

# TEACHER NOTES

## English: Spoken Language / Reading

Questioning, listening, recording and summarising



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### Contextual Summary

This is an on-site English resource (with post-visit elements) that engages students with their visit to Robin Hill. The resource task enables them to practise their reading and speaking skills, as well as their note-taking skills.

The questions will challenge students to find out specific information about Robin Hill. This resource is designed for students in key stage 3.

### Task Implementation

Classes will be split into two groups. Each group will have a set of

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actual answers which children found out on their visit. Students will also need to practise using skills of inference and deduction prior to the visit, as some questions will be based around these question types.

When they arrive at Robin Hill, students can use the questions to interact with the environment at the site. They may be required to ask questions of adults at the site (if they are available) and they may also have to ask questions of the adult supporting their group. They will have to ensure that they record the responses discovered (in note-form/sentences) to take back to school.

Upon return to school, students will get back into their groups and discuss the information given. Sharing of information will need to be undertaken if there are any children who have not managed to find the information required. They will then generate their presentation to perform in front of the other half of the class. Each child will be able to participate as both groups will have question g, which allows for a variety of responses.

\*Students may also take further notes whilst on site, in order to widen their knowledge. Stress the fact that the most informative presentation will be considered the most effective.

### Ability Levels

Two resource sheets have been provided for this task. Both sheets contain ten questions to give each presentation a starting point. Lower-ability children could have the number of questions reduced, or they could be paired with an adult/higher ability child. Students could therefore work in mixed-ability teams, or receive different levels of support from the adults who are allocated to their group.

### Relationship to Curriculum

The above skills are required to be taught and practised as per the National Curriculum (and Curriculum for Excellence) for key stage 3, English: *Spoken Language*.

#### SUBJECT

English

#### UNIT

Spoken Language

#### OPPORTUNITIES FOR USE

- ✗ Pre-Visit
- ✓ On-Site Activity
- ✓ Post-Visit



#### CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1 0 5 3 2 1  
1 0 5 3 2 2

**Key skills practised in this unit:**

- ▶ Using discussion in order to learn, to elaborate and explain clearly their understanding and ideas
- ▶ Becoming competent in the arts of speaking and listening, and making presentations
- ▶ Continuing to develop skills in working collaboratively with their peers, to discuss reading, writing and speech across the curriculum
- ▶ Making inferences and using evidence in a text
- ▶ Using notes and polished scripts for talks and presentations.

**Learning Opportunities****Pre-Visit**

- ▶ Predicting answers
- ▶ Practising reading comprehension skills (including those which require inference/deduction)

**During the Visit****Teaching resources by Education Destination Ltd.**

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- ▶ Recording key information

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**Post Visit**

- ▶ Comparing answers to predictions
- ▶ Sharing and presenting information
- ▶ Opportunities for further research may also be given when back at school (for example – a more in-depth study may be undertaken on the history of The Romans/the plight of red squirrels etc, in order to put the presentation in to context)

**Enrichment Opportunities**

- ✓ Students are developing their reading skills, presentation skills and skills of collaborative working.

**Learning Outcomes**

- ✓ Students will demonstrate their comprehension skills and their speaking and listening skills.
- ✓ They will demonstrate their understanding of key information.

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