



GRAMMAR AT GCSE:

**Exploring the effects of a contextualised
grammar pedagogy on reading and writing at
KS4**

Centre for Research in Writing

Annabel Watson, Debra Myhill and Ruth
Newman

GRAMMAR AT GCSE

Centre for Research in Writing

Annabel Watson, Debra Myhill and Ruth Newman

EXECUTIVE SUMMARY

The project

- This quasi-experimental project investigated the impact of a particular approach to reading and writing instruction which embeds attention to grammar within a pedagogy focused on developing students' understanding of the choices available to writers.
- Twelve GCSE English classes across four schools were organised into either an intervention or a comparison group. The intervention group were taught a three week scheme of work founded upon the principles of the pedagogy noted above, while the comparison group were taught various schemes (according to the usual practice of their teachers) which focused on the same GCSE assessment objectives as the intervention.
- An abridged sample Edexcel GCSE English reading and writing non-fiction examination paper was used to measure reading and writing attainment of both groups before and after the intervention period.
- Two students and the teacher from each intervention class were interviewed twice during the delivery of the intervention, each time following on from lesson observation.

Key Findings

- The intervention had a statistically significantly positive impact on student reading and writing outcomes, with a more significant impact on reading than on writing. This is in accordance with previous investigations of the pedagogy's impact on writing (Myhill, D.A., Jones, S.M., Lines, H. and Watson A. 2012; Myhill, D.A., Jones, S.M., and Lines, H. 2013).
- The intervention had a significantly positive impact specifically on students' responses to reading questions which required language analysis, and on the sentence structure, punctuation and spelling scores of the writing test.
- In the reading test, the benefits were greater for classes which had a higher ability profile, but the statistical tests did not find that ability, gender, pupil premium status (or

free school meal where schools used that measure), or EAL status had a significant impact on the effect of the intervention.

- Evidence from the student interviews and reading tests indicates that the use of metalinguistic terminology helped some students to articulate their thoughts more clearly when talking and writing about texts, particularly when analysing language and discussing the effects grammatical structures.
- This evidence also indicated that in order to use metalanguage effectively, students needed to appreciate the context and purpose of the texts which they analysed. Some students struggled to understand that grammatical structures or devices don't have generic or static effects.
- Evidence from the writing tests indicates that in the post-test intervention group students were more focused on crafting sentences for effect and were experimenting with a wider variety of sentence structures.
- The student interviews suggest that grounding discussion of effect in students' own writing appears to particularly support their understanding of linguistic and grammatical choice, perhaps because those choices originate with them, suggesting the potential of writing for reading.
- Participating teachers expressed the opinion that the scheme encouraged students to engage more 'consciously' with the writing process, thinking more carefully about the options available to them and more about the effect of the techniques applied, instead of writing a 'stream of consciousness.'

Key Implications for Teachers

- Explicit attention to grammar can foster student reading and writing development *when it is contextualised* within lessons which focus on reading and writing.
- Students can discuss the effects of language or grammatical patterns without using metalinguistic terminology, but if teachers can support the use of metalanguage they may be able to express their ideas more clearly or precisely.
- When metalinguistic terminology is used, the focus should be on exploring how the linguistic features examined *work* in texts (including students' own writing), not on simply learning definitions.
- Students need particular support to understand that linguistic structures or devices do not have generic 'effects' regardless of context: they need to explore the impact of

language and grammar in the specific context of the texts which they are reading and writing.

- The highest achieving students demonstrated an understanding that writers make choices: they had moved away from a view that 'good' writing should contain a prescribed list of features towards an developing appreciation that language isn't applied in predetermined or correct ways but is a matter of choice and effect in context.
- Students may demonstrate inaccuracy when experimenting with new grammatical structures within their own writing.

Further Research

- This study is the first to apply this approach to the teaching of reading as well as writing: the finding that reading improved more significantly than writing suggests that this would be a fertile area for further investigation, particularly investigating the impact of this approach to linguistic analysis for GCSE English Literature as well as Language.
- The reading focus of this study has been on language analysis. There remains the potential to use the pedagogical approach to teach literary essay writing, which may have a different, possibly beneficial, impact on GCSE reading attainment which is assessed through the writing of literary essays.
- While there was a statistically significant positive effect for the intervention, the size of the effect (i.e. the actual improvement in scores) was small, due to the fact that the intervention period was short (three weeks) and the test used to measure progress was very broad (an abridged GCSE exam paper). It would be beneficial to work with teachers and their classes over a longer period of time (e.g. multiple schemes of work) to embed the principles of this pedagogy more securely and assess whether the impact might be greater over a longer timescale.
- Similarly, further research could investigate how the approach might be embedded across a whole department, looking at the full range of student ages and abilities.

CONTEXT

A previous national study, conducted by University of Exeter research team, had found that embedding relevant grammar meaningfully within the context of writing had a significant effect on the attainment of writing for students in the intervention group (Myhill et al 2012; Jones et al 2013). A follow-on study (Myhill 2013) designed to investigate the impact of a similar intervention on weaker writers, also yielded a statistically significant positive result. The fact that this approach closely interweaves reading and writing activities, where analysis and exploration of the linguistic features of texts and their impact on the reader feeds into imitation of and experimentation with the same linguistic features in students' own writing, raised suggestions from teachers that this pedagogy, designed to support writing development, may also have a beneficial impact on students' reading attainment, specifically in enhancing their ability to analyse language and discuss the effects of words and linguistic structures. Previous studies had also focused on KS3 (year 8 in particular) so we wanted to explore how this pedagogy might support students working at KS4, particularly in relation to the non-fiction element of the English Language GCSE. The current study, reported here, therefore set out to investigate the impact of the grammar for writing approach developed by the Centre for Research in Writing at Exeter University on student reading and writing attainment at GCSE. The research question was: *Does explicit teaching of contextualised grammar at KS4 improve pupils' attainment in reading and writing non-fiction?*

THE STUDY DESIGN

The study design followed as closely as possible the overall design of the initial large scale study and subsequent investigation of weaker writers to allow for comparisons between the data sets. The key difference in the current study was that pre and post tests were used to measure reading as well as writing attainment.

Student Sample:

Throughout the report, the intervention group are referred to as Group 1, and the comparison group as Group 2.

The student sample comprised twelve classes of year 10 students in 4 schools in the South West of England. A breakdown of the classes is shown in tabular form below (Table 1). The initial sample comprised 161 students in the intervention group and 147 in the comparison group. The

groups were reasonably matched in prior attainment, as shown by KS4 target grades in figure 1 and by pre-test attainment in figure 2; however, it should be noted that the intervention group had a slightly higher ability profile overall, with more very high ability students (target grade A), while the comparison group had more very low ability students (target grade E) due to the inclusion of one small low ability class (C3comparison). The gender balance between groups was good (Table 1), although the intervention group had more girls.

SCHOOL	Intervention				COMPARISON			
	Class size	Boys	Girls	Av GCSE Target	Class size	Boys	Girls	Av GCSE Target
A 1	22	12	10	C	28	13	15	C
B 1	29	14	15	C	31	10	21	B
C 1	22	15	7	D	23	14	9	C
2	27	7	20	B	26	15	11	C
3					11	8	3	E
D 1	31	10	21	B	28	15	13	C
2	30	14	16	C				
Total	161	72	89		147	75	72	

Table 1: the student sample at the outset of the research

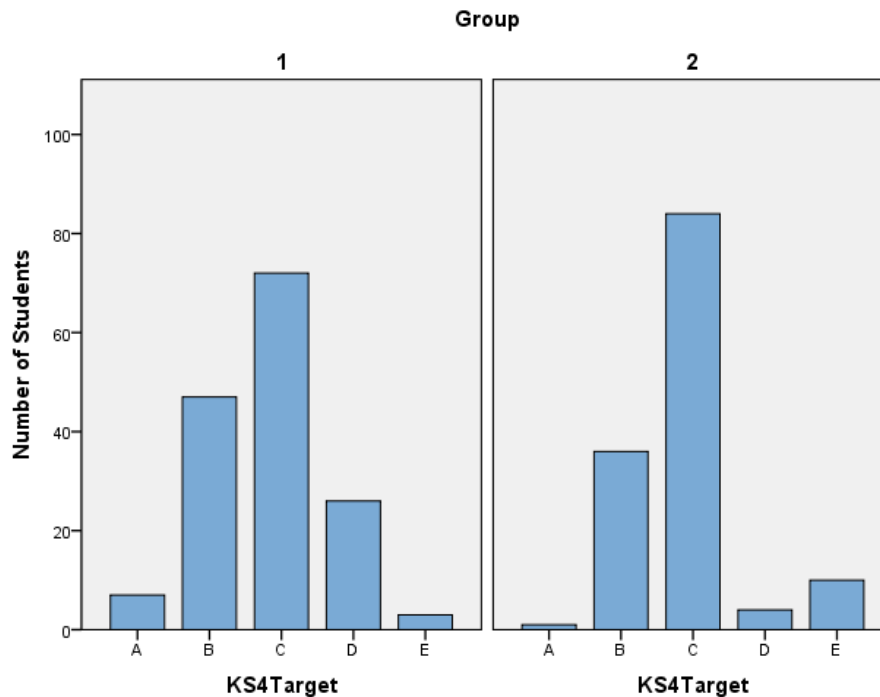


Figure 1: GCSE target Grades by Group

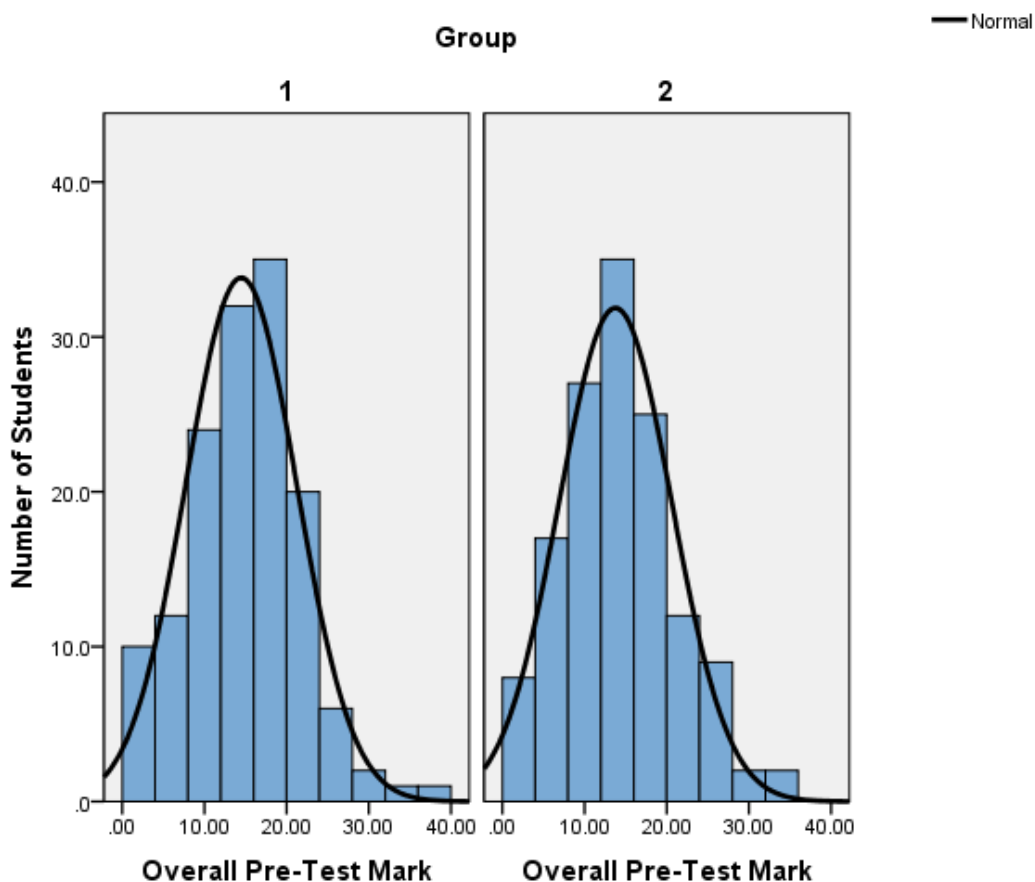


Figure 2: Overall Pre-Test Means by Group

The Intervention:

The intervention was founded on the pedagogical principles of the earlier studies, but was explicitly linked to current GCSE assessment objectives, outlined below. It was planned as a nine lesson unit, designed to be taught over a period of three weeks. Non-fiction text-types were chosen to mirror the unseen pieces which might be used in any current GCSE English Unit 1 examination, so covered print media (newspaper and magazine articles), and online media (emails and online newspaper editorials). A decision was also made to use a satirical fictional work (*The Zombie Survival Guide* by Max Brooks) due to the motivating subject matter and the fact that it is written as a parody of non-fiction survival guides, using exaggerated non-fiction conventions. The scheme was designed to focus on how non-fiction texts use linguistic and literary structures to engage their audience, and the aims were explained as follows:

The purpose of this scheme is to develop students' ability to analyse non-fiction texts in detail, and to write their own. There is a particular focus on building understanding of a repertoire of linguistic and grammatical structures, and on moving from analysis of patterns in real texts to use of these patterns in students' own writing, with consideration of purpose and effectiveness throughout.

The final assessed outcome of the unit was a written assignment in which students were asked to write a magazine article about a new scientific invention, after analysing a *BBC Focus* magazine article about astronaut hibernation. The intervention group were given the medium term plan for the unit of work, plus detailed lesson plans, powerpoints for each lesson and other resources. The comparison group were given the GCSE assessment objectives. The intervention unit of work is included as Appendix A.

GCSE Assessment Objectives		Related Learning Objectives	
<i>Reading</i>	<ul style="list-style-type: none"> • AO2ii Develop and sustain interpretations of writers' ideas and perspectives. • AO2iii Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. 	<i>Reading</i>	<ul style="list-style-type: none"> • Understand the typical underlying structure of news headlines and why it is effective. • Explore how effective headlines are created through unusual, striking, visual and dramatic combinations of words and images. • Explore how adjectives, nouns and verbs are used to create effective description in a newspaper article. • Explore the effectiveness of expanded noun phrases • Analyse the style of viral emails, including presentational features, punctuation and narrative • Explore how topic sentences are used to create cohesion and appeal to a reader • Explore the linguistic and grammatical features of scientific non-fiction
<i>Writing</i>	<ul style="list-style-type: none"> • AO3i Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. • AO3ii Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. • AO3iii Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling. 	<i>Writing</i>	<ul style="list-style-type: none"> • Explore how adjectives, nouns and verbs are used to create effective description in a newspaper article • Use expanded noun phrases to add detail to a description • Understand how to imitate the style of viral emails effectively in your own writing, focusing on presentational features, punctuation and narrative • Explore how topic sentences are used to create cohesion and appeal to a reader • Explore the use of sentence patterns to create effects: parentheses, parallel structures and minor sentences • Use the grammatical and linguistic conventions of scientific non-fiction to shape your own writing effectively

Training the Teachers:

The teachers in the intervention group attended one full day training event at the university where they were introduced to the pedagogical principles informing the intervention, and given a detailed introduction to the unit of work and its resources. They were also then given an individual half day of training during which researchers worked alongside them to tailor the scheme for the needs and abilities of their specific classes.

Pre and Post Test Measures:

The pre and post test measures used an edited version of a new Edexcel sample GCSE reading and writing non-fiction examination paper. The paper was edited to make it fit an hour long lesson by removing the second reading extract and the questions relating to it, along with its associated writing question. This left students with one extract to read, five reading questions to answer and one writing question to respond to.

The focuses of the reading questions were as follows:

Q1. Comprehension and information retrieval (3 marks).

Q2a. Comprehension (1 mark).

Q2b. Analysis of language (1 mark).

Q3. Selection of quotations and analysis of language (4 marks).

Q3. Analysis of language (6 marks).

The writing question was an extended piece of non-fiction writing which was given two marks, one for overall composition, and one for sentence structure, punctuation and spelling.

The same test was used for both the pre and the post test. The tests were blind marked by a team of Edexcel examiners using the mark schemes and scoring procedures used by Edexcel in their GCSE examination marking, with a sample cross-moderated by a Team Leader. Examiners did not know whether they were marking pre or post tests, nor whether the papers belonged to intervention group or comparison group students.

Classroom observations:

There were two lesson observations in each school during the three week intervention period, and only the intervention classes were observed. The purpose of the observations was principally to record how teachers used the intervention materials and how students responded. The observation data was captured through an observation schedule which recorded timing and activities, the teacher's input, student responses, and general observational comments.

Teacher Interviews:

Each teacher was interviewed twice during the intervention period, after a lesson observation. The purpose of these interviews was to determine teachers' perspectives on the efficacy of the pedagogical approach in general and the intervention scheme in particular for their students, as well as to provide some evidence of the impact of the materials on the teachers' own developing understanding of the pedagogy. The interview schedule is outlined below.

Teacher Interview Schedule

Main Construct: What is the impact of the pedagogical support materials (SOW and resources) on the teaching of grammar?

1. How does this scheme of work compare to what you'd normally do when teaching non-fiction at KS4? (*interview 1 only*)
2. What are your opinions of the scheme and its impact on pupils' learning? (*follow up issues probing for explanation where necessary*)
3. Have you come across any challenges in teaching this unit? (*note, these may be personal to teacher e.g. subject knowledge, may be related to the class e.g. student responses, or may be flaws in the scheme or resources.*)

Student interviews:

Two sample students, a boy and a girl, were identified from each intervention class for interviewing after each lesson observation. These students were selected by the class teachers on the basis that they would enjoy and benefit from the experience, and were invited to take part on a voluntary basis. The purpose of these interviews was to ascertain what kind of learning about writing the unit of work was promoting. The interviews took the form of a writing conversation, about a GCSE writing sample provided by the researcher in interview 1, and about a piece of their own writing produced during the unit of work in interview 2. During these interviews, students were invited to discuss the authorial choices made in the written work, focusing on language, sentence structure and overall structure, as well as to reflect on their learning in the observed lesson. The interview schedule is reproduced below.

Student Interview schedule

Section 1: Main construct: Understanding of the learning objectives

Q1. What do you think the teacher was trying to teach you in that lesson?

Follow up questions relating to specific episodes / tasks in the observed lesson and explicitly drawing out perceptions of learning or lack thereof.

Section 2: Main construct: impact of grammar teaching on pupils' metalinguistic understanding

Interview 1: Stimulus: A grade GCSE sample

Q1. Tell me about the words the writer has chosen. What do you think is effective? Is there anything you would improve?

Q2. Tell me about the sentences. What do you think is effective? Is there anything you would improve?

Q3. Tell me about the writing overall. Anything you think is effective? Anything you would improve?

Probe knowledge and understanding of grammatical concepts as they arise. Probe ability to discuss the effects of words and grammatical patterns. Probe how precisely they can discuss writer decisions, choices and effects.

Interview 2: Stimulus: example of own writing from the scheme.

Q1. Tell me about this piece of writing. What is it about? What were you trying to do in this piece of writing?

Q2. Tell me about the words you've chosen. What do you think is effective? Is there anything you would improve?

Q3. Tell me about the sentences. What do you think is effective? Is there anything you would improve?

Q4. Tell me about the writing overall. Anything you think is effective? Anything you would improve?

Probe knowledge and understanding of grammatical concepts as they arise. Probe ability to discuss the effects of words and grammatical patterns. Probe how precisely they can discuss writer decisions, choices and effects.

THE STATISTICAL RESULTS

From the initial sample of 308 students, the final data set for statistical analysis was 240, with 124 in the intervention group and 116 in the comparison group, representing an attrition rate of 22%. This high attrition rate and may relate to the fact that the post-test took place during the last week of the spring term (and in one school on the last day). The attrition rules out students who were absent for either the pre-test or the post-test or both, but it is worth noting that students who were present for the pre and post tests and thus included in the data were sometimes absent during the intervention period.

The descriptive statistics indicate that the two groups scored similarly on the pre-tests, but with slightly higher overall means for the intervention group. The intervention group gained in both reading and writing scores in the post test by .5 in reading and .5 in writing, while the average for the comparison group declined by .4 in reading and by .8 in writing. Suggested reasons for this decline are discussed later.

Group	Focus	Number	Pre-test score: mean	Post-test score: mean
Intervention	Reading	124	4.1	4.6
	Writing		10.6	11.1
Comparison	Reading	116	3.8	3.4
	Writing		10.2	9.4

Table 2: the mean scores of the two groups pre and post test

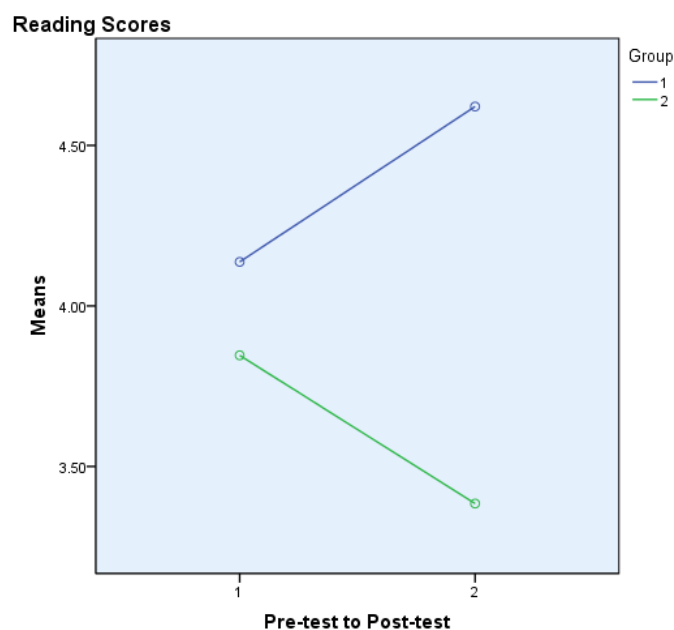


Figure 3: Line graph illustrating relative performance of the two groups on the reading test.

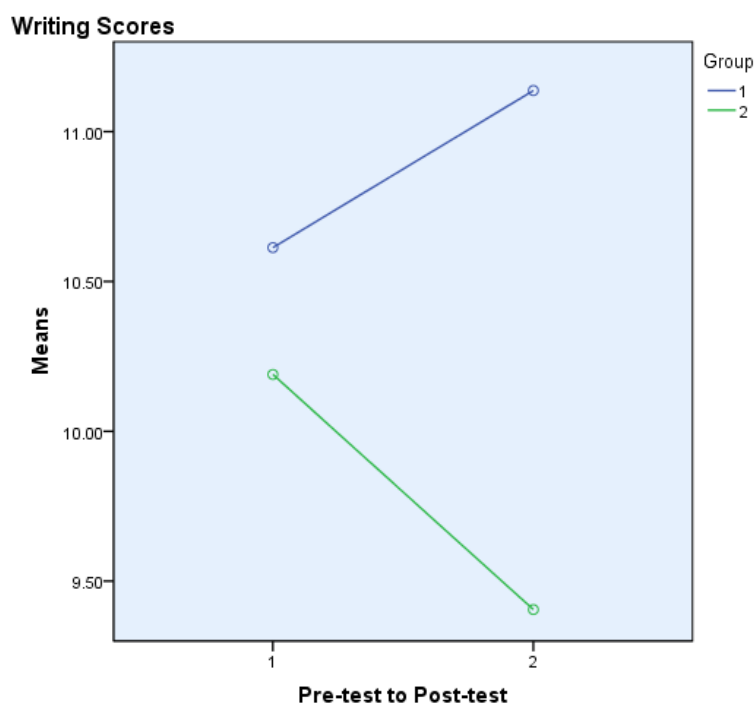


Figure 4: Line graph illustrating relative performance of the two groups on the writing test.

When this pattern of performance is analysed at class level (Table 5), it illustrates that variability between classes. In the reading tests, two of the intervention group and three of the comparison group scored less well in the post-test. In the writing test two each of both the intervention and comparison classes scored less well in the post-test. Only one class scored worse on both post-tests of reading and writing (School A comparison group), and the decline in the writing score in this class is considerably higher than any other gains or declines: this suggests that the overall writing results may be skewed by this group, so we must exercise caution when interpreting the results of the inferential statistics. The differences between classes may signal the significance of the teacher and the way they implemented the intervention, or signal contextual differences around the taking of the tests (such as the fact that the post-test happened so close to the end of term). Alternatively, it may echo the findings of the parent ESRC study that the intervention had a stronger beneficial impact on more able students: the highest reading gains for the intervention group were in the classes which scored more highly in the pre-test (School C class 2 and School D classes 1 and 2), although this pattern was not repeated quite so distinctly with the writing scores.

SCHOOL	Intervention (Reading)				Comparison (Reading)			
	No.	Pre Test	Post Test	Diff	No.	Pre Test	Post Test	Diff
A 1	17	2.3	2.1	-0.2	21	3.2	2.7	-0.5
B 1	20	3.7	3.4	-0.3	24	4.8	5.0	+0.2
C 1	16	2.2	2.4	+0.2	19	4.3	3.4	-0.9
2	26	4.2	5.5	+1.3	23	4.4	3.2	-1.2
3					10	0.7	0.9	+0.2
D 1	26	5.8	7	+1.2	22	2.9	3.5	+0.6
2	22	4.6	5.3	+0.9				

Table 3: showing the Reading results at class and group level

SCHOOL	Intervention (Writing)				Comparison (Writing)			
	No.	Pre Test	Post Test	Diff	No.	Pre Test	Post Test	Diff
A 1	17	4.7	5.9	+1.2	21	7.7	3.6	-4.1
B 1	20	10.9	11.3	+0.4	24	16.1	16.4	+0.3
C 1	16	8.4	7.9	-0.5	19	8.0	8.1	+0.1
2	26	11.2	11.1	-0.1	23	9.1	10.3	+1.2
3					10	3.5	1.9	-1.6
D 1	26	14.6	14.8	+0.2	22	10.9	11	+0.1
2	22	10.4	12.7	+2.3				

Table 4: showing the Writing results at class and group level

Whilst the data clearly indicate a greater overall improvement in the intervention group at the level of basic comparison, in order to determine whether the results are statistically significant, inferential tests were used. Because the data represents students 'nested' in classes who could not therefore be randomly assigned to comparison or intervention groups, an analysis of covariance (ANCOVA) is most appropriate. It is important to note that this represents a robustly strict approach to the data. When ANCOVA controls for the covariate it also removes some of the treatment effect, reducing the likelihood of obtaining a significant result.

Before undertaking an ANCOVA, it is necessary to test that the relationships between the covariate (the pre-test results) and the dependent variable (the post-test results) is the same for

each of the groups. To check this, firstly, a test of linearity was conducted to check that the covariate/dependent variable relationship is linear. Figures 5 and 6 below presents the results of the tests of linearity for the reading and the writing tests, which indicate linear relationships. Next, a check for homogeneity of regression slopes was conducted to ascertain if the covariate/dependent variable relationship is the same. Here the data (tables 5&6) show results which are non-significant ($p=.534$ and $p=.219$) and thus do not violate the assumption of homogeneity. A final test, the Levene's test of equality of error variances (tables 7&8) show non-significant values of $p=.096$ and $p=.727$ and thus the assumption is not violated.

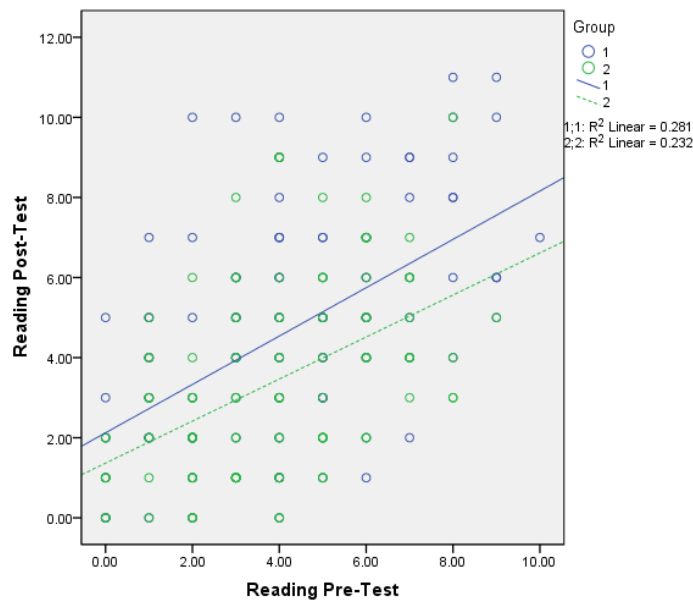


Figure 5: Test of linearity for Reading

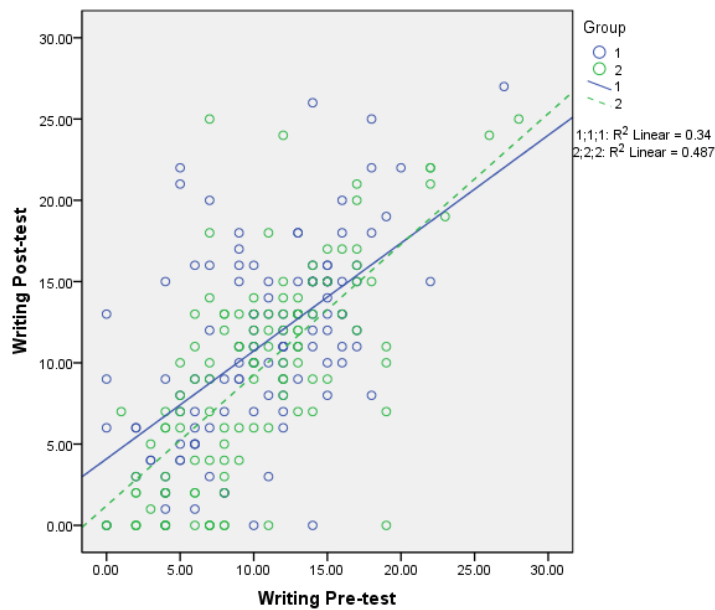


Figure 6: Test of linearity for Writing

Tests of Between-Subjects Effects					
Dependent Variable: Reading Post-test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	514.346 ^a	3	171.449	34.073	.000
Intercept	182.033	1	182.033	36.176	.000
Group	8.563	1	8.563	1.702	.193
Reading Pre-test	399.253	1	399.253	79.345	.000
Group * Reading Pre-test	1.957	1	1.957	.389	.534
Error	1192.551	237	5.032		
Total	5603.000	241			
Corrected Total	1706.896	240			

a. R Squared = .301 (Adjusted R Squared = .292)

Table 5: Homogeneity of regression slopes for Reading

Tests of Between-Subjects Effects					
Dependent Variable: Writing Post-test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3928.572 ^a	3	1309.524	59.641	.000
Intercept	348.188	1	348.188	15.858	.000
Group	102.632	1	102.632	4.674	.032
Writing Pre-test	3643.967	1	3643.967	165.960	.000
Group * Writing Pre-test	33.302	1	33.302	1.517	.219
Error	5181.828	236	21.957		
Total	34572.000	240			
Corrected Total	9110.400	239			

a. R Squared = .431 (Adjusted R Squared = .424)

Table 6: Homogeneity of regression slopes for Writing

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: TotalReadb			
F	df1	df2	Sig.
2.795	1	239	.096
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + TotalReada + Group			

Table 7: Levene's Test for Reading

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: TotalWriteb			
F	df1	df2	Sig.
.122	1	238	.727
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + TotalWritea + Group			

Table 8: Levene's Test for Writing

Having undertaken these preliminary tests, the ANCOVA analysis indicates that the different outcomes of the intervention and comparison group is statistically significant for both reading and writing overall scores (see Table 10). The reading result has a very high significance level of $p < .001$, while the writing result has a significance level of $p = .02$

Tests of Between-Subjects Effects

Dependent Variable: Reading Post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	512.389 ^a	2	256.194	51.046	.000	.300
Intercept	180.095	1	180.095	35.883	.000	.131
Reading Pre-test	420.370	1	420.370	83.757	.000	.260
Group	68.684	1	68.684	13.685	.000	.054
Error	1194.507	238	5.019			
Total	5603.000	241				
Corrected Total	1706.896	240				

a. R Squared = .300 (Adjusted R Squared = .294)

Table 9: The Ancova Results for overall Reading scores

Tests of Between-Subjects Effects

Dependent Variable: Writing Post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3895.269 ^a	2	1947.635	88.510	.000	.428
Intercept	332.756	1	332.756	15.122	.000	.060
Writing Pre-test	3715.496	1	3715.496	168.850	.000	.416
Group	120.513	1	120.513	5.477	.020	.023
Error	5215.131	237	22.005			
Total	34572.000	240				
Corrected Total	9110.400	239				

a. R Squared = .428 (Adjusted R Squared = .423)

Table 10: The Ancova Results for overall Writing scores

These results therefore show a significant difference between the intervention and comparison groups, indicating that the intervention groups have benefitted from the intervention in both reading and writing. However, there are reasons for caution, particularly the fact that the comparison group mean average fell in the post-test. This could suggest evidence of a *Hawthorne Effect*, in which the gains made by the intervention group are due to the fact that they knew that they were participating in a study. It's possible that this may have provided extra motivation to try hard in the post-test, while the comparison group may have resented being asked to take the same test twice and therefore made less effort the second time. However, as the reading paper had five questions, we can look more closely at the results. Similarly, as the writing task was given two separate marks (for overall composition and structure and for sentence structure, punctuation and spelling), we can also examine this in more detail. Tables 11 and 12 show the Ancova significance levels for intervention vs comparison groups for the individual questions/marks below.

Question	Focus	Statistical Significance of Group
1	Comprehension & retrieval	$p=.198$ Non-significant
2a	Comprehension	$p=.662$ Non-significant
2b	Language Analysis	$p=.007$ Significant
3	Language Analysis & quotation selection	$p=.019$ Significant
4	Language Analysis	$p=.006$ Significant

Table 11: Ancova Significance Results for Individual Reading Questions

Mark	Focus	Statistical Significance of Group
1	Overall Composition	$p=.114$ Non-significant
2	Sentence Structure, Punctuation and Spelling	$p=.001$ Significant

Table 12: Ancova Significance Results for Individual Writing Scores

This breakdown of scores provides interesting evidence to support the suggestion that the intervention did itself have an impact on the improvement in certain reading and writing skills for the receiving group. The fact that the two questions which focused on comprehension and information retrieval which were *not* key focuses of the schemes undertaken by either group did *not* produce statistically significant results, while the questions which focused on language analysis, and which *were* key focuses of the schemes *did* produce significant results, does provide stronger evidence of a genuine effect from the intervention. Similarly, the fact that the marks for overall composition in the writing test were *not* significantly different but the marks for sentence structure, punctuation and spelling *were* also provides stronger evidence that the intervention had a genuine effect on this aspect of students' writing, rather than the gains being due to contextual factors around the taking of the post-test.

Overall, the statistical results suggest that the intervention made a significantly positive impact on students' ability to analyse language in reading tests and to score highly on sentence structure, punctuation and spelling marks in writing tests. This fact must be interpreted with caution as a number of factors may have impacted on the final results: firstly, the intervention group began from a baseline in the pre-tests which represented slightly higher achievement than the comparison group; secondly, the 240 children were actually clustered in 12 classes, where the impact of the teacher may have had an effect on outcomes; thirdly, mirroring current GCSE examinations, the reading and writing tests were merged in one examination, meaning that students were responsible during the exam for dividing their time equally between the two elements, and this may have led to some entanglement between the reading and writing outcomes. This latter issue may also account for some of the decreases in scores in the post-tests, with students potentially devoting more time to reading in the post-test, for example, and thus performing worse in writing, or vice versa. This may be suggested by the fact that, with the

exception of one comparison group class, classes did not on the whole perform worse in *both* reading *and* writing in the post-test. In addition, a three week teaching period is a very short time in which to compare difference in attainment, particularly using a GCSE paper which is designed to measure attainment at the end of a two year course, and this is reflected in the fact that the effects sizes for the impact of the intervention on both reading and writing are small (partial $\eta^2=.054$ for reading and $.023$ for writing). With this in mind, it is interesting that the results for reading were statistically of greater significance than the results for writing, and this may be an indication that reading can improve more quickly than writing. Similarly, the fact that the difference in overall writing composition was non-significant may indicate that this more complex ability takes longer to improve than the more restricted set of skills marked under sentence structure, punctuation and spelling.

The impact of prior attainment (using GCSE target grades), gender, Pupil Premium or Free School Meal status and EAL status on the intervention effect were calculated and were all found to be statistically non-significant.

THE INTERVIEW RESULTS

Student Interview Report

Data Analysis

The 24 student interviews were transcribed and coded under four themes:

- ❖ Recalling and explaining metalinguistic terms
- ❖ Commenting on effect with and without metalinguistic terms
- ❖ Links between reading and writing
- ❖ Misunderstandings and misconceptions

The metalinguistic terms used or implied during the interviews were recorded, allowing distinctions to be made between students' references to word class, sentences, patterns and rhetorical devices. The task or text to which students' responses referred were also noted.

Theme	Code	Frequency	Sources
Recalling and explaining metalinguistic terms	1. Students recall metalinguistic terms	40	11
	2. Students show understanding of metalinguistic terms	25	10
Commenting on effect with and without metalinguistic terms	3. Students comment on effect without explicit reference to metalanguage	115	12
	4. Students comment on effect with explicit reference to metalanguage	83	11
Links between reading and writing	5. Explicit reading to writing transfer	8	6
Misunderstandings and misconceptions	6. Metalinguistic misunderstanding or confusion	14	7
	7. Students show a misunderstanding of effect	10	5
	8. Misconceptions of 'quality' writing	15	3
	9. Comments on devices are generalised or out of context	20	10
	10. Perceived restrictions	4	2
	11. Perceived freedoms	3	3

Tabl

e 13: Frequency of codes and their sources

Summary of Responses

When asked to recall the focus of the preceding lesson, 11 students out of 12 recalled metalinguistic terms. Fewer comments were made which revealed students' understanding of metalinguistic terms, though interviewers did not always push the student to explain the terms recalled. All students were able to comment to some extent on the effect of language or devices in texts or in their own writing. Students commented more frequently on the effect of language or devices without using explicit metalinguistic terms than using metalinguistic terms. The responses of 6 students showed how they applied the devices examined in texts directly to their own writing. A smaller number of students made their misunderstanding of metalinguistic terms explicit. It was often the same students who demonstrated misconceptions of 'good' writing and who were less aware of the importance of textual context.

		Students recall metalinguistic terms	Students show understanding of metalinguistic terms	Students comment on effect without explicit reference to metalanguage	<i>Implied (explicitly implicit!)</i>	Students comment on effect with explicit reference to metalanguage	Metalinguistic misunderstanding or confusion
Words	<i>Words/ order</i>			84			
	Nouns	11			2		
	Pre-modifying noun		1		1		
	Concrete & Abstract	2	3				
	Imperatives	3			8	7	
	Pronoun	1			6		
	Prepositions	3				1	
	Verbs	8	1		4		2
	Adverb				1		
	Adjectives	10	2		4	2	
	Transitive/Int Verbs						1
	Connectives					2	
	Noun phrase	1	4			3	
	Present tense					4	1
Sentences	<i>Long sentence</i>			2			
	<i>Short sentence</i>	2		1			
	Non-finite clause	1					
	Minor	6	2			2	4
	Compound						
Complex	1				2	1	
Patterns	<i>Structure</i>			7		2	
	Parentheses	6	9		1	6	1
	Parallel structure	6	3		3	1	1
	Topic sentences	1					
Punctuation	<i>Punctuation</i>			1		2	
	Ellipsis	1	1		2	5	
	Commas					2	
	Semi-colon	1					1
	Exclamation	2				6	
	Capitals				1	6	
Rhetorical Devices	<i>Rhetorical Devices</i>			8			
	<i>Direct Address</i>	1			1	7	
	<i>Alliteration</i>					1	
	<i>Rhetorical Questions</i>	6				14	
	<i>Repetition</i>				2	5	
	<i>Emotive language</i>						
	<i>Expert's name</i>					1	
	<i>Colloquial</i>					1	
	<i>Formal language</i>					1	

Table 14: Terms used by students under code 1,2,3,4 & 6

Recalling and explaining metalinguistic terms

Students made 40 comments which recalled metalinguistic terms taught in lessons. 25 comments were made in which students explained the meaning of metalinguistic terms. Therefore, using a metalinguistic term was not indicative of students' understanding of that term.

Students were most likely to recall nouns, adjectives and verbs. This may be because several interviews followed the lesson focused on headlines; however, several students recalled these terms regardless of whether they in fact featured in the preceding lesson. Despite this, students made virtually no explicit reference to the use of nouns, verbs and adjectives when commenting on texts or their own writing.

Nevertheless, students did grapple meaningfully with less familiar terms. In explaining metalinguistic terms, students would describe them 'literally' or would sometimes consider the purpose of a device:

Concrete is something that you can actually touch, so it's something that can, is actually there so I think that's easier to use because you can describe things around you, but then abstract, they're sort of in thoughts

If someone's written out a sentence, and they added parentheses to the sentence it wouldn't change it as much but it would add extra information about how the person may feel about what's happening around him

Significantly, instead of making their understanding explicit, some students recognised effective features in text without applying a metalinguistic term:

Parentheses was, um, the using the semi-colon or something, oh wait the semi-colon was parallel sentences...

(later) it said "use your head: cut off theirs" and that made it kind of obvious as well and it was quite clever in like use your head, think, cut off their head, like use your head, cut off their head. I thought that was quite clever...

Several students recalled parentheses and parallel structures and were able to explain these clearly. However, as above, there was a tendency amongst students to define devices like parentheses according to punctuation. Students also recalled minor sentences and although

misunderstandings were shown, some students were beginning to appreciate the difference between a minor and major sentence and their effect in text.

Commenting on effect with and without metalinguistic terms

Commenting on effect: In what context?								
No	Code	Total	In what context?		Sources			
3	Students comment on effect without explicit reference to metalanguage	115	Newspaper headline	12	4	39		
			Noun phrases	2	1			
			Viral emails	15	4			
			Zombie	8	2			
			Scientific article	2	1			
			Tribes	43	11	43		
			Own writing:					
			Headline	3	3	33		
			Viral email	14	4			
			Ghost sighting	5	3			
			Vampire	1	1			
			News article	8	3			
			Scientific article	2	1			
4	Students comment on effect with explicit reference to metalanguage	83	Newspaper headline	3	2	17		
			Noun phrases	1	1			
			Zombie	7	7			
			Viral email	5	4			
			Scientific article	?				
			Spotting the hoax	1	1			
			Tribes	18	9	18		
			Own writing:					
			Headlines	1	1	48		
			Ghost story	1	1			
			Viral email	23	6			
			Scientific article/repertoire	19	4			
			Vampire	4	2			

Table 15: The task context of students' responses under codes 3 & 4

Commenting on effect without metalanguage

115 comments were made on the effect of language or devices without explicit use of a metalinguistic term. Of 115 comments, 39 were made in reference to texts explored in lessons and 33 were made in reference to students' own writing. 43 comments were made in reference to the *Tribes* text discussed during the first interview.

Of these, 84 references were made to 'words.' 3 references were made to 'long or short sentences' and 7 references were made to 'structure.' 1 reference was made to 'punctuation' and 8 references were made to 'rhetorical devices.' Where possible during the data analysis, the

particular devices *implied* were noted. When students referred to ‘words’ they were often describing the effect or purpose of imperatives, pronouns, verbs and adjectives.

Despite virtually no reference to word class, students were most confident talking about the effect of word choice. Instead of using metalinguistic terms explicitly, students would often ‘talk around’ the words:

There was lots of things named, so for example, there were lots of body parts, and lots of scientific examples named which makes it more trustworthy

Starts off with a contrast at the beginning of beauty and primitive ‘cause beauty you associate with very beautiful open landscapes and then you have primitive so sort of like stone people going round bashing things

I highlighted the sick group and barbaric because it shows the scary side to it, to inject fear into the reader

As above, students’ articulation of effect wasn’t necessarily affected by not using metalinguistic terms. However, it could be argued that responses were often vague as a result:

So when you say “just switch on,” what’s interesting about that? He’s saying, “just do it!”

(you’re) more likely to do it than just reading through and nothing interesting, more like a very important thing that you need to do (talking about imperatives)

Like, when I was adding something like, ‘very stupid, I know...’ or ‘of course’ like something of my own mind

Well for instance, they use ladies, and they use a lot of direct address so they try and say you ‘you you, you’ must read this, ‘you’ must because this person is obviously doing the best they can to get this message out really quickly even if it’s fake or not

The responses above show students grappling with quite specific devices. Would incorporating metalinguistic terms into their explanations have clarified their articulation and understanding of effect? Differentiating between word class, for instance, may have helped students to clarify the function of particular types of words in a sentence:

By using the words the article used like stalk, and prowling and preying and the way the article described it, howled, it was very clever, very captivating

Recognising the relationship between the words discussed here may have clarified the student’s understanding of their purpose and effect in the text. While wanting to avoid generic labelling of ‘verbs’ as ‘doing words’, recognising the function and frequency of these words may have prompted the student to a deeper understanding of the writer’s choice. Perhaps in recognising

similarities, students may have been able to identify ‘patterns’ or ‘threads’ of words, enabling them to comment more fully on the structure of words and sentences.

Not only might using metalinguistic terms sharpen students’ articulation of effect, it may also clarify understanding. The response below shows the student grappling with the role of a pre-modifying noun. It is in his articulation of the noun as acting like an ‘adjective’ that he is able to begin to express an understanding of its purpose.

Yeah, like alien hedgehog. I didn't really know what they meant by alien hedgehog_ I didn't know whether they meant alien as alien on the moon or stuff or like, you know what I mean... being used like adjectives so it was kind of like hidden

Despite commenting quite confidently on word choice, students struggled more to comment on word order or on the structure of sentences and whole text. Though sometimes students recognised *something*, they often struggled to articulate what it was or its effect. Or, some students commented confidently on the effect of a device but hadn’t yet ‘aligned’ their recognition of that device with a metalinguistic term.

Metalinguage and commenting on effect

83 comments were made on the effect of language or devices with explicit use of a metalinguistic term. Of 83 comments, 17 were made in reference to texts explored in lessons and 48 were made in reference to students’ own writing. 18 comments were made in reference to the *Tribes* text discussed during the first interview.

Of these, students referred explicitly to imperatives, noun phrases and the use of the present tense. Students referred to parentheses, ellipsis, exclamations and capitals. However, it is important to note that a large proportion of the references were made to rhetorical devices, particularly rhetorical questions, direct address and repetition.

Where students did incorporate metalinguistic terms, they were often more confident in describing the effect and demonstrated an awareness of textual context:

when we're writing things to friends online like on emails we don't necessarily use proper punctuation, like we would extend our ellipsis and our exclamation marks

This was particularly the case when students discussed their own writing. Over half the comments which incorporated metalinguistic terms were in reference to students’ own writing:

I think with the way that parentheses is structured it like pauses the sentence, says appealing and futuristic, it sort of advertises it a bit more and it breaks down the sentence so you just have those 3 words and you think about those words

I used the use of an expert's name so it sounded more realistic... they want to know that it's like, safe and stuff and so I put the expert's name...I used complex sentences, I used a lot of parentheses, said Morgan and Bradford, then I've put that he's an experienced chemist

I've used a complex sentence, it adds, like obviously I've drawn from my repertoire and it gives information_so ...after the rhetorical question to hook the reader it builds effect ... I start off being really vague about it so that they're more interested in what it is ...

I did that because if you say 'make sure' it does remind the reader, and it's very, um...it's like an imperative, like it's almost like a command so it's saying make sure you do this, it's commanding to the reader

Through using punctuation in a sort of wrong way... if you put something in capital letters and 6 exclamation marks next to it then it's going to get a really emphasised point

It is important to note that the more able students were most likely to incorporate metalinguistic terms confidently and consistently. However, most students 'grappled' with new metalanguage.

Links between reading and writing

Model texts

The newspaper headlines, viral email and zombie texts prompted comments on effect and references to specific devices. Discussing their own scientific article was a good platform for some students to comment on their 'repertoire.'

It may be the case that the more 'visible' nature of the devices in the viral emails and zombie extract were helpful for students. The devices used in these texts were often commented on and replicated in students' own writing. Devices in these texts, particularly unconventional punctuation, parallel structures and parentheses, appeared to 'jump out' at students but also conveyed a strong sense of contextual purpose and effect. For example, though few explicit comments were made on structural aspects, some students recognised the pace and urgency created by unconventional punctuation and sentence patterns:

Repetition of the exclamation marks, you know, the story would be fast paced and really need you to listen, read and the fact that it can be a dangerous situation if it does happen to you and not to tread lightly when it comes to pass

You know that using an ellipsis you only put 3, no more than 3 'cause then it's really, it's like begging for you to read on and then like you normally only put one or two exclamation marks

Saying please repetitively, which shows that they really do want it to be passed on, they were saying this actually happened

Applying devices in students' own writing

It was apparent in the comments of 6 students that their analysis of devices in texts impacted their subsequent writing:

But I understand a lot more now about how they're structured is like the way those kinds of words are put together in to one 'cause the way you use them is like is during, how you use the present tense to describe something going on in the past and it kind of like, it does draw the reader in because they want to know what's going on and it could be from ages ago it could be from a couple of months ago and the way they use the present tense makes the reader feel like they're in the moment so it helps a lot'

(later) I said there is, like as in the present tense as in they're going round now, not it has happened or it will happen, like using the present tense as in it's happening now

If someone's written out a sentence, and they added parentheses to the sentence it wouldn't change it as much but it would add extra information about how the person may feel about what's happening around him

(later) It gives you a taste of what his personality is (commenting on the parentheses used in his ghost story)

I added bits of unnecessary information about like what vehicle it was and what supermarket she was at and I added in direct speech, like you say you need to watch out, I did extended punctuation, so I did four dots on the ellipsis and four exclamation marks occasionally and I did so it was like a story so it was fairy tale openings

As noted, students' own writing appeared to be an effective springboard for discussing students' choices and probing metalinguistic understanding and effect. Students used metalinguistic terms frequently when discussing their own writing: for instance, 15 comments were made on the devices used in the viral email without using metalinguistic terms, while 23 comments were made using metalinguistic terms when discussing their own viral emails. Similarly, despite few direct comments on the scientific article, discussing their own scientific article prompted students to make explicit comments on devices and effect.

Nevertheless, it is important to note that while some students made conscious decisions about the devices they incorporated in their writing, several students were unable to identify or explain

the devices they had used or the effect they created. However, there were instances when the interviewer was able to support students' recognition of devices used and their effect.

Misunderstandings and misconceptions

Metalinguistic misunderstandings or confusions

5 students made their metalinguistic misunderstanding explicit. One student was confused by the mention of transitive and intransitive verbs. Several students misunderstood minor sentences, though sentence types caused confusion more broadly. As noted, and not necessarily indicative of complete misunderstanding, students sometimes defined devices by punctuation, particularly parentheses and ellipsis.

Students' misconceptions

Students' understanding was sometimes limited by conceptions of writing as 'right' or 'wrong':

(We were learning) how to open newspaper articles and stuff and how to structure sentences in the right way with like nouns and adjectives

Similarly, in the same way that students sometimes struggled to recognise how writers make subtle choices to manipulate effect, some struggled to recognise why these choices change according to context. Some students appeared to see quality as something defined by teachers or GCSE grades:

You can't really change something if it's a higher grade

In some cases, the effect of the device learnt in one textual context became 'static'. Therefore, some students didn't appear to grasp fully how writing devices can be manipulated for effect. The newly taught (and sometimes misunderstood) device sometimes appeared to be understood as another 'rule' or 'good' feature of writing. For example, one student, in recognising the detail added by an expanded noun phrase then regarded the stand alone noun as less effective or 'good,' possibly failing to grasp its potential impact:

...because it sort of gives it a bit more detail so it's more interesting than 'the dog'. It makes it more interesting to read

In contrast, a few students indicated the importance of encouraging creative freedom, when students are prompted to challenge and question effects, and experiment with their own writing:

we could add our own words and we could replace the words if we wanted to, (teacher) was fine with that and so my partner wanted to put gorilla in there so we decided hungry gorilla , 'cause marshmallows, hungry, so we decided hungry gorilla attacked during marshmallow meltdown 'cause he's hungry

I tried to use parentheses to try and make the story a bit more funny so I thought I'd change it a little bit because (teacher) said we could do anything to it so I thought, add a little spark to it

Conclusion

The interviews show that students were able to recall metalinguistic terms from the lessons and that most students incorporated metalinguistic terms while discussing texts and their own writing. In some cases, students did not demonstrate a full understanding of those terms or were unable to articulate their understanding clearly. Some students seemed to recall metalinguistic terms 'mechanically' but most students also grappled meaningfully with less familiar metalanguage, including parentheses and parallel structures. Importantly, being unable to define or explain a device explicitly was not necessarily indicative of students' understanding of their effect in textual context. In fact, asking students to explain the meaning of a metalinguistic term was problematic because the question itself may have prompted decontextualized descriptions of 'rules' and 'definitions'.

Students were able to comment on effect with and without using metalanguage. However, when students didn't use metalanguage to comment on effect, they tended to comment broadly on 'words' and rhetorical devices, and less on sentence structures and grammatical patterns. Though students were often able to describe effect without metalanguage, their responses were sometimes more ambiguous. When students did use metalanguage to comment on effect, they referred to sentence structures, punctuation and grammatical patterns as well as *words*. Students' understanding and incorporation of metalinguistic terms, as taught through the scheme, may have clarified their articulation and understanding of effect.

Using the metalanguage meaningfully required an appreciation of context and purpose also. For some, this 'malleable' element of writing was difficult to grasp. Some of these students applied the devices learnt 'statically' for generic effect and didn't understand fully how effect altered according to context. The students who used metalanguage confidently also appeared to have a clear sense of purpose and made deliberate, conscious decisions in their writing.

Several students spoke enthusiastically about the texts analysed during lessons. The texts discussed, including the top ten tips for surviving a zombie uprising and the viral emails, appeared to have been engaging and effective models for students who then replicated devices in their own writing. Furthermore, the interviews suggest that students' writing is an effective platform for furthering students' reading and analysis, supporting the metalinguistic and metacognitive thinking. When discussing their own writing, students were more confident in applying metalinguistic terms and commenting on the effect they intended to create. Where students were less confident, the interviewer was often able to prompt the student to an articulation of the effects they created unconsciously. The interview process highlights the potential of writing *for* reading, that grounding discussion of effect in students' own writing supports their understanding of linguistic and grammatical choice, perhaps because those choices originate with them.

Importantly, the SoW appeared to alter some students' perceptions of the writing process and challenged some approaches to its teaching:

I think I like the way that we've learnt a lot about the different repertoire, and the different techniques to use and beforehand we'd look at examples and be made to write examples and different paragraphs but now we're actually learning about the different techniques and a lot of them I didn't know about before

Teacher Interview Report

Data Analysis

The 12 recordings of teacher interviews were transcribed and coded under four themes:

- ❖ How the scheme compares
- ❖ Perceived impact on student learning
- ❖ Opinions on the Scheme of Work
- ❖ Teaching the scheme

To inform the findings presented here, occasional references are made to the lesson observations conducted during the implementation of the scheme. As far as possible, a lesson was observed twice, once towards the beginning of the scheme and once towards the end. The structure of the lesson, the format of teacher and student activity, questions asked and the metalinguistic terms used, were recorded.

Theme	Code	Frequency	Sources
How the scheme compares	1. How the scheme compares to normal teaching of non-fiction at KS4	11	6
Perceived impact on student learning	2. Metalinguistic understanding and effect	27	6
	3. Impact on students' writing	22	6
	4. Misunderstandings and challenges to students' learning	20	6
Opinions on the Scheme of Work:	5. Texts	24	6
	6. Challenges	17	6
	7. Structure	5	3
Teaching the scheme	8. Teachers' choices	10	6
	9. Teacher confidence and challenges	16	6
	10. Impact on teaching practice	10	6

Table 16: Frequency of codes and their sources

How the scheme compares

When teaching non-fiction at KS4, the 6 participating teachers usually focus chiefly on the language, intended audience and purpose of texts. Though the teachers focus on *language*, this

tends to involve the identification and analysis of rhetorical and literary devices. And though the teachers draw out rhetorical questions and lists of 3, for example, they tend not to examine these devices grammatically. Half the teachers described their usual teaching of non-fiction as 'exam-driven' and concerned with outcome over process. One teacher described how they might pick out nouns and adjectives, but the majority do not normally address grammar explicitly. Where grammar had been taught explicitly, it tended to involve the delivery of one-off or stand-alone lessons in contrast to the 'concentrated' approach of this scheme. One teacher commented on how the teaching of grammar has historically required students to 'pin labels on things' and is therefore 'one-dimensional.'

Normally our KS4 SoW is a lot more dry than this SoW. This SoW's got a broader range of texts than we'd normally use...Normally exam skills, getting them through the writing to express an opinion part of it really.

Perceived impact on student learning

Metalinguistic understanding and effect

Teachers expressed different opinions on the role of metalanguage and its impact on students' learning. Four teachers said that metalanguage was beneficial for learning while two were more concerned about causing confusion and described a need to find a 'balance.'

One teacher argued that learning the metalanguage clarified students' understanding of language. She also felt that being able to use the metalanguage increased students' confidence, giving them something to 'clinch on to.' Though this teacher notes that learning the metalanguage didn't always result in better understanding or articulation of effect, another argued that the metalanguage did enable students to comment on effect more confidently. In contrast, two teachers believed that metalanguage can limit understanding and argued that students were more confident in talking about effect without using metalinguistic terms which were 'confusing.' One of these teachers suggested that students might 'latch on' to metalinguistic terms and apply them inappropriately. However, one of the teachers who initially had concerns about metalanguage expressed a different opinion in the second interview when he described how he and his class had come to a shared use and understanding of metalinguistic terms, supporting their discussion of texts. He went on to say that the frequent and embedded use of the metalanguage encouraged by the scheme supported deep, not superficial learning. Another teacher suggested that metalinguistic terms could be

usefully incorporated in written exams. She also said that being able to identify devices explicitly and differentiate between them is empowering for students in an exam context when they tend to search desperately for the 'obvious' devices, such as rhetorical questions. Four teachers commented that students were looking at language 'differently' as a result of learning metalinguistic terms. For example, one of these teachers described students' realisation that a noun can behave like an adjective:

So the other day, when we were looking at noun, verb, preposition format, when I put the other noun on the end there and looked at the way that that could be used almost like an adjective to describe the other noun, they started to realise then that you don't have to pin them down into particular compartments and so on and that was almost an enlightenment moment for them and they said, 'what, you mean, that can be used in a different way?'

Impact on students' writing

All teachers commented that the scheme was encouraging students to engage more 'consciously' with the writing process. They argued that students were thinking more carefully about the options available to them and more about the effect of the techniques applied, instead of writing a 'stream of consciousness.' Informed by the noun phrases lesson, one teacher described how students were thinking more carefully about word choice and order in their descriptions. Two teachers described the challenge involved in applying a technique analysed in text to students' own writing. Four teachers commented on how students were able to mimic the model texts effectively. One of these teachers also commented that students did not necessarily seek to replicate the texts, but were eager to experiment with devices for their own purposes. As noted in reference to the student interviews, one teacher argued that exploring the devices students applied in their own writing was more effective than examining devices in model texts. Two teachers also commented on the impact they believe the scheme may have had on spelling and punctuation, perhaps as a result of increased care and attention to writing.

Four teachers said that students were more sensitive to the appropriateness of techniques according to context and purpose. One teacher stressed that focusing on rhetorical and literary devices alone would not have achieved this impact, but that the techniques taught through the scheme forced students to consider their effect in context, with positive implications for writing. Three teachers commented on students' increased confidence. They said that this was due in

part to a developing appreciation that language isn't applied in predetermined or correct ways but is a matter of choice and effect in context.

Understanding that grammar is a choice and not a right or wrong, that they can do it that way, they make that choice, I think it gives them the power to make those decisions and take control of their own writing

Misunderstandings and challenges to students' learning

Reflected in the student interviews, two teachers commented on how students might learn metalinguistic terms but were more limited in their ability to integrate this with comments on effect. One teacher commented on the challenge of moving students beyond generic comments on effect to considering the effect of a device within a specific context. Two teachers argued that students were able to comment on effect but were sometimes confused by metalinguistic terms. Another two teachers said that students were able to identify devices but struggled to apply these in their own writing. Evident in the student interviews also, two teachers mentioned complex and minor sentences, parallel structures and the identification of verbs as particular sources of difficulty for some students. One teacher described the challenge of having to engage 'consciously' in writing and of having to avoid the 'stream of consciousness.' Two teachers commented on students' reluctance to experiment, their unwillingness to divert from what they believe is required or correct.

They do know things and then come an assessment or whatever they tend to stick to what they feel is safe and they don't seem to experiment quite so much...Hopefully this will enable them to see that they can play around with words

Opinions on the Scheme of Work:

Texts

Nearly all teachers (5) commented on the engaging and 'real' nature of the texts and how they resonated with students. Several texts were considered useful 'scaffolds' and models for writing. Of the texts referred to explicitly by teachers, the *Solanum* article was considered effective for the way it presented fiction as fact. The zombie text and viral emails were mentioned by four teachers as engaging, echoed also by student interviews. The headlines lesson was considered effective by one teacher because it was grounded in students' understanding of newspapers. *The Beast of Dartmoor* was considered an effective text for drawing out verbs and commenting on their effect.

One teacher noted that facilitating a discussion simultaneously around multiple versions of the viral email was challenging (though this was his amendment to the lesson). Two teachers commented on the metalinguistic challenges of lesson 3, noun phrases. One teacher and the interviewer discussed the challenge posed by the ghost story task: having to continue a story while also applying devices. *Beware of the Hoax* was noted by two teachers as more 'dry' and difficult than other texts, though lesson observation notes suggest it was the topic sentences task which may have been challenging as opposed to the text itself.

The 'false' nature of the texts was noted as a potential distraction during the headline and viral email lessons when making texts 'sound false' became the object of the activities, suggested also by lesson observation notes. One interviewer noted that the persuasive purpose of the starter activity in the final lesson may be at odds with the informative purpose students were then required to write for.

Challenges

Five teachers said that there was too much content in each lesson. While teachers of the lower ability felt that there was too much content to get through, one teacher of a high ability class said that students wanted more time to write, that there wasn't always time to put devices learnt into practice. Three teachers commented that the scheme would work less well with the lower ability and that metalinguistic terms would have to be 'watered down'. Two different teachers also noted the challenge of differentiating the scheme for mixed ability and EAL students who may not have appreciated the texts. For example, some lower ability students found it difficult to 'see' what made the viral emails false while higher ability students identified 'clues' quickly, perhaps able to rely on their implicit knowledge. Three teachers argued that the skills addressed by the scheme should be embedded at an earlier age.

Structure

Three of the teachers commented on the clear focus of each lesson and considered the structure of the scheme effective, often describing how it built on and developed prior learning. One teacher believed that the scheme supports the continuity of students' learning by encouraging the application of skills beyond the immediate learning context. She said that the scheme supported students in transferring devices in texts to their own writing, while its structure allows them to revisit and consolidate skills. Interestingly, despite several comments on the structure of the scheme, two of the same teachers questioned whether the lessons would be better taught as one-off or stand-alone lessons.

I've actually been quite surprised with my group, thinking about today's lesson, that they were actually able to remember stuff and actually apply it, they were much more confident today in terms of nouns and adjectives but still struggling with verbs...I think the way it's structured means that every lesson has a really clear focus and you can see how it builds up...

Teaching the Scheme

Teachers' choices

All teachers made particular choices in implementing the scheme, perhaps with implications for students' understanding. Two teachers referred to 'checklists' of devices. For example, the repertoire resource was used by one teacher as a checklist in the final lesson. However, the same teacher commented on how he encouraged students to be more reflective in their writing and to think carefully about their choices. The majority of teachers used metalanguage while one teacher purposefully avoided metalinguistic terms which were considered confusing. As suggested by lesson observation notes, a small number of teachers were keen to incorporate a lot of group or pair discussion, while most lessons remained largely teacher-led. Also noted during lesson observations, some teachers were more 'exploratory' in their questioning, while others used lots of closed questions which drew students to predetermined answers or definitions of grammatical terms. This preoccupation with definitions rather than exploration of effects demonstrates a developing but not yet fully secure grasp of the pedagogy which underpins the scheme.

...they're sort of using the text as a checklist almost so if the text has used a parallel structure 3 times, they'll use it 3 times, so they've got something that they can compare their work to and they like that comparison

Teacher confidence and challenges

Only one teacher described herself as confident in her grammar knowledge and teaching. Three other teachers commented explicitly that they lacked confidence with grammar. One of these teachers identified herself as 'literature' and demonstrated some insecurity with the pedagogical principles underpinning the contextualised grammar approach. A lack of confidence with grammar knowledge was considered a challenge for most teachers in implementing the scheme. One teacher was particularly worried about unanticipated questions and getting grammar 'right.'

I'm literature, and teaching grammar is way out of my depth so I'm having to make sure that when I'm at home I'm constantly going over things

Impact on teaching practice

Despite teachers' lack of confidence, 5 out of 6 teachers commented explicitly on their developing grammar knowledge as a positive outcome of teaching the scheme. Most of these teachers also demonstrated an appreciation of the pedagogical principles underpinning the contextualised approach and how it differs from 'traditional' grammar teaching. One teacher said that she is confident in embedding the contextualised approach independently. The majority of teachers described how their developing understanding of grammar is informing teaching across other year groups where they intend to continue embedding metalinguistic terms.

I've enjoyed doing it, for example, I've learnt quite a bit, I've not done work on expanded noun phrases before. I'm not sure how many teachers will have done it like that. I've always sort of worked through form, language, audience and purpose and integrating those areas and we've looked at techniques that they can use to make their writing, to use the appropriate form, the appropriate language for the specific audience that they have in mind...I think this is really good because it doesn't necessarily look at it in such a structured way

Conclusion

All of the teachers said that that their normal approach to teaching non-fiction at KS4 was very different from the approach taken by this Scheme of Work. The majority described their usual approach as exam-driven, focused on audience, purpose and language, but without a particular grammatical focus. Some teachers recalled lessons which focused on nouns and adjectives, for example, but these tended to take place earlier in school and weren't embedded in a Scheme of Work. This scheme was therefore considered quite intensive in its focus on grammar.

Teachers expressed very different views about the role of metalanguage, one choosing to avoid it while others embedded it frequently in their teaching. Some teachers argued that students found metalanguage overwhelming or confusing, while others described it as supportive and empowering. While some teachers argued that the scheme would be too difficult for the lower ability, it wasn't necessarily the case the metalanguage was considered accessible for the higher ability alone. In fact, one teacher of a middle ability class considered metalanguage to be a

supportive tool. While metalanguage was sometimes considered a hindrance, or confusing, it was also regarded as a scaffold which clarified students' understanding of effect. It is possible that teachers' differing views are indicative of the different abilities of their classes and their own confidence with grammar and metalanguage. As noted, one teacher's position on metalanguage changed between interviews: in the first interview he recounted the challenges of the content and metalanguage in the noun phrases lesson (lesson 3) but in the second interview following the final lesson, described the shared understanding he and his class had achieved in using metalinguistic terms, which supported their discussion.

All teachers described some impact on students' writing, particularly an increased confidence and willingness to experiment with words and devices, and a developing appreciation of grammar as contextualised choice. One teacher commented that discussing the effect of devices in their own writing was, however, more useful than analysing devices in texts. This possibility was also drawn out of the student interviews. The same teacher commented on how the devices examined in this scheme prompt students to a better understanding of choices according to context, perhaps challenging students' perceptions that rhetorical devices and lists of 3, for example, can be used for generic effect.

Teachers were particularly pleased with how the texts examined engaged students' interest and served as models for subsequent writing. The choice and variety of texts were considered engaging because they 'resonated' with students in a way that 'text book' extracts do not. Teachers liked how the scheme linked reading and writing.

Despite teachers' enthusiasm for the contextualised approach, there were a few contradictions in the approaches advocated. Checklists were mentioned by two teachers as a positive strategy for ensuring students' application of devices in their writing, which may be undermining of the contextualised approach. And while teachers spoke positively about the structure of the scheme because it supported the continuity of learning, a small number liked the idea of delivering one-off lessons.

Nevertheless, all teachers spoke enthusiastically about the scheme and described its positive impact on their practice. Most teachers said that they enjoyed the challenge it posed and appreciated the opportunity to improve their grammar knowledge. They also described how this knowledge was informing their teaching across other year groups.

EXPLORING THE PRE AND POST TEST SAMPLES

6 students from the intervention group have been selected for analysis of their pre and post tests in order to exemplify the nature of some of the positive changes to the scores. The students have been selected show some variety of attainment, but as the large majority of students involved had either B or C predictions for GCSE, there is a limited range of difference between them. They have also been selected as examples of some of the biggest improvements in scores between the pre and post tests.

Reading Question 4

Question 4 has been selected as the focus for Reading as it is the longest of the reading questions and is focused on analysis of language, one of the key targets of the scheme of work. For a maximum of **6 marks**, students were asked to explain how the language of an advertisement appeals to its readers, using details and examples from the text to support their answers.

Student A (1607); Female; GCSE Target = C; Pupil Premium	
<p>Pre test</p> <p><i>It does make them want to become an intelligence officer role as it uses persuasive language and uses 'you' which makes you think they're talking directly at you and they don't care what job you're doing now, they're only interested in what you can do. As long as you're British National you can apply for the job.</i></p>	<p>Post test</p> <p><i>The advert appeals to the readers because the starting quote catches your attention with its conversational tone and straight away gets the reader thinking. The text uses rhetorical questions, "Spy. It says it all, doesn't it?" this automatically engages the reader and they will think of an answer, they do this a lot in the text so the reader doesn't get bored. They also use words like "you" which is also another good way to engage the audience as it makes the reader feel that they're involved and they they're speaking directly to them. They also say "we don't care what you do now, only what you can do" so it makes the reader think that they can do it and that anyone can do it. All the way through they use a conversational but yet formal tone.</i></p>
Awarded 1 mark	Awarded 4 marks

Commentary: There is an immediate difference in the level of formality and framing of the response, with the post test starting with a more appropriate form "The advert appeals to the

readers” rather than the informal “It does make them want to become.” The pre test includes a general comment on language, noting that it is “persuasive” and singles out a particular word “you” in order to attempt to explain its effect, although this remains at a generic level “you think they’re talking directly at you”. The rest of the answer attempts to be more specific, relating more closely to the text, but summarises content rather than analysing language.

The post test makes a slightly more specific comment on language, noting the “conversational tone” and attempts to explain effect, though again this remains very generic and unspecific “gets the reader thinking”. There is identification of a technique – rhetorical question – with an example and an attempt to explain effect, again generic “they will think of an answer”. The point about “you” is repeated with a slightly more developed attempt to explain effect “makes the reader feel that they’re involved and that they’re speaking directly to them.” It makes a clearer interpretation of the idea that “anyone can do it”, using a quotation this time. It concludes with another generic comment on language “conversational but yet formal”.

Student B (1527); Male; GCSE Target = B	
<p>Pre test <i>Yes because it is well informative. Using persuasive techniques, readers are hooked until the end. The first paragraph is short so that the reader doesn't get bored. This ensures they read the advertisement until the end. The first sentence is a rhetorical question. "Spy. It says it all, doesn't it?"</i></p>	<p>Post test <i>I think this advert will appeal to readers because of short sentences. Short sentences are used to slow the pace of the text. They add a more simple structure for the reader making it a smooth read. At the start of the paragraph it smoothens the transition. For example, "What about secrecy?" Paired with a rhetorical question, the short sentence is quick and easy to read.</i> <i>Another language technique that makes the advert appeal to the reader is parenthesis. This technique adds information in a additional clause. Usually separated by a comma, the extra information can be removed with the sentence maintaining sense. For example, 'In reality, while spies need to be resilient and resourceful, this is a team game and every member is constantly supported'. This adds information without including another sentence.</i></p>
Awarded 1 mark	Awarded 4 marks

Commentary: The difference between the start of these two answers mirrors that of student A, with the direct and informal “Yes because” changing to a more appropriately formal “I think this advert will appeal to readers”. The pre test comments broadly on “persuasive techniques” with a

very generic explanation “readers are hooked”. There is an identification of a feature of text structure (not the focus of the question) in the comment that “the first paragraph is short” and another attempt to explain effect which remains generic “so that the reader doesn’t get bored”. It then identifies a technique – rhetorical question – and provides an example of it without attempting to explain effect.

The post test immediately identifies a sentence-level feature, “short sentences”. An attempt at explanation follows: though this remains generic “used to slow the pace of the text”, there is an attempt to expand upon this explanation and to make it more specific by linking it to the paragraph structure of the text and the use of rhetorical questions (with an example given) “At the start of the paragraph it smoothens the transition... paired with a rhetorical question, the short sentence is quick and easy to read”. It continues by identifying another technique, parenthesis, and gives an example of parenthetical commas used in the text. The attempt to explain here becomes a definition of parentheses rather than analysis, although an effort is made to explain a generic effect “This adds information without including another sentence”.

Student C (1408); Female; GCSE Target = A	
<p>Pre test</p> <p><i>I think this advert will appeal to the readers as it offers a once in a lifetime experience. The heading overseas would be an adventure and they don't mind what their doing now, they only wish to concentrate on the possibilities for the future. The language is informal for an advertisement for adults, so the language to me is focused for teenagers and young adults. "Well spies are loners". Loners is an up to date word, infact, it's a slang word the youth use nowadays, so I wouldn't normally expect to find language this in an advert.</i></p>	<p>Post test</p> <p><i>This advert appeals to many people as it's written in a very chatty way. It uses a number of rhetorical questions to make the reader think about the question. The advertisement uses a wide range of techniques which keeps the reader interested and gets their attention. The use of parallel structures works really well as the sentence seems like there rhyming, "Expected to fend for themselves, even in dangerous situations", this certain sentence has a pattern to it. The use of personal pronouns such as you and we directs the advert to the reader making them think that the whole advertisement is for them. The very first paragraph consists of short and minor sentences, for example: 'peering around corners.' This is a minor sentence as it would not make sense on its own. It only makes any sense with the other sentences around it. Therefore the language does make them want to apply for the MI6 job.</i></p>
Awarded 2 marks	Awarded 5 marks

Commentary: The pre test begins with a comment on content rather than language. It continues with a very broad comment that the language is “informal” and links this to audience with a clear explanation, then focuses on a single word and explains how it is suited to a particular audience.

The post test focuses more immediately on language, with a broad comment on “chatty” language. It then identifies rhetorical questions as a technique, with a generic explanation of effect “to make the reader think about the question”. It continues to identify parallel structures as another device, and attempts to offer an explanation of the effect of a quoted example, “seems like there rhyming”. Again, this remains largely generic and tends towards defining the device rather than analysing it “has a pattern to it”. The comment on the use of “personal pronouns”, has more clarity, though the effect still remains generic “directs the advert to the reader making them think that the whole advertisement is for them.” Another technique – minor sentences – is then identified with an example, though this is defined “it would not make sense on its own” rather than analysed.

The nature of the impact of the intervention on question 4

Students in this small selection seem better able to identify and name rhetorical and grammatical features and this appears to help them to score more highly by allowing them to make more specific comments about the language of the text, and to quote examples of the features they’ve found. However, attempts to explain the effects of the language and techniques that they notice remains largely generic, and they now need to develop their ability to analyse how these features are being used in context, linking their comments to the meaning and purpose of the text they are discussing more convincingly. Some of the less familiar techniques, e.g. minor sentences, parenthesis, tend to prompt definitions rather than explanations of effect. Student B, for example, makes passing reference to a ‘rhetorical question’ but feels the need to define parenthesis. It’s possible that if these devices and linguistic structures become more familiar to students, this problem would occur less.

The Writing Question

Student D (1211); Female; GCSE Target = C; EAL	
<p>Pre test</p> <p><i>Dear MI6 job advertisement,</i></p> <p><i>I'm name name and I was trained all my life to be a spy. My dad was one too and when I became a teenager he asked me what I like to be when I grown up.</i></p> <p><i>I promised to become a spy.</i></p> <p><i>I can turn invisible in a crowd, I have the ability to get on with all sorts of people from all kind of culture. I can talk and listen. I'm a loner. I never fend for someone else than me.</i></p> <p><i>I have the ability to become a competely different person, an other name, an other behaviour, an other look.</i></p> <p><i>I can speak french and german.</i></p> <p><i>If I would tell you more about me you would know everything about and I would be an obvious spy.</i></p> <p><i>Spys have secrets, some skills should be secrets 'till I need them.</i></p> <p><i>I'm looking forward to hear from you.</i></p> <p><i>Regards</i></p> <p><i>Name Name</i></p>	<p>Post test</p> <p><i>Dear MI6,</i></p> <p><i>I'm a spy since I'm 16. My father teached me how to follow someone, how to become invisible in the growd, how to get on with cultures, how to get used to other people quickly and how to fit in perfectly.</i></p> <p><i>I'm a loner and have no one who I can loose.</i></p> <p><i>I'm only fending for myself but when I have a team I can be a good teamplayer and a good leader but I have no problems if I'm only a minion and someone is above me. I could tell you more of my abilitys but then I wouldn't be a good spy, would I? My abilitys would be obvious, wouldn't it?</i></p> <p><i>Just one thing to end: I'm a good fighter and I'm able to devend the one who I have to defend. Even if it is information on a peace of paper, I'm able to protect and save.</i></p> <p><i>It would be a pleasure to get a positive answer from you.</i></p> <p><i>Regards,</i></p> <p><i>Name</i></p>
Awarded 7+4	Awarded 8+6

Commentary: The length, points made and order of points made remains largely the same in these two examples. There is some progress in paragraphing in the second example (not a focus of the scheme): while the pre-test starts a new paragraph for each sentence, the post-test groups some sentences, and this accounts for the gains to the content and organisation mark. In both examples there is a tendency to use simple subject starts to sentences and to use expanded list structures: “an other name, an other behaviour, an other look”; “how to follow someone, how to become invisible in the growd, how to get on with cultures...” The impact of the intervention is mainly visible in the attempt in the post-test to vary sentence types and punctuation for effect, with an inclusion of two rhetorical questions which form a parallel structure: “then I wouldn't be a good spy, would I? My abilitys would be obvious, wouldn't it?” and the use of a colon to create

an emphatic topic sentence for the conclusion, “Just one thing to end: I’m a good fighter and I’m able to defend the one who I have to defend.” This improved evidence of use of sentences for effect accounts for the gains to the SSPS mark.

Student E (1404); Female; GCSE Target = B	
<p>Pre test</p> <p><i>Dear MI6, I am applying for a job as a spy within the organisation, because I feel I would be an important member of the team.</i></p> <p><i>I am interested in this job, since I feel that the standards and skills needed for this job will suit me fine and how I can do things. I think it’s a great opportunity and I would happily take part in whatever is asked of me.</i></p> <p><i>I think I can bring some of my personal experience and skills into the job which will benefit me and the peers I will be working with. For example, I am very outgoing and am known to keep conversation going with a stranger I just met. I took drama back when I was at school and achieved A* therefore I have the ability to speak, but also listen. As well as the ability to act, and, in some circumstances, lie if I need to in order to stay faithful to my job. I got As in maths and technology and therefore have a wide knowledge in computers and machines ect. Also, being a girl, I feel I would be least suspected.</i></p> <p><i>Yours sincerely, Name Name.</i></p>	<p>Post test</p> <p><i>Dear MI6, I am writing this letter because I would like to apply for a job as spy within the organisation. I think I would be a valuable member and a great addition to the team. Are you wondering why I am so interested in the position? Simply because I think I have the qualities needed to be on the team.</i></p> <p><i>Achieving straight A*s in every subject at school, you could consider me quite intelligent, right? I am. Along with my high intellect, I am a very social person with the ability to start a questions with anybody anywhere. I am rather manipulative, and it doesn’t take me long to get everybody on my side (I’m quite sly too). I’m the female James Bond.</i></p> <p><i>Considering I am female, I can remain undercover without anybody suspecting a thing. Those are some of the many reason I feel I could be a value to your team. Together, we could become a better spy force.</i></p> <p><i>Yours sincerely, SO98.</i></p>
Awarded 8+5	Awarded 11+7

Commentary: Again, the length and content of the two responses is similar, although the post-test has more balanced paragraphing and a clearer conclusion. Some of the ideas are also expanded more convincingly in the post-test after others (e.g. the mention of drama) are dropped, for example the explanation that they will benefit from being female. Some vocabulary appears to have been chosen more carefully (compare “important” with “valuable”, “standards and skills” with “qualities”, “girl” with “female”). There is also the addition of a playful comment / reference in “I’m the female James Bond”. These features account for the additional content and organisation marks. There is little evidence of variation of sentence types or length for effect in

the pre-test, whereas the post-test indicates some deliberate shaping of sentences for effect. This is evident in the topic sentences (compare “I am” “I am” “I think” in the pre-test with “I am” “Achieving” “Considering” in the post-test) although it is notable that these attempts to vary sentence starts can lead to grammatical insecurity “Considering I am female”. The use of sentences for effect is also evident in the inclusion of a rhetorical question and the use of parentheses, although again insecurity is evident in the fact that these introduce an informal tone which is out of keeping with the rest of the piece. Again, the increased evidence of use of sentences for effect accounts for the additional marks for SSPS.

Student F (1414); Female; GCSE Target = B	
<p>Pre test</p> <p><i>Dear MI6, I am writing this letter in hope to place myself within your excellent team. Your advert had grated me early last week and I was rather intrigued by it. I have always had a vast interest with such roles, although I had never gotten the opportunity to participate until now. Also, I contain many of the qualities that you require – the skills that I do not have will surely be implemented within time.</i></p> <p><i>Why pick me? Well why not? I have been incredibly involved with similar jobs from a very early age. The thought of bringing such a difference to the country delighted me to such an extent. The thought of secrecy, surveillance – spying – enlightens me greatly. The job is perfect. It is perfect for my skills, perfect for my experience. I have a riveting supply of experience with working along many different faces, which therefore displays my tolerance with others.</i></p> <p><i>As well as that, I work rather well with those around me. I have plenty of experience with team work due to the vast array of sports I used to play. What makes me different from the others? Well, I highly doubt anyone can bring the same amount of enthusiasm that is instilled within me.</i></p> <p><i>With your help, I can help this country.</i></p> <p><i>Yours faithfully, Name.</i></p>	<p>Post test</p> <p><i>Dear MI6, I am writing this after reading your excellent article regarding the hiring of a spy. I was incredibly intrigued with what you have to offer, therefore I am writing for the spy position in the company. Why? Why not? The entire idea excites me to such an extent. Secrecy. Teamwork. Imagination. I contain all these qualities, which is why I believe this is the perfect job for me. I always strive for the best, so challenges excite me more than they frighten me.</i></p> <p><i>I have gallons of skills in this area, as I have previously worked in the police force. However, I believe that my true potential lies within the job of a spy. As a previous police officer, I contain skills in both the main criterias. Relationships with different people, handling things with secrecy, drive and imagination.</i></p>

Commentary: In this example, the post-test is shorter than the pre-test and is unfinished. Content and paragraphing is again similar in both pieces, although the second example uses notably fewer inappropriate or incorrect words. In the pre-test, the attempt to convey enthusiasm and to use varied vocabulary appears to lead to poor vocabulary choice: “vast interest in such roles” / “enlightens me greatly” / “riveting supply of experience”. In contrast, the shorter post-test displays more control over vocabulary – while the enthusiasm again interferes with “gallons of experience”, the piece generally maintains coherence and clarity: “I always strive for the best, so challenges excite me more than they frighten me.” It is possible that this increased control of meaning and vocabulary may be related to the intervention’s focus on conscious crafting. The pre-test includes evidence of sentences and punctuation used for effect with some success, notably the parallel rhetorical questions, use of parenthetical dashes and tricolon repetition of “perfect” within a parallel structure: “The job is perfect. It is perfect for my skills, perfect for my experience” and the concluding parallel “With your help, I can help this country.” The sentences used for effect in the post-test are similar but suggest an increased degree of control in their more concise structure: “Why? Why not? The entire idea excites me to such an extent. Secrecy. Teamwork. Imagination.” This sense of control accounts for the differences in marks in both the content/organisation and SSPS marks.

Nature of the impact of the intervention on writing attainment

While the content and length of answers in this sample remains similar, there is particular evidence of improved shaping of sentences for effect. These students appear to be experimenting more in the post-tests with different ways of opening sentences, with using structures such as rhetorical questions, single word sentences and parentheses for effect, and with using punctuation such as colons. Where there is evidence of the use of sentences for effect in the pre-test in sample three, this is exercised with more control in the post-test. This would explain the significant difference between the SSPS scores of the intervention and comparison groups. It is notable that there is evidence of insecurity in the use of some of these features, indicating that it will take more time for some students to become confident in using the full repertoire of grammatical patterns and features appropriately. Given that there was no significant difference between intervention and comparison groups in the marks awarded for content and organisation, it may be that improvements to text structure, vocabulary choice and general content relate more to the fact that the students were sitting the test for the second

time, rather than being directly related to the intervention (although there was some attention to text structure, and particularly using effective topic sentences, in the intervention scheme).

CONCLUSION

While this study has a number of limitations, particularly in the fact that students were nested in classes taught by different teachers and in the fact that the pre and post tests did not ensure that students split their time equally between the reading and writing sections, it does provide further evidence to support the findings of previous investigations into this approach to contextualised grammar teaching, suggesting that it can have a positive effect on student writing attainment. Moreover, it introduces new evidence that it can have an even greater positive impact on student reading attainment. The approach taken, in which the language and grammar of real texts is analysed and subsequent student writing is accompanied by a strong focus on choices and crafting, appears to have developed students' understanding of how texts are shaped to effect their readers.

Future research could usefully focus on investigating the effect on reading in more depth, looking at GCSE English literature examinations both in terms of developing students ability to analyse literary texts (a reading focus), and looking at the impact of teaching students the grammar of literary essay writing (a writing focus with a potential benefit to reading attainment due to the fact that this is assessed through essay writing). Given the fact that the short timescale of the intervention in this project has been a further limitation, restricting the potential scale of the impact, it would also be beneficial to examine the impact on pupil attainment if this approach is adopted over a longer timescale. It would be particularly interesting to monitor the impact on attainment across a whole school if an English department were to embed the pedagogy across their teaching.

References:

Jones, S.M. Myhill, D.A. and Bailey, T.C. (2012) Grammar for Writing? An investigation into the effect of Contextualised Grammar Teaching on Student Writing. *Reading and Writing Online* Sept2012 <http://www.springerlink.com/openurl.asp?genre=article&id=doi:10.1007/s11145-012-9416-1>

Myhill, D.A., Jones, S.M., Lines, H. and Watson A. (2012) Re-Thinking Grammar: the Impact of Embedded Grammar Teaching on Students' Writing and Students' Metalinguistic Understanding. *Research Papers in Education* 27 (2) 139-166

Myhill, D.A., Jones, S.M., and Lines, H. (2013) *The impact of Embedded Grammar on Weak Writers in Year 8*, Technical Report, University of Exeter Centre for Research in Writing.

Title of Scheme: Truth is Stranger than Fiction

Year Group: GCSE (Year 10/9)	Duration: 3 weeks (9 lessons)
<p>Purpose: The purpose of this scheme is to develop students’ ability to analyse non-fiction texts in detail, and to write their own. There is a particular focus on building understanding of a repertoire of linguistic and grammatical structures, and on moving from analysis of patterns in real texts to use of these patterns in students’ own writing, with consideration of <i>purpose</i> and <i>effectiveness</i> throughout.</p>	
GCSE English Assessment Objectives	Linked Learning Objectives
<p>Reading AO2ii Develop and sustain interpretations of writers’ ideas and perspectives.</p> <p>AO2iii Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.</p> <p>Writing AO3i Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.</p> <p>AO3ii Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.</p> <p>AO3iii Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.</p>	<ul style="list-style-type: none"> • Understand the typical underlying structure of news headlines and why it is effective. • Explore how effective headlines are created through unusual, striking, visual and dramatic combinations of words and images. • Explore how adjectives, nouns and verbs are used to create effective description in a newspaper article. • Explore the effectiveness of expanded noun phrases • Analyse the style of viral emails, including presentational features, punctuation and narrative • Explore how topic sentences are used to create cohesion and appeal to a reader • Explore the linguistic and grammatical features of scientific non-fiction • Explore how adjectives, nouns and verbs are used to create effective description in a newspaper article • Understand how to use expanded noun phrases to add detail to a description • Understand how to mimic the style of viral emails effectively in your own writing, focusing on presentational features, punctuation and narrative • Explore how topic sentences are used to create cohesion and appeal to a reader • Explore the use of sentence patterns to create effects: parentheses, parallel structures and minor sentences • Be able to use the grammatical and linguistic conventions of scientific non-fiction to shape your own writing effectively

Summative Outcomes	Key Formative Outcomes
Post-test of reading and writing, based on new Edexcel examination materials.	Reading: <ul style="list-style-type: none"> • Annotated <i>Demon of Dartmoor</i>. • Annotated viral email. • Topic Sentences sheet. • Bullet point list and annotated Zombie Survival Guide extract. • Bullet point list and annotated Astronaut Hibernation article. Writing: <ul style="list-style-type: none"> • Newspaper article about a mystery beast sighting. • Blog entry on how to spot hoax viral emails. • Ghost report paragraph OR ghost internet article. • Top ten Vampire survival tips OR Scientific description of how Vampires are created. • Magazine article explaining a new invention.
Teaching Sequence	Resources
Newspaper articles: <ul style="list-style-type: none"> • Headlines • Vocabulary choice: nouns, verbs, adjectives • Expanding noun phrases 	1.1 Headline generator 2.1 Demon of Dartmoor article
Online: viral emails and news editorials: <ul style="list-style-type: none"> • Topic sentences • Declarative pronouns • Parentheses • Minor sentences • Parallel sentences 	4.1 Viral email cards 4.2 Annotated viral email (teacher only) 4.3 Urban myth scenario cards 5.1 Beware of the Hoax article 5.2 Topic sentences sheet 6.1 Sentence slips 6.2 A Ghost Sighting recount 6.3 Ghost in the Machine article
Scientific non-fiction: <ul style="list-style-type: none"> • Tense choice • Pronoun choice • Complex sentences to show processes • Relationship of images to text 	7.1 Zombie Survival Guide extract 7.2 Top Ten Zombie Survival Tips 8.1 Astronaut Hibernation 8.2 Stasis images 9.1 Invention role cards 9.2 Repertoire handout

Lesson One Objectives: Understand the typical underlying structure of news headlines and how it is effective. Explore how effective headlines are created through unusual, striking, visual and dramatic combinations of words and images.	
Starter	<p><u>Teacher:</u> Display News Headlines ppt, slides 2-3.</p> <p><u>Whole class:</u> Read through the headlines; students vote as to which headlines they think are real.</p> <p><u>Teacher:</u> Reveal the real sources of all of the headlines, ppt 4-5. PPT slide 6 – show how the headlines are constructed to be ultra-concise while giving key information about WHO and WHAT.</p> <ul style="list-style-type: none"> • Explain the basic NOUN VERB PREPOSITION NOUN structure: <i>Something</i> <i>Is or does something</i> To/in/at/for <i>something</i> • Explain that this is often expanded by adding adjectives before the nouns <p>Question – why are the headlines all in the present tense?</p>
Development	<p><u>Pairs:</u> Using the headline generator (resource 1.1, ppt7), invent 5 news headlines. Extension: experiment with expanding / contracting the headlines. Discuss ideas for stories to go with the headlines.</p> <p><u>Whole class:</u> Share examples of headlines. Teacher recaps the structure of the headlines using the headings on the generator (ppt 7). <i>If appropriate</i>, explore how the second noun is acting as an adjective to modify the final noun. You could also explore the use of concrete and abstract nouns, and the fact that the verbs in this pattern have to be intransitive (they don't need to be immediately linked to an object).</p> <p><u>Individuals:</u> Invent own headlines following the same pattern as the generator.</p> <p><u>Pairs:</u> (ppt 8) Share invented headlines and discuss: -do the headlines fit the pattern? -if not, where and/or how have they altered the pattern? -what works well and why?</p> <p><u>Whole class:</u> (ppt 8) Share examples (write some on the board) Discuss which work most effectively and why.</p>

	<p>If any break the pattern, discuss how they have done this and why it does or doesn't work.</p> <p><u>Individuals</u> (if time): Write the opening paragraph of a news article to go with one of their headlines from the generator or one that they've invented themselves. Focus on giving information concisely.</p>
Plenary	<p><u>Groups</u>: Look again at the real headlines from the start of the lesson (ppt 9). Discuss – which of these do you think is most effective? Why? Choose one and write an explanation of why / how it is effective.</p> <p><u>Whole class</u>: Share ideas. Teacher to draw out how the underlying structure varies – e.g. number 5 is bare bones noun verb preposition noun without adjectives because this is such a shocking and unbelievable fact in itself; number 1 has an extra bit on the end describing what the snake was doing (so an extra verb, preposition, noun). Also draw out the strange juxtapositions of adjective and noun (killer swan; alien hedgehog) and other strange juxtapositions (wed and shark tank; 911 and video-game habit).</p>
Assessment	Use examples created by students to check their understanding of the grammatical pattern. Use whole class discussion to assess understanding of how this structure is effective.
Support/ challenge	Encourage more able students to try different patterns, and to experiment with expanding or contracting headlines by adding or taking out words / details. Encourage less able to follow the headline generator more exactly. Decide how far to pursue the discussion of nouns premodifying nouns, or concrete/abstract nouns, or transitive/intransitive verbs, depending on the level of understanding of the class.

<p>Lesson Two</p> <p>Objectives: Explore how adjectives, nouns and verbs are used to create effective description in a newspaper article.</p>	
Starter	<p><u>Individuals:</u> (ppt2 on board at the start of the lesson) – write a newspaper headline that describes something that happened to you yesterday.</p> <p><u>Whole class:</u> (<i>briefly</i>) Share headline examples and discuss effectiveness. Recap yesterday – what made headlines effective? What was the typical underlying structure?</p> <p><u>Teacher</u> Show ppt3. Invite students to explain how this headline follows the same pattern as the headlines produced by the generator last lesson.</p> <p><u>Whole class:</u> Discuss the language of the headline. How does it create a sense of intrigue? What is the effect of the vocabulary choice? What do we think the article will be about?</p>
Development	<p><u>6 Groups:</u> (ppt 4) Read <i>Demon of Dartmoor</i> article (resource 2.1).</p> <ol style="list-style-type: none"> 1. 2 groups underline the factual information they can find about the “beast” then discuss the balance of fact and speculation in the article 2. 2 groups highlight verbs that describe what the beast or the dogs possible actions then discuss what effect the verbs create 3. 2 groups highlight adjectives used to describe the beast or the dogs then discuss what effect the adjectives create <p>If appropriate, do the first sentence as a whole class (see ppt 5).</p> <p><u>Whole class:</u> Feedback. Teacher annotates article with responses – students annotate own copies. Discuss effectiveness of the vocabulary choice with particular focus on verbs and adjectives – see ppt6 (select particular verbs /adjectives for close analysis). Possibly do some think/pair to get them discussing effectiveness in pairs during this time. Question: given the vocabulary and balance of fact and opinion, what is the purpose of this article? Who is the audience? Write a paragraph explaining how verbs and adjectives have been used to create a particular impression of the beast. View <i>Hound of the Baskervilles</i> trailer.</p> <p><u>Groups:</u> (ppt7) Each group split in half. Using thesauruses if available: One half should create a word bank of verbs that describe scary movements, starting with the verbs from the article. e.g. creeping, prowling. The other half should create a word bank of nouns that describe strange</p>

	<p>creatures, looking first for ideas from the article, e.g. beast, fiend.</p> <p><u>Whole class:</u> Share word banks. Discuss effectiveness of choices – pick out a few individual words to explore in detail.</p> <p><u>Individuals</u> (if time): (ppt8) Invent a mysterious creature of your own which ‘has been seen’ in your local area. Using the banks of nouns and verbs, start to write a description of it. Teacher should lead class discussion of audience, purpose and effects and focus students on ‘designing’ their writing.</p>
Plenary	<p><u>Think/Pair/Share:</u> (ppt9) Why do people like to read articles like this? Why is this sort of subject so popular?</p>
Assessment	<p>Monitor group work to assess understanding of fact/opinions, adjectives, verbs, nouns. Use whole class discussion to assess ability to explain the effectiveness of individual word choices.</p>
Support/ challenge	<p>Mixed ability groups are probably a good idea. Some may find fact/opinion easier than looking for verbs / adjectives. The adjectives are probably easier to spot than the verbs, and the nouns are probably easier to generate than the verbs too.</p>

Lesson Three Objectives: Explore the effectiveness of expanded noun phrases Understand how to use expanded noun phrases to add detail to a description	
Starter	<p><u>Individuals:</u> Looking at ppt2 of expanded noun phrases from the <i>Demon of Dartmoor</i> article, identify the nouns in each example.</p> <p><u>Teacher:</u> Highlight the nouns, then explain that a noun phrase is comprised of a noun and any words or phrases that add extra detail about the noun. The key thing is that the rest of the noun phrase is 'extra' – you could always remove it and just use the noun in the sentence (ppt3).</p>
Development	<p><u>Whole class / Pairs:</u> Teacher read through ppt4, asking pairs to experiment with expanding a noun phrase. All start by writing 'A dog'. Then</p> <ul style="list-style-type: none"> -change to a definite article (The dog). -add a pair of adjectives before the noun (The black, menacing dog) -move the adjectives to after the noun (The dog, black and menacing) -put the adjectives back and add a prepositional phrase (The black, menacing dog in the shadows) -insert a relative clause before the prepositional phrase (The black, menacing dog which was crouching in the shadows) -remove the relative clause and prepositional phrase and add a present participle non-finite clause (-ing verb) (The black, menacing dog, growling softly) -Remove all of the adjectives and the non-finite clause, and change the noun to a more descriptive one (The demon) <p><i>The teacher will need to guide / explain as you go, offering alternative adjectives, prepositions and present participles as examples.</i></p> <p><u>Pairs:</u> Experiment with variations on the above. Choose your favourite shorter noun phrase and your favourite longer one. What makes them effective?</p> <p><u>Whole class:</u> Discuss choices. Note that a descriptive noun such as demon, beast or fiend can do much of the work itself – the adjectives etc may not be needed if the noun choice is good in the first place.</p> <p><u>Individuals:</u> (ppt 5) Using the noun phrases generated here and verbs and nouns generated last lesson, write a short newspaper article that describes a sighting of a strange creature in your local area. Remember to include an eye-witness and direct quotation as in the <i>Demon of Dartmoor</i> article. Include a headline which is mysterious and/or intriguing, using ideas from lesson one. Teacher lead brief reflection on audience, purpose and intended effect before students start writing.</p>

Plenary	<p><u>Teacher:</u> Explain homework (ppt7)</p> <p><u>Peer-assessment:</u> (ppt6) Pairs swap articles. Highlight or underline 3 words or phrases which you think are effective and annotate with why you like them (what do they make you think / wonder / imagine?) Highlight or underline 2 words or phrases which you think are less effective and annotate with how you think they could be improved. <i>(Teacher could model this with one example first)</i></p> <p><u>Whole class</u> (if time): Share examples of best words / phrases.</p>
Homework	(ppt7) Using peer feedback and your own evaluation, improve your article. On the final version, highlight 3 words, phrases or sentences that you're particularly proud of.
Assessment	Use homework to assess ability to use effective expanded noun phrases, to generate an effective headline and to use well-chosen vocabulary (particularly nouns and verbs). Monitor pairs as they write noun phrases to check understanding of the grammatical pattern. Monitor their discussion to assess their ability to talk about the effects of language choices.
Support/ challenge	Careful pairing is important in this lesson. Teacher or LSA may need to support individuals with the extended writing, or to create writing prompts for them if necessary. More able should be challenged to try out all of the different noun phrase patterns in their extended writing, then to assess their effectiveness. Focus them on selecting words carefully rather than on writing a lot.

<p>Lesson Four</p> <p>Objectives: Analyse the style of viral emails, including presentational features, punctuation and narrative</p> <p>Understand how to mimic the style of viral emails effectively in your own writing, focusing on presentational features, punctuation and narrative</p>	
Starter	<p><u>Groups:</u> Read the email card on your table (resource 4.1). Decide whether you think it is describing a real event or not, and prepare to give reasons as to why.</p> <p><u>Teacher:</u> Ask if anyone has received one of these messages via email, facebook or similar. Reveal that all of the emails are real viral emails (ask students what a 'viral' is), but that they are all urban myths (ask students what an 'urban myth' is): none describe a real event. (ppt3). Reveal the dates on which these emails were circulated.</p>
Development	<p><u>Groups:</u> Analyse the emails to look for clues that indicate that the events described are not real, annotating them. Discuss the questions on ppt4.</p> <p><u>Whole class:</u> Feedback. Shared close reading of example no. 1, teacher and students annotate (see resource 4.2).</p> <p><u>Pairs or individuals:</u> (ppt5) Choosing from the urban myth scenario cards, write a viral email in the style of the ones you've looked at. Teacher lead brief discussion of audience, purpose and effect.</p> <p><u>Extension:</u> Annotate your email to show where you've used similar features to the examples you looked at.</p>
Plenary	<p><u>Pairs:</u> (ppt6) 'Send' emails to another pair across the room. Read and write a quick response saying what you found effective and why.</p> <p><u>Whole class:</u> Discuss</p> <ul style="list-style-type: none"> • Why do people forward these messages? • How can you find out if they're real or not? (e.g. Google exact phrases in inverted commas / debunking websites like Snopes.com, hoaxslayer.com) • Why do people invent these messages?
Assessment	Use annotated emails to assess ability to analyse the language/content of the emails. Assess written emails for understanding of the features of viral emails,

	particularly focusing on presentational features (e.g. capitalisation) punctuation and narrative. Use peer feedback to assess ability to evaluate the effectiveness of these features.
Support/ challenge	Email 1 has more obvious features than the other two and is more closely analysed during feedback, so more suitable for the less able. More able could be challenged to invent their own urban myth (but don't let this stop them from getting on with writing). Ask them also to annotate/analyse their own emails after writing them (as in the extension task). You may want to model some peer feedback before they 'send' their emails across the room.

Lesson Five Objectives: Explore how topic sentences are used to create cohesion and appeal to a reader	
Starter	<p><u>Teacher:</u> Show urban myth slideshow as students enter.</p> <p><u>Groups:</u> Discuss any urban myths they've heard of.</p> <p><u>Whole class:</u> Briefly share urban myth stories. Briefly recap the features which helped us to recognise that the viral emails were fake last lesson.</p>
Development	<p><u>Pairs:</u> (ppt2) Card sort – organise the <i>Beware of the Hoax</i> (resource 5.1) online editorial article in to the correct order. Identify the topic sentences and discuss how they help to structure the article.</p> <p><u>Whole class:</u> Brief feedback. Read the article.</p> <p><u>Pairs:</u> Using topic sentences sheet (resource 5.2), analyse how the topic sentences create cohesion and appeal to the reader.</p> <p><u>Whole class:</u> Feedback. Teacher particularly draw out the grammatical features of the topic sentences, including rhetorical questions, direct address through pronouns, pronouns to refer back (this, these), parallel constructions and parentheses. (summary on ppt3) Write a paragraph explaining how the topic sentences help to structure the article.</p> <p><u>Teacher:</u> Explain homework (ppt4): to write a short blog entry (online article) explaining how to spot a hoax email to post on facebook or twitter. (Actually posting it is optional but encouraged).</p> <p><u>Individuals:</u> Using annotated email from last lesson, make a bullet point list of key things to include in the blog entry, e.g. look for: heroes and villains; reported speech; a few specific details; imperatives to forward the email; pronouns to address the reader directly (<i>can refer to lesson 4 ppt5 to remind them</i>).</p>
Plenary	<p><u>Whole class / individuals</u> Teacher guides the class through the process: Pick one of the topic sentences on ppt 5 and write an opening sentence for your blog in the same pattern (e.g. as a rhetorical question; as a minor sentence). Pick a different topic sentence on ppt 6 and write a second sentence for the blog in the same pattern (e.g. using parentheses to create an aside).</p>

	<i>Continue this process if time.</i>
Homework	<p>Write a blog entry explaining how to spot hoax emails to post on facebook or twitter.</p> <p><u>Extension/Challenge:</u> Try to copy the pattern of each of the topic sentences from 'Beware of the hoax' in your own topic sentences.</p>
Assessment	Use completed topic sentences sheets to assess understanding of the linguistic/grammatical features of these sentences. Use homework to assess ability to use these features in their own writing.
Support/ challenge	Again, careful pairing is important. Teacher/LSA may need to support individual work. If any will struggle, you may want to create a planning sheet to help them during the individual work and with the homework. Avoid letting fast workers actually start to write the blog, but instead use them to support other students if they finish the individual work. If there are any very able, they might be able to take on the role of teacher in the plenary and guide the class through the example sentence patterns.

<p>Lesson Six</p> <p>Objectives: Explore the use of sentence patterns to create effects: parentheses parallel structures and minor sentences.</p>	
<p>Starter</p>	<p><u>Individuals:</u> (ppt2)</p> <p>Improve the sentences by altering words. You could do this on slips of paper with each person changing one word then passing it on (sentence slips resource 6.1), or you could let individuals work alone.</p> <p><u>Whole class:</u> Share examples. Discuss effectiveness of vocabulary choices. Teacher to draw out how effective description is not always about adding more, but about choosing the best words.</p>
<p>Development</p>	<p><u>Whole class:</u> Recap from last lesson – how were the topic sentences used to appeal to the reader? (ppt3).</p> <p><u>Teacher:</u> explain that we will be looking at the last 3 of these sentence patterns in more detail, with an aim of becoming confident in using them in our own writing.</p> <p><u>Whole class:</u> Ppt4 – read explanation and examples of parentheses. Invite individuals to identify the comment inside the parentheses in each example. What effect do these parentheses create? (like talking under your breath, adding a little observation, talking directly to your reader, making it sound friendly / conversational etc). Ppt5 – read explanation and examples of parallel structures. Invite individuals to explain how the parallel structures are working. What effect do these parallel structures create? (Sense of balance, control, a finished or carefully thought out idea). Teacher point out that a triplet (tricolon / pattern of 3 etc) is a particular form of parallel structure where you repeat a pattern three times (example 2). Ppt6 – read explanation and examples of minor sentences. Invite individuals to give examples of what you'd need to add to make these in to full sentences. What effect do these sentences create? (depends on context - stark, shocking, chatty, friendly etc).</p> <p><u>Pairs:</u> Find examples of parentheses, parallel structures and minor sentences in the <i>Ghost Sighting</i> anecdotehandout (resource 6.2). (NB you could intersperse this with previous whole class activity if necessary).</p> <p><u>Whole class:</u> Discuss examples and effectiveness. Teacher highlight that this is an example of <i>Recount</i> – an anecdote.</p>

	<p>EITHER:</p> <p><u>Individuals:</u> Write a continuation of the Ghost Sighting anecdote, focusing on using these sentence patterns.</p> <p>OR:</p> <p><u>Pairs:</u> Read <i>Ghost in the Machine</i> internet news article. Discuss what it says causes people to think that they've seen ghosts. Then Re-write the <i>Ghost in the Machine</i> article (resource 6.3) to make it more engaging, using some of the sentence patterns we've explored today. (For support, offer one paragraph only of the article to rewrite).</p>
Plenary	<p><u>Whole class:</u> Invite individuals to give examples of some of the patterns that they've used. Write a few on the board and discuss their effectiveness, asking the writers what effects they intended to create by using these patterns. Teacher refer to ppt7 and reinforce the concept of designing writing.</p>
Assessment	<p>Use whole class discussion to assess ability to talk about the effects of the different sentence patterns and examples. Use individual/pair written work to assess ability to use these patterns effectively in their own writing.</p>
Support/ challenge	<p>Consider breaking up the powerpoint slides about the 3 sentence patterns and interspersing this with the following pair work identifying these sentence patterns in the <i>Ghost Sighting</i> handout – this would chunk these activities more for a less able group, or one which needs short bursts of activities. The individual writing option requires less time and is probably more straightforward for most. The pair option is better for making them really focus on <i>how</i> they are writing rather than just on content, but will take more time to begin with as they need to read and understand a complex idea, so if you don't have time to support/discuss the initial reading, it is only suitable for able students. You could cut down the amount that they are required to rewrite to make it a very focused activity.</p>

Lesson Seven	
Objectives: Explore the linguistic and grammatical features of scientific non-fiction	
Starter	<p><u>Think/Pair/Share:</u> Show ppt2. What is this describing? What makes the style of this so punchy and effective? Teacher should draw out imperatives, use of punctuation and symbols to make it concise, direct address, lists, rhyme, repetition and parallel constructions. Explain that this is an extract from <i>The Zombie Survival Guide</i> by Max Brooks.</p>
Development	<p><u>Whole class:</u> Read <i>The Zombie Survival Guide</i> extract (resource 7.1).</p> <p><u>Groups:</u> (ppt3) 1. Write a numbered list to describe the process by which solanum turns a person into a zombie. 2. Discuss and annotate: What makes this sound realistic and authoritative?</p> <p><u>Whole class:</u> Feedback. Teacher should draw out the effects of the specialist vocabulary, present tense, and complex sentences to explain cause and effect or processes ('By stopping...' 'By removing...'), use of Latin vocabulary and mention of an expert. Question – how does this compare to the hoax emails in purpose, audience and style? Write a paragraph explaining how the language of the extract makes it sound authoritative.</p> <p><u>Individuals:</u> Choice of activity – either: A. Write a list of top ten (or top five) tips to survive a vampire uprising, using the techniques on the top ten zombie survival tips handout (resource 7.2). OR B. Write a scientific description of how a person is turned into a vampire, using scientific vocabulary, precise detail, present tense and complex sentences, in the style of <i>The Zombie Survival Guide</i>.</p>
Plenary	<p><u>Whole class</u> Top Ten Bingo (ppt5). Teacher picks a good example of a top ten and reads out slowly. Students tick off bingo features as they hear them (see bingo card on the bottom of top ten zombie survival tips handout). AND / OR Hear one or two examples of the scientific description. Discuss how effectively it has used the features of scientific description.</p>
Assessment	Use annotated extract to assess ability to analyse linguistic and grammatical features. Use whole class discussions to assess ability to talk about the

	effectiveness of different features. Use individual written work to assess ability to incorporate these features effectively in their own writing.
Support/ challenge	Top Ten (or Top Five) individual activity should be easier than the scientific description activity, and resource 7.2 is designed to provide further support. NB- for a lower ability set you may want to focus on just the first extract from the book (the top ten list) and not use the second extract at all. After looking at the different techniques, students could write a couple of paragraphs explaining how it uses different devices to get the reader's attention and to sound catchy. They could then go on to devising their own top ten or top five activity. In the following lesson, where they are asked to compare the science article to the second zombie extract, they could instead <i>contrast</i> the science article to the viral emails .

<p>Lesson Eight Objectives: Explore the presentational, linguistic and grammatical features of scientific non-fiction</p>	
Starter	<p><u>Pairs / Individuals:</u> Expand this noun phrase (ppt 2/3): “An astronaut”.</p> <p><u>Whole class:</u> Share favourite noun phrases and discuss effectiveness.</p>
Development	<p><u>Whole class:</u> Read <i>Astronaut hibernation</i> (resource 8.1). Discuss: what is deep-sleep stasis? Does anyone know of any films, books or tv programmes which use it?</p> <p><u>Groups:</u> (ppt4) Read the article again.</p> <ol style="list-style-type: none"> List the benefits of hibernation described in the article. Examine the 3 pictures on the stasis images handout (resource 8.2). Which of these would you choose to illustrate the article and why? <p><u>Whole class:</u> Feedback. Ppt5-7 Examine each image in turn and discuss what it would add to the article (use of colour / realism vs illustration / reference to a film / close up of a face to make you imagine a person involved / technical details etc). Teacher reveal the real image and the layout of the article (ppt8) and discuss what it brings to the article in detail. Recap – what were the features that made the extract from The Zombie Survival Guide sound authoritative? (ppt9)</p> <p><u>Groups:</u> Look again at the article. How does its style compare to the Zombie Survival Guide? Annotate using ppt8 as a reference: work through the points to find examples then see if it does anything additional. Discuss how these stylistic features are effective in this case. Choose one point of comparison and write a paragraph explaining how they are similar or different.</p>
	<p><u>Whole class:</u> Feedback ideas. Teacher draw out additional features – e.g. use of declarative pronoun “This” when explaining how the hibernation will work; use of direct quotations; use of text-level connective Nevertheless to lead in to the final paragraph.</p> <p><u>Think/Pair/Share:</u> What is the purpose of this article? Who is the audience for this article? Did you think that it communicated effectively?</p>

	<p><u>(If time) Pairs/Groups/Whole class:</u> Discuss any inventions that you'd like to be created in the near future.</p>
Assessment	<p>Use annotated article to assess ability to analyse linguistic/grammatical features. Monitor group discussions and use whole class discussion to assess ability to analyse images and relate these to text. Use whole class discussions to assess ability to talk about effects of these structures.</p>
Support/ challenge	<p>Mixed ability groups / pairs are important in this lesson. Teacher/LSA may need to support group discussion with weaker groups: more able classes may be able to discuss all three images together in detail. Classes which need more structure could discuss images one at a time, interspersing this with whole class feedback. More able should be challenged to go beyond the prompts on ppt slide 8 when analysing the features of the article to identify more features themselves. They should also be pushed to talk in their groups about how the features are effective in this article. [See last lesson: if students didn't look at the second extract from the Zombie survival guide in lesson 7, they could instead compare the article to the viral emails from last week].</p>

Lesson Nine	
<p>Objectives: Be able to use the grammatical and linguistic conventions of scientific non-fiction to shape your own writing effectively</p>	
Starter	<p><u>Whole class:</u> Funding Wars (ppt2) Read the opening 2 sentences of each invention card (resource 9.1) to the class. 3 (imaginative) volunteers take the cards and take on the role of the inventors, preparing to argue that they should be given £50 million to develop their invention. In turn, each inventor is interviewed by the rest of the class, hot-seat style (give them a few minutes to prepare roles / questions). Class then vote for which invention to fund.</p>
Development	<p><u>Whole class:</u> Recap – what were the features of scientific non-fiction? (see ppt3)</p> <p><u>Teacher:</u> Remind students about all of the different linguistic and grammatical patterns they've looked at in the past few lessons. These all form part of their 'repertoire' (ppt5)</p> <p><u>Individuals:</u> Extended writing (ppt4): Choose one of the three inventions from the starter (or think of your own). Write a magazine article which explains your chosen invention. Leave ppt4 as a reference (and can give repertoire handout resource 9.2 as a reference too).</p>
Plenary	<p><u>Individuals:</u> (ppt6) Self-assess – evaluate and improve. Read through your article and find two things that you think you could improve. These might be sentences, phrases or individual words. Highlight these and improve them if you can.</p> <p><u>Whole class:</u> Display truth is stranger than fiction quotation (ppt7). What does this mean?</p>
Assessment	<p>Use extended writing to assess ability to incorporate all of the features in the repertoire effectively. Use self-assessment to assess students' ability to identify where they need to improve their work, and how to improve it (if they can!).</p>
Support/ challenge	<p>Use starter task to challenge three confident individuals to take on roles. You may wish to create a planning sheet for the writing task for the less able, or to guide them through a planning process (in which case you may want to give the class the writing task itself as homework as there is no homework set this week).</p>