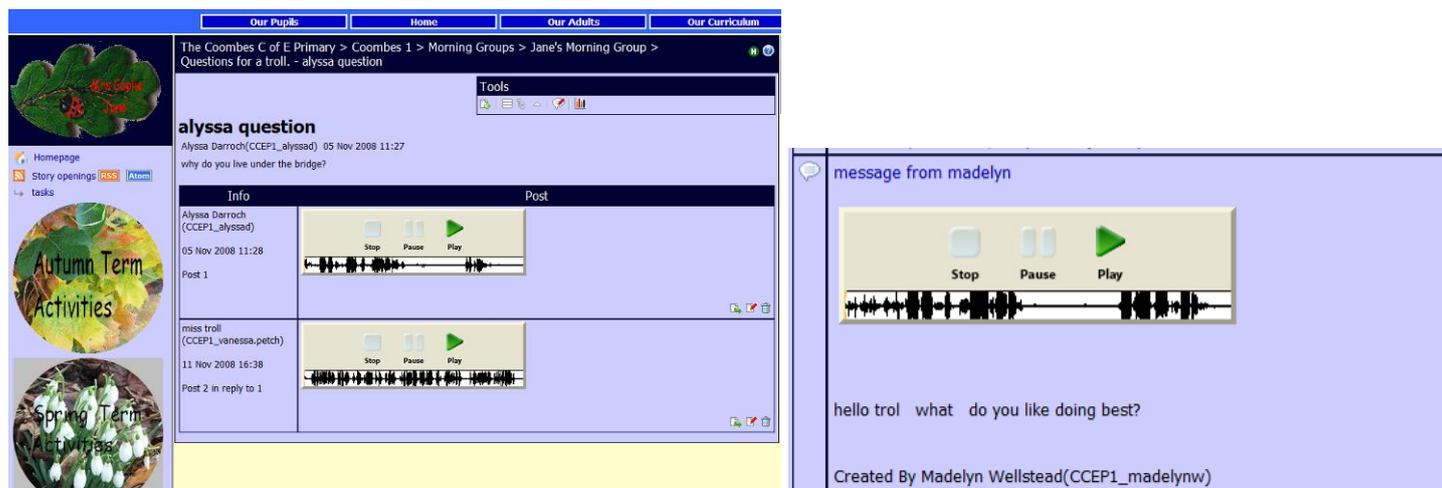


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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

School: The Coombes CE Primary School	LA: Wokingham
Teacher: Carol Cooke	Students: Year 2
Contact:	
Learning Focus: The aim of this activity was to engage children in character hot-seating and role play to develop their use of language.	
Curriculum Focus: Literacy > Language > Role Play & Hot Seating	
Tools used: Forum	



How this worked in practice: During Literacy, Year 2 children explored different versions of the traditional tale The Three Billy Goats Gruff. After several sessions involving retelling of the story, the children were in role as the goats and encouraged to explore our school grounds in search of the *troll*. They discovered the troll in the school's lookout (a wooden building) and wanted to know why she had been behaving badly towards the goats. The troll gave her point of view about the unruly goats who were crossing her bridge without permission when in fact it was a toll bridge built by the troll and her only source of income. This hot-seating session only lasted for 30 minutes but it was a theme which continued for half a term through the learning platform.

Teachers created a forum for the children to continue to ask questions of the troll encouraging the children to think of the troll's point of view. The troll with the user name of *Miss Troll* was able to answer the questions using text but more powerfully, the sound recorder. The children were so excited when they heard the troll's voice and played the clips over and over. They decided that they would need to help the troll write letters of complaint to the local council. The troll had already confided in them that she was illiterate so the children needed to learn the layout of a formal letter, what the relevant facts were and how to address the envelope. If they needed reminders of some of some of the troll's grievances, they could return to the forum. This project not only covered literacy objectives including letter writing but it was also PSHE....thinking of others' points of view and encouraged some great discussions.

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

Literacy: Speaking and Listening, Writing in Role, Composing a Letter, Discussion and Persuasion

PSHE: Being aware of different points of view

Next Steps: The school now intends to develop the idea of forums and hot seating as a stimulus, building on some of Pie Corbett's ideas; Talk for Writing and are very fortunate to have a parent who is an actor to support them. His talents have already been explored through the use of radio broadcasts and poetry readings on the Learning Platform.