

# Skills for Academic Success

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## Welcome

*Kevin Fullbrook*

The workshop will cover:

- Literacy in English Lessons
- College Wide Literacy Program

The workshop will include classroom strategies/techniques used.

You will take with you tips/skills you can use with your child(ren).

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## Welcome

*Learning Goals:*

- To understand how the Literacy Program at MSSC works
- To understand strategies used to improve literacy through English and across the College

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## English Literacy Lessons

Robin Peek

### Year 7

Divided into 4 working groups focussing on four separate activities. These are rotated week by week – all students complete all activities

- **STARS Comprehension** strategies are taught utilising workbooks and/or accessing the resources on College intranet
- **Guided Reading** is a teacher led activity which utilises either the class text for the unit currently being studied or, if more appropriate, a teacher-selected text in either hard copy or ICT based format. Guided reading activities follow a set process of:  
**Predict - Read & Clarify - Summarise - Question**

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## English Literacy Lessons

### Year 7 Continued

- **Writing Skills** are developed using a series of picture cards as a stimulus. As a group, the students then outline a short story with a clear construction of:  
**Orientation - Complication - Resolution**
- **Creative Writing Skills** allow students to choose a topic and write to a pre-designed stimulus relating to each topic.
- *All About Me / good and Bad / What If? / Social Issues / Describe / Feelings / Explain / Finish a Story / Dialogues / Imagine*

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## English Literacy Lessons

### Year 8

Year 8 classes utilise resources found on the College intranet:

- These resources align with the unit work currently studied and provide opportunities to engage with a variety of skills:
- Essay Writing
- Punctuation Skills
- Cohesive Devices
- Persuasive Language
- Understanding Purpose and Audience
- Using Paragraphs for Effect

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## English Literacy Lessons

### Year 9

- Year 9 classes focus on:
- Reading Comprehension by utilising the STARS Comprehension booklets as hard copy or accessing the resource on the College intranet. Strategies studied follow the following structure and pattern:
- Finding the Main Idea
- Recalling facts and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Conclusions and Inference
- Distinguishing between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Summarising

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## College Wide Literacy Program

Within each lesson throughout the College, once a week students are given a 'Literacy Starter'. Based on previous examination and assessment results, the areas of language focus for these are:

- Simile
- Metaphor
- Alliteration
- Onomatopoeia
- Adverbs
- Adjectives
- Sentence Structure

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## Small Group Work

Elbow Partners and those sitting near. Groups no larger than four, please.

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## Let's try one!

We always begin with an overview of the task

### What is an adjective?

An adjective is a DESCRIBING word.

- It tells what kind of person, place or thing a NOUN is
- It may also point which one or how many

For Example:

- It was a BEAUTIFUL day (What kind)
- MANY people enjoy chocolate (How many)
- THIS is my schoolbag (which one)

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## Your Turn!

Write these sentences and think of an appropriate adjective

1. The opera singer was \_\_\_\_\_
2. The \_\_\_\_\_ conductor was \_\_\_\_\_
3. The \_\_\_\_\_ recording studio looked \_\_\_\_\_
4. Julie is a very \_\_\_\_\_ musician
5. Playing the trombone is \_\_\_\_\_

List some adjectives that could describe the following:

1. Violin
2. Xylophone
3. Piano
4. Orchestra
5. Music

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## College Focus

# Reading Skills

It is crucial for every lesson!

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## Reading Processes

The majority of students can pronounce most of the words they see when reading but, of course, there is more to reading than 'sounding out' words. The skill is to comprehend at a deeper level and to make meaning from the words being read.

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## Visual and Non-visual information

Headings, words, letters, captions  
Pictures and icons on the page

Prior information, knowledge and experiences

Visual Information

Non-visual Information

Making Sense of a Text

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## Reading Processes

What do proficient readers do?

- **Before reading:**
  1. Activate prior knowledge
  2. Preview texts
- **During Reading**
  1. Monitor Understanding
  2. Adjust Misunderstandings
- **After reading**
  1. Identify Information
  2. Recall Information
  3. Reflect on Information

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### What can you do to help?

Encourage them to read as often as possible :

- Novels
- Magazines
- Newspapers
- Blogs
- Pamphlets

Ask them to tell you about it using those processes.

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### Spelling Processes

What you can do to help

100 most misspelt words list

**LOOK.** Get the student to look at the word; encourage them to see blends or letter groups they know; break the word up into syllables or chunks.

**SAY.** Get the student to say the word (maybe as they would sound it out)

**COVER.** Cover the word with paper or another book. Get the student to picture the word in their mind.

**WRITE.** Get the student to write the word out on paper or in a book.

**CHECK.** Get the student to check their word against the original word.

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### Let's try it!

Choose 5 words to challenge your partner. (Use the difficult ones!)

- *Look*
- *Say*
- *Cover*
- *Write*
- *Check*

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### What can you do to help?

Parent Handbooks offer lots of information regarding all aspects of literacy within the College.

- Information on Punctuation
- Information on Grammar
- Information on Vocabulary
- Essential Literacy terms for different age groups
- Commonly confused words
- Greek and Latin roots (prefixes and suffixes)

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