

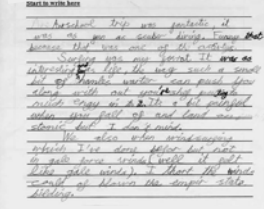
POOLE GRAMMAR SCHOOL
POOLE, DORSET, ENGLAND



LITERACY

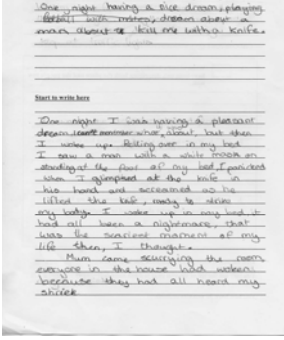
“The road to knowledge begins with the turn of the page.”

Grammatically inaccurate



- Initial identification and diagnosis of need through:
- Key Stage 2 Test (National Standardised Test) English writing levels
 - Entrance test marks
 - Entrance test essays

Lack of coherent thought and structure



Years 8 and 9 Key Stage 3	Years 10 - 13 Key Stage 4 GCSE Key Stage 5 A-level
<p>Students have difficulty in:</p> <ul style="list-style-type: none"> ❖ writing using grammatically correct structures ❖ putting ideas down on paper in a coherent sensibly structured manner ❖ understanding subject specific vocabulary and writing requirements across the curriculum ❖ actually writing either to create a legible piece of work or to write at speed to take notes 	<p>Students have difficulty in:</p> <ul style="list-style-type: none"> ❖ constructing essays. ❖ researching topics in sufficient depth and detail. ❖ taking and keeping useful sets of notes. ❖ responding to questions in examinations appropriately.

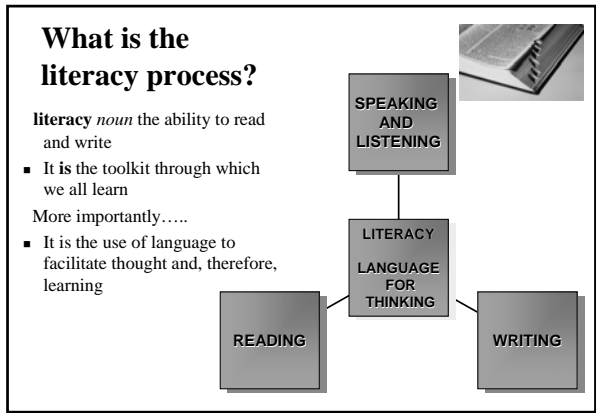
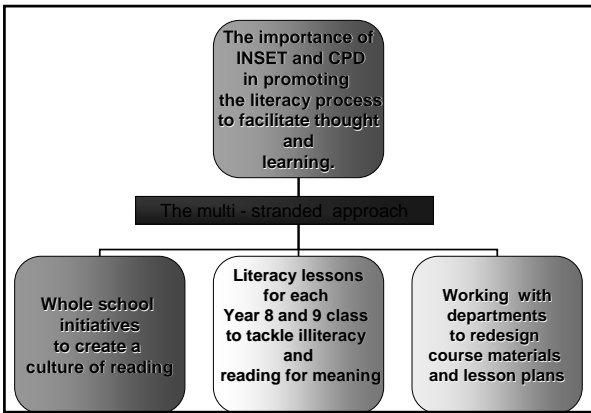
New media technologies
The use of non standard English in, for example text messaging, can lead to confusion.

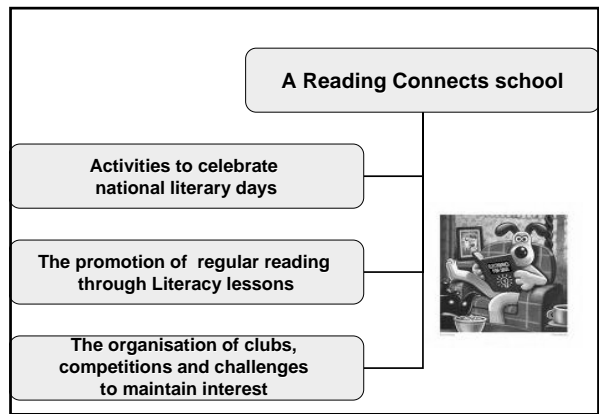
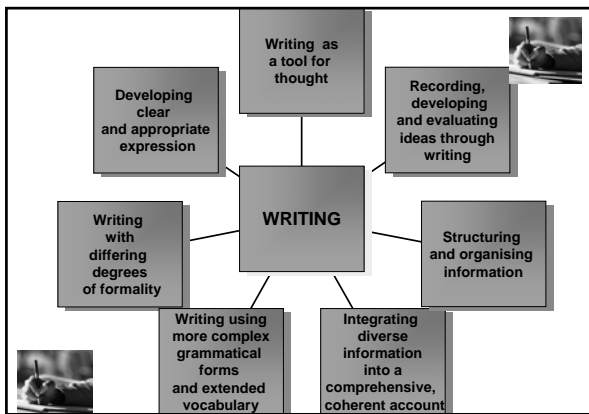
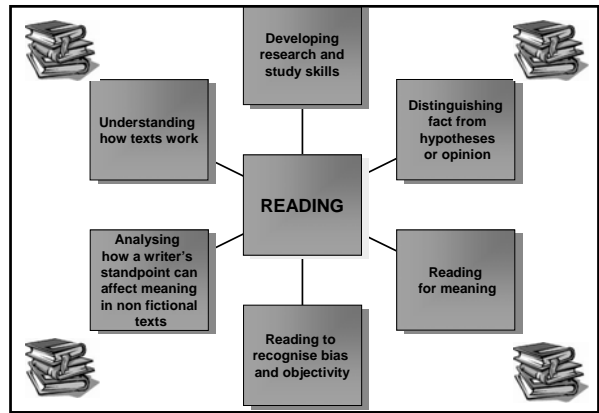
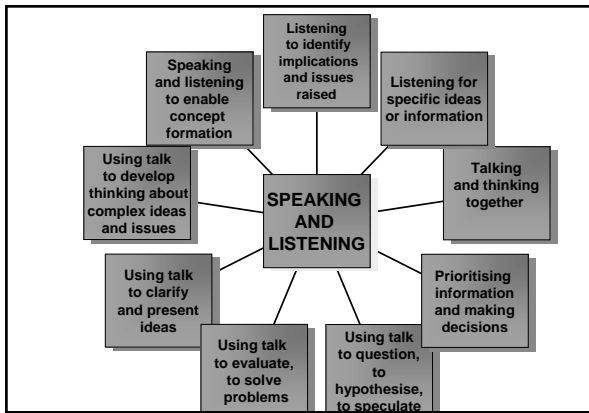
Isolation in, for example game playing, can lead to a lack of ability to communicate effectively.

Busy lifestyles
We no longer eat, talk or discuss ideas together regularly as families.

Informality of modern lifestyles
Our use of language is more casual and less precise than it used to be.

Newspapers
The distinction between tabloid and broadsheet newspapers through the standard of language used is not as obvious as it used to be.





NATIONAL POETRY DAY WALL OF DREAMS

"It's awesome reading everyone's poems."

"The Wall of Dreams is like a chocolate box of wonderful treats; each one a little nugget of delicious insight into thoughts which are so rarely expressed in a maths lesson."

Dreams
 In the dead of night they come,
 Tapping on the weak; the vulnerable,
 Those with open hearts,
 To play havoc with their mind,
 And while we sleep,
 Through the soundless night,
 They take our hopes, our fears,
 And make them our desires,
 Exploring every crevice of our mind,
 Finding corners even we did not know,
 Feelings, emotions, likes,
 All stirred as we slumber on,
 And so, in the pitch black night,
 We watch our words and yearnings,
 Our worries and doubts,
 Played out while we lie,
 With our feelings coursing through us,
 Our true wants and needs are unworthied,
 Our true torments and pains,
 In our mind, safe from the world,
 And as day intercepts night, they flee our
 minds,
 Taking with them the memory of their
 presence,
 Leaving only a trace,
 Our dreams
 By David Wilmorearanta, USA

"I believe poetry is an expression of people's feelings and inner beliefs which I believe no other piece of writing can do."

POETRY NATIONAL DAY

Thursday 9th October 2008
 Inspirational figures for
 Mr Carter
 are
 Thomas Arnold
 Headmaster of Rugby School
 and
 Edward Thring
 Headmaster of Uppingham

Thursday 9th October 2008
 An inspirational figure for
 Mr Llewellyn
 is
 Michael Jordan
 Basketball Player

Thursday 9th October 2008
 An inspirational figure for
 Mrs Harding
 Pastoral
 Administrator
 is
 Mahatma Gandhi
 Political and spiritual
 leader

Favourite Authors' Party

Activities at the party

The author David Lindou reading an extract from his book

COOKIES
CHOCOLATES
FUN
ENTHUSIASM
SUCCESS

National Year of Reading
World Book Day

Reading from Tutor Group Book Boxes

Readathon

Ordering books from Scholastic Book Club

'Shadowing the Carnegie'

Matthew Ryan-East and the group chatting about the shortlisted books

Year 8 boys reading during a Literacy lesson.

Steve Llewelyn (P.E. teacher) running a lesson, monitoring reading and talking to the boys about their books

It is essential for the boys to see non-specialist English teachers enjoying and talking about reading.

The boys develop a regular reading habit and are rewarded with a certificate for the Reading Award they are following.

The boys are involved in recommending good reads and suggesting new books for the library which are then purchased by the librarian.

Staff from a variety of subject specialisms gain insight and experience in this area. It emphasises to them the crucial role reading plays in personal and academic development.

Yvonne Hooton (Librarian) talking to the boys about their books

It shows the boys that staff across many curriculum areas have an interest in reading.

Year 8 Literacy Lesson in the library

The New Oxford Literacy Kit forms the basis of these lessons. I have customised it for use at PGS. Lesson plans complete with answers have been produced for each lesson.

The lessons can be delivered by specialist or non-specialist teachers. The focus is on:

- how words and structures create meaning.
- how grammatical excellence aids communication

To be effective it is imperative to link learning grammar to textual meaning. Using the New Oxford Literacy Kit aids this process.

Literacy lessons in the classroom :

- Reading for meaning
- Writing with technical accuracy

Enthusiasm is essential!!

"In my opinion, a comprehensive, strategic, personalised Literacy programme is at the epicentre of cross-curricular achievement and self improvement. It empowers individuals linguistically to express themselves, both in the spoken and written form.

In addition, the strategy promotes positive self esteem and confidence in self to articulate ideas, opinions and beliefs about the world in which each individual lives."

Sue Hancock
Assistant Head

"A literate mind is the way to a fulfilled life. Anything we can do to enhance a young person's literacy skills is to be valued."

Ian Carter
Headmaster

Embedding it into the ethos of the school
The School Development Plan
INSET
CPD

"As you know, I've been a big fan of the Literacy lessons. I've got a lot out of them and the students have too."

Kath Myers
Head of SEN
Physics teacher

Everything is, therefore, made possible!!

Chemistry

Working with the Head of Chemistry and the LA advisor we have redesigned the delivery of the Chemistry curriculum to support boy learning.

This has involved creating new resources and redesigning lesson plans to incorporate the use of literacy skills.

Use of key words through poetry in **Geography** with Dan Stickney Year 10

Hydraulic, abrasion, attrition and corrosion
Bays, capes, coves and headlands, all created by erosion,
Dissolving rocks, launching sediments, carrying particles, compressing joints,
North-East is where prevailing wind points,
Wind direction affecting the swash,
Rocks moved up and down by the backwash,
The highest, a crest. A trough, the lowest position,
A stack, a stump, an arch, all effects of wave demolition,
Settled in the sea, pebbles, gravel, mud and sand,
Major erosion can create an island,
Wave energy lashes out at wave breaking,
From all directions. The coast takes a battering.

The waves crashed onto the shore,
And eroded the beach some more.
The pebbles were lifted,
The sand was shifted,
And dunes were born,
On that stormy morn.
And sculpted a bay,
On that raging day.
Robert Hellawell

Richard Addicott

The new specialism 'Cognition and Learning'

Working internationally with our partner schools in the IBSC on an international research project on boys' writing.

This will further support literacy, as boy centred literacy strategies are explored with active reading at their core.

Working locally with Rossmore Community College on various literacy interventions.

How do we know it is successful?

Our evidence:

- ❖ Statistical
- ❖ Verbal
- ❖ Material

Boys and Literacy: Inspire Boys and Unlock Their Full Potential.

Table Discussion

Please jot down the main points of your discussion below: