



## SUBJECT SPOTLIGHT

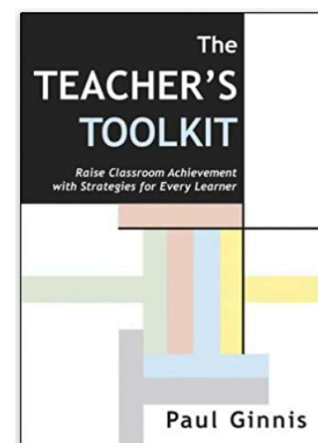
Last year, the Science department have started to focus on the concept of using “Frayer Models” to consolidate pupils understanding of scientific vocabulary when they are introduced to key words at the start of each topic. This strategy was taken from the book *The Teacher’s Toolkit*. The Toolkit is designed to raise achievement in the classroom. This model is based on current research and thoroughly tested in a variety of secondary schools.

### WHAT IS A FRAYER MODEL?

The Frayer Model is a graphic organiser for building student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed on a chart that is divided into four sections to provide a visual representation for students.

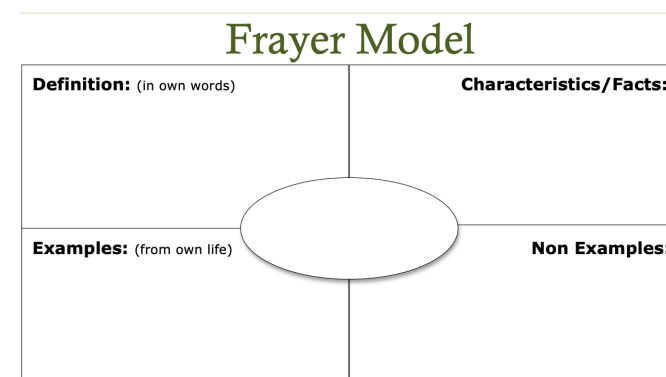


Click on the book for further examples



### WHAT DOES IT LOOK LIKE?

Students define a concept/word/term, describe its essential characteristics, provide examples of the idea and suggest non-examples of the idea (knowing what a concept isn’t helps define what it is). This information is placed on a chart that is divided into four sections to provide a visual representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students to analyse the concept/word (definition and characteristics) and then synthesise or apply this information by thinking of examples and non-examples. The model also activates prior knowledge of a topic and builds connections.



### IMPACT

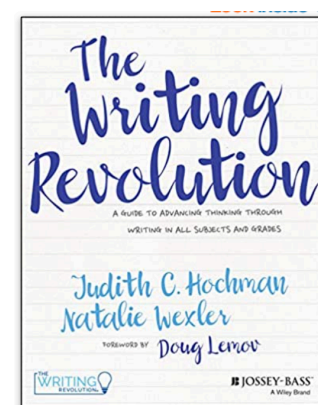
As a subject area we needed to re-vamp our use of VCOP at the start of every new topic. By using Frayer models, pupils are more able to draw on prior knowledge to make connections among concepts, compare attributes and examples. In the video below pupils are able to use the models to think critically, to find relationships between concepts about variables and to develop deeper understanding of the differences between independent and dependent variables.

Click on the camera icon to watch the video



### WHERE NEXT?

We are hoping to focus on using “appositives” as starters or plenaries to support our pupils with their learning of key vocabulary alongside the continued use of Frayer models. An appositive is a word or group of words that renames a noun or pronoun in a sentence. Appositives are almost always set off with commas and can appear at the beginning, middle, or end of a sentence. This new strategy was taken from “The Writing Revolution”. The book explains how, through explicit teaching and deliberate purposive practice, students can develop and extend their ability to write proficiently.



### FURTHER READING

<https://https://www.theteachertoolkit.com/>  
Estacio, Randall (2017). The use of modified frayer model in developing science vocabulary of senior high school. [https://www.researchgate.net/publication/321373346\\_The\\_use\\_of\\_modified\\_frayer\\_model\\_in\\_developing\\_science\\_vocabulary\\_of\\_senior\\_high\\_school\\_students](https://www.researchgate.net/publication/321373346_The_use_of_modified_frayer_model_in_developing_science_vocabulary_of_senior_high_school_students)

## WELCOME

Welcome to the second edition of our St Cyres Teaching and Learning newsletter. The newsletter, as you know, allows us to talk about teaching and learning, celebrate successes and learn from each other. Each edition of the newsletter has a subject spotlight, learner view, staffroom podcast, Ed Tech tips and useful links. Thank you for the feedback we received for our first edition and remember any suggestions for future issues will be welcomed. Enjoy!

*‘Challenge must not be an ‘add-on’ or an ‘extra’ in our lessons; it must lie at the heart of our teaching’.*  
— **Megan Mansworth, Teach to the Top: Aiming High for Every Learner**

## LEARNER VIEW

Listen to Huw Jenkins-Welch in IIRHE describe his experiences at school. He discusses how he uses the iPad in a range of ways to support his learning. Huw discusses his favourite subjects in school and the skills he has developed. He feels supported by staff to challenge himself. Huw considers the social impact of school. He also outlines how accessible and supportive staff are to requests for him and how he feels prepared for life beyond school.



Click the camera icon to watch the video







# THE STAFFROOM

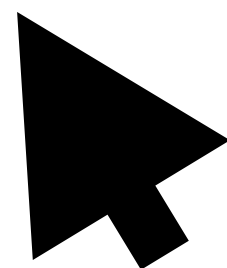
TEACHING AND LEARNING @STCYRESCHOOL

## TRIPLE TAKEAWAY:

### TEACH TO THE TOP



**Megan Mansworth**, *Teach to the Top*  
*Aiming High for Every Learner.*  
John Catt Publication



[Teach to the Top](#)



Bethan Thomas, Head of English, discusses a range of Teach to the Top strategies that can be used in any classroom. Click the headphones to listen.

## NEXT ISSUE

## ED TECH TIP

### Google Translate App

During our most recent Digital Innovations meeting we discussed the most useful classroom apps. One that really impressed us was the Google Translate App. This app enables you to use the camera on the iPad to capture a live image of any text and automatically translate it into any language. The app is particularly useful for our EAL students and as part of our universal provision for students. Staff have used this app to copy and paste text into the many different languages spoken at St Cyres. This has been especially useful for our new students who have limited English, enabling them to fully take part in the lessons.

Download Google Translate from the iPad app store.



## THE STAFFROOM PODCAST

In this episode Jane Morgan tells us her story of her educational journey from being a student at St Cyres School to being Head of Hearing Resource Base.

Whether driving home in the car or going for a walk you can dip into this taste of life at St Cyres. Click the microphone to listen!



We have a staffroom podcast from Chris Hall, Teacher in Charge of Pupil Support Centre. Our subject spotlight is on Maths. What do you want to see in our next issue? Just let us know.