

**EDUCATION GUIDANCE**

**Guidance on:**

**Learning across the Curriculum (Literacy)**

**DRAFT**

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**Introduction: Literacy learning across the curriculum - a priority for all**

What is Literacy?

*‘the set of skills which allow an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.’*

*(Literacy and English: principles and practice paper, p3)*

Why is it important?

*Literacy offers an essential passport to learning, helping young people to achieve to the full and be ready for active involvement in society and work.*

*(Building the Curriculum 1, 2006, p13)*

*“Literacy is the key to lifting children out of poverty.”*

*(Sir Harry Burns – chief medical officer for Scotland 2005 – 2014)*

As such, **improvement in attainment, particularly in literacy and numeracy** is a key priority of the National Improvement Framework

In January 2017 Argyll and Bute published their response to the National Improvement Framework, **Our Children their Future – Argyll and Bute’s Vision and Strategy**:

* *Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that* ***together we will realise ambition, excellence and equality for all.***

As part of this commitment, A&B has a strategy in place to ensure that all schools are working towards fully assessing and moderating all aspects of their curriculum.

Within the secondary context, this is the ideal time to take a fresh look at literacy and ensure that it is embedded within all areas of the school curriculum and across all contexts of learning.

Rationale:

* Well-structured literacy tasks, delivered at an appropriate level of challenge have the potential to enrich the curricular experiences of pupils across all areas of learning
* By offering tasks at an appropriate level of literacy challenge, pupils will avoid the ‘slump’ that is sometimes experienced in the secondary context, whereby pupils are taking on new information but are not being challenged in the application of that information
* By embedding elements of literacy that may be encountered in a subject at Higher or National level from S1 onwards, pupils will have far more confidence in tackling those elements of a course
* Increased skills in talking, listening, reading and writing will have a positive impact on academic, social, emotional and vocational attainment
* By making the literacy visible to learners across all subject areas, learners will be more able to self-evaluate and reflect on progress, setting targeted next steps
* By taking a whole school responsibility for literacy, schools will move closer to closing the attainment gap for those pupils who do not have equity of literacy experience and support

Guidance Document

The following areas of literacy have been identified as the ones most likely to be encountered across all curricular areas:

* Group Discussion
* Solo Talk
* Writing to inform
* Writing to persuade
* Reading / Listening for information

In approaching literacy learning across the curriculum, the following document is designed to support the vision of **ambition, excellence and equity** for all by offering support across these key areas.

However, literacy learning across the curriculum also needs to be embedded within the ethos of the school and for this resource to have real value it should be used in conjunction with a whole school approach to literacy.

It is recommended that schools self-evaluate against the following key stages towards embedding learning across the curriculum:

1. Staff understand the importance of literacy to learning across the curriculum
2. Staff understand the level of challenge required when designing literacy tasks
3. Literacy is embedded within planning across the school
4. Literacy learning is made visible to learners
5. Pupils have an overview of their own literacy across the school
6. Staff provide feedback on literacy
7. All staff involved in the assessment of literacy

*“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty and a building block of development . . .for everyone, everywhere, literacy is, along with education in general, a basic human right . . Literacy is, finally, the road to human progress and the means through which every man, woman and child, can realise his or her full potential.” Kofi Annan*

**Literacy Progressions: Group Discussion**

|  |
| --- |
| **Experiences & Outcomes for planning** |
|  | **Which Es and Os go together?** | **2nd Level Summary** | **3rd Level Summary** | **4th Level Summary** |
| What are the key areas of progression identified in the bundled Es and Os? | **2-02a/3-02a / 4-02a** Tools for listening and talking**2-09a/3-09a/4-09a**Creating texts**2-10a/3-10a/4-10a**Creating texts | * Being a good contributor
* Valuing or taking account of others’ contributions
* Straightforward retelling of facts or events
* Explaining processes or ideas
* Summarising what’s said
* Making sure you understand what’s said
* Communicating clearly and expressively
* Starting to select resources independently if appropriate
 | * Being able to deal opinions different from your own
* Taking on different roles in a group
* Explaining facts, ideas or opinions
* Explaining processes , concepts or ideas
* Drawing conclusions from what’s said
 | * Engaging directly with those who see things differently from you
* Taking what others say and building on it
* Giving detailed information about facts, ideas or opinions
* Relevant supporting detail used to explain processes, concepts or ideas
* Sum up conclusions
* Independently selecting and organising resources if appropriate
 |
| **Benchmarks for assessing** |
| What are the key Benchmarks for this? | **2-02a/3-02a / 4-02a** Tools for listening and talking**2-09a/3-09a/4-09a**Creating texts**2-10a/3-10a/4-10a**Creating texts | * Contributes a number of relevant ideas, information and opinions
* Shows respect for others and offers own viewpoint
* Asks/answers questions, clarifies points or supports others’ ideas / opinions
* Uses verbal & non-verbal techniques – vocabulary, eye contact, body language, emphasis, pace and/or tone
* Communicates clearly, audibly & with expression in different contexts
* Plans and delivers an organised presentation/talk with relevant content and appropriate structure
* Uses suitable vocabulary for purpose and audience
* Selects and uses resources to support communication
 | * Contributes regularly in discussions or when working collaboratively
* Responds to views of others by developing or adapting own thinking
* Asks questions, clarifies, summarises, supports or challenges opinion
* Non-verbal techniques now include some rhetorical devices
* Uses appropriate register for purpose and audience for the most part
* Communicates in a clear expressive way in a variety of contexts
* Appropriate detail / evidence is used

Organises thinking and structures talking in a logical order* Uses signposts e.g. topic sentences and/or linking phrases
* Appropriate tone & vocabulary
* Non-verbal might skills include rhetorical devices
* Selects and uses resources to enhance communication / engagement to support communication
 | * Participates fully with convincing supporting evidence
* Responds positively to others’ views, including when challenged, adapting thinking as appropriate
* Clarifies, summarises, challenges, explores or expands on others’ contributions, challenges or ideas
* Non-verbal techniques as before
* Sustains appropriate register
* Displays confidence & communicates in a clear expressive way in a variety of contexts
* Structures talks in a clear, coherent way
* Introduces and concludes talk in a way that engages the audience
* Adapts language, vocabulary and tone to communicate effectively
* Signposts such as topic sentences, linking phrases, concluding statements
* Adapts tone, vocabulary, language according to audience
* Non-verbal skills as before
* Well-chosen resources enhance communication / engagement
 |
| **Suitable Activities**  |
| What type of activity might produce this? | * Tasks which ask pupils to work together
 | * Tasks which ask pupils to bring some previous research to the discussion
* Tasks which ask pupils to take different sides
* Cooperative learning tasks where pupils take on a specific role
 | * Tasks which ask pupils to reach agreement after coming to the task with different viewpoints or approaches
* Tasks which have specific contexts requiring an awareness of audience and purpose
* Tasks which require pupils to talk at length
 |
| **Example Tasks & Activities** |
| **Subjects (and relevant Es & Os)** | **Level 2** | **Level 3** | **Level 4** |
| Social Studies*People, Place & the Environment***SOC 2-08a, 2-08b, 3-08a, 4-08a** | Here is a piece of land for development. Here is a list of things which need to be included in the land development plan. Decide the best place for each of these things. | Here is a piece of land for development. 1 pair decides where the best place would be for the list of leisure facilities. 1 pair comes up with a plan for the best places to put to residential use. 1 pair decides where the best place would be for the list of businesses. Now come together as a group and work out the best way to combine all 3 of these things within the one site. | Here is a piece of land for development. Go away and decide how you would best develop it, thinking about all the different uses it might have and taking into account the circumstances you have been told about. Now imagine that you are attending a council planning meeting where the future of this land must be decided - come up with a final proposal for its best use.  |
| Science*Planet Earth, Biodiversity & Interdependence***SCN 2-02a, 2-02b, 3-02a, 4-02a, 4-02b** | How have plants benefited society?  | Photosynthesis: What do you as a group understand by this word? What questions do you still have about it? | Out of all the topics we have covered in this unit, which do you think are the most fundamental to an understanding of plant life? Now meet with your group and share ideas. You should come to an agreement which you will present to the class. |
| Technologies*Computing Science Contexts for Developing technological Skills & Knowledge***TCH 2-08a, 3-08a, 4-08a, 4-08b** | What are the dangers of using computer technology? What are the advantages? | Split into 2 groups: 1 group discusses the advantages of using computer technology. The other discusses the dangers. Now come together to argue your case and respond to the other side. | In pairs / individually, research some high profile hacking cases and share them with your group. For each case, discuss the following questions:* Who was harmed?
* Who benefitted?
* Why do you think the hacking took place?
* Can you understand the reasons behind it?
* What penalty should be applied to the hacker(s)?
* Can hacking ever be called ethical?
 |
| Maths *Number & Number Processes***MNU 2-03a, 3-03a, 4-03a** | Together, work out the answer to this mathematical problem. | Here is a mathematical problem and 3 solutions to it, all of which have different answers. Which one is correct? | Given the examples we’ve looked at, individually create a mathematical rule that you think should be followed. Come together as a group to look at a variety of new contexts, and discuss to what extent your rule works. |
| Social Studies*People, Society, Economy & Business***SOC 2-17a, 3-17a, 4-17a** | What rights and responsibilities should citizens have in a democracy? | Imagine that there is a United Nations summit. Each group member is assigned a different country and researches the rights and responsibilities of citizens within that country. They must then argue why their country has the best system.  | Individually research and prepare an argument for the political ideology you’ve been given. In your groups your teacher will give you a list of different situations. Discuss and come to an agreement over which ideology would have the most beneficial impact for the greatest number of people in each situation. |

**Group Discussion Glossary & Language to Use**

As you introduce the task, highlight / reinforce the following skills as appropriate to context:

* Verbal & non-verbal skills
* How to respond appropriately to others, e.g. if you disagree
* How to draw others into the discussion
* How to express yourself clearly (e.g. topic sentences)
* Roles you might take

**Glossary**

**Verbal / non-verbal skills**

Verbal skills are the way you communicate with words. Non-verbal skills are the ways you communicate without words. These include:

**Non-verbal skills**

* Eye contact
* Body language (leaning forward suggests engagement, arms folded suggests boredom / annoyance)
* Pace – the speed you talk at. Don’t go too fast for your audience. Slow down for important bits
* Tone – what you reveal about how you’re feeling through your voice. A really angry tone isn’t appropriate in most circumstances. A mocking tone isn’t appropriate if you’re talking about the sacrifices of soldiers, for example)
* Emphasis – you can emphasise particular words with your tone. You could also use gesture or more engaged body language

**Verbal skills**

* Rhetorical devices – things you do to try to persuade people to your point of view, such as exaggerating (hyperbole), repeating words or phrases, asking rhetorical questions (questions which don’t require an answer) *See glossary for persuasive writing for more detail*
* It can also refer to your use of effective language techniques such as the rule of three, using imagery and striking word choice

**Register**

Essentially, an understanding of who you’re speaking to and an adaptation of the way you speak to reflect this – you can be familiar, informal or formal.

**Topic sentences**

Using clear introductory statements to signal what you’re going to say – e.g. *One area I think we need to talk about is the morality of this . . . . Another thing which is important is the location of this building . . . . .*

**Linking phrases**

Using words / phrases to signal:

* a continuation of a similar point of view (you also have to remember… another thing… in addition… etc)
* a change to a contrasting point of view (But what about… That’s all very well but… However… etc)
* a drawing together of ideas (So what we’re saying is… therefore… to summarise… overall… etc.)

**Literacy Progressions: Solo Talk**

|  |
| --- |
| **Experiences & Outcomes for planning** |
|  | **Which Es and Os go together?** | **2nd Level Summary** | **3rd Level Summary** | **4th Level Summary** |
| What are the key areas of progression identified in the bundled Es and Os? | **2-06a /3-06a /4-06a**Finding and using information (listening)**2-15a/3-15a/4-15a**Finding & using information (reading)**2-09a/3-09a/4-09a**Creating texts**2-10a/3-10a**Creating texts**2-02a / 3-02a / 4-02a** Tools for listening & Talking | * Straightforward selecting of relevant ideas or info. from listening
* Presenting info. in a straightforward way
* Making notes from reading using headings
* Use notes to:
* Show an understanding of information
* Develop ideas
* Explore problems
* Use own words where appropriate
* Straightforward retelling of facts or events and/or explaining processes or ideas
* Communicating clearly and expressively
* Applies verbal / non-verbal techniques
 | * Independently selecting information for different uses,
* Thinking through a logical order
* Engaging effectively with the audience
* Use notes to:
* Help develop thinking
* Retain and recall information
* Explore issues.
* Use own words where appropriate
* Explaining facts, ideas, opinions, processes or concepts
 | * Independently selecting information for different uses,
* Thinking through a logical order
* Engaging effectively with the audience
* Use notes to:
* help develop thinking
* Retain and recall information
* Explore issues.
* Use own words where appropriate
* Detailed information about facts, ideas and opinions
* relevant supporting detail used to explain processes, concepts or ideas
 |
| **Benchmarks for assessing** |
| What are the key Benchmarks for this? | **2-06a /3-06a /4-06a**Finding and using information (listening)**2-15a/3-15a/4-15a**Finding & using information (reading)**2-09a/3-09a/4-09a**Creating texts**2-10a/3-10a**Creating texts**2-02a / 3-02a / 4-02a** Tools for listening & Talking | * Makes relevant notes using own words for the most part and uses these to create new texts
* Communicates clearly, audibly and with expression
* Plans and delivers an organised presentation / talk with relevant content and appropriate structure
* Uses suitable vocabulary for purpose and audience
* Applies verbal / non-verbal techniques e.g. vocabulary, eye contact, body language, emphasis, pace and/or tone
* Selects and uses resources to support communication
 | * Uses notes to create texts that show understanding of the issue or subject & (for reading) draws on information from more than one source
* Communicates in a clear expressive way
* Presents ideas, information or points of view, including appropriate detail or evidence
* Organises thinking and structures talk to present ideas in a logical order
* Introduces and concludes talk with some attempt to engage the audience
* Uses signposts such as topic sentences or linking phrases
* Appropriate tone and vocabulary
* Verbal & non-verbal techniques includes use of rhetorical devices
* Uses appropriate register for the most part
* Selects & uses appropriate resources to enhance communication and engagement with audience
 | * Uses notes to create texts that show understanding of the issue or subject & (for reading) draws on information from more than one source
* Displays confidence
* Sustains talk with detailed evidence
* Structures talks in a clear and coherent way
* Intro & conclusion interests & engages the audience
* Signposts as 3, plus use of concluding statements
* Adapts tone & vocab to communicate effectively
* Verbal & non-verbal skills as 3,
* Selects & uses well-chosen resources to enhance communication & engagement
 |
| **Suitable Activities**  |
| What type of activity might produce this? | * Supporting pupils in finding information to use
 | * Pupils should be encouraged to select their own information
* Pupils should not read word for word from notes /or ppts.
* Talks could explore issues and ideas rather than just give information
* You could provide a choice of contexts for the talk and asking pupils to select different information according to who they’re talking to
 | * Talks need to include the requirement for evidence to back up what is being said
 |
| **Example Tasks & Activities** |
| **Subjects (and relevant Es & Os)** | **Level 2** | **Level 3** | **Level 4** |
| Social Studies*People, Society, Economy & Business***SOC 2-15a, 3-15a, 4-15a** | From the information provided, give an outline to the class of Donald Trump’s policies. | Research Trump’s policies. You have a choice of how to present this to the class:* As a factual news report
* As the voiceover to a pro or anti Trump advertisement
* As a hot-seating exercise (i.e. you pretend to be Trump and the class ask you questions)
 | Debate: The Clinton-Trump campaign provides us with a terrible model for politics. You should prepare a speech to argue on one or the other sides of this topic. You will need to respond to what the other side says as part of your speech.  |
| Science*Biological Systems***SCN 2-12a, 3-12a, 4-12a** | Give a presentation to the class on what you’ve learned about the lungs and diseases which might affect them. | Explain to the class which aspect of the human organs and organ systems you find the most remarkable and why. You should explore your choice in some detail. Are there any additions that you can think of which would improve our body system?  | Select one external factor which might influence part of our body. Explain the following to the class:* The details of the external factor and what influences the likelihood of it occurring
* The ways in which the body tries to maintain stable body conditions
* Obstacles the body might face
* The extent to which medical developments have been useful in tackling this
 |
| Technologies*Food & Textiles***TCH 2-11a, 3-11a, 4-11a, 4-11b, 4-11c****NB. Could be adapted for any area where product design is central.** | Explain to the class your sandwich design and the reasons behind it. | Imagine you are selling a range of sandwich designs to major retailers. You should come up with a persuasive speech to convince them to stock your product. Think about nutrition, value for money and how your product compares with what is currently on the market. | Imagine that only one fast food chain was going to be allowed to operate in Argyll and Bute. You should prepare a speech arguing the case for your chosen chain and explaining why others shouldn’t be given a chance. |
| Science*Materials* **SCN 2-19a, 3-19a, 4-19a** | Explain what you did in your experiment  | Give feedback on your experiment and how it has added to your learning journey:* what did you do?
* how did the outcome match your expectations?
* What external factors contributed to the result?
* What would you do differently?
* Does it matter whether an experiment goes as expected?
 | Based on what you learned in your last experiment, plan and carry out an experiment to solve a new problem (given to you by your teacher). Then research a scientist that has completed a similar experiment. Present your findings to the class: what were the similarities and differences between your findings? |

**Solo Talk Glossary & Language to Use**

**Key language to use with students before the task**

As you introduce the task, highlight / reinforce the following skills, depending on context:

* How to take notes from either listening or reading
* How to use them to organise your talk
* How to link your points together
* The importance of verbal and non-verbal skills
* How to use resources to support the talk rather than provide slides to be read aloud
* How to introduce and conclude the talk appropriately

**GLOSSARY**

**Verbal / Non-Verbal Skills**

Verbal skills are the way you communicate with words. Non-verbal skills are the ways you communicate without words. These include:

**Non-verbal skills**

* Eye contact
* Body language *(leaning forward suggests engagement, arms folded suggests boredom / annoyance etc.)*
* Pace – the speed you talk at. Don’t go too fast for your audience. Slow down for important bits.
* Tone – what you reveal about how you’re feeling through your voice. *(A really angry tone isn’t appropriate in most circumstances. A mocking tone isn’t appropriate if you’re talking about the sacrifices of soldiers etc.)*
* Emphasis – you can emphasise particular words with your tone. You could also use gesture or more engaged body language

**Verbal skills**

* Rhetorical devices – things you do to try to persuade people to your point of view, such as exaggerating (hyperbole), repeating words or phrases, asking rhetorical questions (questions which don’t require an answer) *See glossary for persuasive writing for more detail*
* It can also refer to your use of effective language techniques such as the rule of three, using imagery and striking word choice

Topic sentences

Using clear introductory statements to signal what you’re going to say – I *The most important thing I think I need to explain is that… The next part of the process was relatively simple…)*

Linking phrases

Using words / phrases to signal:

* a continuation of a similar point of view – *(e.g I also think that… Another thing which reinforces this is… etc)*
* a change to a contrasting point of view *– (e.g However, not everyone feels like this… But this hasn’t always been the case… etc)*
* A drawing together of ideas – *(e.g Overall, therefore… To summarise… By the end of this… etc)*

**Literacy Progressions: Informative Writing**

**(Writing to convey information, describe events, explain processes or combine ideas in different ways)**

|  |
| --- |
| **Experiences & Outcomes for planning** |
|  | **Which Es and Os go together?** | **2nd Level Summary** | **3rd Level Summary** | **4th Level Summary** |
| What are the key areas of progression identified in the bundled Es and Os? | **2-25a/3-25a/4-25a****2-26a/3-26a/4-26a**Organising and using information**2-28a/3-28a/4-28a** Creating texts | * Using notes to help writing and saying where the notes came from
* Selecting appropriate ideas and putting them together into a piece of writing with suitable vocabulary
* convey information, describe events, explain processes or combine ideas in different ways
 | * clearly able to put notes into own words as well as knowing when to use quotes
* Acknowledging sources
* Independently selecting ideas, organising them logically and using effective vocabulary
* convey information, describe events, explain processes or combine ideas in different ways
 | * Responsible use of sources – ie. using footnotes, bibliographies
* Independently selecting ideas, organising them logically and using effective vocabulary
* Giving information about concepts, providing evidence to back up what’s said, bringing together more than one idea or opinion
 |
| **Benchmarks for assessing** |
| What are the key Benchmarks for this? | **2-25a/3-25a/4-25a****2-26a/3-26a/4-26a**Organising and using information**2-28a/3-28a/4-28a** Creating texts | * Uses notes to develop thinking and create pieces of writing
* Selects relevant ideas
* Acknowledges sources
* Organises information in a logical way
* Uses appropriate vocabulary including subject specific words to suit purpose and audience
* Using appropriate style and format to convey information applying key features of the genre
* Includes relevant ideas, knowledge or information
* Organises and presents information in a logical way
* Use tone and vocabulary appropriate to purpose
 | * Uses notes or other sources to generate ideas, inform thinking & support the creation of new texts
* Uses & acknowledges sources appropriately
* Selects relevant ideas or information, including appropriate supporting detail or evidence
* Organises ideas in a logical order
* Uses varied and appropriate vocabulary to make meaning clear / attempt to enhance writing
* Uses style or format appropriate to audience/genre
* Relevant ideas with supporting detail or evidence
* Organises in a logical way, using linking words or phrases
* Topic sentences used to introduce focus of paragraphs
* Appropriate tone and vocabulary for purpose and audience
 | * Uses notes or other sources to generate ideas, inform thinking & support the creation of new texts
* Makes responsible use of sources, acknowledging and referencing appropriately
* Includes essential detail or evidence
* Organises essential ideas / information to convey a structured line of thought
* Uses vocabulary as level 3
* Style or format is well-suited to purpose and audience
* Relevant ideas with essential detail or evidence
* Structured effectively using a variety of linking phrases & topic sentences
* Appropriate tone and vocabulary throughout
 |
| **Suitable Activities**  |
| What type of activity might produce this? | * Tasks which require students to gather and repeat information
* Tasks which require them to make notes
 | * Tasks which require students to use their own words, not just gather and repeat information
* Tasks which require them to develop points a bit further, not just list things
* Tasks which require supporting detail or evidence
* Tasks which require a wider rnage of vocabulary
 | * Tasks which require students to think about adapting what they’re doing for a certain audience
* Tasks which ask students to work with, synthesise, summarise or collate more than one idea or concept
 |
| **Example Tasks & Activities** |
| **Subjects (and relevant Es & Os)** | **Level 2** | **Level 3** | **Level 4** |
| Maths*Data & Analysis***MNU 2-20a, 2-20b,** **MTH 3-20a,** **MNU 4-20a** | Write a report detailing the method and results of the survey you have created, outlining any flaws or weaknesses in the approach. | Look at the data you have been given about global warming. Take each side in turn and write an explanation of the strengths and weaknesses of their data. | Independently research data either supporting or denying global warming. Now write a detailed analysis of the data, explaining to what extent it is useful in furthering the side of the argument you have chosen. |
| RME*World Religions***RME 2-06a, 2-06b, 3-06a, 4-06a** | Explain what happens during the Hajj and why it is important to Muslims. | Using the personal stories you have been given, create a Hajj handbook for a young Muslim, in which you outline all stages of the journey, from preparation to returning home, including why each stage is important.  | What are the difficulties that Muslims have faced in seeking to fulfil their duty to go to Mecca? You should look at changing circumstances over the last 100 years and choose 3 specific years when you can explain the difficulties someone might have faced. You should present each one in one of the following ways:* A newspaper report
* An email / letter home to family
* A formal thank you letter to the bank / a donor.
 |
| Health and Well Being*Physical education, physical activity and sport**Evaluating and appreciating***HWB 2-24a, 3-24a, 4-24a** | Write a report on your basketball skills. Explain what areas you have improved in and highlight areas for further development | Having watched a video of your performance, pick 3 elements of your performance. For each one analyse your strengths and weaknesses.  | Having watched a video of your performance and analysed the strengths and weaknesses of 3 elements, research strategies for improvement in these areas. Create a plan for your improvement where you explain your choice of strategies and why you think they will be effective. |
| Maths *Measurement***MNU 2-11c, 3-11a,** **MTH 4-11b** | Explain how you worked out the area of the different objects in the plan you’ve been given. | Design one room of your local community centre, thinking about the facilities that are needed. You should include a sketch of the floor plan with dimensions and area marked. You should write an accompanying piece to explain the decisions you made and how these link to the requirements for community centres. | Take your own design for the community centre and the 2 examples you’ve been given by your teacher. Imagine you are responsible for advising the planning department of the council. Write a report in which you outline the strengths of your own design against the community planning regulations, making it clear why yours is the most efficient use of resources.  |

**Informative Writing: Glossary & Language to use**

Ensure that pupils know what is expected in relation to the type of writing you’re asking them to undertake. Make sure they know what the key features are, for example, of:

* A formal letter
* An informal letter
* An email
* A report
* A newspaper report

**Glossary**

**Conventions of the chosen genre**:

The parts of the text which make it clear that it is a newspaper report, or an email, or a formal letter etc. These may vary according to the format of the writing you’re doing – for example, a science report may have different conventions from a history report – but it is important that the pupils are made aware of these differences and understand the expectations that surround a particular type of writing.

Some typical, generic genre conventions of informative writing are as follows:

|  |  |
| --- | --- |
| **F** | Facts |
| **O** | Objective |
| **O** | Own Words |
| **L** | Logical Order |
| **I** | Introduction |
| **S** | Summary |
| **H** | Headings |

**Literacy Progressions: Persuasive Writing**

**(Writing to persuade, evaluate, explore issues or express an opinion)**

|  |
| --- |
| **Experiences & Outcomes for planning** |
|  | **Which Es and Os go together?** | **2nd Level Summary** | **3rd Level Summary** | **4th Level Summary** |
| What are the key areas of progression identified in the bundled Es and Os? | **2-25a/3-25a/4-25a****2-26a/3-26a/4-26a**Organising and using information**2-29a/3-29a/4-29a** Creating texts | * Using notes to help writing and saying where the notes came from
* Selecting appropriate ideas and putting them together into a piece of writing with suitable vocabulary
* I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence
 | * clearly able to put into own words as well as knowing when to use quotes
* Acknowledging sources
* Independently selecting ideas, organising them logically and using effective vocabulary
* There needs to be a clear line of thought in the writing
 | * Responsible use of sources – ie. using footnotes, bibliographies
* Independently selecting ideas, organising them logically and using effective vocabulary
* The line of thought needs to be convincing
 |
| **Benchmarks for assessing** |
| What are the key Benchmarks for this? | **2-25a/3-25a/4-25a****2-26a/3-26a/4-26a**Organising and using information**2-29a/3-29a/4-29a** Creating texts | * Uses notes to develop thinking and create pieces of writing
* Selects relevant ideas
* Acknowledges sources
* Organises information in a logical way
* Uses appropriate vocabulary including subject specific words to suit purpose and audience
* Presents relevant ideas and information, including supporting detail, to convey viewpoint
* Organises ideas in a logical way
* Includes an introduction that makes the topic clear and a conclusion that rounds off the writing
* Attempts to use language to influence or persuade the reader - e.g. word choice, punctuation, repetition, rhetorical questions, emotive language
 | * Uses notes or other sources to generate ideas, inform thinking & support the creation of new texts
* Uses & acknowledges sources appropriately
* Selects relevant ideas or information, including appropriate supporting detail or evidence
* Organises ideas in a logical order
* Uses varied and appropriate vocabulary to make meaning clear / attempt to enhance writing
* Prsesnts ideas / point of view with relevant supporting detail
* Organises info. in a logical order
* Uses signposts such as topic sentences / linking statements
* Includes an effective intro. where purpose of text is clear &attempts toto engage to engage audience
* Ends with a conclusion which sums up the line of thought
* Uses language to influence or persuade the reader - e.g. word choice, punctuation, repetition, rhetorical questions and/or emotive language
 | * Uses notes or other sources to generate ideas, inform thinking & support the creation of new texts
* Makes responsible use of sources, acknowledging and referencing appropriately
* Includes essential detail or evidence
* Organises essential ideas / information to convey a structured line of thought
* Uses vocabulary as level 3
* Presents ideas / sustains a point of view including essential detail and supporting evidence
* Conveys a clear line of thought with effective linking phrases and topic sentences
* Includes an effective intro & conclusion
* Uses language to create effects / influence or persuade the reader - e.g. word choice, punctuation, repetition, rhetorical questions, emotive language and/or sentence structure
 |
| **Suitable Activities**  |
| What type of activity might produce this? | * Tasks which require students to gather and repeat information.
* Tasks which require them to use their notes to create pieces of writing.
 | * Tasks which require reference to other sources, to reinforce what’s being said.
* Tasks which require independent research.
* Tasks where it’s important to hook the reader / listener with an introduction and conclusion.
 | * Tasks which require the learner to argue or explore one side of a point of view in depth, including acknowledging opposing ideas, if relevant.
* Tasks which require learners to use other sources more fully, to develop their points and add depth to what they’re saying.
 |
| **Example Tasks & Activities** |
| **Subjects (and relevant Es & Os)** | **Level 2** | **Level 3** | **Level 4** |
| Science*Space***SCN 2-06a, 3-06a, 4-06a** | Discuss why Earth is a good place to live.  | What are the arguments for and against life existing elsewhere in the universe? | Take one episode of a science fiction programme or film and explain how it reflects the knowledge of the universe that was prevalent at the time it was made. Do you feel that the knowledge of the time period is sufficiently reflected in the programme you have watched? Why? Why not? |
| RME*Development of Beliefs & Values***RME 2-09a, 2-09b, 2-09c, 2-09d****RME 3-09a, 3-09b, 3-09c, 3-09d****RME 4-09a, 4-09b, 4-09c, 4-09d** | Outline the arguments a Christian might make against the death penalty. Do you agree with these arguments? | Write an essay in which you discuss the arguments for and against the death penalty, including the views of different religions. | What for you is the most pressing moral issue which we face as a society? Explain why you think this, and then examine how religious thinkers or different groups have responded to this issue. To what extent do their thoughts reflect your own? You should come to a conclusion as to what seems to be the best way forward in relation to this issue. |
| Technologies*Technological Developments in Society***TCH 2-02a, 3-02a, 4-02a** | Outline some of the ways we might live in a more sustainable way. Which do you think is the easiest for you to do? | What, for you, are the most effective and ethical advances in technology to encourage sustainable development and why? How do you see these developing further in the future? | Scottish technology: good for the past, bad for the future. To what extent do you agree? You should look at the environmental, social and economic aspects of this issue in our local community.  |

**Persuasive Writing: Glossary & Language to use**

It would be useful to make sure that pupils understand the following before starting on their piece of writing:

* How to introduce the topic effectively
* How to create a persuasive tone
* How to link paragraphs together
* How to end the topic

**Glossary**

**Introducing the topic**:

Ideas might include starting with:

* a dramatic fact or statistic
* a quote
* an anecdote or news story
* an “Imagine if . . . “ scenario

**Creating a persuasive tone:**

This involves using the ***genre conventions*** of persuasive writing. Below is a useful guide to some of these:

|  |  |
| --- | --- |
| **P** | Power of three - *(e.g. friends, Romans, countrymen. . . . I was horrified, outraged and ashamed . . . .)* |
| **E** | Emotive language (e.g. *terrible, worst, astounding, horrified, dynamic etc*) |
| **R** | Rhetorical questions (*e.g. How can this possibly be right?)* & Repetition |
| **S** | Statistics |
| **U** | Understanding or undermining other people’s opinions |
| **A** | Alliteration (repetition of sound) |
| **D** | Direct address (Talking to the reader e.g. you) |
| **E** | Exaggeration |

**Linking paragraphs together:**

Using words / phrases to signal:

* a continuation of a similar point of view – *(e.g Another thing which reinforces this is… Moreover . . . . . Furthermore . . . . . .etc)*
* a change to a contrasting point of view *– (e.g However, not everyone feels like this… In contrast, others believe that .… etc)*
* A drawing together of ideas – *(e.g Overall, therefore… To summarise… By the end of this… etc)*

**How to end the topic;**

A conclusion could do the following:

* Make clear the writer’s view on the topic
* Reflect the development of those views through the writing
* Summarise some of the key points
* Leave the reader with an interesting final image – for example by finishing with a story or a dramatic sentence
* It should NOT introduce anything new.

**Literacy Progressions: Reading for Information**

|  |
| --- |
| **Experiences & Outcomes for planning** |
|  | **Which Es and Os go together?** | **2nd Level Summary** | **3rd Level Summary** | **4th Level Summary** |
| What are the key areas of progression identified in the bundled Es and Os? | **2-14a/3-14a/4-14a**Finding and using information**2-16a/3-16a/4-16a****2-18a/3-18a/4-18a** Understanding, analysing and evaluating | * Able to find information and use it
* Can state the purpose of a text, find its main ideas and give some extra detail
* Can tell difference between fact & opinion, see if they’re being influenced and can say how believable a source is
 | * Able to take information from different sources, summarise it and link it together
* Can make inferences from statements
* Can talk about similarities or differences between texts
* More awareness of persuasion in writing, better understanding of how reliable a text is
 | * Can make inferences from statements
* Can talk about similarities or differences between texts
* More awareness of persuasion Can recognise persuasion and bias. Can identify some persuasive techniques
 |
| **Benchmarks for assessing** |
| What are the key Benchmarks for this? | **2-14a/3-14a/4-14a**Finding and using information**2-16a/3-16a/4-16a****2-18a/3-18a/4-18a** Understanding, analysing and evaluating | * Skims text to identify purpose and main ideas
* Scans text to find key information
* Finds, selects & sorts information from a range of sources
* Identifies purpose of a text with suitable explanation
* Identifies main ideas with appropriate detail
* Makes relevant comments on key features such as vocabulary, sentence structure and punctuation
* Distinguishes between fact and opinion with appropriate explanation
* Recognises persuasive techniques such as word choice, emotive language, rhetorical questions, repetition
* Can explain which sources are most useful/reliable
 | * Finds, selects & sorts relevant information from a variety of sources for a range of purposes
* Summarises key information using own words
* Identifies purpose and audience of a range of texts with appropriate justification
* Accurate account of main ideas
* Makes inferences & deductions with appropriate justification
* Can identify similarities and differences between texts, commenting on content, style &/or language
* Identifies & makes appropriate comments about persuasive techniques such as word choice, emotive language, rhetorical questions, repetition and/ or use of statistics
* Comments on reliability and relevance / usefulness of source with appropriate justification
 | * Finds, selects & sorts essential information from a variety of sources for a range of purposes
* Summarises key information, from more than one source, using own words
* Clearly states purpose, audience & main ideas of a range of texts with appropriate justification
* Makes accurate inferences with justification
* Compares and contrasts content, style & language of different texts with supporting detail
* Identifies bias and persuasion and comments on some of the techniques used such as word choice, emotive language, rhetorical questions, repetition, rhetorical questions, use of statistics and/or hyperbole
* Makes evaluative comments about relevance, reliability and credibility of sources with appropriate justification
 |
| **Suitable Activities**  |
| What type of activity might produce this? | * Take information from 1 source.
 | * Take information from more than 1 source.
 | * Introduce biased sources.
* More than 1 source needs to be summarised
 |
| **Example Questions & Tasks** |
|  **ALL Subjects**  | **Level 2** | **Level 3** | **Level 4** |
| What type of questions could you ask about a text? | * Why was this text written?
* What is the writer saying in paragraph 2?
* Find an example of a fact & an opinion
* Find a word which is used to convince you
* Why does the writer repeat “If only”?
 | * What can you work out from this / why would this be the case?
* In what other circumstances might this be useful?
* What is the writer’s point of view?
* Summarise what the writer says using your own words
* What is the purpose?
* Who is this text aimed at? How do you know?
* What similarities does this have with source A?
* What differences?
* Is this a trustworthy piece of writing? Why / why not?
 | * How balanced is the writer?
* What techniques are used to persuade you?
* How does the sentence structure give you a sense that the writer is angry?
* Which of the three texts do you find the most useful? Give two reasons why.
* Which of these texts is the most reliable? Why?
* To what extent would this piece of information be a reliable source for future historians / scientists?
 |
| What tasks, other than question and answer style activities, might demonstrate these skills? | * Skimming / scanning races
* Rewriting opinions into factual statements
 | * Give students newspaper articles that present an issue (exercise / women in science) in different ways. Make a table of similarities & differences.
* Highlight words / techniques which show this (if you’re feeling very literacy confident).
* Ask students to create questions which require the person answering to use different skills (finding information, making inferences, summarising ideas)
* Create a table to be filled in after reading an article: (Proof/ What I already know/ Inference)
* Group research of a bigger topic, where each person researches a smaller area, but then together they must put together a presentation which uses the key elements of each person’s research, linking together information where appropriate.
* Eliminate the last paragraph, where the author writes their conclusions. Ask students to guess what the writer has said.
* Mixing and matching articles under different purpose & audience headings
 | * Pre-teach a topic, then present students with reading materials which are biased in some way (e.g. differing claims on who was responsible for starting a war). Students take critical stances in relation to these – e.g. discussions about which one is more plausible, whether you can work out the truth etc.
 |

**Reading for Understanding: a concern for all**

In any reading activity, in any curricular area, what we’re always aiming for is for students to be able to move beyond decoding the words to reach deep understanding. If this doesn’t happen, progress can be delayed in all curricular areas, not just English.

Below are strategies which can be used while reading at any level and which help develop student understanding.

* Previewing the text – looking at the type of text it is and what can be worked out in advance by looking at elements such as the title, the layout, the use of subheadings.
* Identifying the purpose and audience – why was this text written? Who is the intended audience? What would you therefore expect to find in it?
* Activating prior knowledge – talking about what the student knows - both about the topic but also **the type of text they’re reading** – before they start.
* Making predictions - both before and **during reading**. This will help students to actively think about what they’re encountering and whether it matches expectations.
* Making inferences – reading between the lines and working out things even though they’re not said directly
* Generating questions – encouraging readers to ask themselves questions about the text **while they are reading**
* Comprehension monitoring – knowing when you need to draw on additional support and **knowing what strategies to use** such as using context to work out meaning, looking at prefixes / suffixes, thinking about similar words, using a dictionary, asking for help.

*For students to improve their understanding in any one curricular area, they need to have these processes and strategies reinforced across all subjects, whenever they encounter reading.*

**Tools for Writing**

**Experiences and Outcomes**

**(for use with all extended pieces of writing)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tools for Writing Es & Os** | **2nd Level** | **3rd Level** | **4th Level** |
| 2-21a,3-21a, 4-21a | I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. | I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. | I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. |
| 2-22a,3-22a, 4-22a | In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. | As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. | As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. |
| 2-23a, 3-23a, 4-23a | Throughout the writing process, I can check that my writing makes sense and meets its purpose. | Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. | Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading. |
| 2-24a, 3-24a, 4-24a | I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. | I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. | I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. |

**Tools for Writing**

**Summary of Benchmarks (for use with all extended pieces of writing)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tools for writing****Benchmarks** | **Level 2** | **Level 3** | **Level 4** |
| **Spelling** | Most words spelt accurately | Most words spelt accurately includingunfamiliar / specialist vocabulary | Words spelt accurately includingunfamiliar / specialist vocabulary |
| **Punctuation** | Uses a range of punctuationMainly accurate:* Capital letters
* full stops
* commas
* inverted commas (speech marks)
* exclamation marks
* question marks
* apostrophes
 | More complex; used to convey meaning / enhance writing* Colons
* Parentheses
* ellipses

mainly accurateVaried | Varied & accurateMore complex punctuation such as:* Semi-colons
* Dashes
 |
| **General Grammar** | Most sentences grammatically accurate | Almost all sentences accurate | Grammatically accurate |
| **Sentences** | Different lengths usedDifferent types usedVaries sentence openings | Varies sentence openings & lengths e.g.* Simple
* Complex
* Lists
* Repetition
 | Variety to clarify meaning and enhance writing e.g.* Minor sentences
 |
| **Linkage** | A range of conjunctions used | Uses linking phrases / topic sentences to signpost structure / line of thought | variety of linking sentences / topic sentences to sifnpost structure / line of thought / argument |
| **Paragraphs** | Used to separate thoughts and ideas | Used to structure content |  |
| **Writing** | Writes in a fluent & legible way | Writes in a fluent & legible way | Writes in a fluent & legible way |
| **Editing** | Reviews & corrects to make sure it makes sense, is technically accurate, meets its purposeMakes appropriate choices about layout | Edits & revises writing to improve content / languageSelects features of layout / presentation | Edits & revises independently to improve language / structure Selects and justifies choices of layout |

**Tools for Writing**

**Ideas for embedding *Literacy Across Learning***

A reminder, in all areas of the curriculum we should be aiming to push students towards Level 3 or 4 levels of accuracy in their writing. (See the benchmarks above.)

**Idea 1**

Before setting an extended writing piece:

* emphasise the importance of paragraphs (a level 2 skill)
* ask students to identify a Success Criteria in writing. If they can’t do this, you could use the example below:

|  |  |
| --- | --- |
| **Area** | **Sample Success Criteria** |
| **Spelling** | I have spelt all words, including specialist vocabulary, correctly. |
| **Capital Letters** | I have used capital letters that are entirely accurate. |
| **Punctuation** | I have used more sophisticated punctuation such as semi-colons, colons, parenthesis. |
| **Sentences** | I have used sentences of different lengths & types. |
| **Linkage** | I have used linking phrases or topic sentences to join my work together. |

NB. Students with a **diagnosed literacy difficulty** should not be criticised for errors in spelling / punctuation. It is perfectly acceptable to ask them to set targets for themselves in these areas, but make sure you’re aware of their own targets before offering feedback, which should always focus on the positive.

**Idea 2**

Support you could offer for pupils during a writing task:

* A list of subject-related vocabulary they might need for the task OR a word bank on the walls. (You could even send this list home before this task begins.)

**Idea 3**

What you could do whilst marking:

* Before students hand in work, ask them to self or peer assess their work to check their literacy.
* Underline any errors in the student’s chosen area (you don’t have to write anything extra, although you could draw attention to it in your final comments if you wish)
* Tick things they’ve done well (e.g. used a colon correctly)
* Or, even easier, add a Literacy Skills Checklist (such as the one featured below) to the marking flyleaf / cover sheet you use to assess pupils work:



Pupils can either create their own success criteria or copy the teacher-created criteria for the task

Can be used for self or peer assessment

Space for teacher comments

Tick the relevant boxes to show pupils’ strengths / areas for development in literacy.

On the next page is a photocopiable version of the above flyleaf, should you wish to use it.

**Writing**

**Pupil name**:

**Date**:

**Title of Task:**

|  |
| --- |
| **Success Criteria** |
| *
*
*
 |
| I am doing well with: | I still need to improve: |

|  |
| --- |
| **Teacher Feedback** |
| You are coping well with: | Your next steps are: |

|  |
| --- |
| **My Literacy Skills** |
| You are coping well with:* Spelling
* Capital letters
* Full stops
* Other punctuation
* Paragraphing
* Ambitious vocabulary
* Making sense at first reading
 | Your next steps are:* Spelling
* Capital letters
* Full stops
* Other punctuation
* Paragraphing
* Ambitious vocabulary
* Making sense at first reading
 |

**Tools for Writing**

**Glossary**

* **Apostrophes** – used to show a missing letter (e.g. did not = didn’t, or that something belongs to something else – Einstein’s theory, tomorrow’s homework)
* **Colons** (: ) - used to introduce lists, explanations or expansions of previous statements (e.g. From this I learned three things: ice is cold, it melts, it makes you scream if it’s dropped down your back OR The cause of this was simple: industrialisation had changed the way that people lived)
* **Complex sentences** – sentences which contain more than that! E.g. The dog, who was tired, ran. Every time it rains the sun come out and shines brightly.
* **Conjunctions** – words used to join phrases within a sentence – e.g. ‘and,’ although,’ ‘but,’ ‘while.’
* **Dashes** – used to add extra information that is related to what’s just been said.
* **Ellipsis** – dot dot dot (…)
* **Linking paragraphs** – the first sentence of a paragraph should show the reader where you’re going. E.g. ‘Another approach I thought about was . . . . “ “Although I didn’t get the result I expected . . . . “ *NB In many subjects you will emphasise the use of subheadings, which may take the place of this*
* **Minor sentences** – sentences without a verb – e.g. “Wow!” “Really?”
* **Paragraphs** – used for change in time, place, speakers, **subject**
* **Parallel Structures** – when different parts of your sentence follow the same grammatical construction. E.g. I like to sing, to dance and to laugh. The spirit is willing; the flesh is weak.
* **Parenthesis** – the use of commas, brackets or dashes to enclose extra information in a sentence (e.g. I decided to work this out – because I found it difficult – using my calculator)
* **Proper nouns** – names of places, people, organisations, days of week, months of year, unique entities such as planets.
* **Semi-colons** (;) - used to separate two related statements within a sentence (e.g. The day was warm; the classroom was heated)
* **Simple sentences** – a sentence which contains a verb and a subject (someone / something doing the verb) e.g. The dog ran. It is raining.
* **Specialist vocabulary** – the words which are specific to your subject e.g. osmosis, consumerism, isosceles
* **Topic sentences** – The first sentence in a paragraph, used to introduce what the paragraph will be about as well as to signal any changes in the direction of ideas. E.g. Although many people agree with this, some see it as a needless expense (the rest of the paragraph will be about the expense, in contradiction to what’s just been said).

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