

- Review
- Reflect
- Revise

# Literacy News

SUMMER TERM, PART 2

019:11TH JUNE 2018

## Model Literacy

### The Wasp

I was chilling in my tiny garden, on a sun bed drinking and listening to a laid back mix on my speaker. A wasp came over and started buzzing about close to my face. Wasps are the worst. First, it flew up to me, near my face. All I could hear was a load of buzzing. I started trying to swat it away. I felt like just going inside and waiting for the wasp to buzz off but it didn't leave so I did go inside, but the wasp didn't leave. I watched it through the clear glass of the white plastic door. It just kept flying back and forth, like waiting for me. Annoyed, but also a bit paranoid, I was convinced that it was just waiting for me. The wasp wanted to get me. I had had enough.

After five minutes or so of watching and waiting, I stormed outside, grabbed a plank and started swinging. I was just swinging, wildly no longer sure where the wasp was. All I knew was the wasp had to die. I was a killer on the loose. After a few minutes of flapping like a bird having a fit, I started to tire. I had been going crazy with this enormous plank of wood, chasing shadows. Then I saw it. The wasp. Sitting right on top of the glass table where I had been sitting in such a state of bliss. I knew what I had to do.

Carefully, and slowly, I crept towards the patio table where the creature was drinking from a splash of Rockstar I had spilled earlier. I raised the plank upwards, over my shoulder and threw it forward with all my strength, aiming for the beast. With dramatic crash, the glass of the table top shattered into millions of pieces. There was glass everywhere, showering down on me like rain. Fear ripped through me as soon as I had realised what I had done. Now I would be the wasp and my mum would do more than just swat me!

All I heard was 'bzzzz'. The wasp flew off out of the garden and out of my life. I stood amongst the ruins of my afternoon and tears started to fall down my face as I picked up the remains of my drink and prepared to face my fate.

Haydn (yr10)

### The Story Behind The Story

The group had been looking at different types of sentence and this pupil had been able to demonstrate the ability to write a sequence of events using the different styles, thus was ready to attempt to create a narrative event using this learning.

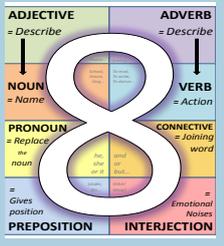
We discussed the narrative and identified the simplest of scenarios—not worrying about an ending, and then he dictated his idea.

As he did so we discussed punctuation and he was challenged on word choice where his initial choice was weak.

By the middle of the second paragraph, there was discussion of how the event would resolve in order to keep to the word limit.

Modelling creating a good text is a vital step from learning a new concept to understanding how to apply it. While the next piece may not automatically be much better than before this experience, the pupil does now understand how we apply the theory to a draft in order to achieve a higher quality piece.

How can you use this modelling effectively to support learners' written work in your subject?



*Every Lesson A Literacy*

**NOW ON**  
*The Summer Challenge*

## Decline In Writing Enjoyment Continues

According to the National Literacy Trust's latest research, recently published in the report [Children and Young People's Writing in 2017/18](#), enjoyment of writing and how often they write in their spare time remains in decline. Compared to last year, the number of children who enjoy writing very much has fallen 9% whilst daily writing levels have declined 8%.

The report is based on a survey of 47,786 children and young people aged 8 to 18 in the UK. The report found that, in 2018:

- Only half of children and young people enjoy writing very much or quite a lot (49.2%)
- Fewer than 1 child in 5 writes something that isn't for school on a daily basis (17.3%)
- More girls than boys enjoy writing (57.4% vs 40.9%) and write daily (19.9% vs 14.3%)
- Younger children enjoy writing almost twice as much as their older peers (68.5% of 8 to 11-year-olds, 46.5% of 11 to 14-year-olds, 36% of 14 to 16-year-olds)

You can download the report at: <https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-writing-201718/>

## Reading Well 2018

The "life-saving" 2018 'Reading Well for mental health' titles from The Reading Agency and Society of Chief Librarians were unveiled in May. Each title will offer invaluable support to people with mental health needs and their carers.

You can read more here. <https://readingagency.org.uk/news/media/reading-well-for-mental-health-2018.html>

## 27th June

### "Everyone has a story to tell..."

When 35 of the nation's leading arts & literacy agencies team up, you know that the outcomes of the event should be impressive. And that people will be talking.

This year the event is built around the idea that everyone can find 10 minutes to just write whatever is on their mind.

You can find lots of resources and information on the website.

<https://www.nationalwritingday.org.uk>

### Planning Ahead

As we begin planning for the new academic year it is worth revisiting some key principles of good literacy coverage.

**Be aware of the pupils' strengths and weaknesses in literacy.** We have a huge pool of data to support staff, including the progress tests and AR data, so at this time of year review your knowledge of the pupils and ensure your planning aims to both support and challenge.

**Make sure you are defining keywords as your course progresses.** Every lesson will have keywords, which may be new to the students to a revision from earlier learning. Keywords should be on display in your teaching area.

**Plan for a range of activities to develop reading and writing** in your subject, maintaining a clear focus on developing those skills the pupils will need in order to complete assessment at the end of KS4. Good habits established in year 7 can be developed year on year, whereas new habits are hard to learn for older pupils.

### Top 10 Readers (May\*)

	Quizzes Taken	Passed	Words Read
Dominic	6	6	9,668
Jay	5	5	144,636
Alex	3	3	12,286
Dean	3	3	9,886
Phoenix	2	2	5,018
Josh T	2	2	2,813
Armani	2	2	340
Callum	1	1	16,034
Aaron	1	1	39,225
Connor	1	1	1,322

\* Various progress tests mean that reading figures are down for this period.