

Literacy Check List



In the business of teaching, we often forget to make provision for some aspects of literacy development.

This literacy check list is to enable Literacy Leaders to evaluate the learning and teaching environment in both their own classroom and their school community. As we evaluate, we become more aware of where future development is needed in thought, resources, attitude, knowledge and provision.

	Literacy Principle	Good	Action required
1	Connect literacy learning to all four strands: reading, spelling, writing, talking and listening – make provision for each, every day and show how they connect and use them to reinforce the learning of the others.		
2	Get the text level right: for instructional text, pupils need to be able to work with 90 – 95% accuracy with good comprehension.		
3	Let pupils work out words: Model and coach pupils to use a range of strategies to work out words		
4	Use the alphabetic code to teach reading (decoding) and spelling (encoding)		
5	Hear reading before it goes home: you are the teacher not the parent		
6	Monitor and record progress: 1) to use as a pedagogical tool to aid targeted learning, 2) Use as a management tool to track progress		
7	Read to your class every day. Choose intellectually, emotionally and linguistically interesting texts which they couldn't access alone. This helps to develop vocabulary, general knowledge and writer's craft.		
8	Promote reading engagement: use a variety of genres and opportunities for meaningful reading to develop and thirst and purpose for knowledge.		
9	Focus reading and comprehension lessons on knowledge and interest, not just skills. Connect to prior knowledge and experience of the pupil and the teacher. Prior knowledge + text = growth in understanding of the world around us.		
10	Demonstrate the value of literacy: point out regularly the benefits that come from being literate.		
11	Teach for a 'growth mindset'. Enable pupils to develop their confidence in different situations to 'have a go' and to push themselves beyond their zone of confidence.		
12	Increase time on task		
13	Consider the 'emotional cloaking' of the pupils in terms of literacy: learning is cloaked with emotion and if our emotional cloaking for a subject is a positive one, then we are more likely to persevere when it gets tough rather than give in easily.		
14	Sew in repetition and growth over a few days: this helps retention and as the skill or concept it is hoped that it will eventually become an easily retrieve and automatic skill.		