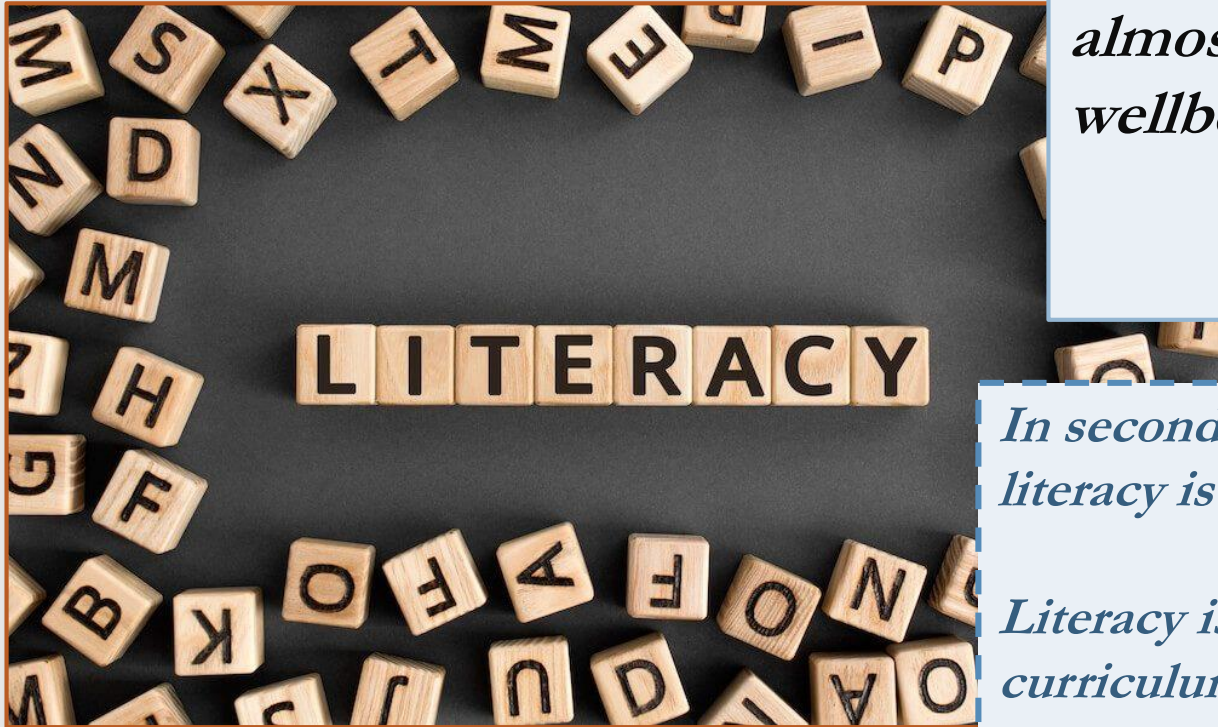




LITERACY AT
SPRINGFIELD



Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance.

Education Endowment Foundation

In secondary schools, the challenge of improving literacy is fundamental.

Literacy is key to academic success across the curriculum, and is more important than ever as curriculum reforms place new demands on students.

Education Endowment Foundation

Increasing Demands

Every year, almost a third of children who progress to secondary school have not reached the expected standard for literacy.

In 2019, almost a third (27%) of students – or 173,556 children – left primary school below the expected standard for reading. In grammar, punctuation and spelling, 22% were below the expected standard - 142,681 students.

TES November 2021

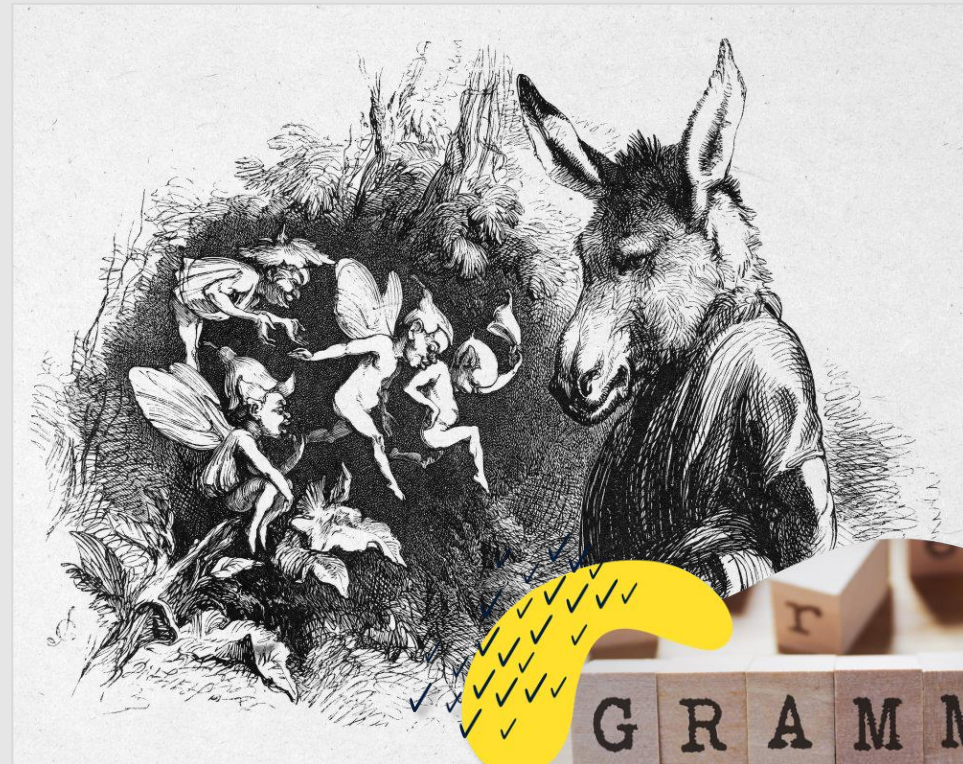
The pandemic may not have [dramatically] increased the level of children with low literacy, it has widened the gap between those who were struggling before and those who weren't.

TES November 2021

English Mastery

Year 7 pupils are following the **English Mastery** programme. Not only does this introduce pupils to famous works of literature, such as *Oliver Twist* and *A Midsummer Night's Dream*, it also includes an explicit focus on grammar.


- ✓ a knowledge-rich curriculum
- ✓ discrete grammar teaching
- ✓ systematic vocabulary instruction




Springfield Aims To...

- ✓ raise achievement by developing pupils' literacy skills, with particular attention to the quality, accuracy and structure of their writing
- ✓ develop a culture in which there is a genuine love of reading, where pupils read more fluently and are able to understand, interpret and comment about what they have read
- ✓ develop pupils' language skills, written and spoken, which are the primary means of communication in all teaching and learning

How do staff at Springfield promote literacy?



Marking Code



- T** = To do
- R** = Respond
- C** = Capital Letters
- S** = Spelling
- P** = Punctuation
- G** = Grammar
- U** = Underline
- //** = Paragraphs
- ?** = Does not make sense

- ✓ All staff mark for literacy errors using a common marking code, ensuring consistency throughout the school.
- ✓ The Accelerated Reader programme measures the reading age of all pupils in Years 7 and 8 and the amount of reading they are undertaking. It matches books to students' reading ability.
- ✓ Reading intervention groups and the Lexia reading programme are used to support targeted pupils.
- ✓ Handwriting workshops for targeted pupils.
- ✓ Year 10 Reading Ambassadors are used to support pupils in Year 7.
- ✓ Rapid Reading is used to model reading in Years 7 and 8.

Active Reading Strategies

Clarify

Stop and check for understanding

- What do the words mean?
- What is this new idea?



Connect

Decide what your text makes you think of

- Does the text remind you of something else you have read, seen, heard or experienced?



Evaluate

Make judgements based on your text

- What is your opinion on the ideas in the text?



Infer

Identify the hidden meanings

- Can you use your own experiences and the clues available to establish the meaning of the text?



Predict

Guess what the text will be about

- Can you make predictions based on clues you have found in the text?



Question

Ask questions about the text

- What questions can you ask before, during and after reading a text?



Visualise

Create a picture in your mind

- Can you use sensory details to paint a picture in your mind of what has been written about in the text?



Active Reading

Strategies	Question Starters/Questions
Clarify	<i>Locate... Identify... What do you think this word means..?</i>
Connect	<i>Does this remind you of anything else..? Does the character behave in a similar way in anywhere else in the book? Have you read another book like this before?</i>
Evaluate	<i>Should..? In your opinion... Do you agree..? Do you believe..? Do you like..? Do you dislike..?</i>
Infer	<i>What does this suggest about...? Why is the character behaving in this way? What does this tell you about..?</i>
Predict	<i>What do you think is going to happen next? Who do you think the main character will be? What do you think the writer will say next..?</i>
Question	<i>What questions would you ask the writer? What questions would you ask the character?</i>
Visualise	<i>Can you imagine..? Can you picture..?</i>

Literacy: a collaboration between school and home

The more a pupil is exposed to literacy skills the better and as such we cannot overstate the importance of pupils working on their literacy at home.

Reading

- ✓ Ask your child about the books they are reading and encourage them to read for pleasure
- ✓ Listen to your child read aloud in the evening
- ✓ Engage your child in discussion about the books they are reading – encourage active reading skills
- ✓ Encourage your child to read a range of reading materials

Active Reading Strategies

Clarify

Stop and check for understanding

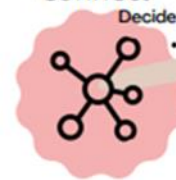
- What do the words mean?
- What is this new idea?



Connect

Decide what your text makes you think of

- Does the text remind you of something else you have read, seen, heard or experienced?



Evaluate

Make judgements based on your text

- What is your opinion on the ideas in the text?



Infer

Identify the hidden meanings

- Can you use your own experiences and the clues available to establish the meaning of the text?



Predict

Guess what the text will be about

- Can you make predictions based on clues you have found in the text?



Question

Ask questions about the text

- What questions can you ask before, during and after reading a text?



Visualise

Create a picture in your mind

- Can you use sensory details to paint a picture in your mind of what has been written about in the text?



Literacy: a collaboration between school and home

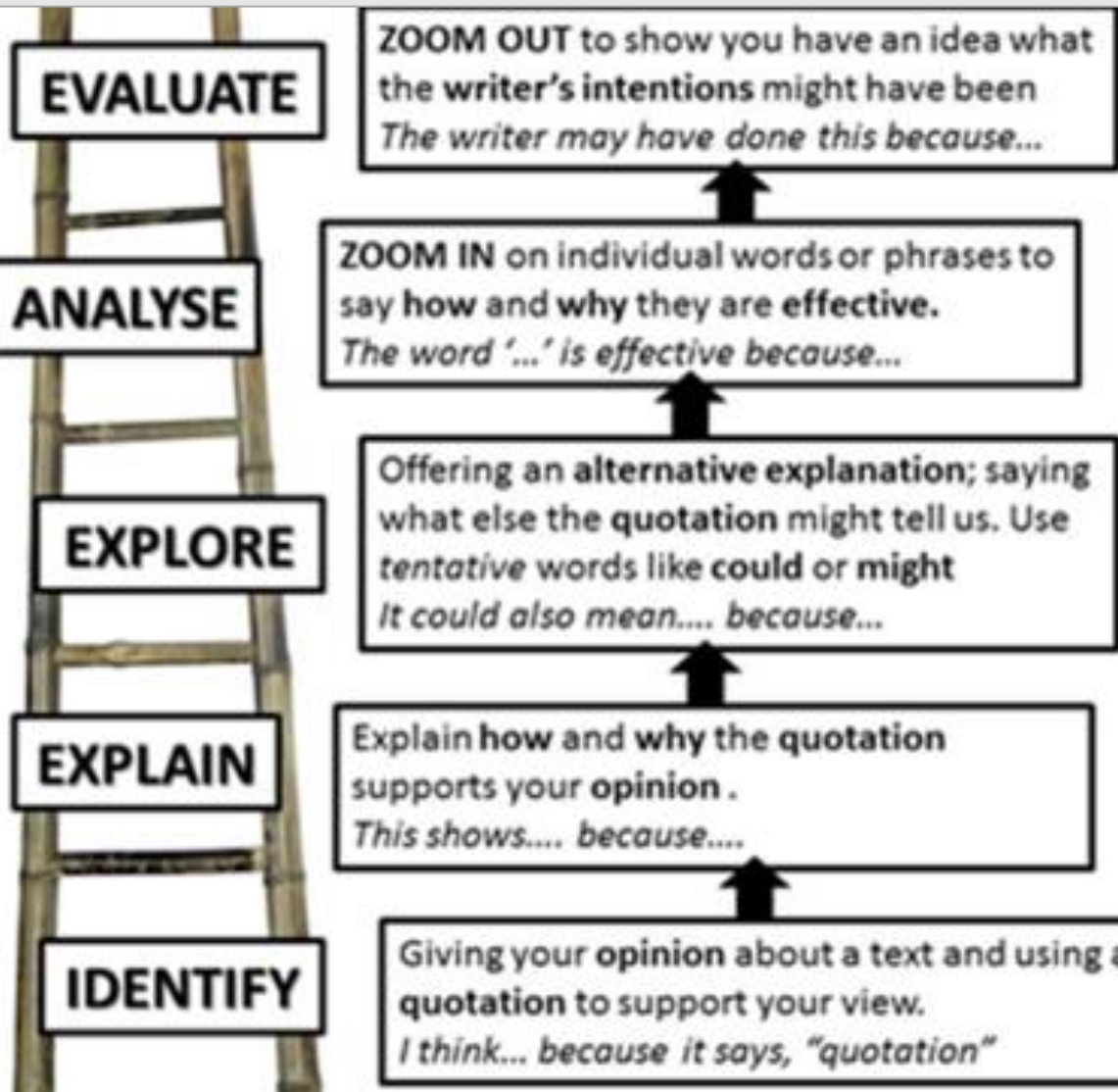
Writing

- ✓ Before your child begins to write, ensure that they understand:
 - who they are writing for (**audience**)
 - why they are writing the piece (**purpose**)
 - what the piece needs to focus on (**about**)
 - what type of text they are being asked to produce (**form**)
- ✓ Ensure that your child plans their response (it may be helpful to rehearse verbally)
- ✓ Encourage your child to read their work back, not as a writer but as a reader
- ✓ Remind them of the need for good presentation



The Reading Ladder: Analytical Writing

READING SKILLS LADDER



The writer may have done this because...

The word/phrase ___ is interesting because...

The use of ___feature___ is interesting because...

However, this could also mean...
An alternative meaning is...
Another meaning is...

This suggests that...
This implies that...

The writer emphasises...
This is shown by...
A quotation to show this is...

Homework

- ✓ Insist that the quality of work submitted for homework is of the same high standard as classwork.
- ✓ Check that your child has used the internet carefully when researching a topic and that they have not just copied information without reading and comprehending its meaning.
- ✓ Your child should be able to explain what they have read in their own words.

