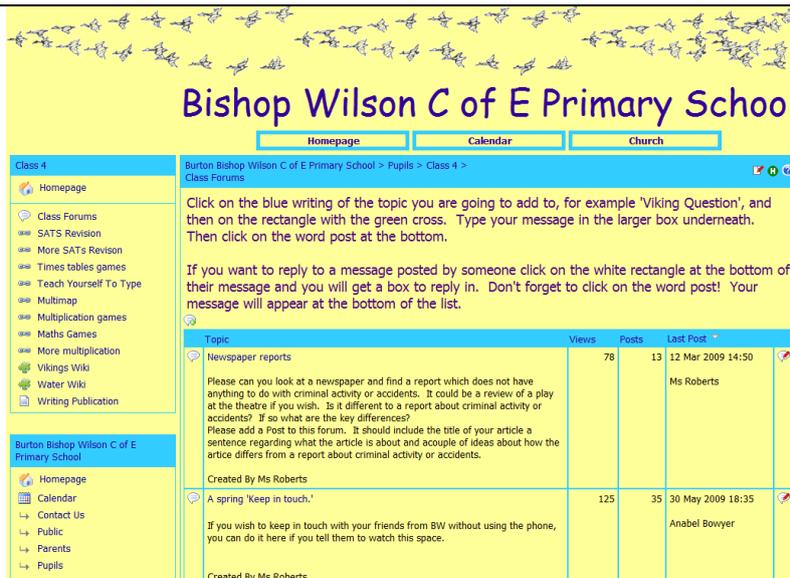


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How to' guides & films at www.clcsuccess.com

School: Bishop Wilson C of E Primary School	LA: Cheshire
Teacher: Mrs S Roberts	Students: Year 5
Contact: ict@bishopwilson.cheshire.sch.uk	
Learning Focus: To develop literacy genre handling skills.	
Curriculum Focus: Literacy > Primary Framework > Year 4 > Writing	
Tools used: Forum	



Bishop Wilson C of E Primary School

Class 4

Burton Bishop Wilson C of E Primary School > Pupils > Class 4 > Class Forums

Click on the blue writing of the topic you are going to add to, for example 'Viking Question', and then on the rectangle with the green cross. Type your message in the larger box underneath. Then click on the word post at the bottom.

If you want to reply to a message posted by someone click on the white rectangle at the bottom of their message and you will get a box to reply in. Don't forget to click on the word post! Your message will appear at the bottom of the list.

Topic	Views	Posts	Last Post
Newspaper reports	78	13	12 Mar 2009 14:50
A spring 'Keep in touch.'	125	35	30 May 2009 18:35

How this worked in practice: The children at this school have been exploring different genres of text, and looking at the features within these genres in order to increase their understanding of how structure, vocabulary and inferential aspects of the text influence the reader by the genre style used.

The teacher has created the forum seen above for an ongoing project looking at genre features, and has created each topic at an appropriate stage during the curriculum coverage – for example poetry unit of work. Children are directed at the appropriate point within their studies to the related forum topic, and asked to respond to the genre, either through recreating their own version of the genre, or through comprehension and inference questions.

The teacher adds the first post (answer) to each forum topic (question) in order to model for the children the kind of response that she is looking for. This enables children to understand the genres more effectively, and to be able to enter into a purposeful dialogue with both their teacher and peers around this genre, both during and after coverage in class; thereby supporting better differentiation and personalising of learning.

By the end of this sequence of work children had developed skills in:

Literacy: Comprehension skills, Responding to text

Learning: Drafting & editing, responding to stimuli

Next Steps: The children could begin to explore different ways of engaging with the text through this forum space – perhaps sound recording their response, or using the WYSIWYG to explore different ways of laying out their poetry so that the visual presentation supports their response (eg if talking about the ocean - using ocean colours) as they begin to explore how the presentation and layout/format of a genre varies depending on where it is used – newspaper, artistic poetry, non-fiction etc.