TeeJay

Literacy and English

Teaching Guide 2A

CfE Second Level

Maddy Barnes
Series Editor: Gemma Meharg

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Contents

Introduction

TeeJay Literacy and English

High-quality texts have been chosen to sit at the heart of this series. The texts have been chosen based on how well they interest the pupils and as tools to teach the English curriculum for each year group. Reading, Grammar and punctuation, Spelling, Listening and talking, and Writing learning opportunities have been planned from these high-quality texts. All of the grammar and punctuation learning objectives are taught in the context of the text chosen for that challenge. Pupils will be taught the terminology within the context and are provided with opportunities to reason later. All of the writing activities include a task, purpose and audience information grid to ensure coverage of writing opportunities, to support teacher subject knowledge and to provide purposeful and meaningful writing tasks. Throughout the series, there are a range of narrative, non-fiction and poetry texts to engage readers and inspire writers. Progression is built in through choice of texts and variety of activities. Learning objectives are taught and reviewed, and then applied in a range of contexts further on in the series.

Why use this approach?

Teaching our daily English objectives through one high-quality text (per chapter) means that the pupils (and their teacher) can make meaningful links between all of the skills. This approach is best described as developing reading skills into writing skills. The units are planned so that pupils are submerged in the text first, where the reading activities embed comprehension and analytical reading skills. The pupils really get to know the text, the vocabulary and how the writing is organised. This knowledge is then built upon as the writing skills lessons focus on teaching the grammar in context. Giving the grammar meaning and purpose is crucial to embed learning. A wide range of writing opportunities linked to the text then allow the pupils to apply all of their skills by planning and writing with opportunities for proofreading and editing. Listening and talking lessons give pupils the chance to orally rehearse before they write. Here they can have fun and play with the English language so that they are confident and inspired to write.

Using this Teaching Guide

This guide has been designed to support your daily teaching of Literacy and English. Included in the guide you will find several elements that are fundamental to learners' understanding and progression. They are explained below.

Coverage grids

Coverage grids have been created, mapping CfE Learning Outcomes, Objectives and Benchmarks for each Teaching Guide. This can be used as a reference tool to map your teaching, or as a guide to ensure that all aspects of the course are covered.

Topic overview

In this section, an overview of the entire chapter is provided to help you see the 'big picture' of learning over a sequence of lessons. Within this overview, key learning objectives have been highlighted to signpost what key skills are the focus of the chapter. The big ideas – the key concepts to be taught and learned – have been identified to support teacher subject knowledge. Potential misconceptions have also been included, where appropriate, to support AifL planning. It is useful to keep these barriers in mind during the daily lessons to explore misconceptions and thereby deepen understanding.

Introduction

Core vocabulary that learners and teachers should be using to support the understanding of key concepts has also been identified. The vocabulary builds progressively across the full series, ensuring that learners are able to talk about their learning in the correct contexts.

Within each lesson: what could it look like in the classroom?

The lesson plan is split by course area and focus, so each chapter has lesson plans for Reading, Grammar and punctuation, Spelling, Listening and talking, and Writing. These lessons follow the order of the corresponding Pupil Book.

The aim of these lesson plans is to engage pupils in their learning and develop key literacy skills, while promoting a love of reading and writing. To that end, suggestions for appropriate **play-based learning activities** have been included throughout the lesson plans.

Tasks that are appropriate for **differentiation** have been flagged throughout. Additional support for struggling pupils is signposted by this icon 🚀. Some extension tasks have been included and signposted by this icon ★. Advanced pupils can undertake these tasks to deepen their understanding.

Each lesson is structured in five sections:

- **Time to get started (anchor task to hook pupils in).** A situation given to the whole class that hooks the pupils' interest and gives them a purpose for learning. Pupils should be allowed time to explore and reflect before feeding back their findings, ideas and thoughts to the class, peer groups or teacher.
- **Time to learn (main modelling by class teacher).** This is the main modelling part of the lesson where pupils are taught the skill, guided by the shared understanding shown at the start of the lesson.
- **Time to practise (practice guided by the teacher with pupils working in pairs).** Pupils work in pairs to perform deliberate practice based on the lesson modelled by the teacher.
- **Time to reflect (reflection/revisit success criteria).** Pupils reflect on the learning so far and identify the main success criteria for the lesson, including non-cognitive attributes.
- **Time to work on our own (independent work).** Pupils work independently to practise the skill modelled with an increasing number of more difficult scenarios.
- **To end the lesson (overlearning).** In some cases, usually with more challenging content, opportunities for overlearning have been referenced. This allows for additional content to be delivered, ensuring a deeper understanding.

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Chapter 0: Consolidation

Topic overview: Skills and ideas from First Level (pages 8–13)
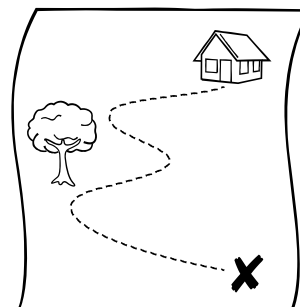
Curriculum map

The skills and purposes in this chapter

Purpose to write
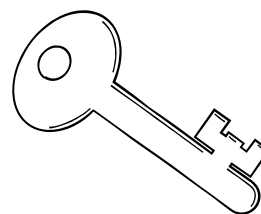
- persuade (letter).

Grammar and punctuation

- commas in a list
- four forms of a sentence (statement, command, question and exclamation).

Big ideas

The key concepts for this chapter

- Pupils use commas in a list correctly.
- Pupils understand that different punctuation marks are used to punctuate different forms of a sentence.

Potential misconceptions

The barriers to learning

- Some pupils may have forgotten how to demarcate sentences accurately and will need practice with full stops, question marks and exclamation marks.
- Pupils may need a scaffold or a guided writing session to remind them about the expectations for writing (explicit teaching of cohesive devices).
- Pupils may need to be reminded about how to proofread their writing and what to do if they find errors.
- Pupils may have reduced stamina when writing – choosing a task that allows some ownership (Writing Activity 1 Let's be persuasive) may help to develop ownership and autonomy.
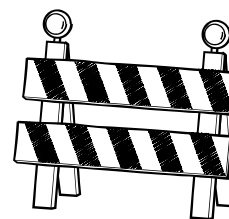
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Spelling: Alphabetical order and homophones

This lesson covers pages 10–11 of *TeeJay Literacy and English CfE Second Level Pupil Book 2A*.

Time to get started

What does alphabetical order mean?

Encourage the pupils to discuss this question.

🚀 **Building blocks:** Some pupils may benefit from an alphabet strip to support their understanding of this.

Display some groups of letters for pupils to write in alphabetical order as a quick activity.

t b e v i	b, e, i, t, v
w a s m d	a, d, m, s, w
p j n u d h	d, h, j, n, p, u
f l q c t y	c, f, l, q, t, y

Time to learn

Share Activity 1 Alphabetical order with the pupils to complete independently.

🚀 **Building blocks:** Give pupils an alphabet strip to support them.

⭐ **Stretch:** Challenge pupils to create their own list of words to organise in alphabetical order. Use words that all begin with the same letter.

Time to practise

Select some pupils' names to be put in alphabetical order in pairs, small groups or as a whole class. Monitor pupils' abilities and support those who find it difficult to order words that begin with the same letter (for example, Sammy, Sulaiman, Stewart, Suraiya, Stephen, Simon, Stephanie).

Pupils may need additional guidance when putting words that begin with the same letter in alphabetical order.
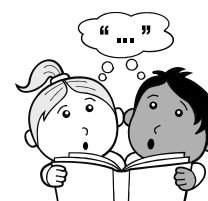
Time to reflect

What homophones can you remember?

Collect examples from pupils. Scribe examples of homophones and discuss the definition of each word.

Time to work on our own

Share Activity 2 Homophones and encourage the pupils to explain the meaning of the different homophones in context too.
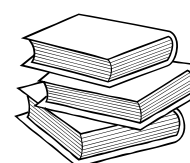
Ch 1 Narrative

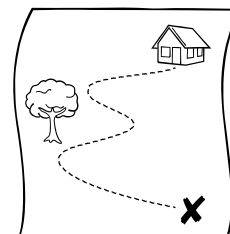## Topic overview: Spooky novel (pages 14–28)

Curriculum map

The skills and purposes in this chapter

Purposes to write

- instruct (leaflet)
- recount (diary)
- persuade (email).

Grammar and punctuation

- adverbials as a cohesive device
- direct speech punctuated by commas
- dialogue used to convey character and/or move the action on.

Big ideas

The key concepts for this chapter

- Pupils use a range of cohesive devices to organise their writing.
- Pupils use a range of punctuation marks accurately and correctly.
- Pupils write for a range of purposes.
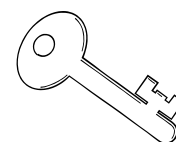
Potential misconceptions

The barriers to learning

- Some pupils may confuse adverbials and fronted adverbials. Explicit teaching of positioning adverbials (i.e. Last Saturday) at the beginning of a sentence as a fronted adverbial followed by a comma and then after the main clause where a comma is not required, will be essential.
- When writing dialogue, some pupils may not grasp internal punctuation or the new line/new speaker rule. Both will be addressed throughout this chapter.
- When creating dialogue, some pupils may write direct speech that does not convey character or move the action on. Pupils need to understand that all dialogue needs to do one or the other.
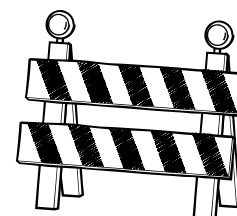
Core vocabulary

demon	stiff	figure	baffled	prim
pursed	gazing	unwinking	clasped	defiantly

Revisit, review, revise

Activities to consolidate learning

These pages can be used as an assessment tool to support teacher assessment judgements. The activities have been organised so that each main skill has an exercise to consolidate it.

- **Building blocks:** Some pupils might benefit from having activities or tasks prepared in advance, such as starter sentences.

Reading

📖 **This lesson covers pages 14–18 of** *TeeJay Literacy and English CfE Second Level Pupil Book 2A.*

Time to get started

Write the core vocabulary for this extract on a shared board or a flipchart and read each word aloud.

Have you heard any of these words before?

Do you know what these words mean?

Collect ideas from the pupils and correct any misunderstandings of definitions. Where possible, encourage the pupils to act out the meaning of each word – 'stiff', 'baffled', 'prim', 'pursed', 'gazing' and 'clasped' may be easier to act out.

Explain to the pupils that all of these words will be in the extract that you will read.

Time to learn

Tell the pupils that the main character is called Dinah and she is a young girl.

What do you know about Dinah?

Display this question and ask the pupils to focus on this while you read the extract to them.

After the initial reading of the extract, ask the pupils what they think about Dinah so far. Collect in the pupils' initial reactions to the extract.

Explain that revisiting an extract and looking closer for evidence or clues often reveals more information for the reader.

Share Activity 1 What do we know about Dinah? and discuss the four headings.

🚀 **Building blocks:** Work with pupils who might struggle to skim and scan the text for information about Dinah. This could be a guided group where the outcome is a collaboration.

⭐ **Stretch:** Some pupils may be able to locate information and make further inferences about Dinah. Ask these pupils to share their ideas with the class.

Time to practise

Display the words 'skim and scan', 'inference', 'retrieval', 'paragraph locators', 'find and copy' on the board.

Explain to the pupils that these are all skills that we use to show that we have understood what we have read. Discuss each one individually and explore pupils' different explanations for them.

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Model the skill of skimming and scanning by choosing a paragraph/sentence to find and then a specific word to find in that paragraph, for example:

- paragraph 1 – 'wonderful'
- paragraph 2 – 'reflection'
- sentence beginning with 'Gazing into'
- sentence beginning with 'Her hands'.

Explain to the pupils that when a find and copy question asks for 'one word', it means only one word.

Play the game 'One word to describe' and give a series of topics:

- the weather
- a cake
- our school
- your friends.

Time to reflect

Share the Questions section and read Question 1 to the pupils. Remind pupils that many questions tell the reader where to find the answer.

🚀 **Building blocks:** Support pupils who will struggle to read this extract independently, either by additional adult support, peer reading or digital technology.

⭐ **Stretch:** Challenge pupils to write some questions about the text for their peers to answer. Some may even be able to correct each other's answers.
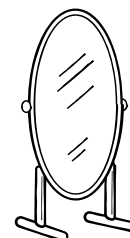
Time to work on our own

Remind the pupils that the writer, Gillian Cross, uses different techniques to engage us as the reader.

What techniques does Gillian Cross use?

Guide pupils towards: building up a character, dialogue to show what the character is thinking and saying, descriptive language, suspense so we want to read more and a familiar setting in a school.

Share Activity 2 Talking to the reader and explore the prompt in Book 2A.

🚀 **Building blocks:** Some pupils may need guiding to complete this activity. The first example could be guided and those pupils who can access the activity could continue in pairs or independently. Some pupils may need this whole activity to be supported.
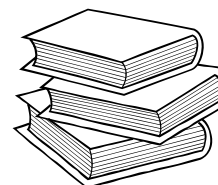
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Grammar and punctuation: Multi-clause sentences and proofreading

This lesson covers pages 36–38 of *TeeJay Literacy and English CfE Second Level Pupil Book 2A.*

Time to get started

Display the following on the board.

he went to bed	because he was tired

What is the difference between these two clauses?

Pupils may comment on the lack of punctuation in both clauses.

Probe pupils to discuss the clauses as main clause and subordinate clause.

Explain that one of the clauses makes sense by itself and the other one does not.

However, when we put the clauses together, they make sense.

Put the two clauses together and punctuate your sentence.

Scribe both versions:

- 'He went to bed because he was tired.'
- 'Because he was tired, he went to bed.'

Recap that just as with the fronted adverbial in the previous chapter, we use a comma after the subordinate clause if it is first. However, we do not need a comma if the subordinate clause is second.

Ask pupils to write a sentence that includes a main clause and a subordinate clause.

🚀 **Building blocks:** Some pupils may benefit from a bank of subordinating conjunctions to use:

- because
- if
- when
- although.

Time to learn

Time to learn

Introduce Activity 1 Writing multi-clause sentences and read the prompt.

Explain to the pupils that the subordinating conjunction is already in the sentence (bold) and their task is to complete the subordinate clause.

Most pupils should be able to complete this independently and write four multi-clause sentences of their own.

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🚀 **Building blocks:** Some pupils may benefit from matching main clauses with subordinate clauses to create a multi-clause sentence. This activity may need to be supported by an adult. Encourage pupils to move the clauses around (see Time to get started activity).

I had an ice cream	she went straight to bed
they went to the cinema	because I was at the beach
you can go swimming	although it was a long drive
when she got home	if you find your swimming costume

Time to practise

What is proofreading?

Scribe pupils' responses.

Use the checklist in Activity 2 Develop your proofreading skills to remind pupils.

When do you proofread?

Encourage pupils to understand that they should proofread all the time – it is an important part of the writing process.

Time to reflect

Display the following statements about proofreading. Label one side of the classroom 'True' and the other side 'False'. Explain that when the pupils hear a statement, they need to move to 'True' or 'False'. Monitor which pupils move independently and those who follow their peers.

- Proofreading takes a long time. (False: explain that it is a quick activity where we are looking for errors and fixing as we go.)
- Proofreading is the same as editing. (False: editing is a longer process and means making revisions and additions to improve. Proofreading is error checking.)
- Other people can proofread your writing for you. (True: sometimes others see mistakes that we do not see.)
- Proofreading means looking for and correcting mistakes. (True.)
- You can proofread your writing the day after you wrote it. (True: sometimes it helps to have a break from your work and to look with fresh eyes the following day.)
- Proofreading is a chance to correct your errors. (True.)
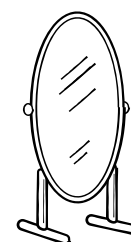
Time to work on our own

Read Activity 2 Develop your proofreading skills with the pupils and explain that they are going to use the checklist to proofread the extract.

🚀 **Building blocks:** Some pupils could complete the first section only and could be told there are 11 errors to correct.

⭐ **Stretch:** Challenge some pupils to write three sentences with deliberate errors for their partner to find.
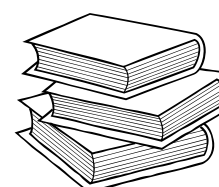
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Spelling: 'sc' words and words with an 'x'

This lesson covers pages 77–78 of *TeeJay Literacy and English CfE Second Level Pupil Book 2A.*

Time to get started

Display the words in the prompt below:

● 'science'

● 'fascinate'.

What is similar about these two words?

Discuss pupils' responses. Some may focus on the meaning of the words; others may make connections and conclude that science is fascinating.

Highlight both words include 'sc' if pupils do not mention this.

Is it harder or easier to hear the 'sc' at the beginning or in the middle of a word?

Give pupils time to pronounce the words 'science' and 'fascinate' to explore this question.

Time to learn

What other words do you know with the 'sc' sound?

Allow pupils some time to work in pairs or small groups.

Introduce Activity 1 'sc' words and read through the words, inserting the 'sc' sound at the beginning. Remind pupils that although all of these words include 'sc' at the beginning, when we complete the 'Revisit, review, revise' section, we will meet words like 'fascinate' too, where 'sc' appears in the middle of the word.

Explain that spelling is a skill that we all need to practise. However, it is also important to understand what words mean too.

Ask pupils to copy the table into their jotters and complete the activity independently.

Some pupils may benefit from using a dictionary to search for words that are unfamiliar.

Building blocks: After pupils complete the table in their jotters, some pupils may benefit from a whole-class verbal lesson where each word is explored and discussed together as a class. Pupils could then be challenged to say the word in a sentence and the correct use of word and meaning is monitored.

★ **Stretch:** Challenge pupils to rank these words in the list in order of difficulty using a pyramid to arrange them, where the first word is easiest, the next two are slightly harder, the next three are harder again.

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Time to practise

Display the words from Activity 1 around the room or a large area.

Read the definition of one of the words and ask pupils to move to the correct word.

Challenge pupils to take the lead and create their own definitions to continue the game.

Monitor pupils who move independently and those who follow their peers.

Time to reflect

How many words do you know that include the letter 'x?'

Display this question and encourage pupils to work in groups to create a list of as many words to answer the question.

Choose some words that pupils may suggest: 'box', 'fox', 'axe', 'wax', 'Alex', 'X-ray', 'xylophone', etc. and ask pupils:

Does the 'x' make the same sound in each word?
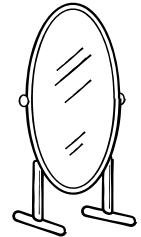
Time to work on our own

Share Activity 2 Words with an 'x' with pupils and read all of the words that include the letter 'x'. Explore the pronunciation of the words and how the letter 'x' sounds.

Ensure that pupils are really exploring the different sounds.

Did you know that these words included the letter 'x?'
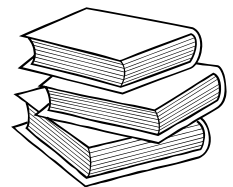
All pupils will be able to sort the words into the table in their jotters.

Building blocks: Some pupils may not be aware of the definitions of these words so will need support to use a dictionary.

Stretch: Challenge some pupils to use the words in the correct context.

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Listening and talking: Performance poetry and interviewing

📖 **This lesson covers pages 111–113 of** *TeeJay Literacy and English CfE Second Level Pupil Book 2A.*

Time to get started

Reread the poem to the pupils without expression or intonation.

What features would you expect in a performance of a poem?

Pupils can discuss this in pairs and share their responses.

Scribe them on a shared board.

Time to learn

Share Activity 1 Performance poetry with pupils. Support pupils by discussing each of the questions in the bulleted list and talking through what they mean.

Encourage pupils to take risks with this performance. Reflect on previous tasks over the year and challenge pupils to do something different this time.

🚀 **Building blocks:** Less confident pupils may need additional support to perform the poem. This could be eased by allowing them to perform a shorter section or work with a group that they feel more comfortable with.

Time to practise

Invite another class to be the audience for these performances.

Choose pupils who are keen to perform.

Pupils could provide feedback to each other after the performances.

Time to reflect

What are the main features of an interview?

Have you watched or read an interview recently?

Collect pupils' responses to these questions and ascertain their understanding of the features of an interview.

🚀 **Building blocks:** Pupils may benefit from watching some appropriate interviews or from reading an interview.
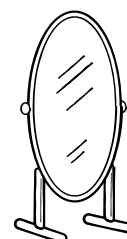
Time to work on our own

Share Activity 2 Interview skills with the pupils. Explain that this is a verbal activity and pupils do not need to make a written record unless they want to. Pupils can work with a partner to create some interview questions for the future narrator.

⭐ **Stretch:** Challenge some pupils to perform their interview.

Bring pupils back together and discuss the words 'aspirational' and 'future'. Discuss how people may have dreams about what they will do when they grow up. Ensure that pupils are sensitive towards each other's contributions.

Introduce the Let's try this! activity and give pupils time to create their dream jobs. Pupils act out their jobs for a partner to guess.

Writing: Practising note taking, writing an explanation and writing a leaflet

This lesson covers pages 153–155 of *TeeJay Literacy and English CfE Second Level Pupil Book 2A*.

Time to get started

Pupils need time to conduct their own research about an alternative mystery.

Pupils may already know of other mysteries or a list could be provided.

How do you take meaningful notes?

Encourage pupils to look back in their books and identify how they have successfully taken notes in previous activities.

Building blocks: Pupils could use sticky notes to separate their ideas when researching. This may help them to structure and organise their thoughts.

Time to learn

Share Activity 1 Writing to inform and refer to the bulleted list as guidance.

Provide pupils with enough time to make notes to use in Activity 2.

Time to learn

Time to practise

Introduce Activity 2 Writing to explain and share the task, purpose and audience information with pupils. Explore the purpose: to explain.

Share ideas from the prompt about ways to enhance an explanation text.

Model an example of a diagram with arrows or labels for pupils to annotate.
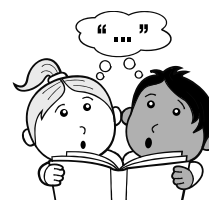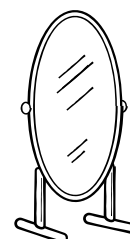
Time to reflect

Display the list of examples that pupils could use in their writing from the Remember, remember box.

Allow pupils time to verbally create sentences related to their mystery using these examples.

Give pupils enough time to write their explanations.

Building blocks: Some pupils may need a writing template to support cohesion and coherence.

Time to work on our own

Activity 3 Writing to report is linked closely in content with the two previous activities.

Divide pupils into groups of four and explain they will all contribute to a group leaflet about mysteries.

Promote teamwork and the ability to be a critical friend.

Ensure all pupils build in time to proofread and edit their section of the leaflet.

Glossary

Term	Guidance
active voice	An active **verb** has its usual pattern of **subject** and **object** (in contrast with the **passive**).
adjective	The surest way to identify adjectives is by the ways they can be used: ● before a noun, to make the noun's meaning more specific (i.e. to **modify** the noun), or ● after the verb *be*, as its **complement**. Adjectives cannot be modified by other adjectives. This distinguishes them from **nouns**, which can be. Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because **verbs**, **nouns** and **adverbs** can do the same thing.
adverb	The surest way to identify adverbs is by the ways they can be used: they can **modify** a **verb**, an **adjective**, another adverb or even a whole clause. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as **adverbials**, such as **preposition phrases**, **noun phrases** and **subordinate clauses**.
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, **adverbs** can be used as adverbials, but many other types of words and phrases can be used this way, including **preposition phrases** and **subordinate clauses**.
antonym	Two words are antonyms if their meanings are opposites.
apostrophe	Apostrophes have two completely different uses: ● showing the place of missing letters (e.g. *I'm* for *I am*) ● marking **possessives** (e.g. *Hannah's mother*).
article	The articles *the* (definite) and *a* or *an* (indefinite) are the most common type of **determiner**.
auxiliary verb	The auxiliary **verbs** are: *be, have, do* and the **modal verbs**. They can be used to make questions and negative statements. In addition: ● *be* is used in the **progressive** and **passive** ● *have* is used in the **perfect** ● *do* is used to form questions and negative statements if no other auxiliary verb is present.

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