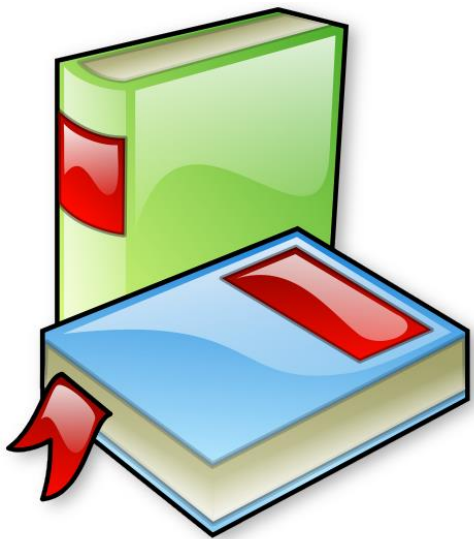


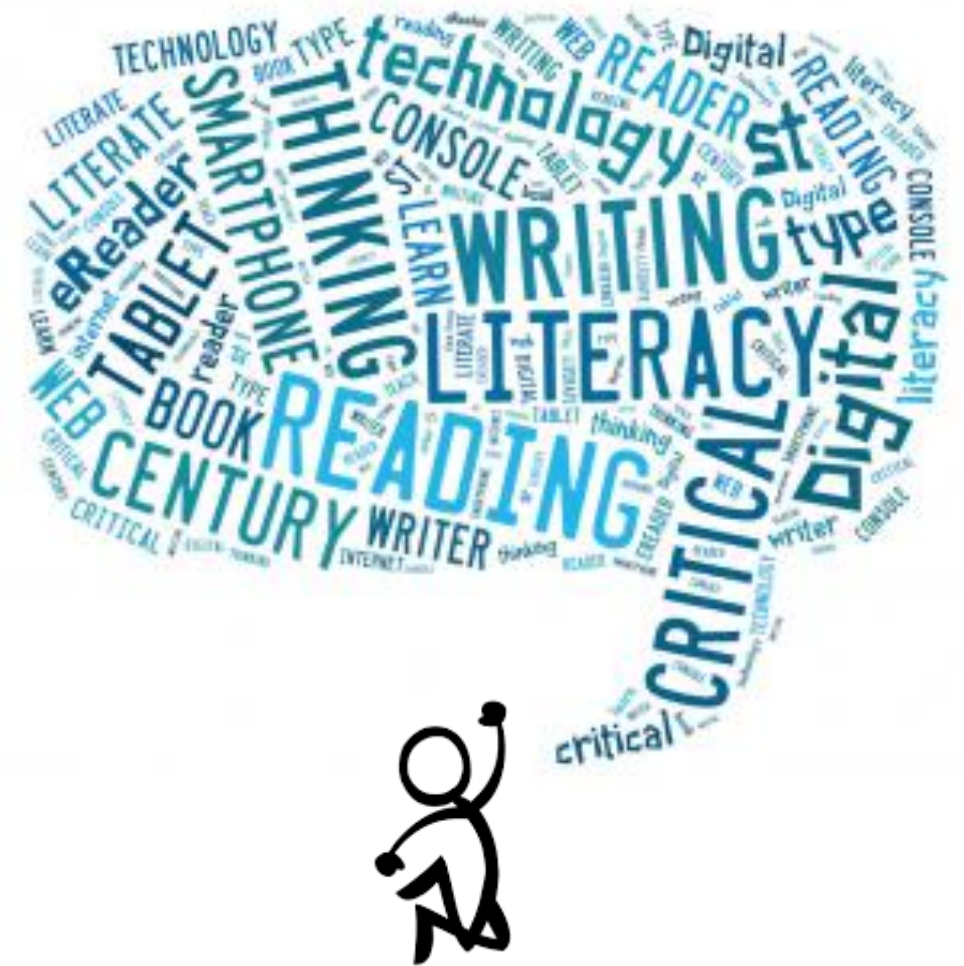
# BGE Information Evening

Literacy Support



# What do we mean by literacy?

*Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.*



# Multiple Choice Quiz

The following slides contain some facts and statistics. Spend 30 seconds discussing the fact with your partner or group and then decide what you think the answer is.

Write your answer (A, B or C) on the whiteboard and be ready to show me!



# Multiple Choice Quiz

Children who are the most engaged with literacy are \_\_\_\_\_  
higher levels of mental wellbeing than children who are the least  
engaged.

- a) less likely to have
- b) twice as likely to have
- c) three times as likely to have

# Answer!

Children who are the most engaged with literacy are *three times as likely to have* higher levels of mental wellbeing than children who are the least engaged.

- a) less likely to have
- b) twice as likely to have
- c) *three times as likely to have (39.4% vs 11.8%)*

# Multiple Choice Quiz

A 2022 report revealed that \_\_\_\_\_% of children say they do not enjoy reading.

- a) 23%
- b) 37%
- c) 52%

# Answer!

A 2022 report revealed that **52%** of children say they do not enjoy reading.

a) 23%

b) 37%

c) **52%** - *this is the lowest it has ever been seen the study began in 2005.*

# Multiple Choice Quiz

The same study revealed that \_\_\_\_ % of pupils do not enjoy writing

- a) 66%
- b) 53%
- c) 41%



# Multiple Choice Quiz

The same study revealed that *66%* of pupils do not enjoy writing

- a) *66% - again, the lowest since the study began!*
- b) 53%
- c) 41%

# Multiple Choice Quiz

Children who read books often at age 11 (and more than once a week at age 16) gain higher results in \_\_\_\_\_ tests at age 16 than those who read less regularly.

- a) mathematics
- b) spelling
- c) science

# Answer!

Children who read books often at age 11 (and more than once a week at age 16) gain higher results in *mathematics* tests at age 16 than those who read less regularly.

- a) *mathematics – although there is evidence to suggest that attainment improves across the board – including spelling!*
- b) spelling
- c) science

# Multiple Choice Quiz

Literacy is positively related with better earnings: those with functional literacy skills earn on average \_\_\_\_\_ more than those with lower literacy skills.

- a) 6%
- b) 12%
- c) 16%

# Answer!

Literacy is positively related with better earnings: those with functional literacy skills earn on average **16%** more than those with lower literacy skills.

- a) 6%
- b) 12%
- c) **16%**

# So, why is it so important?

Literacy skills increase opportunities in all aspects of life:

- There is a positive correlation between literacy skills and attainment in all subjects.
- There is a positive correlation between literacy skills and earning potential.
- There is a positive correlation between literacy skills and happiness.
- There is even a positive correlation between literacy skills and life expectancy!

# An example...

- The following slide will show you questions that pupils may face in S1, when completing understanding questions (comprehension) in English.
- Although this is subject specific, comprehension skills underpin **all** subjects and are vital skills for learning, life and work.
- Look at the question on the following slide. The teacher presenting will briefly talk you through what would be expected of pupils. Instead of answering the question, we are looking for you to identify anything that would **prevent** pupils from being able to attempt an answer.

# Own Words Questions

When we teach comprehension skills to children in S1, we use something we call 'Locate and Translate.' Pupils find the answer in the passage (locate) and then put into their own words to show understanding (translate).

Today we will use the 'Locate and Translate' formula to answer 'own words questions'.

1. Read the question carefully.
2. Locate the answer.
3. Translate the answer.





# Own Words Questions

Read the following short passage carefully:

I became very ill in 2015 and was bedridden for days on end. I realised I'd taken wildlife for granted. Until that point, I had been a busy working mum, so wrapped up in modern life that I never stopped to see the wonder of a sunset or notice the decline in our birds.

**Explain the difficulty the writer faced in 2015. (2)**

LOCATE:

TRANSLATE:



# Own Words Questions

Why might a pupil be unable to access this question? What barriers might they face? What would make this difficult?

Read the following short passage carefully:

I became very ill in 2015 and was bedridden for days on end. I realised I'd taken wildlife for granted. Until that point, I had been a busy working mum, so wrapped up in modern life that I never stopped to see the wonder of a sunset or notice the decline in our birds.

**Explain the difficulty the writer faced in 2015. (2)**

LOCATE: I became very ill in 2015 and was bedridden for days on end.

TRANSLATE: The writer was extremely poorly and was unable to get up.

# Why might a pupil be unable to access this question?

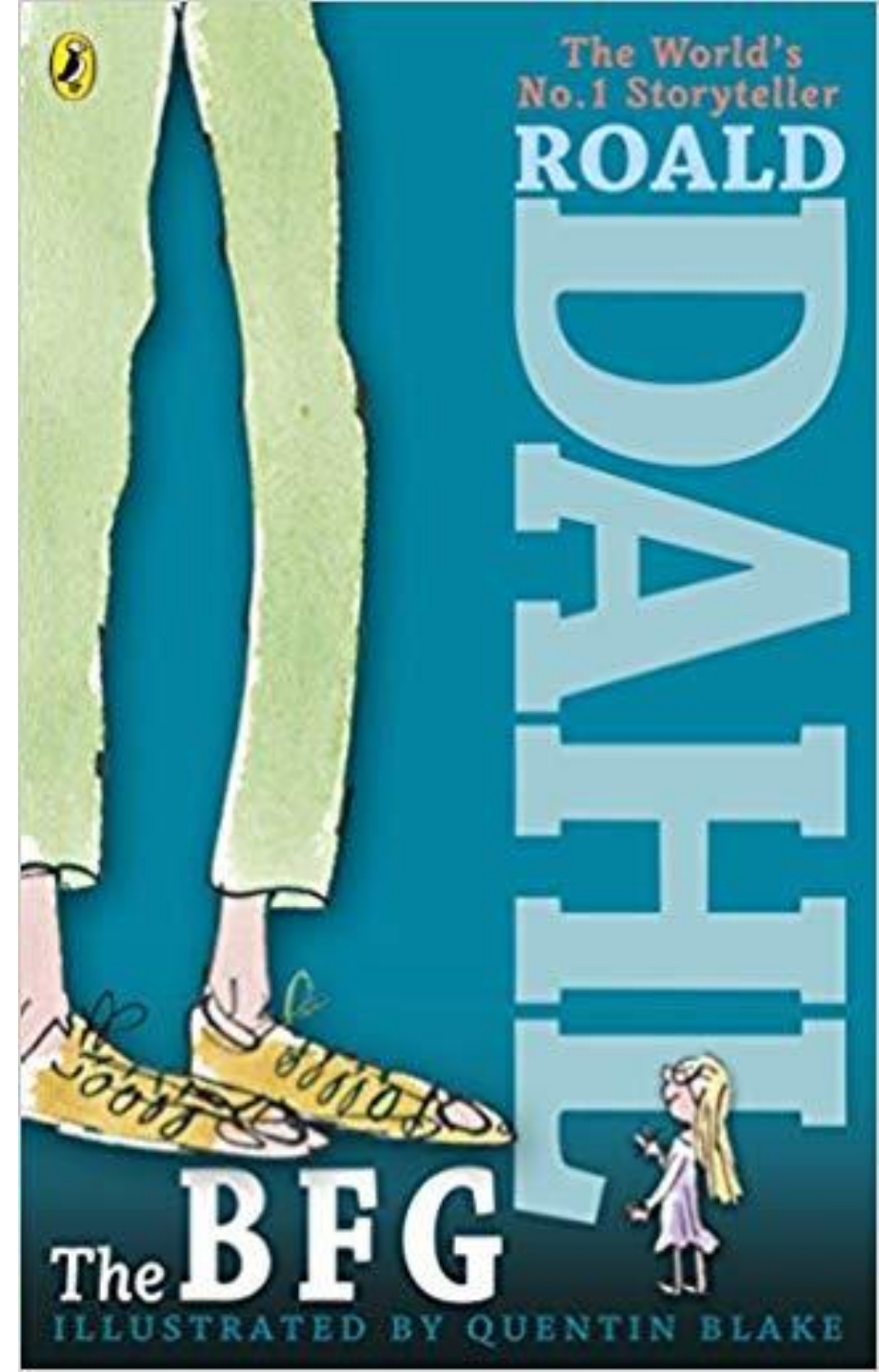
- 1) Not reading the question properly and choosing an answer from the wrong part of the text.
- 2) Unable to think of different ways to articulate 'very ill' or 'bedridden'
- 3) Not knowing what 'bedridden' means.

# How is this relevant across the curriculum?

- If pupils do not have a wide vocabulary they may struggle in all of their subjects; how can they understand a science textbook if it is full of words they cannot access?
- Similarly, pupils may struggle to articulate themselves (even verbally) if they 'run out of words' and cannot think of additional words to use to show their understanding.
- As a result, confidence can drop in all subjects and unhappiness can set in, particularly in literacy based subjects like English, History, Modern Studies etc.

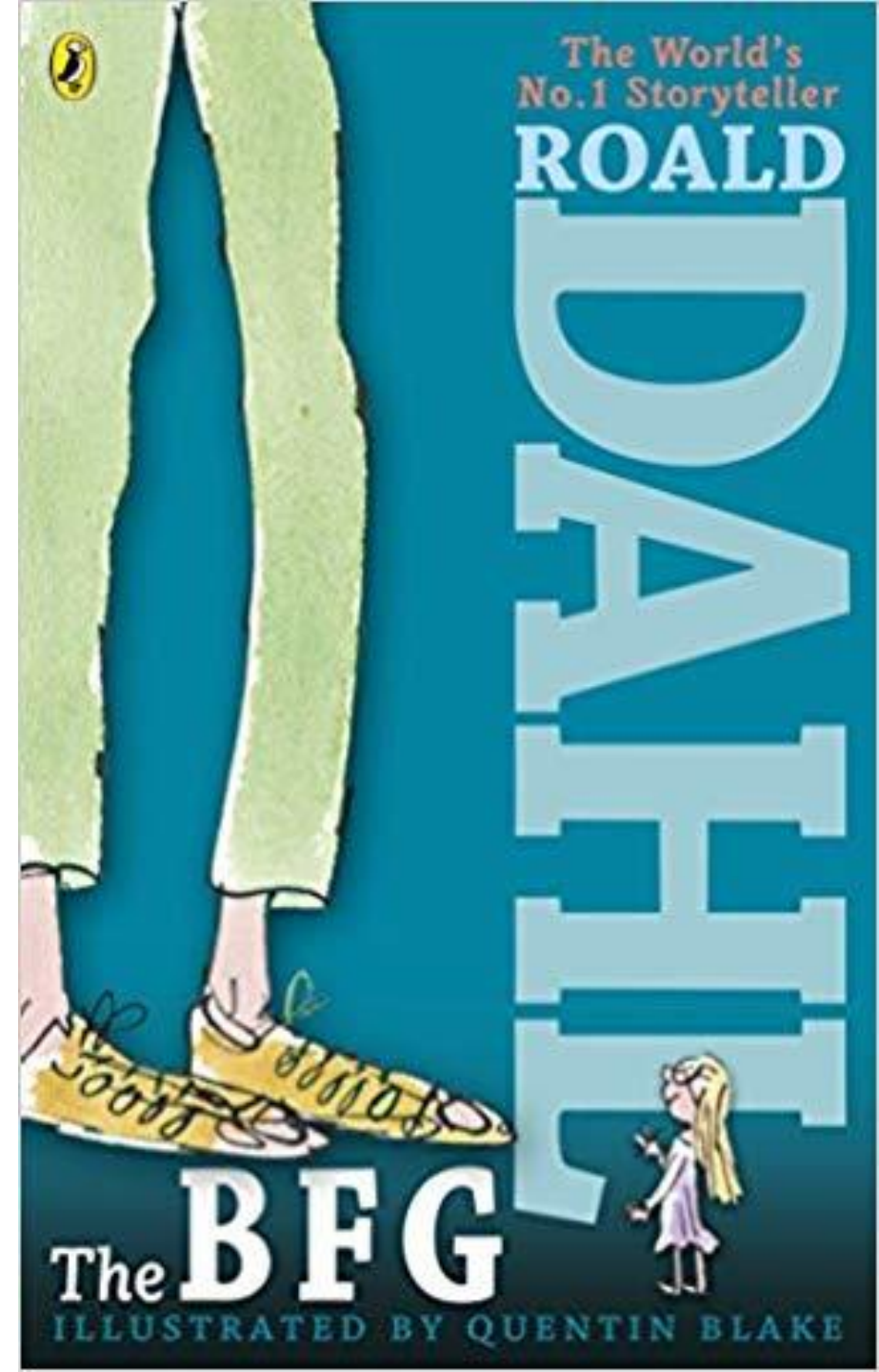
# How can you help with this?

- Although literacy includes reading, writing, talking and listening skills the one we are focusing on tonight is **reading** – it underpins everything and is something that we need parents to promote at home.
- This includes both reading for pleasure, but also non-fiction reading skills.
- Watch this two minute video on the importance of reading:
- <https://www.youtube.com/watch?v=UrTAKemmOmU>



# How can you help with this?

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- The next few slides will offer some **easy and practical** strategies to promote reading at home.



# 1. Choice

*An important factor in developing reading for pleasure is choice. There is a positive relationship between choice and affective aspects of reading, such as motivation.*

- The school library has over 8000 books available (fiction and non-fiction).
- Pupils are given the opportunity to change books on a weekly basis.
- Pupils are given the opportunity to read in English.
- There are rewards available through our 'Reading Olympics' initiative.
- Our librarian, Phillipa Smith, has a wealth of knowledge and is available to advise pupils.
- We have an extensive reading list (available tonight).

## 2. Audiobooks/Immersive Reader

*We are aware that there are some very reluctant readers and pupils with barriers that make reading difficult and unenjoyable.*

- The 'Barrington Stoke' collection of books are dyslexia friendly fiction books (again we have a lot of these in our library!)
- There is also a strong appetite for *hearing* stories, with almost all children in a recent survey (95.6%, National Literacy Trust) saying they **enjoy** hearing stories read to them.



## 2. Audiobooks/Immersive Reader

- We have an ebook website: <https://bishopbriggsacademy.eplatform.co/>

The screenshot shows the homepage of the Bishopbriggs Academy eLibrary. At the top, there is a blue navigation bar with links for 'Contact', 'Support', and 'Admin'. Below this is the academy's logo, which features a shield with a book and a mountain, surrounded by the motto 'EDUCATING INSPIRING EMPOWERING' and the name 'BISHOPBRIGGS ACADEMY'. The main heading 'Bishopbriggs Academy' is prominently displayed in a large, blue, sans-serif font. Below the heading is a navigation menu with tabs for 'LIBRARY', 'BROWSE', 'LOANS', 'SAVED', and 'SHOP'. A search bar is located to the right of these tabs, with the placeholder text 'Search for books' and an 'Advanced Search' link. The main content area features a section titled 'Bishopbriggs Academy' with the text 'Access our eLibrary anywhere, anytime, on multiple devices.' Below this text is a blue button labeled 'Start Browsing' and a link to 'get the ePlatform app'. To the right of this section are three mobile device icons (a smartphone, a tablet, and a laptop) and three download buttons for the App Store, Google Play, and Microsoft. Below this is a 'Popular Titles' section with a 'view more >' link. The titles are displayed as a horizontal carousel of book covers. The visible titles are: 'Harry Potter and the Prisoner of Azkaban' by J.K. Rowling, 'Alex Rider Book 7: Snakehead' by Anthony Horowitz, 'Cogheart' by Peter Bunzl, 'Harry Potter and the Order of the Phoenix' by J.K. Rowling, 'Gangsta Granny' by David Walliams, and 'Murder Mysteries 2: Die Laughing?' by Tanya Landman. Each title includes a star rating and a small icon of a book.

# Audiobooks/Immersive Reader

- Pupils can sign in - most S2 pupils already have their user name and password, S1 pupils will receive theirs in the near future. All other pupils can request a password by speaking to Mrs Smith, School Librarian.
- It can be accessed through a PC or download the free app onto phones, tablets, iPads etc.
- Font, font size, word spacing, page colour can all be changed.
- To use immersive reader, you can download a book and click the immersive reader icon, which allows any book to be read to you! You can change the voice, or alter the speed.
- There is also a feature to change the language (both written and spoken).



Friday, March 6

**REPORTER** (standing at the edge of a winding street with a large white stucco building behind her): Good morning. This is Liz Rosen with Channel Seven News, reporting live from Bayview High, where students are reeling from the loss of one of their classmates yesterday. It's the second tragic teenage death in the past eighteen months for this small town, and the mood outside the school is one of shocked déjà vu.

(Cut to two girls, one wiping tears, the other

One Of Us Is Next: TikTok made me buy it

**CRYING GIRL:** It's just ... it's just really sad. Like sometimes it feels as though Bayview is cursed you know? First Simon, and now this.

**STOIC GIRL:** This isn't anything like what happened with Simon.

**REPORTER** (angling her microphone toward crying girl): Were you and the deceased close?

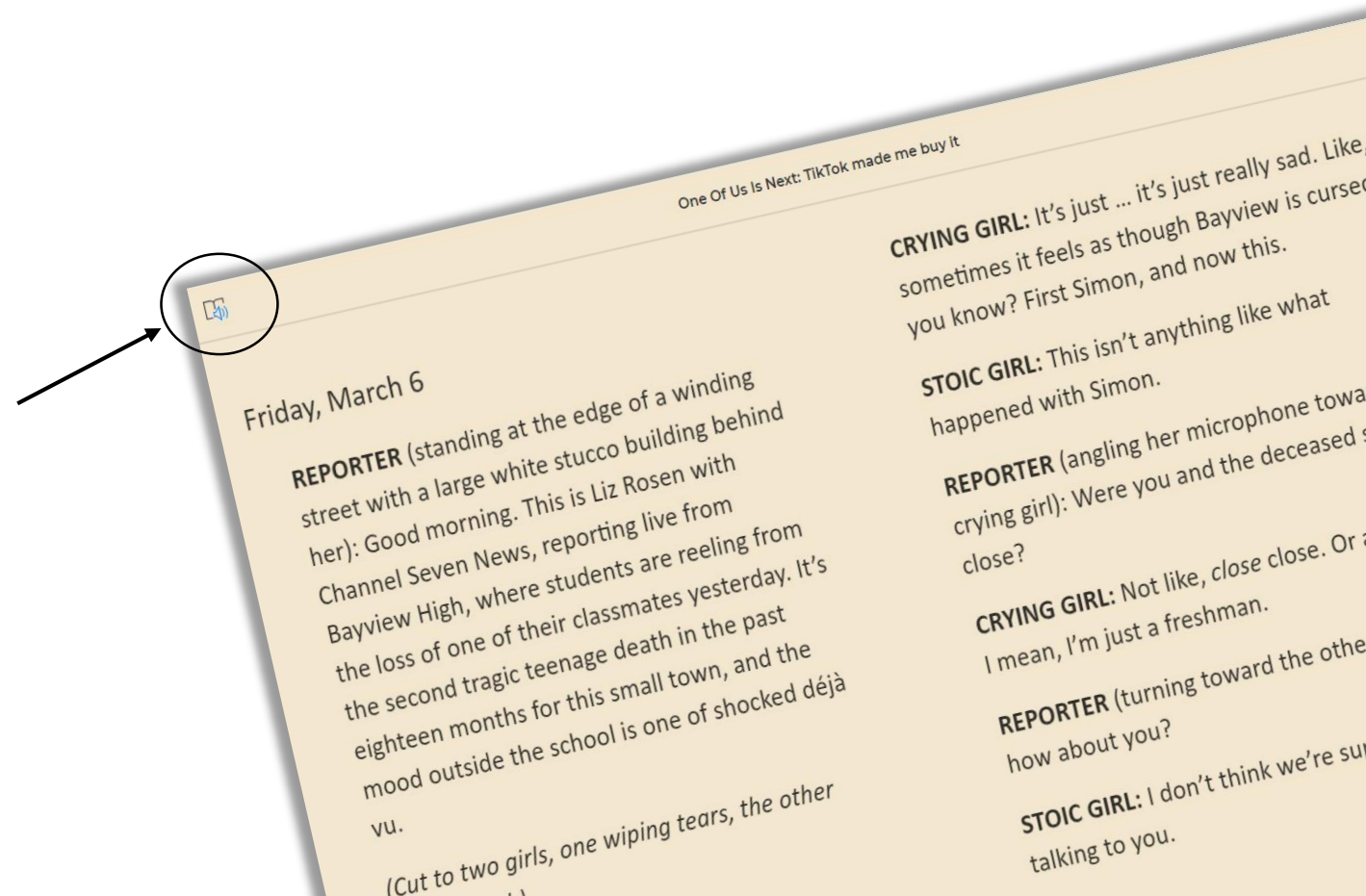
**CRYING GIRL:** Not like, close close. Or I mean, I'm just a freshman.

**REPORTER** (turning toward the other): how about you?

**STOIC GIRL:** I don't think we're supposed to be talking to you.

# Email Address to Contact Phillipa Smith

psmith@bishopbriggs.e-dunbarton.sch.uk

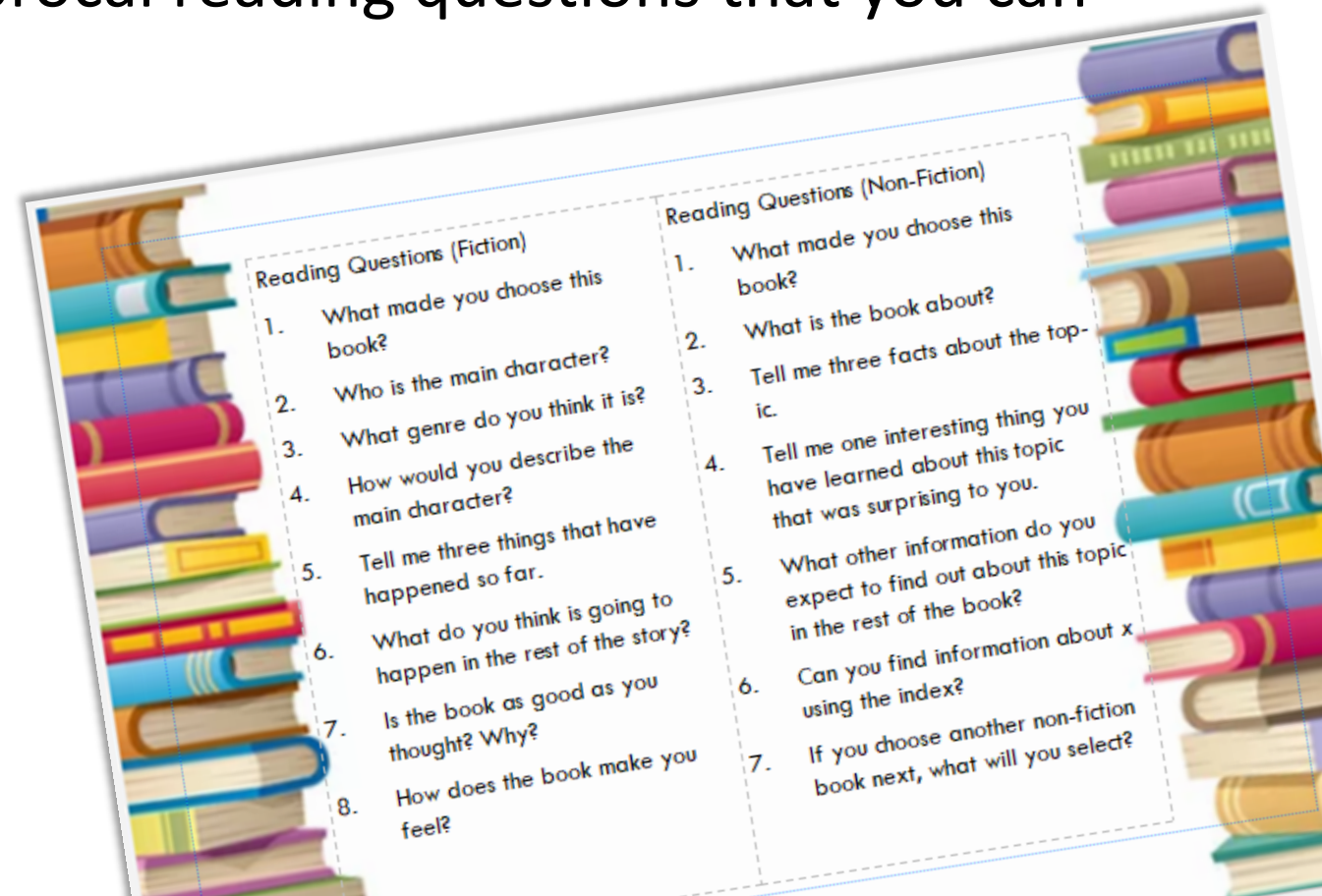


### 3. Role of Parents/Carers

- Children whose home experiences promote the view that reading is a source of entertainment are likely to become intrinsically motivated to read. If you want your children to read, you have to model that at home.
- Try to avoid 'I didn't like reading at school either!'
- Try to praise children as much as possible when they make the decision to read.
- If possible, try to ensure that books are easily accessed and on display rather than tucked away in bags or in boxes. One suggestion is to ask pupils to put their library book by their bed when they come home from school, rather than leaving it in their bag overnight.

# 3. Role of Parents/Carers

- Make space to talk to pupils about what they are reading. Today we will provide you with some reciprocal reading questions that you can use to chat about any text.



### 3. Role of Parents/Carers

- Finally, seize any opportunity to get children reading at home! Use everyday household tasks and involve them in the process. You can find suggestions of this on the other side of the card.



Any questions?