

## A Teaching Sequence for multimodal Texts

Thinking Skills Framework	Stage of teaching sequence	Explanation	Teacher Modelling	Children's independent learning
<p><b>Plan</b></p>	<p><b>Familiarity with text type</b>  <i>Develop understanding of multimodal texts</i></p> <ul style="list-style-type: none"> <li>▪ Read and categorise texts</li> <li>▪ Show how different modes combine to create meaning</li> <li>▪ Explain how design, layout and organisation of texts create effect</li> <li>▪ Discuss how to compose texts according to audience and purpose</li> <li>▪ Draw on reading to design text models</li> <li>▪ Demonstrate expressing personal responses to texts</li> </ul> <p><b>Capturing and recording ideas</b>  <i>Note and develop initial ideas</i></p> <ul style="list-style-type: none"> <li>▪ Explore ideas for texts using:               <ul style="list-style-type: none"> <li>- drama, techniques, role play, puppets, small world play</li> <li>- digital photo manipulation software</li> <li>- digital audio manipulation software</li> <li>- musical instruments</li> <li>- dance</li> </ul> </li> <li>▪ Record ideas through drawings, story maps, note making</li> <li>▪ Capture ideas through digital audio, digital still images and moving images</li> </ul>	<p>This section is an important basis for teaching the specific elements of a chosen type of text. Children will be involved in reading and talking about several texts, deciding on their purposes and categorising them as narrative, procedural, persuasive and so on. With more experienced multimodal readers, teachers might want to take this further to analyse types of narrative; adventure, fantasy or traditional tale, for example, or to look at the differences between drama, book and DVD in a particular story. Categorising procedural texts might include comparing and contrasting recipes and instructions. Whatever the text type chosen, discussing its purpose and structure will help to develop children's knowledge of the range of types of text. Encouraging personal response to texts enhances and extends children's understanding of audience features</p> <p>The pressure to 'get work done' can sometimes squeeze out an important stage of composition – generating and capturing ideas. This phase might be developed through activities in any area of the curriculum through drama and role play, or notes made in different media and captured by children or adults in the classroom. Some ideas need to be recorded to be referred to later, and this is where digital technology is a great advantage. Children can store and record their own individual ideas, and the IWB and digital camera also allow the teacher to support the recording process</p>	<p><i>At all phases of any process of teaching and learning in literacy, the principle of modelling responses, choices, attitudes and behaviours is essential</i></p> <ul style="list-style-type: none"> <li>▪ Read multimodal texts noting how modes combine to create meaning</li> <li>▪ Discuss text conventions associated with each mode</li>   <li>▪ Demonstrate capturing ideas using different strategies</li> <li>▪ Model taking risks to generate ideas</li> <li>▪ Show how to record ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read multimodal texts and express preferences</li> <li>▪ Collect examples of text conventions</li> <li>▪ Create own text models</li>   <li>▪ Decide which strategy to use for a particular purpose</li> <li>▪ Use note taking approaches appropriate to text type and age of pupils</li> </ul>

	<p><b>Plan</b> <i>Develop, record and structure initial ideas</i></p> <ul style="list-style-type: none"> <li>▪ Demonstrate how to choose the modes which are best for the task</li> <li>▪ Model designing layouts using desktop publishing, word processing software, drawing, sketching and sticky notes</li> <li>▪ Annotate skeleton plans, maps, digital images and drawings</li> <li>▪ Show how to collect and arrange ideas using graphic organisers, lists, story boards</li> </ul>	<p>Drafting, revising and proof reading Teachers are very familiar with this phase of text construction for writing. Drafting and improving a multimodal text may be less familiar. Teaching might involve selection of colour, typeface, font size and layout, and decisions about pacing a text which will be shown on the screens of a presentation or as a graphic narrative. The proof reading stage might include checking transitions in a presentation or continuity in image-based texts, as well as the more traditional aspects of spelling and punctuation.</p>	<ul style="list-style-type: none"> <li>▪ Combine models from shared reading and captured ideas on planning formats</li> <li>▪ Evaluate different planning strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore design options to create possible layouts</li> <li>▪ Decide on the impact of a mode or combination of modes for the task</li> </ul>
<p><b>Develop</b></p>	<p><b>Draft</b> <i>Develop ideas from the plan into a structured text</i></p> <ul style="list-style-type: none"> <li>▪ Demonstrate how to use models and plans from shared reading to support drafting to texts and design choices</li> <li>▪ Model using presentation software, digital video and audio editing software to combine modes</li> <li>▪ Demonstrate making changes to the text, adding or removing elements to clarify meaning</li> <li>▪ Show how to use drawing and typographic choices to engage the reader</li> </ul> <p><b>Revise</b> <i>Alter and improve the draft</i></p> <ul style="list-style-type: none"> <li>▪ Refer back to models drawn from</li> </ul>	<p><b>Drafting, revising and proof reading</b> Teachers are very familiar with this phase of text construction for writing. Drafting and improving a multimodal text may be less familiar. Teaching might involve selection of colour, typeface, font size and layout, and decisions about pacing a text which will be shown on the screens of a presentation or as a graphic narrative. The proof reading stage might include checking transitions in a presentation or continuity in image-based texts, as well as the more traditional aspects of spelling and punctuation</p>	<ul style="list-style-type: none"> <li>▪ Explain how choices of mode will communicate the overall meaning of the text</li> <li>▪ Discuss how to maintain cohesion across the text through design, colour, sound effects, editing, typeface etc</li> <li>▪ Refer back to examples from shared reading to inform text design choices</li> </ul> <ul style="list-style-type: none"> <li>▪ Model using success criteria to inform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply decisions about which mode will best communicate the intended meaning of the text</li> <li>▪ Use shared reading and own personal reading to inform authorial decisions</li> <li>▪ Choose from a range of cohesive devices to maintain text cohesion</li> </ul> <ul style="list-style-type: none"> <li>▪ Work with response partners to make</li> </ul>

	<p>shared reading</p> <ul style="list-style-type: none"> <li>▪ Ask response partners to assess and review texts using agreed criteria</li> <li>▪ Demonstrate adding or removing elements of the text to clarify meaning</li> <li>▪ Show how to use computer software options to re-organise sections of the text</li> <li>▪ Model adding notes to paper based texts to prompt changes at presentation stage</li> </ul> <p><b>Proof read</b>  <b><i>Check design and layout, spelling and punctuation</i></b>  <b>Demonstrate how to check:</b></p> <ul style="list-style-type: none"> <li>- visual text for content, colour, cropping of images, effects, layout and composition, image placement and visual emphasis</li> <li>- moving image for fades and edits, cropping, timing of clips, visual effects</li> <li>- auditory text for timing, editing, sequencing, volume, fades and edits, sound effects</li> <li>- non-linear text to ensure hyperlinks, action buttons and animation sequences work</li> <li>- written text for spelling, punctuation and paragraphing</li> </ul>		<p>revisions and improve the draft</p> <ul style="list-style-type: none"> <li>▪ Talk through making decisions about re-organising elements of the text to improve design, cohesion and meaning</li> <li>▪ Demonstrate proof reading for accuracy of individual elements of the text and overall design</li> <li>▪ Explain how to check cohesion across elements of the text</li> </ul>	<p>decisions about the effective use of modes to communicate meaning</p> <ul style="list-style-type: none"> <li>▪ Apply understanding of design and text construction to clarify meaning</li> <li>▪ Proof read for accuracy and consistency</li> <li>▪ Check cohesion</li> </ul>
Reflect	<p><b>Present and Evaluate</b>  <b>Prepare and present a final copy to a reader/audience</b></p> <ul style="list-style-type: none"> <li>▪ Talk through decisions about final presentation including choice of materials</li> <li>▪ Model how to evaluate final copy</li> <li>▪ Publish texts: <ul style="list-style-type: none"> <li>- on paper as books, graphic novels,</li> </ul> </li> </ul>	<p><b>Presenting and Evaluating</b>  Presenting texts is again a very familiar area of classroom work. One of the key elements of this phase is to support children's decisions about their presentations. Equally important is the expectation that children will evaluate both the framework for describing and assessing multimodal texts</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate offering constructive feedback about content, design and use of modes to communicate successfully with the reader</li> <li>▪ Support children as</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use available resources to present texts</li> <li>▪ Evaluate own final copy</li> <li>▪ Identify next steps as multimodal text maker</li> </ul>

	<p>posters, advertising leaflets, newspapers and magazines</p> <ul style="list-style-type: none"> <li>- on screen as video podcasts, digital videos of news and television broadcasts, animations, websites</li> <li>- through live performances of shadow puppets, dance, plays</li> <li>- through presentations by children using paper and presentation software</li> <li>- on web-based forums to share texts with wider audiences</li> </ul>		<p>they identify their next steps</p>	
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*Adapted from 'Visual Approaches to Teaching Writing – Multimodal Literacy 5 – 11' Eve Bearne and Helen Wolstencroft*

