Entitlement to ICT in secondary English

ICT has fundamentally altered the way we communicate with each other and how we think about reading and writing. It has unique potential to extend and enhance students' learning in English. Used appropriately and imaginatively, it provides possibilities, insights and efficiencies that are difficult to achieve in other ways.

This document offers guidance on the uses of ICT that make a distinctive contribution to teaching and learning in English at Key Stages 3 and 4, with many applications to Key Stage 5.

Introduction

As both a medium and a tool, ICT:

- promotes the integration of speaking and listening, reading and writing required in the National Curriculum Programmes of Study for English;
- enhances the interactive teaching and learning styles recommended in the Framework for Secondary English;
- extends students' ability to exercise choice, work independently and make connections between their work in English and in other subjects.

This document offers guidance on the uses of ICT that make a distinctive contribution to teaching and learning in English. It can be used to plan lessons that promote better learning in English through effective use of ICT.

There are six sections:

1   Exploring and investigating

2   Responding and interpreting

3   Reflecting and evaluating

4   Composing and transforming

5   Presenting and performing

6   Communicating and collaborating

1 Exploring and investigating

Pupils explore and investigate information, ideas, language structure and usage in English. ICT can enhance and support these activities by:

- providing access to a vast range of information sources across the world from the classroom or home;
- enabling a library of texts to be readily stored, accessed, displayed, shared and explored by whole classes, groups or individuals;
- permitting non-destructive annotation and manipulation of texts to explore language, form and structure;
- providing powerful tools for analysis.

ICT extends and enhances this by enabling pupils to:	National Curriculum references	Framework references	Example
access information electronically from sources in and outside the school	1.3.a, b, c 2.2.a, e, f, h, i, p 2.3m, o 2.3t 3.2h, i	5.3 6.1 6.2 10.1, 10.2	Research the background of a text, for example its social historical and cultural context. Research a topic to provide raw material for a brochure or leaflet Investigate language, for example by using a language corpus or online dictionary or by comparing language changes over time by using digital archives such as those provided by newspapers and the British Museum.
develop a wide range of research and study skills	2.2.a, b, d, e, f, l, p 2.3r 4.2c	5.2	Compare versions of information on both factual and controversial topics to assess the relevance, viewpoint and accuracy of information; students compile contrasting extracts, duly referenced, to report their findings
use a wide range of strategies to pursue contrasts, comparisons and connections dynamically	1.3.c 1.4.b 3.4c, d	5.1, 5.2 6.1	Use hypertext to explore the relation between texts Compare documents, for instance, two drafts of a poem, using split-screen arrangements Locate and compare information from websites or reports on an event, for example in newspapers from different counties or standpoints, to explore issues of objectivity and bias Explore global differences in language use, for example by comparing news websites from several countries. Record and display the changes made to a text to trace the drafting and editing process as a subject for discussion
order and arrange text and data experimentally	2.2a, j, l	9.3 10.1, 10.2	Use a database of language to explore word usage Disassemble and reconstruct a text to explore the author's use of language by isolating its characteristic features at word level. Text can be collapsed into a list which can be investigated in a range of ways at word, sentence and text level. **Example**: Year 10 students were studying Hardy's 'The Ruined Maid'. Teachit Cruncher was used to collapse the poem
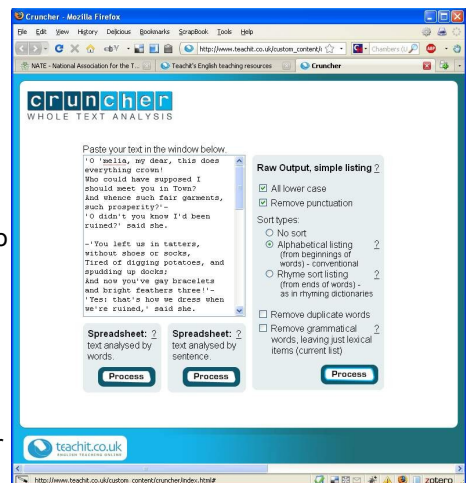
prior to an investigation of the language used, both in terms of vocabulary and grammar: www.teachit.co.uk – Whizzy things section.

sort and process text and data quickly and efficiently	2.2a, b 10.1, 10.2	Search for and highlight specific aspects of a text to investigate a feature of the language ('text mapping')
		Use a spreadsheet to present in a pie chart findings from a pupil questionnaire as part of a discursive essay

2 Responding and interpreting

In English, pupils respond to and interpret literary and non-literary texts in spoken and written language and so develop and demonstrate their understanding and appreciation.

ICT can enhance and support these activities by:

- widening the text range in the English classroom;
- enabling pupils to develop critical reading skills in relation to the range of multi media texts they receive outside the classroom;
- providing a range of tools for annotation and collaboration.

ICT extends and enhances pupils' response and interpretation by enabling them to:	National Curriculum references	Framework references	Example
annotate text in innovative ways	1.4a 2.2b, f	5.1, 5.2 7. 2, 8.1	Mark an electronic text to emphasise selected features of language, for example map the use of emotive terms in an argument using an interactive whiteboard, whiteboard pen and projected image, or word processing tools. **Example**: Key Stage 4 students highlight features of Martin Luther King's 'I have a dream' speech such as repetition and imagery. See OU's Moving Words website for detailed illustration and resources: http://www.open.ac.uk/crete/movingwords/pages/oration/king.html

Use hyperlinks to connect two or more texts, for example adding a commentary or glossary document with hyperlinks from an electronic version of a source text or connecting an alternative ending to a fiction text.

Use hypertext to link images and sound recordings in response to an electronic version of a source text.

Use a multimedia presentation package to combine text, sound and visuals that add to or contrast with the words of an original text

Use footnotes or insert comments to annotate a poem under discussion as a class exercise or in preparation of a learning resource

Use tables or split screen functionality, to arrange subtext comments or commentary, for example adding characters' secret thoughts to lines of a play

Add speech bubbles and captions to graphics

| enrich or broaden the context of literary study | 2.2d, e | 5. 1, 6.1 | Link to the Internet or draw materials from CD-ROMs to give access to the social, cultural and historical background to literary and media texts **Example:** Biographies, interviews, readings and learning materials available at The Poetry Archive: www.poetryarchive.org |

Read and contribute to a collaborative web-based area such as a wiki, discussion board or electronic conference, to share ideas and responses to textual study, with peers or subject specialists. **Example:** Year 8 classes studying poetry used a wiki for conversations which continued outside lesson times and gave all students a voice. See the case study 'Building learning power with wikis' by Anna Richardson at www.nate.org.uk/htt

see texts in alternate versions	2.2d, f, h	5.1, 5.3, 6.1, 6. 2	Compare original manuscripts with the modern versions, to assess how punctuation, word usage and layout changes over time
		10.1	Access the original draft of a poem via the Internet and compare it with the finished work
			Compare various versions of a text, for example *Romeo and Juliet* as a play, a film and an animation
use a wide range of ICT-based analytical and critical techniques	2.2a, b, c 1.4b	5.1, 5.2, 5.3	Use cloze-procedure programs or other text manipulation programs to explore a text Use electronic concordances to research historical use of words Use a grammar checker to compare reading ages of texts Examine the authenticity and reliability of texts published on the Internet

| Consider how authors make choices regarding content, form and structure in accordance with their audience and purpose, comparing traditional and electronic text forms	1.3a 2.2h, j, k, l, m, n, p 3.4d	6. 2, 6.3, 10.1, 10.2	Recognise the links and contrasts between traditional and 21st Century text forms, such as diary and blog, autobiography and social networking site profiles.
			Understand the links between register and tone with form and content in a range of web-based and traditional text forms. For example, consider the informality of the blog form with the formality of a traditional published autobiography. **Example:** Year 10 students at Eastbourne Technology College created their own blogs, with some reluctant writers becoming engaged in recording their personal interests. See 'Blogging, but not for England' at www.nate.org.uk/htt
			Understand the nature and purpose of web-based authoring and safety and confidentiality issues for the many young people authoring in this public space – for example, consider what is and isn't appropriate information to include in a teenager's social networking profile.
Read and interpret how meaning is created through the combination of words, images and sounds in multi-modal texts	2.2a, b, c, f, g, h ,i		Consider the relationship between audience, purpose and the creation of meaning in short trailers and adverts
			Use video creating/editing software or image editing software to plan, author and comment on the creation of meaning in a short movie or photo story **Example**: EAL students at Bishop David Brown School explored poetry through images; see the case study by Tom Charles at www.nate.org.uk/htt
			Read the meaning of the visuals in an advert or video clip, before adding an appropriate narrative or voice-over.

3   Reflecting and evaluating

In English, pupils reflect upon and evaluate both their own and others' language use, spoken and written, to refine their own practice and learn from others. ICT can enhance and support these activities by:

- capturing texts and practice;
- facilitating the editing process;
- providing alternative modes of comment and reflection;
- providing access to materials suitable for modelling and/or comparison.

ICT extends and enhances this process by allowing pupils to:	National Curriculum references	Framework references	Example
record ephemera for later review	1.4c 2.1e,i	1.2 5.2	Record drama presentations, through still or moving camera images, to be reviewed later, perhaps as part of a plenary reviewing the learning
			Spoken work, either by individuals, pairs or groups, is recorded (eg using Audacity software) so that the main points can be extracted and examined later, or the work can be reviewed. **Example:** students recorded a scene from *The Tempest* for later review. Audacity is a free download: http://audacity.sourceforge.net/
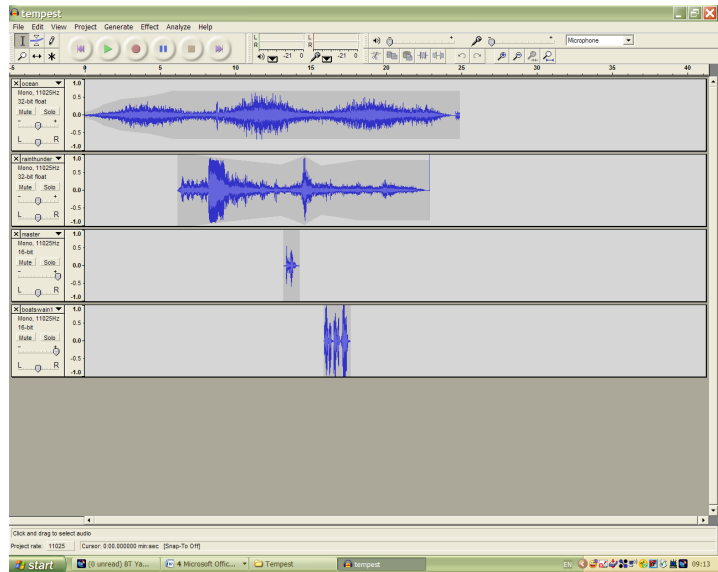
Record material using a digital camera for discussion or manipulation using editing tools

Record speech for transcription and analysis

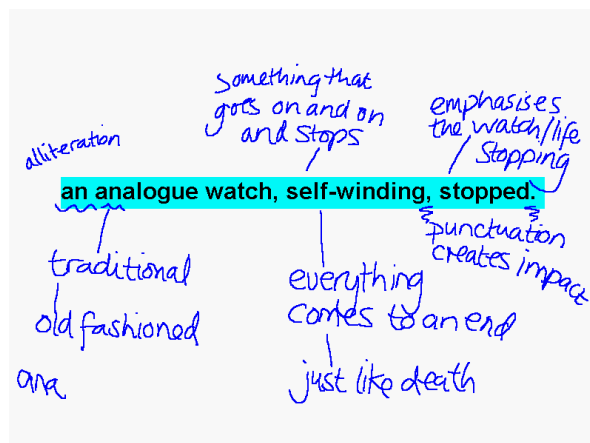|			
digitally record appraisals of texts and issues	1.4a,c	2.1	Pupils create individual blogs to reflect upon and evaluate a process, e.g. work experience, or a text being studied. Peers can then evaluate and comment on each other's work. Example: Year 10 students Newent Community School used blogs to record their work experience - see case study from Mark Ellis at www.nate.org.uk/htt
	2.1a,d,j	5.2	
	2.2a,f	7.2	
	2.3o	8.1	
	3.3b		Pupils design and create a podcast examining a text, which can be broadcast as a revision aid for other students. **Example**: Year 10 and 11 students at Kingsmead Community School used podcasting to improve close analysis of language in poetry – case study by Carrie McMillan at www.nate.org.uk/htt
	4.3e		
			Set up wiki pages to explore, debate and evaluate texts
access digital resources to support their evaluations and reflections	1.4a	1.1	A teacher or teaching assistant records texts – for example a class reader, to provide additional source material as well as access for pupil(s) with reading difficulties
	2.2a	1.2	
		5.2	The teacher records notes, reflections and comments on examination texts, which can be accessed later by students to support study and/or revision.

Notes collated on an interactive whiteboard, during whole-class study, can

be made available on the school network for further consideration or revision.

edit work easily	1.4c	8.5	Draft and re-draft work, facilitating teacher intervention during the writing process
	2.3q	8.6	
			Share drafts with numerous others using the Internet or in class through a shared screen or projector or visualiser. **Example**: a visualiser was used to provide rapid text analysis and feedback with Year 7 students from Easingwold School who were writing poetry - see case study by Phil Grosset at www.nate.org.uk/htt
retain evidence of the editing process so that it can be examined	2.3q	8.5	Track the composition of a poem or short text by saving successive drafts
		8.6	Track the changes made to an existing document using the reviewing facility in a word processing program
annotate their work	2.3r	7.1	Use the 'insert comment' facility in a word processing program to add notes to their own work , explaining the composition process
	4.3e		
			Add notes to a draft piece after discussion with others, to record comments and possible improvements
test their level of knowledge and understanding	1.4a	5.1	Use quizzes and activities to test prior knowledge and/or learning. Example: the quiz generator on www.classtools.net - see 'Active revision strategies for C/D borderline students' by Sam Custance at www.nate.org.uk/htt
	2.2f	7.2	
			Create a PowerPoint quiz with one question per slide and which is set to run automatically, to enable pupils to quickly self-test their knowledge of a text or issue from the previous lesson
			Use a message board or chat facility, with 'threads' or questions set up designed to provoke an evaluation of a text or issue
access a wider range of good practice, models and guidance	1.4b	5.2	Locate relevant guidance on examination boards' websites such as mark schemes, training materials, etc.
	2.2e		
			Independently find examples of Level 7 writing to see the standard that has to be attained

4   Composing and transforming

In English, pupils use language creatively, in speech and writing, to express their ideas, thought and feelings. They use and adapt material for different audiences and purposes. ICT extends and enhances these activities by facilitating:

- experimentation and risk-taking;
- the addition of other media and forms of expression;
- sharing and feedback;
- reflection on what has been achieved.

ICT can help pupils in the writing process by enabling them to:	National Curriculum references	Framework references	Example
plan more dynamically	2.3a 2.3g 2.3q	7.1	Use outline layout in Word or the slide sort display in PowerPoint to organise and reorganise a piece of writing, such as instructional writing or a literary essay.
manipulate their own text on screen	2.3b 2.3j 2.3q	8.1 8.2 8.3	Use the antonym facility in a thesaurus to replace adjectives and adverbs in a description they have written in order to change the emphasis – for example to make a narrative setting menacing rather than welcoming; Use cut and paste (or its variants) to experiment with the line order in a poem. Vary sentence structure and punctuation to see what difference is made to a piece of their writing.
See the writing process modelled	2.3b & passim	7.1	Teacher uses data projector (with or without interactive whiteboard) to show the process of constructing a short text, together with false starts, alterations and suggestions from students.
use combinations of word, image and sound	2.2i 2.2p	8.5	Design web pages or multimedia presentations based on a theme or topic, using moving or still images, sounds and music Create podcasts to bring out the qualities of a text, such as a poem. **Example**: Year 9 students at Batley Girls' High School were exploring 'Poems from Other Cultures'. In small groups they were asked to create recordings of one of the poems. Before doing so they made notes on a large print out of the poem indicating where they would pause, add emphasis, change tone etc. as well as noting who would say which words or lines. They practised their readings and then using Audacity, recorded their versions. Afterwards, the class listened to each of the poem readings and discussed in what ways the interpretation was appropriate and/or helped them to understand it better. See 'Analysing the language of poetry through podcasts' by Kate Murphy at www.nate.org.uk/htt
use hypertext links to other documents and resources	2.2d 2.3p	8.5	Create a document which brings together information from a variety of sources, such as a document advising students of good revision practice with links to websites, to guidance documents and exemplar revision notes.
compose multi-authored text using a VLE or other Web2.0 facility	2.3e 2.3p	8.1	Pairs of students write one section of a guide to the school for new pupils; the whole-class reviews the sections to ensure consistency of style and appropriate alterations are made Students create the first part of a narrative, which is continued in relay fashion by other members of the class (or beyond the class, beyond the school)

change the organisation, structure and qualities of texts to suit different audiences and purposes	2.3d 2.3k 2.3n	7.2 8.4	Adapt an electronic text to change the text's audience – for example an extract of a classic novel to make it accessible to younger readers;
			Adapt an electronic text to change the text's purpose. **Example**: Travel Guide transformation: students were provided with an electronic copy of an extract from a travel guide, such as the Rough Guide or Lonely Planet series. The extract was less than complimentary about the destination described. In pairs, students discussed the text, made a copy and then edited it in order to make the text acceptable to the local Tourist Office. In a plenary, students shared their edited texts and discussed which versions were the most effective. Discussion points: Which are the key words and phrases altered and how were they changed? Does the final version read smoothly? Is the tone right?
save, record, edit and adapt their work quickly and efficiently	2.3g 2.3p	8.6	Conduct a survey of reading habits and library use and present this information for a variety of audiences and purposes, such as a report to the librarian, letter to children's publishers, a request for comparison from a partner school or a library advertisement for younger pupils
adapt existing text dynamically	2.2j 2.2n	8.5 6.2 6.3	Prepare text for reading or performance using text-marking techniques such as highlighting or different fonts and layouts to indicate emphasis and tone
			Use display functions (such as those available in interactive whiteboard software) to bring out the qualities of a text, eg by rotating, echoing, enlarging letters, words and phrases.

5 Presenting and performing

In English, pupils present and perform in speech and writing to a range of audiences, as part of the learning process and to demonstrate the outcomes of their learning. The ability to showcase and share work in a professional way using ICT

- is motivational and leads to deeper engagement;
- provides pupils with real audiences beyond the teacher and their peers;
- enables pupils to combine speaking and listening, reading and writing in multi-media presentations;
- creates confident, independent learners;
- promotes effective group work and collaboration.

ICT extends and enhances performance and presentation by enabling pupils to:	National Curriculum references	Framework references	Example
perform or engage in speaking and listening activities in professional and/or innovative ways	1.1e, 1.4c 2.1a 2.1b 2.1d 2.1j,	1.1 2.1 3.1 4.1	Create an interactive slide show to include text, sound and/or film excerpts (presented using an interactive whiteboard) to support a point of view in a class debate
			Create tables/pie-charts, etc, to record findings of an investigation, such as an oral survey on the favourite books of school staff
			Film, edit and upload short videos on a given topic to the school's Virtual Learning Environment and comment critically on each other's contributions through a discussion board
present work	1.2a	4.1	Create a quiz for fellow pupils on a text or topic studied to demonstrate

| inspired by reading	1.2c	5.1
in professional	1.4c	5.2
and/or innovative	2.2f	5.3
ways	2.2i,	6.2

their understanding eg using PowerPoint or drop-down menus. **Example:** Year 11 students created a 'Who wants to be a Millionaire?' quiz on *Far From the Madding Crowd.*
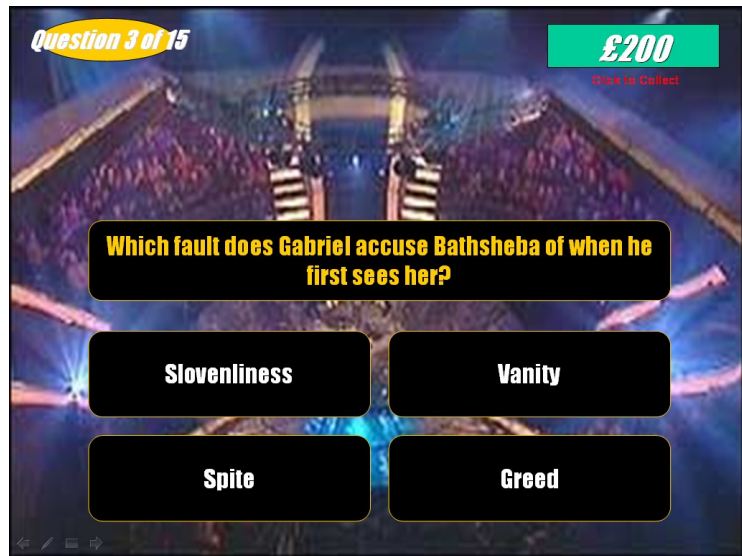
Create a My Space or Facebook page for a character studied in a class novel.

Create a multi-media scene from a Shakespeare play using Kar2ouche or similar software. Pupils can a) 'direct' a straight performance (or summary) of the scene and b) then may develop this by annotating the scene with thought bubbles illustrating a character's feelings at a given point – see http://www.kar2ouche.co.uk

Create an interactive slide show of a poem set for examination (presented using an interactive whiteboard) to act as a revision resource for fellow pupils . **Example**: Year GCSE students' slides on 'Two Scavengers'
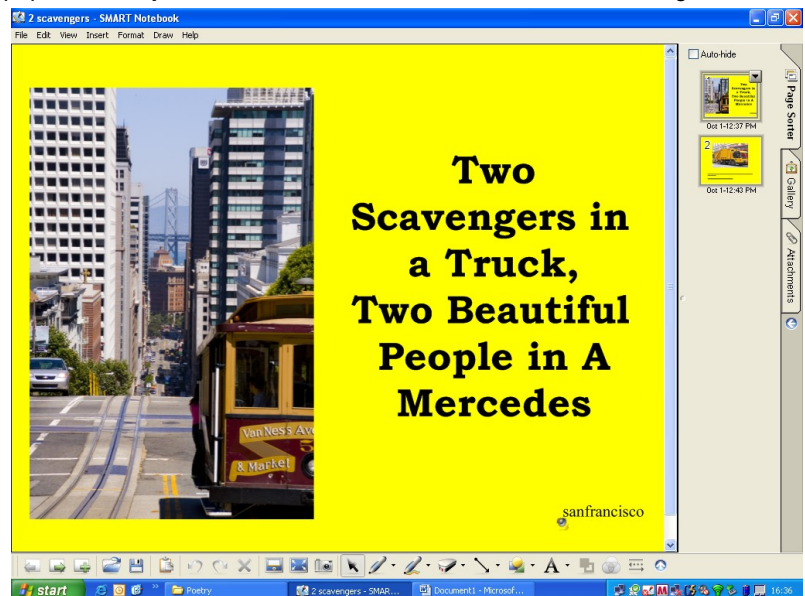
Post-16 students use a discussion board to present findings from their critical reading on a set text, share with their peers and build on each other's work

present written work professionally and/or in innovative ways	1.2a 1.2b 1.2d 1.4c 2.2n 2.3p	7.2 8.5	Write a short story for a given audience, select appropriate illustrations and publish using a desk-top publishing application.
			Use a simple publishing package (such as Teachit's 'Publisher', http://www.teachit.co.uk) to create the front page of the *Scottish Herald* at key points in *Macbeth* (eg Macbeth is named Thane of Cawdor, the death of Duncan and Malcolm's accession).
			Create an anthology of the pupil's own poems or favourite poems: use a simple word processing or publishing package to produce this in leaflet form, or incorporate sound, images and film for a multi-media anthology
select from a wide range of audiences throughout the world	1.1e 1.2d 2.1a 2.1d	3.1 3.2	Use the school web site or local grid for learning to initiate an email , discussion board or wiki discussion based on a class debate
			Make podcasts or videos on individual poems studied (or groups of poems linked by theme) and share with students. These can be both analytical and creative response to literature. **Example**: staff at St Luke's College, Devon made GCSE poetry revision videos for students to use on their mobile phones and MP3 players.

Film an advertisement for a product, using persuasive techniques, and publish it on YouTube

exercise choice of medium and design while composing	2.2i		Collect images and sounds during a school visit in order to use these in a presentation to parents or another class. Pupils could choose to assemble a photographic or interactive display, web site or multimedia presentation with commentary
collaborate with other subject areas	4.3		In collaboration with the drama department, pupils prepare a presentation as the background to accompany a school production, selecting appropriate images, sounds and text.
			English and history students contribute pages to the school website on their studies of the First World War.

6   Communicating and collaborating

In English, pupils communicate and collaborate with many audiences and communities in and beyond the class room, as part of both the process and the product of their work. ICT extends and enhances these activities by facilitating:

- communal participation in the construction and editing of text, independent of geography (the project can span the world);
- mass access to information, both in school and outside school;
- flexible and dynamic forms of interaction and discussion across the whole range of distance communication;
- publication and sharing of creative work, instantly, to a world-wide audience.

ICT extends and enhances these opportunities by allowing pupils to:	National Framework Curriculum references references	Example
communicate and collaborate with others widely, efficiently and flexibly	1.2a, 1.2d, 3.2, 10.1 1.3c, 1.4c, 3.4b	Participate in a young readers' web site to share views and opinions about their personal reading preferences
		Construct a wiki to explore dialects and the meaning of newly coined words and phrases across the world
		Exploit social networking sites to collaborate with others across the world
collaborate effectively in reading and writing	1.2c, 1.4c, 5.1, 5.2, 2.3d, 2.3n, 5.3, 4.2d, 4.2e, 4.3h	Take part in whole-class shared reading and shared response to a text using an interactive whiteboard
		Continue a collaborative writing task started in school by accessing the text from home using email, blog or wiki
		Interact remotely with writers in virtual residence by email or video conferencing. Make a literature wiki around authors being studied.
		Use blogs to record and share personal views about reading and writing
focus and direct their discussions more effectively	2.1a, 2.1d, 3.1, 3.2, 2.1e, 2.1h, 6.2 2.2d, 3.1a, 3.1d, 4.1d	Use simulation software to promote discussion and justification of standpoints
		With guidance from the teacher use CD-ROMs or web sites to stimulate discussion, particularly where the software includes questions to prompt a considered response from the group
		Use online debates to discuss poetry being studied. **Example**: 'Wiki wars': at Dane Court Grammar School a wiki was established for each of the poems in the GCSE anthology. Using the discussion facility, pairs of students debated specific issues competitively, aiming to win their side of the argument – whether or not they personally agreed with it. The result was powerful, dynamic, absorbing and very much in tune with current communication methods found in online chats and social networking sites. See 'Wikiteers, wiki-wars and the AQA Anthology' by Carol Weale at www.nate.org.uk/htt
		Use visualisers to gather and share opinions and information
		Use voting systems to focus debates and record opinions
enhance their performance in role play, drama and simulation	2.1j, 2.1k, 2.1, 2.2, 2.1l, 2.2a, 8.1, 8.5 2.2i,	Record images or sequences with a digital stills camera or a digital video camera to aid reflection and evaluation
		Use a data projector to project a backdrop for their performance

Use PowerPoint slides as a counterpoint or alternative 'voice' in a reading of Shakespeare. **Example**: PowerPoint Counterpoint – Year 9 students working on *Macbeth* Act 3, Scene 1, used PowerPoint to bring alive the hidden thoughts of Banquo and Macbeth, as Macbeth fishes for information so that he can murder his friend. The performance of the scene by the students was accompanied by these thoughts, projected onto the wall behind the actors, in the form of thought-bubbles and occasional graphics.

Use Windows Movie Maker to assemble images and sounds as a multimodal accompaniment to live performance

Case studies: a number of the examples here refer to case studies from the NATE project on 'Making hard topics easier to teach with ICT', which was funded by Becta. Each case study provides practical guidance on applying these techniques in the classroom. The complete set, with an overview and summary of key outcomes, can be found on the NATE site: www.nate.org.uk/htt

This entitlement document was produced by the National Association for the Teaching of English (NATE) in 2009. It builds upon the version produced by NATE, QCA, The National Strategy and NAACE (National Association of Advisers for Computers in Education) and published by Becta in 2003.

NATE

National Association for the Teaching of English
50 Broadfield Road, Sheffield, S8 0XJ
www.nate.org.uk – email: info@nate.org.uk
telephone: 0114 255 5419