Methodist College Belfast
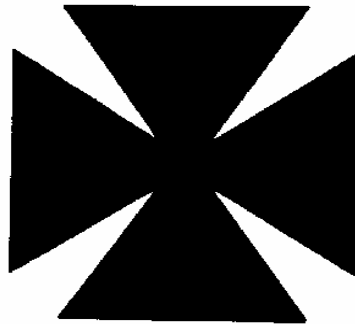
Improving Literacy
Across the Curriculum
2018

Policy for Literacy

Literacy in the form of reading, writing and speaking is central to learning and all teachers have a role in developing these skills

SUMMARY

All subject areas will provide formal opportunities to develop extended writing skills, especially at Key Stage Three in learning and assessment.

In 2017, departments will aim to develop literacy through
1. Using a common marking code
2. Marking for Literacy at Key Stage 3
3. Stretching pupils' reading and extended writing

Evaluation -
All departments will follow the same self-evaluation process for 2017 based on Literacy

Outline of Literacy in Methodist College

1. Rationale

At Methodist College we recognise that all young people should have the opportunity to develop the key literacy skills of reading, writing, speaking and listening at the highest level. These are essential skills that enable the young person to develop as an individual, and as a contributor to society and to the economy. We aim to provide a language-rich curriculum, encompassing the Cross Curricular Skills and Thinking Skills and Personal Capabilities, through high-quality whole class teaching across all subjects.

Context

'Teachers in all subjects must be conscious of their responsibility to act as role models in the use of language. Approaches predicated on this view of teachers' responsibilities were evident in the schools that participated in this project. In all areas of the curriculum teachers should create opportunities to develop the learners' vocabulary and interest in language as an essential support for learning.'
ETI report on promoting literacy in schools : April 2015

How does this fit in with the current School Development Plan?

*a. **Target** - To formalise the development of skills in literacy, numeracy and ICT*

*b. **Action** - Curriculum policy and departmental SOW updated to include clear statements on how and when these skills are delivered and pupil progress monitored.*

*c. **Impact on Learner/Success** - More accurate picture of pupil progress across the skill areas.*

*d. **Current Departmental Plan**s will focus on a selected aspect of developing literacy across the curriculum in 2016/17.*

2. Definition of Literacy

Literacy is the ability to read, write and use written language appropriately in a range of contexts for different purposes and to communicate with a variety of audiences. Reading and writing, when integrated with speaking, listening, viewing and critical thinking, constitute valued aspects of literacy in modern life. Literacy permeates and develops learning in all areas of the curriculum, formal and informal, and all areas of social interaction and development.

Literacy is central to learning.

It is the key to improving learning and raising standards and, as such, is a whole school responsibility. All teachers have a role to play in developing the literacy skills of our pupils in Methody.

Teaching and learning in the development of literacy skills is of a high quality when:
- basic elements of spelling, punctuation and grammar (SPAG) are consistently addressed
- good questioning is used to promote learning
- learners feel confident to reflect and take time to respond
- promotion of talking and listening, leading to high-level thinking skills is happening
- teachers enthuse the learners to develop an awareness and understanding of vocabulary
- opportunities for extended writing for different audiences are given to pupils

- guidance on the structuring of written language is provided
- group work promotes communication effectively
- ICT is used to support literacy development and engagement

The main purpose of this document is to :

- *Outline a coherent approach to developing literacy across the curriculum in MCB*
- *Stress how important the role of every teacher is developing literacy skills*
- *Set out the expectations of everyone involved*
- *Look at new ways to develop literacy skills*
- *Standardise our approach to marking for literacy and improvement*
- *Clarify for parents how they can support their child's development in literacy*
- *Set out how teachers will evaluate the development work that they do for literacy*

What are the main literacy skills?

a. **Basics** - Spelling, punctuation, grammar and the technical rules of written language

b. **Listening and talking for learning**
- engaging with others in group and class discussion – debate and/or argument
- learning collaboratively – for example - problem solving
- explaining their thinking to others
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c. **Reading for learning**
- finding, selecting, sorting, summarising and linking information from a variety of sources
- considering the purpose in texts, and understand the differences between fact and opinion
- critically evaluating a source
- digital literacy – understanding graphics and new information sources

d. **Writing for learning**
    making notes, developing ideas and acknowledging sources in written work
- writing for correct purpose – e.g letter or report writing
- developing and using effective vocabulary;
- creating presentations – which allow learners to persuade/argue/explore ideas.
- linking ideas and sentences to create greater coherence and maturity in language
- creative writing : e.g poetry, haiku, lyrics or script

3. Literacy in Everyday Teaching and Learning in MCB

Teaching and learning in the development of literacy skills is of a high quality when:

- basic elements of spelling, punctuation and grammar (SPAG) are consistently addressed
- good questioning is used to promote learning
- learners feel confident to reflect and take time to respond
- promotion of talking and listening, leading to high-level thinking skills is happening
- teachers enthuse the learners to develop an awareness and understanding of vocabulary
- opportunities for extended writing for different audiences are given to pupils
- guidance on the structuring of written language is provided
- group work promotes communication effectively
- ICT is used to support literacy development and engagement

Reading - Across the curriculum, teachers will provide activities for pupils to ;

- Read and follow instruction
- Read independently, as well as reading together
- Read to explore meaning and to develop understanding
- Learn how to use a range of reading strategies such as scanning, skimming and selecting
- Read to take notes from a text
- Learn how to use a range of contextual clues to establish meaning including indexes, glossaries, headings, illustrations etc
- Learn how to evaluate, reformulate, question and challenge what they read
- Develop higher order reading skills such as awareness of bias and inconsistency and the articulation of alternative interpretations.

- *Teachers will provide a variety of quality reading material, including fiction and non-fiction in digital and print form, which is relevant and appropriate for the age and ability of the pupils.*
- *Where appropriate, teachers should refer to the progression of pupils' reading skills in assessments and reports (with reference to CCEA Cross Curricular Skill of Communication)*
- *It is important that teachers are perceived as good role models who enjoy reading and convey that enthusiasm to their pupils. The use of the library and the Internet should be fostered along with strategies to ensure that genuine reading comprehension is taking place. Reading events, posters and other communicative media are also useful in creating an environment in which reading is valued for pleasure and for instruction.*

Writing - Across the whole curriculum teachers will provide activities for pupils to ;

- plan, draft, discuss and reflect on their writing, using ICT, where appropriate
- write for a range of purposes and audiences
- make notes in a variety of formats
- write in extended prose and at length, where appropriate, to convey factual detail, appropriate use of terminology and higher level understanding

- *Teachers will set writing tasks that have clear purposes, are appropriate for the age and ability of the pupils and which are challenging.*
- *Teachers will model for pupils how to structure their writing in an appropriate format.*
- *Where pupils are asked to write in a particular format, e.g. newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.*
- *Teachers will correct errors in grammar, punctuation and spelling in line with departmental marking policies, teach subject specific vocabulary and demand neat, well-organised work at all times.*

Speaking and Listening - Across the whole curriculum teachers will provide activities for pupils to develop Speaking and Listening skills

- listen and carry out instructions
- listen to others and respond appropriately
- listen for a specific purpose
- explore and develop ideas with others through their talk
- develop presentation skills
- use oral work as a precursor to written work
- participate orally in pairs, groups and the whole class
- ask questions as well as answer them
- use role play as a way of exploring a wide range of contexts for spoken English
- use language precisely and coherently and use Standard English in appropriate contexts
- identify the main points to arise from a discussion

4. Roles and Responsibilities

All staff should
- be familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lessons
- be able to identify a pupil's strengths and weaknesses and know how to build upon these in order to promote pupil progress and raise achievement in Literacy
- ensure that pupils take responsibility for recognising areas for development in their literacy skills and making improvements through target setting
- report on a pupil's standard of literacy at Parents' Consultations and in written reports
- Be aware of departmental development plans in relation to literacy
- Apply, when appropriate, a common marking code for literacy in their subject specific marking

Heads of Department should
- provide opportunities for literacy development in their subject area
- include these in their development planning
- ensure that subject specific literacy is embedded in schemes of work and that there is clear progression through the key stages and that it is regularly discussed at departmental meetings
- encourage sharing of good practice and close collaboration between colleagues within and between departments in order to promote literacy development
- use available assessment data to identify appropriate literacy strategies
- evaluate and monitor literacy development in their subject area

The SENCO should:
- communicate with all subject staff about those pupils who have Literacy difficulties and give advice on what staff can do to help
- liaise with Junior English co-ordinator, Head of English, and Heads of Form about pupils who would benefit from Support classes
- monitor pupils with Literacy difficulties through IEPs and review meetings, as well as through informal discussion with Form staff and subject teachers

The Librarian should:
- provide appropriate resources to support the curriculum
- ensure that all junior classes visit the Library and understand how to access resources and conduct research
- encourage reading through a range of events and activities both in-house and in collaboration with other schools

The Director of Studies should:
- support departments in the implementation of the whole school Literacy policy
- advise the SLT and SIT on literacy issues
- co-ordinate whole school Literacy initiatives
- help to monitor the impact of the Literacy Policy on standards

The Senior Leadership Team should:
- give a high profile to Literacy on the School Development Plan
- provide opportunities for staff training on Literacy
- ensure it is reported on

Parents should:
- encourage their children to develop effective study skills which consolidate learning and develop independence
- encourage their children to read regularly and independently and to talk about their reading
- monitor the presentation of written work and encourage self-correction, editing and redrafting
- encourage their children to participate in school reading events

5. Key Aims for Literacy improvement Across the Curriculum

What do we want to achieve by this policy and development work?

It is important that from the outset, our development work on literacy has clear objectives. Collectively, we will aim to do three things.

1. Improve the level of spelling, punctuation, the use and accuracy of key words and grammar, at Key Stage Three.

2. Give our pupils better opportunities to write at length at Key Stage Three across all subjects.

3. Develop the opportunities for reading in subjects across the curriculum to extend reading skills and promote a love our reading in our pupils.

Please note, those subjects who are not directly engaged in teaching at Key Stage 3, should apply these principles at GCSE and/or AS level.

How will this happen?

- **Introduce a common marking policy and code for Key Stage 3**

The aim will be to reduce persistent errors in spelling, punctuation and grammar and improve basic literacy skills at Key Stage 3. This will involve all staff using a **common marking code** for correction of written work. This policy will improve the consistency of marking. The emphasis will be on Form One.

- **Create a List of Essential Vocabulary for Key Stage Three pupils**

- **Provide more opportunities for extended writing across subjects all Key Stages**

HOD's in discussion with subject teachers will review opportunities for developing writing skills in their subject area. They will consider the audience and purpose of writing in their subject area and look at the consistency of approach in their department. Also to consider, is including in our Summer Examinations for KS3 a more rigorous assessment of extended writing.

- **Raise the profile of reading across subjects at Key Stage 3.**

We will look to promote more reading time at Key Stage 3. Drop Everything And Read or **DEAR time** is used in many schools to promote reading. Pupils will be encouraged to carry reading material at all times and/or subject areas can build up reading resources in their area. We will also look to using the new Library system to promote the use of the Library through My School. Spelling bees, word walls and subject specific terminology can also be used to raise the profile of literacy. Form One will be the initial focus.

- **Introduce specific marking for Literacy in KS3 to assess Spelling, Punctuation and Grammar.**

6. Marking for Literacy in MCB

Action - Introduce a marking for improvement policy using a common marking code for Key Stage 3.

A. Overview

In Methody, we will aim to ensure that learners get the maximum benefit from their education through regular feedback from staff. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school. Feedback works best when advice for improvement is set against clear learning intentions and pupils act on this feedback, accordingly. Pupils need to take responsibility for correction and improvement and they need to be given dedicated time to do so.

B. Aims of the policy

- ➢ *To monitor and review learners' progress, and identify their next steps for improvement.*
- ➢ *To give learners accurate feedback on their progress and achievement.*
- ➢ *To promote a positive self-image for learners and encourage them to take pride in their work.*
- ➢ *To celebrate and reward learners' achievement.*
- ➢ *To use marking to help pupils set challenging targets for improvement.*
- ➢ *To standardise the marking procedures throughout the school.*
- ➢ *To enable learners to self-evaluate their work and take responsibility for improvement.*
- ➢ *To provide evidence for assessment and reporting.*

C. Types of marking

There will be a range of approaches and feedback given to our pupils on how to improve their work and attainment. The three main approaches are :

1. **Teacher marking with reference to subject**

Teachers at Key Stage 3 level should consider using the Two Stars/and a Wish or Target model for subject related feedback. Two areas that have successfully met the criteria or intentions for a piece of work/coursework can be briefly noted and one area for improvement identified. This will give familiarity to KS3 pupils as they move from subject to subject. Cover sheets for major items of coursework should clearly set out the mark allocation and 2*/Wish feedback. These are a good way of making the marking of coursework consistent within departments at KS3.

2. **Peer or self-assessment**
This can be a useful if done sparingly and in an environment where learners have been taught to do it effectively. It is an important part of assessment for learning in Methody. Pupils need to learn how to recognise and apply the criteria which makes any piece of work successful. The application of such criteria will help our KS3 pupils prepare for the mark schemes and techniques of public examination at GCSE/A level.

3. **Verbal Feedback**

Some departments may use this type of feedback more frequently because of the nature of their subject. For example in technology, art, music and physical education the most effective feedback is often verbal.

For written work, it will be useful if subject teachers train pupils to add general verbal feedback to notebooks and material as and when it is given. The worth of face to face and verbal feedback should not be under-estimated.

4. **Marking to improve literacy across all subjects**

It is not expected that staff correct every punctuation and grammatical error in every piece of writing. Neither, will every spelling mistake need to be corrected. However, if all staff engage and challenge pupils in their use of English in a systematic way, it believed that pupils would improve their basic literacy skills as they progress through KS3.

5. How will the marking code be used?

At Key Stage 3, **when marking for literacy**, all staff should use the whole-school marking code. The code forms an integral part of the Literacy Policy. The ground-rules for using this code are set out below.

a. The aim will be to reduce persistent errors in spelling, punctuation and grammar and improve basic literacy skills at Key Stage 3.

b. This will involve all staff using a **common marking code** for correction of written work. This policy will improve the consistency of marking.

c. From Sept 2016, each department will select significant pieces of work that will be marked for literacy and give opportunity at KS3, for pupils to develop their extended writing skills. Some of these will be selected for dedicated marking for literacy. As a guideline, two pieces of work should be specifically marked for literacy per year.

e. Examples of how to use the code have been included in the booklet provided for staff.

f. In Modern Languages and Classics, the use of a separate, more detailed code is included in this policy, as the technical correction of an additional language requires a different approach. This code should be used in a consistent way in the teaching of Modern Languages in MCB.

g. Pupils in Form One will be informed of the aim of this approach and why the focus on literacy is taking place. It is possible the code can be inserted into the homework diary as well for future reference. A list of essential vocabulary by subject and by year will also be used in Key Stage 3.

h. In 2016/17, All Form One Pupils and staff will be given a digital copy of Smart Essentials – The Student guide to Literacy. This guide should be used when appropriate to help reinforce the basic skills of spelling, punctuation, grammar and sentence construction at Key Stage Three.

i. It is very important that time is given for the correction of literacy errors in pupils' work. At specific times, staff should focus attention on the correction of mistakes or development of written work that are highlighted by marking. The responsibility for correction should lie with the pupils. In extreme cases, redrafting of written work may need to happen. Giving time for correction and improvement has taken on the DIRT acronym – **Dedicated Improvement and Refection Time.**

g. Use of dictionaries – over 90% of our Form One intake has access to smartphone technology. To help review work, we should consider using online sources, and dedicated dictionary apps, to help correction of spelling. Form One pupils will be asked to consider adding free dictionary apps such as Dictionary.com.

Giving time in class to respond to marking is vital in making improvements to literacy...

Marking the work of pupils with Special Education Needs to include Dyslexia

Many dyslexic students have had negative experiences of receiving feedback. Teachers may have been critical of the things students cannot change, not because they are 'stupid' but because they are dyslexic. The perception some dyslexic thinkers have is that markers without an understanding of the effect of dyslexia may wrongly judge them to be 'lazy' or 'thick' or simply not trying hard enough. The best approach is to be aware of the specific needs of the pupil through their IEP and talk to them about what they think is the best method to adopt in correcting language.

Principles of good feedback for dyslexic students:

- Be positive – state what has been done well.
- Be constructive – explain what is required.
- Be sensitive – if possible agree with the student what would be helpful, e.g. whether to comment on language skills or mark selected spelling errors that impact on the quality of the answer.
- Annotating papers – with different coloured pens for clarity of correction
- Consider use of a coding system for errors with language skills e.g. SP – spelling, G – grammar, P – punctuation, T – tense and so on.
- If you have marked for ideas only – say so.
- Make clear that comments on spelling, punctuation and grammar are to support skills development and not to penalise in marks (unless accuracy is of vital importance in the subject being assessed in order to meet competency standards).
- Offer verbal feedback in addition to written comments.
- Set comments against marking criteria and competence standards.

Feedback is best understood when clearly set against the competence standards identified in the marking criteria. In this way, dyslexic students are less likely to feel that they were wrongly judged because of their need. This will also defend staff in requests for assessment review.

Please refer to the Marking for SPAG aspect which follows for advice when specific mark allocation is being made for the work of dyslexic pupils.

What Constitutes Effective Marking and Feedback?

The effectiveness this policy will be judged on these five criteria. It will be clear from samples of pupils' work and feedback from pupils that the aspects below are being put into effect.

A. **Marking for Literacy**

Pupils will receive feedback on use of grammar, spelling, punctuation and appropriateness of language and/or subject specific language and that errors regularly reviewed.

B. **Frequency of marking/feedback**

There is good evidence of in-depth teacher marking as well as other forms of marking within an appropriate period of time

C. Monitoring of progress

It will be clear that pupils are receiving good quality feedback on the quality of their work set against clear success criteria.
Pupils will be praised for positive aspects of their work
Pupils will be given time to correct and annotate their own work and evidence for this will exist.
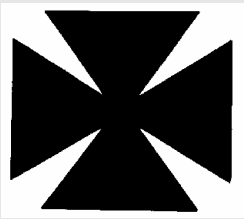
D. Peer and self-assessment

Opportunities will exist, across the curriculum, for pupils to accurately assess each other's work and their own work and provide fair and helpful feedback. They will understand how to improve and evidence will show them making this improvement.

E. Presentation

Pupils take pride in their work and poorly presented or organised material is being tackled appropriately.

	Standardised marking code for Key Stage 3
SP	**Spelling Error**
NP **(//)**	**New paragraph**
NS **(/)**	**New Sentence**
P	**Punctuation needed**
EXP	**Unclear expression** – the writing does not make sense
WW	**Wrong Word**
^	**Missing word**
REP	**Repetition**

5 key ideas for improving basic literacy

1. Make time for corrections when returning work
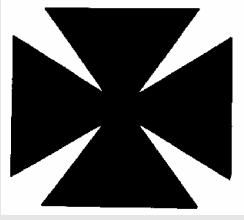
2. Make pupils responsible to find out the correct spelling and make improvements

3. Reinforce the use of capitalisation – beginning of sentences/proper nouns/places

4. The use of spell-checker for computerised assignments should be compulsory

5. Use the Student Guide to Literacy when you focus on literacy in your subject.

	Standardised marking code for Modern Languages
SP	**Spelling Error**
NP (//)	**New paragraph**
NS (/)	**New Sentence**
PL	**Plural**
VE	**Verb Ending**
NE	**Noun Ending**
AE	**Adjectival Ending**
T	**Tense**
C	**Case**
LIT	**Literal translation**
AUX	**Auxiliary**
WO	**Word Order**
LF	**Letter Formation**
^	**Something Missing**
TMP	**Time, Manner, Place**

7. Marking for Spelling Punctuation and Grammar in examinations at Key Stage 3

One way of raising the awareness and attention pupils pay to basic literacy is to assess it at examination. At present, the majority of external, public examinations will assess Spelling, Punctuation and Grammar. The principles of such assessment will be applied in MCB at Key Stage 3 during Summer Examinations.

- Examinations will include a mark allocation for spelling, punctuation and grammar and it will also take account of the legibility and care given to hand-writing.
- **This mark will be called a 'Literacy Mark'.**
- All subjects with a significant written element will apply this mark.
- Those subjects who may find difficulty applying this mark should consult with PDK
- Modern Languages and Classics will not apply this mark, as they already mark specifically for accuracy of language.

Proposed criteria are set out below where examinations are made up of 75 marks or above.

Level	Marks	Criteria
5	5	- There are very few if any errors of a technical kind – grammar/spelling. - Paragraphing and punctuation are effectively used. **Written work is fluent** and sentences are linked. - A pupil's written work is characterised by **maturity of language**. - Subject specific language is used accurately and spelt correctly.
4	4	- There are few if any errors of a technical kind – grammar, spelling. - Paragraphing and punctuation are effectively used. - There is clarity of expression - However, the language may be more simplistic and few if any subject specific terms may be used.
3	3	- A pupil's written work is functional and is meaning is clear. - There are some errors of spelling, punctuation and grammar. - However, written work may be shorter than expected - Ideas and expressions may not be linked - Persistent errors of the same kind will occur throughout the text
2	2	- A pupil's written work is functional but ideas will be underdeveloped - There are many errors of spelling, punctuation and grammar. - The language will be simplistic - Ideas and expressions may not be linked - Persistent errors of the same kind will occur throughout the text
1	1	- The writing is well below expectations - There are many errors of spelling, punctuation and grammar. - There are serious issues of legibility and being able to understand meaning - The length of written work is very short and effort is poor - The writing requires immediate redrafting or being returned to make improvement on effort as much as technical ability.
	0	No zero marks will be issued

- If a subject has a lower mark allocation, then it will be considered that the Literacy mark will be graded 1-3. This change can be made in consultation with PDK.
- This is to ensure that the relative percentage allocation for SPAG is in keeping with examinations marked out of higher percentages.

- At this stage, is expected that pupils who are dyslexic will be graded for literacy at KS3 using the criteria above. Allowance for the special education need in this instance, is given through provision of extra time and/or other provision specific pupil IEP.
- Such grading is called a 'Literacy mark', to emphasise the wider aspects of literacy and not just the assessment of spelling. In this way, dyslexic pupils should not feel targeted or victimised by the application of this policy, the intention of which is to raise standards in literacy for all pupils.

8. Essential Vocabulary for Key Stage Three

As part of the Literacy Policy in Methody, each department has been asked to identify **critical words/phrases** that pupils must know the meaning of and how to spell. These are for each KS3 year group and will be collated for all pupils to know. Departments in due course can emphasise and assess the understanding of this vocabulary.

Essential Vocabulary in Junior School			
Subject	**Form ONE**	**Form Two**	**Form Three**
Art	Tone Texture Form Proportion Shape Primary Secondary Harmonious Logo Slip Ceramics	Perspective Vanishing Point Horizon line Orthogonals Linear Monoprint Sculpture Armature Chine Collé Stop-motion animation Printmaking	Portrait Caricature Screen-print Tonal separation Registration Stencil Ceramics Distortion Prototype Observational studies
Biology	Nucleus Cytoplasm Chloroplast Vacuole Magnification resolution Testes Uterus Placenta Amniotic	Photosynthesis Chlorophyll Iodine Carbohydrate Protein Lipid Benedicts Biuret Glucose starch	trachea bronchus bronchiole alveolus ciliated diaphragm intercostal receptor stimulus effector
Chemistry	Nucleus Proton Neutron Electron Isotope Solvent Solute Solution Evaporation Condensation Sublimation Filtration Dissolve Chromatography	Endothermic Exothermic Element Compound Mixture Reversible Precipitate Insoluble Solubility Hard water Transpiration Chlorination Desalination Fertiliser	Displacement Oxidation Reduction Malleable Ductile Conductor Alloy Neutralisation Indicator Alkali Acid Galvanised Electrolysis Smelting
Classics	**Nouns** Case Singular Plural Nominative Accusative **Verbs** Tense Present Perfect Imperfect Stem	**Nouns** Dative **Verbs** Present Imperfect Perfect Infinitive Irregular **Adjectives** Agreement Comparative	**Nouns** Vocative Genitive Ablative **Verbs** Pluperfect Future Future Perfect Imperative Participle **Pronouns** Relative

		Superlative Pronouns Personal	Demonstrative
Drama	Tableau Commedia dell'arte Audience Performance Status Improvising Experimenting Accent Audience Dancing	Playwright Choral Work Conscience Alley Commitment Genre Comical Co-operation Gesture Communication Facial Expression	Stanislavski Brecht Monologues Duologues Evaluation Rhythm Contribution Script Writing Scenes Success
English	Point Evidence Explanation Empathy Narrative Character Imagery Setting Autobiography Genre	Simile Metaphor Dialogue Style Tone Implicit Explicit Audience Purpose Analysis	Evaluation Personification Assonance Rhythm Rhyme Alliteration Onomatopoeia Irony Stanza Caesura
Geography	Hypothesis Choropleth Land use Questionnaire Methodology Conclusion Ordnance Survey Latitude Longitude Settlement	Continent Dharavi Earthquake Volcano Tsunami Igneous Sedimentary Metamorphic Weathering Erosion	Favela Amazon Amerindian Hydro-electric Logging Development Indicator Poverty Globalisation Trade
History	Significant Anachronisms Reliable Cause Consequence Chronology Interpretations Hypothesis Source Useful	Polygamy Civil Rights Lynch Trade Stampede Describe Explain Colonies Civilisation Plantation	Desertion Structure Political Economic Social Cultural Classification Propaganda Censorship Bayonet
Home Economics	Hygiene Bacteria Cross Contamination Organisation Time Management Practical Food Poisoning Equipment Measuring Weighing	Budgeting Expenditure Labelling Economise Salmonella Listeria Symptoms Bacterial Binary Fission Temperature	Osteoporosis Carbohydrates Protein Anaemia Vegetarian Haemn Iron Deficiency Absorption Nausea Menstruation

Mathematics	Perimeter Positive Negative Parallelogram Trapezium Cuboid Numerator Denominator Quadrilateral Equation	Indices Significant figures Probability Correlation Discrete Continuous Circumference Prisms Cylinder Inequalities	Cumulative frequency Quartiles Substitution Simultaneous equations Pythagoras' Theorem Factorising Quadratics Trigonometry Gradient Intercept
Modern Languages	Noun Verb Adjective Adverb Pronoun Infinitive Conjugate Tense 1st person Preposition Gender Plural Masculine Feminine	Noun Verb Adjective Adverb Pronoun Infinitive Conjugate Tense 1st person Preposition Gender Plural Masculine Feminine	Noun Verb Adjective Adverb Pronoun Infinitive Conjugate Tense 1st person Preposition Gender Plural Masculine Feminine
Related Terms for Modern Languages		Neuter Definite article Indefinite article	Clause Perfect Auxiliary verb Past participle Imperfect Future Word Order Inversion
Music	Choir Soprano Alto Tenor Bass Rhythm Unison Ostinato Dynamics Timbre Texture Unison Duration Harmony Accompaniment	Medieval Renaissance Baroque Saxophone Madrigal Bach Jacob Handl G.F.Handel Hallelujah Hildegard of Bingen Columba Aspexit Orchestra Cello Chord	Haydn Mozart Beethoven Concerto Minuet Symphony Pachelbel Paganini Rachmaninov Schubert Lloyd Webber Canon Overture Nationalism Bassoon
Physical Education	Agility Balance Co-ordination Exercise Feedback Flexibility Personal Hygiene Stretching Warm-up Cool down	Agility Flexibility Speed Stamina Strength Skill Spatial Awareness Dehydration Muscular endurance Cardiovascular endurance	Agility Fatigue/Lactic Acid HRPE/Fitness Aerobic Anaerobic Open skill/closed skill Weight training Assessing risk Repetition Heart rate

Physics	Planet	Component	Velocity
	Season	Ammeter	Acceleration
	Phase	Voltmeter	Vacuum
	Solar system	Conductor	Medium
	Constellation	Insulator	Reverberation
	Galaxy	Circuit	Lightning
	Astronomical unit	Series	Frequency
	Asteroid	Parallel	Amplitude
	Objective lens	Defibrillator	Ossicles
	Extra-terrestrial	Terminal	Ultrasonic
		Luminous	Audible
		Rectilinear	Ultrasound
RE	Pentecost	Disciple	Reincarnation
	Persecution	Marginalised	Karma
	Monastery	Mezuzah	Guru
	Reformation	Orthodox	Gurdwara
	Indulgence	Pesach	Khalsa
	Salvation	Sabbat	Ramadan
	Racism	Self- image	Shahada
	Holocaust	Self esteem	Qur'an
	Covenant	Poverty	Enlightenment
	Stereotype	Fair Trade	Vihara
Science	Science		
	Laboratory		
	Bunsen burner		
	Variable		
	Independent		
	Dependent		
	Thermometer		
	Temperature		
	Meniscus		
	Electricity		
Technology	Materials	Electricity	Aesthetics
	Wood	Voltage	Ergonomics
	Metal	Current	Function
	Ferrous	Resistance	Anthropometrics
	Aluminium	Transistor	Manufacture
	Thermoplastic	Solder	Analyse
	Thermosets	System	Evaluate
	Acrylic	Resistor	Innovation
	Annotation	Conductor	Specification
	Dimension	Insulator	Research

9. Literacy and links to Primary Education

Literacy and numeracy KS2/KS3 transition project - May 2016.
Methodist College, Stranmillis PS, Fullerton House and Downey House

Simon Lyttle (KS3 numeracy) and Warren Latimer (KS3 literacy) from MCB met with their KS2 counterparts (or P7 teachers) from the three primary schools January - April 2016. MCB has 63 feeder primary schools for this year's Year 8 intake of 240 pupils. The three schools above account for 83 of these, a very similar proportion to other years.

Through these meetings, a better picture of what is taught in core areas of literacy and numeracy at KS2 has emerged. Staff were able to,

- Check schemes of work to find any areas of English and Maths that are common to both KS2 and KS3
- Decide which of these common topics require being reinforced at KS3 or which can be assumed as being taught comprehensively at KS2
- Go through the KS2 minimum requirements to check which topics MCB do not teach and assume as prerequisite knowledge – are there any gaps between what we assume and what the primary schools teach?

The outcomes and action points established for a more effective transition have been collated and presented in a report at the June Audit of the School Development Plan (2016).

## 10. The role of the Librarian – Using C2K technology and the Library to promote literacy

The College will continue to develop the central role of the library, giving attention to the following areas: -
   a) accessibility and display of non-fiction texts and attractive fiction;
   b) promotion of reading through author visits, competitions and reading events
   c) library involvement in training for study and research skills
   d) monitoring borrowing habits and patterns

Pupils in Forms 1, follow a structured programme of visits to the Library to encourage familiarity with library use and available resources. For Forms 2 and 3, visits take place on demand from subject teachers.

C2K, through Eclipse.net, have introduced online access to the school library via My School. Pupils can access library resources, manage their account and reserve books from home. Currently, some subjects are investigating how to build up subject specific booklists which are linked to KS3 and GCSE topics. For example, History has linked books to support reading on the topic of the Vietnam War. Elaine will continue to work with Heads of Department to expand this facility. Pupils also have the ability to add book reviews, most popular books can be highlighted and themes for reading can be promoted online.

An example of the online format follows :
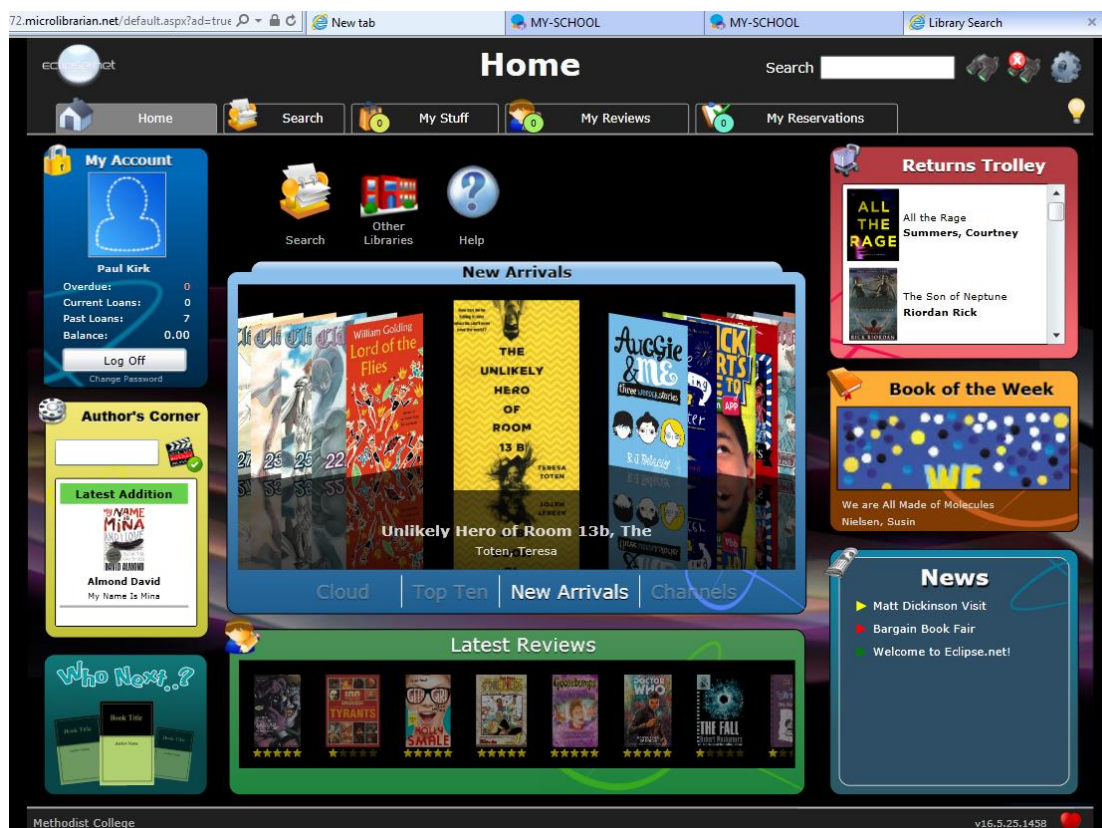
11. Literacy support for SEN and EAL pupils in MCB

Pupils who are identified on the SEN register as having a specific learning difficulty may require particular strategies to develop literacy. Such additional support will normally be provided by the subject teacher, through the provision requested in the IEP. In some cases, pupils in Forms 1-3, may also receive supplementary assistance in a Literacy Support class.

A number of pupils may have a home language other than English. These pupils may need additional support to develop literacy skills in English. Those who are accorded Newcomer status will be offered additional support, via the English department, from a qualified EAL tutor, as appropriate.

12. Self-Evaluation – How this development work will be evaluated in 2016/17?

Monitoring and evaluation will take place through :
- the school development planning process
- the process of school self-evaluation
- regular meetings of Heads of Department and the Director of Studies to discuss whole school learning and teaching strategies and development
- departmental reviews on aspects of learning and teaching
- analysis of performance data for Key Stage 3 and GCSE against whole school targets

Specific detail on how this evaluation will operate is to be found in the 'How to Develop Your Department' Guide for Heads of Department – 2016/17.

13. Further policy development:

a. A parallel programme is being implemented in the transfer of information and skills from Key Stage 2 to 3. Methody will be involved with The Literacy and Numeracy KS2/ 3 CPD Project and will work with three selected feeder schools with BELB support.

b. The use of data can improve – we should look to incorporate literacy related data for all subject teachers – this data may come from internal English department assessment or external CAT assessment or specific assessment at every subject level.

3. To widen the impact beyond Key Stage 3, we can consider a group to work on the sharing of material linked to extended writing skills at AS and A2 – the collation of essay writing material can only be a good thing. This will also help to address the higher order tasks and extension of writing skills for higher ability pupils – likely to be required in the on-going review of A Level assessment.

4. The review of study skills support will also consider writing and reading skills.

5. Making literacy visible – advice/best practice on how to show and promote literacy across the curriculum and improve the visual impact of literacy in the classroom.

14. Linked Policy/Programmes

1. Literacy and Numeracy CPD Project for Key Stage 2 into 3- Booklet 2015-2016.pdf – MCB is taking part in the second part of this programme working with three of the main feeder primaries.

2. BELB/SELB Cluster Group on Self-Evaluation and Promotion of Literacy – Richard Bleakley and Paul Kirk attend this group to look at best practice in other schools.

15. Further reading

1. Count Read Succeed – DENI March 2011

https://www.deni.gov.uk/publications/count-read-succeed-strategy-improve-outcomes-literacy-and-numeracy

2. ETI/DENI Joint Reports on Promoting Literacy in Post Primary 2010 and 2015

http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-primary/surveys-evaluations-primary-2010/a-joint-report-by-eti-and-des-on-how-best-to-promote-and-improve-literacy-and-numeracy-in-our-schools-dec-2010.pdf

and

https://www.education.ie/en/Publications/Education-Reports/Best-Practice-Guidelines-in-Numeracy-Provision-at-Post-Primary-Level.pdf

3. Ofsted: Improving Literacy in Secondary Schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413182/Improving_literacy_in_secondary_schools.pdf

Appendix - Support for staff in developing literacy skills.

What words can pupils use to link sentences better?

Adding	Cause and Effect
And Also As well as Moreover,	Because So Therefore Thus
Sequencing	**Qualifying**
Next Then Before Finally Firstly	However Although Even though Unless If Despite Except
Emphasising	**Illustrating**
Above all In particular Especially Significantly	For example Such as For instance In the case of As revealed by
Comparing	**Contrasting**
In the same way Equally Likewise Just as Similarly	Whereas Instead of Otherwise On the other hand Alternatively

What higher order literacy skills exist across the curriculum?

The main types of non-fiction text are:

- recount
- instruction
- non-chronological reports
- explanation
- persuasion
- discussion

⌞OBJ⌝ Recount (to retell events)

Language features:
- *written in the past tense*
- *written in chronological order*
- *uses temporal connectives, e.g. 'then', 'next', 'afterwards', 'later'*
- *focuses on individuals or a group, e.g. 'I', 'we', 'the women/men'...*

Generic structure:
- *orientation – scene setting, opening*
- *events – a recount of the events as they happened*
- *reorientation – a closing statement.*

Possible contexts:
- *a biography, autobiography or true story*
- *a recount of an event/events...*

Ways to prepare/plan:
- *the teacher models writing a recount/narrative as a shared writing activity*
- *learners read widely, both literary and non-literary recounts, e.g. biographies, autobiographies, stories*
- *learners take part in oral activities to clarify the order of events, e.g. becoming a character or preparing a news bulletin for TV or radio*
- *learners identify the sequence of events in a narrative or in note form, e.g. how stacks or spits are formed in coastal regions*
- *learners place what has happened in chronological order using a timeline.*

Success criteria:
- *Are all the relevant details of the happening included?*
- *Are the events in their correct sequence?*
- *Does the recount have a logical structure with an appropriate beginning and ending?*
- *Does the writing engage the reader?*
⌞OBJ⌝

⌞OBJ⌝

2. Instruction

Purpose: to describe how something is done through a series of sequenced steps

Language features:

• *written in the imperative or the present tense as an instruction/direction, e.g. 'Sift the flour' or 'First you sift the flour'*
• *written in chronological order*
• *uses temporal connectives, e.g. 'next', 'finally'*
• *uses adjectives and adverbs for precision (not description)*
• *contains:*
– *a statement of what is to be achieved*
– *list of items/ingredients required*
– *sequential steps showing the process*
– *optional diagram or illustration.*

Possible contexts:
• *making an artifact in design and technology*
• *how to operate the computer in ICT*
• *how to carry out a science investigation*
• *describing a Jewish feast in religious education*
• *how to play football or other games*
• *describing procedures in mathematics.*

Ways to prepare/plan:
• *the teacher models writing a set of instructions as a shared writing activity*
• *learners gain first-hand experience of the process involved*
• *learners prepare notes in a flow chart or timeline showing required stages*
• *learners make decisions about layout.*

Success criteria:
• *Are all the steps clearly stated?*
• *Are all the necessary items/ingredients listed?*
• *Is any part of the sequence left out?*
• *Is there enough detailed information?*
• *Is the language appropriate for the audience?*
• *Can another person complete the task successfully?*
[OBJ]

5. Non-chronological reports

Purpose: to describe characteristics; the way things are; to give information.

Language features:
• *written in the present tense*
• *organised 'thematically' rather than chronologically*
• *focus on general participants*
• *uses an impersonal style*
• *uses organisational devices such as paragraphs, numbered lists, subheadings*
• *might use diagrams or illustrations.*

Possible contexts:
• *section for a class reference book outlining the characteristics, general life patterns and habitats of plants or animals*
• *aspects of daily life in a historical period*
• *description of localities and geographical features*
• *comparison of 'then' and 'now', e.g. methods of transport*
• *information leaflets linked to work in any curriculum area*
• *descriptions of the features of a world religion*
• *posters about future events, e.g. a school drama performance or a money-raising event ..*

Ways to prepare/plan:
• *the teacher models how to research facts, select and categorise them into a logical order*
• *learners look at reference sources or examples of the kind of writing they are about to undertake*
• *learners take part in oral activities to clarify understanding*
• *learners gather and share information and organise facts into clusters using a plan or mind map*
• *learners make decisions about the most logical way to present the facts.*

Success criteria:
• *Does the writing provide the necessary information?*
• *Is the information clear and accurate?*
• *Is there a logical sequence to the writing?*
• *Is the tone of the writing appropriate for a general unknown audience?*
• *Is there a record of the sources used to accumulate the information, e.g. a bibliography?*

4. Explanation

Purpose: to explain a process or how something works; to explain cause and effect

Language features:
• *written in the present tense, e.g. 'the car requires...'*
• *uses temporal connectives, e.g. 'then', 'next' and/or causal connectives e.g. 'because', 'so', ..*
• *uses technical terms when appropriate*
• *organised as a general statement followed by a series of logical steps until the explanation is complete*
• *benefits from diagrams and flow charts integrated into the writing.*

Possible contexts:
Explanations to answer questions such as:
• *How does insulation work?*
• *What causes the seasons?*
• *How does the water cycle work?*
• *How did the Industrial Revolution affect Wales?*
• *How does a battery-powered torch work?*
• *What caused the First World War?*
• *What happens when a volcano erupts?*

Ways to prepare/plan:

• *the teacher models writing an explanation as a shared writing activity*
• *learners research facts and make notes, creating diagrams and/or flow charts to illustrate the process, e.g. a diagram showing a circuit*
• *learners rehearse explanations orally to an audience, e.g. a group or class*
• *learners use drama approaches to consolidate learning.*

Success criteria:
• *Is the explanation clear?*
• *Has any stage been left out?*
• *Has the necessary technical language been used effectively?*
• *Is there a logical sequence?*
• *Are there diagrams to support the explanation?*

5. Persuasion

Purpose: to persuade the reader to agree; to argue the case for a single point of view

Language features:
• *written in the present tense*
• *might use emotive language, rhetorical devices, anecdote or a direct approach to the reader*
• *mainly logical rather than temporal connectives/conjunctions, e.g. 'however', 'because', 'this shows'*
• *usually has an opening statement setting out the main idea, then a series of points to support the argument with a final summary and repeat of the opening statement*
• *might use subheadings, different fonts and other features of layout to create effect.*

Possible contexts:
• *a publicity campaign for a school performance*
• *a brochure about a local museum or place of interest*
• *a speech expressing one side of an argument/debate*
• *a health promotion leaflet*
• *a campaign about road safety or to support a charity*
• *an article outlining a point of view, e.g. about a local issue*
• *a letter to a newspaper expressing an opinion on a current area of news.*

Ways to prepare/plan:
• *the teacher models writing persuasive texts highlighting possible structures*
• *role-play/simulations of events where people discuss issues, e.g. a public meeting, a council debate, a criminal court*
• *research on the issue in question, with the learner making and organising notes showing main points, each with subsidiary points of elaboration/evidence – this could be through a grid or mindmap*
• *decisions about the form of writing best suited to the audience and purpose.*

Success criteria:
• *Does the writing engage the reader?*
• *Do the facts build up into a powerful argument?*
• *Is the writer's point of view totally clear and convincing?*
• *Is there sufficient evidence to back up the argument?*
• *Is it likely to persuade the reader to agree/to act?*

OBJ

6. Discussion

Purpose: to present arguments and information from differing viewpoints

Language features:
• *written in the present tense*
• *uses logical connectives/conjunctions, e.g. 'therefore', 'however', 'on the contrary', 'nevertheless', 'on the other hand', 'alternatively'*
• *contains:*
– *statement of the issue, often with a preview of the main arguments*
– *arguments in favour, plus supporting evidence*
– *arguments against, plus supporting evidence*
or
– *argument/counter-argument, one point at a time*
– *summary and conclusion, maybe personal, having weighed the arguments and come down on one side*
• *should use objective, impersonal language, except perhaps in the conclusion where a personal viewpoint might be expressed as a final comment.*

Possible contexts:

Issues arise in all subjects of the curriculum where learners need to be aware that there is more than one valid viewpoint. They need to learn to avoid making rapid, uninformed judgments, to appreciate the views of others and to make a balanced assessment of the matter in hand. They might write about the pros and cons of …
• *the effects of urban development in geography*
• *recycling in science*
• *a particular picture in art and design*
• *buying cheap goods from developing countries*
• *mobile phones and their use in schools in PSE*
• *the healthy food debate in design and technology or about*
• *different interpretations/representations of the same event or person in history.*

Ways to prepare/plan:

• *the teacher models the structure(s) for writing a discursive essay*
• *learners read examples of discursive writing*
• *learners compile a for-and-against grid for each major point, expressing arguments succinctly and objectively as well as providing evidence to support points*
• *learners take part in debates or simulations to allow them to articulate their arguments and hear those of others with opposing views.*

Success criteria:
• *Is the writing structured effectively?*
• *Does the writing present a balanced assessment of the issue?*
• *Are the arguments valid and clear?*
• *Is the tone and use of language appropriate for purpose and audience?*
• *Is the conclusion logical and based largely on evidence and fact?*