

Engaging Personally

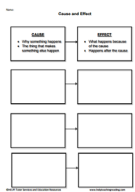
Ideas for teaching and learning activities using graphic organisers and processes

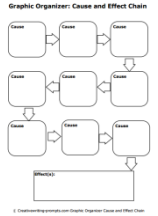
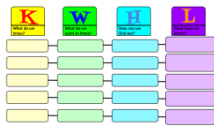
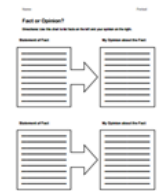
Stage 5 descriptor

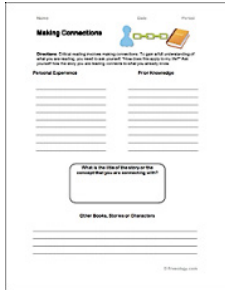
Students' responses to and composition of texts demonstrate a personal understanding of the world based on their own ideas, their experience of texts and their experience of life. They project an authentic voice through different types of texts.

Stage 4 descriptor

Students respond to and compose texts reflecting their widening world. They identify ways in which their own experiences, perspectives and contexts influence their responses.

Engaging personally teaching and learning ideas	Syllabus intent	Links to graphic organisers
<p>A cause and effect chain can be used to take notes on text structure/ language features/ visual features / context etc. to see how a text works, such as, how does it build a persuasive argument, a character, a story line etc.? It can help students to explain and justify their responses to texts. It could also be used to predict a genre and fill in the cause boxes as confirmation/ negation/ subversion as they read and analyse a text and present their final view as the effect.</p>	<ul style="list-style-type: none"> engage with the language and structures of texts in meaningful, contextualised and authentic ways identify, discuss and reflect on the ideas and information in a range of texts critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage explain and justify responses to texts and widening personal preferences within and among texts 	<p>Cause and Effect (PDF 185KB)</p>  <p>Cause and effect chain (PDF 13KB)</p>

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		 <p>Graphic Organizer: Cause and Effect Chain</p>
<p>Use the KWHL to help students recognise how their personal experience and knowledge helps inform their reading and understanding of texts and creation of new texts. It will help students identify their areas of weakness or limited knowledge and identify ways to enhance their work.</p>	<ul style="list-style-type: none"> • create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate • explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts 	<p>KWHL: What do we Know? / What do we want to Know? / How can we find out? / What have we Learnt?(PDF 120KB)</p> 
<p>Use the Fact and Opinion organiser to help students explore and reflect on their personal understanding of the world and significant human experience by interpreting representations of life in texts and writing informed opinions based on the facts. Use the completed sheet as a way to discuss the values found in texts; both their own and others.</p>	<ul style="list-style-type: none"> • consider and analyse the ways their own experience affects their responses to texts • explore and reflect on their own values in relation to the values expressed and explored in texts • create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate • create literary texts that draw upon text structures and language features of other texts for particular purposes and effects • express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency 	<p>Fact or Opinion? Statement of Fact/ My Opinion about the Fact (PDF 42KB)</p> 

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	<ul style="list-style-type: none"> consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own create texts to demonstrate their view of the world with reference to the texts of other cultures 	
<p>Help students to understand how their knowledge, experience and knowledge of other texts influences their responses to and helps them make meaning of new texts. Use it as an initial activity to review at the end of a deep textual study and show students how their informed understanding may have changed their response to the text.</p>	<ul style="list-style-type: none"> recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts consider and analyse the ways their own experience affects their responses to texts explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts explore and analyse the ways in which personal experiences and perspectives shape their responses to texts present an argument about a literary text based on initial impressions and subsequent analysis of the whole text analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others 	<p>Making Connections with reading: Personal experience/ Prior Knowledge/ Other Books, Stories or Characters (PDF 82KB)</p> 
<p>These simple organisers offer a way for students to reflect on how they think and make links to their world during reading – this could be an</p>	<ul style="list-style-type: none"> recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts engage in wide reading of self-selected texts for enjoyment and share 	<p>What I read/ What it reminded me of (PDF 71KB)</p>

Engaging personally teaching and learning ideas

Syllabus intent

Links to graphic organisers

introductory task for students to determine the ways they make links whilst reading or the things that stand out in texts. Follow this activity with asking students to recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts.

- responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts
- explore and analyse the ways in which personal experiences and perspectives shape their responses to texts



Go to [Education Oasis](#) to download Text to self, Text to text and Text to world PDFs.

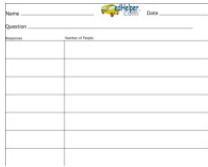



A bar graph/ attribute graph can help students decide on the power of techniques in a text/ argument/ persuasiveness/ enjoyment etc. They could list the features of their own emerging sense of style and then rank effectiveness or survey others to determine a responder's view.

- explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
- develop a sense of personal style and taste in composition and response
- describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts
- appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts
- create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts

[Attribute/Bar graph](#): Topic: 1-10 (PDF 31KB)



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<p>Use a class survey about a given text or their own creation to explore appreciation, effectiveness of different features, modes etc. Use it to reflect on choices, for organising their thoughts about their audience, or for finding out the effect of textual choices to help inform students' ideas prior to their experimentation.</p>	<ul style="list-style-type: none"> • explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints • engage with the language and structures of texts in meaningful, contextualised and authentic ways • appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts • investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts • create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts 	<p>Survey: Question: Responses/ Number of people (PDF 44KB)</p> 
<p>This poetry organiser can be used to help students in creating their own poems, rich with figurative language. It can also be used to explore other poems and identify the techniques used or to collect strong examples of techniques through wide reading before asking students to adapt them and create an original poem. Teachers could make similar graphic organisers with specific techniques to encourage student experimentation.</p>	<ul style="list-style-type: none"> • experiment with language forms and features to compose texts for pleasure and enjoyment • use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure • create literary texts that draw upon text structures and language features of other texts for particular purposes and effects 	<p>Poetry terms: Alliteration/ Rhyme/ Metaphor/ Personification/ Simile/ Onomatopoeia/ Poetry Topic (PDF 147KB)</p> 

The intention of this document is to illustrate teaching and learning activities based on graphic organisers and each of the processes.