

# Literacy

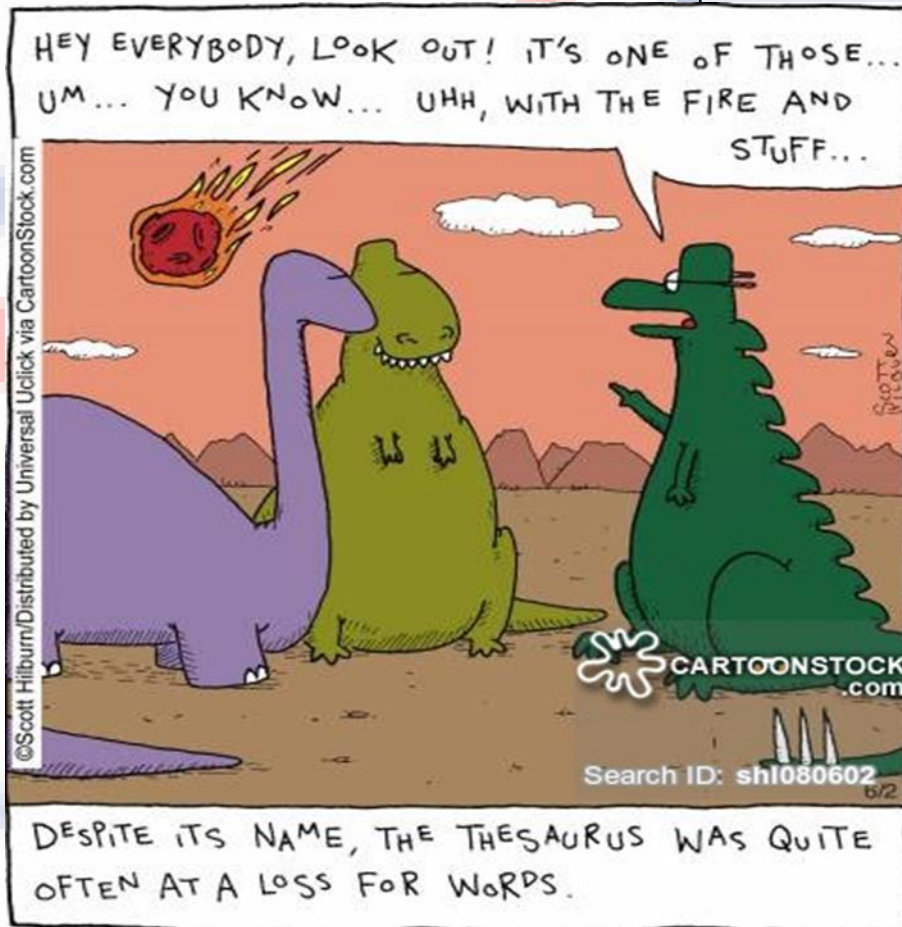


## *Reading activity : Can you read this?*

I cnduo't bvlleie taht I culod aulacly uesdtannrd waht I was rdnaieg. Unisg the icndeblire pweor of the hmuan mnid, aocdcnig to rseecrah at Cmabrigde Uinervtisy, it dseno't mttar in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mses and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe. Aaznmig, huh?

# Welcome to Parents' Forum Literacy Workshop

Miss B. Ricketts



'It's not true we  
have only one life  
to love; if we can  
read, we can live as  
many lives and as  
many kinds of  
lives as we wish'  
Samuel I. Hayakawa

# Literacy: Aims of the workshop

- To consider what we mean by literacy in the 21<sup>st</sup> Century
- Different forms of literacy
- How THS is working on Literacy (whole school)
- Strategies that can be used

Where would  
your opinion  
lie?

# Literacy: Opinion Line

I'm not totally clear on what we mean by literacy.

Developing literacy should be the responsibility of the English department and school.



DISAGREE

AGREE

# Literacy Facts

A little quiz for you:

1. How many functioning illiterate adults are there in the UK?

- a) 2.5 million
- b) 5.2 million
- c) 6.5 million

2. What proportion of students leave primary school unable to read?

- a) 1 in 4
- b) 1 in 3
- c) 1 in 5

3. What percentage of 16-24 year olds read for pleasure?

- a) 46%
- b) 66%
- c) 76%

4. What percentage of permanently excluded students have basic literacy issues?

- a) 45%
- b) 68%
- c) 70%

Did you know....?

The cost of mental health in England is estimated to be **£14 billion** a year, and, additionally, mental health conditions are believed to raise the costs of physical health care by at **least 45%**.

Research suggests that regular reading is associated with a **35% reduction** in the risk of dementia.

It can **reduce stress levels by 68%**.

Taking part in social reading activity like reading groups can help people feel less isolated and develop mental concentration and mental agility

# UK Literacy Statistics

Ref. Geoff Barton.  
'Don't Call it Literacy.'

1 in 6 people in the UK struggle with literacy. This means their literacy is below the expected level of an 11 year old.

66% of adults believe that the ability to read, write and communicate is fundamental in modern society.

92% of the British public say literacy is vital to the economy, and essential for getting a good job.

25% of children and young people do not recognise a link between reading and success.

Young people who engage in technology based texts, such as blogs, enjoy writing more and have a more positive attitude towards writing.

There is a gender difference in attitudes towards writing. Boys do not enjoy writing as much as girls. 38% vs. 52%

Two-thirds of young people read websites every week and 50% use social network sites/blogs and email daily.\*

Age links to reading attitudes.  
30% 5-8 year olds read every day compared to 17% for 15-17 year olds. However teens are more likely to read more technology based texts, newspapers and blogs

# Literacy

There are 3 key areas of literacy

Speaking

Reading

Writing

Literacy is not just about English lessons. It is part of all subjects, skills and communication.

<https://www.youtube.com/watch?v=d9ZRDRPqoXo>



# Literacy

The way in which we communicate is changing and it cannot be stopped.



## The Challenge

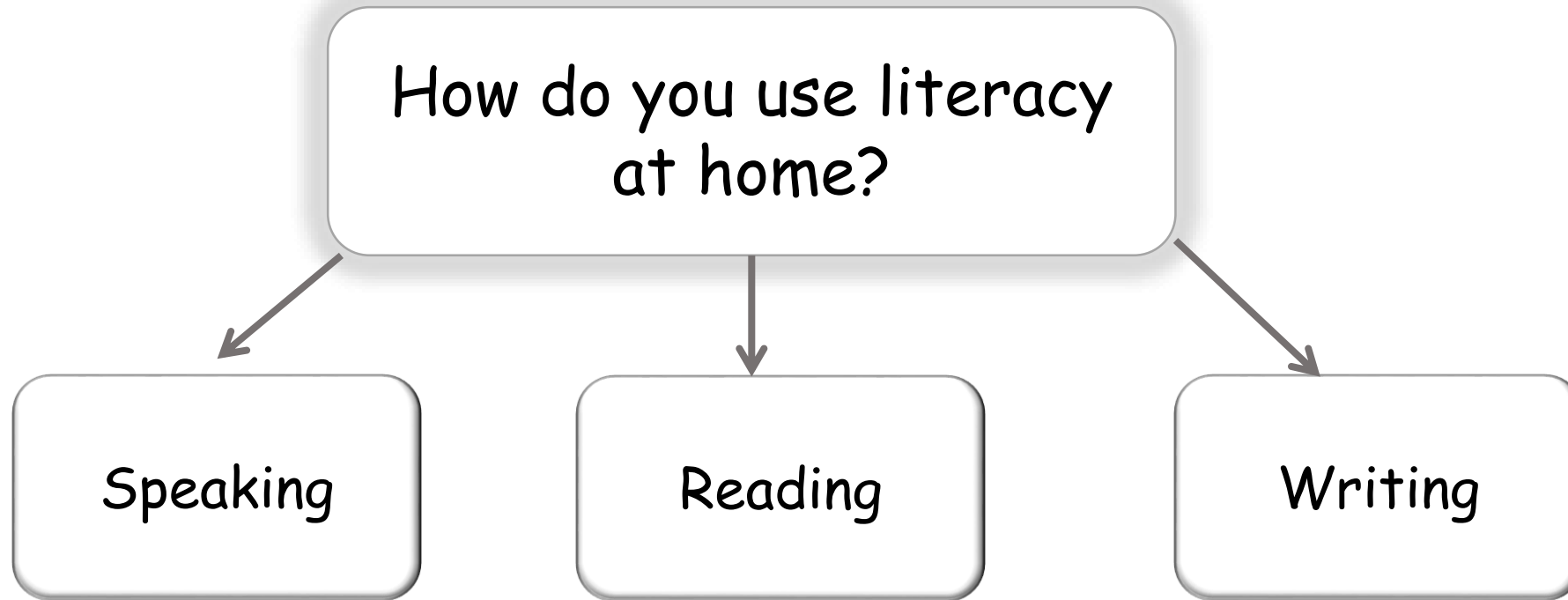
Ensure are young people  
are literate and able to  
communicate effectively

A need to embrace the changes in  
literacy and communication so that  
our young people are not  
disadvantaged in the future

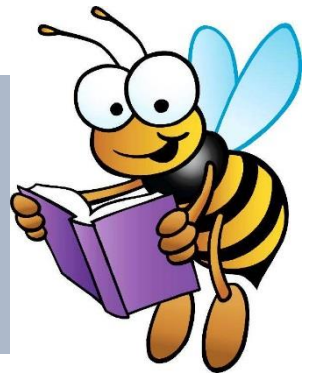




# Literacy



# Literacy: How often do you read?



Reading matters a lot. it gives insight into the world, and into ourselves. But:

... while good readers gain new skills very rapidly, and quickly move from *learning to read* to *reading to learn*, poor readers become increasingly frustrated with the act of reading, and try to avoid it where possible.'

(Daniel Rigney, '*The Matthew Effect*' p.76.)

Recently I did a workshop for staff on literacy and asked them to do a silent debate to the following question:

# Silent Debate

## RULEBOOK

**Silence.** *Anyone who cannot debate in silence will be removed from 'class'.*

**Relevance.** *Writings and even drawings must be relevant or you will not take part.*

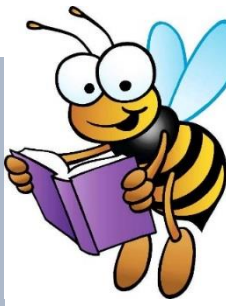
**Develop.** *Move around each other's points so that you can build on arguments or maybe even disagree.*

**Connect.** *Think about how points can be connected by arrows or lines.*

What are the main literacy barriers our students face in our subjects?



# Literacy: Some of Your Comments



Unwilling to do background reading

Not understanding technical language

Lack of vocabulary and finding time to teach it.

Reading for meaning

Ability

Accessing technical language

Taking enough time to read and follow instructions

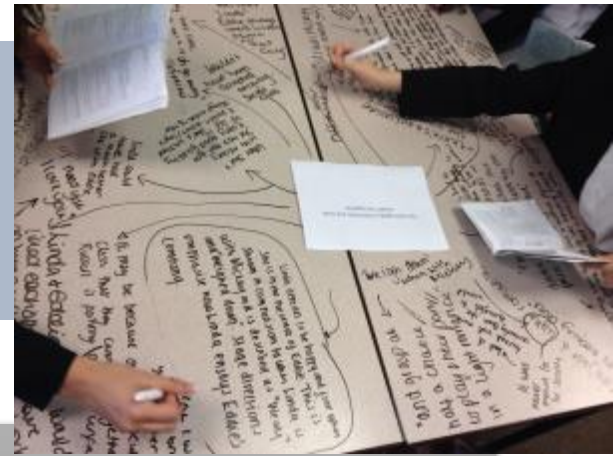
Too much effort/bored students/lack of interest

Demoralised by years of failure

And these are some the barriers they came up with...

And then I asked them to come up with solutions.  
This is what they came up with.

# Literacy



## Silent Debate pt. 2

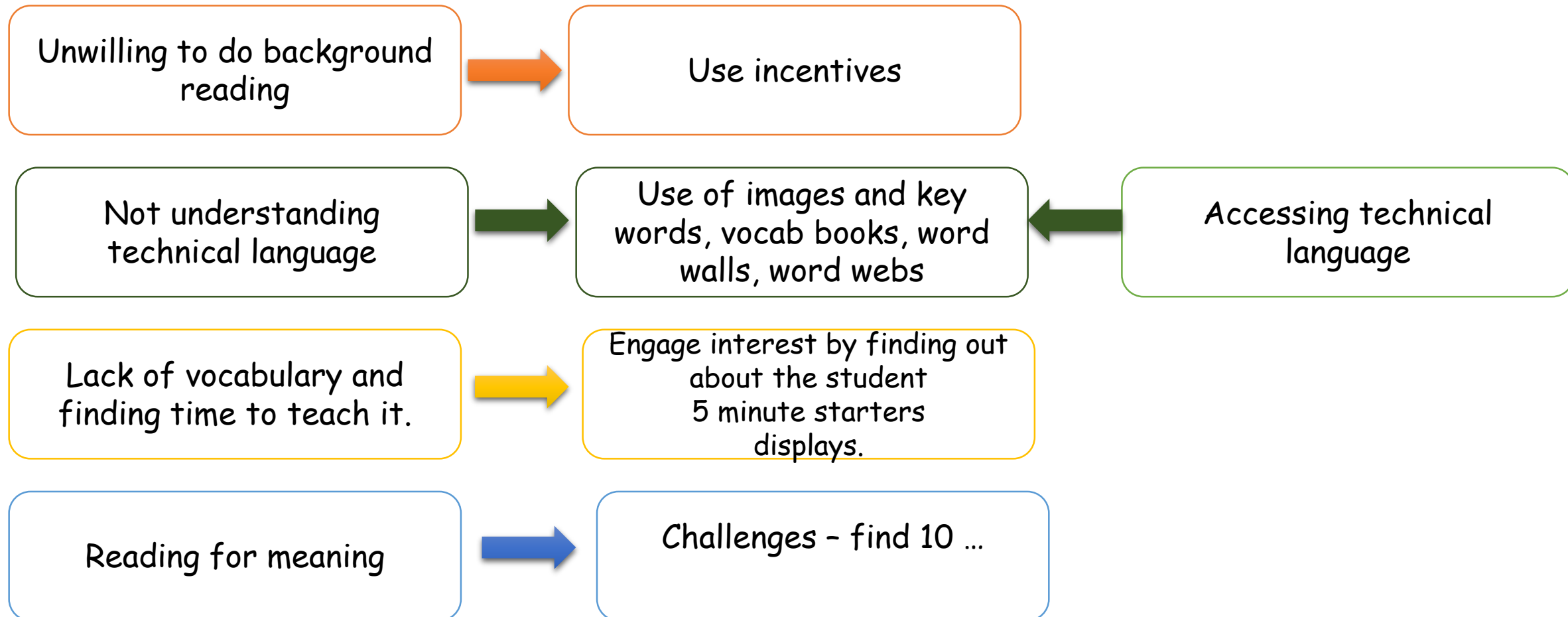
Swap over your sheet of 'barriers' with another subject area

How have you overcome these issues in your teaching?

Or

What strategies could you try?

# Literacy: solutions suggested:



# Literacy: solutions suggested:



Ability



Paired reading  
Seating plans

Taking enough time to read  
and follow instructions



Keep it simple.  
Be realistic about how long it takes.  
Read together armed with highlighters-  
use the visualiser

Too much effort/bored  
students/lack of interest



Challenges  
Choose texts/resources wisely  
Link to outcomes and clear explanations  
as to how it will help

Demoralised by years of  
failure



Praise!  
Small wins = big wins

Nothing  
especially  
ground  
breaking but  
an opportunity  
to reflect on  
our practice  
and  
assumptions

# Literacy

In Geoff Barton's book 'Don't Call it Literacy' he makes a comment which I think is particularly important.

'Often we take for granted how well we read ourselves. Even if you are the least confident in the staffroom- you have an extraordinarily well-developed ability to read and make assumptions about unknown texts.'





# Literacy at THS

Staff have CPD on literacy

Use of DIRT time

Reading & spelling assessments

Literacy weeks from Sept 2018

Common correction code  
(relaunch sept 2018)

Book week

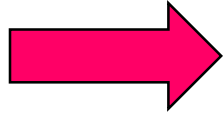
Carnegie medal

Librarian events throughout the year

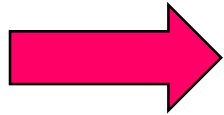
Command word grids

# Routines for Literacy: Whole School Consistency Aims

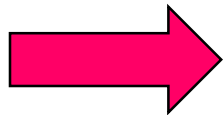
Classrooms and  
Corridors



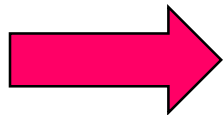
Key words for the subject are displayed



Annotate examples of what high quality work looks like.



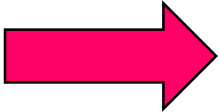
Displays are readable from a distance with questions rather than statements



Literacy code of correction is used and frequently referred to

# Routines for Literacy: Whole School Consistency Aims

## Teacher Talk



Less use of 'what?' and more use of exploratory talk - 'why?' and 'how?'



Students get rehearsal time before being expected to speak out loud.



Thinking time, (10 seconds,) before being expected to speak out loud



Significant reduction in the use of hands-up.



Model the language and formality you want students to use

# Routines for Literacy: Whole School Consistency Aims

Challenging ideas ✓

Making suggestions ✓

Analysing & evaluating

Summarising ✓

Purposes of  
talk

Justifying ideas ✓

Building on, clarifying, modifying others' ideas

Asking questions ✓

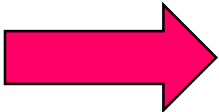
Don't assume everyone knows how to do this because it is talking. We have to teach and model these



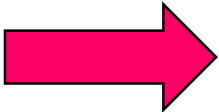
Did you know research shows that the repetition of a word 4 times with a clear explanation is highly effective for students.

# Routines for Literacy: Whole School Consistency

## Reading



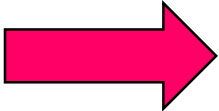
Actively teach the reading skill required - skimming (gist of the text), scanning (key info), analysis, speed reading, research techniques



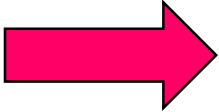
Hand-outs are accessible and attractive, with student reading age taken into account.




Key words are included at the start of hand-outs.



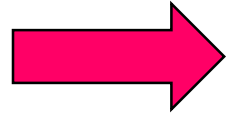
Handouts include a 'big picture' question/statement that encourages the student to understand why they are reading it



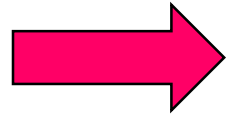
Questions about the text go beyond comprehension and explore the 'why' and 'how' of the issues. 

# Routines for Literacy: Whole School Consistency

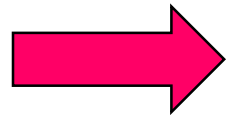
## Writing



Teachers model how to write the first paragraph, (collaborative writing,) - use of the visualiser.



Use of connectives are explicitly taught according to purpose.



Encourage students to use short sentences at the start and end of paragraphs.

# Routines for Literacy: Strategies that are used in School

Root words



Dictionaries



Proof Reading

Herringbone  
pattern

Word webs



Effective  
questioning



Make me an  
author

Past, present &  
future

Prediction  
charts

Roll the dice

Guided writing

High frequency  
words



Modelling/visu  
aliser

Subject spelling  
lists/spelling bees

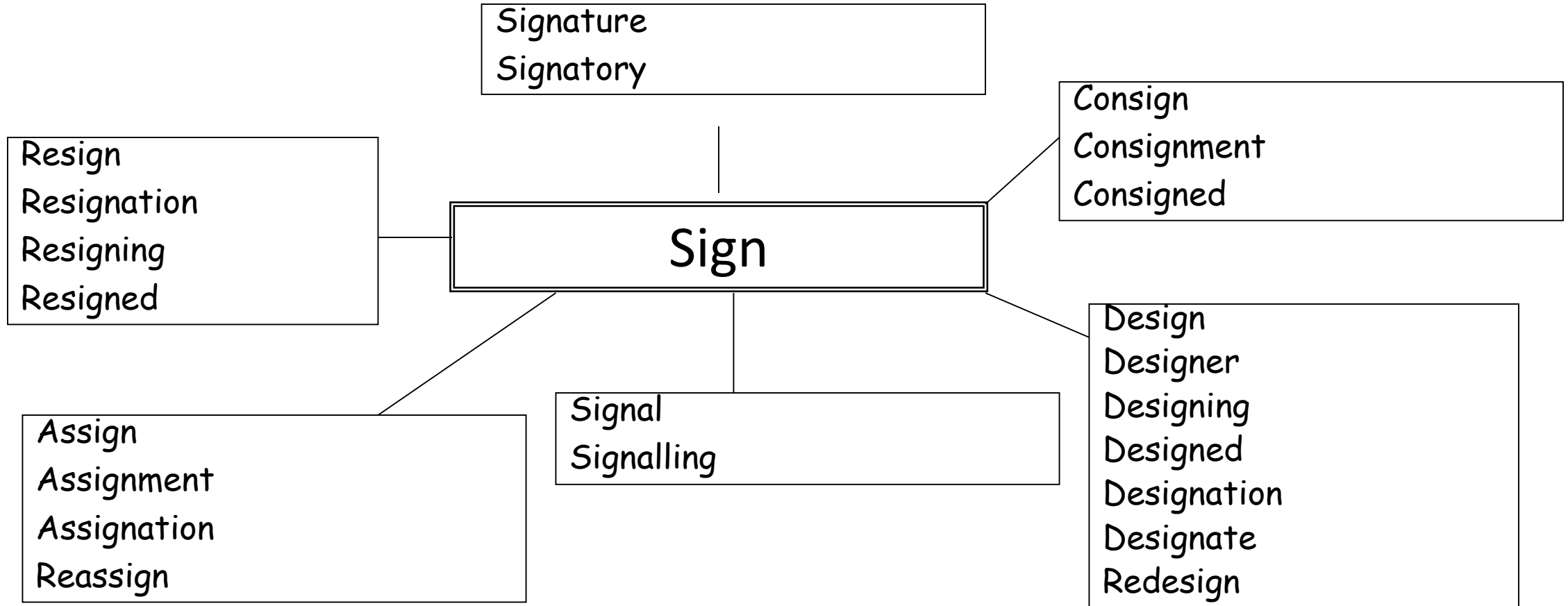
Discussion  
types



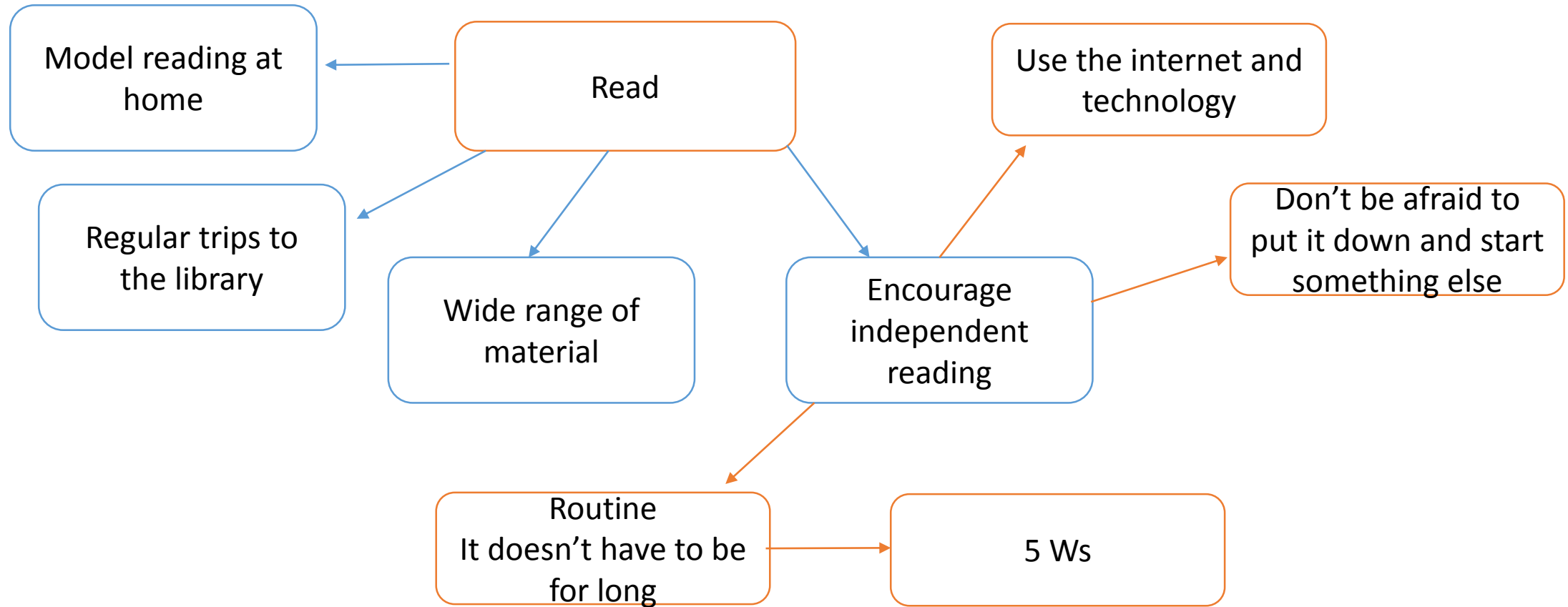
Remodelling  
texts



# Word Webs



# Literacy Support At Home



# Possible Active Literacy Strategies

Dingbats

5 Ws

Quotation/key  
term bunting

Condense it into  
5 etc. words

The vicar's cat

Ranking activities

Mind maps

What's my word

Highlight

Word searches

Just a minute

Draw diagrams

Word wheels

Mind maps

Hangman

The **MORE** that you **READ**,  
the more **THINGS** you will **KNOW**.  
The **MORE** you **LEARN**,  
the more **PLACES** you'll **GO!**

~ Dr. Seuss

**"LITERACY  
IS A BRIDGE  
FROM MISERY  
TO HOPE"**

**Kofi Annan**

**"LITERACY IS  
THE MEANS  
THROUGH  
WHICH EVERY  
MAN, WOMAN  
& CHILD CAN  
REALIZE HIS OR  
HER FULL  
POTENTIAL."**

**Kofi Annan**

**R** **e** **a** **d**