OCR
Oxford Cambridge and RSA

GCSE (9–1)
Transition Guide

ENGLISH LANGUAGE

J351
For first teaching in 2015

KS3 – KS4 focus
Reading Texts:
Responding to texts

Version 1

Introduction

GCSE (9–1)
ENGLISH LANGUAGE

Key Stage 3 to 4 Transition guides focus on how a particular topic is covered at the different key stages and provide information on:

- Differences in the demand and approach at the different levels;

- Useful ways to think about the content at Key Stage 3 which will help prepare students for progression to Key Stage 4;

- Common student misconceptions in this topic.

Transition guides also contain links to a range of teaching activities that can be used to deliver the content at Key Stage 3 and 4 and are designed to be of use to teachers of both key stages. Central to the transition guide is a Checkpoint task which is specifically designed to help teachers determine whether students have developed deep conceptual understanding of the topic at Key Stage 3 and assess their 'readiness for progression' to Key Stage 4 content on this topic. This checkpoint task can be used as a summative assessment at the end of Key Stage 3 teaching of the topic or by Key Stage 4 teachers to establish their students' conceptual starting point.

Key Stage 3 to 4 Transition Guides are written by experts with experience of teaching at both key stages.

KS3 to KS4

Topic: Reading Texts: Responding to texts

Key Stage 3 Content

KS3 National Curriculum Content

Students should be taught to develop an appreciation and love of reading through reading a range of fiction and non-fiction.

Students should be able to:

Understand increasingly challenging texts through:

- learning new vocabulary

- making inferences and referring to evidence in the text

- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.

Read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning

- making critical comparisons across texts.

Key Stage 4 Content

Students will develop an understanding of a wide range of literary and non-fiction texts. These could include: newspaper articles, essays, prose fiction, travel writing, letters, biographical and autobiographical writing. In Component 01: Communicating information and ideas, students will read and respond to two non-fiction texts: one 19th century non-fiction text and one 20th or 21st century non-fiction text. In Component 02: Exploring effects and impact, students will read and respond to 20th or 21st century literary prose texts, one text may be literary non-fiction.

Students will read, analyse, compare and evaluate texts that are designed for different purposes. They will make inferences and explore the impact of the writers' use of language, structure and grammatical features on the reader, using appropriate linguistic and literary terminology. Students will recognise different viewpoints and interpretations.

Students' reading skills will be assessed through four assessment objectives:

- AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

- AO4: Evaluate texts critically and support this with appropriate textual references.

Comment

GCSE (9-1) English Language requires students to be confident when responding to unseen non-fiction and fiction texts from a wide variety of genres. Students need to: evaluate language, form and structure, provide detailed analysis using appropriate terminology, make comparisons, show understanding of how a text's context can inform a reading of the text and identify bias within a text. All of these skills need to be shown under the timed conditions of an examination (2 hours per component).

Responding to a variety of fiction and non-fiction genres

- Use library lessons to expose students to a range of fiction and non-fiction texts.

- Encourage displays and homework research projects on particular authors, text types, time periods, themes.

- Use these as a bank of resources for students to read/ annotate/ respond to.

- In subsequent lessons, give students a range of unseen extracts from different genres. Students identify the genre and justify their reasons using evidence from the texts. This could begin as a spoken task that leads into a written response.

Applying reading strategies independently

- Teach students a variety of reading strategies including: skimming, scanning, predicting, questioning, visualising, inferring and deducing, recognising fact, opinions and bias, making links within texts, selecting relevant quotations.

- Model these skills explicitly with a range of genres and texts from different time periods. Begin with texts that are within their comfort zone and gradually introduce more unfamiliar texts. Model to students how the method of applying reading strategies remains the same even when the text changes.

Understanding who, what, why

- Teach students to ask themselves: Who is the audience of this text? What genre is this text? Why has this text been written?

- When looking at a range of different texts, encourage students to explore these three questions and to provide evidence from the text to support their ideas.

- Give students a smaller extract from an unseen text which leads them to misread the target audience or purpose of the text. Reveal the whole extract and explore why it is important to read the whole text. Explore how persuasive techniques might be used in writing to convey bias.

Reading and responding to 19th century non-fiction texts

- To build students' confidence, provide an opportunity to explore a 19th century fiction text with an engaging storyline. Explore 19th -21st century non-fiction texts linked to issues relating to the text.

- Develop students' ability to independently research vocabulary in a text.

- Give students a copy of an extract with only the unfamiliar vocabulary visible. In groups students discuss the possible meanings of these words. Then give students a copy of the whole extract with the unfamiliar words highlighted. Teach students how to look for contextual clues to help explore meaning.

Analysing unseen texts

- Build in regular analysis of unseen extracts from a variety of genres of fiction and non-fiction from the 19th, 20th and 21st centuries.

- Start with teacher led modelling of how to apply reading strategies to access an unseen text and how to use annotations to help write an analytical response.

- Regularly use planned talk time for students to formulate ideas about a text before writing in order to build confidence in the validity and structure of their response.

- Model how to use questions to move a response from a description of the text to an evaluation of the writer's methods and purpose. Using Bloom's taxonomy ideas could be useful here.

- Use talk partners to assess and give feedback on the types of questions students are using to analyse a text. Put the students into discussion groups. Each person in the discussion group is shadowed by their talk partner, who does not contribute verbally to discussion but records the types of questions their partner uses. Allow students to 'become stuck' in their discussion and encourage them to use questions to think their way out and to develop their discussion.

Understanding the wider context and the intertextuality of texts

- Encourage students to ask: when was this text written? What was going on in the world at that time?

- With Year 7 or 8 students, one example could be exploring a novel such as *After Tomorrow* by Gillian Cross and exploring current articles on migrants crossing the Channel Tunnel. Explore how the writer has altered the situation in order to make the reader empathise.

- Older students in Year 9 could conduct a mini-investigation of context and *Of Mice and Men* by John Steinbeck. Alternatively, they could explore the early chapters of *Great Expectations* by Charles Dickens, articles on life for the poor in Victorian times and the poem 'Havisham' by Carol Ann Duffy.

- Intertextuality and understanding the wider context might be especially important if teachers are aiming to close a learning gap for identified vulnerable student groups.

Comparing effectively

- Provide students with key vocabulary for comparison. A useful lists of connectives can be found in the OCR GCSE 9-1 English Language 'Approaching unseen 20th and 21st century literary texts' delivery guide on page 37: http://ocr.org.uk/Images/170386-approaching-unseen-20th-and-21st-century-literary-texts-delivery-guide.pdf

- Provide students with a method for making comparisons between two texts simulatenously and build this into teaching throught KS3. Venn diagrams can be a useful starting point to encourage students to think about similarities and differences between the texts.

Writing analytically, in depth and concisely in response to texts

- Provide students with the vocabulary to write analytically. Using the PETER model for fiction and non-fiction responses is a useful way to help students to structure their ideas. (See the OCR 'Approching unseen 20th and 21st century literary texts' delivery guide, pages 31-32: http://www.ocr.org.uk/Images/170386-approaching-unseen-20th-and-21st-century-literary-texts-delivery-guide.pdf).

- Use the PETER phrases on cut-ups to help students to structure a talk about an unseen text. Students record their verbal discussions and then listen back to see how they have used these phrases and what improvements they could make before they then produce a written response.

- As students become more confident, they will be able to adapt the phrases to suit their purpose.

Possible Teaching Activities (KS3 focus)

Topic: Reading Texts: Responding to texts

Activities

Bloom's Taxonomy
http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf

This resource provides a structure for using questions to move students from 'knowledge' to 'evaluation'. It covers key question stems that could be used by a teacher.

KS3 Alternatives to Questions
London Gifted and Talented 2009
http://teachertools.londongt.org/index.php?page=questioningTechniques

A range of useful tools to help plan questioning stages when exploring a text. It could be used with teachers to help plan coaching sessions and for students to structure their own question journey for exploring an unseen text.

Writing Higher Order Questions
Teaching Channel
https://www.teachingchannel.org/videos/developing-better-questions

A short video of a how a teacher has taught students to create useful analytical questions on a text to improve analytical responses.

Mapping KS3 to KS4

Possible Teaching Activities (KS3 focus)

Checkpoint task

Possible Teaching Activities (KS4 focus)

Possible Extension Activities (KS4 focus)

Resources, links and support

Checkpoint task

Topic: Reading Texts: Responding to texts

Checkpoint task

Overview

The aim of this checkpoint task is to provide formative assessment of whether students are able to independently question, annotate and analytically write about an unseen text.

Task 1 is designed to scaffold students into their task 2 response. It allows teachers the opportunity to assess the method students are using when approaching unseen texts.

Task 2 allows teachers to assess if students can convert their annotations successfully into a written response similar to those required in the assessment of component 01 and 02 .

A fiction text has been selected to allow students to empathise quickly. However, the extension tasks provide opportunity for development and comparison with a non-fiction text.

Students who have developed a deep conceptual understanding of responding to texts will be able to independently write fluently and articulately about the text. They will demonstrate a sophisticated appreciation of the writer's use of language, supporting their ideas with relevant quotations and appropriate use of terminology.

Teacher Guidance:

This checkpoint task is designed to be used as a formative assessment of students' skills in responding analytically to texts prior to more detailed study of how to respond to a range of texts independently in examination conditions.

If students are more confident in these skills, they could be asked to read the extract and provide their written response to the question in silence. However, following the stages below allows teachers to formatively assess students' abilities to independently use questioning to explore a text and to independently annotate a text prior to writing a response.

First, establish students' prior knowledge of how to use reading strategies to annotate a text. Then discuss the types of questions that allow the reader to interrogate a text. Here students could formulate their own question progression chart to allow them to move from 'knowledge' to 'evaluation'. (See http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf for further ideas on question stems).

Students use question stems to individually annotate the extract. A small group

discussion to share annotation ideas could take place before students individually write a response that analyses language and structure.

Checkpoint task

http://www.ocr.org.uk/Images/297515-responding-to-texts-checkpoint-task.doc

Possible Teaching Activities (KS4 focus)

Topic: Reading Texts: Responding to texts

Activities

PETER cards for fiction and non-fiction
OCR
http://www.ocr.org.uk/Images/170386-approaching-unseen-20th-and-21st-century-literary-texts-delivery-guide.pdf   (pages 31-32).

This resource provides a useful structure for teaching students how to develop their analytical writing when responding to fiction or non-fiction texts using the acronym PETER: introduce a Point about the text; give Evidence; use Terminology; Explain the effects; Relate to the question.

Crime in Oliver Twist by Phillip Horne
British Library
http://www.bl.uk/romantics-and-victorians/articles/crime-in-oliver-twist

Part of the British Library's Discovering Literature: Romantics and Victorians section which explores a range of authors and contains articles that will help students to understand the historical setting of texts.

Learning Texts in Context
British Library
http://www.bl.uk/learning/langlit/texts/teachersnotes/teachersnotes.html

A useful resource for beginning to explore 19th century non-fiction texts linked to a theme, such as empire and town and tourists. It provides background information to the text and a transcript of extracts that could be used to explore the ideas in the texts and the language used in more detail.

Strategies for Teaching Reading 2: Dealing with Unknown Vocabulary in a Text
Oxford University Press India
https://www.youtube.com/watch?v=8J76DqOczbA

A short video by Dr Ray MacKay on how to teach students to deal with unknown vocabulary in a text. Particularly useful when introducing texts containing vocabulary outside of the students' frame of reference.

Mapping KS3 to KS4

Possible Teaching Activities (KS3 focus)

Checkpoint task

Possible Teaching Activities (KS4 focus)

Possible Extension Activities (KS4 focus)

Resources, links and support

Possible Extension Activities (KS4 focus)

Topic: Reading Texts: Responding to texts

Activities

Analysing language and structure of non-fiction texts
BBC Bitesize
http://www.bbc.co.uk/education/guides/zqpsfg8/revision/1

A useful resource to refer students to for independent study or as a method to adapt and apply to a range of texts.

Literary non-fiction: the facts
The Guardian
http://www.theguardian.com/books/2012/sep/21/literary-nonfiction-the-facts

An article exploring the genre of literary non-fiction from a variety of different author perspectives. This would be useful to provoke discussion about the blurring of boundaries between fiction, non-fiction and literary non-fiction. .

Resources, links and support

The Word - Our termly update The Word provides useful information and helps to support our English community. Each issue is packed full with a series of exciting articles across the whole range of our English qualifications.

Find resources and qualification information through our English page: www.ocr.org.uk/english

Contact the team: english@ocr.org.uk

Continue the discussion on the English community forum: http://social.ocr.org.uk/

To find out more about GCSE and A Level reform please visit:

http://www.ocr.org.uk/qualifications/gcse-and-a-level-reform

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