‘Without the ability to communicate effectively in speech and through reading and writing, children and young people are seriously disadvantaged for life.’

Ofsted Good Practice in School Readiness report, 2014

Disciplinary Literacy Skills for Life 2022-23

What do students need to read in iLearn?	
How do I expect them to read in iLearn?	
What will students have to write?	
How do I expect them to construct their writing?	
What vocabulary will students need to access topics / succeed?	
How do I expect them to express themselves in spoken and written work?	

Basic Literacy: decoding and knowledge of high frequency words, basic writing and spelling skills.

Intermediate Literacy: comprehension strategies, basic fluency, reading strategies, graphic organisers...

Disciplinary Literacy: technical use of literacy within academic disciplines.

Shanahan and Shanahan (2008)

Read	
Write	
Think/ Speak	

DARTs (Directed Activties Related to Texts)

✓ Text marking

History Reading DARTs - The Peasant's Revolt (reading age year 7/8)

- With a coloured pen, highlight all the phrases mentioning *dates, or periods of time*.
- With another coloured pen, highlight all the names of *people or places*.
- Now **underline** *three past tense* verbs from the passage.
- Follow the examples from paragraph one.

The Peasants' Revolt **started** in Essex on 30 May 1381, when a tax collector tried, for the third time in four years, to levy a poll tax. Richard II's war against France **was going** badly, the government's reputation **was damaged**, and the tax was 'the last straw'.

The peasants were not just protesting against the government. Since the Black Death, poor people had become increasingly angry that they were still serfs, usually farming the land and serving their king. Whipped up by the preaching of radical priest John Ball, they were demanding that all men should be free and equal; for less harsh laws; and a fairer distribution of wealth.

Soon both Essex and Kent were in revolt. The rebels coordinated their tactics by

Cloze exercises

Follow up task: complete the cloze activity using the same text.

The Peasants' Revolt started in Essex on 30 May 1381, when a tax collector tried, for the third time in four years, to (1) _____ a poll tax. Richard II's war

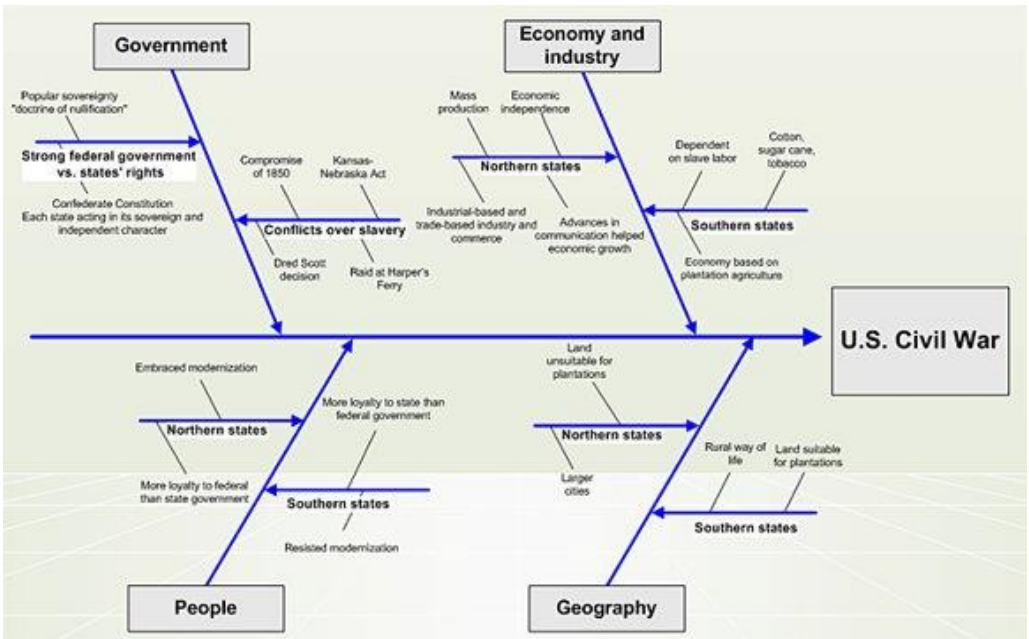
against France was going badly, the government's (2) _____ was damaged, and the tax was 'the last straw'.

The peasants were not just (3) _____ against the government. Since the Black Death, poor people had become increasingly angry that they were still serfs, usually farming the land and serving their king. Whipped up by the preaching of (4) _____ priest John Ball, they were demanding that all men should be free

Text sequencing

To construct a triangle with dimensions of 10cm, 7cm and 8 cm:
First draw a line of 10 cm.
Then set the pencil and compass exactly 7 cm apart.
Place the compass point at one end of the 10cm line.
Draw an arc above the line.
Next, set the compass and pencil at 8 cm wide.
Place the compass point at the other end of the 10 cm line.
Draw another arc.
Use a ruler to join each end of the 10 cm line to the point where the two arcs cross.
Label the sides of the triangle with the correct length in cm.

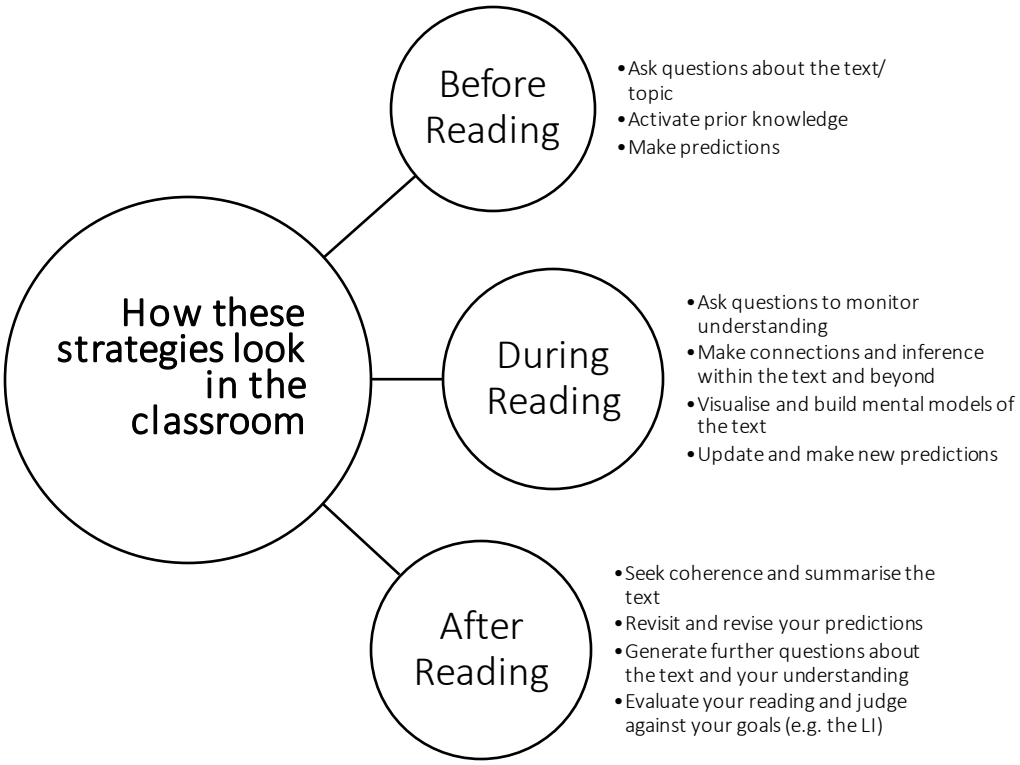
Text restructuring



The Reading Strategies

- **Activate prior knowledge/recall**
- **Predict**
- **Question**
- **Clarify**
- Visualise
- Make inferences
- Make connections
- Synthesise
- Summarise
- Re-read
- Change type of reading (skim, scan, close reading)

Type of reading	**What is it?**
Skimming	Looking rapidly through a text for general impression of the main ideas. Getting the gist.
Scanning	Looking rapidly through a text to pick out specific information by locating key words.
Close reading	Slowed down detailed reading that enables comparisons and connections to be made about the information.
Continuous	Reading without stopping, where the reader independently chooses reading strategies to make sense of what they're reading. This may include asking questions of themselves, making links with what they already know, and creating mental images of what they're reading.



Classroom Strategies for Supporting Reading

- Knowledge Organisers (key vocabulary and information for the unit being studied)

  DARTs (Directed Activities Related to Texts. E.g. cloze tasks, highlighting, re-sequencing, retelling...)

- Think Aloud (Teacher models the thinking process and highlights use of reading strategies as they read)
- Reciprocal Reading (structured group reading)
- Questioning (teacher to class/student. Student to student/ class/ teacher).
- Pair different reading ages.

Note Taking:

- Dual Coding (using icons, symbols and images to record or retell information)
- Triplicate note taking (core info, key questions, memorable image)
- List – Group – Label
- Select – Summarise – Question
- Scan – Steps - Secure
- GASE (gist, analysis, synthesis, elaboration)
- 3-2-1 (3 essential points to consider, connect, remember. 2 key vocab items to know, use, remember. 1 big idea to understand, explain, remember.)
- Section summaries: title and summarise sections of text.
- Talk for reading: asking questions that encourage discussion about the text.

‘Think-Aloud’

So far, I've learned that...
This made me think of...
That didn't make sense
I think ___ will happen next
I re-read that part because...
I was confused by...
I think the most important part was...
That is interesting because...
I wonder why...
I just thought of another story like this
I think I need to use a dictionary for that word

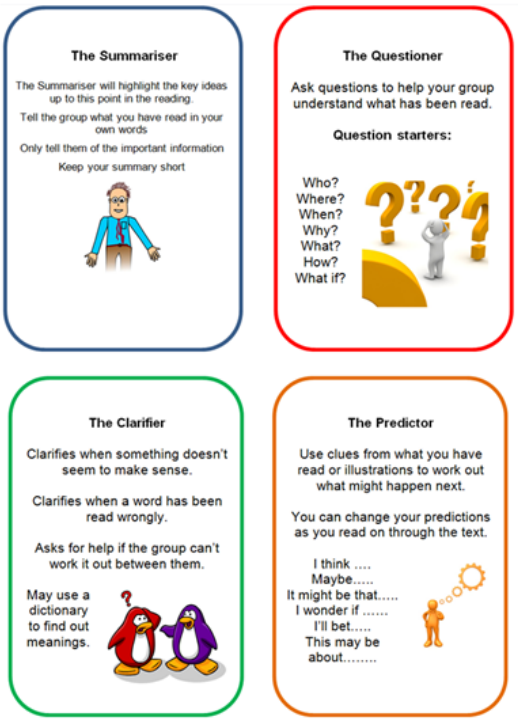
What is Reciprocal Reading?

Reciprocal teaching refers to an activity in which students become the teacher in small group reading sessions.

Teachers model, then help students learn to guide group discussions using four strategies:

- summarising
- questioning
- Clarifying
- predicting

Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.



THE SYMBOLISM OF DOORWAYS

Reduce
In no more than 50 words, summarise how doors are considered symbolic.

Doorways are often used to represent transition, the passage between one place or state of being and the next. This might be childhood to adulthood, for instance; leaving one part of life behind, moving on to another; the threshold between one place and another. But 'Doorways' can symbolise so much more.

Doorways always represent a choice, a decision; the choice to stay or to go; of one path or another. The metaphor of a corridor of doors is often used to represent a multitude of choices. But before choice comes a decision - doorways often represent the act of making decisions itself, or the fear and inertia of indecision.

Doorways have been symbols of new life, of birth - of a doorway to the world. They have also however been symbols of death, of passing from this life to the next (or to whatever waits beyond the door), of others who are already there. They can be loaded with hope, of new opportunities, of new horizons, leaving the 'now' behind to a better 'next'. They can represent and escape, a way out (even to places of fantastical imagining). But they can also be loaded with fear, with worry and with uncertainty - we fear the unseen or the unknown. We cannot know what is beyond the door until we pass the threshold - just as the future is unknown to us.

An open door can represent welcome, invitation, encouragement. Locked doors can symbolise protection or privacy, keeping us safe 'inside' from the threat from 'outside'; doors were once daubed with an 'X' to symbolize the presence of plague. Or else they represent imprisonment, even entrapment, enclosure or control.

Transform
Transform the information into two small images and label them.

And if we are on the outside, closed doors offer little but cold comfort, even banishment. A lot depends on which side we're on - doors are locked to keep us in, or barred to keep us out. Looked doors can represent a lack of inclusion, of expulsion, the separation of 'us' from the 'other'. It all depends whether we are inside or outside.

Doorways represent exits, entrances, departures, arrivals. Lovers, friends, family moving out (or moving in). And always moving on; the act of transition - the act of anticipating, fearing, welcoming a change, from 'here' to 'there', from 'now' to 'next', from the known to the unknown. A threshold to somewhere new, or laced with fear, representing the unknown and the unseen?

Magpie
Select at least 3 key words from the response that you could use when writing about the symbol of the door. Make sure you define them.

Darwin

TASK #1 – Where does Darwin believe we came from?

TASK #2 – How does this feed into the Gothic novel?

TASK #3 – How does Hyde reflect Darwin's influence?

Some 15 years before Jekyll and Hyde, Charles Darwin had published The Descent of Man (1871), a book in which he concluded that humankind had 'descended from a hairy, tailed quadruped' which was itself 'probably derived from an ancient marsupial animal'. Going back even further Darwin hypothesised that these stages of evolution had been preceded, in a direct line, by 'some amphibian-like creature, and this again from some fish-like animal'.

Such a nightmarish biological lineage, that denied the specialness of humans, feeds into many late-Victorian Gothic novels. Dracula's ability to transform into the shape of a wolf or a bat is one example, while Dr Moreau's experiments upon the hapless animals on his island as he attempts a barbaric form of accelerated evolution is another. Stevenson's portrayal of Hyde works in a similar fashion. Mr Hyde is regarded as physically detestable but, perhaps, only because he subconsciously reminds those he encounters of their own distant evolutionary inheritance. (atavistic.)

Descent Lowering/downward movement/family origins
concluded that decided that
quadruped (animal that walks on four legs)
derived from came/coming from
ancient very old
hypothesis educated guess
evolution (change for the better, over time)
preceded happened before
amphibian (frog, toad, etc.)
biological (related to the body function of living things)
lineage family
transform change
hapless unlucky
barbaric shockingly cruel
accelerated fast
portrayal showing/representation
similar almost the same
regarded as thought of as
detestable disgusting and terrible
perhaps maybe
he encounters he meets
evolutionary (related to things slowly changing for the better over time)
inheritance (something valuable you get when older relatives die)
atavistic (like an ancestor)

5 Ways to Use Dual Coding

by @inner_drive | www.innerdrive.co.uk

Dual coding is the process of blending both words and pictures while learning, but what are some specific different ways you can do this?

1. Drawings

These boost learning by getting students to think deeply about information

2. Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand

3. Posters

These are great for combining writing, pictures, and diagrams all within one page of information

4. Timelines

These can be used for information that happens in a particular order or sequence

5. Graphic Organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps, and Venn diagrams

- **Etymology** – the origins and history of a word
- **Morphology** – the parts of a word (prefix, suffix, root)
- **Root** – the main part of a word if you take away the prefix etc.
- **Prefix** – group of letters at the start of a word, which change the meaning of a word.
- **Suffix** - group of letters at the end of a word, which change the meaning of a word.
- **Synonym** – a word with the same definition
- **Antonym** – a word with the opposite definition

Definition and Etymology

Latin: *silvaticus* 'wild, woodland' literally 'of the woods'
- **extremely violent, wild, or frightening.**
- not domesticated or under human control **:** Untamed
- Wild, uncultivated
- Rude, malicious

Old-fashioned + offensive **:** a person belonging to a primitive society
Slang: someone who doesn't care about anything, ready to fight, a brutal and true put down.

Portuguese: *selvagem*

Characteristics

Something savage doesn't behave in a polite, kind or socially acceptable way.
Frightening because something or someone savage doesn't obey rules so it can be unpredictable.
A savage animal: true to its wild nature, vicious and ferocious
A savage place: wild, uninhabitable, unwelcoming.
A savage person: cruel, nasty, wild, brutal.

savage

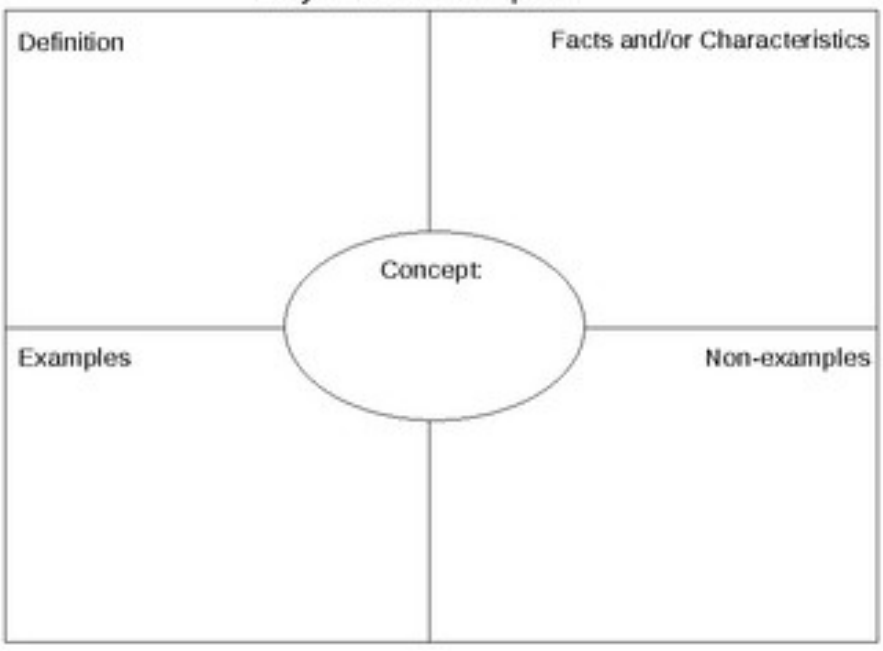
Synonyms: brutal, beastlike, fierce.

Antonyms: gentle, tame, kind, civilised, peaceful, humane.

'Miss Trunchbull...was a gigantic holy terror, a fierce tyrannical monster, who frightened the life out of pupils and teachers alike.' (Roald Dahl, Matilda)

'Miss Jennifer Honey was a mild and quiet person who never raised her voice and was seldom seen to smile, but there is no doubt she possessed that rare gift for being adored by every small child under her care.' (Roald Dahl, Matilda)

Examples

Non-Examples

Frayer Model Template