



# Literacy skills to reinforce in your lessons



Reading	Writing	Speaking and Listening
<b>Skimming</b> You read quickly through the sentences getting a gist of the understanding of the text.	<b>Purpose, Audience and Form</b> Give writing meaning. Each writing task should have a clear <b>purpose</b> , e.g. to convince people to do more sport; to persuade teenagers to eat healthily; expressing personal opinions. The <b>audience</b> is who will be reading your text. Create real opportunities for audience involving parents/carers. The <b>form</b> is the type of writing, e.g. poem, newspaper article..	<b>Effective listening</b> Engage with others in group and class discussions of appropriate complexity. Learn collaboratively – for example, when problem solving. Explain thinking to others. Explore factors which influence them and persuade them.
<b>Visualising</b> You see a picture in your mind to help gain a better impression or understanding of the text.	<b>Spelling</b> Use word banks and word mats. Display subject specific key words. Use strategies to help students learn to spell tricky words, e.g. mnemonics. See Q drive for ppt on other strategies.	<b>Discussing and listening</b> Engage learners through discussion and debate. Use group work and role play to get students talking like scientists, designers, geographers and historians. Use talk to clarify ideas, identify main points to arise from a discussion; listening for a specific purpose and evaluating.
<b>Close reading</b> When you read every word.		
<b>Questioning</b> You ask questions about a text to clarify ideas.	<b>Punctuation</b> Use Wave 1 marking to carry out peer and self assessment on particular aspects of punctuation, e.g. have they used capital letters, are the commas in the correct place, does it make sense? You may ask your students to begin a journal of grammar rules or a spelling log. In this way, students become more aware of their problem areas and have an immediate reference that makes sense to them.	<b>Making a presentation</b> Using talk to clarify and present ideas. The ability to speak articulately.
<b>Prediction</b> You make informed guesses about the text.		
<b>Summarizing</b> Taking larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.	<b>Paragraphing</b> A paragraph is a collection of related sentences dealing with a single topic. The basic rule of thumb with paragraphing is to keep one idea to one paragraph.	<b>Conveying information</b> Transferring information by different methods, e.g. text, diagrams, sounds, maps.
<b>Inference</b> When someone makes a point that isn't obvious and you have to read ' <b>between the lines</b> ' to find the meaning.	<b>Modelling</b> An active process – not just the teacher providing an example. It involves the teacher as the <i>expert</i> , demonstrating how to do something and making explicit the thinking involved, e.g. looking how advertisements are written persuasively.	<b>Presenting an opinion or argument</b> An <b>opinion</b> is an idea that an individual or group holds to be true. It does not have to be supportable or based on anything but personal feelings. An <b>argument</b> is an assertion or claim that is supported with concrete, real-world evidence.