LITERACY

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

Years 8 and 9
Key Stage 3

Students have difficulty in:

- 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

Years 10 - 13
Key Stage 4 GCSE
Key Stage 5 A-level

Students have difficulty in:

- 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.

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

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

What is the literacy process?

literacy noun the ability to read and write
- It is the toolkit through which we all learn
More importantly…..
- It is the use of language to facilitate thought and, therefore, learning

The importance of INSET and CPD in promoting the literacy process to facilitate thought and learning.

Whole school initiatives to create a culture of reading

Literacy lessons for each Year 8 and 9 class to tackle illiteracy and reading for meaning

Working with departments to redesign course materials and lesson plans

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

Speaking and listening to enable concept formation.

Using talk to develop thinking about complex ideas and issues.

Prioritising information and making decisions.

Using talk to question, to hypothesise, and to speculate.

Talking and thinking together.

LISTENING AND SPEAKING

Using talk to clarify and present ideas.

Using talk to evaluate, to solve problems.

Understanding how texts work.

Developing research and study skills.

Distinguishing fact from hypotheses or opinion.

Analysing how a writer’s standpoint can affect meaning in non-fictional texts.

Reading for meaning.

Reading to identify implications and issues raised.

Using talk to confirm and present ideas.

Prioritising information and making decisions.

Using talk to question, to hypothesise, and to speculate.

Reading to recognise bias and objectivity.

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Talking and thinking together.
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

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

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

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

Year 8 boys reading during a Literacy lesson.

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.

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

Literacy lessons in the classroom:

- Reading for meaning
- Writing with technical accuracy
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.

“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

Enthusiasm is essential
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

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.

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The new specialism
‘Cognition and Learning’

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.

Our evidence:
❖ Statistical
❖ Verbal
❖ Material

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.
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, the shore,
And eroded the beach some more.
The pebbles were lifted, lifted,
The sand was shifted, shifted,
And dunes were born, born,
On that stormy morn, On that stormy morn.

Richard Addicott

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: