



# Why am I here?



Archbishop Temple  
Church of England High School





# Why is literacy important?

Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

Lacking vital literacy skills holds a person back at every stage of their life. As a child they will struggle to succeed at school, as a young adult they may be locked out of the job market, and as a parent they will struggle to support their own child's learning.

People with low literacy skills may not be able to read a book or newspaper, understand road signs or price labels, make sense of a bus or train timetable, fill out a form, read instructions on medicines or use the internet.



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Literacy Gives You The Ability To Make Your Own Choices

2

Literacy Gives You The Ability To Gain New Skills And Knowledge

3

Literacy Keeps You Informed About The World

4

Literacy Can Help You Learn A New Language

5

Literacy Can Help You Understand More About Your Religion

6

Literacy Gives You The Ability To Be More Creative

7

Literacy Is Important For Those Who Want To Get Involved In Politics

8

Literacy Can Open Doors When It Comes To Job Opportunities

9

Literacy Gives You The Ability To Have A Stronger Sense Of Identity

10

Literacy Can Make You More Successful In Life



# Literacy Interventions in School

**Fresh Start** – A phonics program that teaches students how to read and write. It helps them hear, identify and use different sounds that distinguish one word from another in the English language. It also focuses on comprehension and writing skills.

**Comprehension** – Supporting students in their understanding and interpretation of what is read. Teaching them be able to accurately understand written material and think deeply about what they have read.

**Guided Reading** – Helps to establish fundamental skills necessary for proficient reading. It identifies weaknesses and strengthens specific skills. It builds fluency, expands vocabulary knowledge and develops reading comprehension skills

**Power Up** - A computer-based program that adapts instruction to the specific needs of the learners. The activities in PowerUp support and build on the school's English Language curriculum, focusing on developing reading skills in three areas: word study, grammar, and comprehension.

The literacy interventions last for the whole hour and can be made up of -

- 30 mins Fresh start/ 30 mins Guided reading
- 30 mins Phonics/ 30 mins Power Up
- 30 mins Guided reading/ 30 mins Power Up



# What is Phonics?

Phonics is what we use to read and write at a functional level

Phonics is not for infants. Phonics is for everyone.

Let's spell a new and unknown word...

Get your whiteboards and pens ready....



# Charfingham

Charffingham,

Chaffingham,

Charphingham,

Charvingham,

Charfingum           

Charfinham,





What did you do to spell the word?

Syllable chunks = Char / fing / ham

Speech sounds = /ch/ /ar/ /f/ /i/ /ng/ /h/ /a/ /m/

Letter names = 'see' 'aitch' 'ay' 'ar' 'ef' 'igh' 'en' 'gee' 'aitch' 'ay' 'em'





Read it in your head, then  
read it out loud.

synchrocyclotron

Have you all read it the same?

See the *Fresh Start Handbook* for lesson plans for this module.

## Speed sounds

### Consonants

Say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz			nk
										kangaroo

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck							sitting				

### Vowels

Say the sounds.

a	e	i	o	u	ay	ee	igh	ow
						y		

oo	oo	ar	or	air	ir	ou	oy
zoo	looking						



## Green words

Words in bold are Module Green Word Cards.

### Single-syllable words

fact **noon** fool mood pool good zoo

### Multi-syllabic words

pel|i|cans ba|boon kang|a|roos cock|a|too class|room beet|root  
look|ing sit|ting

### Root words and suffixes

boom → boomed scoop → scooping

troop → trooped

groom → grooming

mess → messing

## Red words

one their was were what your are said

## Challenge words

out about baby paper why he she down we so  
choose loose school

## Spelling

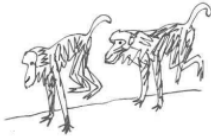
### Green words

	'best friends'	number of sounds		'best friends'	number of sounds
choose			classroom		
loose			kangaroo		
school			window		
fool			animal		

root + ending	root	ending
boomed		
living		
sighed		
sitting		

### Red rhythms

one their are what  
your



### Hold a sentence

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## Proofread – spelling and punctuation

Correct 6 errors.

Jack haddow went to look at the babons. One was grooming a baby, and one was scooping up handfuls of food from a tub. What is that? sed Jack.

### Questions to talk about

Your teacher will ask you to discuss the Questions to talk about from the Fresh Start Handbook.

### Questions to read and answer

What is the class topic? 1

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Why did they go to the zoo? 1

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Why do animals need plants? 3

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## Writing task

Retell the story.

### Word bank

zoo plants animals pens sheets facts  
food tub roof baboon fool mood



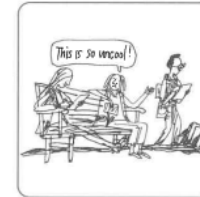
Mr Moon told the class, " \_\_\_\_\_

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Willow was not happy. She \_\_\_\_\_

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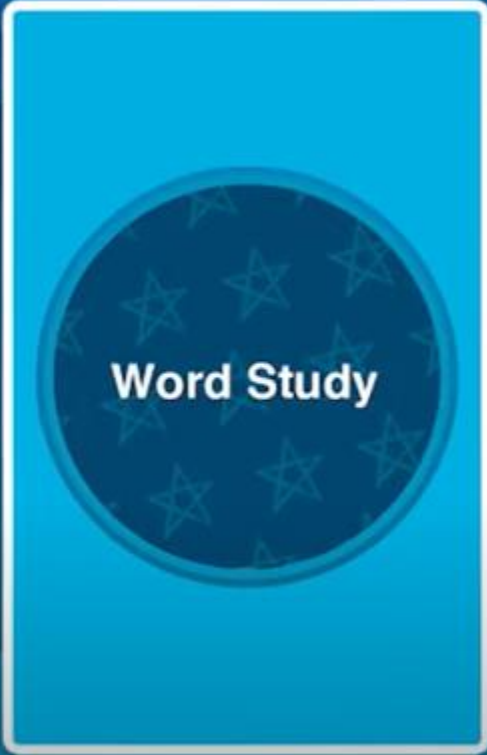
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**Comprehension**



**Word Study**



**Grammar**



In word study, students develop accuracy and fluency in reading by focusing on the recurring patterns in spoken and written words.



In Grammar, students improve written composition and reading comprehension by focusing on how written language works. The skills in Grammar range from identifying nouns and verbs in simple sentences to recognising verb tenses in compound – complex sentences.



In the Comprehension strand, students learn to become independent and strategic readers. The skills needed for text analysis are presented using increasingly complex texts that are appealing and age appropriate.



## Open-Ended Questions to ask Before Reading the Text

1. Looking at the cover, what do you predict this book might be about?
2. What detail on the cover [supports that prediction](#)?
3. What do you think will happen in the plot?
4. What ideas do you think will be present in this text?
5. Can you please describe what you think the illustration on the front cover is trying to tell us?
6. Why do you think the author used this title?
7. Why do you think the author used this type of font (style of letters) on the cover?
8. What do you already know from reading the title?
9. What connections can you make after reading the blurb?
10. How do you think this story will end?
11. What is a problem that you think could occur in this story?
12. What questions could you ask before reading this text?

## Open-Ended Questions to Ask During the Reading

1. What time of day do you think it is in this story?
2. Why do you think it is that time of day?
3. What connections can you make to this setting?
4. What would you do if you went to this place?
5. Do you think you would enjoy being here?
6. Why do you think the author started the story/text this way?
7. How are you adjusting your predictions after reading this (page, section, chapter)?
8. What sentences sparked your imagination?
9. How do you think the character is feeling? What evidence supports your thinking?
10. What could happen to make this character feel a different way?
11. Which details were the most interesting to you?
12. What questions do you have now?
13. How did the setting change?
14. How does the setting impact the plot for these characters?

## After the Text

1. What do you think the author hoped you would think after reading the text?
2. What do you think about the story/text?
3. Can you [summarize the text](#) in just two or three sentences?
4. What was your favorite part?
5. Was the plot/text different than you thought it would be?
6. What would you change in this text if you could write it?

