



ESHER
CHURCH of ENGLAND
HIGH SCHOOL



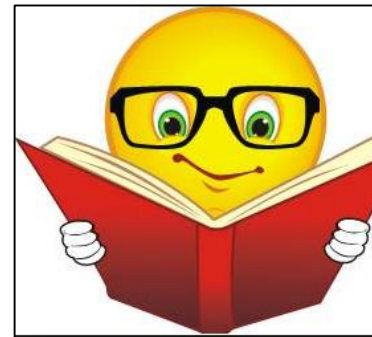
Supporting Literacy

A parent's guide to supporting Literacy

- Esher High School aims to enhance the standards of literacy across all year groups by ensuring that all students can effectively engage in their learning and that literacy is not a barrier. Teachers should inspire pupils to embed a culture of literate progression and achievement. Our Teaching and Learning Policy states: 'Learners should be active and curious, take ownership for their learning and be able to persevere when they find things difficult.'
- The skills developed for students will enable them to access their schoolwork, recognise the importance of literacy as a tool for personal identification, expression and inclusion in society.
- This guide helps parents and carers understand how children progress in literacy at each National Curriculum level. Also included are ideas for what you can do with your child to support the development of their speaking and listening, reading and writing at home and help them make progress.
- You will find this guide helpful when discussing your child's progress with their teachers.

At Esher High School, our literacy goals are

- To improve language skills across the curriculum. This will be in keeping with the National Literacy Strategy
- To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening



Adult literacy rate

16.4% of adults **in England**, or 7.1 million people, can be described as having 'very poor **literacy** skills.'

Source: National Literacy Trust



Reading Tips

Ensure students have

- access to books, magazines and newspapers from home, school and library – both fiction and non-fiction texts
- somewhere quiet to read
- time to read regularly
- opportunity to see you as a reader – reading, choosing books, going to the library, talking about what you read
- Read to them and take turns with them in reading a section each of the text, supporting and prompting their reading in positive ways
- Set a weekly routine to make time for reading
- Talk with them about the books they read
 - their favourite part or character and your favourite part
 - how the illustrations support the story
 - their favourite author
 - what makes a book different from (or similar to) others they have read

- Talk about the meaning of what they have read. Ask them, for example, to explain
- Words and phrases that they might need to be explained (clarify).
- Ask questions e.g. about a character's actions or motive.
- How far do they agree with the writer's point of view?
- What will happen next – and why they think so? (predict)
- Summarise the key points in the correct order

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

Writing Tips

Ensure they have

- opportunities to write at home
- pencils, pens, crayons, but also card or folded paper to make booklets
- opportunities to see you as a writer, for example, writing emails or lists.

Read and talk about their writing

- ask them to read their writing aloud to you
- respond to the writing and praise what you like
- ask them to explain why they wrote particular sections as they did.



Help them with planning their writing

- ask them to talk through their ideas with you before they write
- use mindmaps, wordstorm, spider diagrams to generate and develop and structure ideas
- prompt them to include more detail, sequence things more clearly, vary the pace

Help them to think about the person who will read their writing

- do they want the reader to like the main character?
- should they include some clues about the ending?
- does the writing build up to a climax?
- help them to think about the purpose for which they are writing
- select appropriate key language and terminology

The Writing Process

1 Prewriting: Getting It Together

Prewriting is everything you do to get ready to write: planning, outlining, studying, brainstorming, interviewing, mind-mapping, note-taking, etc.



2 Drafting: Getting It Down

Drafting is composing the first draft of your paper. This is sometimes called the rough draft because it's not important that the draft be perfect. The main thing is to get words on paper.



3 Revising: Getting It Right

Revising means making changes. Sometimes major changes. Does the paper do what it's supposed to? Does it need more? Less? Is it organized? Look at the big picture -- the paper as a whole.



4 Proofreading: Getting It Polished

Proofreading means fixing all the pesky little things: spelling, grammar, punctuation. Get out the fine-toothed comb. Dot all the i's and cross all the t's.



5 Publishing: Getting It Read

Publishing means getting your writing to the audience you intended. That might be just a teacher or a parent. Or it might mean posting it on a blog or in a major publication.





■ Ensure that

- they have plenty of opportunities for talk
- you listen to them with attention, and respond
- they hear and listen to sustained talk by others

■ Encourage them to speak at length, by

- helping them take a long turn in a conversation
- answer questions with a full sentence
- prompting them to help them keep going
- asking them to tell you about some event in detail or explain to you how something works
- use of correct pronunciation

■ Help them understand how speakers help listeners, by

- using repetition and different voices for different characters when telling a story
- encouraging them to think about how to organise what they want to say
- changing their pace

■ Encourage them to notice and talk about

- interesting/unusual words
- some of the different ways people speak.
- express different points of view and practice justifying them.

Speaking and Listening Tips

COMMUNICATION FACTS

76% OF OUR WAKING HOURS ARE SPENT IN SOME FORM OF COMMUNICATION



8 TYPICAL NON VERBAL BEHAVIOURS



10% OF CONFLICTS ARE DUE TO DIFFERENCES IN OPINION



90% ARE DUE TO THE WRONG TONE OF VOICE

THOUGHT SPEED IS FASTER THAN SPEECH



Useful websites

National Curriculum Information and services for parents

- www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies
- www.parentchannel.tv
- www.parentlineplus.org.uk

Homework and enrichment

- www.bbc.co.uk/schools
- www.bbc.co.uk/learning
- www.direct.gov.uk/en/EducationAndLearning
- www.gridclub.com
- www.schoolzone.co.uk
- www.nextgenerationlearning.org.uk/At-home
- BBC Bitesize - KS3
- <https://quizlet.com/live>
- www.dnamatters.co.uk

Useful contacts

- Mr Bruff - YouTube
- BBC Bitesize – GCSE
- Literacy Coordinator – M Parker / E Bosley / B Copus

