

Literacy News

AUTUMN TERM, PART 2

30TH OCTOBER 2017

WRITING SENTENCES

- Every lesson pupils should produce at least one sentence.
- Sentences can be copied from a given list.
- Sentences could be provided in segments for pupils to match.
- Stronger writers should be encouraged to make complex sentences.

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Writing Matters

We are all aware of the challenges and limitations involved when asking pupils to write in the classroom. Few of our current pupil body are capable of producing clear, developed written passages and even fewer seem to have the motivation to try.

There are clear areas of strength. The current year 7, for example, have grown to understand the expectation to produce clarity and precision when recording their responses, but more importantly they have come out of an environment of high expectation and significant focus through the fabulous quality of literacy teaching in the primary unit. Having staff with the motivation and expertise to create an effective learning environment is clearly paying bene-

fits.

Good writing habits are not developed through occasional outstanding lessons with this



“Reading maketh a full man, conference a ready man, and writing an exact man.”
Francis Bacon

focus. They are the result of planned, sustained commitment over a long period, where support is in place through staff and lesson resources. Good writing

grows from strong teaching, regular exposure and practice and well judged stimuli.

Regular reading, as seeing good writing is also a key component, is why use of Accelerated Reader to encourage access to the best level of material, as well as regular exposure to a range of styles, is vital.

We are not going to fix the problem overnight. We are not miracle workers! But, we have to address the sue and aim for a significant improvement in the longer term. Just as you plan programmes in your specialist area to develop pupils over terms and years, so you should approach literacy. First aid may help in the short term, providing better access now, but are you giving your learners their best chance for long term outcomes?

Tips for literacy lessons

Every lesson should be a literacy lesson.

As the teacher, you are already leading on literacy in your classroom. Supporting staff in the lesson are also modelling good practice when helping pupils read, write and comprehend.

To ensure we make the best of

our current strengths, and to share the expertise of the team, here are a few tips to bear in mind.

1) You don't have to be a literacy expert to be a literacy leader in the classroom. You only need to be better than

the pupils,

- 2) Knowing your strengths and weaknesses will help you model best practice. When you are not certain, look it up!
- 3) Keywords help build confidence and accuracy.

Accelerated Reader Updates

Word Count Leaderboard

	Taken	Passed	Total Word Count (2017/18)	Rank
Jay	2	2	59,793	3
Alex	5	5	31,042	2
George	1	1	18,424	1
Tyler H	2	2	12,936	1
Antonio	1	1	12,651	1
Tristan	7	9	8,554	
Phoenix	1	1	6,613	
Denham	1	1	6,489	
Jacob Q	2	2	5,786	
Jack	3	3	5,311	
Theo	1	2	1,821	
Harvey R	1	1	1,190	
Josh P-T	1	1	908	
Armani	1	1	554	

Northern House Total 172,072

Quiz League

	Quizzes	100.00%	Accuracy average	Points earned	
1 st	Antonio	1	1	100.00%	2.0
2 nd	Denham	1	1	100.00%	1.0
	Josh P-T	1	1	100.00%	0.5
3 rd	Armani	1	1	100.00%	0.5
	Harvey R	1	1	100.00%	0.5
	Jacob Q	2	1	95.00%	1.0
	Jack	3	2	93.30%	1.4
	George	1	0	90.00%	2.7
	Alex	5	2	86.00%	3.6
	Jay	2	0	85.00%	7.5
	Tristan	9	6	82.20%	3.4
	Tyler H	2	0	75.00%	1.5
	Phoenix	1	0	70.00%	0.7
	Theo	2	0	65.00%	0.5
	Reece	1	0	33.00%	0.0
	Dhruv	1	0	20.00%	0.0
	34	16	80.91%	26.8	

School Pass Rate = 85.29%

Experiencing success with an activity reinforces self esteem and gives us a chance to demonstrate mastery to others. We return to successful activities again and again. Our minds are alert, and our self confidence leads us to attempt greater challenges.

CPD: Sentence Types

The Four Sentence Structures

1. Simple
2. Compound
3. Complex
4. Compound-Complex



Simple Sentences

Simple sentences contain **no conjunction** (i.e., and, but, or, etc.).

*Frank ate his dinner quickly.
Peter and Sue visited the museum last Saturday.
Are you coming to the party?*

Compound Sentences

Compound sentences contain **two statements that are connected** by a conjunction (i.e., and, but, or, etc.).

*I wanted to come, but it was late.
The company had an excellent year, so they gave everyone a bonus.*

Complex Sentences

Complex sentences contain a **dependent clause and at least one independent clause**. The two clauses are connected by a subordinator (i.e. which, who, although, despite, if, since, etc.).

*My daughter, who was late for class, arrived shortly after the bell rang.
That's the man who bought our house*

Compound - Complex Sentences

Compound - complex sentences contain **at least one dependent clause and more than one independent clause**. The clauses are connected by both conjunctions (i.e., but, so, and, etc.) and subordinators (i.e., who, because, although, etc.)

John, who briefly visited last month, won the prize, and he took a short vacation. Jack forgot his friend's birthday, so he sent him a card when he finally remembered.

*"Writing is like bricklaying; you put down one word after another. Sometimes the wall goes up straight and true and sometimes it doesn't and you have to push it down and start again, but you don't stop; it's your trade."
— Geraldine Brooks*

Literacy Working Party

The LWP will meet monthly, generally on the first Wednesday, to discuss whole school issues and provisions.

We also have a Teams area for discussion and resources. The minutes of working party meetings will also be available there.

All staff will be invited to the online area shortly.

There are CPD resources being listed there, and drop in training will begin over this half term. Feel free to get involved!

Publishing Our Own Book

Remember we are collecting creative work from staff, pupils and friends of the school in order to publish our own book this half term.

Please collect and forward the very best pieces.

Meeting: Wednesday, 8th November

KEYWORDS

Clause

A connected group of words.

Dependent clause

A clause which only makes sense when connected to another clause.

Subordinator

A conjunction that introduces a dependent clause.

Recommended Reads

Once by Morris Gleitzman is the story of a young Jewish boy who is determined to escape the orphanage he lives in to save his Jewish parents from the Nazis in the occupied Poland of the Second World War.

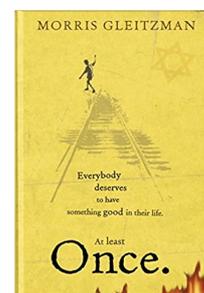
What makes this such a chilling and hard-to-put-down book is Felix's naive and innocent view of the horrific events around him.

Once I escaped from an orphanage to find Mum and Dad.

Once I saved a girl called Zelda from a burning house.

Once I made a Nazi with a toothache laugh.

My name is Felix. This is my story.



Recommended by: Richard. Suitable for young adult upwards. A surprisingly simple book which inspires and haunts.

Recommend a favourite book by mailing me the author & title and a sentence or two about it.

KNOW YOUR SENTENCE TYPES

Effective writers use the right type at the right time.

Northern
House
School



Types of Sentences

Simple

One independent clause

The dog barks.

Compound

Two independent clauses separated by a semicolon or a comma & conjunction

The pirate captain lost the treasure map, but he still found the buried treasure.

Complex

One independent clause and one or more dependent clauses

Because the soup was too cold, I warmed it in the microwave.

Compound-Complex

Two independent clauses and one or more dependent clauses

Though Michael enjoys watching comedies, he rented the latest spy thriller, and he enjoyed it very much.