**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 |
| **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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