

# Currie Community High School



## Literacy across Learning

*Literacy can make you....*

*A successful learner!*

*A responsible citizen!*

*An effective contributor!*

*A confident individual!*

Dear Parent/Carer,

Within this booklet you will find techniques which are used at Currie CHS to help children make good progress. It includes personal organisation, reading, writing, listening and talking. We hope you will find this information helpful in supporting your child's learning.

Doreen McKinnon  
Head Teacher

## *Literacy across Learning @ CCHS*

Curriculum for Excellence states that it is the **responsibility of all** to encourage good literacy skills in young people. The development of literacy skills plays an important role in all learning. A learner should be able to develop and extend their literacy skills when they have opportunities to:

- ✓ communicate, collaborate and build relationships
- ✓ reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- ✓ engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by Information and Communication Technology (ICT)
- ✓ develop an understanding of what is special, vibrant and valuable about their own and other cultures and languages
- ✓ explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- ✓ extend and enrich vocabulary through listening, talking, watching and reading.

*From: Introductory statements: Literacy across learning*

## *Personal Organisation*

Good literacy skills are enhanced by good basic organisational skills. Help your child avoid anxiety by being properly organised for school each day. Encourage your child to make a large copy of their **timetable** and display in a prominent place at home. Ensure that they **pack their bags** at night with everything they need for the next day. Always pack a well-equipped pencil case, homework diary/planner and a bottle of water!

# Reading

Make reading a natural part of family activities:

- ✓ Ensure that your child sees you reading frequently. **Model reading** and become a reading role model
- ✓ **Talk** about the books, newspapers and magazines that you read
- ✓ Encourage them to **read aloud** even if only for a few minutes each day
- ✓ Encourage them to **talk about** the plot, characters and discuss what they like or dislike about a story
- ✓ Visit the **library** and/or bookshops regularly

## Learning Resource Centre (L.R.C.)



- ✓ **Opening Hours:** Monday - Thursday 8am - 4pm; Friday 8am - 1.30pm. Morning break and part of lunch-time (12.50 - 1.10pm)
- ✓ **Where?** Located through double glass doors to the right in the reception area
- ✓ **What?** Pupils can borrow/return books, use the computers to print out homework or do research and find an area to study or read. The L.R.C. hosts an extensive stock of fiction and non-fiction which pupils are always welcome to borrow
- ✓ **How many books can I borrow?** Up to two books can be borrowed for a period of two weeks or longer if required
- ✓ **What else?** Reading lists of good, recommended books are available for pupils to consult and take home. Pupils have the opportunity to read new books and have their book reviews published in the magazine Teen Titles which is circulated around Edinburgh secondary schools.
- ✓ **Homework Club** takes place on Thursdays after school from 3.35-4.45pm. The L.R.C. co-ordinator, Mrs Marriott, and a teacher are available at this time to assist with homework enquiries. Computers, printers and other facilities are available to help.
- ✓ **Stationery** is also on sale in the L.R.C. at very low prices e.g. pens 3p, pencils 2p and highlighters 10p - no reason to ever be without a pen or pencil!
- ✓ **Finally...** If pupils need any guidance on choosing books / working on the computer or any other questions when in the L.R.C., Mrs Marriott is available to help. There is also a "Suggestions Box" for pupils to give their own suggestions of books they would like to have in the L.R.C.

# Writing

The **writing process** can be defined in the following stages:

- ✓ stimulus
- ✓ planning
- ✓ writing
- ✓ individual/peer evaluation and redrafting
- ✓ ensuring technical accuracy and good presentation

## Different Types of Writing:

Learners will experience various writing tasks in all subjects. In S1 English, for example, they will experience:

- ✓ **Functional Writing** - one *report*, one *persuasive* or *discursive* piece - this will necessitate research and the critical evaluation of sources of information
- ✓ **Personal Writing** - with choice of subject and format
- ✓ **Imaginative Writing** - again, with choice of subject and format including short story, drama script, poem, monologue, Blog, email in role, text message in role

## Punctuation Basics:

### Stops: full stops; exclamation marks; question marks (.!?)

- ✓ These punctuation marks are all used to indicate that a sentence has ended.
- ✓ They also give the added information that the sentence is a statement, a question or an exclamation.
- ✓ All stops are followed by a capital letter.

### Pauses: commas, colons and semi-colons

- ✓ A **comma** (,) shows a pause in a sentence. It has also some special functions i.e. in direct speech:

*"I'll see you after school, John," he said.*

- ✓ A **colon** (:) is generally an 'introducing' pause: it points forward to a quotation, an explanation or a more detailed description to follow.

*'There are only three kinds of people: the good, the bad and the ugly.'*

- ✓ A **semi-colon** (;) is generally a 'finishing' pause: it marks the end of a sentence but less firmly than a full stop does. It often comes between two statements which contrast or are closely connected.

*'Anna came back to school today; she had been off for a week'*

- ✓ **Pausing** punctuation marks are followed by a small letter. **Please check that your child follows the basic *Stop and Pause rules*.**

## Apostrophes

An **apostrophe** is used to show two things:

- ✓ Omission - where letters have been missed out - for abbreviation
- ✓ Possession - that something belongs to someone or something

### Omission - Missing Letters:

For example:

*Isn't* = is not

*They'd* = they would

*He'd* = He had

### Possession:

For example:

*The Head Teacher's Office* = the Head Teacher has an office

### Plural:

When the word is plural, add ' without an extra 's'

i.e. *the Parents' Evening*

### Exceptions:

1. If a word is plural, i.e. *the children's homework*
2. If the word ends with an 's' i.e. *James' school bag*
3. These possessive pronouns do not have apostrophes: *His, hers, ours, yours, theirs*
4. *Its* means 'of it', as in '*The dog wagged its tail*'
5. *It's* means 'it is', as in '*It's a lovely day!*'

**Please check that your child follows these basic *Apostrophe rules*.**

A sentence is a group of words which make sense on its own. Please try to encourage your child to vary sentence styles and watch their basic punctuation. Proof read where possible.

## Currie Cluster Correction Code:

This is the correction code used commonly across the school. The following marks may be noted, in the margin, beside errors in pupils' written work.



sp	spelling error
P	punctuation error
NS	new sentence needed
NP	new paragraph needed

T	tense
ww	wrong word
^	something missing
wo	word order
rep	repetition
✓	something good
x	repeated error
expr	expression
?	unclear / illegible
C	capital letter
cs	comma splice
fs	full stop
s/pl	singular / plural
sc	sentence structure / construction

## Spelling Basics:

Pupils can learn how to spell words by using the **look, say, cover, write, check** method. This trains them to:

**LOOK** at the shape of the word. Are there any patterns or groups of letters that go together? Does it look like a word they know already? Is there a word they already can spell inside this new word?

**SAY** the word aloud carefully and slowly, looking at the word as they do so to see how the letters lead to certain sounds.

**COVER** the word and say it again, trying to picture it in their minds as they do so.

**WRITE** the word down.

**CHECK** the word to see if they're correct. If not, go through the steps again.

If a pupil has made a spelling mistake, and the teacher thinks they either know the word or could work out for themselves how to correct it, the word might be underlined and SP written in the margin.

SP

I didn't reconise him when he came in to the room because he'd had his hair cut short.

If a pupil makes a spelling mistake, but the teacher thinks they either do not know the word or would not be able to work out for themselves how to correct it, the word might be underlined with the correct spelling written in the margin.

*restaurant*      They went to a nice ristrant on their first date.

In each of the above cases, when pupils get their work back, they should look for spellings they need to learn or practise and write them out correctly three times at the bottom of the page.

recognise  
recognise  
recognise

restaurant  
restaurant  
restaurant



## VCOP:

Learners will develop their writing using the VCOP approach they should be familiar with from Primary. This aims to enable learners to improve their writing by thinking about:

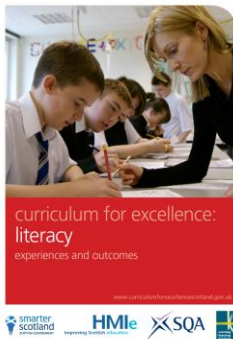
- ✓ **Vocabulary** (using more exciting words where appropriate)
- ✓ **Connectives** (structuring extended pieces of writing effectively)
- ✓ **Openers** (varying the start of new sentences)
- ✓ **Punctuation** (using a range of punctuation to create impact)

# Listening and Talking

By encouraging your child to **share experiences** through talking, you can help to develop their vocabulary, organisation and sequencing skills. Talk about anything from school to hobbies to plans and events.

These **core skills** underpin the S1 curriculum across the school. In terms of literacy, the following is covered:

- ✓ **Solo Talk opportunities** - the purpose of the talk may be to entertain or inform or persuade. A task may be to convince the rest of the class that a book is a worthwhile read or a film is a worthwhile watch!
- ✓ **Enterprising Activities** - this encompasses all forms of group collaboration and presentation, including to less familiar audiences, to invited guests/ members of staff/ members of the community. These activities embrace the principles of Curriculum for Excellence and allow for active learning to take place.



## Curriculum for Excellence

### & Literacy Links:

For more information on CfE and Literacy across Learning please refer to the Education Scotland website.

#### **More Info:**

[www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/)

[www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/literacy/](http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/literacy/)