

Male Interviewer: So, first of all you've all taken part in Narnian Virtues and I'm guessing for most of you it's been two years; was anybody not here in Year 7? No, you all did The Lion the Witch and the Wardrobe? Excellent, so first of all, just tell us a little bit about what it was like for you and your class doing Narnian Virtues?

Male Respondent 1: Well, we used to do checkpoints on it and sometimes we used to watch the films on it and take notes on it and then before the six week holiday, we got a book, a Narnian book to read during the six weeks holiday and then that was a project to do over the six weeks' holiday.

MI: Now it's really important that you feel you can be completely honest. We won't feed anything back to teachers or parents or anyone at all; how many people read that book over the summer?

Female respondent 1: I read half of it.

Female respondent 2: I read up to chapter three.

Male respondent 2: I read all of it.

MR1: I only read a couple of pages.

MI: Excellent, thank you. What else, how else did it work in your classes?

MR1: So basically we did points where our teacher did checkpoints like Vinnie said, because I was in the same class as him last year and we did, when we came in we did a started test what we did last lesson and then we got in to our lesson, what we were on about, reading the book and all that.

MI: Could you just tell us what checkpoints are, what does that mean?

Female interviewer: Just to let you know, I've only recently started this job, so you probably know more than me.

FR2: Just topics of the, certain parts of topic that we were learning. One section of the topic is the first checkpoint and then once we're on the next one it's checkpoint two.

MI: Okay, so what did the teacher do when you were having a checkpoint? What happens in class?

MR1: So, we went in a lecture theatre and we were tested on all the information that we'd been given.

MR2: Like evidence points.

MI: Okay I get it, I think! So, yeah, so almost a kind of test?

FI: What do you mean by "evidence"?



FR1: To support our answer, so we'll put something like, "Peter was the older one" and then we support that answer by finding something in the text, by showing that he's the older one.

MI: Okay, so if I don't know C.S Lewis wrote that Peter was 15, I know he doesn't give the ages I don't think, but he was 15 and he gave the ages to the others at some other point, then you'd have evidence that he was the older one?

MR1: Basically we use the codes to prove a point.

MI: And, what kind of things were those about? So, you mentioned age just as an example but can you remember what any of those checkpoints were actually testing you on?

MR2: I can't remember.

MI: That's alright, it was a little while ago, so that's fine.

MR1: In my classes we used to read it and after we read it, we used to have a little test about everything that happened in that chapter and then we made a summary about what happened and we had it in our books there and when we needed to remember what we did, we just read that.

MI: Wonderful. Anything, so we've heard about the checkpoints and reading the chapters and having tests after that; was there anything else that happened in your class when you were doing it?

MR1: We used to do, in my classes we used to draw some cards to help us remember because we voted in our class what we should do, watch the film, draw some images about the chapter or just read it and we chose to draw and it really helped.

FI: So, were you guys in different classes when you did this?

MR2: Yeah, us three were the same, we were in the same class.

MI: And so, when you said it helped, what did it help with, the drawing?

MR1: If you see an image, it really helps you to just get in to your memory and if you think about that image, you can say for example when Lucy got in to the wardrobe and saw the portal, if we drew the portal and then a small image about Lucy talking to the other, her siblings, and them not believing her, so it just helps you after you've read it and it just gets in to your mind.

MI: Wonderful, thank you. Anybody else have anything they want to say about how it happened in your class?

FR2: In my old class we also had this hot seat where one of us sits and we pretend that we're one of the characters and then we used to ask questions and they used to give responses back.



MI: Why do you think teachers had you do that?

FR2: Just to make the lesson more fun and entertaining but really we're actually learning about it; they're making it entertaining for us.

MR1: To help us remember the particular details of a character, a specific character.

FI: What sort of details?

MR1: So, we'd ask them simple questions and then how do you, "What are your siblings called?" and then they'll answer the questions with obviously the answers and then you ask some more questions and then eventually we swap and it would be a different character.

MI: So, what do you think the point of doing Narnian Virtues was? You could have studied other books or done other curriculum in your English lessons, why do you think you did this?

FR2: Just to get used to it because in our GCSEs we are going to do this and if you just practise it you are going to get good at it and [inaudible 0:07:01] prepares us.

MI: What kind of things do you think you were practising with it?

FR2: Highlight different parts of the text or just explain what the different words mean and just use advanced vocabulary.

MI: Excellent, and it's really important that if I say something that you think I've misunderstood then you tell me that I've got it wrong but when you say about the highlighting, is that going back to the idea of evidence, that you're looking for evidence in the text with the highlighting?

FR2: Yeah.

MI: Anybody else, why do you think, what do you think the point of Narnian Virtues was? Not sure? It's absolutely fine to be unsure. Okay, excellent, so your school though obviously committed to do this, they picked it, why do you think your school thought it would be a good idea to do it?

FR2: Maybe because it includes children and if we were their age in the children's... children feel very familiar with the fact that the characters in the book have the same age as them and maybe that helps them understand.

MI: Excellent, thank you. Any other ideas from any others?

MR2: Just to learn some skills as well for annotating because we used to do a lot of that as well. So, we would get some text from a book, we used to



annotate it and would highlight bits and what technique was used there or a specific thing that happened.

FR2: Or maybe, I'm [Eastern European] and I'm not English, and the book really helped me learn more English and at the first, at the beginning of the book it doesn't start with complicated words but then it just gradually increases in the words and the difficulty, yeah.

FI: Did you all feel you learnt new words?

MR1: Yeah.

MI: Is that the bell?

FI: We don't want to eat in to your break.

