

Literacy



**Reading-Highlighting, Scanning,
Skimming and Chunking**

Focus half term

September-October 2017

Highlighting

Identifying words in text: Students can use highlighter pens to identify words they cannot read and/or do not understand.

Chunking

Breaking words down into sizeable chunks to aid reading: Students should bracket parts of words and then put them together to read the word

(e.g. (re) (spon) (si) (ble))

Skimming and Scanning

A quick way of finding information from a text: Students can find key points (skimming) without reading every word. They SCAN for key ideas by looking for words provided in the question.



Spelling strategies

Mnemonics

Using rhyme (often nonsense) to help with the spelling of a word (e.g. GIRL – Girls In Red Leggings)

Simple sayings

Using sayings to help remember spelling of words

(e.g. **separate** – this means to keep apart one thing from another – apart must be in middle of word)

Words within words

Identifying root words from within longer words and using the root spelling to help. (e.g. **impolitely** – use the root **polite** as the base and then im and ly as add ons

Words with similar patterns

Using words pupils can already spell with the same or similar pattern to help with the spelling of a word (e.g. **flowering now**)

Look, cover, write, check

Look at a word and say the sounds out loud at least twice. Then cover the word. Pupils then write down the word before checking it.

Explaining key vocabulary : Students should write the meanings of key words as a glossary