#### The Four Literacy Resources model

#### Teachers equip students with code-breaking capabilities.

This includes teaching students to use knowledge of: letter/sound relationships; concepts about print; spelling; punctuation; grammar; structural conventions and patterns.



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When code-breaking, students will be asking themselves questions like:

What sound does this letter make?
What keys do I press when I want to write 'sh'?

When students are able to crack the codes in a text, they are likely to say:

I have 'worked out' how to read and write the words.

#### Teachers equip students with meaning-making capabilities.

This includes teaching students to use: knowledge of literal and inferential meanings; background information, prior knowledge and previous experiences with similar texts to make meaning.



When making meaning, students will be asking themselves questions like:

What is this text about? What might happen next?

When students are able to understand what a text is about, they are likely to say:

I know what this text is about and I can create meaningful texts.

### Code-breaking resources

**Text-using** 

resources

## Meaning-making resources

# Teachers equip students with text-using capabilities.

This includes teaching students to: recognise the purpose, structure

and features of

texts; use texts to increase knowledge and refine understanding; apply their knowledge of texts to achieve purposes both inside/outside the school.



When using text, students will be asking themselves questions like:

What is the purpose of this text?

What changes will I need to make to this text to put it on a website?

When students are able to use texts effectively, they are likely to say:

I understand what these kinds of texts are used for.

I can create texts for different purposes.

## Text-analysing resources

Teachers equip students with text-analysing capabilities.

This includes teaching students to: identify the techniques used to position readers, viewers

and listeners; identify opinions, bias, points of view; consider reactions to a text from varying perspectives; endorse a position or present an alternative position to that taken by a text.



When analysing text, students will be asking themselves questions like:

What is fact and what is opinion in this text? How do I know if this information I have downloaded is accurate or fair?

When students are able to analyse texts effectively, they are likely to say:

I know why this text works and how it is trying to make me think, feel or act.

NB: Whenever the word 'text' is used it includes written, visual, oral/aural, digital and multimodal texts.