

To use an online resource to interact with the teacher on reading responses.

Year Group: Year 2



Resources

Internet access, LGfL web pages  
http://tinyurl.co.uk/kmg1

Context (Pupils' prior experience)

The pupils are part of a Year 2 community using the London Grid for Learning (LGfL) portal for online learning. They are able to access their own learning module (web pages) on reading response and add comments and the teacher is able to respond online to extend their understanding. The reading response module can be accessed via the internet at school, at home, in the library, anywhere.

Task Description

The pupils access the portal (http://tinyurl.co.uk/kmg1) and, using the prompts and support on the web pages, comment on the books they are reading. The teacher responds and an ongoing dialogue is generated. Support can be differentiated with help sections for pupils, parents and teachers.

Learning Intentions

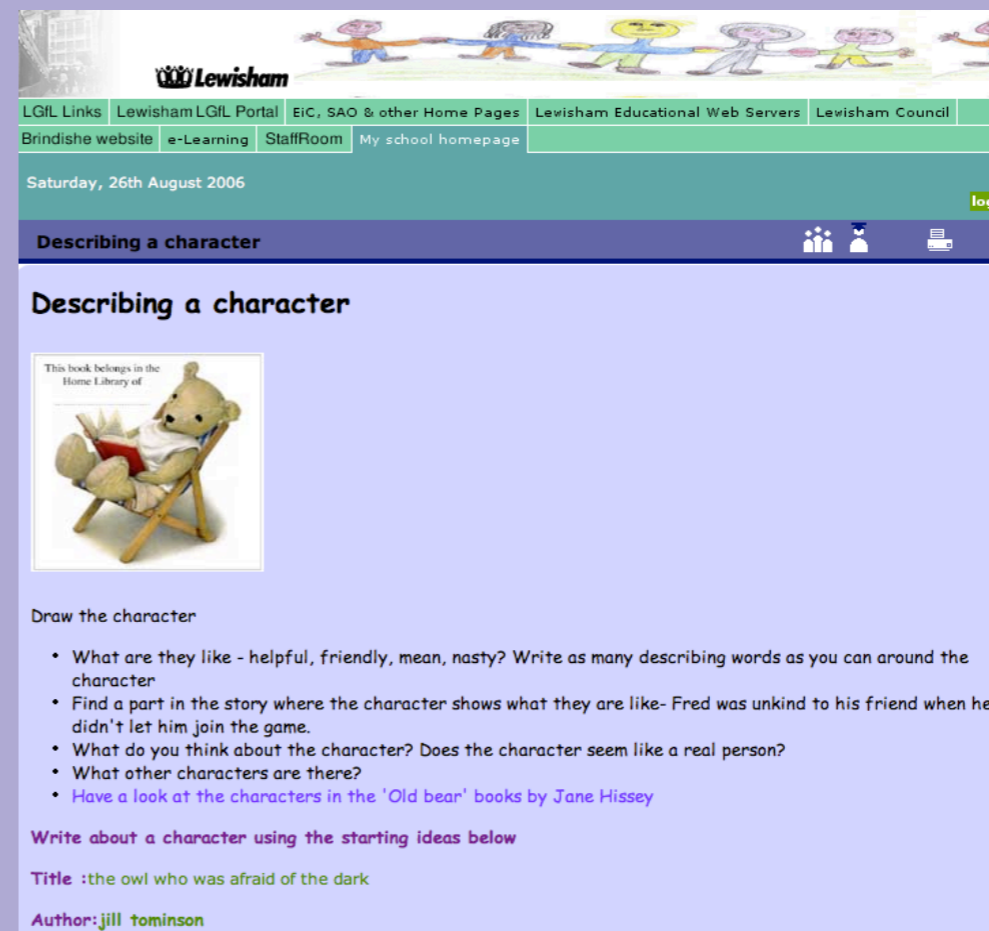
Literacy: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
To identify and describe story characters.	Pupils work with text to help them share ideas.	w/1	2/3	4/5
To identify and describe story characters and express own views.	Pupils use ICT to help them generate, amend and record their work and share their ideas.	1/2	3/4	5/6
To identify and describe story characters expressing own views, using words and phrases from the text.	Pupils use ICT to generate, develop, organise and present their work. They share and exchange ideas with others.	2/3	4/5	6/7
Literacy Strategy Term 2: 6	ICT PoS related to task: 2a, 2b, 3a, 3b			

Teaching Approach

The pupils were introduced to the web pages as a class. They then worked in pairs to practise logging in to their area of the portal and accessing the pages so they would be able to access the pages easily at home and record their comments. The teacher responded to the comments so that an ongoing dialogue ensued. Parents and carers were able to get involved with their children's learning.

Subject Learning Gains

The pupils are able to access ongoing support for responding to their reading at home and at school. They are able to access links to websites giving examples and to a specific glossary to support their understanding.



Teacher's Assessment

This pupil is able to create and amend text easily and is able to use ICT to support his thinking, accessing support materials to develop his answers. He is working at ICT Level 2.

Key stage 1

Computer Diary

Name \_\_\_\_\_ Date \_\_\_\_\_

> What was my task?  
I went on the Internet to write what I thought about the books I read. I could look at websites to help me if I wanted.

> What software did I use?

> Who did I work with?  
> Who helped me?

> What did I do?  
I wrote about the main character in my book Plop. I thought about what he was like and what words I could use.

> What did I learn?  
I learnt how to get on the internet at home to write about my books. My teacher helped me she gave me ideas what to think about next time.

> What will I improve/change next time?

> How do I feel about my computer work?

Pupil's Evaluation

Teacher's evaluation

The use of the London Grid for Learning portal enabled online sharing of children's work and formative assessment to take place.

All pupils found being able to access examples really useful as a model. The less able were supported by the writing frame structure. The ability to keep adding text to the web page allowed the most able to write in detail and they used the web site links for extension work. However, most pupils needed encouraging to write in sufficient detail and further work on describing character has been built into literacy planning.

The use of the online reading response diary enabled parents to get involved and to be supported in helping their child with responding to their reading.

I am now able to write web pages quickly to use, adapt and refine according to the pupil's needs. When planning this activity again I will incorporate sound so that less able readers can access the content more easily.