

# Positive ways to engage your child in Literacy

## Farlingaye High School

AGM JANUARY 2023



# ENGLISH ETHOS AT FARLINGAYE

To experience a range of literary genres and non-fiction texts from different periods; to develop the ability to analyse and interpret presentation of ideas and effects of stylistic choices

Develop skills as writers: writing with accuracy, clarity and imagination, making pertinent choices to shape writing to suit a range of purposes



Reading is the inhale,  
writing is the exhale.

Justine Musk

# The English Curriculum

In Years 7, 8 and 9, our students will complete the following units –

- ▶ - Pre-1914 Fiction
  - ▶ - Post-1914 Fiction
  - ▶ - Poetry
  - ▶ - Non-Fiction
  - ▶ - Modern Drama
  - ▶ - Media
- ▶ *All have connections to KS4 but, equally, they're not dictated to by KS4.*

	Units and Texts		Focus of unit	Assessment Focus
1	<b>Pre-1914 Fiction Story-Telling</b>	<b>Y7</b> Myths and Legends <b>Y8</b> Dickens <b>Y9</b> Crime and Mystery Stories	Narrative structure Figurative language Looking at Setting Varying punctuation Exploring context Writer Intention	<u>Y7 -Writing</u> : Descriptive or narrative task <u>Y8 - Reading</u> : Analysis of extract(s) based on author's presentation of character/theme with ref to context <u>Y9 - Writing</u> : Narrative task to suit genre
2	<b>Post-1914 Fiction Investigating Society</b>	<b>Y7</b> Boy In The Striped Pyjamas Or The Daydreamer <b>Y8</b> Nightjohn Or The Giver <b>Y9</b> Noughts and Crosses Or The Hate You Give	Character Perspective Creating Voice Genre Exploring Context Writer intention	<u>Y7 - Reading</u> : Analysis of extract(s) based on author's presentation of character/theme with ref to context <u>Y8 - Writing</u> : Creative writing task demonstrating engagement with the text's characters/key issues <u>Y9- Reading</u> : Essay examining presentation of character/theme in relation to writers' intentions and context.
3	<b>Poetry</b>	<b>Y7</b> Anthology – Animal Poetry <b>Y8</b> Anthology – Poetry from Other Cultures <b>Y9</b> Anthology – Character and Voice Poetry	Poetic techniques Structural techniques Comparative skills Themes Symbolism/Motifs	<u>All Years - Reading</u> : Comparative analysis of two poems each year

4	<b>Non-fiction</b>	<b>Y7</b> Autobiographies <b>Y8</b> Travel Writing <b>Y9</b> Historical Speeches	Register Understanding audience and purpose Structural choices Transactional writing Planning Ambitious vocabulary Language techniques Comparative skills	<u>Y7 Writing</u> : Creating the introduction to an autobiography/ biography. <u>Y8 Writing</u> : Own travel writing using genre features <u>Y9 Writing</u> : A speech (or another spoken form – e.g. news broadcast) using appropriate language features
5	<b>Drama</b>	<b>Y7</b> Gothic Drama – Frankenstein or Dracula <b>Y8</b> Shakespeare – Midsummer Night's Dream or Much Ado About Nothing <b>Y9</b> Modern Drama - Journey's End or Kindertansport	Dramatic devices Setting Genre Exploring context Symbolism Figurative language	<u>Y7 Reading</u> : Analysis of playwright's presentation of character/theme with specific ref to dramatic form <u>Y8 Reading</u> : Analysis of short extract/speech with focus on the importance of context <u>Y9 Writing</u> : Monologue in role as character inc. reference to author's key themes etc <i>This could be a spoken assessment.</i>
6	<b>Media Study</b>	<b>Y7</b> Print Media <b>Y8</b> Language and Technology <b>Y9</b> Shakespeare into Film	Transactional writing Planning Understanding purpose Structural choices Ambitious vocabulary Language techniques Comparative skills	<u>Y7 Writing</u> : Creating transactional writing for a magazine <u>Y8 Writing</u> : Writing of discursive/informative argument based on how technology has affected language use <u>Y9 Reading</u> : Comparison of play's short extract/speech and its film version

# Fast Reads



Imagine...      Connect...      Summarise...      Discuss...  
Infer...  
Reread...      Ask questions...      Predict...      Review...

## Becoming a Fast Reader

Farlingaye High School's  
Reading Champion



<p>How has the story progressed or changed? What about the characters?</p> <p><i>Reflecting back...</i></p>	<p><b><i>Right now...</i></b></p> <p>What are your thoughts about the characters and their choices? Do you have any questions?</p>	<p>What clues is the writer giving you? How could the plot develop from here?</p> <p><i>Looking ahead...</i></p>
---	--	--



# The reality

- ▶ A third of businesses are not satisfied with young people's literacy skills when they enter the workforce – National Literacy Trust
- ▶ Young people who leave school without good literacy skills are held back at every stage of life – Education Endowment Foundation
- ▶ Children and young people who enjoy reading are five times more likely to read above the level expected for their age compared with their peers who don't enjoy reading (17.0% vs 3.5%) – National Literacy Trust

## **What we hear as teachers...**

“I just can't get him/her to read!”

“I don't know anything about teen fiction!”

“He/she just plays on his console or phone all evening”

“I buy book after book, but he/she won't read them”

**Sound familiar?**

# Reciprocal Reading



**Predictor** – encourages those in the group to make logical predictions and use information from their wider knowledge, and personal experiences to predict what will be in the text.



**Clarifier** – clarifies (or asks for clarification about) ideas and information in the text. Helps the group to identify problematic or confusing words, sentences and ideas. Encourages the group to reach a shared understanding of the text.



**Questioner** – asks questions which encourage full comprehension of the text; allows the group to analyse the text and helps them to evaluate the text and its effectiveness and impact.



**Summariser** – helps the group to identify the most important ideas in the text using identified summarising strategies.

Use your role cards to read the text.  
If you're not sure where to begin, use the following:

**Predictor** – what do you think the article is about from the title and images?



**Questioner** – what is the text about? How many million adults did not reach the minimum of standards in literacy, maths or both? What percentage of companies think their staff need to brush up on basic skills?

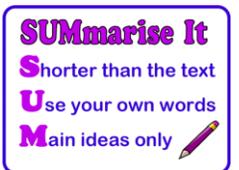


**Clarifier** – are there words or phrases that you don't understand? Do you know



who the OECD are? Do you remember the adverts circa 2000? Can you explain them to members of your group who don't?

**Summariser** – what are three things you learn from the article? What are the main ideas? This text focuses on...



# What we do at **Farlingaye** to promote reading

## Within the department

- ▶ Reading Skill of the Month
- ▶ Reading lists
- ▶ Teachers' reading choices
- ▶ Literacy Week
- ▶ Reading intervention
- ▶ Read for 5 (KS4)
- ▶ Key skill bookmarks
- ▶ Fast Reads

## Elsewhere in the school

- ▶ Library clubs
- ▶ Readathon
- ▶ Reading club
- ▶ Library sessions throughout Year 7 and 8

# 5 practical things you can do

- ▶ Listen to your children read
- ▶ Be reading role models
- ▶ Encourage their curiosity
- ▶ Be creative
- ▶ Anything goes!