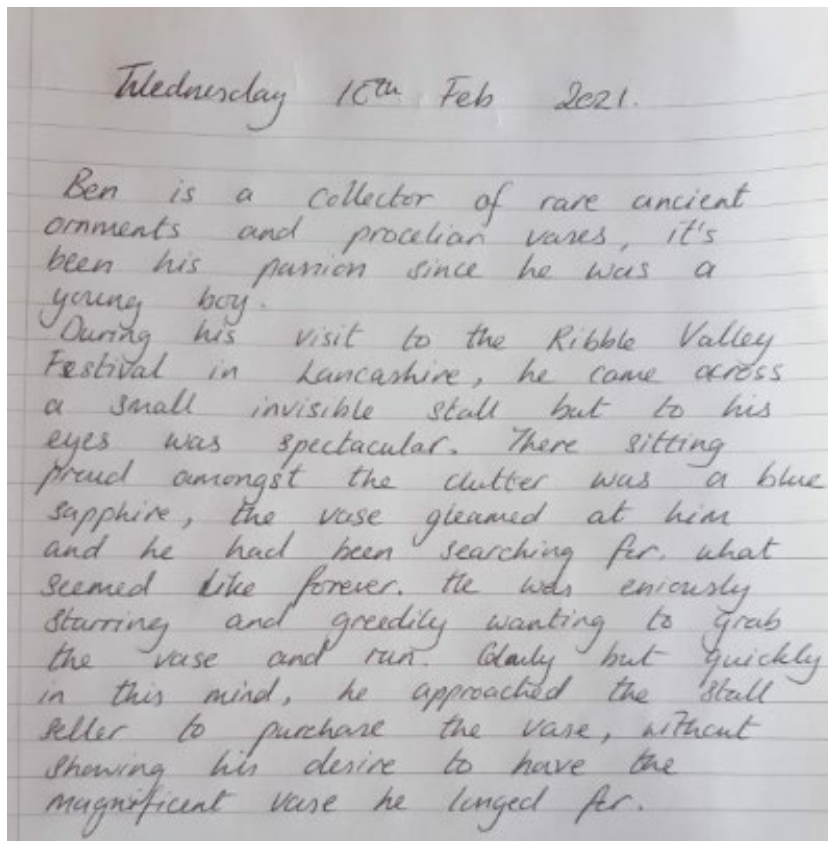
The Scorching flames throws blazing rays like needles onto my skin as I trudged through the sandy dunes, my famished body stumbles so much that every step I take is a miracle. My eyes are Hazy with what feels like an eternity later, I see familiar sight of an inn. I didn't even think of the probability of what could be happening, I instantly decided to run up to the site. With a leap into the door, I fell onto the dusty sand which covered the area; what seems to have occurred was a trick by my own parched body, it was a mere mirage. My body gave in at the realisation and collapsed right there.

Example 2

The radiant sky shines down upon the dazzling valley; the rays showcasing the green hills and verdant pines radiate with beauty. I calmly gaze at the jagged mountain tops in the distance.

Student M.A

Example 1



Student V.M

Example 1

Mark enviously looked at the ancient vase. He greedily thought of taking it. The vase was made from pure porcelain in the colour sapphire. It looked magnificent. He quickly decided that it would be a good idea to steal the vase. In less than 5 minutes, he was already walking proudly on the streets with the magnificent, ancient vase.

Example 2

Steven had one of the most bizarre clock in the world. It was made of mahogany. A rare type of wood. The colour of the clock reminds of chestnut. On the clock are some magnificent carvings. The chime of the clock seemed to be really big. The sound of it was really peaceful and calming.

Example of student not on tracking list

Example 1

It was a dark and dreary night. There was nobody around. Not a single person. I was on my own. In the middle of a field. I could see lights in the distance. I was freezing

so I started running. Running for my life. Running for warmth. As I got closer, I started to notice the deathly shape of the house before me. I could feel the cobbled stone path beneath my frozen feet as I approached. A deathly presence ripping through my body. A violent pain progressing through my legs. I had been walking for miles.

Example 2

I could see the glimmering sun calmly rising above the valley. The radiant light shining down on the jagged rocks. The verdant grass dazzling beneath it. The azure sky progressively getting lighter and lighter as the sun rises.

Example from another student not being tracked

Example 1

He confidently walked out of the house wearing his faux leather jacket. The wind pushing his long, dark fringe out of his face. His oriental top brought many people's attention towards him as it was seen as fashionable. However, he seemed very uncaring towards their opinions. He growled at their distasteful words.

Example 2

He confidently walked out of the house wearing his faux leather jacket. The wind pushing his long, dark fringe out of his face. His oriental top brought many people's attention towards him as it was seen as fashionable. However, he seemed very uncaring towards their opinions. He growled at their distasteful words.

Appendix 6 – Student Tracking Sheet

Week 21 :	Task 1: A05 9		Task 1: A05 5 A06: 7 Task 2: A05 6 AOR: 6
Week 20:			
Week 19:	WU: 10 Acc:		WU: 6 Acc: 6
Week 18:			
Week 17:			
Week 16	WU: 7 Acc: 7		WU: 6 Acc: 6
Week 15:	WU: 10 Acc:		WU: 7 Acc: 7
Week 14:	WU: 10 Acc: 9		WU: 7 Acc: 7
Week 13	WU: 10 Acc:		WU: 5 Acc: 5
Week 12	WU: 8 Acc: 7		WU: 6 Acc: 6
Week 11	WU: 7 Acc: 7	Student has passed his	WU: 7 Acc: 7
Week 10	This is the first week back from Christmas holidays. Students to complete a short recap quiz		
Week 9	Students create their own Kahoot quizzes using words they find in the dictionary/ online then they		
Mock 1	A05: 7 A06: 8	A05: 16 A06: 10, this was	A05: 10 A06: 5 This is a good narrative
Week 8	Re-cap Quiz		
Week 7	Re-cap Quiz		
Week 6	WU: 6 Acc:5	WU:8 Acc:8	WU: 7 Acc: 6
Week 5	WU: 7 Acc:6	WU:8 Acc:7	WU: 4 Acc: 4
Week 4	WU: 7 Acc:7	WU: 7 Acc:7	WU: 6 Acc: 5
Week 3	WU:6 Acc:5	WU:8 Acc:8	WU:4 Acc:3
Week 2	WU:9 Acc:8	WU:5 Acc:5	WU:6 Acc:4
Week 1	WU: 4 Acc: 4	WU: 8 Acc: 8	WU:5 Acc:4
Baseline	A05: 3 A06: 3	A05: 5 A06: 4 Some range of	A05: 4 A06: 3 plot development and structure
Name of	A.M	H.G	V.M
Name of	Ozay	Ozay	Louisa

Task 1: A05 8 A06: 6 Task 2: A05 7		Task 1: A05 5 A06: 5 Task 2: A05 7 AOR:		Task 1: A05 8 A06:	
WU: 10	Acc: 8	WU: 8	Acc:8	WU: 8	Acc: 6
WU: 9	Acc: 8	WU: 7	Acc:5	WU: 9	Acc: 9
WU: 9	Acc: 9	WU: 5	Acc: 5	WU: 9	Acc: 7
WU: 8	Acc: 7	WU: 3	Acc: 3	WU: 8	Acc: 7
WU: 7	Acc: 7	WU: 10	Acc:8	WU: 10	Acc:10
WU: 10	Acc: 10	WU: 8	Acc:8	WU: 7	Acc:7
WU: 9	Acc: 9	WU: 6	Acc: 5	WU: 8	Acc: 8

A05: 13 A06: 9 This was a good A05: 10 A06: 12 Well written A05: 5 A06: 7 An

WU:9	Acc:9	WU: 7	Acc: 1	WU:8	Acc:7
WU:8	Acc:7	WU: 8	Acc:8	WU: 10	Acc:10
WU:10	Acc:10	WU: 1	Acc: 1	WU:8	Acc:8
WU:6	Acc:6	WU: 0	Acc:0	WU:10	Acc:10
WU: 9	Acc:9	WU: 1	Acc:1	WU:8	Acc:8
WU:6	Acc:6	WU:2	Acc:2	WU:7	Acc:7
A05:9 A06: 6 Communication is		A05 4 A06: 3 limited range of vocabulary,		A05 4 / A06 3	
M,AB		N,P		M,J	
Ozav		Clare		Daria	

Appendix 7 – Marking Sheet

Student Name:	Week:	Theme
How many words from the online resource were used?	How many words were used correctly?	Comments about writing

Appendix 8 – Example of Setting Description Slides and Quiz

Theme: Sunset

Task: Look at the prompt Write a paragraph. Your character is in that location so you should write in the first person


Make sure you use the words from the quiz



Words from the Quiz




1. Ray
2. Glimmer
3. Verdant
4. Valley
5. Jagged
6. Dazzling
7. Radiant
8. Azure
9. Gazed
10. Calmly

Quiz Example (Phase One)




Vocab OTLA 2

0 favorites 0 plays 0 players


[Play](#) [Edit](#)   

A kahoot by New City College

 ozayyavuz
Created 8 months ago

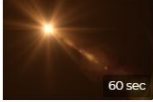
Questions (10) [Show answers](#)

1 - Quiz
What does ray mean




60 sec

2 - Quiz
Which of these words is an alternative for glimmer




60 sec

3 - Quiz
What does verdant mean?




60 sec

4 - Quiz
What does valley mean




60 sec

5 - Quiz
What does jagged mean?



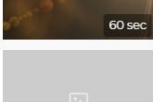
60 sec

6 - Quiz
Which other word means the same thing as brilliantly?




60 sec

7 - Quiz
What is another word for bright?




60 sec

8 - Quiz
What colour is azure?




60 sec

9 - Quiz
What does gazed mean?



60 sec

10 - Quiz
Which of the following words is the adverbial version of calm?



60 sec

Appendix 9 – Example of Character Description Slides and Quiz

Theme: Traditional lady

Vocab OTLA 6



Task:


Look at the prompt (picture)

Write a paragraph imagining that the person in the image is a character in your story. Write in the third person.

Make sure you use the words from the quiz.




1. Traditional
2. Vibrant
3. Excitedly
4. Scarf
5. Ethnic
6. Auspicious
7. Devoted
8. Intricate
9. Youthful
10. Elegance

Quiz Example (Phase Two)




Vocab OTLA 6

0 favorites 25 plays 297 players

[Play](#) [Edit](#)   

A public kahoot

 **ozayyvuz**
Created 7 months ago

Questions (10) [Show answers](#)

1 - Quiz
Which word is the following definition for: 'existing in or as part of a tradition; long-esta...'

2 - True or false
Vibrant could mean bright and striking

3 - Quiz
What is the woman using to cover her head?

4 - True or false
Ethnic means connected with or relating to different racial or cultural groups of people.

5 - Quiz
What does auspicious mean?

6 - Type answer
Type in the adverbial of excited

7 - Quiz
What does devoted mean?

8 - True or false
intricate means very complicated or detailed

9 - Quiz
Youthful means?

10 - True or false
Elegance refers to being clumsy

Appendix 10 – Example of Object Description Slides and Quiz

Theme: Antique Vase

WORDS FROM THE QUIZ

1. Enviously
2. Greedily
3. Ancient
4. Porcelain
5. Vase
6. Gleamed
7. Sapphire
8. Magnificent
9. Quick
10. Proud

Remember you can change the tense of the words




DESCRIPTIVE WRITING TASK THEME: ANCIENT VASE

- Look at the image.
- You can write in either the 1st or 3rd person. Your character sees this vase and starts to describe it. You will decide on where your character sees the vase [setting] and who your character is [characterisation]. You are only writing a paragraph, which can include your character's thoughts and feelings about what he sees as well as what he is doing when he sees the vase

Make sure you use the words from the quiz

Quiz Example (Phase Three)



Vocab OTLA 7


0 favorites 19 plays 186 players

[Play](#) [Edit](#)


Challenge in progress


- Challenge finished View results & 8
- Challenge finished View results & 0
- Challenge finished View results & 4
- Challenge finished View results & 1
- Challenge finished View results & 11
- Challenge finished View results & 1


A public kahoot


 ozeyyavuz
Created 5 months ago


Questions (10) [Show answers](#)


1 - Quiz
If you do something enviously, it means that you are doing it...  30 sec


2 - Quiz
Greeditly means..  30 sec


3 - True or false
Ancient means: belonging to the very distant past  30 sec


4 - Quiz
What is this vase made from?  30 sec


5 - Quiz
What is this?  30 sec

6 - Type answer
Type in a word that means the same thing as gleamed  30 sec

7 - Quiz
What colour is sapphire?  30 sec

8 - Quiz
Which of the following words is a synonym for magnificent?  30 sec

9 - True or false
Proud and humble mean the same thing  30 sec

10 - Type answer
Type in a word that means the same thing as quick  30 sec

Definition Sheet Example

OTLA WORD DEFINITION SHEET

Theme: Antique Vase

Ten Words	Definitions	Example Sentences
Enviously	Feeling or showing envy (adverb) Envy means: a feeling of discontented or resentful longing aroused by someone else's possessions, qualities, or luck. Synonym: jealousy	He looked at the expensive jewellery enviously
Greedily	in a way that shows an excessive desire or appetite for food (adverb) Greed means: intense and selfish desire for something, especially wealth, power, or food Synonym: avarice	He greedily looked at all the money Sam had in his wallet
Ancient	Belonging to the very distant past (adjective) Synonym: prehistoric	The ancient civilizations of the Mediterranean
Porcelain	Porcelain is a ceramic material made by heating clay-type materials to high temperatures. It includes clay in the form of kaolinite. (adjective) Synonym: ceramic	The porcelain bowl
Vase	A decorative container without handles, typically made of glass or china and used as an ornament or for displaying cut flowers. (noun) Synonym: vessel	The vase was placed on the mahogany table
Gleamed	Shine brightly, especially with reflected light. (verb) Synonym: shine	Victor polished the glass until it gleamed
Sapphire	A bright blue colour (adjective) Synonym: azure	The sapphire blue of the lake
Magnificent	Extremely beautiful, elaborate, or impressive (adjective) Synonym: spectacular	A dramatic landscape of magnificent mountains
Quick	Moving fast or doing something in a short time (adjective) Synonym: fast	It was quick of him to spot the mistake
Proud	1. Feeling deep pleasure or satisfaction as a result of one's own achievements, qualities, or possessions or those of someone with whom one is closely associated (adjective) 2. Having or showing a high or excessively high opinion of oneself or one's importance. Synonym: egotistic	He was a proud, arrogant man

Task:

Look at the image displayed on the screen.

You can write in either the 1st or 3rd person. Your character sees this vase and starts to describe it. You will decide on where your character sees the vase [setting] and who your character is [characterisation]. You are only writing a paragraph, which can include your character's thoughts and feelings about what he sees as well as what he is doing when he sees the vase

Make sure you use the words from the quiz.

Appendix 11 – Example of Non-Fiction Adaptation Slides and Quiz

Theme: Reporting a Volcanic Eruption (Article Writing)

WORDS FROM THE QUIZ

1. Lava
2. Eruption
3. Magma
4. Shock
5. Dangerously
6. Ash
7. Smoke
8. Fear
9. Destruction
10. Violently

Remember you can change the tense of the words



NON- FICTION DESCRIPTIVE WRITING TASK


THEME: REPORTING A VOLCANIC ERUPTION

Look at the image.

You are a journalist that has been sent to Naples to witness and write an article about the eruption of the Campi Flegrei volcano. Looking at the image on the left, you must write a paragraph using the 10 words from the quiz to describe what you have seen and felt.

You should not write the entire article, only write a paragraph describing the volcanic eruption and how you felt about it using the 10 words from the quiz.

Quiz Example (Phase Four)



Vocab OTLA 11

0 favorites 17 plays 187 players

[Play](#) [Edit](#) 🔗 ☆ ⋮


Challenge in progress

🏆 Challenge finished [View results](#) 👤 8

🏆 Challenge finished [View results](#) 👤 8


🏆 Challenge finished [View results](#) 👤 22

A public kahoot

 ozayyavuz
Created 4 months ago


Questions (10) [Show answers](#)

1 - Quiz
What is the liquid in the image?




30 sec

2 - Quiz
'a sudden outbreak of something, typically something unwelcome or noisy' is a definiti...



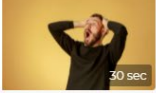
30 sec

3 - Quiz
What is magma?




30 sec

4 - Quiz
'a sudden upsetting or surprising event or experience' is a definition for which word?




30 sec

5 - Type answer
Type in the adverbial for dangerous



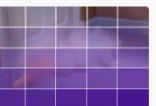
30 sec

6 - True or false
Ash is a type of stone




30 sec

7 - True or false
You see smoke when something is burning




30 sec

8 - Quiz
'an unpleasant emotion caused by the threat of danger, pain, or harm' is a definition of ...




30 sec

9 - True or false
Destruction refers to an action which causes so much damage to something that it no l...



30 sec

10 - Type answer
Type in the adverbial of violent



30 sec

Example Definition Sheet

OTLA WORD DEFINITION SHEET

Theme: Reporting a Volcanic Eruption

Ten Words	Definitions	Example Sentences
Lava	hot molten or semi-fluid rock erupted from a volcano or fissure, or solid rock resulting from cooling of this.	'molten lava poured out of the volcano'
Eruption	a sudden outbreak of something, typically something unwelcome or noisy.	'a sudden eruption of street violence'
Magma	hot fluid or semi-fluid material below or within the earth's crust from which lava and other igneous rock is formed on cooling.	'when red-hot magma comes into contact with seawater, an explosion results'
Shock	a sudden upsetting or surprising event or experience.	'it was a shock to face such hostile attitudes'
Dangerously	Something that is done in a way that is able or likely to cause harm or injury.	'he admitted driving dangerously'
Ash	the powdery residue left after the burning of a substance.	'cigarette ash'
Smoke	a visible suspension of carbon or other particles in air, typically one emitted from a burning substance.	'bonfire smoke'
Fear	an unpleasant emotion caused by the threat of danger, pain, or harm.	'I cowered in fear as bullets whizzed past'
Destruction	the action or process of causing so much damage to something that it no longer exists or cannot be repaired.	'the destruction of the rainforest'
Violently	using physical force intended to hurt, damage, or kill someone or something.	'I was once violently assaulted on a bus'

Task:

Look at the image displayed on the screen.

You are a journalist that has been sent to Naples to witness and write an article about the eruption of the Campi Flegrei volcano. You must write a paragraph using the 10 words from the quiz to describe what you have seen and felt.

You should not write the entire article, only write a paragraph describing the volcanic eruption and how you felt about it using the 10 words from the quiz.

Appendix 12 – Testimonials from support staff

Support staff 1:

From a personal and teacher perspective I really enjoyed this activity. I thought it was engaging and interactive and the students' focus was almost immediate (you will always get some students that are anti!) I have just spoken to a couple (CSW/ESW) and they agreed that the activity gave students the exposure to new vocabulary, seeing words in context of varying levels of difficulty, reinforced and reviewed grammar knowledge and enabled reluctant writers. We think that the high needs students did benefit from this activity as exposure to words and meanings can only be positive - it is that exposure.

Personally, I think this is a better way forward than banging on about reading a book. So well done. I have a confession I used your idea but in a paper based format when I was tutoring some year 5's last year and it worked perfectly especially with reluctant writers - they enjoyed writing a paragraph using the set words (I think 3-4 sentences seems manageable and when read back sounded great!!)

Support staff 2:

The project was excellent for our high needs learners. There was a good variety of new vocabulary at all levels, so it was challenging for all.

Student A really benefited from the visual examples used on the smart board as she could relate the new word to it.

For example, Azure, not a word she had ever come across. To sign it to her I would have to sign Blue/ bright. But this would not give a true reflection of the colour. But she could get the true meaning by seeing an example of the character with bright blue azure-coloured eyes.

Also by recapping the previous vocab at the start of the lesson it enabled her to embed it. Learners have retention difficulties and need lots of repetition and reinforcement. By revisiting these new words they became more familiar and she was more likely to include them in her descriptive writing.

Unfortunately, when you left this ceased to happen and I feel all was lost. Also due to the online lessons and new tutor not knowing her needs it became almost impossible for her.

Support staff 3:

The OTLA project did help the high needs students in expanding their vocabulary as this was evident in some of their written tasks at that time. I do feel this project is beneficial for the students in general and it will help the high needs students especially when most of them do not read either.

OUR PARTNERS



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