



# Reading and Literacy CPD Resource Booklet

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2023-24

**'The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread.'**

Ofsted Reading Framework 2021

# Skimming and Scanning

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**Skimming:** Quickly reading a piece of text, trying to pick out the most important information as quickly as possible.

**Scanning:** Reading the text quickly, looking for particular features e.g. Names, dates, places, figures.

## The Harrying of the North

William had won the Battle of Hastings in October 1066 and was crowned King of England on 25th December 1066. However, not everyone in England supported him. Many Anglo-Saxons were angry at the Norman's taking over their country and the death of King Harold. William put many of his Norman friends into important positions once he was King, giving them land that had previously belonged to Anglo-Saxons.

In 1068 William made a Norman, Robert de Commines, Earl of Northumbria. In January 1069 the people of Northumbria were not happy with this and Robert and his army of 900 men were killed in Durham because the people of Northumbria did not want to have a Norman as their earl.

The Anglo-Saxon army were joined by Edgar the Atheling who they wanted to rule the country instead of William. They marched from Durham to York, where they captured the city from the Normans. They were joined by Danish troops sent by Svein Estrithson the King of Denmark.

William was incredibly angry at these acts of rebellion and needed to defend his country. He immediately marched North with his army and defeated the rebels. Following on from this throughout 1069-1070 William led his army across the whole of Northern England, burning houses down and killing people as he marched. Entire villages and farms were burnt to the ground, with all farm animals killed and crops destroyed entirely. When William was done, the land was nothing but a blackened wasteland. This led to a terrible famine which killed many people due to the starvation it caused. It is estimated this killed up to 100,000 people.

Pupils are given larger sections of text like this one, they are then given a role in pairs - one skims, the other scans. They are given 3 minutes to either skim or scan the text. It is then removed from them and on mini whiteboards they complete a short quiz/true or false activity/discussion of the key words to see what they have been able to gain. We will then have a broader discussion of the text and complete a more in-depth piece of work, based on this initial level of understanding.

# Breaking Down Complex Writing Tasks

## Single paragraph outlines (SPOs)...

provide a great model for students on how to structure their response. This is particularly helpful at KS4, providing a plan with a beginning, middle and end in a unified and coherent paragraph. This helps to encourage a systematic but flexible approach to paragraph structure.

## @MrThorntonTeach...

breaks down a paragraph structurally, and develops tasks that scaffold each writing step (made for history students).

### Planning: Single Paragraph Outlines

When planning these, Single Paragraph Outlines (SPOs) are a great method to plan out each paragraph.

Explain why there was opposition in Germany to the Treaty of Versailles (1919).  
You may use the following in your answer:

- military terms
- territorial terms

You must also use information of your own. (12 marks)

Signpost Sentence: Write your sentence out here

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Supporting Detail: Remember this is examples to support your point and explanation WHY it caused opposition.

- .....
- .....
- .....

Link Sentence: Write your sentence out here

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Write your point here

Give examples to support your point and explain the WHY in the Q.

Write link to the question

Mark /15	Description
0 - 4	Words are often spelled incorrectly. There may be a lack of clear punctuation or accurate capital letters. All sections of the paragraph structure may not be completed. I haven't answered all of the question (all of the bullet points) AND my answer lacks detail.
5 - 9	Words are mostly spelled correctly. Punctuation and capital letters are mostly accurate. All sections of the paragraph structure may not be completed. I haven't answered all of the question (all of the bullet points) OR I haven't answered in enough detail.
10 - 15	Words are all spelled correctly. Punctuation and capital letters are always accurate. All sections of the paragraph structure are completed. I have answered all of the question (all of the bullet points) AND I have answered in enough detail.

Stop! Before you finish, check and see if you've done all the following:	✓	✗
Are all my words spelled correctly?		
Do I have all the right capital letters?		
Have I used punctuation to help make my writing clear?		
Have I included all parts of my paragraph structure? ( <i>Signpost, description, analysis, link</i> )		
Have I talked about Shakespeare's times?		
Have I talked about why I think we study Shakespeare?		
Have I explained the skills we have learned?		

I adapted the SPO to work for an end of topic reflection for their study of 'Much Ado About Nothing'. I made my own success criteria and mark scheme to help students metacognitively manage their own learning and peer-assess each other's work.

I modelled these tasks using I Do/We do/You do with two classes to provide a model answer. Then, students were given their own SPO outline with broken down tasks to complete as their planning.

# Re-introducing the nine mark “Do you agree?” Question

Lets reintroduce the “agree” question which is very similar to assess the extent. They look like this: →

**Transnational corporations (TNCs) only bring advantages to the host country. Do you agree with this statement? Justify your decision [9 marks]**

## Task:

Can you remember about answering these questions?

- .....
- .....
- .....

## How far do you agree with this view?

You may use the following in your answer:

- Do you agree with this statement?
- You must also use information of your own (9 marks)

## What is the “agree” question?

- There are **9 marks**
- Spend **10 minutes** on this question
- Make sure you **read** the question carefully
- Argue, analyse and evaluate how far you agree

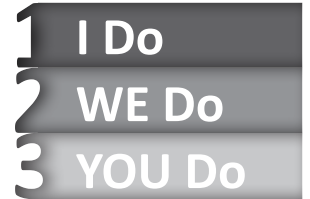
Today we are going to prepare to answer the above question for a mini assessment next lesson.

To guide you through this, we are going to use the I, We, You technique to plan for this.

## Step 1: ‘I’ Model Answer

This is the example that is in the booklet for you; highlight the four key parts of the answer

*One of the many advantages TNCs bring is the creation of employment (jobs). L’Oreal employs nearly 800 people in Indonesia with almost 450 of them working at the new factory in Jababeka. Employment means that local people can have better wages and spend them on local services. They also have better wages to spend more on luxuries rather than necessities improving quality of life. Local services grown in size and the tertiary sector grows in turn. These companies pay tax and tax is invested in public services and attracting other companies to invest. The multiplier is the most significant advantage as it provides economic growth and social development.*



- Signpost**  
Identifies point in opening sentence
- Description**  
Specific knowledge used to describe advantage
- Analysis**  
Analyses and evaluation of the advantage
- Link**  
Links back to the question

## Step 2 : ‘We’ Completion Example

Our next paragraph focuses on another trade model. This paragraph starts with the following signpost sentence.

Another advantage is 262 people became homeowners

Spend 3-4 minutes with your partner to bullet point 4 details that you could include in your paragraph to support this point. Then, also pre write your final link sentence and be prepared to share this with the class.

- Part of the multiplier effect
- Having a house means they have more money for luxuries
- Having their own house gives them security
- .....

Link - We agree to a large extent that there are many more advantages as people are benefitting socially and economically through the provision of jobs (employment). Now complete my pre written example, using your above plan to guide you.

A further advantage is...

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- Signpost (P)**  
Identifies point in opening sentence
- Description (Ev)**  
Specific knowledge used to describe advantage
- Analysis (Ex)**  
Analyses and evaluation of the advantage
- Link (L)**  
Links back to the question



# Re-introducing the 9 mark "Do you agree?" Question

Lets reintroduce the "agree" question which is very similar to assess the extent. They look like this.

Transnational corporations (TNCs) only bring advantages to the host country. Do you agree with this statement? Justify your decision [9 marks]

## Task: Can you remember about answering these questions?

- .....
- .....
- .....

How far do you agree with this view?  
You may use the following in your answer:

- Do you agree with this statement?
- You must also use information of your own (9 marks)

## What is the "agree" question?

- There are 9 marks
- Spend 10 minutes on this question
- Make sure you read the question carefully
- Argue, analyse and evaluate how far you agree

Today we are going to prepare to answer the above question for a mini assessment next lesson. To guide you through this, we are going to use the I, We, You technique to plan for this.

## Step 1: 'I' Model Answer

This is the example that is in the booklet for you; highlight the four key parts of the answer

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Signpost P  
Identifies point in opening sentence

Description E  
Specific knowledge used to describe advantage

Analysis Ae  
Analyses and evaluation of the advantage

Link L  
Links back to the question

## Step 2: 'We' Completion Example

Our next paragraph focuses on another trade model.

This paragraph starts with the following signpost sentence.

A advantage is... ~~about 252 people~~ 252 people have become homebased.

Spend 3-4 minutes with your partner to bullet point 4 details that you could include in your paragraph to support this point.

Then, also pre write your final link sentence and be prepared to share this with the class.

- Part of the multiplier effect.
  - Have a home based job. More money for luxuries.
  - More money to spend on luxuries.
  - More money to spend on luxuries.
- Link: ~~be important to~~ ~~and~~ ~~what~~ ~~that~~ ~~the~~ ~~are~~ ~~many~~ ~~people~~ ~~benefit~~ ~~socially~~ ~~and~~ ~~economically~~ ~~through~~ ~~the~~ ~~medium~~ ~~of~~ ~~employment~~

Now complete my pre written example, using your above plan to guide you.

A further advantage is...

out of the advantages of homebased jobs - 252 people have become homebased. ~~that~~ ~~are~~ ~~more~~ ~~than~~ ~~before~~ ~~on~~ ~~luxuries~~. ~~also~~ ~~they~~ ~~had~~ ~~their~~ ~~own~~ ~~separately~~ ~~to~~ ~~have~~ ~~a~~ ~~home~~ ~~also~~ ~~that~~ ~~more~~ ~~of~~ ~~the~~ ~~multiplier~~ ~~effect~~ ~~that~~ ~~is~~ ~~that~~ ~~the~~ ~~benefit~~ ~~of~~ ~~employment~~ ~~is~~ ~~that~~ ~~it~~ ~~provides~~ ~~a~~ ~~social~~ ~~and~~ ~~economic~~ ~~benefit~~ ~~to~~ ~~the~~ ~~people~~ ~~of~~ ~~Indonesia~~.

Signpost P  
Identifies point in opening sentence

Description E  
Specific knowledge used to describe the advantage

Analysis e  
Analyses and evaluation of the advantage

Link L  
Links back to the question

Claudio's accusation would ruin Hero's reputation because it shows her as someone who isn't subservient to her patriarch and therefore she tarnished her family's honour and pride. "Death is the forest cover for her shame" from my own knowledge I know that means that Leonato hears her daughter dead because Leonato thinks that her daughter has had an affair and he is ashamed and disappointed with his daughter. This is relevant to Shakespeare times because the patriarchy is so important because if ~~any~~ women weren't subservient and they didn't do the patriarchy then they could be ~~even~~ disowned by their patriarch and made a nun. Some people from then times also thought that women weren't at the same level and standards as men. I think we study Shakespeare because then we can learn the Shakespearean Elizabethan language and what to learn what life was like back then for men and women. Women in then times do not expect to get married and have kids with their patriarch until then is. The skills that we have learnt in this subject is how to compare two characters (Hamlet and Juliet) (Beatrice and Benedick) and we have had her to use different words from the Elizabethan era.

13/15 I think that you could analyse the quote a little more and add a few more quotes. Ofers

\* Excellent Really good - well done.

### Work from a HA student in Y9:

Peer-assessed using the mark scheme and success criteria. Student was able to analyse Key themes learned in 'Much Ado About Nothing', identify their skills learned in a structured and cohesive way.

Explain how Claudio's accusation would ruin Hero's reputation? (15 marks)

Hero's reputation would be ruined by Claudio's accusation because it shows her as dishonourable and non-subservient therefore she tarnishing her families name. During Claudio's speech he accuses Hero as being an "approved widow". This would ruin Hero's reputation because if men think she was with another man they wouldn't want to marry her. This is but a scene in Shakespearean times women who didn't marry would have no money or social status and would have to rely on her father. This could not work for Hero though because after Claudio leaves Leonato says "Do not live Hero!" more or less. By this he more or less says it would be better if she died there sure is mainly her. These are useful to me to learn it is useful to learn these skills and we will be better prepared for our GCSEs.

Some skills we have learnt from Shakespeare is how to better direct quotations and go deeper in our analysis. A really well and clear explanation peer assessed by lines

13/15

Stop! Before you finish, check and see if you've done all the following:	
Are all my words spelled correctly?	✓
Do I have all the right capital letters?	✓
Have I used punctuation to help make my writing clear?	✓
Have I included all parts of my paragraph structure? (Signpost, description, analysis, link)	✓
Have I talked about Shakespeare's times?	✓
Have I talked about why I think we study Shakespeare?	✓
Have I explained the skills we have learned?	✓

\* Excellent Perfect. Well done.

### Work from a LA ability student in a different Y9 class:

Student was able to achieve the same quality and clarity. Generally, I found that the SPO outline provided students with the support needed to property structure an answer.

# Infinitive Verbs - English

	A	B	C	D	E	F	G	H	I	J
1	to be	to be	to have	to go	to do/make	to want	to have to	to be able to (can)	to stay (hotel)	to understand
2	to know (person/place)	to know (fact)	to give	to take	to improve	to learn	to taste	to have tea	to eat	to drink
3	to earn/win	to forget	to write	to lose	to wear	to describe	to read	to visit	to help	to say
4	to put	to finish	to celebrate	to receive	to waste	to live	to argue/discuss	to send	to ask	to dance
5	to see/watch	to look at	to download	to sing	to swim	to buy	to play	to listen	to spend (money)	to speak
6	to smile	to laugh	to believe	to desire	to think	to iron	to look after	to hate	to dream	to admire
7	to succeed/to pass an exam	to sell	to save	to start	to close	to open	to reserve	to use	to decide	to hope/to wait
8	to find	to look for	to surf (internet)	to travel	to work	to study	to prefer	to share	to fall	to seem
9	to drive	to return	to go out	to leave	to climb	to go down	to arrive	to save	to spend time	to come
10	to call oneself	to enjoy	to go to bed	to get up	to worry	to get on well with	to relax	to feel	to meet up	to remember



Complex structures to use to communicate in three tenses

Past expressions	Present expressions	Future expressions
<p><b>Quise</b> <i>I wanted</i></p> <p><b>Decidí</b> <i>I decided</i></p> <p><b>Tuve la suerte de</b> <i>I was lucky to</i></p>	<p><b>Suelo</b> <i>I usually</i></p> <p><b>Trato de</b> <i>I try to</i></p> <p><b>Me gusta / me encanta</b> <i>I like / I love</i></p>	<p><b>Me gustarfa</b> <i>I would like</i></p> <p><b>Quiero</b> <i>I want</i></p> <p><b>Voy a / Va mos a</b> <i>I am going to / We are going to</i></p>

# Interleaved Comprehension

**C3.14 Transition Metals**

90 Most metals are transition metals. They include  
 91 iron, copper and chromium. The transition  
 92 elements are in the central part of the periodic  
 93 table and all share some physical properties with  
 94 all metals. They conduct electricity in the solid and  
 95 liquid states and are shiny when freshly cut. → lustrous  
 96 However, all transition metals have high melting → apart from mercury  
 97 points, high densities and a greater strength and  
 98 hardness than other metals (typically).

99 Transition metals are very different to other  
 100 metals in terms of their chemical properties. Most  
 101 transition elements react slowly, or not at all, with  
 102 oxygen at room temperature. Some transition  
 103 metals react with oxygen on heating. Most  
 104 transition elements react slowly with cold water.  
 105 This is how iron rusts.

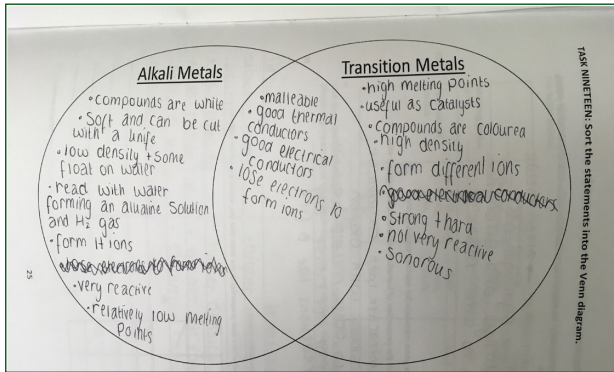
106 The most significant properties of transition  
 107 metals are their ability to form ions with different → E.g.  $Fe^{2+}$  - Iron(II)  
 108 charges. This allows them to form different →  $Fe^{3+}$  - Iron(III)  
 109 compounds with the same element. Those  
 110 compounds tend to be brightly coloured rather  
 111 than white. Finally, transition metals often act as  
 112 catalysts - which speed up the rate of another  
 113 reaction. → not used up in the reaction but speed it up

- relatively low melting points
- high melting points
- not very reactive
- very reactive
- useful as catalysts
- compounds are coloured
- compounds are white
- lose electrons to form ions
- good thermal conductors
- malleable
- good electrical conductors
- strong and hard
- soft and can be cut with a knife
- high density
- low density and some float on water
- react with water forming an alkaline solution and  $H_2$  gas
- form 1+ ions
- form different ions
- sonorous

(c) In the periodic table, the transition elements and Group 1 elements are metals. Some of the properties of two transition elements and two Group 1 elements are shown in the table below.

	Transition elements		Group 1 elements	
	Chromium	Iron	Sodium	Caesium
Melting point in °C	1857	1535	98	29
Formula of oxides	CrO Cr <sub>2</sub> O <sub>3</sub> CrO <sub>2</sub>	FeO Fe <sub>2</sub> O <sub>3</sub> Fe <sub>3</sub> O <sub>4</sub>	Na <sub>2</sub> O	Cs <sub>2</sub> O

Use your own knowledge and the data in the table above to compare the chemical and physical properties of transition elements and Group 1 elements.



Group 1	transition metals
• lower melting points	• higher melting points
• lower density	• higher density
• can easily cut with a knife	• greater strength + hardness
• white compounds	• colourful compounds

# De-Scaffolding Model Answers

(h) Fluorine reacts with chlorine to produce  $ClF_3$ .  
 Balance the chemical equation for the reaction.

$$Cl_2 + 3F_2 \rightarrow 2ClF_3$$

(i) Explain why fluorine is a gas at room temperature.

Use the following words in your answer:  
 energy forces molecules weak

fluorine is a gas at room temperature because it has weak intermolecular forces that do not require a lot of energy to overcome which gives fluorine a low melting and boiling point.

$F_2$  is a simple molecule

(ii) Explain why iodine has a low melting point and boiling point.

Iodine has a weak intermolecular bond and is a simple molecule which means they have very weak intermolecular forces which do not require a lot of energy to overcome. Therefore giving iodine a low melting and boiling point.

**Q4.**  
 The names, structures and boiling points of ethanol and two other alcohols are shown in Table 3.

Name	Methanol	Ethanol	Propanol
Structure	$H-C-O-H$	$H-C-C-O-H$	$H-C-C-C-O-H$
Boiling point in °C	65	78	97

Use your knowledge of structure and bonding to suggest why the boiling points increase as the number of carbon atoms increases.

As the number of carbon atoms increases, the number of intermolecular forces increases also and these forces require large amounts of energy to overcome therefore giving the substance with the most carbon atoms the highest boiling point.

(Total 3 marks)

# Find the Facts

**TASK FIVE: Complete the table to show and explain which property of the noble gases is useful for each application. A property can relate to more than one use.**

**Properties**

unreactive	low density	poor conductor of heat
low boiling point	fluoresces when electricity is passed through it	

Application	Property	Explanation
In welding, two metals are heated so that they fuse together. If oxygen is present during the welding process it will react with the hot metals, making the joint weaker and more likely to break. Noble gases can be used to form the atmosphere around the hot metal.	unreactive ✓	unreactive to prevent any unwanted reactions between metals and gases. noble gases do not react with the metal.
Thermal energy can be lost from inside a house to the surroundings through the windows. This increases the cost of keeping a house warm. A noble gas can be used as a filler in between the two glass panes of double-glazed windows.	poor conductor of heat ✓	so no heat can escape through conduction / convection.
Noble gases (particularly neon) are used inside the tubes used to make shop advertising signs. An electric current is passed through the tubes.	fluoresces when electricity is passed through it ✓	so the sign can be lit up when current passes through gas with tubes.
In filament bulbs, light is emitted when the filament heats up and glows. If oxygen was present in the bulb it would react with the hot filament and cause it to break. Instead, bulbs are filled with a noble gas.	unreactive ✓	so the gas doesn't cause the filament to react with the hot filament.
If balloons are filled with air, they sink to the floor. Instead, helium can be used to fill balloons.	low density ✓	helium is lighter than air.
In MRI machines, superconducting magnets produce a large magnetic field. In order to do this, the magnets need to be kept at very low temperatures. Liquid helium can be used to surround the magnets.	low boiling point ✓	the lowness helium will stay liquid and in contact with the magnet.

# Finding Context

**C1.3 - Separating Mixtures**

Solid, insoluble, copper oxide and sulfuric acid react together to make copper sulphate, which is soluble, and water. Here are the word and symbol equations:

Copper oxide + sulfuric acid → copper sulfate + water

$$\text{CuO (s)} + \text{H}_2\text{SO}_4 \text{ (aq)} \rightarrow \text{CuSO}_4 \text{ (aq)} + \text{H}_2\text{O (l)}$$

1. Add state symbols to the symbol equation above.
2. True or False: The reaction will produce a mixture. State the definition of a mixture in your answer.  
True ✓ because a mixture is two or more types of elements or compounds not chemically joined together. Copper sulphate and water are not chemically joined together, they just dissolved in the water. ✓ 3/3

The table shows the colours of the reactants and products.

Copper oxide	R	Sulfuric acid	R	Copper sulfate	P	Water	P
Black		Colourless		Blue		Colourless	

3. Suggest 2 observations that could be made when watching the reaction take place.  
The products could turn a very dark colour because of the copper oxide. ✓  
The mixture would turn blue ✓  
Copper oxide would disappear ✓ 2/2
4. Describe how the copper oxide could be removed from the copper sulphate solution.  
You could use filtration and put the solution through filter paper to get the excess copper oxide out as copper oxide is insoluble. ✓ 3/3
5. Suggest a method that would produce solid copper sulphate from the solution faster.  
Use crystallisation by heating the solution so that the water will evaporate quicker and leave the copper sulphate behind. ✓ 3/2

Copper sulphate will dissolve in water. To produce solid copper sulphate, the solution can be left for the water to evaporate away.

# Me, We, You Activity

“Explain and analyse three ways in which the US political system encourages pressure group activity?” [9 marks]

Federalism	Lobbying	Constitutional Rights
Direct Democracy	Litigation	Political Culture

**Paragraph 1:** One of the most significant and foundational reasons that pressure group activity is encouraged in America is because of the Constitution. In this founding document constitutional rights are enshrined which allow for pressure groups to be established, influence the government and represent the public. The 1st Amendment guarantees freedom of speech, allowing pressure groups to speak freely about issues that concern them. In addition the right to assemble and petition the government are also clearly entrenched meaning pressure groups can take their problems to Capital Hill and seek changes to policy or the country at large, they can also demonstrate leading to protest marches such as the famous March on Washington for “Jobs and Freedom” in 1963 . The fact that the rights of pressure groups are so clearly enshrined in law make pressure groups a legitimate and important force within the political system as well as encouraging their formation and work.

**Paragraph 2:**

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**Paragraph 3:**

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**Good starter sentences to show analysis are:**

- This conveys the idea that...
- The reveals that...
- This confirms that. ...
- This implies that.. ..
- This illustrates.. .
- This reinforces the belief .....
- This emphasises.. ..
- This contrasts with ....
- This challenges the ides that...

**How to write like an academic:**

- ★ Use tentative language (might could, may, possibly, perhaps, partially, to some extent)
- ★ Use assertive language (ultimately, definitely, is, a more compelling view/idea is, completely, absolutely)
- ★ Use words for emphasis (pivotal, challenging, crucial, vital, absolute, stark, undoubtedly)
- ★ Use connectives (therefore, because, as a result, for this reason, since, ultimately)



## Task 1: Agree / Build /Challenge

**“Concededly, each interest group is biased; but their role ... is not unlike the advocacy of lawyers in court which has proven so successful in resolving judicial controversies” - John F. Kennedy**

**Agree:** Do you agree or disagree with JFK’s statement? Why? What is your evidence?

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**Build:** What can you add to this view of Pressure Group activity which might help make this argument even stronger?

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**Challenge:** What is the counter-argument to this view? What else needs to be considered?

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**“Too often, members’ first thought is not what is right or what they believe, but how it will affect fundraising. Who, after all, can seriously contend that a \$100,000 donation does not alter the way one thinks about-and quite possibly votes on-an issue?” - Former U.S. Senator, Alan Simpson (R-WY)**

**Agree:** Do you agree or disagree with Simpson’s statement? Why? What is your evidence?

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**Build:** What can you add to this view of Pressure Group activity which might help make this argument even stronger?

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**Challenge:** What is the counter-argument to this view? What else needs to be considered?

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# Interest Groups: Recap Grid

<p>The two key theories which underpin pressure group activities are:</p> <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>	<p>PG are powerful in the USA because groups rights are .....</p> <p>.....within the .....</p> <p>.....especially the .....</p> <p>.....</p> <p>.....</p>	<p>Pressure Groups are able to exploit many .....</p> <p>Points such as:</p> <ul style="list-style-type: none"> <li>• State legislators</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
<p>..... % of interest groups in DC are currently ..... and business interest groups.</p>	<p>An insider group such as ..... tend to be well ..... and spend heavily on .....</p>	<p>..... groups have to rely on tactics such as ..... and .....</p> <p>An example is .....</p>
<p>Promotional groups are also known as ..... groups and members are driven by .....</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>	<p>groups seek to ..... protect the interests of their ..... and are also ..... known as .....</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>	<p>In the USA large corporations such as Coca Cola are sometimes called interest groups because:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Five methods used by PCs are:</p> <ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. ....</li> <li>4. ....</li> <li>5. ....</li> </ol>	<p>..... is the most effective PG method because:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>The term iron triangle describes:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>..... is a donation given directly to a candidate which is ..... and ..... by the FEC. .... is not used to elect a specific candidate and cannot be used in co-ordination with a ..... but it is .....</p>	<p>The strongest argument PACs and SuperPACs are too powerful is:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Elitism in the USA is made worse by PG activity because:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Key Words and Qs:**

Write out keywords and questions to test yourself.

**Note Taking:**

Make notes/pictures on the key features of US Pressure Groups

**Summary:**

Summarise US Pressure Group activity into bullet points.

Want to extend your revision and understanding? Try there ...

Crash Course  
Interest Groups



Access Politics  
Revision Library  
on Synergy

SCHOOL  
SYNERGY

Read Politics  
Review Articles  
inS1





## Use of SPOs (Single Paragraph Outlines)

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Use of SPOs (single paragraph outlines) to help students plan their written responses in a variety of contexts.

**The importance of teaching our pupils how to plan their responses:**

*'Athletes, architects, artists, playwrights, chefs, physicians, lawyers, and members of countless other professions rely on plans to accomplish their objectives. Yet when we teach our students to write in lengthier forms such as paragraphs and compositions, we rarely help them come up with the kind of plan they need to produce an effective piece of writing.'*

(Hochman and Wexler, 'The Writing Revolution')

As teachers, we are already expert writers. We have mastered and internalised so many of the processes involved in writing that we struggle to empathise with novice writers. Our expert blindness can prevent us from understanding the mountain that many students have to climb. Writing places huge demands on the brain. To help students tackle these demands we must teach them how to plan paragraphs and compositions effectively step-by-step.

*'If you're about to embark on a road trip, try a new recipe, put together an Ikea table, develop a football play, build a Lego model - or engage in just about any complex, multi step task - you need to have a plan.'*

(Hochman and Wexler, 'The Writing Revolution')

## **What are SPOs and why are they worth using?**

The Single Paragraph Outline provides students with a roadmap they can follow to plan the beginning, middle and end of a coherent paragraph. Its advantages are:

- It's simple and linear
- It's a template that they can easily duplicate themselves in lots of settings
- It provides structure to the paragraph (beginning, middle and end)
- It improves focus on a topic
- It promotes analytical thinking

## **The SPO has three core components:**

- Topic Sentence
- Supporting details
- Concluding sentence

## **A model for approaching an SPO with class:**

- Brainstorm ideas in relation to the topic. (This may have already taken place in class discussion at an earlier point in the lesson).
- Look at a good example of an SPO. Annotate it, referring to success criteria.
- Generate a complete topic sentence.
- Select and sequence supporting details writing them on the dotted lines.
- Generate a complete concluding sentence.

## **NB:**

Multiple SPOs can be used to create an MPO to more complex/extended responses!

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# Year 9 Reflective Evaluation Example

Final Reflective Evaluation

Name: \_\_\_\_\_

## Planning

### Topic sentence

What is the focus of this evaluation? To evaluate my lamp

Why are you writing this evaluation? to show my progress

### Technical details (say a lot about a little and focus on areas for development)

How did you design it? Why? Used different ideas and put them together

How did you make it? Why? Found different woods and cut and glue

What materials did you use? Why? Different soft woods, so it would be durable

Does it work well? Why? A nice bit, you can make it work

How could you make it better? Find a better wood

### Concluding sentence

Overall feeling about the project? Went better than expected

Favourite part? Why? Making it, was fun

Most important lesson learned? How to drill

## Evaluation

I am writing this evaluation to evaluate and look at my progress of making my wooden LED lamp. I designed my lamp by looking at different ideas. I looked at various things and I like certain things of different lamps. So, when I drew my design idea, I included aspects from many lamps and the first few tries it didn't look right, but I got there in the end. I made this lamp by focusing on my design idea. I picked some wood and got to work getting it. After, I made the base I stuck my legs to it and got to work drilling a hole through. This was the hardest bit, but the assistant helped me and taught me what to do, the next was I used different types of softwoods in my lamp because I found that softwoods looked good, and were durable. My lamp works okay, as the design, but it was a little too tall and left

falling down but I got a couple nails in  
and it's a bit stiff, but it still moves  
I could make my camp better by  
finding a better dowel and I would like to  
make my wood look a little better. Overall,  
this project ended up better than I thought.  
I did not think I would finish in time and  
thought it would be rusted, but it's actually  
okay, I think. My favourite part of this  
project was making it because it was fun.  
My most important lesson learned was  
how to drill holes and maybe fixing up my  
dowel.

### Example framework for reflective evaluation before using SPOs:

How do you feel the project went and why?

.....

.....

.....

What did you learn whilst completing this project?

.....

.....

.....

What was your favourite and least favourite part?

.....

.....

.....

What could you improve if you did it again?

.....

.....

.....

### Comparison:

Whilst the content of both the SPO and non SPO frameworks are similar, there are some significant advantages to using the SPO. Firstly, the structure of the response is far more logical and unfragmented: this is valuable skill to nurture in anticipation of examinations. Secondly, the non-SPO framework would often elicit responses that were shallow and unjustified as pupils did not perceive the task to be a rigorous one, in their eyes, the format of the framework seemed to suggest low expectations.

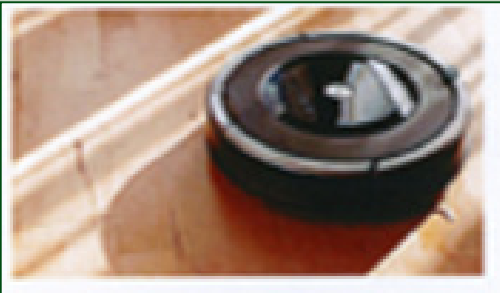
# Year 10 Long Answer Example

## Using the SPO method to plan a long answer in Design Technology:

In Design and Technology, it's crucial to excel at writing detailed long answers. This proficiency is not confined to examinations but proves valuable in practical scenarios. When you can express intricate design and technological concepts clearly, it enhances your ability to assess products and communicate ideas effectively. Proficient writing becomes an essential skill, applicable not only in exam settings but also in professional contexts. Mastering the art of providing thorough answers is not just beneficial for academic success but also for future endeavours within the domain of design and technology.

Initially, this can be very challenging. However, there are certain tools we can use to help us plan and execute long answers effectively. One of these tools is the SPO method of planning.

We are going to use this method to plan a long answer response for the question below.



The robotic vacuum cleaner picture above was manufactured in a factory that uses a batch production system.

**Evaluate the benefits of this method of production. [6 marks]**

In this question, 'evaluate' means carefully look at and think about the good things of making many robot vacuums together in the factory. You need to analyse and talk about why it's a good idea to produce them this way.

What are the strengths and benefits of using this method?

### Topic sentence

What is batch production?

Batch production is when a product is made but only up to 10,000 are made

### Details, evaluations, considerations

Describe the parts of the robot vacuum?

Case, Battery, wheels, suction, brush, dust bin

Is it a good idea to produce these parts using batch-production? Why?

Because these parts are only used for certain products

What are the advantages of batch-production?

Only a certain amount are made and most will probably sell so there won't be any extra products and has a low set up cost

Are there any potential disadvantages? If so, what are they?

Not all products will be identical

### Concluding sentence

Summary of key points from all that you have written so far:

Low set up cost, no waste products, up to 10,000 are made

Final written answer using your plan as an outline:

Batch Production is when a product is made only up to 10,000. This <sup>quantity</sup> vacuum cleaner is made in Batch production and all the parts it is made up of as well are also Batch production. Some of these parts are the case, the battery, the wheels, the sweepers etc. These parts are made in Batch because they are used in only a certain amount of products.

Some advantages of batch production is that there is no product waste this basically means when the product is made and sold there won't be thousands of extra products left over. Another advantage of Batch production is that there is a low set up cost and doesn't cost lots of money to make or supply. Also little skill is involved so many people can help with Batch Production.

On the other hand some disadvantages is that when making parts of a product they might not come out the same as the others as it may be an anomaly. This occurs because batch production uses templates and moulds to make parts of the products.

### AO3 2b 6 marks

<b>BAND 3</b>	A coherent answer demonstrating detailed, relevant knowledge and understanding, to evaluate the benefits of mass production. There will be evidence of relevant examples and well developed substantiated judgments in a response which is logically structured.	<b>5 - 6</b>
<b>BAND 2</b>	Answer has some coherence, demonstrating partial knowledge and understanding, to evaluate the benefits of mass production. There will be some evidence of mostly relevant examples and partly-substantiated judgements in a response which is generally well structured.	<b>3 - 4</b>
<b>BAND 1</b>	Answer demonstrates only basic knowledge and understanding, to evaluate benefits of mass production. There will be limited evidence of relevant examples or judgements in a response which demonstrates little structure.	<b>1 - 2</b>
	Award 0 marks for incorrect or irrelevant answers.	

# Thank you

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Thank you to the following staff for contributing  
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**Luke Price** - Design Technology

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**Ellie Smith** - Law and Politics



**That person is like a tree planted by streams of water,  
which yields its fruit in season and whose leaf does not wither-  
whatever they do prospers.**

Psalm 1:3



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