Let’s Think in English KS2

Michael Walsh
Laurie Smith
KS3

• Since 2009.

• Interest from KS2.

• Some KS2 teachers teaching KS3 lessons to their classes.

• Need for lessons to be new.
KS2 Network Group

• Established in Easter 2013.

• 3 Islington schools and 8 Greenwich schools.

• Approach discussed and lessons reviewed and adapted.
Reasoning Patterns

• Classification
• Frames or Reference
• Symbolic Representation
• Genre Modelling
• Intentions and Consequences
• Narrative Sequencing
National Curriculum Changes

Upper Key Stage 2 → ‘secondary readiness’

• identifying themes and conventions in and across a wide range of texts
• making comparisons within and across books
• making inferences, e.g., about characters’ feelings, thoughts and motives, and justifying them with evidence
• discuss and evaluate how authors use language
• build on their own and others’ ideas; challenge views courteously
• provide reasoned justifications for their views
Sample lesson
# Lessons Year 4-6

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www.letstthink.org.uk
info@letstthink.org.uk
## Lessons Year 4-6

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Teacher Feedback

• The third lesson was really interesting (Hemingway). From the onset all of the children were extremely engaged and interested. Again, the resources were definitely appropriate. Our brightest children were challenged by them whilst one boy who is working below level 2 could still join in and actually had some very relevant ideas. The discussion on features was very interesting - asking the children 'what makes a story' opened the discussion way beyond the strategic National Curriculum formula we are so used to! It was nice for children to move beyond the "VCOP" and "5 paragraph" approach to story writing and be a little more creative!

• Overall I think these lessons would be a valuable addition to any literacy curriculum. Whilst skills based lessons have their place, I think it is important to develop children's reasoning skills and their ability to form opinions. The CA approach helps children to develop skills that will be useful in all subjects - not just literacy.
Teacher Feedback

• The second lesson (poem) was amazing! At first I thought the poem was way beyond them and was not sure what they would make of it, particularly considering how complex some of the language is. However, once it had been read to them and discussed, lots of them already had a firm grasp on the meaning. Any ambiguities presented by the language made way for some interesting debate.

• The children had a wide variety of ideas and were able to discuss the rationale behind their thoughts. I think that children get far more out of more open tasks like this. When their opinions are valued and they aren't playing 'guess what the teacher wants to hear' the quality of some answers is astounding! The beauty of this lesson is that they still learnt lots about text types and features (Year 6 mantra) but they probably learnt more about poetry than I would have taught them in a week!
Teacher Feedback

Throughout the course of these lessons, I found myself constantly reappraising the children’s literacy levels based on a new (and more accurate) sense of their thinking; their ability to work through challenges; their ability to listen, understand and build. In fact, there are 4 boys in the group who have been assessed at level 3 and below; this is based mainly on their reading and writing. In the CA lessons, the same boys were making suggestions, co-constructing ideas and attempting to explain some sophisticated inferential ideas from the text.
Student Feedback

• And as soon as I got home from school today, I wrote several six line short stories. I've picked the ones I liked. I'd be very interested in your feedback.


I thought that your lesson today was really great. Such a shame that you can't do more!

Best wishes

Madeleine
Student Feedback

- Makes you think more deeply. Debate
- Makes you ask 'good' questions. Listen
- Teaches you to justify your opinions. Reasoning
- Helps you to understand things better. Justify
- Develops our thinking skills. Think
- Discuss. Speak
Head teacher Feedback

There are a number of key features in the Let’s Think English lessons that teachers have been using that have led to successful teaching and learning. This includes:

• a greater focus on teachers allowing children more thinking time.
• teachers asking more probing questions to elicit greater understanding.
• a greater emphasis on creating a safer thinking and learning environment, through for example the principle of social construction, increased thinking time (as above) or using the language of 'good mistakes'
• children becoming increasingly more aware that they are also involved in guiding their learning
• teachers using many CAL strategies to support effective school assessment for learning strategies
Next Steps


• Partnership with Grafton School (Training School) subsidised training from Sept 2014.
Further Information

Michael.walsh@islington.gov.uk