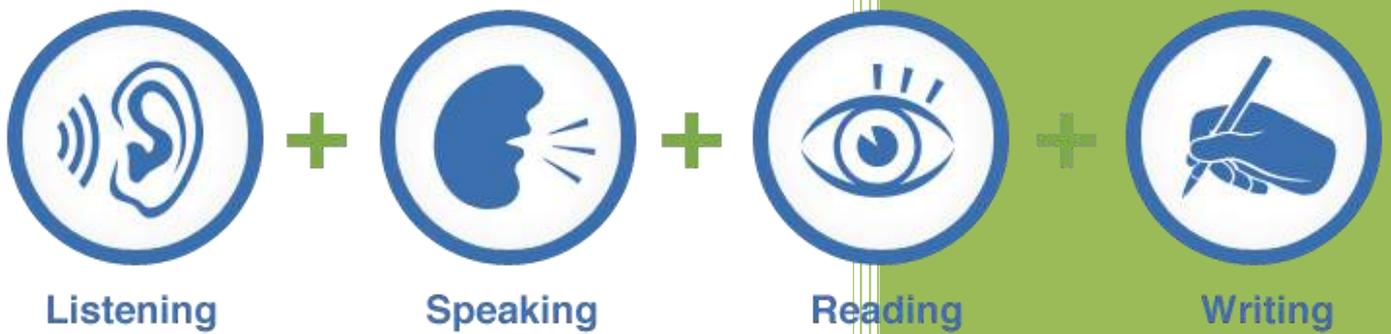


Literacy Booklet

Fluency



Reading

Regular, independent reading is fundamental to a child's development as it can benefit their health, well-being and overall education.

Experts recommend that a child should read for 15-20 minutes independently, but what are the benefits of this?

- When we read books we pick for ourselves, we learn up to 2,000 new words a year.

- Boys brought up with books statistically earn up to 21% more than their peers.



- Readers are two and a half times less likely to develop Alzheimer's disease.

- Just 6 minutes of reading can reduce stress by up to 68%.

- 83% of people laugh aloud when reading.



- Readers are more empathetic towards others by showing kindness and understanding to those who need it.

- Reading a book can help us find solutions to our own worries and problems as it improves our analytical skills.



- We gain new perspectives and connect with different cultures through stories.

- Readers are more likely to vote, take part in cultural events and be engaged in their communities.



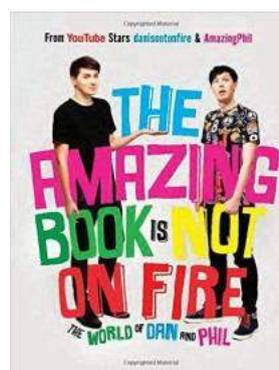
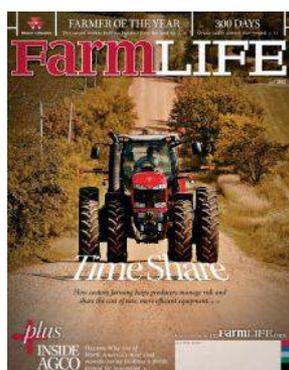
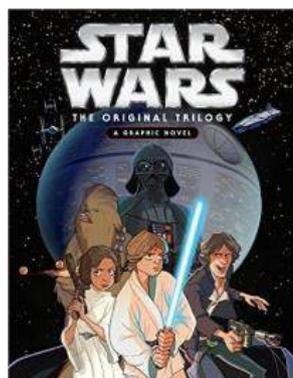
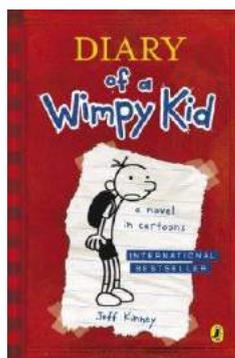
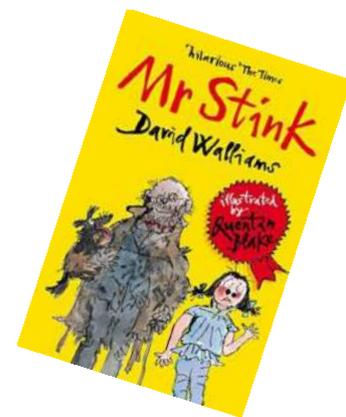
- 60% of readers said that books influenced them to make positive changes in their lives.



Encourage Reading in your Home

It is not just fiction novels that are great for kids to stick their noses in; find a medium that best suits their interests such as:

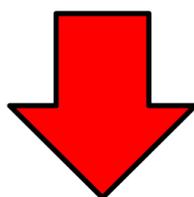
- ❖ graphic novels and comics about many well-known and loved superheroes.
- ❖ biographies and memoirs of their favourite celebrities, bloggers or sport stars.
- ❖ newspapers and magazines subscriptions to keep them up to date on what interests them.
- ❖ reference books and handbooks about fascinating facts around their world and even the worlds of the games or television series they obsess over.



Everything and Read

What are they doing to read together or on their own?

What are the reasons, interesting facts discovered, surprises or recommendations?





Connectives

Connectives join shorter sentences, thoughts and phrases and help to encourage pupils to add more detail and develop points. Connectives can do different jobs:

Adding	And	also	as well as	moreover	too
Sequencing	Firstly, second...	Finally	meanwhile	eventually	next then
Illustrating	For example	for instance	such as	in the case of	
Cause and Effect	Because	so	therefore		
Qualifying	However	although	unless	except	if
Emphasising	Above all	especially	significantly	in particular	
Comparing	Equally	similarly	likewise	as with	like
Contrasting	Whereas	instead of	otherwise	on the other hand	unlike
	alternatively				

Openers

Openers should draw the reader's attention and interest them. Openers are the introductions to an essay or story, the first word of a sentence or the first line of a paragraph in a critical essay (also known as a topic sentence). A number of different openers can be used:

A connective

"While waiting on the bus..."

A verb (ending in "ing")

"Waiting for the others to arrive was..."

An adverb (ending in "ed" or "ly")

"Surprised by the...", "Suspiciously..."

Use a simile or onomatopoeia

"Like a stealthy ninja...", "Kaboom went the blast as..."



Use a noun or adjective

"Chairs lined the hall...", "Massive rocks blocked the..."

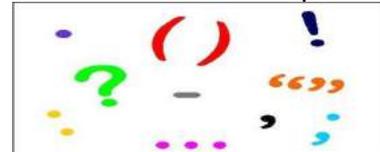
Use a feeling

"Embarrassment washed over me when..."

Topic Sentence

A topic sentence should come at the start of a paragraph and state what it is about by naming the key idea.

"We understand that Harry Potter is a brave hero in the of the novel."



climax

Punctuation

There is more to punctuation than just using a full stop. Pupils should use a full range of punctuation:

Comma ,	To create a list or insert extra information into a sentence between two commas. It is correct grammar to include commas after an opener or before a connective.
Exclamation Mark !	To show a strong emotion such as shock, anger or excitement.
Question Mark ?	To create a question to show confusion or to make a rhetorical question to make the reader think of the answer.
Colon :	To introduce an idea, list, explanation or quotation.
Semi- colon ;	To link balanced or contrasting ideas. Semi-colons can also separate long items in lists.
Dash—	To insert extra information into a sentence or to introduce information.
Brackets ()	To insert extra information into a sentence.
Inverted Commas “	To show direct speech, a title or a quotation.
Apostrophe ‘	To indicate a missing letter or show possession.
Ellipses...	To indicate that there is more to come, time has passed or something is missing.

Try it at home: Proof Reading

By reading work aloud, the pupil can listen for where full stops should feature in their writing. If the person reading runs short of breath then there is missing punctuation.

Listening aloud is also handy as it allows pupils to hear if they repeat words or phrases, if they could add connectives in to create links between ideas or if they can vary the types of openers that they use at the start of each sentence.



Anyone can help check over work by looking for these common errors:

- ✓ Does the writing make sense at first reading?
- ✓ Are all capital letters at the start of sentences or names?
- ✓ Have they used TiP ToP paragraphs? A new paragraph for every change in **Time, Person, Topic** or **Place**.



Talking and Listening



Talking and listening skills are not only important to everyday communication but also to career success.

Listening skills tie in very closely to a child's ability to pay attention. Pupils are expected to show understanding of what they have heard, identify key ideas, retain information and pick out techniques used to persuade audiences.

Try it at home: One Sentence Summaries

After watching a film or a television show, try condensing the plot into one sentence to test listening and attention skills.

For example: "Titanic" can be boiled down to- A young man sacrifices his life for a cruise ship fling! Or the "Lord of the Rings" trilogy can become- A group travel across dangerous lands to return a piece of jewellery.

In talking pupils are expected to be able to independently plan and present their own ideas in a solo talk or use their own thoughts and justifications to take part in a group discussion.

Job interviews; speeches and toasts at birthdays, weddings and funerals; work presentations; leadership roles are just some of the times that you will need to prepare to talk in front of an audience. If you can do this in front of your peers now then you can do this any time in your life.

Go Online

TED Talks is a free website full of videos of presentations from across the world. The speeches are a great resource for research or an interesting site to explore ideas.

For those about to do their own solo talks, some recommended listening



Pupils are expected to be able to speak confidently and consistently, use eye contact, use high quality language and content as well as organise and structure their ideas, but how do they make sure that they do all of this?



What	How
<p>Organise ideas</p>	<p>Talks can follow this basic structure: Introduction, Main Points and a Conclusion.</p> <p>Introductions should tell the audience what your topic is and why you are discussing it. It should also include any background information the audience need to understand the topic.</p> <p>Main Points should focus on key ideas and they should always be justified with evidence such as quotes, your opinions or facts and statistics.</p> <p>Conclusions should summarise what has been said already and should end with an important idea that leaves the audience thinking.</p>
<p>Use eye contact</p>	<p>It is easy to use eye contact if you know your talk well. Speaking the talk aloud multiple times helps you remember what you are saying.</p> <p>Pupils who do not use eye contact often struggle because they rely on their notes and forget to look up. Remember, you can look above the audience instead of directly in their eyes.</p>
<p>Use high quality language</p>	<p>Avoid using slang or abbreviations. Make sure that there is an attempt to make the talk interesting by using techniques like questions, emotional word choice, or a list of threes building up to the most important idea last.</p>
<p>Use high quality content</p>	<p>Good content is detailed and contains justifications. An easy way to check your content is to work out whether the audience will still have questions after hearing your talk. Ask yourself: have I explained why I felt this way? Why do I believe this is important? Why do I know this is true?</p>
<p>Speak consistently</p>	<p>Avoid giggles, long pauses or awkward shuffling by rehearsing in front of an audience at home. Why not time yourself too to see if you need to add more information?</p>

Speak with confidence

Prepare for the worst and expect the best! Anyone can make a mistake, stutter or need help at some point when speaking aloud but you can do all three and still pass a solo talk.

Make cue cards or a PowerPoint to help you structure your talk and remember that if you need a moment during your talk to find your place or if you need to start again then just say so! Importantly, practice, practice, practice and the nerves will be easily conquered!

Try it at home: Be an Audience

We would never expect someone to run a race without practicing beforehand and the same goes for talks.

The best speakers are those who are prepared and have rehearsed.

Be an audience and listen to the talk. Handy advice would be to comment on where further explanation is needed or to comment on whether the speaker is loud and clear.