**Dictogloss**

The purpose of a dictogloss is to model the type of language required for a successful exam answer through a collaborative dictation activity.

The intention is **not** for students to reproduce the text word for word as in a traditional dictation, but to create a piece of writing that contains all the features of a well-structured text with all the necessary content and written in the correct style. It is therefore best used at the end of a topic when students’ have built up their knowledge of the topic.

**Procedure**

Students work in pairs to begin with.

They look at images to remind themselves of key concepts and ideas and make notes of anything they can remember or think relevant to the topic. The teacher may choose to use images already presented in class or to introduce new ones to prompt them to ‘see the content with new eyes’.

Without writing anything, students listen to the first reading of the text. They can then make notes. The text is read again, this time with the students making notes as they listen. The text is read for a third time, again with notes being made.

Students then work in fours, pooling their notes. As they compare what they have written, students should discuss what they understood from the text, as well as the best use of vocabulary, techniques and structures that can improve their writing.

They now attempt to write a text that approximates what they have heard. Students are encouraged to try and improve on what they have heard as they produce their final draft. Weaker students might work in pairs at this point, but the discussion and sharing of notes should support most students to produce an individual piece of writing. Depending on how the final writing task is done, each student could produce a distinct text, but the final outcomes will likely be quite similar.

Once they have finished writing their piece, the original text is displayed for them to look at. Students may annotate their work in a different colour, BUT SHOULD NOT CHANGE their piece of writing.