



The Charter School

Excellence for All

Supporting Literacy in Secondary School

Reading
Writing
Oracy



Supporting Reading at KS3

1. Pre-reading

- Go over **key words**, important **terminology** before attempting text. **Pre-teach / clarify** words which are crucial for understanding

Can you tell me what means?

Have you heard the word ... before? Can you remember how was it used?

We heard the word ... last lesson. What was Miss / Sir talking about?

Can you find any smaller words in the big word?

Can you split this word into 2/3 parts?

- If necessary, you may need to get the child to identify the **source** of the reading material – particularly if you are working from a photocopy in class ie whether it's a story, magazine article, extract from a text book etc
- Draw child's attention to helpful **features** such as headings, pictures, diagrams etc which give **visual support** to the text

(Read out heading / get child to read out heading)

So what do you think this article/ story etc is going to be about? How do you know?

Is there anything else on the page which supports your idea? (picture, chart, map etc)

What can we tell about Just from the heading / picture / photograph?

- Give a **purpose** for reading i.e. tell the child why they have to read a particular passage

We have to read this so we can find out why/who/ what happened

Let's read this and see if we can find out....

- Set a **target** for reading i.e. make it clear to the child what information they should be looking for

While you are reading I want you to look out for

- Encourage the child to **predict** what the text will be about

Now you've looked at the heading / pictures etc , what do you think this passage is going to be about?

So if you know ... what do you think is going to happen next?

2. During Reading

- Do not let the child just keep reading huge chunks of information. You will need to **actively intervene**. Stop and question them as they go along – particularly if they are:
 - mis-reading or mis-pronouncing key words
 - missing out words or skipping lines
 - having enough difficulty decoding so as to make it unlikely they are concentrating on meaning at the same time
- It may be necessary to ask the child to **re-read** what they have read – especially if you think the mistake is more down to carelessness – or you could repeat to the child what they have said and ask them if that makes sense

No. Check that again

..... (ie repeat child's words). Does that make sense to you?

..... (ie repeat child's words). What is wrong with that? Can you spot the mistake in that?

Have another go at that sentence.

(Say the wrongly pronounced word) It's pronounced so read that again for me

- Stop at the end of a paragraph / section and check for understanding



WHO, WHY, WHAT, WHERE, WHEN, HOW?

- If the child is resistant or very anxious try paired or reciprocal reading, reading alternate lines / paragraphs / sections, allowing the child to choose which section they will read, allowing the child to practice / skim for unfamiliar words before reading to check pronunciation etc

3. Post Reading

- Ask the child to **summarise / re-tell** what they have read. Set **limits**.

So in 1 word / 2 words what was that paragraph about?

Can you tell me in 1 sentence what that story / article etc was about?

- Ask **questions to check basic understanding** (see back to WHO, WHY etc above)
- Get the child to **reflect** on what they have read. Did it agree with their predictions from pre – reading?

So were you right about...?

Did you guess right about?

- Be enthusiastic! Ask the child what was the most interesting thing they just found out, what new piece of information they just discovered. **Discuss it!**
- To **extend** children further you can lead on to imaginative / empathy work. E.g. ask what they would have done in the same situation, what the character could have done differently, if the story had been set at a different time / place how would it have been different....

4. Reading Alternatives

- Watch the DVD – as a reward! Or watch the start of the DVD to capture their interest but leave them with a cliff hanger
- Buy / borrow audio books or find audio recordings on YouTube.
- Find the manga / comic book version

Supporting Reading at KS4

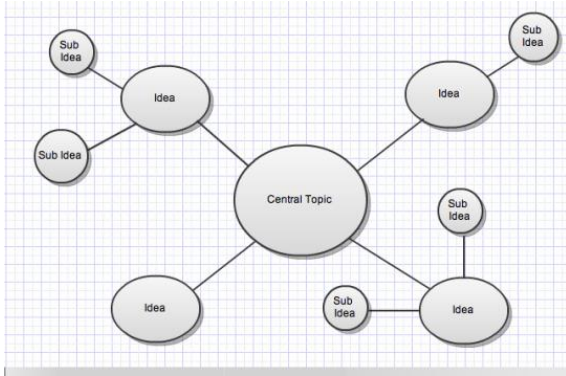
If your child is a reluctant or weaker reader he/she may well still benefit from your more active input as outlined above. However, our aim is for students to be able to independently access the required reading material at KS4 – including that unseen pre-20th century English extract!

Supporting Writing at Secondary School

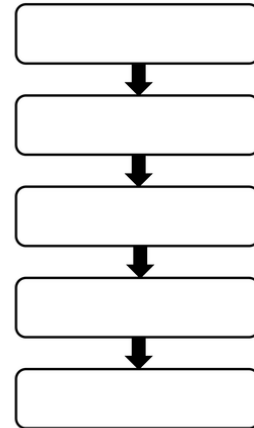
1. Teaching Planning Strategies

It is important that all written work is planned and organised well. There are several ways to plan a piece of writing. You can help your child to plan his/her work using any of the following strategies:

Spider Diagram



Flow Chart



Persuasive / Opinion Writing

Persuasion Map

Name: Student
Title: Smoking Should Be Banned

Goal or Thesis:
Directly or indirectly, cigarette smoking is responsible for thousands of deaths each year. While an individual may have the right to choose to smoke despite the risks, non-smokers should not be made to breathe in their toxic fumes when in public places. Cigarette smoking should be banned in public places due to the...

Main Reason #1:
Categorize your research into three major areas.

Facts or Examples:
Information from your research that you added as evidence to the Showing Evidence Tool
Showing Evidence Tool: You should focus on the evidence that you rated the highest for both quality and support.

Main Reason #2:

Facts or Examples:

Main Reason #3:

Facts or Examples:

Writing to Argue

■	■
■	■
■	■
■	

1. ■	2. ■
■	■
3. ■	4. ■
■	■

Compare

Balanced Discussion / Argument

Introduction - Start by introducing the issue and the main worries about legalising drugs.

First mini argument - a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Second mini argument - a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Third mini argument - a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Fourth mini argument - a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Fifth mini argument - a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Conclusion - The conclusion should be personal, based on the evidence. (Don't use first person - just weigh up the positives with the negatives.)

2. Read and Check

TCS has a **Green Pen Policy**. Encourage your child to check his / her work systematically. This may involve going through the points below together, 1 by 1 or as a whole.



When your child has finished writing, encourage them to proof their work to check for the following:

1. **Punctuation** (especially full stops and capital letters) • Does each sentence make sense?
2. **Spellings:** check word endings especially. • Use pencil to underline any words they are not sure of. • Look them up. • Correct them.
3. **Look for other ways to improve writing** • e.g. the vocabulary used, the ways ideas are expressed, using a wide range of punctuation.
4. Check they have completed the task set and that they keep referring to the assignment title.
5. You can check that work is paragraphed correctly using **TIPTOP** as an anagram to help your child to remember when to begin a new paragraph. TIPTOP means: Change of time- change of place- change of topic - change of person
6. Pupils can improve the fluency of their work by using a range of **connectives** to link ideas and paragraphs. • Encourage your child to use the Connectives Mat in the back of their planner
7. You can help your child to check that they have used punctuation accurately by referring to the **punctuation chart** below. Why not make it into an A4 placemat!? It is important for pupils to begin to develop their skills in writing a range of sentences (simple, compound and complex) using a wider range of punctuation.

Punctuation		
Punctuation Mark	Purpose	Example
Full Stop ●	A full stop is used at the end of a sentence or to show a word is abbreviated.	Tower St. is the oldest street in our village.
Exclamation Mark !	An exclamation mark is used at the end of a sentence which expresses strong feeling.	You are amazing!
Question Mark ?	A question mark is used at the end of a sentence that asks a question.	Do you know what a question mark is used for?
Comma ,	Commas are used to separate two or more nouns, to separate phrases or clauses or to separate direct speech.	Martin opened his bag, looked inside and said, "I have apples, pears and bananas."
Apostrophe ' ,	Apostrophes are used to form contractions or to indicate possession.	I can't believe Jack's brother still hasn't arrived!
Colon :	A colon can be used to introduce a list, before someone speaks or instead of a full stop.	He was freezing: the temperature was below zero. Amy said: "I have: eggs, flour and butter."
Semi-Colon ;	A semi-colon is used to separate parts of a sentence. It is stronger than a comma but not as strong as a full stop.	Jane likes Indian food; Marco prefers Italian food.
Brackets () [] { }	Brackets can separate off parts of a sentence or put in an extra example.	The chicken (followed closely by her chicks) crossed the busy road.
Dashes -	A dash holds words apart. It is stronger than a comma but not as strong as a full stop.	There is only one food worth eating - spaghetti!
Ellipsis ...	An ellipsis shows that words have been missed out.	He agreed that the prices were... reasonable.
Inverted Commas ‘ ’	Inverted commas, or quotation marks are used. To enclose the exact words of a speaker, to indicate the titles of books, plays etc., to enclose a quotation, to emphasise a word, to show a word is slang or to enclose nicknames.	

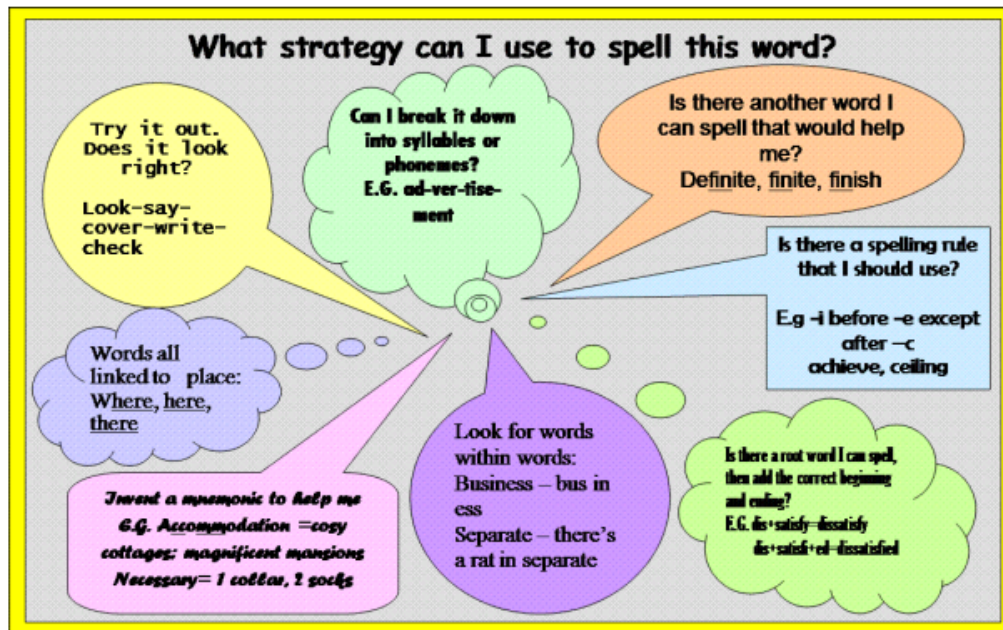
3. Spelling

Each module subject has a list of key word spellings and there are regular spelling lists for pupils to learn both in tutor time and for specific subjects across KS3-4. Some pupils have been given specific vocabulary books for recording and practising corrected spellings and for recording new words

- Try out Spellzone. This is an excellent online resource for improving spelling. The resource is accessed through the website www.spellzone.com.
- If you know this is a continued area of difficulty / resistance / upset for your child, consider buying a spellchecker to encourage independence

Spelling Strategies

We teach pupils a range of strategies to help them improve their spelling



4. Useful Websites

There are a number of useful websites to which you can direct your child to help them with their work in lessons and for revision in preparation for the exams.

- Basic skills websites for spelling and word activities:

<http://www.bbc.co.uk/skillswise>

http://www.sporcle.com/games/common_english_words.php

<http://www.funbrain.com/spell/index.html>

www.curriculumbits.com

<http://www.king.com/games/word-games/word-link/?language=en>

www.compasslearningodyssey.com

<http://www.puzzlechoice.com/kc/Play01x.htm>

Other useful websites:

<http://www.bbc.co.uk/schools/gcsebitesize/>

<http://co.uk-www.com/cool-reads.co.uk>

<http://www.englishbiz.co.uk/downloads/englishbizreadinglist.pdf>

- There are also a range of resources, exam papers and revision materials on the VLE and from your child’s teachers