

## Primary English with ICT: A pupil's entitlement to ICT in primary English

Becta in association with



National Association for the  
Teaching of English

ICT helps pupils in literacy by enabling them to communicate, edit, annotate and arrange text quickly and flexibly. No child can be an effective communicator in a world which has been transformed by the new technologies without acquiring the skills needed to make selective and effective use of ICT.

ICT can be integrated with speaking, listening, reading and writing. It enhances interactive teaching and learning styles and provides many opportunities for creativity. It also extends pupils' ability to exercise choice, work independently and make connections between their work in literacy and in other subjects.

### ICT in the English Curriculum

- ICT has created another genre where texts are layered and not scrolled, and can contain internet hyperlinks and moving images, sound and video.
- There is effective software which supports literacy teaching. Chosen well, and integrated with other resources, it enables teachers and pupils to do many tasks more easily, and in ways that are not possible with printed materials.
- The nature of ICT, particularly the internet, enables pupils to interact with peers and other communities, to access and research information and to publish to a real audience world wide. Schools need to build these opportunities into their literacy lessons.
- ICT has the potential to offer pupils opportunities to work in role, and engage with 'real time' situations which promote team work, citizenship, thinking skills, and the choice of genre to address purpose and audience.

### Speaking

#### Talk about the farm

Children from Year 1 had been on a trip to a local farm. They took turns to take digital photographs of their visit and also drew pictures of what they saw and did on their trip.

Back at school, the teacher scanned some of the children's drawings and printed out



a selection of photographs to include in the class talking photograph album. Children took turns to add a commentary to their pictures. They re-recorded their commentary until they were happy with it.

The photo album was put on display for the parents to see along with other work on their farm visit.

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The A5 Talking Photo Album from TTS <http://www.tts-group.co.uk/Product.aspx?cref=TTSPR593122> or from Inclusive Technology [http://www.inclusive.co.uk/catalogue/acatalog/talking\\_photo\\_album.html](http://www.inclusive.co.uk/catalogue/acatalog/talking_photo_album.html) could be used with this activity.

### Primary Framework for Literacy Year 1: Speaking

- Tell stories and describe incidents from their own experience in an audible voice
- Experiment with and build new stores of words to communicate in different contexts.

### Progression idea

A mixed group of Year 3 and 4 children used Photo Story 3 to create a digital story based on life on a farm. They used plastic toys for the characters and chose appropriate backdrops for them.

The children carefully storyboarded their work and prepared a script for the dialogue. They took digital images for each scene and experimented with program features such as panning and zooming to add effect to their narrative.



Finally, the children added the sound track to their story, editing it until they were satisfied with the result. Other children in the class viewed the story and offered constructive criticism on how it might be improved. Photograph courtesy of ictopus ltd, 2007

Photo Story 3 can be downloaded from Microsoft.

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>

### Primary Framework for Literacy Year 3: Speaking

- Choose and prepare stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively.

## Year 4: Speaking

- Respond appropriately to the contributions of others in the light of differing viewpoints
- Tell stories effectively and convey detailed information coherently for listeners.

## Listening and responding

### Feel the rhythm



A Year 2 class had been listening and responding to a range of poems. They were encouraged to talk about what they thought the poem was about, whether they liked it and how it made them feel. The teacher then showed The Children's Archive.

<http://www.poetryarchive.org/childrensarchive/singlePoet.do?poetId=7513>

website and played the audio clip of 'On the Ning Nang Nong' by Spike Milligan.

Then, focusing on the rhythm and the rhymes of the poem, she asked the children to clap out the rhythm and to take turns to highlight the words that rhymed on the interactive whiteboard.

You can view a lesson plan and watch a video snippet of a similar lesson on Learning and Teaching with ICT <http://samples.lgfl.org.uk/primary/main.html> (select Year 2: Literacy: A poet in the classroom).

## Primary Framework for Literacy Year 2: Listening and responding

- Listen to others in class, ask relevant questions and follow instructions
- Listen to talk by an adult, remember some specific points and identify what they have learned
- Respond to presentations by describing characters, repeating some highlights and commenting constructively.

## It's good to talk!

This Year 6 class had been studying how spoken language varies according to context, purpose and intended audience.

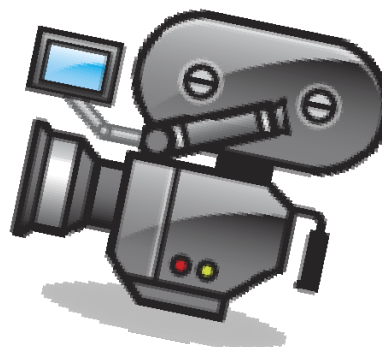


The teacher had recorded extracts from a selection of television broadcasts including a wildlife documentary, a news broadcast, a children's magazine programme and an awards ceremony.

The children worked in pairs to discuss and make notes on each broadcast, listing the devices the presenters used to engage their audience or put

their point across to the viewer.

They also identified where formal and informal language was used to best effect. They combined their findings in a chart on the whiteboard which was later printed out and displayed on the wall.



### Primary Framework for Literacy Year 6: Listening and responding

- Analyse and evaluate how speakers present points effectively through use of language and gesture
- Listen for language variation in formal and informal contexts
- Identify the ways spoken language varies according to differences in the context and purpose of its use.

### Progression Idea

A group of more able Year 6 children were asked to compare and contrast current media techniques with those from previous generations. They used the British Pathé Archive <http://www.britishpathe.com/> which contains over 75 years of history through digitised film and newsreels. As the school was a member of a Regional Broadband Consortium they were able to access the high-resolution version of these resources and use them within the classroom. There are 3,500 hours of film and 12,000,000 stills that can be edited and used in a variety of ways in literacy teaching and learning. They needed a Username and Password to access the resources which their teacher obtained from their Regional RBC link person.

<http://pathelib.e2bn.net/whatis.php>

### Drama

Digital video and stills cameras can be very helpful in helping children to improve their drama skills. Taking still photographs and projecting and annotating them on,

say, an interactive whiteboard will encourage children to discuss the role they are playing and maybe what their character may be thinking and doing at the time. It may also help them reflect on their relationship with other characters and how well they are interpreting a particular role.

Digital video can record whole sections of dramatic action and help children to reflect on dramatic conventions (facing the audience, for example) and the impact of theatrical effects such as lighting and sound and the impact these may have on a scene.

## Bully Boys

In preparation for a drama lesson on 'bullying' a year 5 class were shown a non-linear text presentation. The presentation showed an after school scene featuring a number of characters and the children were able to explore what each was thinking or feeling as the story unfolded.

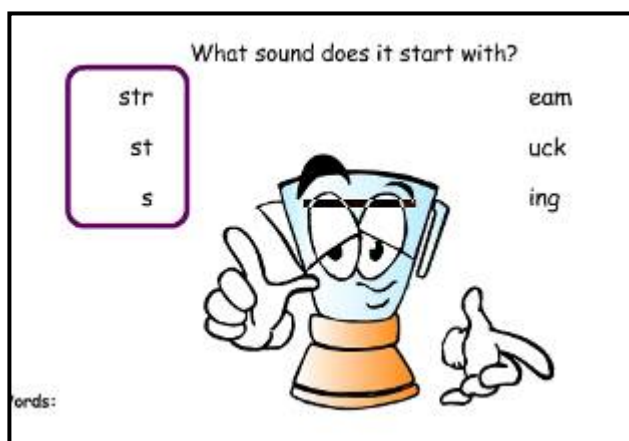


Next the children were divided into groups and each child took on the role of one of the characters and acted out the scene. Exploring the interactive story helped them understand what each character was thinking and feeling and helped them with their dialogue and the way it was spoken.

## Primary Framework for Literacy Year 5: Drama

- Reflect on how working in role helps to explore complex issues.

The No Way! interactive story can be downloaded from: <http://nationalstrategies.standards.dcsf.gov.uk/node/66155> where you can also view a lesson plan and watch a video snippet of a similar lesson.



## Word recognition

### Mix and match

A Year 1 teacher was working with two of her literacy groups to revise some common spelling patterns involving initial and end clusters. She used the interactive whiteboard to display beginnings and ending of some common words and invited children in turn to match the beginnings and



endings to make different words such as: stop, shop, wall and ball.

Next she loaded the Wordblender program and set the children working in pairs to complete the word blends by selecting the correct initial or end clusters from the list displayed. She used the teacher option pages to adjust the settings so the words were at an appropriate level for each pair of children.

### Primary Framework for Literacy Year 1: Word recognition: decoding and encoding

- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Read and spell phonically decodable two-syllable and three-syllable words.

Wordblender is available from the BBC.

<http://www.bbc.co.uk/schools/wordsandpictures/clusters/blender/index.shtml>

### Word structure and spelling



#### The cat sat on the mat

A Year 2 class teacher used the Look Cover Write and Check website to help members of her class practise spelling familiar words. She emphasised this approach as a good way to remember how to spell individual words. She edited the various word lists to cater for the individual needs of her different groups.

Green group practised spelling simple consonant-vowel-consonant words. Yellow group were set the more difficult task of learning to spell longer words including common digraphs and adjacent consonants.

Look Cover Write and Check is on the Ambleside School site.

<http://www.amblesideprimary.com/ambleweb/lookcover/lookcover.html>

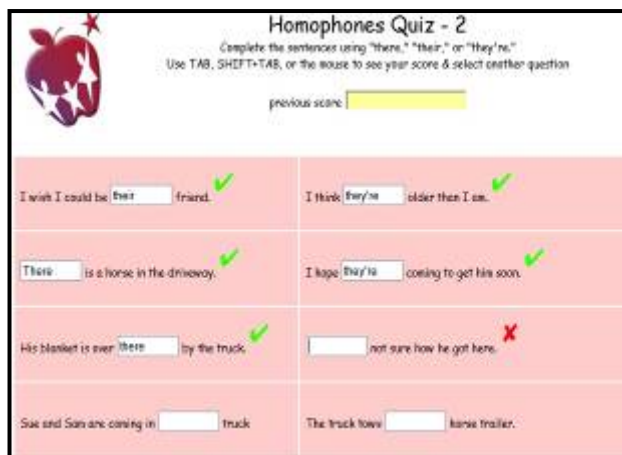
### Primary Framework for Literacy Year 2: Word structure and spelling

- Segment sounds into their constituent phonemes in order to spell them correctly. Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'.

## They're in there with their friends!

A group of Year 5 children were struggling to distinguish between the spelling of the common homophones 'there', 'their' and 'they're' in sentences.

The teacher showed them an online activity on which to practise. They typed in the word they thought was correct for each sentence and received instant feedback on whether they were right or wrong.



Completing the online activity gave them a real sense of achievement and boosted their confidence in which spelling was correct for different situations in their own writing.

There are several activities on homophones on Word Wonders.

<http://www.teachersandfamilies.com/open/wonders.html>

### Primary Framework for Literacy Year 5: Word structure and spelling

- Distinguish the spelling and meaning of common homophones
- Know and apply common spelling rules.

You can view a lesson plan and watch a video snippet of a Year 4 lesson on investigating spelling patterns on Learning and Teaching with ICT

<http://samples.lgfl.org.uk/primary/main.html> (select Year 4: Literacy: Spelling investigation).

## Understanding and interpreting texts



This Year 3 class were looking at how different texts are displayed and organised. The teacher used an interactive whiteboard to show how a news story is presented and displayed differently online for adults and for children. Then, working in pairs, the



children tried to identify and note down some of the differences. They spotted that the illustrations were larger on the children's site and that the sentence length was longer on the site for adults. They also noted that the words used and the sentence structure on the adult news site were more difficult.

### Primary Framework for Literacy Year 3: Understanding and interpreting texts

- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen.

The websites used for this lesson were CBBC Newsround <http://news.bbc.co.uk/cbbcnews/default.stm> and BBC News. <http://news.bbc.co.uk/>

You can view a lesson plan and watch a video snippet of a similar Year 3 lesson on Learning and Teaching with ICT <http://samples.lgfl.org.uk/primary/main.html> (select Year 3: Literacy: What's in the news?).

### Progression idea

Children could work in small groups to investigate how text is organised, accessed and presented by comparing printed newspapers, dictionaries or encyclopaedias with their online counterparts.



They could consider the advantages or disadvantages of each – how regularly can they be updated, how easy is it to find the information you are looking for, how does the presentation of that information differ between the printed and online versions?

Examples of online resources include:

Glossopedia, <http://www.globio.org/glossopedia/default.aspx> an online children's encyclopaedia

Word Central, <http://www.wordcentral.com/home.html> an online children's dictionary

The Daily Telegraph <http://www.telegraph.co.uk/>

The Independent

<http://www.independent.co.uk/>

### Engaging with and responding to texts

#### See it from my point of view

Groups of Year 6 children were exploring a non-linear text, Trails, and looking at how the author told a story from the different viewpoints of the characters. They were asked



to focus on, and note down, how the sister's version of what happened varied from the brother's version.

One group chose to focus on how the character of the old woman was revealed in the text and used the highlighter tool to mark up the evidence in the text to support their thinking.

### **Primary Framework for Literacy Year 6: Engaging with and responding to texts**

- Sustain engagement with longer texts, using different techniques to make the text come alive
- Compare how writers from different times and places present experiences and use language.

You can view a lesson plan and watch a video snippet and the Trails PowerPoint presentation of a similar Year 6 lesson on Learning and Teaching with ICT <http://samples.lgfl.org.uk/primary/main.html> (select Year 6: Literacy: Non-linear text 1).

### **Creating and shaping texts**

#### **Child's play**

One teacher decided to create a class museum of toys with his class of Year 1 children. He collected a range of toys and games from his own childhood and one or two from his parents and grandparents. He also used an online photo album to project images of some toys on the interactive whiteboard.



The children were encouraged to talk about what they thought the toys were, whether they were new or old and whether similar toys were available today. The teacher inserted digital photographs of some of the toys in a writing frame on the computer. Some of the children then worked in pairs at the keyboard to create simple labels and descriptions of the toys to go alongside the exhibits.

A copyright-free photo album of toys through the ages can be found on Ictopus. <http://www.ictopus.org.uk>

### **Primary Framework for Literacy Year 1: Creating and shaping texts**

- Create short simple texts on paper and screen that combine words with images (and sounds).

You can view a lesson plan and watch a video snippet of part of a similar Year 1 lesson on Learning and Teaching with ICT

<http://samples.lgfl.org.uk/primary/main.html> (select Year 1: Literacy: Writing captions).

## The chimney sweep



This Year 5 class had been studying 'Life in Victorian Britain'. In the literacy lesson their teacher displayed the poem 'The Chimney Boy's Story' by Wes Magee. They were asked to describe what life might have been like for this young Victorian boy and how he might have felt about his life and work. Different children were asked to use the highlighter tool to show where in the text they could find evidence to support their statements.

Next, the children were asked to work in small groups to produce different parts of a PowerPoint presentation on what life was like for Victorian children. They were provided with a simple template to work with which allowed them to insert images, text, hyperlinks and sound, if required.

The children used a number of sources, including internet pages to research the topic, and then composed the descriptive text, chose the image(s) they wanted to use and inserted hyperlinks to allow the user to find out further information about their subject. Some groups also added a spoken commentary to their presentation slides.

## Primary Framework for Literacy Year 5: Creating and shaping texts

- Create multi-layered texts, including use of hyperlinks and linked web pages.

'The Chimney Boy's Story' can be found on the Poetry Archive

<http://www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=379>

Useful websites for research on Children in Victorian Britain include:

BBC Schools

[http://www.bbc.co.uk/schools/victorians/flash/start\\_flash.shtml](http://www.bbc.co.uk/schools/victorians/flash/start_flash.shtml)

Channel 4 Learning

<http://www.channel4learning.com/apps26/learning/microsites/E/essentials/history/uni>

[ts/victchild\\_bi.shtml](http://www.victchild.bi.shtml)

John Fines Story Telling

<http://www.centres.ex.ac.uk/historyresource/resources/johnfines/johnfines.htm>

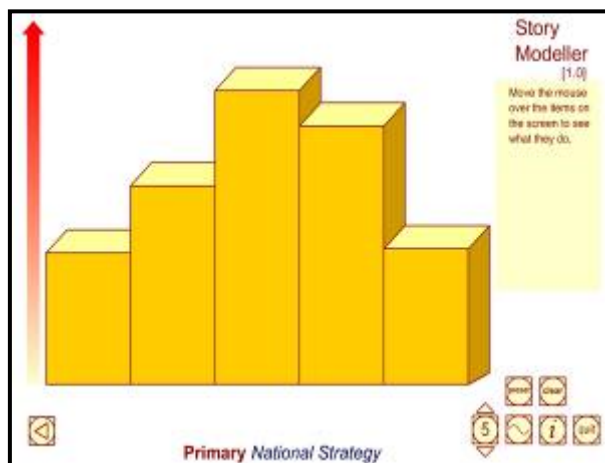
Woodlands Junior School, Kent

<http://www.woodlands-junior.kent.sch.uk/Homework/victorians.html>

## Text structure and organisation

### Five steps to better writing

This Year 2 class had lots of experience of writing stories which had a clear beginning, middle and ending and the teacher now wanted to encourage them to think more carefully about the structure of their writing and how to make it more interesting. She started by reading them a favourite story and used the interactive teaching program Story Modeller to analyse each section of the text. They agreed that the author had used five sections



in her writing: the opening, where they met the characters and learnt a little about them; the build-up, where the characters did something that caused them a problem; the problem itself and the trouble it caused; the resolution of the problem – how it was sorted out, and the ending where the characters reflected on what has happened to them and what they have learnt.

The teacher then asked the children to work in pairs and to use an electronic planning template to plan an adventure story of their own. They had to discuss in detail what they would write for each of the five parts of their story and show how interesting or exciting each part would be for the reader.

### Primary Framework for Literacy Year 2: Text structure and organisation

- Use planning to establish clear sections for writing.

Some planning sheets for helping children with writing fictional texts can be found on Teaching Ideas. <http://www.teachingideas.co.uk/english/contents05writingfiction.htm>

Story Modeller can be found on the Primary Strategy site.

[http://www.standards.dfes.gov.uk/primary/teachingresources/literacy/nls\\_ips/948203/nls\\_ip\\_storymodeller\\_v1.swf](http://www.standards.dfes.gov.uk/primary/teachingresources/literacy/nls_ips/948203/nls_ip_storymodeller_v1.swf)

### Where to site a nesting box



In this example, a Year 4 class was tasked with writing a report on where to site a nesting box to attract different types of owls. They worked in pairs to explore an interactive map looking at the different kinds of habitat and reading facts about different British owls, their preferred habitats and what they ate. They made notes as they explored the map and the owl facts.

The children then worked in groups of four to write up their findings. They decided what the headings should be for each section of the report such as Description, Habitat, and Prey. They composed their reports on the computer and saved them. They then reviewed the report from a different group to check that they had included the relevant information.

### Primary Framework for Literacy Year 4:

- Text structure and organisation
- Organise text into paragraphs to distinguish between different information, events or processes.

The teacher used the interactive map and owl facts on the MAPE site <http://www.mape.org.uk/activities/index.htm> (select 'Where to site a nesting box for owls').

### Progression Idea

A group of the more able children in the class used the information they had learnt about the environment and the preferences of the different owls to make decisions about where would be best to site nesting boxes for each kind of owl.

They used the online writing frame to complete their reports, giving reasons for their decisions. You can find this on MAPE <http://www.mape.org.uk/activities/index.htm> by selecting 'Where to site a nesting box for owls – My report'.





## Sentence structure and punctuation

### The lady with the lamp

Children were looking at resources on Florence Nightingale. They looked at two websites to compare the ways in which information about the nurse was presented.



They also compared the ways in which images were used and the reading levels of the text on each of the websites. They tried to draw conclusions about the audience for whom the websites were written. They concluded that one was written for children and the other for a more adult audience.

The children were then asked to select and research information from one particular event in Florence's life and to write about it using different genres of writing: an extract from her diary; a letter she might write to a family acquaintance and (pretending that mobile phones were available at the time) a text message to a friend. Examples of their writing were displayed in the school hall for other classes to view.

### Primary Framework for Literacy Year 5: Sentence structure and punctuation

- Adapt sentence construction to different text-types, purposes and readers.

The two websites used for this activity were Snaith Primary School <http://www.snaithprimary.eril.net/flo2.htm> and Country Joe McDonald's Tribute to Florence Nightingale <http://www.countryjoe.com/nightingale/#contents>

### Presentation

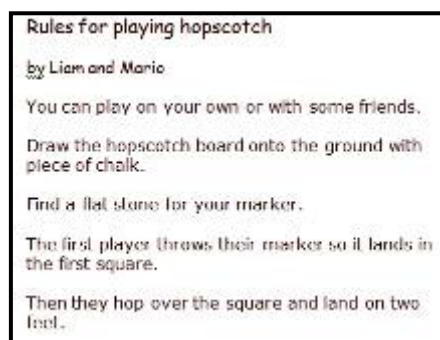
#### It's play time!

In groups, and with adult supervision, a class of Year 2 children were encouraged to play a range of traditional playground games including skipping games, circle games and ball games.

Having taken turns to play each of the games, the children went back in to the classroom and they were asked to



recount the rules or instructions for playing each of the games.



Each group then took turns using a computer to word process the rules of the various games. They edited their instructions until they were happy that they were correct.

© Photograph BBC

The instructions were printed out and passed to the other Year 2 class to test them out and suggest any necessary amendments.

Primary Framework for Literacy Year 2:  
Presentation

- Word process short narrative and non-narrative texts.

## Festivals and Celebrations

A group of Year 6 children had brought a selection of greetings cards and gifts to school that commemorated a range of celebrations and festivals from a number of cultures. They made a classroom display of the items and word processed labels to go with each item.

Their teacher thought this subject would be a good one for their next class assembly and grouped the children to work on researching different festivals and celebrations from around the world. The children decided they would like to present their work in

the form of a multimedia, interactive presentation and so each group carefully saved their work to a shared folder as they completed it. The class decided on the 'running-order' of the presentation and each group wrote a script as a commentary for their part.

You can see an overview of this activity plus a sample of one pupil's work on the QCA site. <http://www.ncaction.org.uk/search/comment.htm?id=210>