

PARENT WORKSHOP LITERACY

13.3.18

STRUCTURE OF LITERACY IN MOL

- As a whole school we follow the Highland Literacy Progression
- This means each child takes part in 3 different literacy activities and is seen by the teacher in a small group each day
- Over the course of the school year we complete at least 3 writing assessments in order to track children's progress
- We do a similar thing for spelling and phonics, starting the year with a summative assessment and tracking progress as time goes on
- Depending on year group and ability the children follow different reading schemes

BENCHMARKS & STEPS TO SUCCESS

- All our planning is guided by the Curriculum for Excellence and then more specifically by the Highland Literacy Benchmarks and Steps to Success

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.

ENG 2-31a

When writing imaginatively and creatively:

- Applies a few features of the chosen genre.
- Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.
- Creates setting/context with some descriptive detail.
- Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.
- Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.

- Progress and coverage is monitored against these to ensure all pupils have a wide breadth of learning

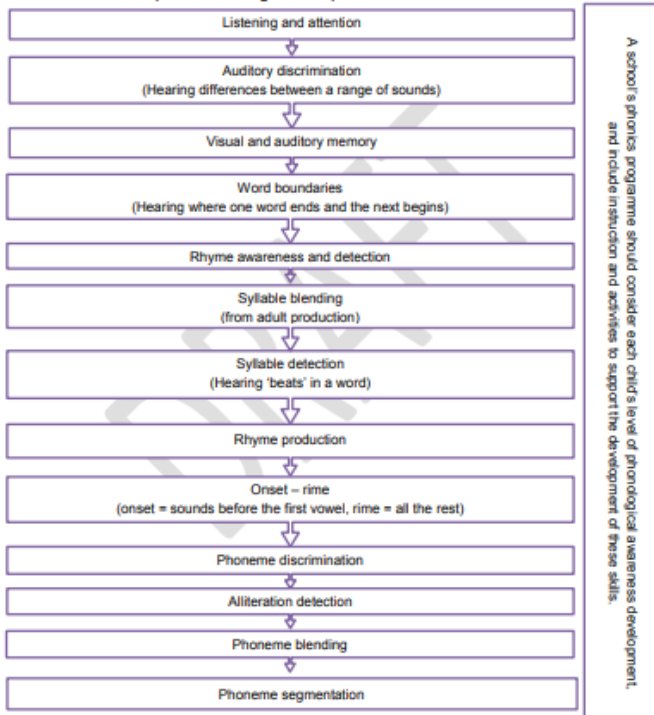
ASSESSMENT

Some examples of our assessments...

Phonological Awareness Developmental Continuum

Phonological Awareness refers to sounds not letters, it is spoken not written

Be careful: The developmental order below is **not completely** linear as children continue to refine earlier skills whilst learning later skills. Remember to take a holistic view of each child and be flexible to skip or review stages as required.



Pre-Handwriting – Developmental Continuum





Pupil Phonics Checklist



Name:	Class:	Date:				
	knows sound	blends regular words with these sounds	writes regular words with these sounds			
s a t i p n						
c k ck h e r m d						
g o u l f b						
ai j oa ie ee or						
z w ng v oo						
y x ch sh th						
qu ou oi ue er ar						
ay ea igh ow ew						
a-e e-e i-e o-e u-e						
ir ur au aw al						
oy ow(cow) y(my/funny)						
	knows sound	knows name	forms correctly			
Alphabet - lower case letters						
Alphabet - capital letters						
	sing/recites		knows			
Alphabet order						
	1 - 10	11 - 20	21 - 30	31 - 40	41 - 50	51 - 60
Able to read tricky words						
Able to spell tricky words						
	slowly	steadily	fluently			
Reads - age appropriate books						
	with difficulty	steadily	fluently			
Able to write independently news or short story						

Ros Wilson's

**The Oxford Writing
Criterion Scale**

for Scotland

DRAFT



Whole Class Lesson 1	Small Group Lesson 1	Whole Class Lesson 2	Small Group Lesson 2	Whole Class Lesson 3	Small Group Lesson 3
<p>No longer than 10 minutes. It may include:</p> <ul style="list-style-type: none"> • Vocabulary teaching • Phonics/ Spelling • Common words • Skills for reading to self and aloud • Analysing, Evaluating and Questioning a text • Shared reading/ writing • Skills for independent writing • Thinking Skills and Critical Literacy • Decision Making¹⁵ 	<p>Around 20 minutes.</p> <p>Group 1</p> <p>Teacher led session</p> <ul style="list-style-type: none"> ➢ Clear teaching skill focus <p>Group 2</p> <p>Working with a partner e.g.</p> <ul style="list-style-type: none"> ➢ Phonics/Spelling games ➢ Reading aloud ➢ Keyboard skills <p>Group 3</p> <p>Working independently e.g.</p> <ul style="list-style-type: none"> ➢ Language technique tasks¹⁶ ➢ Editing/reviewing writing ➢ Reading independently <p>The HLP Booklets also include strategies, games and activities.</p>	<p>No longer than 10 minutes. It may include:</p> <ul style="list-style-type: none"> • Vocabulary teaching • Phonics/ Spelling • Common words • Skills for reading to self and aloud • Analysing, Evaluating and Questioning a text • Shared reading/ writing • Skills for independent writing • Thinking Skills and Critical Literacy • Decision Making 	<p>Around 20 minutes.</p> <p>Group 2</p> <p>Teacher led session</p> <ul style="list-style-type: none"> ➢ Clear teaching skill focus <p>Group 3</p> <p>Working with a partner e.g.</p> <ul style="list-style-type: none"> ➢ Phonics/Spelling games ➢ Reading aloud ➢ Keyboard skills <p>Group 1</p> <p>Working independently e.g.</p> <ul style="list-style-type: none"> ➢ Language technique tasks ➢ Editing/reviewing writing ➢ Reading independently <p>The HLP Booklets also include strategies, games and activities.</p>	<p>No longer than 10 minutes. It may include:</p> <ul style="list-style-type: none"> • Vocabulary teaching • Phonics/ Spelling • Common words • Skills for reading to self and aloud • Analysing, Evaluating and Questioning a text • Shared reading/ writing • Skills for independent writing • Thinking Skills and Critical Literacy • Decision Making 	<p>Around 20 minutes.</p> <p>Group 3</p> <p>Teacher led session</p> <ul style="list-style-type: none"> ➢ Clear teaching skill focus <p>Group 1</p> <p>Working with a partner e.g.</p> <ul style="list-style-type: none"> ➢ Phonics/Spelling games ➢ Reading aloud ➢ Keyboard skills <p>Group 2</p> <p>Working independently e.g.</p> <ul style="list-style-type: none"> ➢ Language technique tasks ➢ Editing/reviewing writing ➢ Reading independently <p>The HLP Booklets also include strategies, games and activities.</p>

Structuring the Literacy Session

Week Beg: 05/03	Monday Focus : Phonics	Tuesday Focus : Spelling	Wednesday Focus : Tools for Writing	Thursday Focus : Writing	Friday Focus : Comprehension
10 minute introduction	Introduction to phonic sound through IWB activity.	Revise the spelling pattern for the week.	IWB Activity on Adjectives	Main Writing Session Character Description Group 1: Teacher assessment Group 2: Self assessment Group 3: Peer assessment	Share examples of writing
20 minute group work	Group 1: Guided Reading Group 2: Looking for sounds in books Group 3: Word building	Group 1: Guided Reading Group 2: Sentences with spelling words Group 3: Spelling game on Chromebooks	Group 1: Learning Conversations Group 2: Using adjectives to describe characters Group 3: Independent Reading		Group 1:Guided Reading Group 2: Edit Writing Group 3: Book related task
10 minute whole class	Sharing of words found so far.	Spelling Tennis	Kung Fu Punctuation		Share examples of writing
20 minute group work	Group 1: Word building Group 2: Guided Reading Group 3: Looking for sounds in books	Group 1: Spelling game on Chromebooks Group 2: Guided Reading Group 3: Sentences with spelling words	Group 1: Independent Reading Group 2:Learning Conversations Group 3: Using adjectives to describe characters		Group 1: Book related task Group 2:Guided Reading Group 3: Edit Writing
20 minute group work	Group 1: Looking for sounds in books Group 2: Word building Group 3:Guided Reading	Group 1: Sentences with spelling words Group 2: Spelling game on Chromebooks Group 3:Guided Reading	Group 1: Using adjectives to describe characters Group 2: Independent Reading Group 3:Learning Conversations		Group 1: Edit Writing Group 2: Book related task Group 3:Guided Reading
5 minute plenary	Exit passes - What words have our sound in them?	VCOP activity	Upelevelling Sentences		

EXAMPLE ACTIVITIES OF A DAILY PLAN

- 1. Primary 2** - I can use my phonics to sound out my spelling words
- 2. Primary 4** - I can fully answer questions using the information I have read from the text
- 3. Primary 6/7** - I can use adjectives, adverbs and similes to create an interesting character description

PLENARIES

- Plenaries can be used throughout a teaching session to ensure all children are aware of their task and the aim of their learning. It is also an opportunity for children to share their good work.
- An example of a writing lesson:
 - Explanation of S.C. and task
 - Show of thumbs, are you confident in what you are being asked to do? Have some children explain in own words
 - 10 mins of work
 - Check in, fist of 5, how do you feel it's going? Why is it successful? Top tips?
 - Teacher/peer/independent work based on answer
 - 15 mins of work
 - Children's work samples for inspiration and feedback, relating to the S.C. Are we on task and achieving?
 - Final 15 mins of work
 - Come together as a class to discuss S.C., what we have learned/what was tricky/exciting/good practice

Any questions?