



St Christopher's

# Reading and Literacy Bulletin

Term 2 | January 2025

'The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread.'

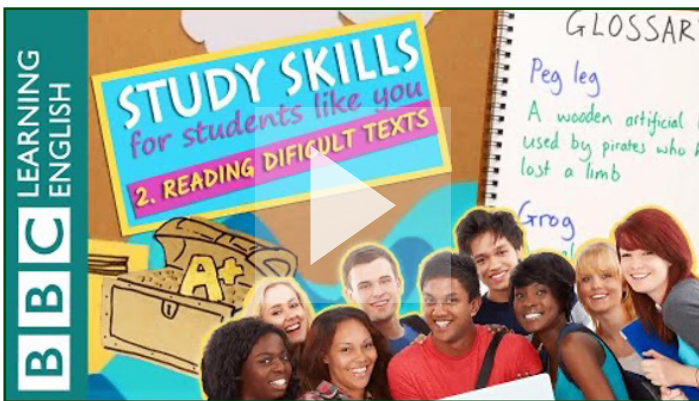
Ofsted Reading Framework 2021

This term, and academic year as a whole, we will be focusing on embedding strategies that have been trialled across departments throughout the previous two academic years.

Each term we will endeavour to embed key strategies from each of our areas of focus; Reading, Vocabulary, Writing and Oracy. The rest of the bulletin will therefore be dedicated to providing examples of how Term 2's strategies might look in our day-to-day delivery of high-quality classroom teaching.

	Term 1	Term 2	Term 3
Reading	Ensure reading comprehension is prioritised through the model of <b>pre/during/after reading questioning</b> .	<b>Skimming and scanning</b> taught and used effectively to summarise or select information from reading texts.	Guided reading through <b>comprehension questions</b> around a selected piece of reading in class.
Vocabulary	Use of the <b>Frayer Model</b> for key vocabulary acquisition and retrieval.	' <b>Connect 4</b> '. This strategy is a simple way to isolate, emphasise and connect key vocabulary. Then you ask pupils to make as many connections between the words as possible.	' <b>Said is dead</b> '. A concerted focus on alternatives for commonly used basic vocabulary, in this case 'shrieked', 'wailed', 'exclaimed', offer alternatives in fiction writing.
Writing	<b>Sentence signposts</b> to help structure arguments. <i>Eg. Because...But...So or First...furthermore...finally</i>	Use <b>Single Paragraph Outlines (SPO's)</b> to break down more complex writing tasks such as exam essays or to summarise key areas of content.	<b>Kernel Sentences</b> : Take the grain of a concept, the kernel of an idea, and expand it with additional questions or criteria. This can take the form of the 5 W's, minimum word counts for annotations or combing structures.
Oracy	Use the Voice 21 <b>types of talk</b> to guide discussion. Especially the roles of challenger and summariser.	<b>Image link</b> where students need to discuss the connection between the four images, or find the odd one out in the connection.	<b>Answers first</b> : Students discuss and formulate, from their knowledge of the topic, the types of questions to which these answers apply. Groups will then present and explain their findings to the rest of the group.

Here we take a look at examples of some of these strategies in a little more depth:



## SPO: Single Paragraph Outlines

This concept was delivered in our CPD sessions back in 2023-24, and has been covered in previous bulletins, but you may wish to refamiliarise yourself with the booklet that was produced for those resources, found here: [Reading and Literacy CPD Resource Booklet 2023-24.pdf](#) and summed up in the diagram (opposite) also found here: [The Single Paragraph Outline – mrthorntoteach](#)

## Skimming and Scanning

Skimming and scanning are two useful reading techniques. They can help you to find information really quickly in a text.

**Skimming** is when you look over a text quickly to get the general idea of it. You don't need to read every word - just pick out key words and sentences.

**Scanning** is when you look over a text quickly, line by line, hunting for key words, dates, names and numbers. It's a useful skill to use when you need answers to specific questions

Find out more by clicking on the linked clip or via this link:

<https://youtu.be/9YoWeSjC2wU>

## Planning: Single Paragraph Outlines

When planning these, Single Paragraph Outlines (SPOs) are a great method to plan out each paragraph.

Explain why there was opposition in Germany to the Treaty of Versailles (1919).  
You may use the following in your answer:  
• military terms  
• territorial terms  
You must also use information of your own. (12 Marks)

Signpost Sentence: Write your sentence out here

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Supporting Detail – Remember this is examples to support your point and explanation WHY it caused opposition.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Link Sentence: Write your sentence out here

Write your point here

Give examples to support your point and explain the WHY in the Q.

Write your link to the question



## Connect 4 Vocabulary Strategy

Split your class into 2 teams: Yellow and Red.

To drop their coloured puck in a slot, a student/team says the target vocabulary or expression in the white box of row they choose.

The teacher then clicks the team's corresponding button above the white box to drop their puck.

Then, it's the other team's turn.

Teams keep taking turns until one team gets four pucks of the same colour in a row horizontally, vertically, or diagonally. That team wins the game.

Further instructions on how to play and edit the game can be found in the notes section of each slide. Download the PowerPoint for this activity here: [Connect 4.pptx - Google Drive](#)

To play as a speaking game, use images in the boxes. To play as a reading game, use letters/words/sentences in the boxes.

**Don't have time for the interactive game? Don't worry....just use this simple starter from Alex Quigley:**

'Connect 4'. This strategy is a simple way to isolate, emphasise and connect key vocabulary, whether it is reading a textbook in science, or exploring the Great Fire of London in Year 2. For example, in history, you could select the four words – 'continuity', 'monarchy', 'power' and 'conservatism' – thereby priming a given topic. Then you ask pupils to make as many connections between the words as possible – the more the better.

### Image link

The "image link" activity involves showing students four images and asking them to find the common connection between them or identify the odd one out based on the images' shared themes or differences. For example:

- **Common Connection:** The students analyse the four images and identify what links them together (e.g., all images could be related to inventions, historical figures, or medical advancements).
- **Odd One Out:** Students pick the one image that doesn't fit in with the others based on a specific trait (e.g., three images could be from the same time period, while the fourth belongs to a different one).

WILLIAM RUFUS	EDWARD	PLANTAGENET	BOSWORTH
HANOVER	HENRY	CULLODEN	WINDSOR
BOYNE	WILLIAM	ARCHDUKE FRANZ FERDINAND	MARY
MLK	HASTINGS	STUART	JFK

You can also play this as a version of 'The Wall' from *Only Connect*, see if you can do the example demonstrated here:

If you fancy creating your own, try here: [Connecting Wall](#). The site will create a URL for you to put onto the board, to play interactively with your class or as starter/revision activity individually. The link will also allow you to put in references to the links between each connection, provide three lives once the first connecting row is made, and times you out, just like the real thing!

### Further reading:

- [Skimming and scanning texts - English - Learning with BBC Bitesize](#) A simple but effective summary aimed at lower key stages but still applicable and helpful across KS3.
- [10 Creative Ways to Teach Vocabulary](#) Alex Quigley on effective vocabulary strategies.
- Guidance on Single Paragraph Outlines from [The Writing Revolution](#) also explained here on the Oak Academy website with resources, videos and numerous examples: [Lesson: Planning an open letter using single paragraph outlines | Edexcel | KS4 English | Oak National Academy](#)
- There are lots of resources on Only Connects' 'Word Wall' with one such article here: [Only connect | lovingthelearning](#)

**Check out our Library resources:**

[Recommended Reading for KS3](#) | [Challenging Reading for KS3](#) | [A Guide to Support Reading at Home for Parents](#)