

Paradigm Trust Pedagogy Newsletter #27

21st May 2019

Same Prompt, Different Writing

Last week I was observing lessons at MPA with the Ipswich primary NQTs. It was a great morning. We saw lots of great teaching which prompted great conversations.

One conversation was prompted by a year 4 Literacy and Language lesson where pupils were drafting creative writing based on this photograph.



For their creative writing, pupils were thinking about how the people in the photograph might be feeling.

“Standing stiffly for the photograph, Nurse Smith surveyed the neat, bright ward with satisfaction.”

It struck me how the same photograph could easily be used in a history lesson to produce significantly different writing:

“The nurses in the image are wearing uniforms which shows that by the Victorian period, nursing had become a profession.”

In the discussion that followed, we thought about how challenging it is for pupils to switch modes, from one type of writing to another.

Harry Fletcher-Wood makes a subtle but important point about using models to show learners what success looks like: exemplars of successful responses are good, but we also need to show learners what an **unsuccessful** response looks like so that learners can tell the difference.

Do we need to be more explicit in our lessons about what success looks like in each subject?

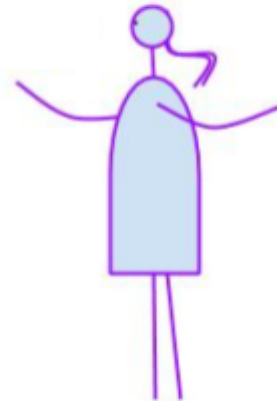
Creative Writing

"Standing stiffly, Nurse Smith surveyed the ward with satisfaction."



History

"The nurse's uniform shows that in the Victorian period, nursing became a profession."



Thank you to Anand, Natasha, Savannah, Sarah, Sara, Laura, the staff at MPA and Claire Willis for always being there when we need a historian.

Kind regards

Ben Rogers