**WLD Teaching and Learning Digest – w/c 2nd July 2018**

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| **COMMUNICATION FOCUSES**    How are you checking that your students spell key subject specific words correctly?    *‘Good literacy skills provide the building blocks for academic success, fulfilling careers and rewarding lives.’* (EEF Chief Executive, Kevan Collins) | **DYSLEXIA-FRIENDLY STRATEGY**    Focus on positive behaviour and eliminate low-level disruption |

**This week:**

* The **thought for the week** this week is **‘Sun Safety’ (thanks again to Emma and her CREST-Awarders for preparing the materials) ––** Please make use of the materials prepared, especially in light of the current heatwave.
* **CPD Tonight –** An email was sent out last week to clarify details. This will be in D-block outside classrooms but will start in D10. Group Leads need to bring their laptops (charged) please with PPTs open and ready to show.
* **Year 7 Golden Rules** - Thanks to those 8 who completed questionnaires. From these responses, it seems that the strategies are working so please keep them up to support one another.

**Teaching Approach of the Week – Try It!**

This approach links to our ***TOOLKIT: ‘Understanding from Memory’*** section (it specifically addresses ‘understanding’ and literacy).

As summer approaches, many of our students will look forward to a break from their books.  We KNOW that literacy is key in preparing our students for every aspect of their lives; reading and vocabulary development is a massive factor.

***What does the evidence tell us?***

‘Vocabulary is intrinsically linked to academic success. Not having enough words ‘in the bank’ affects progress in school but also enjoyment of school ([Why Closing the Word Gap Matters: Oxford Language Report, 2018](https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk))’

‘In ‘[The Early Catastrophe: The 30 Million Word Gap by Age 3](https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf)’, Hart and Risley found that “in four years, an average child in a professional family would accumulate experience with 45 million words…and an average child in a welfare family 13 million words…Almost half (43%) of year 7 “have a word gap that affects their learning” and that vocabulary is a bigger predictor of GCSE results [in Maths and English Literature] than socio-economic background.’

**Try:**

Over the next few weeks, focus on building vocabulary.

* **Give students lots of opportunities to acquire, use and check the spelling of new words.**
* For **every** piece of writing, ask students to explain their vocabulary choices. This includes whether it is a lengthy writing challenge or a carefully crafted sentence.
* Try using self-assessment sentence stems such as ‘I used the word \_\_\_\_ here to convey \_\_\_\_\_’ and ‘If I had used [synonym for word chosen] instead of [actual word chosen], the meaning/effect would have been different because \_\_\_\_\_\_’.  This meta-cognitive approach will help students to recognise the value of the words that they choose and to consciously craft their language accordingly.

**We are all responsible for this.  For further reading, click here:**

<https://www.teachertoolkit.co.uk/2018/06/25/strategies-boost-vocabulary/>**Recent Top Tips (abridged)… Keep using them if they worked!**

* **Reading strategy – sum up a paragraph at a time**
* **Calm behaviour management – wait, cue in positive role models for behaviour**
* **Black dot in a white square – focus on the positive**
* **Because, but, so – extend sentences and thinking**
* **Retrieval Practice – questions from last lesson, last week and last term**
* **The ‘BIG Question’**
* **3B4ME – promoting independence**
* **Pose, Pause, Pounce and Bounce**

**Top Tips in Two this Half-Term**

* ~~Monday 4~~~~th~~ ~~June – A. Sam~~ Many thanks!
* ~~Friday 15~~~~th~~ ~~June – A. Lyons~~ Many thanks!
* Wednesday 4th July – J. Mayor

**Bright Spots!**

As I wander, I am lucky to pick up lots of top tips and ideas from different teachers. This one is from Miss Hand…

Rather than asking students to ‘ssshhh’ or ‘be quiet’, Miss Hand simply says, ***‘one voice’*** and students know what they need to do. Simple and effective. See if it works for you.