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

Lack of coherent thought and structure

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

Newspapers
The distinction between tabloid and broadsheet newspapers through the standard of language used is not as obvious as it used to be.
The importance of INSET and CPD in promoting the literacy process to facilitate thought and learning.

The multi-stranded approach

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
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
Speaking and listening to enable concept formation

Using talk to develop thinking about complex ideas and issues

Using talk to clarify and present ideas

Using talk to evaluate, to solve problems

Using talk to question, to hypothesise, to speculate

Listening to identify implications and issues raised

Listening for specific ideas or information

Talking and thinking together

Prioritising information and making decisions

SPEAKING AND LISTENING
Understanding how texts work

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

Reading for meaning

Reading to recognise bias and objectivity

Developing research and study skills

Distinguishing fact from hypotheses or opinion

Reading to recognise bias and objectivity
Developing clear and appropriate expression

Writing with differing degrees of formality

Writing using more complex grammatical forms and extended vocabulary

Integrating diverse information into a comprehensive, coherent account

Recording, developing and evaluating ideas through writing

Structuring and organising information

Writing as a tool for thought

WRITING

Writing as a tool for thought

Recording, developing and evaluating ideas through writing

Structuring and organising information
A Reading Connects school

Activities to celebrate national literary days

The promotion of regular reading through Literacy lessons

The organisation of clubs, competitions and challenges to maintain interest
“It’s awesome reading everyone’s poems.”

NATIONAL POETRY DAY
WALL OF DREAMS

“It’s awesome reading everyone’s poems.”

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

“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,
Preying on the weak, the vulnerable,
Those with eyes heavy,
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, ideas,
All stirred as we slumber on,
And so, in the pitch black night,
We watch our wants and yearnings,
Our worries and doubts,
Played out while we lie,
With our feelings coursing through us,
Our true wants and needs are unearthed,
Our true torments and pains,
In our mind, safe from the world,
And as day interrupts night, they flee our minds,
Taking with them the memory of their presence,
Leaving only a trace,
Our dreams
By David Wikramaratna, KS4

“I believe poetry is an expression of people’s feelings and inner beliefs which I believe no other piece of writing can do.”
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 is
Mahatma Gandhi
Pastoral Administrator

Mahatma Gandhi
Moving towards the beach
An Indian man is walking
His name is Mahatma Gandhi
And he is on a mission
The British are controlling India
Many people are with him
And there Gandhi made a stand
Gandhi was in trouble
And the British were coming
Now they were beaten and arrested
He did not fight but take it
Independence of India he accomplished

Mahatma Gandhi assassinated on January 30th 1948

Made a name for himself in 1991
In all he showed basketball was still in
Crowds cheered his name into a rhyme
Holds the titles of best basketball player of
time
Added to his reputation again and again
Even when he re-quit in 1999 as was by then
Legendary to add in the basketball world

Jet set in 2009 to go in the basketball hall
go of game
Overplayed to immortalize his name
“Flanked Not by the fans
Decided to beat his career in the can
Also now taking a rest
Named by the fans “His monkeys”

By Amanda Eades
Activities at the party

Favourite Authors’ Party

The author David Lindon reading an extract from his book

Activities at the party

National Year of Reading National Year of Reading

World Book Day

Favourite Authors’ Party

COOKIES

CHOCOLATES

FUN

ENTHUSIASM

SUCCESS

National Year of Reading World Book Day
Reading from Tutor Group Book Boxes

Ordering books from Scholastic Book Club

Readathon
‘Shadowing the Carnegie’

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.
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
“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

“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

Everything is, therefore, made possible!!

Enthusiasm is essential!!

Embedding it into the ethos of the school
The School Development Plan
INSET
CPD
Year 8 Thinking Day
Get Set Go!

Thinking Skills

Year 8 curriculum lesson
Lesson Observation
Staff training
Outreach
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.
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.

Richard Addicott

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

Use of key words through poetry in Geography with Dan Stickney Year 10
The new specialism ‘Cognition and Learning’

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

Working locally with Rossmore Community College on various literacy interventions.

This will further support literacy, as boy centred literacy strategies are explored with active reading at their core.
How do we know it is successful?

Our evidence:

- Statistical
- Verbal
- Material