

Literacy Evening

This meeting will begin at 6pm



Cycle of Positive Influence

The National Literacy Trust

1. Students take part in an activity such as reading/ story telling.

4. This then needs to be positively reinforced for the cycle to continue and for the student to remain positive.



2. If this experience was a positive one, then they may be motivated through factors such as enjoyment or connection with the other person involved.

3. Students are then more likely to develop positive attitudes towards reading.

Writing process

1. Planning – this could be verbal.
2. Writing – use the question to get started; generally ideas need supporting with evidence; use writing frames and key words.
3. Reviewing – proof read for clarity and accuracy.

Key
word



Definition:

In a Sentence:

word

Etymology/Explore It:

Antonyms:

Key
word



Definition:

a system of society or government controlled by men

In a Sentence:

Shakespeare's **Macbeth** presents a **patriarchal society**, where men rule.

patriarchal

Etymology/Explore It:

directly from Late Latin *patriarcha*, from Greek *patriarkhēs* "chief or head of a family," from *patria* "family, clan," from *pater* "father" + *arkhein* "to rule"

Antonyms:

Matriarchal

Extended writing



Have you...

- Used capital letters and full stops at the start and end of each sentence?
- Clearly paragraphed?
- Used key words from the question?
- Put any quotations used in quotation marks?
- Checked for could have, would have, should have (don't put would of!)?
- Checked apostrophes (to show ownership or contraction)?
- Checked there/their/they're?
- Used key words and checked their spelling?

Need some help?

Capitals: these need to be at the start of every sentence. They are also needed from proper nouns. A proper noun is a specific name for a person, place or thing e.g. your name starts with a capital.

Apostrophes: these indicate ownership e.g. *Sarah's car* or contraction (when you contract 2 words down to 1) e.g. *I have* becomes *I've* or *you are* becomes *you're*

Full stops: these go at the end of every sentence. Check your writing for clear and accurate sentencing. A sentence must have a subject (a thing) and a verb (a doing/being/having word) that agree with each other e.g. *I am a student*, not *I is a student!*

There/their/they're: there refers to a place e.g. *I'm going over there*; their indicates ownership e.g. *it is their fault*; they're is a contraction of *they are*.

Quotation marks: these go around the full quote, including any punctuation in the quote. Use the double quote mark for clarity.

Spelling: check the literacy poster in the classroom for common misspellings and check your spelling of key words in the box below.

What are the relevant key words for this task?

- Have you used them?
- Have you spelt them correctly?

How can you help at home?

- Provide a place for your child to write: somewhere quiet with writing materials
- Encourage reading!
- Provide authentic, real life writing opportunities
- Be their writing role model

Helping with writing homework or revision

- Help them to understand the task and use the support provided.
- Ask about writing structures for different exam questions.
- Encourage use of key words.
- Talk comes first – discuss what needs to be written with your child. Articulating ideas will help when it comes to writing them down.
- Read the work aloud once finished – this will help with spotting errors or lapses in clarity.
- Ask questions if anything is unclear.
- If you're helping with written accuracy, ask if they know how to correct mistakes.

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