



Objectives & Outcomes

This teacher's guide provides two different lessons for a Primary 7 class, focused on the three central Literacy skills; Talking and Listening, Reading and Writing. All of the objectives have been based upon KS2 Statutory Requirements for Language and Literacy in the *CCEA Northern Ireland Primary Curriculum* and the *CCEA Levels of Progression in Communication*.

Lesson 1: Syntax Scavenger Hunt

Objectives:

Pupils should develop their Reading and Writing skills and be enabled to "experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect" and "read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning" (CCEA, 2007, p.56).

Task One - Developing vocabulary and writing Skills

Just like the two adventurers in the poem, pupils should embark on their own mini outdoor scavenger hunt around the school grounds. Before this outdoor learning activity, teachers should place 15-20 word cards randomly around the school grounds for pupils to search for.


These words will range from simple to more advanced language to ensure children of all abilities can understand multiple words.

Once the cards have all been collected, children will create a whole class word bank.

They will then use this new vocabulary as a stimulus for writing their own poem about their outdoor scavenger hunt.

This is an opportunity for children to develop and enhance their vocabulary, as well as an ability to experiment with rhyme and rhythm. Thus, all pupils can fulfil *Communication skills in Writing (L4)* by being encouraged to:

"vary word order and use linking words within sentences" (CCEA, 2020, p.2).



It also provides the opportunity for some children to be stretched and challenged to:

"use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions" (CCEA, 2020, p.2, L5).

Task Two – Developing Reading Skills

Once pupils have written their own poem, they should then move into small groups and read their poem aloud to their peers and teacher. This activity will facilitate development of inflection to add meaning when reading aloud.

Afterwards, pupils should be placed into pairs and create a visual story map of their partner's poem. This can help pupils to read accurately and fluently and achieve the *Communication in Reading* skill to:

"show understanding by identifying and summarising information" (CCEA, 2020, p.2, L4).

Lesson Two: Treasure Talk

Objectives:

Pupils should develop their Talking and Listening Skills and be enabled to:

"tell, retell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum" and also to "know, understand and use the conventions of group discussion" (CCEA, 2007, p.55).

Task One: Developing Talking and Listening Skills

Pupils should be placed in small groups of 4-5 and must take turns to describe an adventure they have been on. Pupils should withhold the destination of their adventure, and rather try to use rich imagery to describe the location. Once the pupil has told their story, their peers must each ask one question about the adventure to try and discover where the adventure took place.

This group discussion activity can help children to achieve both *Communication in Talking and Listening* skills to "use language techniques and register to engage the listener" (CCEA, 2020, p.2, L4), and also *Communication in Talking and Listening* skills to "ask questions to explore and develop ideas" (CCEA, 2020, p.2, L5).

Task Two: Developing Talking and Listening Skills

Teachers can lead pupils in a whole class discussion as to what five objects the class would most like to find in a treasure chest. Pupils will be asked to write on a small piece of paper the object they think should be in the treasure chest, and then these will be collected and placed in a pot. One by one the various objects will be read aloud to the class and then children will have to choose the top five objects that they think should be in the class treasure chest. This activity can develop pupils' understanding of how to actively and politely participate in group discussions with peers.

As a result, pupils can achieve both Communication in Talking and Listening skills to:

"ask questions about others' points of view and respond appropriately"
(CCEA, 2020, p.2, L4),

and to "justify ideas and opinions" (CCEA, 2020, p.2, L5).

References:

CCEA (2007) *The Northern Ireland Curriculum - Primary*, Available at: <https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/The%20Northern%20Ireland%20Curriculum%20-%20Primary.pdf> (Accessed: 2nd December 2020).

CCEA (2020) *Levels of Progression in Communication across the curriculum: Primary (Levels 1-5)*, Available at: <https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/The%20Levels%20of%20Progression%20for%20Communicati%20on%20Key%20Stage%201%20and%202.pdf> (Accessed: 4th December 2020).