

LITERACY

HOW YOU CAN HELP.

LITERACY UNDERPINS ACADEMIC ACHIEVEMENT

It affects all subject areas. We want our students to write like scientists, speak like historians and read like geographers.

**BUT NOT ONLY ACADEMIC
ACHIEVEMENT...**

**IT EMPOWERS OUR STUDENTS TO SUCCEED
IN THEIR COMMUNITY AND IN WIDER**

UNESCO – LITERACY DECADE

Literacy is about more than reading and writing – it is about how we communicate in society.Literacy finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but for those who cannot use it are excluded from much communication in today’s world. Indeed, it is the excluded who can best appreciate the notion of “*literacy as freedom*”

LITERACY STATS

- 1:6 people in the UK struggle with literacy
- A quarter of children and young people do not recognise a link between reading and success
- Men and women with poor literacy are least likely to be in full-time employment at the age of thirty
- Poor literacy skills can also be a serious barrier to progressing once in employment. 63% of men and 75% of women with very low literacy skills have never received a promotion

READING TIPS

Reading for pleasure is the best thing a student can do to improve vocabulary and understanding of written language.

AUDIO BOOKS ARE ALSO GREAT

Stephen Fry reading
Harry Potter

[https://
www.youtube.com/
watch?v=c-0_hSlr4vE](https://www.youtube.com/watch?v=c-0_hSlr4vE)

Our library is full of excellent fiction so please encourage students to read regularly.

The media regularly reports on issues with literacy in the UK.

- What are our biggest challenges with getting children to read?
- The new curriculum places greater focus on reading for pleasure.
- Reading for pleasure is all about finding a personal love of books.

ADULTS...

“The messages came clear that having adults reading, and being seen to read, is important to children, so they have positive role models”

(UKEdchat – 2016)

DASP Lit fest 2015

Encouraging our
students to love
reading, writing
and
communicating



**Ali Sparks – Creative Writing
Workshop**

DASP Lit fest 2015



Andy Briggs Screen Writing Workshop

COLLABORATIVE WRITING PROJECT



We offer the following support for students who may need a boost with literacy:

Student may be asked to join:

- **A Year 12 mentor initiative for 19th Century writing in preparation for GCSEs**
- **Spelling and grammar sessions**
- **Peer to peer reading with a Year 11 mentor**
- **Regular 1:1 sessions with Rachel Killoch, our specialist Literacy supporter**
- **Support from SEN Specialist Service (SENS)**
- **1:1 Literacy programme with a teaching assistant**

SPELLING TIPS



Have a look at your child's spelling?







Do they miss out syllables?

For example, 'encypedia'
for 'encyclopaedia'

Name: _____

Count the Syllables

Circle the number of syllables for each word.

 kite 1 2 3	 apple 1 2 3
 butterfly 1 2 3	 clown 1 2 3
 flower 1 2 3	 kangaroo 1 2 3

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SYLLABLES

Try getting them to say the syllables out loud...

en/**cy**/clo/**paed**/**i**/**a**

They can even clap out the sounds or tap on the table...

PHONICS

KNOW THE

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Are they using phonic knowledge?

Synthetic phonics: breaking down the word into its smallest parts help students. **Ch/air** or **c/a/t**.

Analytic phonics is also useful. Onset and rime c/at or sh/op, and word families - **ai** - **pair**, **fair**, **lair** etc. is useful to see words via analogy and rhyme.

Do they use phonics too much?

Bruthur or bruvah?

If so, students may need to memorise.

Apps such as 'Spellboard' are useful; they have spelling activities for each word.

Students can record themselves saying the word in a sentence and use a picture to match.

Are they missing out vowels?

a, e, i, o, u (y)

Lbry for library?

Then make sure they know that each word must have a vowel (include y for my).

Magic e/split digraph is useful to know:

Hop	Hope
Mop	Mope

Do they use root words for prefixes ?

Al/ways spelled **all/ways** or **al/ready** spelled **all/ready**?

Show them the root words **'way'**, **'ready'** and **'all'** and then prefix **'al'** which only ever has one **'l'**.

Are they mixing up letters?

Tarin/trian for train

Students need to be aware and self-check - having a 'scribble pad' can help by trying out spellings to see if the word looks and sounds right before writing in an exercise book.

Phonics will also help; if they re-read by sounding out it may be clear to them what is wrong.

Mmnemonics can help some students - **b**ig
elephants **a**re **u**gly for **b**eautiful.

Say it how it's spelled not pronounced - feb/
BRU/ary – hyper**bole** not as spoken which is 'high/
per/bur/lee'.

Spelling sayings such as 'i before e except after
c' can be useful but there are many exceptions.
(DFE don't like these!)

Homophones are helpful to point out -
hear, here

Heteronyms **read/read, bow/bow**

Being confident to spell the first **200 high frequency words** is something we try to ensure all students can do. These are words which are used in English regularly.

Students becoming word detectives, analysing words, making analogies, seeing variations and learning the meaning can all help them to reflect upon and manipulate the sound structure of words and this essentially is what good spellers do naturally.

Message is

Read, Read, Read

Encourage reading for pleasure.

Find 'that' book.

Encourage to share with friends
and make recommendations.

Love language.

<https://youtu.be/wckNoTA5r-4>

Thanks

Please contact Jules Daulby, Literacy and Language Co-ordinator if you have any concerns.

We are happy to help.