![AQA logo — Realising potential]

GCSE
English

Spring hub

Presentation slides

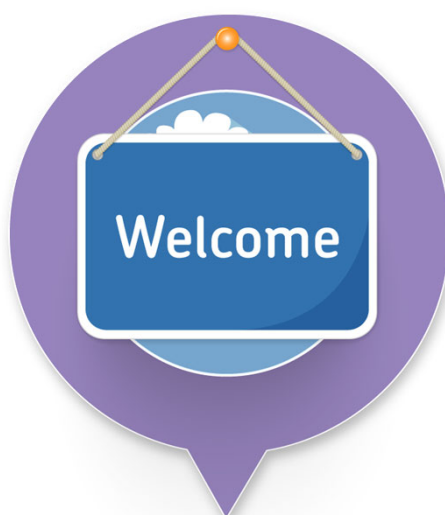# AQA
Realising potential

GCSE English: Improving vocabulary for writing

Spring 2020

Welcome

Welcome

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This meeting will be recorded

Exam boards have an Ofqual requirement to record event audio.

Recordings are kept for the lifetime of the specification and not shared as an accompaniment to session resources.

The recording will begin now.

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Updates and reminders: NEA submission

Changes to the Spoken Language Media submission

- We've made some changes to our media encryption guidance submission of USBs for non-exam assessment units (NEA) to help make the process quicker and smoother.

- We know many found the encryption process over-complicated and time-consuming last summer, so we've reviewed our guidance to help simplify this, whilst ensuring minimal risk to students' data under the law.

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Updates and reminders: NEA submission

- Audio-visual recordings for GCSE English Language (8700) and the Functional Skills (8720/8725) USBs **do not need encrypting.**

- While you no longer need to encrypt these files, we will accept encrypted files where you feel it is in the best interest of a specific student. In these cases, please make sure you follow the updated *Media Encryption Guidance* document 'submission and encryption' and use the series passwords provided. The document can be found on the non-exam assessment pages of our website. Link to the guidance doc: aqa.org.uk/admin/nea/AQA-ENCRYPT-NEA-MEDIA.PDF

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Updates and reminders: Functional Skills

- There are new Functional Skills Qualifications (FSQs) for Maths and English.
- The design of the qualification has been 'strengthened' to better meet needs of employers and increase the comparability across different awarding organisations.
- DfE introduced more specific subject content – including more emphasis on SPaG without aid of dictionaries.
- First teaching in Sep 2019 and first assessment in Jan 2020.
- AQA FSQs have retained four series throughout the year (Nov, Jan, March, June) – not available on-screen or on demand.

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Updates and reminders: Functional Skills

Speaking, listening and communicating NEA

It is now a requirement for centres to submit a sample of audio-visual recordings – **for the presentation element of the NEA only** (not the discussion).

- Guidance in the specification (Section 5.1 Monitoring)
- NEA guidance on the website
- Access standardisation material (series of videos and commentaries) via secure key materials (e-AQA)

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Updates and reminders: Functional Skills

Main website	e–AQA – Secure Key Materials
• One set of specimen papers and mark schemes. • Example student responses with commentaries (Comp 2 Writing only). • NEA notes and guidance.	• Preparing to teach course materials. • Teacher standardisation material for speaking, listening and communicating NEA (TOLS) with commentaries.

- Jan 2020 QP and MS will be released on SKM on results day (7th March) with reports on the exams.
- Intention to re-run Preparing to Teach webinar in the summer term (date TBC).

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A-level hub network meeting

- New-look A-level English hub meetings this spring – running in March – **available to book now**. www.aqa.org.uk/professional-development

- Available in five major cities:
  - Newcastle, 12th March
  - Bristol, 18th March
  - Birmingham, 23rd March
  - Manchester, 25th March
  - London (Harrow), 31st March.
  .

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A-level hub network meeting

- Welcome and introduction for all delegates followed by breakout sessions for each A-level English specification.

- Two hour workshop led by AQA A-level subject specialists and practitioners in their specialist field.

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Overview of A-level workshops

Spec	Focus of session
A-level English Literature A	• Approaches to developing analysis • Paper 2 Unseen Prose • Paper 1 Unseen Poetry
A-level English Literature B	• Paper 1A/B - Shakespeare – passage-based questions • Paper 2A/B - Unseen extract
A-level English Language	• Analysis of sentence structures • Paper 2 Question 4 - directed writing task
A-level English Language and Literature	• AO1 - concepts and methods • Point of View and Mind Style • Thinking about NEA

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Empowering students through vocabulary – Part 2: Writing

1. Quiz – the vocabulary gap.
2. How are words learned and embedded?
3. How are reading and writing linked?
4. How does vocabulary link to metacognition?
5. How do we assess vocabulary? What do the mark schemes say?
6. What do the examiners' reports say about vocabulary?
7. What does good vocabulary look like in students' responses?
8. What are some strategies for delivering vocabulary instruction?

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Vocabulary

- The vocabulary gap has a massive impact on learners accessing GCSE English Language and Literature.

- In the Autumn 2019 hub, we explored how we can use vocabulary to support the teaching of reading across the Language and Literature papers.

- In this Spring hub, we are going to explore how to move from superficial vocabulary instruction to embedding vocabulary in our curriculum. We will also be exploring the importance of vocabulary in teaching and successful outcomes in the English exams.

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Vocabulary quiz: What do you already know about vocabulary?

1. What percentage of words in a text does a student need to understand to be able to access a text?
2. A vocabulary poor child is how many months behind by the age of five years?
3. What proportion of students are not meeting age-related vocabulary expectations in pre-school?
4. What does tier 2 vocabulary refer to?
5. How is tier 3 vocabulary different to this?

(page 4 in your booklet)

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Answers:

1. What percentage of words in a text does a student need to understand to be able to access a text?
95%*

2. A vocabulary poor child is how many months behind by the age of 5 years?
15 months*

3. What proportion of students are not meeting age-related vocabulary expectations in pre-school?
1 in 4*

(*Statistics from the Literacy Trust – *Ready to Read report*.** Quigley, A; Closing the Vocabulary Gap; 2018; Routledge)

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Answers:

4. What does tier 2 vocabulary refer to?
The academic vocabulary, which is cross-curricular.

5. How is tier 3 vocabulary different to this?
Tier 3 vocabulary is subject-specific vocabulary.

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Discussion

Have you come across any useful resources for learning about and implementing vocabulary?

Sources of useful information about the vocabulary (word gap):

- *Why Closing the Word Gap Matters*: Oxford Language − report and suggested activities.
- EEF Improving Literacy in Schools – Strand 2 (vocabulary).

Why Closing the Word Gap Matters: Oxford Language Report

oxford.ly/wordgap   OXFORD
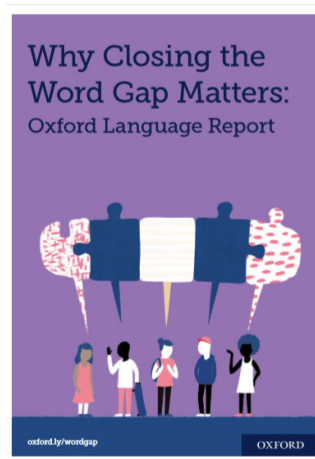
What can we do to close the word gap?

Discussion:

- What strategies have you tried?

- What works? What doesn't work?

- What strategies would you like to try?

- What makes it stick?

- Have you seen any long term impacts?

Vocabulary

Increasing students' exposure to texts – in the hope it will improve vocabulary – is **not** enough.

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Moving away from superficial vocabulary instruction

How can we make vocabulary instruction impactful?

According to Mezynski (1983), Stahl and Fairbanks (1986) there are three factors which impact the effectiveness of vocabulary instruction:

1. Practice and exposure.
2. A broad definition for new words, including multiple meanings, context and breadth of knowledge of how the word can be used.
3. Use of active processing – doing something 'real' with vocabulary item.

Discussion: How does this compare with the approach to vocabulary instruction in your school/department?

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Learning words

- Unknown

- **Familiarity – often a barrier to students learning words, because they think they 'know' and have 'learnt' the word.**

  It's important that students recognise that even expert learners are adding meanings to words all the time.
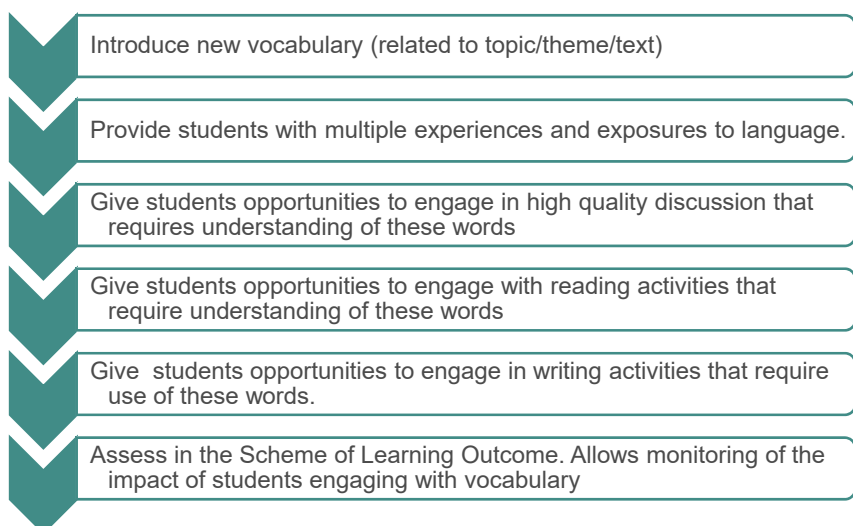
- Some meanings known.

- Multiple meanings known, capable of making links to a word in a variety of contexts.

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Sequence of planning and delivery for successful vocabulary instruction

Introduce new vocabulary (related to topic/theme/text)

Provide students with multiple experiences and exposures to language.

Give students opportunities to engage in high quality discussion that requires understanding of these words

Give students opportunities to engage with reading activities that require understanding of these words

Give students opportunities to engage in writing activities that require use of these words.

Assess in the Scheme of Learning Outcome. Allows monitoring of the impact of students engaging with vocabulary

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Activity

Sequence of planning and delivery for successful vocabulary instruction:

We have provided an example using *Macbeth*.

Now you try:
Choose a text or topic you're currently teaching and map out how you might trial this suggested approach.

See pages 5-7 in your booklet.

Activity: How can we link the delivery of reading and writing?

Good readers make good writers!

Try to focus on vocabulary instruction:
 How are reading and writing linked?
1. How do you use reading texts to support the teaching of writing?
2. How do you use reading texts as a source of vocabulary for writing?
3. What knowledge and skills are required of readers and writers?

(Note your thoughts in your booklet – page 8.)

The links between reading and writing

Fitzgerald and Shanahan (2000**,** *Reading and writing relations and their development*). Identify the relationship between reading and writing via the four types of knowledge readers and writers share:

1. Meta-knowledge about written language
2. Linguistic features of written language
3. Procedural knowledge
4. Domain knowledge and semantics.

(Definitions provided on page 9 of your booklet).

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Teaching strategies linking reading and writing

- Use non-fiction texts as style models for students' writing: deconstruct aspects of professional writing (or other students' writing) and get pupils to emulate the style (use texts as the basis for a metacognitive approach).

- Give students texts as source materials for their writing: carousel-style they gather facts, vocabulary, examples of language they would like to use in their own writing.

- Get students to verbalise/write commentaries on their own work to consider how they have used vocabulary (like a Paper 1 Q2 and Paper 2 Q3 response).

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How do we assess vocabulary?

Extracts from the mark schemes that assess writing for GCSE English Language and GCSE English Literature are provided on pages 10-11 of your booklet.

- GCSE English Language AO5 and AO6.
- GCSE English Literature AO4.

In order for our students to be successful in their use of vocabulary, what skills do we need to teach them?

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Teaching vocabulary for GCSE English Language and Literature

From the mark scheme, it is clear that:
- students need to be taught how to use vocabulary to **create meanings** and effects

- students need to be taught to **select and choose** their vocabulary to create **precise** meanings

- we need to increase the **range of vocabulary** our students are familiar with

- students need to be taught to **check that they are using vocabulary accurately and appropriately** for audience and purpose.

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Teaching selection of vocabulary and precise use of vocabulary

Example task – please see page 13 of your booklet.

- You have been given this description with a number of words missing.
- You've also been given an atmosphere in an envelope.
- Your job is to select words and fill the gaps in order to create the atmosphere you've been given.

Select your own atmosphere and try this task.
Compare and discuss the differences with a neighbour.

From the top of the [adj.]_____hill, the [adj.]_____town appeared [adj.]_____. Down a street, a child [V.]_____ [adv.]_____ly. The day was [adj.]_____and [adj.]_____. The child headed towards a gate; it was [adj.] _____. Beyond the gate grew many [N.] _____and the [N.]_____ [insert synonym for 'appeared'] _____behind them.

Guess the atmosphere in each of these examples

Example 1:

From the top of the **soft (adj)** hill, the **chocolate box (adj)** town appeared **quaint (adj).** Down a street, a child **(V) skipped (adv) joyfully.** The day was **warm (adj)** and **summery (adj)**. The child headed towards a gate; it was **open(adj).** Beyond the gate grew many **wildflowers (N)** and the **farmhouse (N)** warmly **emerged (V- synonym appeared)** behind them.

Example 2:

From the top of the **jagged(adj)** hill, the **crooked(adj)** town appeared **shadowed (adj)**. Down a street, a child **(V) hid (adv) unsuccessfully**. The day was **icy (adj)** and **dark (adj).** The child headed towards a gate; it was **rotting(adj).** Beyond the gate grew many **brambles (N)** and the **castle (N) loomed (V- synonym appeared)** over the village behind them.

Coffee break

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Feedback from examiners

1. Read the extracts from the reports on the exams.
2. Identify any comments linked to vocabulary.
3. How do these add to our understanding of what students need to know and be able to do?

(Pages 14-15 in your booklet)

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Feedback from examiners: Highlights

- 'Conscious crafting…'
- 'Hindered by contrived and ill-applied 'wow' words'.
- Vocabulary should be used 'sparingly and with understanding'.
- 'Teaching has clearly had an impact in the level of vocabulary seen in many responses'.
- At its best, the rise in more complex and sophisticated vocabulary enhances and enriches the student's response; at its worst, the result is counter-productive. Ideas, and an argument that might have been judged clear, risk being swamped by the imprecise use of an inappropriate selection of vocabulary.
- Students occasionally fell into some of the familiar traps: imprecise use of more sophisticated vocabulary.

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What does effective vocabulary use look like?

 Example student responses:

- What do you note about the vocabulary use in each response?

- How could we use these responses to inform or teach vocabulary?

Please see pages 16-19 in your booklet.

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Student response 1: Paper 1 Writing

See page 16 in your booklet.

Check that they are using vocabulary accurately and appropriately

1. Identify ambitious vocabulary.

2. Tick or cross where ambitious vocabulary is used appropriately/inappropriately.

3. Model re-drafting the sentences so that the vocabulary makes sense in the context.

4. Give pupils sections of the response to redraft and improve using vocabulary precisely.

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Student response 2: Paper 1 Writing

Use vocabulary to create meanings and effects

See page 17 in your booklet.

1. How does this student use vocabulary effectively?
2. How is the student's vocabulary linked to their structural choices?
3. Make a list of the words that this student uses well.
4. What semantic fields (topics) are the words linked to?
5. Deconstruct how vocabulary is used well in this text. Make a list of the ways this student uses vocabulary well in this text.
6. Students try to create their own piece of writing that uses vocabulary in this way.

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Student responses 3 and 4: Paper 2 Writing

How could we use these student responses to teach vocabulary skills?

See pages 18-19 in your booklet.

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Teaching vocabulary for Paper 1

A suggested scaffold/planning tool is provided on page 22 of your booklet.

Using vocabulary cohesively

Have a go at applying this method, using the image of a market place (Paper 1 Q5 June 2019).

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Plan and write a paragraph using this approach

Gianni Muratore/Alamy stock photo

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Teaching vocabulary for Paper 2

A suggested scaffold/planning tool is provided on page 25 of your booklet.

Try it using Paper 2 Q5 November 2019.

0 5 'People protest about the cruelty of keeping animals in captivity, but they seem happy enough to eat meat, keep pets and visit zoos. All animals should be free!'

Write an article for a magazine in which you explain your point of view on this statement.

(24 marks for content and organisation
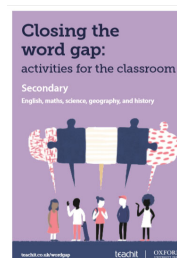16 marks for technical accuracy)
[40 marks]

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Closing the word gap – activities

Read the vocabulary activities for improving writing (provided in your booklet on page 28).

Which activities would you like to use?
How do they link to the vocabulary focuses we identified?

Vocabulary skills for GCSE English:
- Students need to be taught how to use vocabulary precisely to create meanings and effects.
- Students need to be taught to select and choose their vocabulary to create precise meanings.
- We need to increase the range of vocabulary our students are familiar with.
- Students need to be taught to check that they are using vocabulary accurately and appropriately for audience and purpose.

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Plenary: what teaching approaches suit the vocabulary skills identified in the mark scheme?

Skill	Teaching approach
Students need to be taught how to use vocabulary to **create meanings and effects**.	
Students need to be taught to **select and choose** their vocabulary to create **precise meanings**.	
Students need to be taught to check that they are using vocabulary **accurately and appropriately,** for audience and purpose.	
We need to increase the **range of vocabulary** our students are familiar with.	

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Resources

The electronic materials from this event will be made available to you in the customer portal of our online booking system.

Once we receive notification that you have attended the course, you will be sent a certificate of attendance by email. When you receive your certificate, please log in to your account and the materials will be available on the my resources tab from the welcome screen.

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Any questions?

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How did we do?

Please take a moment to complete a brief evaluation form for today's event. Your feedback is very important to us as it helps us improve and plan future training.

You should have been emailed the evaluation form. Please check your inbox (possibly your junk mail folder). If you haven't received it please give your trainer your name, centre name/number and email address so that we can look into it for you.

Thank you.

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3/9/2020

Get in touch

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

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Thank you

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