Prompts to help when planning lessons to ensure that you are considering how to develop pupils' literacy.

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| Key terms and vocabulary are clear and explored with pupils to ensure that they recognise and understand them. Are they related to similar words or the root from which they are derived? (e.g. to sustain/sustainability) |  |
| Trainees identify particular features of key terms and help pupils with strategies for remembering how to spell them or why they might be capitalised (e.g. 'Parliament' in history or citizenship) |  |
| Trainees remind pupils of important core skills - for example how to skim a text to extract the main elements of its content quickly or to scan a text for information about a key word or topic. |  |
| Trainees make expectations clear before pupils begin a task - for example on the conventions of layout in a formal letter or on the main features of writing persuasively |  |
| Trainees reinforce the importance of accuracy in spoken or written language - for example, emphasising the need for correct sentence punctuation in one-sentence answers or correcting 'we was ...' in pupils' speech |  |
| Trainees identify when it is important to use standard English and when other registers or dialects may be used - for example, in a formal examination answer and when recreating dialogue as part of narrative writing |  |
| Trainees help pupils with key elements of literacy as they support them in lessons. They point out spelling, grammar or punctuation issues as they look at work around the class |  |
| Trainees' marking supports key literacy points; for example, key subject terms are always checked for correct spelling and sentence punctuation is always corrected |  |

What opportunities are there in your subject to explicitly plan for and teach these skills?