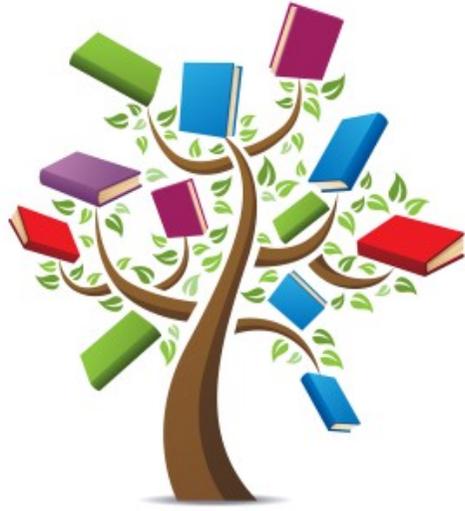


Literacy Toolkit



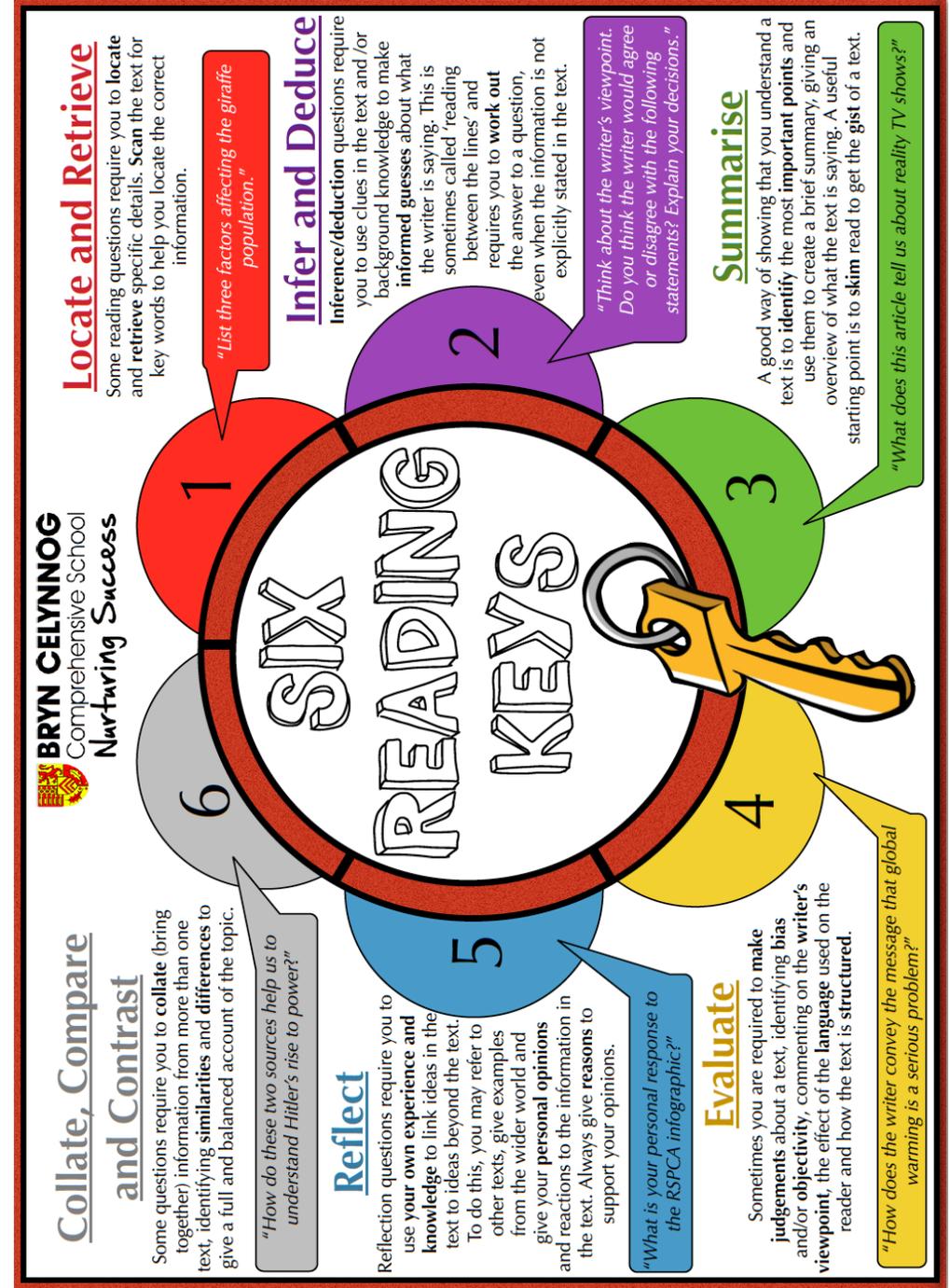
Bryn Celynog Comprehensive

Good literacy skills are essential to ensure that your child makes good academic progress across all subjects at school. There are many ways in which you can help him/her to become a confident speaker, reader and writer. This toolkit aims to provide you, as parents/guardians, with the necessary tools to support your child's literacy development at home.



As well as encouraging your child to read widely for pleasure, it is also important that you help him/her to regularly proofread completed work to check for errors in sentence structure, punctuation and spelling. This toolkit provides practical strategies to help you and your child do this successfully.

1 - Developing Reading Skills



Locate and Retrieve

- Example questions:
- Give a four figure grid reference for the square marked on the map.
 - State the source of energy for the food chain shown below.
 - Use the Periodic Table to give the symbol of an element in the same group as potassium.
 - According to the graph, how many visitors have been to Australia before?

N.B Locate and retrieve questions usually require one word answers, multiple choice options or a one sentence response.

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Infer and Deduce

- Example questions:
- What conclusion can you draw? What evidence leads you to this conclusion?
 - What do you see as possible other outcomes?
 - Can you explain what must have happened to cause.....?
 - What were the motives behind.....?
 - What assumptions have you made and why?
 - What do you think will happen as a result of.....?
 - What is the writer's point of view? How can you tell this?

Response prompts:

- The words "_____" imply that...
- I can infer that _____ because the graph shows me that...
- The image suggests that _____ because it shows....

Summarise

- Example questions:
- What does this article tell us about reality TV?
 - Summarise this text in 66 words.
 - List the main events that led up to this incident.
 - Write the opening paragraph for this news story, stating the 5Ws (what, when, who, where and why?).
 - Highlight the key ideas in the article.
 - Take notes during this presentation to give an overview of what has been said.

READING KEYS

Evaluate

- Example questions:
- How does the layout of this advert help to persuade you to take notice of its campaign?
 - How does the structure and organisation of this text aid the reader's understanding?
 - What did the writer intend by (phrase /sentence etc)?
 - Why has the author used humour at this point?
 - Look at the caption and diagram. Why does the writer choose to include them?
 - What does the writer want to persuade you to do/think/believe? How is this effect achieved?
 - What makes this a successful text?

Response prompts:

- The phrase "_____" has the effect of _____ because...
- The most effective aspect of the text is the image because it creates a sense of...
- The headline has a powerful impact on the reader because...

Reflect

- Example questions:
- What is your personal response to the infographic?
 - What do you know about this period in history that helps you to understand the writer's viewpoint?
 - If you were in _____'s position, what would you do next? Explain why.
 - What is your reaction to the opinions in this article?
 - How do you feel about the last paragraph as an ending to the story?

Response prompts:

- In my experience...
- In my opinion...
- Personally, I think...
- I'd suggest that...
- I believe that...

Vocabulary bank:

- tense, empathy, joyful, apprehensive, amazed, amused, intrigued, disappointed, delighted, frustrated, fearful, relieved, surprised*

Collate, Compare and Contrast

- Example questions:
- How have the two authors presented the information in different ways?
 - Compare and contrast what the two writers say about...
 - Write about the two poems and their effect on you, highlighting any similarities or differences.

Similarity connectives: *furthermore, additionally, similarly, in the same way, moreover*

Contrasting connectives: *whereas, in contrast, alternatively, on the other hand, however*

Response

Giving a personal response to a range of texts, using evidence from the texts to support their views.

When reading, pupils need to take into consideration how a text makes them feel and the reasons behind this. They should think about what feelings, ideas and messages the writer is trying to convey to the reader and whether they have been successful.

Analysis

Thinking about why the writer has made certain language choices and commenting on their significance and their effect on the reader.

When analysing a text, we use **PEE** chains, for example:

Point The poet creates a feeling of frustration.

Evidence "Feet pedaling the one moving spot."

Evaluation This conveys a vivid image of someone who is struggling but getting nowhere.

Location

Pupils are expected to locate, select, summarise and collate information from a range of different places. Independent research into a topic of interest is a good way to develop these skills.

2 – Developing Oracy Skills

Help to develop your child's oracy skills by discussing a range of topics outside of school. Encourage them to listen to/ watch people speaking for a range of purposes (news reports, for example) and to express their own opinions in response.



In school, pupils are expected to:

- Adapt their speech to suit different purposes and audiences.
- Change their vocabulary, expression and tone to suit the task.
- Listen carefully to others and respond sensitively.
- Express personal viewpoints clearly, giving reasons to support their views.

3 – Developing Writing Skills

Use this toolkit to support your child in checking the accuracy of their written work.

Capital letters are used in every sentence, so it's important to use them properly.

Every sentence starts with a capital letter:

The book was published in 1945. Although it was controversial, it was a great success.

Proper nouns (names of particular people, places and things) need capital letters:

*Millions of tourists visit Dartmoor each year.
Charles Darwin believed in natural selection.*

A **full stop** shows the end of a sentence:

Age can affect performance in sports. Your reactions get slower as you get older.

Don't use a comma instead of a full stop:

The outer layer of the Earth is called the crust, it is about 20km thick.



Split up the clauses into separate sentences:

*The outer layer of the Earth is called the crust.
It is about 20km thick.*



Commas are expected to be used routinely. They act as the 'amber' in the traffic light system; they tell us to take a brief pause when reading - not as long as a full stop.

Commas are used:

1. To indicate natural pauses
2. To add extra information to a sentence
3. To separate items in a list



For example:

1. When he saw the pirate ship on the horizon, the captain gave the alarm.
2. Paul Mann, our star player, broke his leg in the match on Saturday.
3. When I go shopping, I need to buy: eggs, bread, milk, cheese and butter.

Be careful when using commas as they change the meaning of a sentence. For example:

Eats shoots and leaves.
Eats, shoots and leaves.

The old lady collected all sorts of things: silver, paper, hats, clocks and tablecloths.

The old lady collected all sorts of things: silver paper, hats, clocks and tablecloths.

Exclamation marks (!) are placed after an exclamation. As the symbol contains a full stop, the exclamation mark takes its place when an exclamation is made.



Exclamation marks are used:

1. To show strong feeling
2. To show a statement is very surprising
3. To show a brief command

For example:

1. What a lovely view you have here!
That's fantastic!
Millie! Don't touch that.
2. Aaarrrgh!
Watch out!
3. Turn it up!
Get out of here!



N.B: Do not use an exclamation mark unless you are certain it is necessary - and **never** use two or three of them in a row.

Example: This is a sensational result!!!



Question marks (?) are used to mark a question. As the symbol contains a full stop, the question mark takes its place at the end of a question being asked.

Question marks are used:

1. **To mark the end of a sentence that is a question.**
2. **To indicate a query in direct speech or in the thought of a character or narrator.**

For example:

1. Is anybody listening to me?
Are you reading this poster?

2. 'Detective Smith? Are you there?'

Did the label say one spoonful or two? If only she could remember.



Brackets, also known as parentheses, provide additional information to a sentence.

Brackets are used:

1. **To add information to a sentence that will give greater detail.**
2. **To state the full name of an abbreviation.**

For example:

1. Molly's jumper was pink (bright pink) with a blue stripe.
 2. The RSPCA (The Royal Society for the Prevention of Cruelty to Animals) are desperate for people to re-home the homeless animals in their care.
-

When using **speech marks** you have to follow certain rules. **Speech marks are used to show what an individual is saying.**

For example:

1. "Tilly, can you help me with my homework please?" asked Kate.
2. "Someone has stolen my mobile phone!" exclaimed Chris.
3. "Mum! Ben has taken my headphones again!" shouted Rhiannon.

NB: When writing you show what someone has said by putting it in speech marks. Speech needs to start with a capital letter.

Apostrophes (') are used for two reasons.

- 1) **Apostrophes are used to indicate missing letters:**

For example:

they + have = they've; are + not = aren't; they + will = they'll)

- You can't have it.
- Don't do that!
- I'd like an ice cream, please.
We'd better hurry.



2) Apostrophes are used to indicate possession

For example:

- The girl's bicycle
- My friend's house



Rules of possession

Singular:

When the possessor is single we indicate possession by using an apostrophe followed by the letter s:

The man's coat
My brother's car

Plural:

When the possessors are plural and end in an 's', the apostrophe is placed after the final s:

The boys' bicycles
My cousins' parents

Irregular plurals:

When the possessors are plural and do not end in an 's', they are treated the same as singular:

The children's toys
The women's shoes

More irregular plurals: Man-men foot - feet tooth - teeth
goose-geese Woman - women child-children mouse-mice

When names end with the letter 's', either use is acceptable:

James' wife or
James's wife

Common mistakes - homophones

Homophones are words that sound the same but have different meanings and spellings. They are often misused in pupils' work. Here are some of the most common homophones:

Where – a place or a question.

Were – use it like 'was' when writing about more than one person.

We're – the shortened form of 'we are.'

Examples:

Where is the main hall?

They were very late.

We're all going to be in trouble.

To – usually refers to a place.

Too – it means 'more than' or 'as well as.'

Two – the number between one and three.

Examples:

I want to be a star!

There are too many of them.

I need two stamps.

There – usually refers to a place.

Their – means 'belonging to them.'

They're – short for 'they are.'

Examples:

He's over there!

I asked them what their names were.

They're going home.



'Accept' is a verb - it means 'to agree with something' or 'to receive something'.

'Except' means 'not including'.

Examples:

America refused to accept the Versailles Treaty.

All prime numbers, except 2 and 5, end in 1,3,7, or 9.

'Affect' is a verb - one thing affects another.

'Effect' is a noun - something can have knock-on effects.

Examples:

Birth rate and death rate affect the size of the world's population.

Widespread unemployment was an effect of the Great Depression.

'Passed' is the past tense of the verb 'to pass'

'Past' is not a verb - it describes a place or time.

Examples:

I passed my driving test.

A ship sailed past the island without noticing the boys.

'Practise' is a verb - it is spelt with an 's'

'Practice' is a noun - it is spelt with a 'c'

Examples:

Good musicians practise regularly.

After school I have football practice.



Paragraphs

If you are unsure of when to start a new paragraph, use the **TIPTOP** rule:

Move on to a new paragraph when you change **T**ime, **P**lace, **T**opic or **P**erson.

Types of sentence

Simple sentences contain a subject and a verb and can contain an object:

Sarah ran home. (Sarah = subject, ran = verb, home = object)

Tom stayed in the park. (Tom = subject, stayed = verb, park = object)

Compound sentences join two simple sentences using the

connectives: for, and, but, so, nor, yet, or.

Sarah ran home but Tom stayed in the park.

In a **complex sentence**, one part of the sentence is dependent on the other part. They contain conjunctions such as: because, since, after, although, when.

Although Sarah ran home, Tom stayed in the park.



Marking policy

At Bryn Celynnog we value the work that is completed in lessons. At Key Stage 3 pupils will regularly complete assessed pieces of work in each subject. These pieces of work will be awarded a National Curriculum level and will be kept in a portfolio of evidence. These portfolios will be kept from Year 7 to Year 9 and will be used to determine the final 'End of Key Stage' level in each subject. The marking policy is detailed below:

Your teacher will use the following symbols when marking your work:

p	youre	Incorrect or missing punctuation will be circled and accompanied by 'p'
sp	skool	Incorrect spelling will be circled and accompanied by 'sp'
gr	<u>we was wrong</u>	Words or phrases showing grammatical mistakes will be underlined and accompanied by 'gr'
^		This symbol is used if you have missed something out
?		A question mark means something is unclear
//		This means you should have started a new paragraph
C/L	i went home	This means you have made a mistake involving a capital letter

'What Went Well' and 'Even Better If' (WWW & EBI)

When pupils complete assessed pieces of work, the teacher will praise what they have done well (WWW) and will give focused comments and advice that will help them to make progress in the future (EBI).

Some commonly misspelled words

acceptable	development	interesting
recommend	actually	evaluation
necessary	reference	argument
eventually	opinion	relevant
because	evidence	particularly
responsible	beginning	exaggerate
permanent	separate	conclusion
experience	persuade	similar
consequences	explanation	presence
strengths	decide	fulfil
priority	successful	definitely
independent	probably	technique

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