

An Introduction to  
An Introduction to  
Using Literacy  
Strategies Across  
The Curriculum



**East Lothian**  
Council

EDUCATION & CHILDREN'S SERVICES

*Note from Jim Maxwell, Principle Teacher English at North Berwick High School.*

*The examples are a small selection of the hundreds of ideas and strategies which could and are being used to develop literacy skills in young people across subject areas in East Lothian secondary schools.*

# Written Work

## Editing Code

- ? - Does not make sense
- ^ - Something missed out
- SP - Spelling
- Cap - Mistake with capital letter
- NP// - New paragraph
- NS / - New sentence / full stop
- P - Punctuation

## Subject Dictionary Example

### *Literary Techniques*

**Below is a list of some of the techniques you may need to be familiar with as preparation for the forthcoming assessment.**

Alliteration - the same sounds repeated in any sequence of words to communicate a particular effect in terms of sound, tone or feel in language.

Analogy - the illustration of an idea by means of a more familiar idea which is similar to it.

Anti-climax - an abrupt lapse from growing excitement to triviality in language.

Characterisation - the representation of persons in narrative or dramatic works.

Climax - any moment of great intensity in a literary work.

Closure - the sense of completion or resolution at the end of any literary work.

Colloquialism - the use of everyday expressions appropriate to everyday speech rather than to the formality of writing.

Connotations - the range of further associations that a word or phrase suggests in addition to its dictionary meaning.

## Modelling Example

### Our Day Out by Willy Russell

1. 'An incident from the play which is important is the bear in the pit as Mr Briggs explains the bear's habitat. The play writer is using the bear to symbolise the situation of the kids. This shows that the kids are similar to the bear because they have no escape from their neighbourhood and they become caged and bad-behaved. This relates to the theme of the play because it symbolises nature vs. nurture because the bear was let out of the pit it would kill. Which shows that when the kids come out of their area they are going to be bad because that's all they know and are used to?'
2. 'Another incident is John and Mac put the prices up and try to cheat the kids so they get all their stuff stolen and this just shows you that you treat someone bad they are going to treat you bad back. So this shows that what goes around comes around.'

### Task

- Indicate three things which are good about this analysis.
- Indicate three things which could be improved.
- Provide your own analysis of two examples of symbolism in the text.

# Our Day Out By Willy Russell Theme Template

**Theme – the message which the author is trying to communicate.**

There are various themes communicated through **Our Day Out**.

## Part One

The John and Mac incident – Scenes 12 – 20 pages 38 - 43

1 Explain what happens in the John and Mac incident.

2 Explain the message that Willy Russell is communicating through this scene.

3 Choose two quotations from the play as evidence to support your opinion

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## Narrative Style

**Make sure you use the right narrative style to suit your purpose.**

### First Person

**'I'      'We'      'Me'**

Personal Writing – thoughts, feelings, diaries, personal letters - bringing readers very close to people and characters in short stories.

### Second Person

**'You'**

Functional Writing – giving instructions, procedures, directions - comparing experiences between writers and readers.

### Third Person

**'He'      'She'      'They'**

Descriptive Writing – describing character and plot with general overview of various characters.

Discursive Writing – communicating facts and figures.

Conveying Information – objective, factual and non-emotive writing.

## Persuasion

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

Although not everyone would agree I want to argue that

I have several reasons for arguing for this point of view. My first reason is

A further reason is

Furthermore

Therefore, although some people might argue that

I think I have shown that



## Explanation

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

I want to explain how

To begin with / It starts by

And this makes / means / changes

After that

And as a result

Next

Then

The final result is that the

## Recount / Report

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

Although I already knew that

I have learnt some new facts. I learnt that

I also learnt that

Another fact I learnt

However, the most interesting thing I learnt was

# Procedure

Name \_\_\_\_\_ Date \_\_\_\_\_

How to

You will need

## The stages

1 First you

2 Then you

3 Next

4

5

6

## Writing Frame Persuasion

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

I would Like to persuade you that

There are several points I want to make to support my point of view

These words and  
Phrases might help  
you:

- because
- therefore
- you can see
- a supporting argument
- this shows that
- another piece of evidence is.

## Recount

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

Goal

Equipment and materials required

Action plan e.g. 1 first you .... 2 then you

Evaluation

# Literacy Strategy Writing Frame Report

Name \_\_\_\_\_ Date \_\_\_\_\_  
Title \_\_\_\_\_

Although .....and .....are

Different .....they are a like in some ways.

For example they both

They are also similar in

The ..... Is the same as

The .....resembles

Finally they both

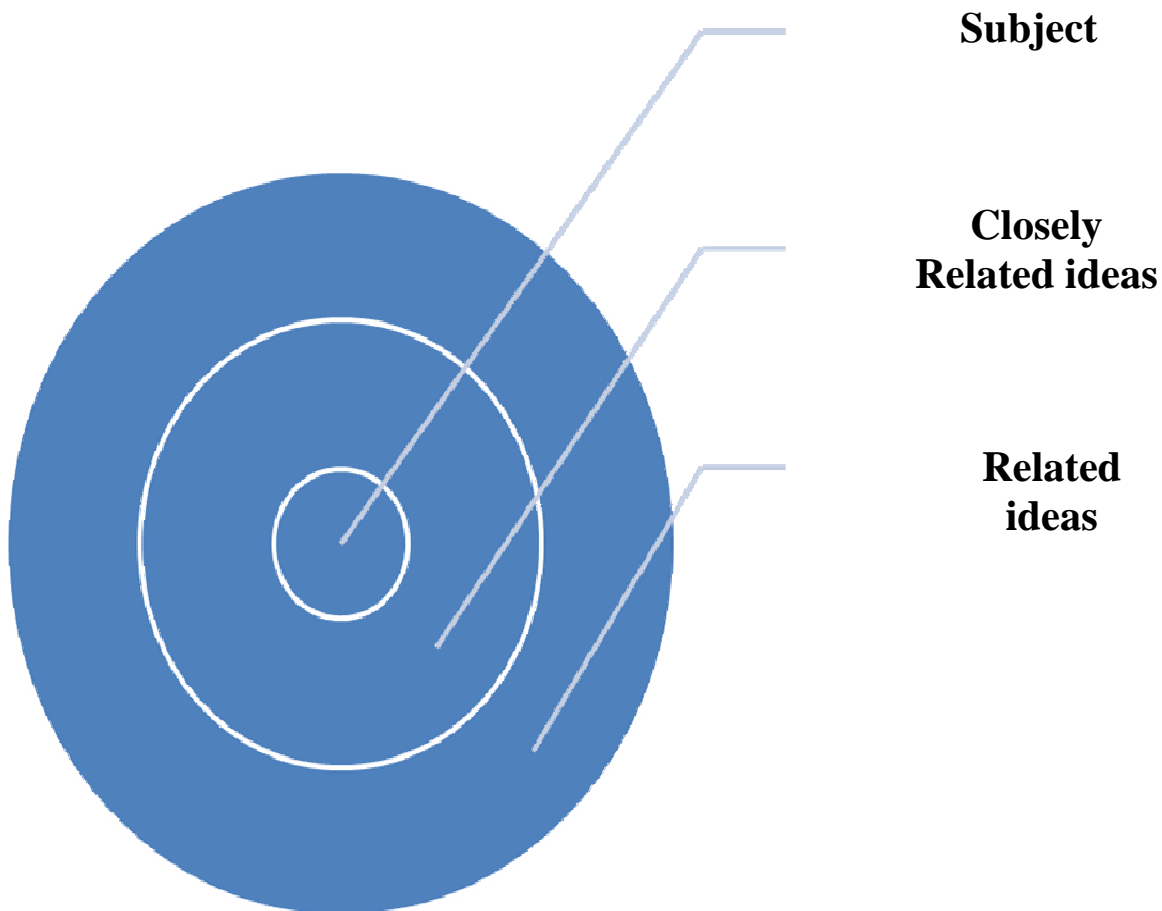
## Subject Target Map

1 In the centre of the target is placed the subject.

2 In the two outer circles are placed a variety of subject related ideas.

3 Pupils use choice to select which of the related ideas should be moved on a priority basis. Ideas can be shifted into the centre, moved further out or left alone.

4 Pupils choose roughly half of the ideas use a sentence for each choice to explain why each idea has greater or lesser relevance to the central subject.



## **Topic Sentence Plan**

Provide pupils with Topic Sentences which contain key phrases essential to the successful completion of a task.

Topic Sentence plans take the following pattern

**1 Point (where point is supplied by the teacher.**

**2 Quotation (where quotation is supplied by the student)**

**3 Comment or explanation (also supplied by the student)**

Individual subject teachers can instruct pupils to provide relevant detail for stage 2 in terms of

- **1 Quotes**
- **2 Statistics**
- **3 Examples**
- **4 Comparisons**
- **5 Illustrations**

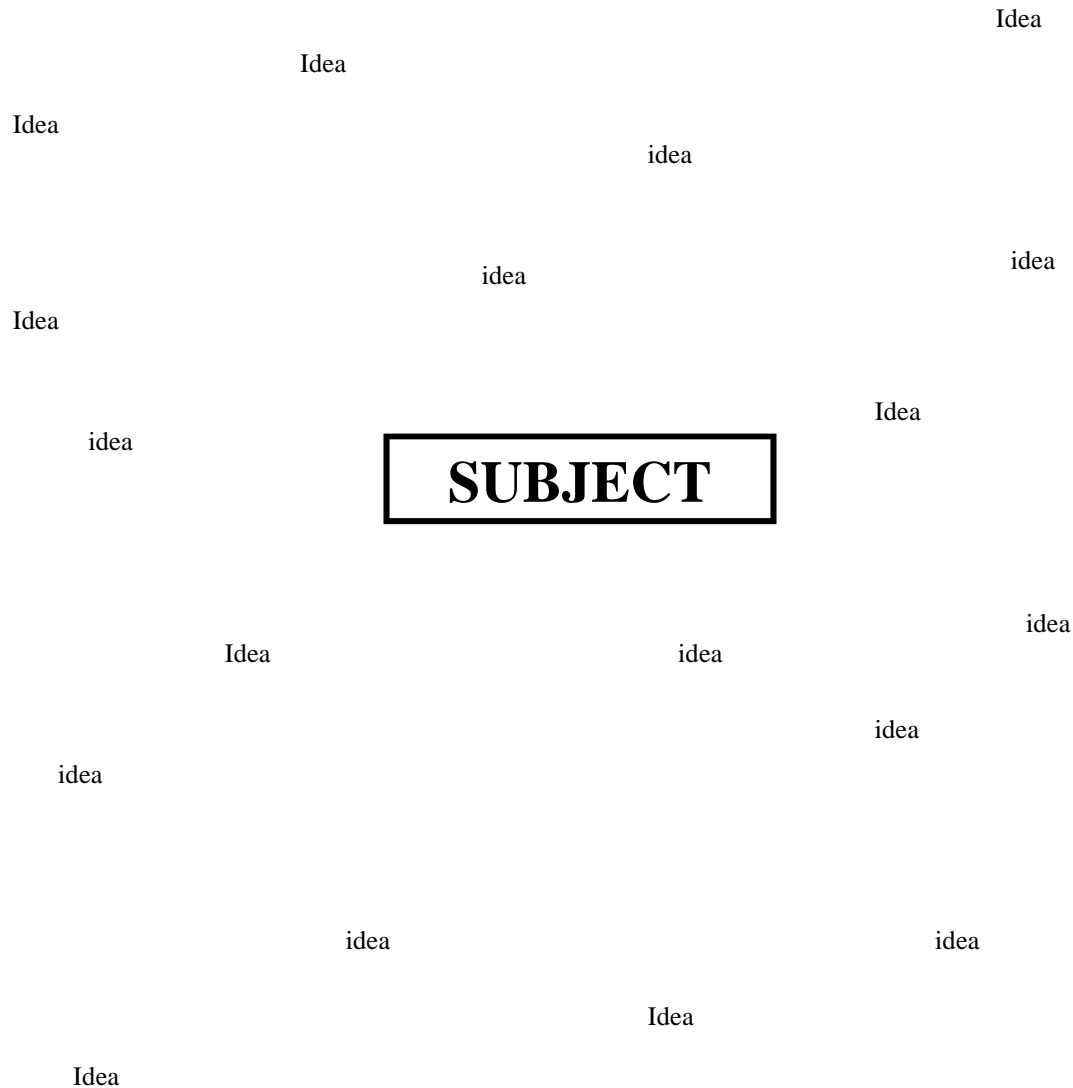
This strategy can provide students with an effective means of addressing performance criteria.



## Key words Scatter sheet

Keyword Scatter Sheets can provide students with a means of constructing logical written work in response to a specific topic.

- The main subject is place in the centre of the sheet.
- Around this subject are placed a variety of linked ideas.
- Students draw lines between linked ideas to attempt to make connections.
- Connections can be chronological, thematic, social etc.
- Connections provide a procedural pattern for subsequent writing.



## Note Taking

### Introduction

- The topic I have chosen for my research is:
- I am interested in this topic because:

I know these things about my topic already.

- 
- 
- 

Information about my topic can be broken down into the following main headings.

- 
- 
- 

### \_\_\_\_\_ First heading

I have found out these important things about this subject.

- 
- 
- 

### \_\_\_\_\_ Second heading

I have found out these important things about this subject.

- 
- 
-

## Various Useful Linking Words and Phrases

Firstly...	Secondly...	because/as...
Consequently...	Therefore...	Accordingly...
Since...	Thus...	so...
Hence...	Equally...	Similarly...
In the same way...	As with...	Likewise...
However...	Although...	Nevertheless...
Alternatively	On the other hand...	Whereas...
In particular...	Notably...	more importantly...
Significantly...	Specifically...	especially...
Above all...	For example...	such as... also...
as well as...	as suggested by...	
To show that...	It would seem that...	In fact...
Clearly...	of course...	Naturally...
Obviously...	Evidently...	Surely...
Certainly...	Furthermore...	What is more...
Moreover...	In addition...	On the whole...
To sum up...	Finally...	In conclusion...

# An Introduction to Using Literacy Strategies Across The Curriculum

## Functional Writing Peer and Self-assessment Checklist

Your name \_\_\_\_\_ Your Critical Friend's name \_\_\_\_\_

Complete this peer and self-assessment sheet after you have finished your first draft.

### Part 1 To be completed by you.

<b>I have</b>	<b>Yes</b>	<b>No</b>
used a number of sources to complete my first draft.	___	___
used an informal style of language.	___	___
used a cheerful tone.	___	___
used a persuasive tone.	___	___
presented my leaflet attractively.	___	___
used a variety of sentences and paragraphs.	___	___
used words and phrases appropriate to the purpose.	___	___
spelt words accurately.	___	___
used titles, headings and illustrations.	___	___

### Part 2 To be completed by your critical friend.

<b>You have</b>	<b>Yes</b>	<b>No</b>
introduced and concluded your leaflet appropriately	___	___
included details about location.	___	___
included information about facilities.	___	___
included information about accommodation.	___	___
included information about activities.	___	___
included information about scenery.	___	___
used a cheerful tone.	___	___
used a persuasive tone.	___	___
used a good standard of accuracy in language.	___	___

If you have a **No** ticked for any of these options then you need to ensure that your final draft is changed appropriately.

## Essay Plan Sheet - Example for English

### Part 1 Start

- Title of your essay if appropriate
- Introduction – Use the wording of the task to plan your introduction.

### Part 2 Knowledge and Understanding

- Briefly summarise the content of the text.
- Give a description of the setting.  
Use close reference to support your points.
- Give a description of the characters.  
Use close reference to support you points

### Part 3 Analysis

- Show how the author uses setting effectively in the text.
- Show how the author uses characterisation effectively in the text.
- Explain the thematic significance of the text.

Ensure that you use the language of literary criticism where appropriate.

Metaphor	Symbolism	Personification	Alliteration	
Dramatic technique	Poetic form	Characterisation	Dialogue	
Irony	Paradox	Dialect	Plot	Narrative style

### Part 4 Conclusion

- Use the wording of your task to help you to form a conclusion.
- Include a personal response evaluating the text.
- Check your expression and technical accuracy.

## Formal Writing Checklist

### Formal writing should contain the following features;

- Accurate punctuation
- Accurate expression
- Accurate spelling
- Accurate paragraphing

### Formal writing should not contain any of the following;

- Slang or dialect features
- Compressed or Compound words
- Very long sentences
- Notes
- Brackets or Parenthesis
- Humour

## Thinking About our Learning

Complete the following tasks by filling in the spaces provided.

1 What really made you think when you were learning to complete this functional writing exercise?

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2 What did you find most difficult when you were beginning this work? Underline any of the following options :

- (a) reading the sources (b) identifying the sources (c ) selecting information  
(d) explaining the purpose (e) writing in the right tone

3 Did you find the self-assessment exercises helpful? Explain.

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4 Did you find the peer assessment exercises helpful? Explain.

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5 What do you need more help or practice with?

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6 What have you learned that is new about functional writing?

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Teacher Comment \_\_\_\_\_

## Peer assessment Sheet

Your Name \_\_\_\_\_ Critical Friend \_\_\_\_\_

This sheet should be filled in by your **Critical Friend** and then returned to you for action.  
**Three areas of success.**

Use the **Success Criteria** to identify three areas where the student has achieved success. Explain why you selected each one.

### 1 You have achieved success in

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### 2 You have achieved success in

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### 3 You have achieved success in

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### One area you need to work on.

Use the **Success Criteria** to suggest one area where the student could achieve better results. Remember to explain why you have chosen this.

### 1 More success could be achieved by

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**Subject Teacher Evaluation Sheet**

**Subject** \_\_\_\_\_ **Teacher** \_\_\_\_\_

Which of the following Literacy Strategy tools have assisted in the development of literacy within your curricular area?

Place a tick next to those tools which have been effective in developing literacy in your subject.

**Editing Key**

**Subject Dictionaries**

**Self/Peer Assessment**

**Writing Frames**

**Essay Plans**

**Target Maps**

**Scatter Sheets**

**Topic Sentence Plans**

Give a brief description of how one of these specific tools was effective in developing literacy.

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# An Introduction to Using Literacy Strategies Across The Curriculum

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