

Literacy Development through Chess Lessons

Part 1: Chess-based Literacy Tasks

Please tick the box if task listed is one which you plan to do with your group next year.

Class level/setting: _____

| | Task | Tick |
|----|---|------|
| 1. | Procedural writing – assign students the task of creating an instructional piece of writing to describe how to play one of the mini-games. Making use of the writing process students will draft, edit, redraft and publish with a diagram in a typical procedural structure listing resources, equipment, requirements, etc. | |
| 2. | Comprehension strategies – while teaching the mini-games (and perhaps during teacher v's class games) integrate the comprehension strategies of predicting, sequencing, clarifying, inferring, etc. Make explicit link to these similar to using them when reading a whole-class text. | |
| 3. | Buddy system of coaching – Once a group of students are confident and competent in playing certain mini-games assign them the task of teaching younger students. Practice the sequence of instructions and specific language to be used before hand (possible integration with task 1 above). This task could also be done with adults visiting the school or students visiting local adult groups (such as care homes for elderly). | |
| 4. | Recount/ Report writing – Following the class groups visit to play another class, group, school in chess, assign students the task of writing a recount or report of the event. Providing students with a rubric beforehand and again utilising the writing process of drafting, editing, redrafting, etc. publish the best pieces on the school website. This could also be done using a computer word processor or slide show allowing students to incorporate pictures in their recount/ report. Alternatively, student can visit other classrooms to present their piece orally. | |
| 5. | Narrative - Did you know Lewis Carroll (author and mathematician) wrote a sequel to Alice in Wonderland (1865) called Alice Through The Looking Glass (1871). It features many references to chess pieces who come alive. The book could be read in full as a class novel or summarised and used as a stimulus for students to write their own narrative story which feature chess pieces or (for senior students) utilise chess as an analogy or metaphor or power, conflict or intelligence. Assign an audience for students to write to – this could be classmates or students in older or younger classes who will read their stories or have the story dramatically read to them. Like a good game of chess, a good story needs a good opening, clever middle and an exciting end-game. | |

| | | |
|---|--|--|
| 6. | <p>Student-organised chess – Facilitate and support senior students to run a lunch-time chess league or whole day Christmas tournament for younger students. This will require promotional material to be created listing entry fees and rules and the registration of names and fees (contribution towards chess equipment for the school perhaps). During the weekly league or one-day tournament, students will have to help young students find their correct board, collect scores, adjudicate on games and create new fixtures. It requires organisation, teamwork and patience on behalf of the group of students – it only requires one or two knowledgeable chess players who can referee tricky games. This is best done after the students have experienced a well-run chess league or tournament so they have an idea of good organisation.</p> | |
| 7. | <p>History – Assign a history project with a chess slant such as “The History of the World through a Chess Lens” where students are challenged to research characters from history who played chess. Examples include:</p> <ul style="list-style-type: none"> • Hugh Alexander • the match of the century during the cold war • a chess game played between Lenin and Hitler • the role of women in chess through history and the role of the Queen (which changed greatly through history) • the development of the game in medieval culture, the feudal system and Lewis chess pieces • the ever-present comparison between chess and war and • the origins of the game in Asia | |
| <p>Other ideas for literacy tasks:</p> | | |

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Part 2: Oral Language through Beginner Chess Lessons

The New Primary Language Curriculum (2019) lists 12 learning outcomes in the strand of oral language. Please tick Yes or No depending on whether you believe it is possible to achieve some, or all, of these using the chess lessons you have participated in this week.

| | Learning Outcome Label (summarised learning outcome description) | Y | N |
|-----|--|---|---|
| 1. | Engagement, listening and attention – actively listen and attend for extended periods of time (stage 4 – 5 th /6 th class). | | |
| 2. | Motivation and choice – Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes (stage 3 and 4 – 3 rd to 6 th class). | | |
| 3. | Social conventions and awareness of others – Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics (stage 3 – 3 rd /4 th class). | | |
| 4. | Sentence structure and grammar – Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken (stage 3/4 – 3 rd to 6 th class). | | |
| 5. | Vocabulary – Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use de-contextualised language (stage 1/2 – J1 to 2 nd class). | | |
| 6. | Demonstration of understanding – Respond creatively and critically to what they have heard and experienced (stage 4 – 5 th /6 th class). | | |
| 7. | Requests, questions and interactions – Express personal needs, opinions and preferences, explaining and justifying their perspective (stage 3/4 – 3 rd to 6 th class). | | |
| 8. | Categorisation - Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding (stage 1/2 – J1 to 2 nd class). | | |
| 9. | Retelling and elaboration - Retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate (stage 3/4 – 3 rd to 6 th class). | | |
| 10. | Playful and creative use of language - Use language playfully and creatively in their own conversations and texts and across other languages as appropriate (stage 3/4 – 3 rd to 6 th class). | | |
| 11. | Information giving, explanation and justification - Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading. (stage 3/4 – 3 rd to 6 th class). | | |
| 12. | Description, prediction and reflection - Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts. (stage 3/4 – 3 rd to 6 th class). | | |