



Literacy at Chapel-en-le-Frith High School

...and what you can do to help
improve your child's love of literacy.

The importance of good literacy skills

- **Literacy work in school based on the following assumptions:**
- Literacy encompasses the skills of reading, writing, spelling, speaking and listening;
- Whilst literacy is a component of English teaching, all staff have a responsibility in terms of raising standards;
- Students need good literacy skills to access content in all subjects and to perform well at GCSE.
- Reading age requirements of new GCSEs are @14+
(2017 entry 16% RA below age 10, 38% below 11)



New research finds that boys read less thoroughly than girls

24 Oct 2016

The reading habits of more than a million children have been analysed in two

extensive new studies from the University of Dundee. The study found that boys of all ages read less thoroughly than girls, skipping parts of books and choosing reading material that is too easy for them.

One drew data from over 850,000 pupils in over 3,200 schools, while another looked at the results of reading comprehension tests taken by 150,220 pupils in 967 schools. The studies also found that the genre of reading material had little bearing on reading behaviours. Although boys are more likely to choose non-fiction instead of fiction, they are still not reading it as thoroughly as girls.

Further considerations

- Adults with good literacy skills (the equivalent of a good English Language GCSE or better) are much more likely to be in work than those with lower levels of literacy: 83% compared to 55%.
- Adults in England with low literacy levels have twice the odds of reporting low levels of trust as their peers with high literacy, and three times the odds of reporting poor health.
- The gap— between those with a firm grasp of literacy and those without – is established early in a child’s education and widens over time.

Subject	Q.W.C. Advice/No. of Marks Awarded for Q.W.C.
Maths	Look out for the * on the longer questions
Science	2 questions each of 6 marks
Geography	Look out for the Case Study questions where you are marked for Q.W.C.
History	9 out of a total of 69 marks
R.E./P and E	Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available.
P.E.	Look out for the * on the longer questions
I.C.T.	5% for S.P.A.G.
Cambrian	
National	
Media	Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available. Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available. Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available.
MFL	Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available. Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available.
Technology	Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available. Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available. Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available. Candidates are expected to ensure that text is legible. Q.W.C. is assessed in all units and is integrated in all units where available.
Music	
Drama	
Health and Social Care	2 - 4 marks depending on unit

Approximately 5 % of the marks in every GCSE exam are for accurate SPaG

Exam Terminology

Analyse separate information into components and identify their characteristics	Assess make an informed judgement	Consider review and respond to given information	Criticise assess worth against explicit expectations
Comment present an informed opinion	Define specify meaning	Describe set out characteristics	Discuss present key points
Deduce draw conclusions from information provided	Examine investigate closely	Explore investigate without preconceptions about the outcome	Evaluate judge from available evidence
Explain set out purposes or reasons	Illustrate present clarifying examples	Interpret translate information into recognisable form	Outline set out main characteristics

<p>Summarise present principal points without detail</p>	<p>State express in clear terms</p>	<p>Relate demonstrate connections between items</p>	<p>Review survey information</p>
<p>Argue present a reasoned case</p>	<p>Debate present different perspectives on an issue</p>	<p>Give produce an answer from recall</p>	<p>Justify support a case with evidence</p>
<p>Estimate assign an approximate value</p>	<p>Calculate work out the value of something</p>	<p>Suggest present a possible case</p>	<p>Prove demonstrate validity on the basis of evidence</p>
<p>Compare identify similarities</p>	<p>Contrast identify differences</p>	<p>Apply put into effect in a recognised way</p>	<p>Complete finish a task by adding to given information</p>
<p>Develop take forward or build upon given information</p>	<p>Identify name or otherwise characterise</p>		

**KITCHEN ASSISTENT
REQUIRED,**

**GOOD ENGLISH
ESSENCIAL,
APPLY WITHIN**

Oh dear



Ha!



Poor Grandpa....

Let's eat Grandpa.
Let's eat, Grandpa.

C O M M A S

THEY CAN SAVE LIVES

That pesky apostrophe!





**TEACHER'S
• SHAPE •
LITTLE LIVES**

And again...!



deysA I lack ryTN skilz*



* THEY SAY I LACK WRITING SKILLS

STAHLER

5/8

© 2008 Jeff Stahler/ Dist. by NEA, Inc.

www.comics.com

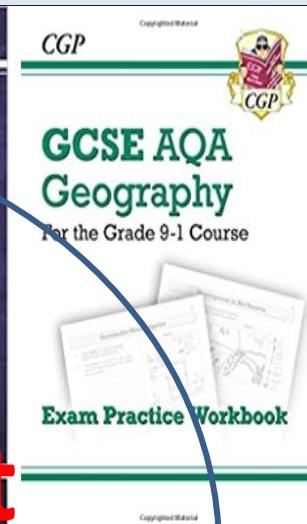
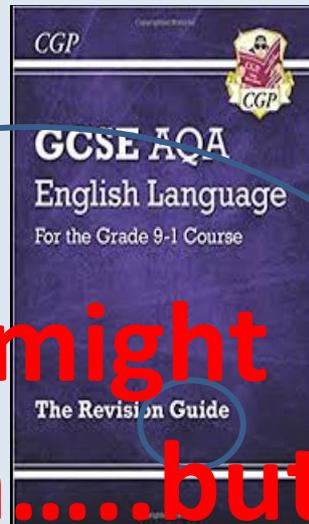
"Then he returned to his disciples and found them...
Texting! Can you not keep watch for one hour without texting?!!



Davis

If our students do not have a wealth of words, then they simply won't access the academic curriculum of school.

We might laugh....but the reality is less funny....



Here is a spinner.

When the arrow is spun once, a 1 or a 2 or a 3 can be scored.

Person A is going to spin the arrow twice.

He will work out his total score by adding the two scores he gets on the two spins.

The probability that he will get a total score of 4 is $\frac{16}{81}$

Assuming that the thickness of the three lines between the sectors may be ignored, work out the value of x .

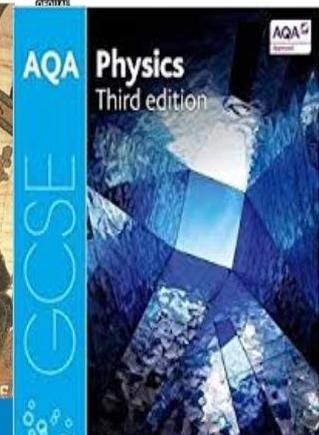
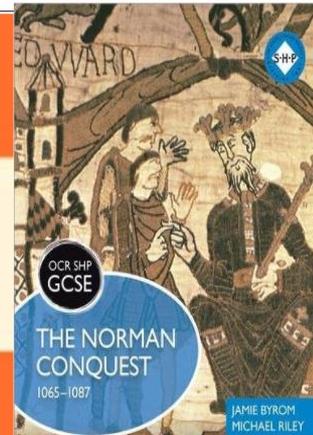
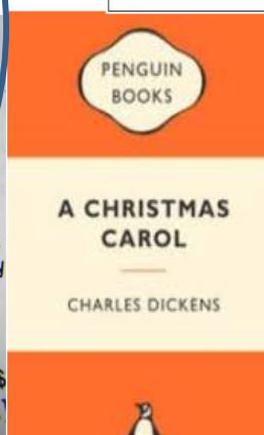
[5 marks]

Syncopation
Off-beat
Cross-rhythm
Counterpoint

Adagio
Largo
Andante
Moderato
Allegro
Vivace
Presto

Accelerando
Ritardando/rallentando
Allargando
Rubato
Silence
Pause

```
45 }
46 return $sum;
47 }
48 }
49 # Returns the dot product of two vectors.
50 # Takes two pointers to arrays as input
51 # Returns a two dimensional array.
52 sub xProduct {
53     my ($x,$y) = @_;
54     my $i,$j,@array;
55     my $ct = @{$x} + 1; # items in $x
56     my $ct2 = @{$y} + 1; # items in $y
57     my $result = \@array;
58     for ($i=0;$i<$ct1;$i++) {
59         for ($j=0;$j<$ct2;$j++) {
60             $$result[$i][$j] = $$x[$i] * $$y[$j];
61             # print $i, $j, $$result[$i][$j], "\n";
62         }
63     }
64 }
```



A large, stylized red question mark is positioned on the right side of the image. To its left, a grey hand is shown holding a white card. The background is a light, textured surface.

Supporting your child



Reading for pleasure

- Reports show that one of the most important factors influencing children's future life experience and prosperity is whether they read regularly or not and whether they have access to books at home.
- 2012 DfE report on reading for pleasure:
“All reading makes a difference, but evidence suggests that reading for pleasure makes the most”



Pleasure?! Aren't they here to work?!

“According to UNESCO the biggest single indicator of whether a child is going to thrive at school and in work is whether or not they read for pleasure. Pleasure can't be taught. Pleasure can only be shared. When my Dad took me down the park, with a football, he did not say, “Right son, I'm going to teach you some basic ball skills, work on general fitness and spatial awareness and if you're really good, then in a few years' time, we'll have a game of footie.” No, he played with me. The fact that he was having fun too was really important. “ (Frank Cottrell Boyce)

How are we promoting a positive reading culture across the school?



- We ask that students bring a reading book in their bag as part of their daily equipment.
- We have local businesses supporting us to allow us to give away a free book to all year 7 through the Bookbuzz programme.
- Quality time is set aside for independent reading as part of year 7 English lessons
- We read once a week in tutor time.
- We nominate Radical Readers.
- We celebrate World Book Day with a smile!
- We show photos of teachers reading...especially male staff members.
- We organise for authors to come into school

How are we promoting a positive reading culture across the school?



- We have a beautiful, friendly and well-stocked library run by enthusiastic staff and students. 15,000 items mostly fiction.
- We have Carnegie shadowing group each year in the library.
- We run a monthly book club at lunchtime
- We show that we all enjoy reading with teachers displaying their own reading habits on their classroom doors, through competitions, assemblies...
- Readathon, Read for My School, National Poetry Day, Libraries Day and Storytelling Week...

How are we helping those who 'fall below expected' standards?

- We make provision for small number of students who have not made expected progress to participate in additional English classes in place of MFL so that they can have intensive English and literacy teaching from specialist literacy teachers...up to 13 hours a fortnight in years 7, 8 and 9.
- We are working to bridge the gap between where they are and where they should be in terms of their reading, writing and spelling ages .
- For part of some of these sessions, they follow the Accelerated Reader Scheme where there is huge emphasis on reading (and specifically reading for pleasure). Students quiz, get their results on screen straight away and reap the rewards...both chocolate and otherwise!
- Reading inference intervention scheme – small groups extracted from lessons for fixed period
- Accelerated Reader registration programme year 7 after Christmas for those who do not attend Extra English classes



Promoting reading at home

Extract: What works in promoting reading for pleasure? DfE 2012

Role of parents/carers and the home environment

Evidence suggests that parents and the home environment are essential to the early teaching of reading and fostering a love of reading. Key findings from the evidence include:

- Parental involvement in a child's literacy has been reported as a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004 – cited in Clark and Rumbold, 2006);
- Children whose home experiences promote the view that reading is a source of entertainment are likely to become intrinsically motivated to read (Baker, Serpell and Sonnenschein, 1995 – cited in Clark and Rumbold, 2006); and,
- Children are more likely to continue to be readers in homes where books and reading are valued (Baker and Scher, 2002 – cited in Clark and Rumbold, 2006).





Reading for pleasure

Do they see YOU reading?

Do you read together? Does your child still read to you at times?

Do you talk about what you are reading?

Do you have books in the home and/or are you a regular library user?

The single most important thing you can do is actively promote reading for pleasure at home.



Useful websites

- <http://www.carnegiegreenaway.org.uk/>
- <https://www.lovereadings4kids.co.uk/login>
- www.goodreads.com
- <http://guysread.com/>
- <http://www.booktrust.org.uk/books/teenagers/>

What are
you doing
here to
promote the
importance
of SPaG?

My child
did LOADS
of SPaG at
Primary!

Spelling



- While some of us definitely find spelling more difficult than others – we can all learn hints and tips in order to improve our spelling of common words.
- Primary schools do lots of work on spellings
- David Crystal estimates there are over one million words in the English language
- 10 words a week??

SPaG of the Week

*Find this tricky?
Ask year 7s,
they are our
SPaG experts!
Answers on
back of sheet!*

Which of the events in the sentences below is **most** likely to happen. Tell your tutor the number.

1. We could go to the skate park today.
2. She can come to my house after school.
3. He will buy a new iPhone.
4. They might have pizza for tea today.

Remember! Accurate SPaG helps your writing make sense to the reader.
In exams, it can mean the difference between grades.

Answer: **3. He will buy a new iPhone.**

Want more explanation?



A **modal verb** is a type of auxiliary verb used to express ideas such as ability, possibility, permission, and obligation.

The modal auxiliary verbs are *can*, *could*, *may*, *might*, *must*, *ought to*, *shall*, *should*, *will*, and *would*. For example: Lee **can** eat a lot of pies.

(Here, the modal verb *can* helps to express the idea of ability.) Lee **might** eat that pie before he gets home.

(Here, the modal verb *might* helps to express the idea of possibility.) Lee **may** eat as many pies as he likes.

(Here, the modal verb *may* helps to express the idea of permission.) Lee **should** give you some of that pie given you bought it.

(Here, the modal verb *should* helps to express the idea of obligation.)

SPaG of the Week Beginning October 1st 2018

NB Tutors!
You can find this
mini pp in
W:\Tutorial
Activities\Public\
SPaG 2017 and
2018

This week we are focusing on your vocabulary in... **ENGLISH!**



A key word you really need to spell correctly:

Character

A key word you really should understand and be

able to spell by now... **Personification**

A key word we'd like you to get to know... **Authorial**

Intention

Getting key
words
wrong can
make your
teacher feel
exasperate
d!

You have the power to
make them feel ecstatic!



*More importantly, empower yourself! Widen
your vocabulary!*



Whole School Marking Policy

- Depts mark in colours (pink/red/purple)
- Any peer or self-assessment is done in green.
- Students all need to ensure that they write in black ink, underline dates and titles with a ruler, use a pencil for drawings and glue in any loose sheets. Presentation and SPaG stickers on all exercise books.
- Look out for M.A.D. tasks too!
- Students must correct errors and re-do key sections if not SPaG perfect.



Code	This means..
Sp	Incorrect spelling
Gr	Grammar error
^	Something has been omitted
?	Meaning unclear/ no workings
//	New paragraph needed
CL	Capital letter
P	Punctuation error
WO	Working out missing
T	Target



SPaG Guidelines

Follow these simple steps in all written work.

- Proof read your work carefully.
- Ensure that you have used capital letters where you need them. 
- Check any spellings you are unsure of in a dictionary.
- Be especially careful with your spelling of subject-specific words—use word lists.
- Ensure you have used a full stop/exclamation mark/question mark at the end of every sentence.
- Does every sentence make sense to the reader? 
- Have you been consistent in your use of tense?
- Does your subject agree with your verb?
- If you have used punctuation within a sentence, is it the best one for the job? [;-)] 



In the 'old' system, with coursework, you might have been told to re-do your work if you hadn't proof read it for careless errors.

In your exams and under the 'new' system there is no opportunity for the teacher to return 'faulty' goods.

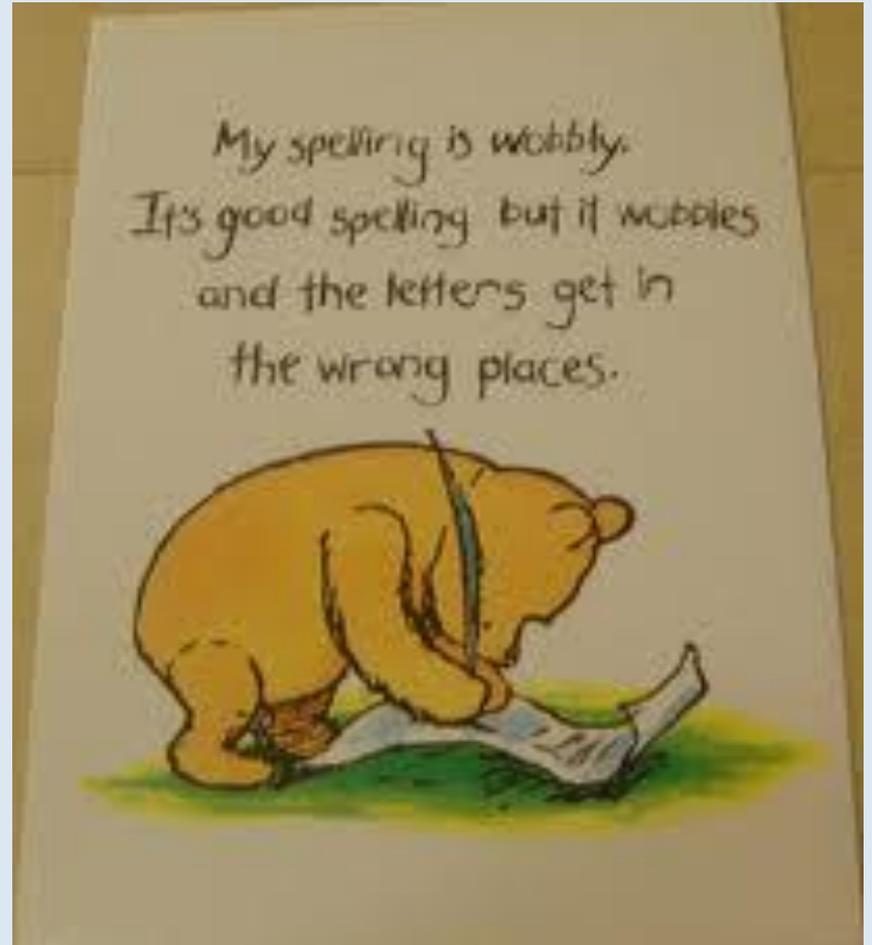
Linear exams mean students have to write it, proof read it and make any changes. First time!

Whole school approach

- Key word stickers or lists per unit/half term
- Small number of identified students registered on IDL online programme
- Small group intervention sessions for spelling
- * *Use the SPAG sticker on exercise books for tips on proof reading and try different strategies to help your child practise subject specific key spellings*

Spelling

- So we do need strategies...
- Look.Cover.Write.Check. still works at secondary school
- Could you support with spellings at home?



Rules Were Made to Be...

- Spelling rules and strategies can be tricky
- Eg. i before e except after c
- Exceptions?
- *ie* after *c*: *species, science, sufficient*
- *ei* not preceded by *c*: *seize, weird, vein, their, foreign, feisty, heist*



'Words Within Words'

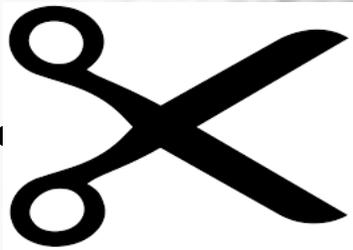
- Do not believe a lie
- A secretary must keep a secret
- The principal is your pal
- There is an ache in every teacher
- A friend is always there when the end comes!

Mnemonics

- Big elephants can't always use small exits
- Dashing in a rush, running harder or else accident!
- Rhythm has your two hips moving

Visual Techniques

- Write 'offending' words out in large
- Look for words/sounds within words and mark
- Cut up and play with words
- Piece back together!



Embarrassment

More active approach?

- Write each letter of the word into the palm of hand or onto leg with finger.
- With enough repetitions, they'll remember how the word felt to write.
- Write words on windows/use magnets on the fridge



Other Spelling Strategies

- Say it as you spell it... bus-i-ness bisc-u-it...
- Stationary and stationery (car/paper)
- Practice and practise (c comes before s as the n(oun) comes before the v(erb))
- Necessary (coat and two sleeves)
- Online/apps for spelling practice



....and it's
about our
speaking too!

Have you heard any of these? Have you corrected them? Have you (shudder!) used them?!!

- *“Move them legs!”*
- *“Can you borrow me a pen?”*
- *“Can I have less peas?”*
- *“I was sat in the classroom when...”*
- *“If I was you, I'd do some revision my boy...”!!!*
- *“You're singing too loud!”*

Have you heard any of these? Have you corrected them? Have you (shudder!) used them?!!

- “Move *those* legs!”
- “Can you *lend* me a pen?”
- “Can I have *FEWER* peas?”
- “I was *sitting* in the classroom when...”
- “If I *were* you, I'd do some revision my boy...”!!!
- “You're singing too *loudly*!”



Happy Talking!



- The data from the latest National Literacy Trust survey of 34,910 children and young people shows that children and young people who sit down to eat dinner and talk with their family are more confident communicators than those who do not.
- Families can play their part in giving their children a solid foundation in speaking and listening skills by taking simple steps like chatting together at mealtimes.
- Exposing children to as many words as possible helps them improve their vocabulary.
- Helping children to understand that they need to adapt their language for different situations is crucial for their future success.
- How would Catherine Tate's character, Lauren Cooper, cope in a job interview?! [Click here for clip](#)
- It's not about our children talking 'posh' or losing their accents! It's about making the right language choices at the right times!
- Idea! Have a dictionary in the kitchen and learn a new word every day?

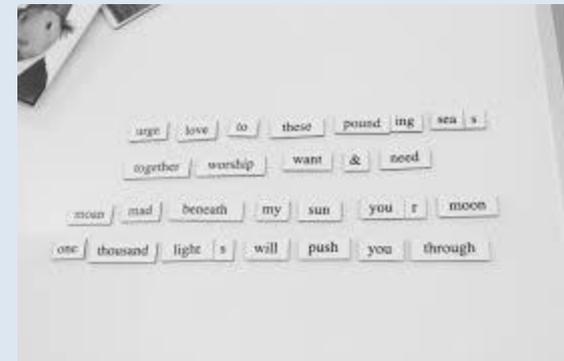
Use 'A word a day' App!



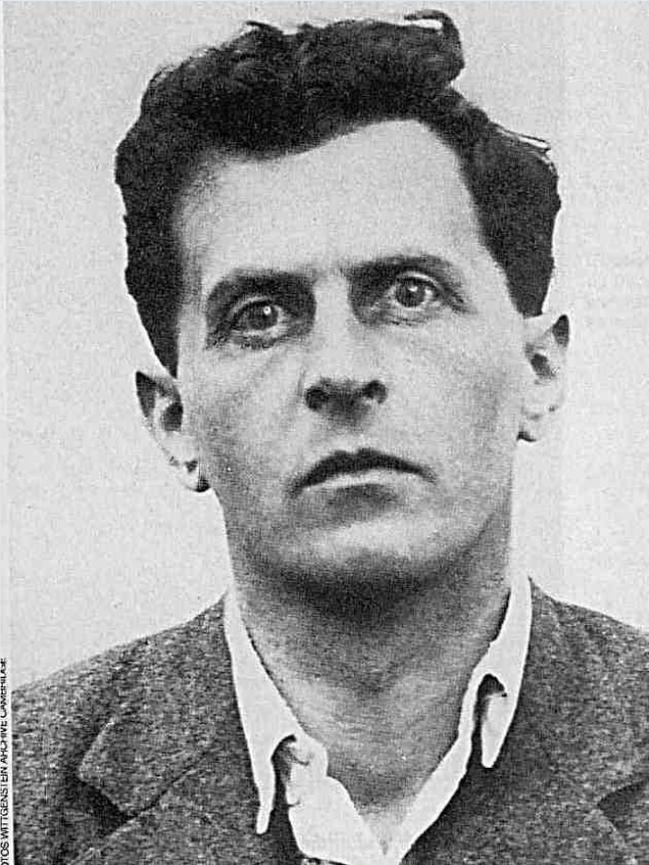
Write on the windows!



Fridge magnets!

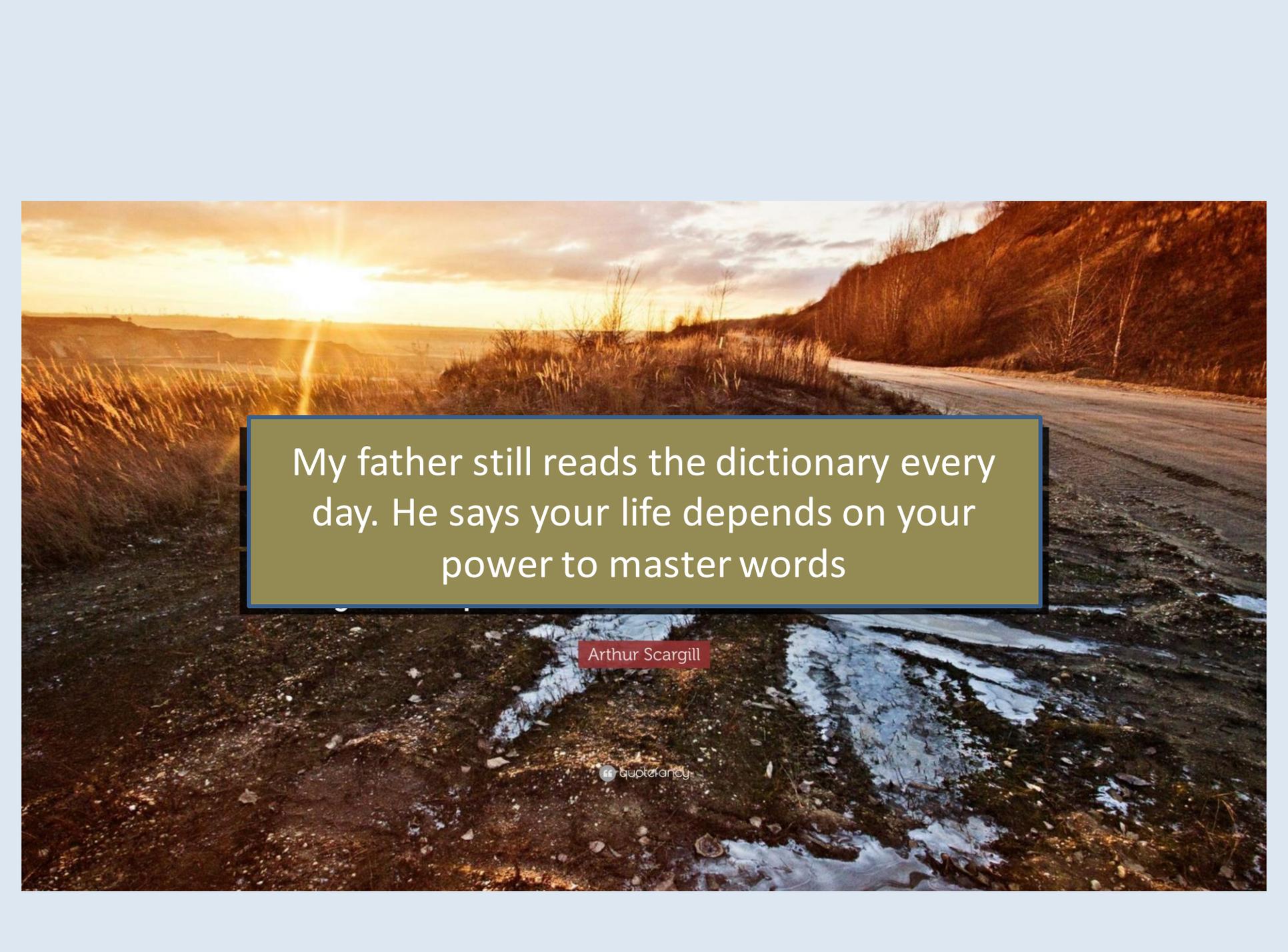


We need to create a love of language
in our children!



(Ludwig Wittgenstein, 1922)

*“The limits of my
language are the limits
of my world.”*

A scenic landscape at sunset. The sun is low on the horizon, casting a warm, golden glow over the scene. The sky is filled with soft, orange and yellow clouds. In the foreground, a dirt road with a stream of water running through it leads towards the horizon. The stream is partially frozen, with patches of white ice. The surrounding vegetation, including tall grasses and bare trees, is bathed in the warm light of the setting sun. The overall mood is peaceful and contemplative.

My father still reads the dictionary every day. He says your life depends on your power to master words

Arthur Scargill

quartzandj

