

Literacy Strategies for Students



Spelling strategies

We recognise that students will need to be supported in memorisation techniques. To ensure they are given a consistent approach to standards in spellings, staff will mark for spelling errors as part of the school literacy marking technique. Students will also be provided with techniques to help them learn key topic words across the curriculum by subject staff, where appropriate with a topic spelling test to ensure that high frequency topic words are spelled correctly. Recognised strategies are provided below:

- Break it into sounds (d-i-a-r-y)
- Break it into syllables (re-mem-ber)
- Break it into affixes (dis + satisfy)
- Use a mnemonic (necessary – one collar, two sleeves)
- Refer to word in the same family (muscle – muscular)
- Say it as it sounds (Wed-nes-day)
- Words within words (Parliament – I AM parliament)
- Refer to etymology (bi + cycle = two + wheels)
- Use analogy (bright, light, night, etc)
- Use a key word (horrible/drinkable for -able & -ible)
- Apply spelling rules (writing, written)
- Learn by sight (look-cover-write-check)
- Visual memory (look-cover-write-check)



Connectives

We recognise that students will defer to the easiest connectives such as and, but, then. As a staff body we endeavour to raise the standards of literacy across the school by insisting on a range of sophisticated connectives. Students need to access a portfolio of connectives to connect thoughts, ideas, phrases and sentences. This can be shared with students via VCOP learning walls, topic literacy mats and extended writing templates. The expectation from Year 7 is to use the widest range of connectives possible, building upon learning at primary school. To access highest GCSE grades students will be required to be proficient in the use of nevertheless, despite, in contrary to, so as to, however. They will also be required to vary their language throughout the linear GCSE papers across the entire curriculum.





Openers

Students are being prepared for exams where there is an increasing emphasis on extended writing skills. Spelling, punctuation and grammar are essential for higher grade questions. Staff will need to model the types of openers students can use for signposting paragraphs in extended pieces of text. Some students will insist on using the, my and I. By teaching literacy across the curriculum, we can build up a portfolio of openers and see more students using as time went, an important thing, before very long, even though, having decided – alongside easier openers. This will showcase the best writing skills our students are capable of.

Never










Meanwhile

Besides



Punctuation

Students need support in writing with accurate punctuation. The minimum expectation is using a full stop and question mark accurately. The best pieces of extended text in all subject areas will require a variety of punctuation. VCOP displays, essay scaffolds and topic related expectations will support students in peppering their work with perfect punctuation.

 <p>A full stop is used to mark the end of a sentence.</p> <p>My favourite food is popcorn.</p>	 <p>An exclamation mark is used at the end of a strong declaration, command or interjection.</p> <p>Shhhh! Stop talking!</p>
 <p>A comma is used to: separate items in a list, show pauses and separate parts of a sentence.</p> <p>Today I bought sweets, popcorn, chocolate and a drink.</p>	 <p>Speech marks are used to show when someone is talking.</p> <p>"Who ate all the popcorn?" asked Kate.</p>
 <p>A question mark is used at the end of a direct question.</p> <p>Did you buy the cinema tickets?</p>	 <p>Apostrophes are used to show contractions and possession.</p> <p>Don't eat all of Simon's popcorn.</p>
 <p>Brackets are used to include helpful but not necessary information.</p> <p>I bought the tickets when we arrived (at 7pm).</p>	 <p>Hyphens are used to join two words to make a single word.</p> <p>Tonight's film was full of well-known actors.</p>
 <p>Semi-colons are used to join two main clauses in a sentence and separate long phrases in a list.</p> <p>All popcorn is yummy; some more than others.</p>	 <p>An Ellipsis is used to show: a missing word, a pause, an unfinished thought or silence.</p> <p>The film will start in...5...4...3...2...1...</p>
 <p>Colons are used to begin a list and before giving an example, instruction or explanation.</p> <p>Please remember: turn your mobile phones off.</p>	 <p>Punctuation is very important. It shows where your sentences begin and end and tells the reader how they should be read.</p>



Grammar

Secondary ready students will have been prepared for a SPAG test to ensure that they have a sound basis in spelling, punctuation and grammar. Secondary school staff can build on this further by using the correct terminology for words they expect in extended tasks across the curriculum. Students will be aware of adjectives, nouns, connectives, verbs as a basic level and will also be able to discuss imperatives (bossy verbs) to homophones, synonyms and antonyms. A glossary of all terms can be found in the T: literacy folder. Grammar templates may help improve all students' writing skills and a clear display of key terms will assist with conversations about how to make work more complex.





READING

Reading aloud is a key skill student will need to practice in all subject areas. They may need to respond to a text using their best oracy and/or writing skills. Reading for comprehension is a further skill needed across the curriculum. Students may have been taught to decode words using the phonics technique and will need to sound out each word, before they begin to work out the meaning of words or sentences. It cannot be assumed that students will be able to access texts related to their biological age. They may need support within class and for homework activities. DART is a menu of activities all staff can use (Directed Activities relating to texts).

Support for reading: DARTS activities

- Prediction – prior knowledge, subject knowledge, previous text-clues help students to predict next bit of text
- Segmenting etc – take a text with no sections and students chop into sections, offer sub-headings / boundaries
- Text shapes / writing frames : students represent types of text by their component parts, graphically
- Labelling / colour-coding / annotating – text-marking of all sorts: skills need to be taught
- Transformation – re-representing information through the medium of a certain type of written text (newspaper / advice leaflet / instructions for the elderly / poster / storyboard
- Question generator – students have to create the (e.g) six questions you need to answer to prove an understanding of a written text
- Card sorts – grouping / prioritising / washing line / spectrums : sequencing or valuations of ideas or points : mix and match – teachers generate cards, students select / discard / generate their own
- Word squeeze – concepts or learning to be reduced to mini-saga (exactly 50 words)
- Storyboarding

- Dicto Gloss – teacher leads three readings... 1) silent reading then 2) re-reading with note-making than 3) re-reading with info-checking
- Jigsaw – knowledge is split within class – learners move round room to gather elements of knowledge, return to groups as teachers