



Using **web-based** **resources** in Primary Literacy



Learning Zone Story Starts KS2

This is an online resource and part of a school website. It has a number of different story beginnings to choose from and different options for starting each story.

URL: <http://www.sutton.lincs.sch.uk/pages/zone/story/start.html>

Relevant to the following:

*Key Stage 2
Guided writing*

A Year 6 teacher used this program with a small group of reluctant writers. As Halloween was approaching they chose to write a 'Spooky Story'.

She asked questions such as

What makes a story spooky? Would it be more scary at night or during the day? Why? Which characters would increase the tension? What might happen next? Why would that be spooky? How can we develop the story? What would be a good way to end?

The teacher helped them to print out their story start and worked with them to develop their ideas further.

Teachers have traditionally used a range of software to develop and reinforce children's literacy skills such as phonic awareness, reading and spelling strategies and drafting, editing and refining writing. The introduction of projection technologies means that ICT can have a real impact on direct teaching in the daily literacy lesson, as children can now have access to a shared experience – the teacher can model reading, writing and spelling strategies and the children can benefit from the interactive nature of the technologies to explain and present their work.

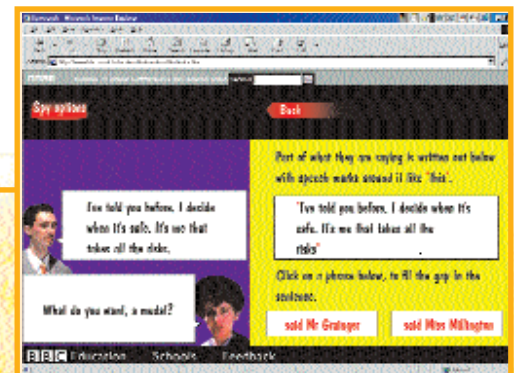
Look and Read Spywatch KS2

This is a downloadable resource which supports the 'Look and Read' TV series.

URL: <http://www.bbc.co.uk/education/lookandread/intro.htm>

Relevant to the following:

*Key Stage 2
Sentence and text level work
Independent group work*



A Year 4 teacher had previously followed the Spy Watch story and decided to use the 'Go Spycatching' option.

He introduced the activity by asking the children to follow the conversation as he read it out:

How can we tell that someone is speaking? What does Mr Grainger/Miss Millington actually say? How else can we show someone is speaking? And who is saying what? Which word best describes that someone is arguing?

The teacher asked groups to complete the exercise by inserting speech marks into the text.

The literacy lesson should not be used for the teaching of new ICT skills, and particular ICT skills will need to be taught outside the literacy lesson. This means that the teacher will need to be sure that the level of ICT skill required in the lesson is appropriate. If the children are struggling with a new aspect of the technology, this may have a negative effect on their learning in terms of literacy.

The role of the teacher, or a teaching assistant, is paramount in raising standards in literacy. When ICT is used as a demonstration tool, it allows the teacher to demonstrate reading, writing and spelling strategies, to explain and ask questions, to stimulate discussion, invite predictions and interpretations of what is displayed and to encourage individual children to give a response or explanation. Care should be taken though to ensure the use of ICT does not become too mechanistic and that time is allowed for the exploration of real texts with ICT. Use of ICT in the plenary session will enable children to demonstrate and explain what they have learned and showcase their work.

You can view all of the web-based resources online at:

www.ictadvice.org.uk/webbasedresources

Words and Pictures – Wordblender KS1

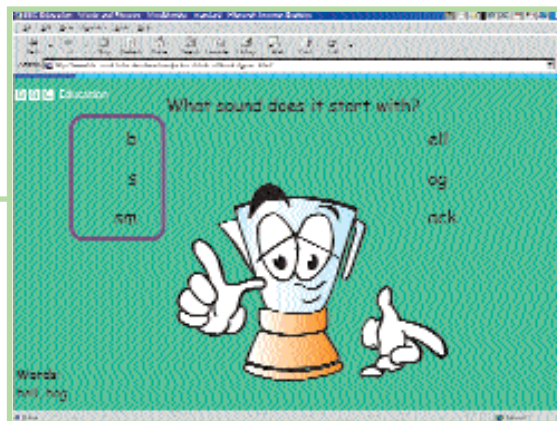
This is an online resource which can be tailored by the teacher.

URL: <http://www.bbc.co.uk/education/wordsandpictures/>

Relevant to the following:

Key Stage 1

Year 1 – Word level work – initial and final consonant blends



A Year 1 teacher has been working with her children on initial and final consonant blends.

She uses this program with the whole class. She chooses individual children and asks them to choose an initial and a final consonant and to blend them together.

What sound does it start/end with? What do you get if you blend them together? Is that a real word? Which initial and final consonant blends make up the target word?

She works with groups of children to practise blending words and to find the right word blends to complete simple sentences.



Look Cover Write and Check KS1 & 2

This is an online resource which can be adapted by the teacher.

URL: <http://www.ambleside.schoolzone.co.uk/ambleweb/lookcover/lookcover.html>

Relevant to the following:

Key Stages 1 and 2

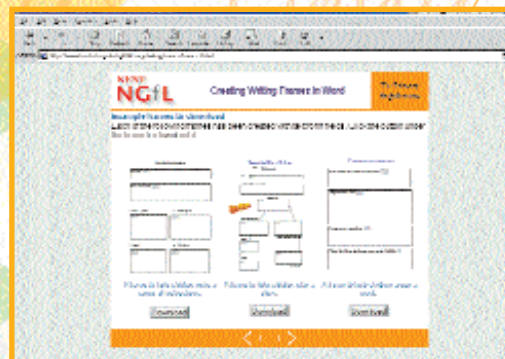
Word level work – spelling strategies

A Year 3 teacher has been revising spelling patterns for long vowel phonemes. She uses this program as part of the plenary with the whole class. She chooses the *i_e* option. She asks questions like:

What does i_e sound like in a word? What is this word? And this one?

She presses GO and the words are displayed in turn in a random order.

What is this word? Look carefully at the word. What spelling pattern can we use to help us? Write the word on your whiteboards. Show them to your partner. Check your spelling. Who got it right? What other words can you think of with this spelling pattern?



Writing Frames in Word KS1 & 2

This is a downloadable resource, in Word format, of a selection of writing frames.

URL: <http://www.kented.org.uk/ngfl/literacy/Writing-frames/frames3.html>

Relevant to the following:

Key Stages 1 and 2

Text level work – Non-fiction, writing



Text Disclosure KS1 & 2

This is a downloadable resource which can be adapted by the teacher. Children have to use their knowledge of word and sentence structure to reveal a chosen text.

URL: <http://www.mape.org.uk/kids/index.htm>

Relevant to the following:

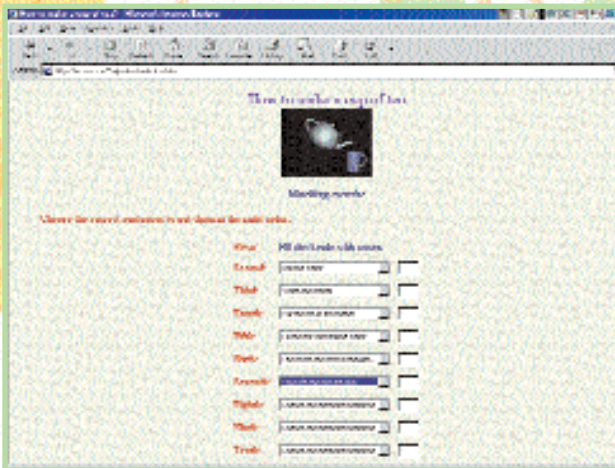
Key Stages 1 and 2

Word, sentence and text level work

A Year 5 teacher used this program with a small group who had been studying letter writing for different purposes.

She asked the children to explain how they would recognise the text was a letter even if it was written in a foreign language.

The children used their knowledge of the conventions of letter writing to identify the address and the greeting. They had to consider the style of the letter to work out how it might be signed. Other words were established using a variety of strategies, for example, *If it's just one letter it must be either an 'a' or an 'l'. It's two letters and the second one is o, so the first must be...*



Instructions to make a cup of tea KS2

This is an online writing frame that allows children to order instructions for making a cup of tea.

URL: <http://ro.zrsss.si/~viljenka/maketea.htm>

(This is a picture sequence for making tea:

<http://www.primaryresources.co.uk/english/pdfs/cuptea.pdf>)

Relevant to the following:

Key Stage 2

Text level work – Non-fiction writing

A Year 2 teacher was working with his class on giving instructions and organising them sequentially.

He introduced the idea by asking children to come out in turn and build a part of a clown's face.

Would it make a difference if we built the face in a different order? Who can think of something that we do where the order that we do things is important?

The teacher talked about crossing the road safely and the children gave instructions which he wrote on the whiteboard. They then worked in groups to complete the instructional writing frame which he had downloaded from this site.

A Year 5 teacher has been helping her class to look at complex sequential instructions.

For the plenary, she introduced this program to the whole class and talked through the options with the children. They took turns to give the next instruction.

Is that right? Are they in the right order? Could any of them be ordered differently? Which ones?

They checked their answers using the computer. She asked:

Does the person who made this program prefer to put the milk and sugar or the tea into their cup first? Does it make any difference? How could we test it out?



Star Tower Punctuation KS2

This is an online or downloadable activity where children replace the missing punctuation.

URL: <http://www.mape.org.uk/startower/starpunc/index.htm>

Relevant to the following mathematics strand(s):

Key Stage 2

Sentence level work – punctuation

A Year 4 teacher had been teaching the importance of the correct use of punctuation in texts.

She introduced this program to the whole class and used the text for shared reading and writing.

She read the text through as it first appeared, devoid of punctuation. She asked questions such as: *Do you think that is how the text should be read? Why? What is missing from this text? How can we tell which punctuation we should use? Who can tell me where something is being spoken? What punctuation do we need to put here?*

Children took turns to insert the punctuation into the text.



Persuasive Writing KS2

This is an online resource. A series of lessons are provided which focus on persuasive writing in advertisements.

URL: <http://www.learn.co.uk/glearning/primary/lessons/ks2/lesson1/intro.asp>

Relevant to the following:

Key Stage 2

Text level work - Non-fiction reading comprehension

A Year 6 teacher used these lesson plans and resources as a unit of work for a week. He wanted to focus the children's attention particularly on fact, opinion and fiction and how graphics and persuasive writing are used to attract the attention of a potential buyer. He used a range of advertisements from newspapers, magazines, TV and radio as a starting point for the activities.

Having completed the online activities, groups of children revisited different advertisements and identified the different strategies/types of language and graphics used to attract buyers.

At the end of the week each group presented a report of their findings.



Little Animals – Words KS1

This is an online resource where children identify initial sounds, final sounds or rhyming words.

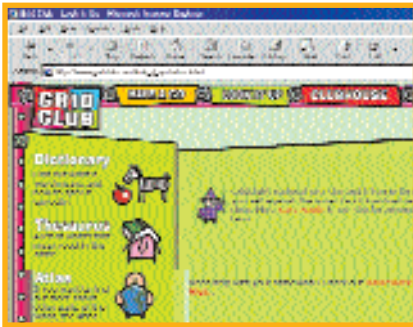
URL: <http://www.bbc.co.uk/education/laac/words/dgi.html>

Relevant to the following:

Key Stage 1

Word level work

Text level work



Look it up KS1 & 2

This is a collection of online reference materials including a dictionary and thesaurus.

URL: http://www.gridclub.com/look_it_up/index.shtml

Relevant to the following:

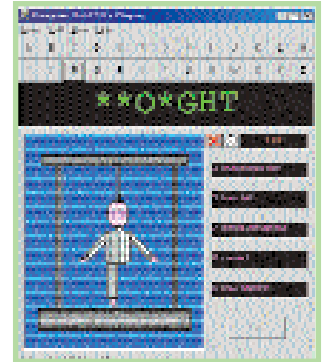
*Key Stages 1 and 2
Shared reading and writing
Word level work – vocabulary extension*

A Year 3 teacher used this program with her class alongside the reading of a shared text.

As they read through the text she asked different children to come out and highlight words they did not know the meaning of.

They read through the text again and used the online dictionary and thesaurus to search for definitions of the new or unfamiliar words.

Finally, the teacher gave each group a different section of the text on the word processor and they used the 'insert comment' tool to write their own definitions of these words.



Hangman Gold KS1 & 2

This is an online or downloadable resource which can be tailored by the teacher to set up different vocabulary lists for particular groups.

URL: http://www.pcworld.com/downloads/file_description/0,fid,2056,00.asp

Relevant to the following:

*Key Stages 1 and 2
Word level work – spelling strategies*

A Year 2 teacher had been revising rhyming words with his class and discussed what it was that made two words rhyme.

He used this program, set on 'Rhymes', with a group of children. They read each word carefully and identified the initial consonant or consonant clusters and the end sounds. He encouraged the children to suggest possible rhymes for the word presented by the program before they identified the rhyme from the list of words shown.

As part of the plenary, he asked the group to explain how they identified rhyming words and to give some examples of the rhymes they had found.

A Year 5 teacher used this program and created a file to cover the medium frequency words for Years 4 and 5.

He introduced the program as part of the focused word work and asked questions such as:

Should we start with a vowel or consonant? Why?

Which vowel/consonant is the most commonly used in English?

If we have a 'gh' appearing together which vowel could come just before?

Different spelling rules were revised with the whole class and then two groups of children were given the task of playing the game, identifying the word and then using that word appropriately in a sentence.

Grid Club – Do the Right Thing KS2

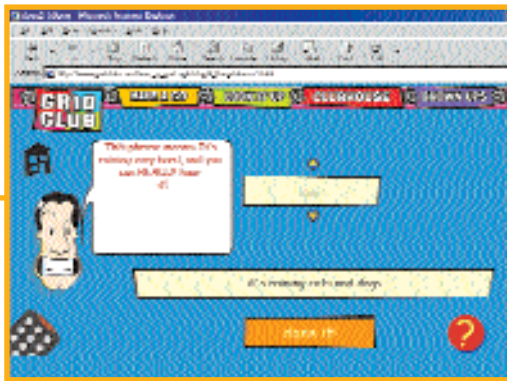
This is an online resource for teaching about proverbs and their meaning.

URL: http://www.gridclub.com/have_a_go/english/right_thing/index.shtml

Relevant to the following:

Key Stage 2 – Year 6

Word level work – vocabulary extension



A Year 6 teacher had been teaching her class about the origins and meanings of proverbs and sayings. She helped them make a collection of commonly used ones and displayed them in the classroom.

As part of their focused word work, she used this program to identify some common proverbs and to help the children think about their meaning.

For their independent work, she asked each group to take a different proverb from the list she provided and to write a short story to illustrate its meaning.

Giggle Poetry KS2

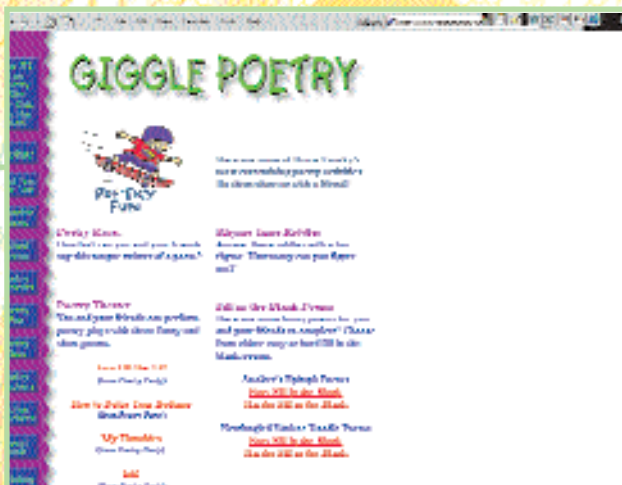
This is an online resource which features a range of humorous poems and activities based around them.

URL: <http://www.gigglepoetry.com/poetryfun.cfm>

Relevant to the following:

Key Stage 2

Year 6 text level work – fiction and poetry – Reading comprehension



A Year 6 teacher had been looking at humorous poems on this site with her class as part of their shared text work. She chose different children to read the parts of some of the humorous verses and asked the class to explain what made the poems funny.

They opened the poem, 'Smoker's Epitaph', and discussed possible missing endings. The class reached a consensus on which endings were the funniest and entered them into the framework. The finished work was printed out to act as a stimulus for the children writing their own poems.

In subsequent lessons the children made an 'electronic poetry book' of their humorous poems and placed it on the school network for others to share.



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