

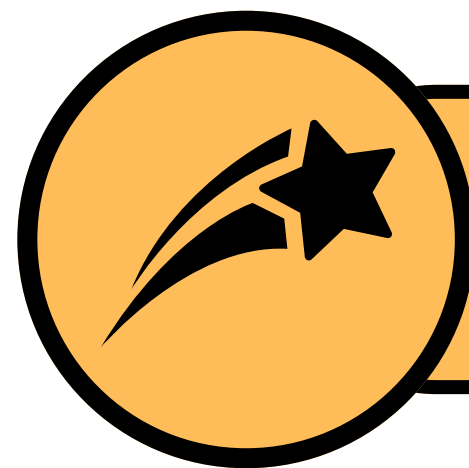
**TRINITY ACADEMY LEEDS**

# **TEACHER TOOLKITS**



# TRINITY ACADEMY LEEDS

# GOLDEN TOOLKIT

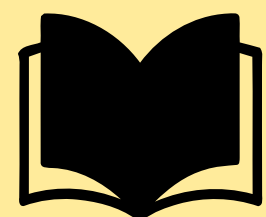


Below are some ways we help you to learn in lessons so that you can understand more and remember more!



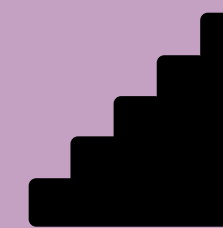
**TALK**

We might give you some time to talk to a partner about your ideas or to write down your ideas on your MWB before we ask you to answer a question.



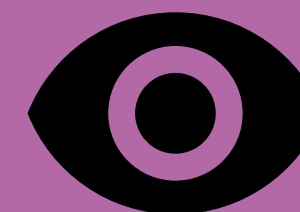
**PHONICS**

To help you with reading we might ask you to break down tricky words into parts and sound these out. We will then ask you to blend these sounds together so that you can confidently read and pronounce this word.



**SCAFFOLDING**

Sometimes you will be given the start of a sentence to complete or asked to fill in the gaps in a paragraph with key words. We might also give you word banks of brilliant vocabulary to help you to strengthen your writing.



**DUAL CODING**

Sometimes we might ask you to draw or explain an image, alongside a text, to help you to understand or remember a key piece of information or process.



**MEMORY MOVEMENTS**

Physically acting out certain words or pieces of knowledge can really help you remember them and can be a lot of fun! We might ask you to use hand gestures or to act out certain bits of the lesson.

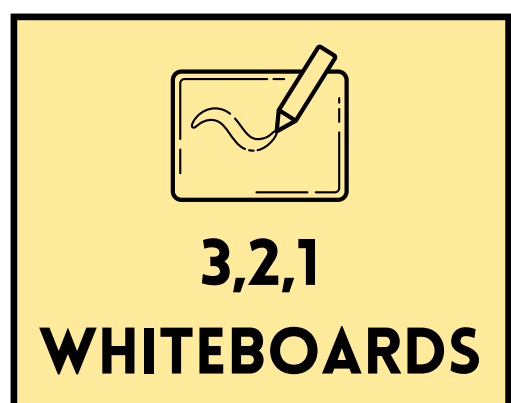
# TRINITY ACADEMY LEEDS QUESTIONING TOOLKIT



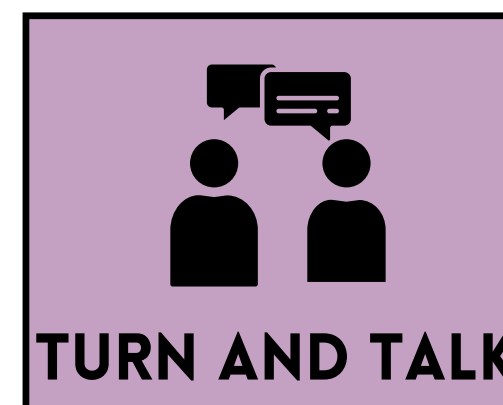
Questioning at TAL is underpinned by a **'low floor, high ceiling' culture**, where mistakes are embraced and challenge is high. Lots of questions are asked all of the time to check for understanding.



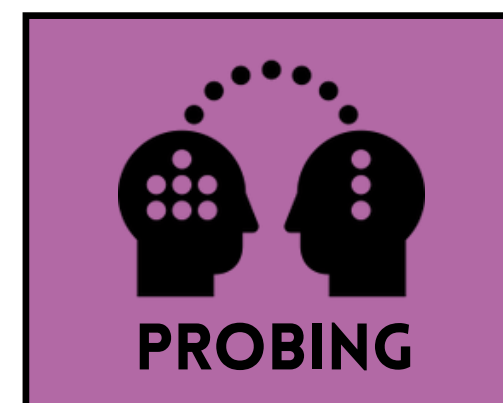
We use 'no hands up' with 'wait time' to elevate both thinking and participation ratio, to ensure all students are thinking hard when a question is posed. The teacher will then target the question to an appropriate student that will inform their next steps.



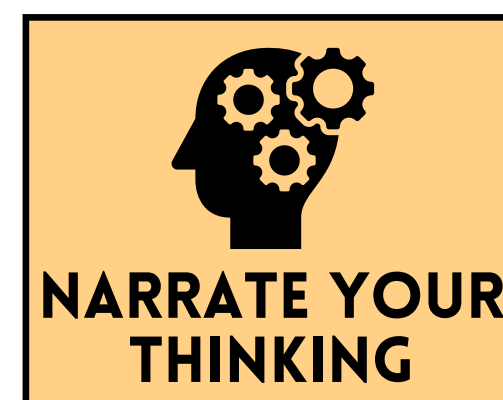
Our slick miniwhiteboard routines ensure that teachers can sample whole-class responses quickly and effectively. Whiteboards can also be used to allow students to draft ideas, explanations or practise short sentences.



Teachers will ask students to 'turn and talk' to support students to engage in structured discussions. This involves all students in rehearsing and sharing ideas as part of the flow of responsive teaching.



Teachers ask effective probing questions to develop and deepen student thinking. Well-chosen questions encourage students to make links between ideas, to rehearse explanations to support long-term memory and to deepen understanding on a particular concept or skill.

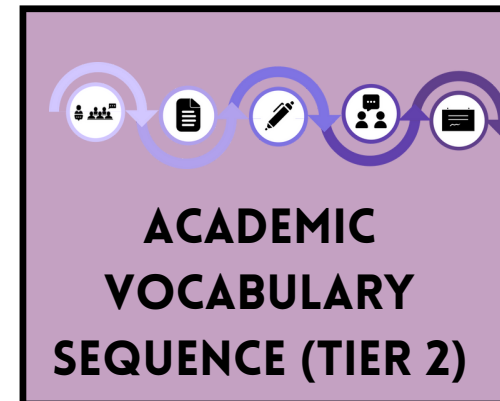


Modelling and rehearsing dialogue around eliciting our thought process is a key component of effective Teaching at TAL. Students will often be asked to explain their methods and reasoning behind the answer to a question.

# TRINITY ACADEMY LEEDS LITERACY TOOLKIT



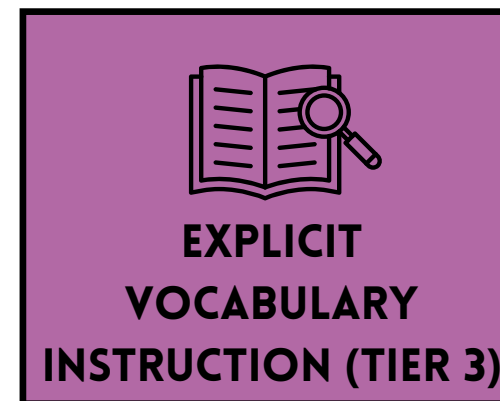
Whole-school approach: We are committed to ensuring no student leaves Trinity Academy Leeds with a reading age below their chronological age, and literacy is never a barrier to achievement.



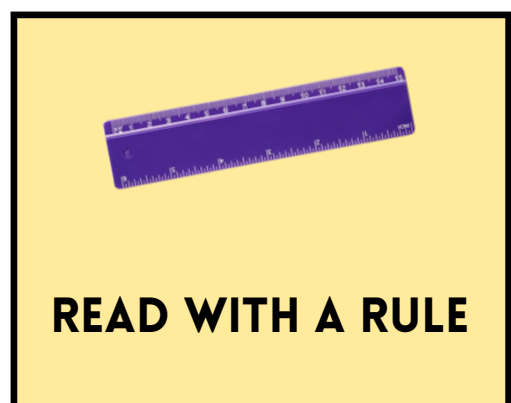
I say, you say >> Define it >> Use it in a sentence >> Turn & Talk >> 3, 2, 1 Whiteboards



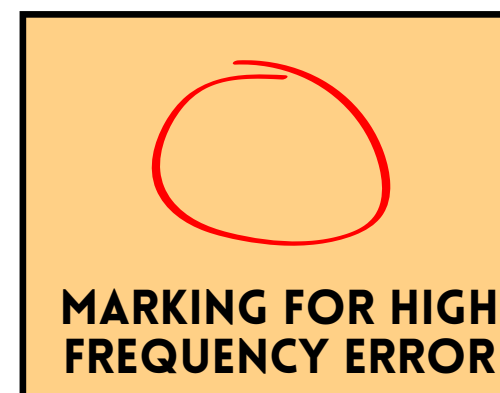
Our use of The Three 'Every's ensures that all students at TAL can accurately construct a sentence including a capital letter, full stop and one coherent point.



Key Tier 3 vocabulary identified and students taught pronunciation, etymology & applications.

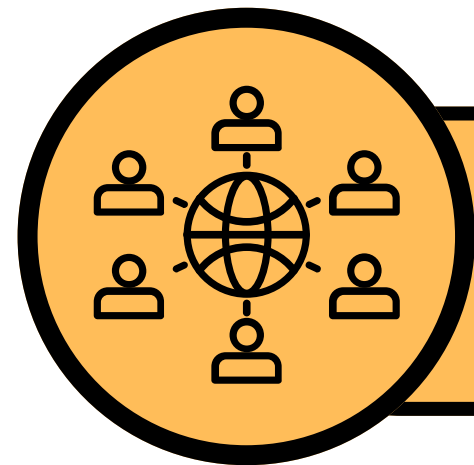


When reading an extended piece of text, all students use follow with a rule. This ensures we reduce extraneous load by blocking out surrounding text and highlighting only one line at a time.



Staff mark for high frequency errors in red pen using standardised marking codes.

# TRINITY ACADEMY LEEDS MULTILINGUAL LEARNERS TOOLKIT

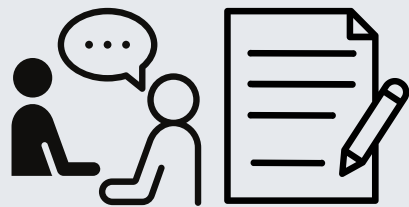


At TAL we simultaneously develop the language and knowledge of students. Language must be learned within the disciplines to ensure we reduce barriers to success for our Multilingual Learners.



**USE OF FIRST LANGUAGES.**

Cognate awareness is the ability to use cognates in the first language as a tool for understanding a second language. Many languages have Greek and Latin roots in their lexicons encouraging students to **notice** these might be extremely beneficial. They also might be asked to **translate** key words or phrases into their first languages.



**TALK BEFORE WRITING**

Activities are **planned and scaffolded** to allow learners to orally rehearse and practise the use of a variety of grammatical structures and new vocabulary at a sentence/text level. These tasks could be supported by a range of visuals (pictures, graphic organisers, flow charts, etc.)



**SCAFFOLDING**

Scaffolding for multilingual learners means providing temporary **language support** so that students can access complex ideas and concepts, even at the earliest stages of language acquisition. The scaffold are gradually withdrawn so that students do not over rely on them.



**VOCABULARY DEVELOPMENT**

The knowledge of words and their meanings is a fundamental block in language acquisition. The larger the student's lexicon, the easier it is to connect newly learnt words. Some words are learnt incidentally during lessons, some will have to be taught explicitly.



**LANGUAGE FUNCTIONS**

Language functions allow students to achieve different communicative purposes. Students need to know how to express content knowledge using appropriate structures that are linked to these functions.