

Teaching notes

Print the panels onto thin card and give students a split pin to hold together each fan.

The idea is that students create a set of eight-ten key questions to cover any reading task, to cover any text – media, non-fiction, poetry or prose – to revise reading skills with any text. Students should organise their panels in a logical order to deconstruct the text.

Differentiate this task by deciding how many pre-filled panels to give students – some may need none, some all five to get them started.

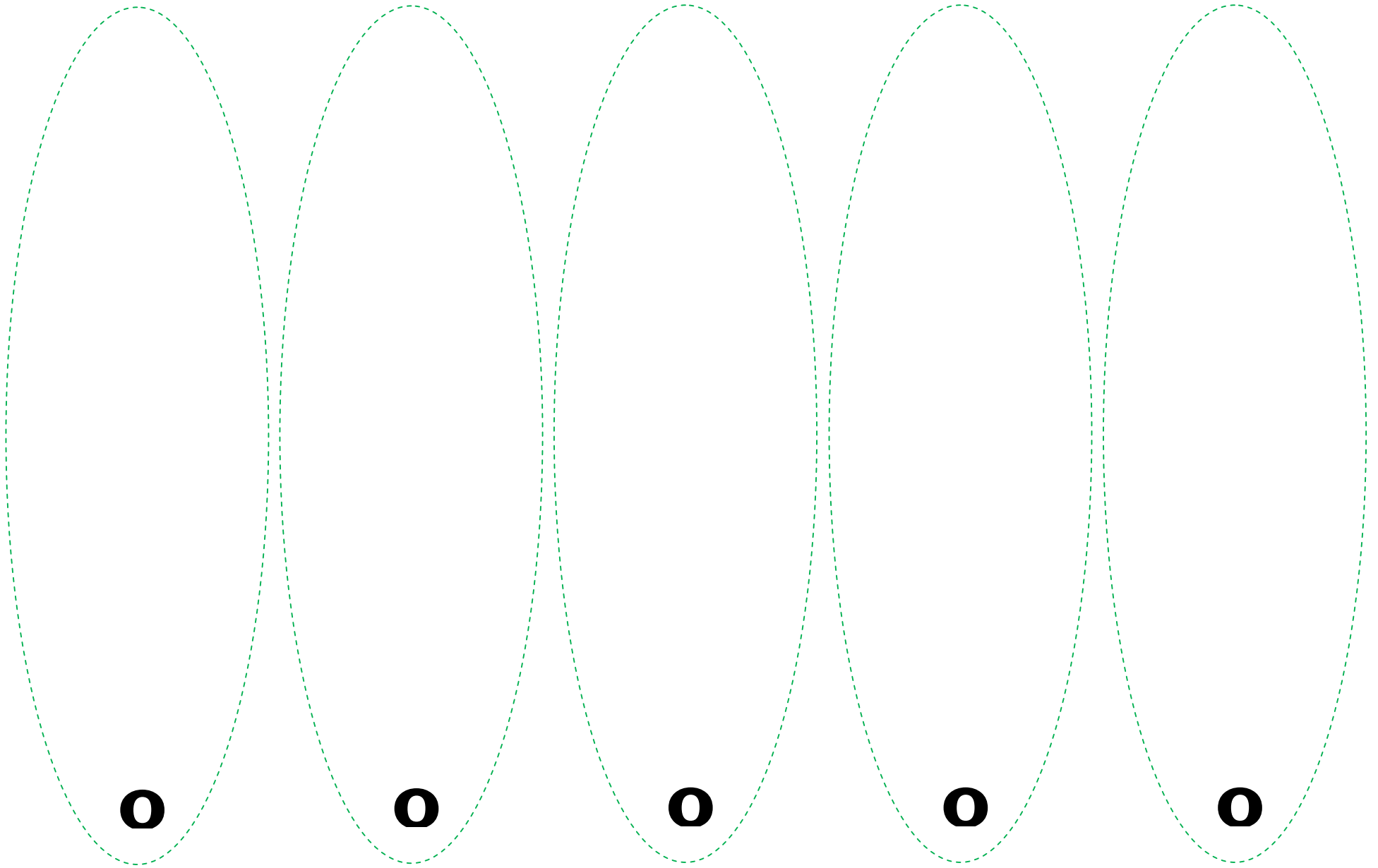
If students get stuck, prompt them to include questions about:

- **Quotations:** are they apt and specific, short and embedded and punctuated?
- **Structure:** PEEL paragraphing; overview the ‘big idea’ in a short opening paragraph proved in subsequent paragraphs of sub-points and evidence, discussed and explored.
- **Phrases:** suggest those to avoid e.g. ‘hooks the reader’; ‘makes you want to read on’, etc. and those to include e.g. ‘I know this because...’; ‘... implies that ...’

You could list a few of the prompts you’d like them to remember and put them in a ‘lucky dip’ hat – each time a student resorts to the hat they owe you a favour round the classroom, like taking the recycling out – that way they won’t just leave you to provide the answers!

For literature, the fan is also a good way of collecting key quotes and you could make separate sets.

If the task is successful, repeat the exercise for writing tasks, with Teachit’s Writing revision fan.



What do I notice first?

Discuss the word(s) or presentational feature(s) that leap out at you: the obvious things.



How does this link to the task? Make your point.

Discuss the word(s) or presentational feature(s) and how they relate to a question set.



How does this writing make my purpose How do I know?

Discuss the word(s) or presentational features (the evidence) that prove(s) your point.



Have I used a wide range of punctuation for what can I deduce (work out) from the type of language or presentational features used?

Discuss any techniques the writer has used in the evidence you have selected.



Does this point link to other parts of the text? Make more connections!

Does what I've noticed link with other parts of the text through a similarity or difference?



Reading prompt fan: task sheet

1. Cut out the fan shapes printed on thin card.
2. As we read a text, we should be asking ourselves questions e.g. Who is speaking? What do they want the reader to do/think/feel/understand? Are there any recognisable linguistic features like alliteration, rhetorical questions or anecdotes? What is the effect of these on the audience? etc. These are prompt questions. **Write your own prompt questions on the fan panels.** Push a split pin through the **O** to hold the panels together.
3. Use these to help you write about what you read as you revise.
4. If you repeat this process, you'll be better prepared for approaching texts in the exam - you may even remember some of the questions!

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