

FOCUS THIS WEEK

PUPIL LITERACY

- Collect samples
- Write down oral contributions

Literacy News

SPRING TERM, PART 1 012: 29TH JANUARY 2018

Literacy & SEAL

SEAL: the social and emotional aspects of learning.

This subject deals primarily with emotions, feelings and thoughts and so the idea of literacy has to be redefined. Our students do have exercise books and regularly complete written work, but there are rarely right or wrong answers and how does one give a mark out of 20 for the expression of emotions, thought and feelings?

The vast amount of time in the SEAL classroom is spent on speaking and listening. As we considered last week in Discover, the subject material requires pupils to express views on their own feelings and those of others. Pupils are presented with scenarios to explore – sometimes based on incidents that may have happened around the school community, otherwise they are hypothetical. Either way, pupils have to learn to express their views as they identify and explore issues.

It is often believed that having a conversation is something that comes naturally. When we take account of the range of challenges our young people face, this can never be taken for granted. Even in a mainstream classroom, the majority of children find it difficult to speak publicly about their own views, especially if there is an emotional investment. Our staff have to help their students learn to converse in a respectful and considerate manner. They have to support pupils as they learn to challenge each other constructively and find the words to voice their ideas. And learning to listen and respond, rather than just react, is a skill we all need to keep developing.

As pupils progress through discussion, they identify the key words involved in the issue, which they will list and discuss in order to ensure all pupils understand these. From here it is possible to produce short pieces of writing to explain their thoughts about it.

SEAL has a unique marking policy, in respect of literacy. Because it would be wrong to mark a student's feelings in the way we annotate their science work

There are five Social and Emotional Aspects of Learning:



(for example), the staff have developed their own system. Spelling, punctuation and grammar are not assessed in this subject, and the content is either stamped to indicate verbal feedback was given or it is given a behaviour based comment – such as 'you engaged well'. Spellings are offered, if pupils ask, or the correct version is noted next to the pupil's effort once it is written, so that in the follow up the correct spelling is used. In subjects like English, the pupil would be expected to rewrite the word as a corrective exercise, whereas here the emphasis is different and repetition comes as the activities develop.

One of the key purposes of having 'good' literacy is to ensure the ability to communicate with others. In both the development of speaking and listening skills, and in learning to communicate thoughts and ideas, the staff in this subject area have identified clear goals. Pupils know they are expected to make the best possible effort to share what is in their minds and that this should not be limited by their possible weakness with grammatical aspects. Focus on spelling will be purely with key words and concepts, and with punctuation and grammar the emphasis is that it should not prevent the reader (i.e. the pupil themselves) from understanding what they have written.

Literacy in SEAL is promoted by ensuring pupils improve the quality of their talk and their listening skills. From general discussion they move into focus on specific language, the list of which forms the basis for their written responses. Pupils then have the opportunity to write down their ideas, informed by discussion and supported by these keywords.

ADJECTIVE = Describe	ADVERB = Describe
NOUN = Name	VERB = Action
PRONOUN = Replace the noun	CONNECTIVE = Joining word
PREPOSITION = Gives position	INTERJECTION = Emotional noises

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Every Lesson A Literacy Lesson

Apologies to our regular readers for this short edition while we prepare to launch our pupil version. The full edition will return next week.

Spring Term Ladders

27 January 2018					
Accelerated Reader Quiz League II					
		Quizzes	100.00%	Accuracy average	Points earned
1 st	Jay	6	5	95.00%	25.3
2 nd	Bradley	1	1	100.00%	5.0
3 rd	Tristan	7	6	98.60%	5.0
	TJ	5	3	80.00%	1.9
	Josh C	1	0	60.00%	1.8
	George	2	2	100.00%	1.0
	Reece P	2	2	100.00%	1.0
	Denham	1	1	90.00%	0.9
	Jack P	2	2	80.00%	0.8
	Phoenix	1	1	100.00%	0.5
Totals		28	23	90.36%	43.2
			82.14%		
Weekly School Pass Rate = 87.5%					

**“Read,
read,
read!”**

Alex Wheatle to NH
pupils, December 2017

WORD RACE				
27 January 2018				
	Quizzes		Word Count	
	Passed	Taken	Term	This week
Jay	3	3	183,888	70,249
Tristan	7	7	21,988	
Josh C	1	1	18,192	
Denham	1	1	6,522	
Jack	2	2	2,485	2,485
George	2	2	2,152	
Phoenix	1	1	1,543	1,543
TJ	4	5	864	
Reece P	2	2	610	252
Bradley	1	1	145	
Totals	13	25	238,389	74,529
Words Read (2017-18)				
989,059				

The answer to last week's story was that we know the victim was murdered as he had been standing there long enough to smoke half the cigarette, as indicated by the ash piles. It seems likely that he knew, and had arranged to meet, his killer. You can find the rest of the story by going to textadventures.co.uk and looking at the Victorian Detective story. This kind of reading develops high level skills, such as deduction and inference.