

# Teachers' guidance for Story Mountain

## Introduction

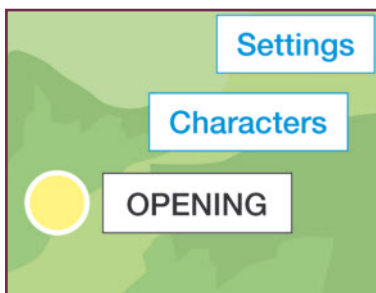
The Story Mountain is a planning and editing tool that aims to support the 5-part story writing process. The chart provides audio explanations of key vocabulary, hints for developing the different stages within the story and tips for using specific types of language. It has been designed to meet the needs of a variety of different learners and a teacher can use the chart flexibly depending on circumstance.



## Target audience

Pupils learning English as an additional language (EAL) will particularly benefit from using the Story Mountain as they can work exclusively in their own home language, switch between English and their home language or work predominantly in English with occasional support in their home language.

Other learners with additional educational needs may also benefit. Those students with cognitive delay or auditory memory issues can access content at their own pace, revisiting specific parts time and again. The content has been scaffolded at two different levels and there is sufficient detail at the higher level to provide extension activities for gifted writers.



## How to use the chart

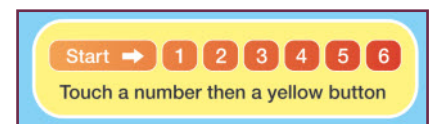
The chart can be used to focus on one particular element of the story-writing process such as 'Openings' or 'Endings'. Alternatively, it can be used to support the overall drafting of a story from beginning to end.

Key vocabulary is explained within context. To access the audio you need to touch one of the cluster of words surrounding a specific story element e.g. 'feelings'. Most of the text is in blue – this would be the correct level to start with for most learners. Some students will be able to write in more depth and they may benefit from using the text printed in orange as well.

Six hints are available for each of the five parts of the story structure.

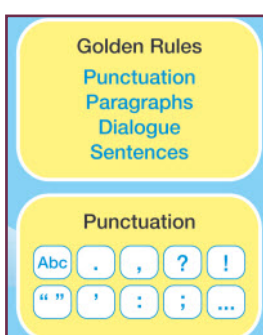
In order to access these hints:

1. First touch one of the orange buttons at the top of the chart.
2. Next touch one of the yellow buttons against each story element.
3. Each orange button will play a different audio snippet for each story element.



In general, these hints are hierarchical in complexity and once again less able students should be advised to only explore, for example, the first three hints of any specific part.

Pupils learning EAL should be encouraged to use their ability in another language to help assist the writing task where appropriate. Those pupils who are beginning to write English may benefit from switching between English and a language in which they have strong literacy skills. Learners who have very little English can be encouraged to draft and edit stories in their strongest home language. This is a valid activity as they will be developing literacy skills that they will be able to transfer to English in the future.



Once a story has been drafted the chart can be used to focus on the editing process. Specific hints and tips are available for using different features of writing. The Punctuation Box supports learners by helping them to structure their writing and how to choose the most appropriate punctuation to make their writing more sophisticated. A Golden Rules section provides reminders about key elements such as paragraphing and the significance of using simple and complex sentences.

## Other guidance

Feel free to colour photocopy the chart and use it as a wall poster to remind students whenever they are involved in writing stories.

# Teachers' guidance for Book Review

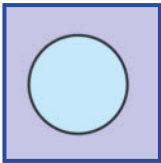
## Introduction

Book reviews and reading journals are specified as key activities throughout the Primary Literacy Strategy, particularly within the narrative units.

The Book Review can be used in its entirety or individual elements can be used to support aspects of personal response to fiction writing. It can be used with published texts or indeed text written by children. It can be used to support certain reading assessment focuses (AF) within the Literacy Framework at Key Stage 2.

## How to use the chart

The Book Review has been designed to be photocopied onto A3 paper and used as a template for pupils to write in alongside the pen-enabled chart. It scaffolds thinking about a book review in a logical sequence. Audio prompts in English and first language explain each section of the process.



This symbol is a 'hotspot' and indicates where audio narration is available via the TalkingPEN. Similarly, text in red indicates that an explanation is available for that particular keyword or phrase.

Pupils learning EAL should be encouraged to use their ability in another language to help writing a book review where appropriate. Learners who have very little English may be able to read a book in their strongest home language. They can then be encouraged to complete the book review in this same language. This is a valid activity as they will be developing literacy skills that they will be able to transfer to English at some time in the future. Those EAL learners who are beginning to read and write English may benefit from switching between English and a language in which they have strong literacy skills. They could read a book in English and/or their first language. Bilingual books are particularly useful for those learners proficient in more than one language. The Book Review can be completed in English or a combination of English and another language.

## Other guidance

The chart is copyright free and can be photocopied and used as a writing frame/organiser alongside the pen-enabled chart. Also feel free to colour photocopy the chart and use it as a wall poster to remind students whenever they are involved in writing book reviews.

# Teachers' guidance for Task Cards

## Introduction

The 36 Task Cards have been designed to provide extension activities for fiction text analysis. This can apply to any work of fiction. Having read a specific text, the teacher has the opportunity to allocate an appropriately levelled extension task for an individual, a pair of pupils or a small group.

The cards cover a range of comprehension strategies including literal questioning, inference and deduction and evaluation. Each activity has multi-layered audio support that meets the needs of different types of learners.

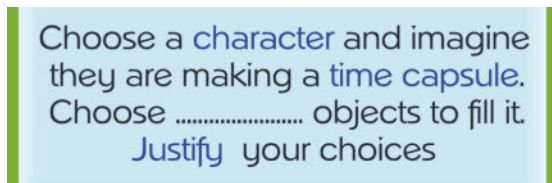


## How to use the Task Cards

The Task Cards have been designed with flexibility in mind. Each card has a different activity that can be used as an extension activity for analysing fiction texts in more detail. Some tasks are most appropriate for individualised Work, while others are more suitable for paired and small group work. The cards link to various reading assessment focuses (AF) within the Literacy Framework at Key Stage 2. There is a significant range of complexity within the 36 Task Cards. Some are fairly straightforward and others require higher order thinking and a more in-depth understanding of the text that the task is based upon. Audio content is available in English and other languages.



This 'hotspot' will read aloud the whole task.



Coloured text on each Task Card offers additional audio content. Usually this provides an explanation of a key word or perhaps further clarification of what to do.



Finally, a hint is available to further explain the task or perhaps give specific examples of how to tackle the activity.

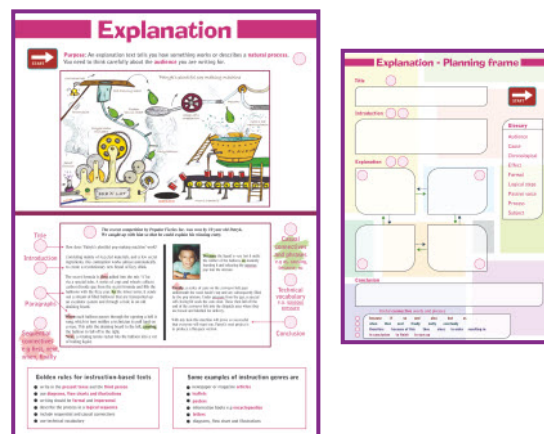
All learners can benefit from this multi-layered approach to learning. Encourage pupils to use only that level of audio support that enables them to effectively tackle the task. Some learners will benefit from being able to revisit the instructions over and over again as well as being able to access explanations of key vocabulary in context. Extra hints may only be required for certain learners.

Pupils learning EAL should be encouraged to use their ability in another language to help assist understanding of the task where appropriate. Those pupils who are beginning to write English may benefit from switching between English and a language in which they have strong literacy skills. Learners who have very little English can be encouraged to listen to the various audio supports on the card in their strongest home language and thereby gain access to the specific tasks.

# Teachers' guidance for Non-Fiction Pack

## Introduction

This pack consists of six charts and six associated planning frames for the non-fiction text types – *Discussion*, *Explanation*, *Instruction*, *Persuasion*, *Recount* and *Report*. The charts help pupils to identify the key features of a particular text-type and provide a model sample of writing in each case. The planning frames provide a framework around which pupils can plan writing for a specific text type. While the posters and planning frames can be used independently, they are best used in conjunction with each other.



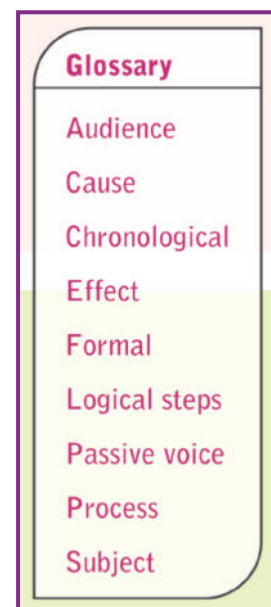
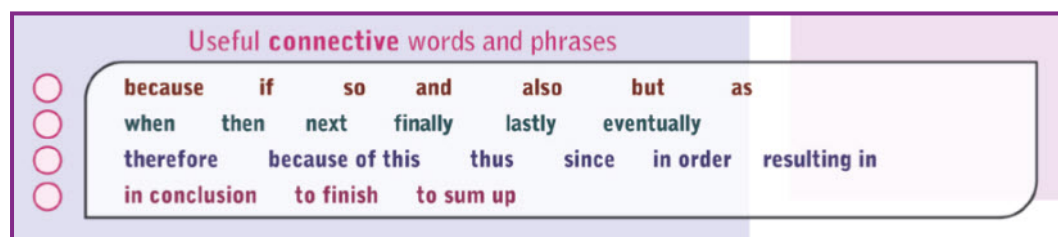
## How to use the posters & planning frames

Each poster contains a model piece of writing for that particular non-fiction text-type. Specific features of the text-type are captioned, highlighted and 'hot-spots' provide audio explanations. A user can also hear a full audio transcript of the example text. Golden rules for writing appear on each chart as well as examples of writing genres that feature a particular text-type e.g. *Encyclopaedias usually aim to explain something*.

When placed on the wall, the charts act as a reminder for pupils when they are writing that particular text-type; particularly useful during preparation for SATs in Year 6. Pupils can interact with the charts using the TalkingPEN while they are in situ on the wall. Charts can also be placed on a physical desktop for use by individuals and/or small groups. This is particularly supportive for additional adults working with small groups during booster sessions or guided reading and writing sessions. The charts can also be projected onto a whiteboard for a whole-class activity.

The planning frames may be photocopied onto any size paper that is appropriate for the task. They can be used alongside the chart as a planning tool to support the writing process. A pupil can write onto the photocopy of the planning frame or use it as a model to produce a different type of planning frame, as there are many ways to plan a piece of non-fiction writing.

Each planning frame has a specific layout to enable a learner to develop ideas for writing in small steps. Each element of the piece of writing is supported by a number of audio 'hot-spots'. Key words are pen-enabled with audio explanations via a glossary section. A Useful Connectives list is included exemplifying the types of linking words and phrases that are most appropriate for that particular text type e.g. Explanation.



## Other guidance

Feel free to colour photocopy the planning frame and use it as a wall chart to remind students whenever they are involved in planning non-fiction writing.

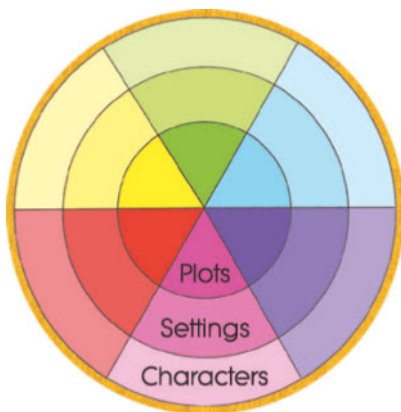


# Teachers' guidance for Fiction Analysis Text Wheel

## Introduction

This chart features six fiction texts from Mantra's catalogue. Some of these are traditional tales such as *Yeh-Hsien - a Chinese Cinderella*, *Hansel and Gretel* and *Ali Baba* along with *Jill and the Beanstalk*. Also included are *Ellie's Secret Diary* and *Journey through Islamic Art*.

The chart guides a user through the process of analysing characters and settings within each of the six books. Each book, character and setting is pen-enabled. A learner may be required to listen to a snippet of audio from the book or read a relevant section – they will then be asked a related question that requires them to use inference and deductive skills to formulate an answer.



## How to use the chart

Each coloured zone is related to one book. The inner circle shows the books themselves, the middle circle represents settings for each book and finally the outer circle is for different characters. The chart is perhaps best used in conjunction with one text at a time and is useful for developing comprehension strategies including literal questioning, inference and deduction and evaluation. It also supports reading assessment focuses (AF) within the Literacy Framework at Key Stage 2.

The learner can interact with the story through the three interactive elements on the right hand side of the chart. The user first touches one of the three red elements and then any object on the text wheel.



This element enables a learner to access a synopsis of each story and hear information about all the characters and settings within the stories.



This element allows a user to hear a snippet of audio from a part of the book related to either a setting or a particular character. They are then asked a question related to what they have heard. All the audio is provided in English and the first language.



This last element asks a user to read a relevant section and then answer a specific question related to what they have read in the context of the wider story.

In situations where learners are familiar with a number of the books, the chart could be used as a way of comparing and contrasting plots, characters and settings in different texts. This is particularly appropriate for texts from the same genre such as traditional tales. The six books can be purchased at a special price of £30.00 from [www.mantralingua.com](http://www.mantralingua.com).

Pupils learning EAL should be encouraged to use their ability in another language to help them access the tasks within the chart. Learners who have very little English may be able to read the relevant book in their strongest home language. They can then be encouraged to complete the questions in this same language. This is a valid activity as they will be developing literacy skills that they will then be able to transfer to English at some time in the future. Those EAL learners who are beginning to read and write English may benefit from switching between English and a language in which they have strong literacy skills. They could read a book in English and/or their first language. Bilingual books are particularly useful for those learners proficient in more than one language. Answers to the questions could be completed in English, the first language or a mixture of both.