



A HANDBOOK FOR
LIFE



Dear Colleague,



In this handbook, you will find some top tips for how to incorporate the LIFElines into your lessons. This is by no means an exhaustive list – just some simple strategies for you to try.

Depending on your subject area, the number of LIFElines to which you will refer in your lessons will vary. All that we ask is that if the learning requires pupils to use a particular LIFEline to aid their learning, then reference be made to it.

To ensure learning is focused, we recommend that staff refer only to a small number of LIFElines in the lesson.

Please write the codes on your objective board so that pupils are explicitly told which LIFElines they are using that lesson.

When pupils record their learning objective in their exercise books, ask them to note down the LIFEline code as well. There is no need for pupils to write the LIFEline down in full as these are recorded in their learning journals.

Remember, the LIFElines are key Literacy skills that will help pupils in ALL subjects. Collectively, we have a moral duty to support our pupils in this area so that they can thrive and achieve in all subjects.

As always, thank you for your support and cooperation. If you have any questions, please don't hesitate to speak to me for any further advice or support. All feedback is welcome so if you have tried something that has gone well or didn't quite go to plan, please come and speak with me.

Enjoy LIFE!

Claire Ward 😊



Literacy - State of the Nation:

One in six people in the UK struggle with literacy. This means their literacy is below the level expected of an eleven year old.



LIFELINES FOR READING

We want you to enjoy reading; to be able to use your reading to help you to learn and to develop increasing confidence in reading so that you can access all subject areas and achieve.

In your day to day learning:

R1: Read out loud and in front of your peers.

R2: Sound out new words that you come across – don't give up!

R3: Ask questions about the text to show you understand it.

R4: Use different Reading Strategies to help you understand a text more.








R5: Be positive about reading and its benefits.

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go."
Dr Seuss



RI: Read out loud and in front of your peers

Top Tips:

-  Remind pupils that reading aloud actually can help them to understand a text better.
-  Set ground rules for reading out loud for example: 1) Everyone must participate. 2) Clear voice. 3) Well-paced. 4) Remember to pause using punctuation as a guide. 5) Attempt difficult words by sounding them out – Don't give up!
-  Encourage reluctant readers to read a short passage or a few lines of a text.
-  Allow pupils to prepare their reading in advance.
-  Give pupils advance notice of who will read in the next lesson.
-  Allow pupils to read aloud in pairs or small groups.
-  Reward pupils who read out loud.










Bredekamp, Copple, & Neuman:
Reading aloud is the foundation for literacy development. It is the single most important activity for reading success.

R2: Sound out new words that you come across – don't give up!

Top Tips:



-  Encourage pupils to sound out new words by breaking the word up into smaller parts for example: Holocaust = Hol/o/caust.
-  Remind pupils that breaking a word up into smaller parts can actually help with their spellings as well.
-  Sound out really difficult words together as a class or on the board.
-  Try not to correct pupils unless they have attempted the word themselves.
-  Access online pronunciations of words; most online dictionaries have pronunciation options.
-  Turn difficult to pronounce words into a game where pupils are rewarded for having a go.
-  Create a learning culture where pupils are not afraid to give new words a go.

R3: Ask questions about the text to make sure you understand it

Top Tips:

- ☀️ Once a text has been read, give pupils time to ask questions about **WHAT** they have read.
- ☀️ Encourage pupils to ask questions to one another to further aid their understanding.
- ☀️ Do pupils have any questions about vocabulary choices?
- ☀️ Make sure pupils are given the time to **ASK** these questions.
- ☀️ Make sure you **CHECK** that pupils have understood what they have read. For longer texts, a simple approach might be to ask: 1) Who is writing this or narrating? 2) Where is this taking place? 3) What is happening? 4) Why has this been written? 5) When is this taking place?
- ☀️ Ask questions at regular intervals so that you can address any misunderstandings.



Voltaire:
Judge a man by his questions rather than his answers.

R4: Use different reading strategies to help you understand a text more

Top Tips:

- ☀️ When reading a text, encourage pupils to use lots of different reading strategies so that they engage more with what they have read.
- ☀️ Close Reading: You pay close attention to understanding the meaning in what you have read.
- ☀️ Inference: When someone makes a point that isn't obvious and you have to 'read between the lines' to find the meaning.
- ☀️ Skimming: You read quickly through the sentences to gain the gist of the meaning.
- ☀️ Scanning: Your eyes dart around a text searching for a specific word/phrase/number/date.
- ☀️ Visualising: You see a picture in your mind to help gain a better impression or understanding of the text.
- ☀️ Predicting: You make informed guesses about the text.
- ☀️ Questioning: You ask a number of questions when reading to help you understand the text better.
- ☀️ Reading backwards and forwards: You have to read back in a text or read forward to make connections or clarify your ideas.
- ☀️ Empathising: You put yourself in someone else's shoes and feel what they feel.



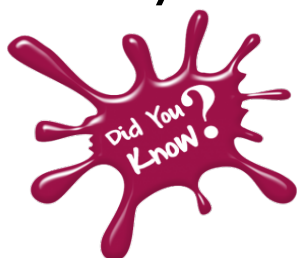
Richard Steele:
Reading is to the mind what exercise is to the body.

R5: Be positive about reading and its benefits

Top Tips:



- ☀️ Encourage pupils to be positive about reading by sharing your own positive experiences of reading.
- ☀️ Remind pupils that reading is not just about reading stories. It can be reading a newspaper, a football programme, an article about a topic pupils are interested in, recipes, biographies, autobiographies, comics etc... Find ways to tap into what pupils enjoy; a great tool for getting to know your pupils as well.
- ☀️ Talk to pupils about what they enjoy reading.
- ☀️ Recommend books that they might like to read.
- ☀️ Incorporate subject specific reading into your lessons on a regular basis. Speak to the English Department about recommended reads for your subject.
- ☀️ Create displays of books related to your subject. Invite pupils to review these when they have read them.
- ☀️ Reward pupils for being positive about reading.
- ☀️ Ensure your 'I am reading...' poster is kept up to date.



2013 research by Dr Alice Sullivan and Matt Brown from the Institute of Education:
10 to 16 year-olds who read for pleasure do better at school.
Reading for pleasure is more important for children's cognitive development than their parents' level of education.



LIFELINES FOR WRITING

Many lessons include and depend on written communication. We want you to develop increasing confidence in writing so that you can access all subject areas and achieve.

In your day to day learning:

W1: Where appropriate, write in full sentences with capital letters at the start and a full stop at the end.

W2: Use subject specific vocabulary within your own writing.

W3: Longer pieces of writing should have paragraphs, a range of sentences and punctuation.

W4: Use a dictionary to check the spellings of difficult-to-spell words.

W5: Present your work clearly with your neatest handwriting.

"I always have to be writing."
Eminem



WI: Where appropriate, write in full sentences with capital letters at the start and a full stop at the end

Top Tips:



- ☀ This is a basic rule but one pupils forget on a regular basis! A simple reminder is often all that is needed.
- ☀ Where pupils are not using these, ask them to go back and make corrections using their purple pens.
- ☀ Remind pupils that the best way to write in full sentences is to re-word the question.
- ☀ Give pupils lots of opportunities to write in full sentences. This will help pupils later when they are required to write extended answers for GCSE examinations.
- ☀ Use the LIFESupport Marking Codes to highlight errors that pupils make in their writing. Make sure pupils go back and correct these.
- ☀ Reward and praise excellent examples of writing in your subject.



World Literacy Foundation:

The link between illiteracy and crime is clear. In various countries around the world, studies show that a majority of prison inmates have poor literacy skills.

Also, amongst juvenile delinquents, up to 85% are functionally illiterate. In the UK, about 80% of prisoners have reading and writing skills below basic levels. Those who are still illiterate upon release have a high probability of re-offending.

W2: Use subject specific vocabulary within your writing

Top Tips:

- ☀️ Encourage pupils to use as many subject specific words as they can in their writing on a regular basis.
- ☀️ Check pupils' understanding of meanings and spellings by setting vocabulary quizzes/starters.
- ☀️ Create vocabulary walls in your classrooms and around your subject areas. Choose words that pupils are finding difficult to spell or understand.
- ☀️ Invite pupils to add to your vocabulary walls on a regular basis.
- ☀️ Ask pupils to design subject specific glossaries for your subject and give other pupils copies of these.
- ☀️ Set challenges in lessons that encourage pupils to use particular key words in their writing.
- ☀️ Use the LIFESupport Marking Codes to highlight errors in spelling. Make sure pupils go back and correct these.



Julia Strong - Literacy Across the Curriculum:

How can an English department be responsible for helping students acquire the language students need for music or PE or science? Each subject has its own pattern of language that is tied up inextricably with meaning. An English teacher cannot teach children the vocabulary of science, let alone the patterns of language needed to express scientific thought effectively. Only a science teacher can do that.

W3: Longer pieces of writing should have paragraphs, a range of sentences and punctuation

Top Tips:

- ☀ In subjects where pupils are required to write at length, it is important that we remind them about paragraphing, sentences and punctuation.
- ☀ Model examples of extended pieces where these skills are displayed.
- ☀ Before extended pieces, give pupils a writing checklist. These should be differentiated based on ability.
- ☀ Explicitly teach the rules for paragraphing, sentences and punctuation. If your subject requires it, then incorporate this into your lessons.
- ☀ The following pages in your handbook are a basic resource you can use with your classes. Give pupils access to these in your classrooms by displaying them or having copies printed for exercise books.



Geoff Barton:

You won't get better writing from students if you aren't explicit about what you expect. You need to embed these techniques into your practice. Don't try them for one lesson and then dismiss them. They do work. Guaranteed.

Parts of a Paragraph

topic sentence

(top bun)



supporting details

(tomatoes, lettuce, and meat)



colourful vocabulary

(mustard, ketchup, and relish)



concluding sentence

(bottom bun)



PARAGRAPHS

Ti P To P

Ti

A new period of time.



P

A different place.

To

A new topic or subject.



P

A new person in your writing, or a new speaker in a conversation.

Simple Sentence

- Contains a subject and a predicate
- Expresses a complete thought.

Example: The boys went to the park.

Tip: a simple sentence is also called an independent clause.



Compound Sentence

- Contains two or more independent clauses
- Clauses are joined by a coordinating conjunction.



Example: The boys went to the park, but they did not go to the zoo.

Tip: Look for these conjunctions: *for, and, nor, but, or, yet.*

Complex Sentence

- Contains an independent clause and a dependent clause.
- The dependent clause begins with a subordinating conjunction.



Example: Because the boys went to the park, they did not go to the zoo.

The boys did not go to the zoo because they went to the park.

Tip: Look for these subordinating conjunctions: *after, before, because, although, when, since, if, whenever, unless, while, so that, even though.*

PUNCTUATION PIT STOP



Full Stop

Full stops are used:

1) To mark the end of a sentence.
Kelly skipped along the path.

2) To show when a word has been abbreviated.
*Saint Peter's Road
--> St. Peter's Road*

Comma

Commas are used to separate parts of a sentence.

*The door bell rang, startling Mr. Johnson.
Jake, realising he was late, started running to school.*

They are also used to separate items in a list.
My favourite vegetables are carrots, peas, broccoli and potatoes.

Speech Marks

Speech marks show words that are spoken.

"What are you doing?" shouted Mr. Stevens.

The policeman said, "I saw Jim steal the chocolate."

"Can I borrow your coat?" asked the old lady.

Question Mark

A question is a special type of sentence, so use a question mark at the end instead of a full stop.

What is your favourite food?

When would you like to go to London?

How do you feel today?

Exclamation Mark

If you want to make a sentence stronger or more exciting, put an exclamation mark at the end.

*He jumped into the pond!
I've won a million pounds!*

You can also use exclamation marks with commands.
Stop! Get out of here now!

Semi-Colon

Semi-colons are used to separate two parts of a sentence that could be written as two separate sentences.

It was winter; the snow was falling heavily.

They can also be used in a list made of longer phrases.
The cat had thin whiskers; piercing eyes; soft ears and a long tail.

Colon

Colons are used:

1) When you are about to write a list.
I have three pet rats: Bert, Ernie and Elmo.

2) To introduce a second part of the sentence.
The weather forecast was wrong: it rained all day.

Apostrophe

An apostrophe is used:

1) To show where a letter (or more than one letter) has been missed out.
do not --> don't I am --> I'm

2) To show when something belongs to somebody.
Susan's game The doctors' surgery

Dash

Dashes are used to add extra information or comments to sentences.

*Paul was scared - more scared than he had ever been before.
She waited for a letter to arrive - but nothing came.*

Brackets

Brackets are used when the writer wants to add some extra information to a sentence.

Sally (the girl with the pink shoes) was really upset!

Tigers are carnivores (meat eaters).

Ellipsis

Ellipses are used:

1) To show a pause in someone's speech or thought.
"I think... I've won the lottery!"

2) To build tension or show that a sentence is not finished.
Paul looked up and couldn't believe what he saw...





Take a

PUNCTUATION PIT STOP

to review the punctuation you have used in your writing!

W4: Use a dictionary to check difficult-to-spell words

Top Tips:

-  Giving pupils access to dictionaries is an essential tool if they are to improve their spelling.
-  If you don't have access to dictionaries, allow pupils to use their mobile phones and electronic devices to check spellings.
-  If pupils are making common errors, address these during your lessons by playing a spelling game or creating a mnemonic to help pupils remember it.
-  Use the LIFESupport Marking Codes to highlight errors in spelling. Make sure pupils go back and correct these.



Vivienne Westwood:
Every time I have to look up a word in the dictionary, I'm
delighted.

W5: Present your work clearly with your neatest handwriting

Top Tips:

- ☀️ Remind pupils of the need to write legibly especially for examination purposes.
- ☀️ Create a culture in your classroom where pupils care about their work and the quality of their presentation.
- ☀️ Reward careful presentation and don't ignore careless handwriting.
- ☀️ If you have a genuine concern over a child's handwriting, please raise this with the school's SENCO.



Sophie Irwin, SpLDs Tutor & Disability Awareness Trainer:
Poor handwriting slows progress, reduces the volume and content of work and can also make a piece of work unreadable and hinder spelling. The underlying frustrations of handwriting difficulties for an individual should not be underestimated nor indeed the range of problems they can cause.



LIFELINES FOR TALKING

Talk is our main means of communication in everyday life and is clearly linked to the development of understanding. We want you to develop increasing confidence in Speaking and Listening so that you can access all subjects and achieve.

In your day to day learning:

T1: Actively listen to your teacher and other pupils in the class.

T2: Try to become more confident at speaking in front of the whole class, in pairs and in groups.

T3: Where appropriate, speak formally using your best English.

T4: Speak clearly and pronounce your words as carefully as you can.

T5: Try not to give short answers – extend and develop the points you make.

"We are stronger when we listen, and smarter when we share." Rania Al-Abdullah



TI: Actively listen to your teacher and other pupils in the class

Top Tips:

- ☀ In your lessons, give pupils lots of opportunities to improve their listening skills. Some examples might be:
- ☀ If you are reading a text, ask pupils to write a 20 word summary at the end to show they have listened.
- ☀ If you are watching a video clip or listening to a recording, give pupils a writing frame to make notes on or a set of questions to answer.
- ☀ If pupils are delivering presentations, other pupils can peer assess the quality of the presentation or make notes on the content (see Pg 20 for a sample peer assessment sheet).
- ☀ Ask comprehension style questions which pupils have to answer orally rather than writing down their answers.
- ☀ Pupils listen to a description given by the teacher or another pupil and then draw what is being described.








Skills You Need:

Hearing is a passive process - like breathing - we do it without thinking. Listening, however, is a learnt skill and an active process. Our brains have to work harder to process the information that we hear and see in order to understand the meaning of the message. Understanding is the goal of listening.

T2: Try to become more confident at speaking in front of the whole class, in pairs and in groups

Top Tips:



-  In your lessons, give pupils lots of opportunities to improve their speaking skills by speaking in front of the whole class, in pairs and in groups.
-  Set up group work and paired work carefully; choose who pupils work with to ensure they are challenged to communicate with pupils outside of their friendship groups.
-  If you are asking pupils to present to the class, discuss and set success criteria in terms of content and delivery. Use the resource on the following page to assess the quality of pupils' speech or use for peer assessment. When peer assessing, give pupils 3 or 4 presentations to focus on rather than everyone assessing them all.
-  Put pupils in pairs and ask each pair to prepare a starter based on a particular topic.
-  Create a culture where pupils feel safe and comfortable to speak in front of one another.



I CANTALK:

Effective oral language skills are the building blocks on which subsequent literacy and numeracy development is based. Without solid foundations in language and communication skills, children run the risk of school failure, low self-esteem and poor social skills. Yet up to 80% of children in some areas of the UK are starting school without these vital skills.

PEER ASSESSMENT: SUCCESS CRITERIA

Pupil Name	Pace	Tone of Voice	Clarity	Volume	Eye contact and body language	Use of Standard English	Vocab choices	Quality of the info

Pupil Name	Pace	Tone of Voice	Clarity	Volume	Eye contact and body language	Use of Standard English	Vocab choices	Quality of the info




Marking Criteria:

* 1 = Outstanding * 2 = Good * 3 = Satisfactory * 4 = Unsatisfactory

T3: Where appropriate, speak formally using your best English

T4: Speak clearly and pronounce your words as carefully as you can

Top Tips:





-  When pupils are speaking formally, remind them of the need for Standard English for example, because instead of 'cos or yes instead of yeah.
-  Remind pupils that sounding out words properly can actually help with their spellings for example Wed-nes-day/Feb-ru-ary.
-  Remind pupils that non standard English is appropriate for certain situations but if they are speaking formally they shouldn't use any slang terms. The same applies for writing too!



BBC News – Mind your Slangage:
Slang is sabotaging language, with some teenagers unable to speak in any other way, say critics... Their language is becoming saturated by slang, leaving them ill-equipped to communicate in the wider world.

T5: Try not to give short answers – extend and develop the points you make.

Top Tips:

-  When pupils answer a question, encourage them to explain their answer in more depth and detail. Use phrases such as: *What do you mean by...? Can you give an example of...? Why do you think...?*
-  Ask other pupils to develop and extend what other pupils say.
-  Ask other pupils to question what another person has said.
-  Give pupils thinking time to answer questions. Think-pair-share is a simple strategy that improves the depth and detail in pupils' responses.



Julia Strong - Literacy Across the Curriculum:
To deepen understanding, talking through problems plays an important role. Silent classrooms do not lend themselves to progress. Discussing, explaining, questioning and using talk and writing to tussle with ideas are all aspects of the struggle towards clarity and deepening thought in any subject.

LEARNERS' GUIDE TO MARKING & FEEDBACK

The following colours will be used in your school work:



Black/Blue pen:
Class work and assessments



Green/Red pen:
Teacher feedback



Purple pen:
Reflection, corrections and dialogue with your teacher

LIFEsupport: The following codes will be used to help you to improve the quality of your writing. Always use your purple pens to act on your feedback.

CODE	EXPLANATION	CODE	EXPLANATION
	Correct this spelling in the space provided.		Use a better vocabulary choice in the space provided.
○	Add in missing punctuation mark.	?	Meaning is unclear.
//	Add in paragraphs to your writing.	^	Add in missing word or letter.
exp	Your expression is a bit clumsy and awkward.	SS	You need to look over your sentences.
CL	Capital letter should have been used. Add these in.	✓✓	Indicates an excellent section of work or a well written phrase.



Wade Deacon High School

Innovation Enterprise Academy

Exceptional Values

Exceptional Learning & Teaching

Exceptional Achievement