

LITERACY AT PALMER

2025/26

How might we nurture literate learners as they transition to high school?

GRADE 8 SUCCESS TEAM

What have we been working on?

- September: Taking responsibility for learning: consistent agenda use and executive functioning skills
- October: Identifying text features and using them to improve comprehension of texts
- November/December: Identifying main ideas and details; Making notes (mind maps, 2 column notes, colour-coded notes)

What are we noticing?

- Students experience challenges with sustained reading and focus
- Students require scaffolding to initiate a task/ assignment/follow instructions
- Students are working on accessing and applying helpful strategies when stuck
- Students are still building executive functioning skills including keeping their materials organized and using their agendas regularly



Next steps

- Continue with grade 8 team monthly foci:
 - January: build a repertoire of strategies that support them to review what they have learned to prepare for assessments
 - February/March: develop their word skills to decode unfamiliar words and improve their understanding of command terms (aka Level 2 or instructional vocabulary)
 - April: make connections between a text and themselves, their world, or other texts to deepen their understanding of the text
 - May/June: digital literacy (goal TBD)
- Follow up assessments in January & May

Opportunities for Collaboration

- Continue meeting whenever grade 7 students come to visit Palmer (or when Palmer goes to elementary schools to do presentations)
- Arrange release time to learn more from each other about how literacy is being supported in each school and be able to apply common strategies across grade levels.

Overarching Goal/Questions

- This is what we are noticing, what can we do to better support students in their transition based on what you're noticing in elementary school? How do we bridge the gap? What can we learn from each other to best support our students to develop their literacy skills?