**Outstanding Teaching: Supporting Literacy**

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| **Spelling*** Highlighting **key words** e.g. display on wall, worksheets etc.
* Using strategies e.g. rhymes, spelling tests, posters
* Always correct incorrect spellings of key words
* Give students time to **proof read and improve**
* Get students to use dictionaries
* Remind students about homophones e.g their/there
* Encourage them to underline spellings they are not sure of
* Some correction of non key word spelling errors
 | **Writing*** Insist on **full sentences**
* Give sentence stems and key words
* Remind students before writing what the purpose of the writing is e.g. evaluation, persuading etc.
* Remind students of a variety of **connectives** (On the other hand etc.)
* Model the structure/presentation you want
* Encourage pupils to proof read, correct and extend
* Display marked extended writing
* Highlight good work and errors as you move

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| **Reading** * Know the **reading ages** of your students
* **Prepare** reading - be specific in what you want them to find/know
* **Post** reading - check comprehension
* Give opportunities to read aloud and independently
* Remind students of **core skills** e.g. skimming, scanning for key words
 | **Speaking and Listening*** Emphasise and reinforce **spoken accuracy** e.g. ‘we was’, ‘writ’ etc
* Insist on **full sentences** for spoken answers
* Give opportunities for group/paired work
* Teach students **active listening**
* Encourage students **to extend verbal answers**
 |
| ***Adapted and expanded from Reading, Writing and Communication - Guidance for Ofsted Inspectors*** |

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