

Literacy for Learning at RWBA 18 Feb 2022

- Where are we now?
- Where do we want to be: aims and action plan
- Priorities and personal development needs
- Developing our students' vocabulary
- Supporting our students' reading
- Next steps

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Literacy for Learning: Where we are now

- Spring 2021: Student Voice literacy audit.
 - Summer 2021: EEF whole school literacy audit.
 - September 2021: HoDs Literacy provision deep dive.
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- ✓ Growing support for basic literacy and SEND.
 - ✓ Early stages of an embedded culture of reading.
 - ✓ Departments recognise literacy support as a priority.

RWBA LITERACY FOR LEARNING

A shared Responsibility
Enabling Widespread progress
Reaching Beyond the classroom
Achievable for All students across the school


RWBA aims to have literacy at the heart of learning; confident literacy skills provide pupils with the language they need to ensure academic success and success in their lives beyond school. The teaching and development of these skills does not occur naturally, nor is it confined to English; rather it spans the entire curriculum, across all subject disciplines.



BASIC LITERACY AND SEND SUPPORT

Reading accuracy, comprehension, fundamental communication skills.


- Dyslexia Friendly School (by Autumn 2022, whole school)
- Accelerated Reader Star Reading tests to identify need
- The NGRT (reading age) and NGST (spelling age) to identify need
- IDL Reading (and spelling) Recovery programme
- Sixth Form Reading Mentors intervention groups (KS3)
- TA run Reading for Pleasure groups
- Nurture groups (English and Maths)
- Targeted intervention during Library lessons by English Teachers (handwriting, spelling etc.)
- RWB Bookshare programme (diagnosed blind, dyslexic, ASD or ADHD only)




INTERMEDIATE LITERACY

Literacy focused strategies that enable learning across all disciplines.

- The Library and library lessons (KS3)
- Accelerated Reader programme (KS3)
- Word of the Week (whole school)
- The RWBA Vocabulary Roadmap (in trial stages, whole school)
- Reciprocal Reading (in trial stages, whole school)
- Graphic organisers (whole school)
- Dyslexia Friendly School (by Autumn 2022, whole school)
- Literacy Teaching objectives (whole school)
- Literacy marking code (whole school)



DISCIPLINARY LITERACY



The literacy skills required for success in different subject disciplines. The vocabulary, academic talk, reading skills, and academic writing styles students encounter as they go through their school day can be bewildering if they are not equipped with the means to navigate and switch between them with confidence.

- Subject specific Primary Liaison to develop a robust reading skills and vocabulary pathway. (KS2-3)
- Knowledge organisers to introduce, teach, and revise key Tier 2/3 vocabulary (in trial stages, whole school)
- Explicit teaching of how to read/write/talk like a... historian/ scientist/ mathematician etc. (whole school)
- Department reading, writing, and speaking House competitions.

THE RWBA LITERACY MARKING CODE

SP or word = spelling mistake
P = punctuation
C = capital letter
Gr = issue with grammar
// = new paragraph needed
?? or underlined = not clear
circle or A = something's missing
T = target for improvement

Learning through talk:

- to clarify and embrace ideas;
- active listening to understand;
- talking and thinking together;
- widening vocabulary.

Learning through writing:

- using writing as a tool for thought;
- structuring and organising writing;
- developing clear and appropriate expression.

Learning through texts:

- developing research and study skills;
- reading for meaning;
- reading for pleasure;
- understanding how texts work.

THE RWBA LITERACY PLANNING OBJECTIVES

Deep Dive Findings: Our Priorities

- **Reading and vocabulary** came out as our priority areas to focus on. **Whole school approaches to teaching vocabulary and developing reading** fluency, comprehension and inference are needed. Training will be needed to ensure all staff are confident in these strategies and the language used to talk about them.
- Training is needed to deal with **misconceptions** about what explicit literacy teaching looks like in the classroom. This will empower teachers to be confident literacy role models in their subject.
- **Word of the Week**: a great initiative in theory but not relevant enough and no time for departments to develop genuine and useful links.
- **Disciplinary Literacy**: Departments need time together to investigate how they read, talk and write in their subject. These skills then need to be made explicit to students from the start of their journey in Year 7.
- **Primary Liaison**: What background knowledge can primaries work on to enable students to move up and have the base layer of vocab and knowledge needed to access your subject? Could departments create a curriculum guide for their subject that could be passed to feeder primaries to assist with their disciplinary literacy curriculum planning?



Our Aims 2022 - 2024



To better embed literacy into SoWs.



To have better cross curricular connections that enable a robust and consistent approach to literacy instruction and further develop a culture of reading for pleasure.



Subject disciplines to lead on their own priorities and take ownership of what is relevant for their department.



To further develop reading and oracy skills for our weakest students in Year 7.



Standardising our Language

Basic literacy	Intermediate literacy	Disciplinary literacy
Oracy	Code switching	Academic register
Tier 2 and 3 vocabulary	Etymology etc.	Reading strategies



Basic / Intermediate / Disciplinary Literacy

[Shanahan and Shanahan \(2008\)](#)



Code Switching: Academic vs. Personal Code Alex Quigley

- *'[Recognise that] power is conferred to those who know the difference and those who can adapt their language in appropriate circumstances with skill.'*
- *'Having access to such an 'academic code' can be like having a key for social mobility.'*
- *'What we must do as teachers is to make this '**academic code**' explicitly known to students. It is a code that is teachable and key to their future success. To do so we need to recognise some of its features.'*

From: Alex Quigley, [Cracking the Academic Code](#) (2013)



'What is Disciplinary Literacy and Why does it Matter?' by Shanahan and Shanahan (2012):

- *'a disciplinary literacy approach emphasises the specialised knowledge and abilities possessed by those who create, communicate and use knowledge within each of the disciplines.'*
- E.g. Read, write, talk like a historian/ geographer...
- Could we create a comprehensive guide like this for our students?

<https://twitter.com/elmagazine/status/1402064834179514369>

What are Literacies within the Disciplines? The following lists for each of the major content areas, while not comprehensive, can act as starting points through which communities of teachers can begin to think in terms of disciplinary literacy (Lent, 2016).

	Read	Write	Think
Science	When scientists read, they <ul style="list-style-type: none"> • Ask "Why?" more than "What?" • Interpret data, charts, illustrations • Seek to understand concepts and words • Determine validity of sources and quality of evidence • Pay attention to details 	When scientists write, they <ul style="list-style-type: none"> • Use precise vocabulary • Compose in phrases, bullets, graphs, or sketches • Use passive voice • Favor exactness over craft or elaboration • Communicate in a systematic form 	When scientists think, they <ul style="list-style-type: none"> • Tap into curiosity to create questions • Rely on prior knowledge or research • Consider new hypotheses or evidence • Propose explanations • Create solutions
History	When historians read, they <ul style="list-style-type: none"> • Interpret primary and secondary sources • Identify bias • Think sequentially • Compare and contrast events, accounts, documents and visuals • Determine meaning of words within context 	When historians write, they <ul style="list-style-type: none"> • Create timelines with accompanying narratives • Synthesize info/evidence from multiple sources • Emphasize coherent organization of ideas • Grapple with multiple ideas and large quantities of information • Create essays based on argumentative principles 	When historians think, they <ul style="list-style-type: none"> • Create narratives • Rely on valid primary and secondary sources to guide their thinking • Compare and contrast or ponder causes and effects • Consider big ideas or inquiries across long periods of time • Recognize bias
Math	When mathematicians read, they <ul style="list-style-type: none"> • Use information to piece together a solution • Look for patterns and relationships • Decipher symbols and abstract ideas • Ask questions • Apply mathematical reasoning 	When Mathematicians write, they <ul style="list-style-type: none"> • Explain, justify, describe, estimate or analyze • Favor calculations over words • Use precise vocabulary • Include reasons and examples • Utilize real-world situations 	When Mathematicians think, they <ul style="list-style-type: none"> • Consider patterns • Utilize previous understandings • Find connections • Estimate, generalize, and find exceptions • Employ mathematical principles
English Language Arts	When students of English read, they <ul style="list-style-type: none"> • Understand how figurative language works • Find underlying messages that evolve as theme • Assume a skeptical stance • Pay attention to new vocabulary or words used in new ways • Summarize and synthesize 	When students of English write, they <ul style="list-style-type: none"> • Engage in a process that includes drafting, revising, and editing • Use mentor texts to aid their writing craft • Pay attention to organization, details, elaboration and voice • Rely on the feedback of others • Avoid formulaic writing 	When students of English think, they <ul style="list-style-type: none"> • Reflect on multiple texts • Ask questions of the author • Consider research or others ideas • Discuss ideas and themes • Argue both sides of a point

From "Disciplinary Literacy: A Shift that Makes Sense," by Releah Lent, in the February 2017 issue of *ASCD Express*. © 2017 ASCD. All rights reserved.



EEF Recommendation 2: Provide targeted vocabulary instruction in every subject

- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.



Tier 2 and 3 Vocabulary

Vocabulary can be usefully divided into 3 tiers:

- **Tier 1 – high frequency in spoken language (table, slowly, write, horrible)** *We don't need to worry about tier 1 – pupils usually arrive knowing the basics and if not they will quickly pick them up in conversation with their peers.*
- **Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain)** *Tier 2 words [are] relatively straightforward to teach: all we have to do is provide a synonym. If you explain that benevolent means kind, few children will struggle to understand kindness as a concept.*
- **Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)**

From: David Didau, [*Closing the Vocab Gap: Building Vocabulary*](#) (2014)



RWBA LITERACY Vocabulary Road Map

Based on Alex Quigley's SEEC model, this process supports students ongoing development of both a wide and deep vocabulary that will allow them access to all areas of the curriculum and the language they need to tackle the world beyond their school career.

01 *Select and Explain*

Teachers select the key Tier 2 and 3 vocabulary for each unit. Students are provided with word lists or knowledge organisers. Teachers provide contextualised definitions, meanings and examples.



02 *Explore and Discover*

Teachers lead a range of activities that explore the etymology and morphology of a new word. This will include exploring synonyms, antonyms, prefixes, suffixes, and word play.

03 *Explore and Apply*

Students develop their exploration of the word by generating sentences, creating diagrams or tables, and through writing and talk in context. Teachers guide students in developing spelling strategies for this word.



04 *Consolidate*

Students are tested on their understanding of this new word in relevant academic contexts such as: quizzes, exam questions, creating mindmaps and glossaries.

The benefits of developing our students' vocabulary are clearly defined in current research but are also recognised in the initial findings of the RWBA Literacy Working Group 2021 and the Literacy Deep Dive undertaken in Autumn 2021. The aims of this policy are to move RWBA towards being a word-rich school, where pupils are empowered by wide vocabularies that give them the foundations for success across all subject disciplines. No student should be held back by a restricted vocabulary and the consequences that ensue from being unable to join in the conversation, whether academic, social or professional.

The RWBA Vocabulary Road Map

The roadmap for improving vocabulary has been designed using the SEEC model by Alex Quigley. Departments select the key Tier 2 and 3 words for learning in each unit, then teachers guide students in understanding, exploring and finally using each word in context. This will allow students to broaden and deepen their vocabulary, enabling a smoother pathway to success in their academic career and beyond. (RWBA Literacy Policy 2022)

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- **Etymology** – the origins and history of a word
- **Morphology** – the parts of a word (prefix, suffix, root)
- **Root** – the main part of a word if you take away the prefix etc.
- **Prefix** – group of letters at the start of a word, which change the meaning of a word.
- **Suffix** - group of letters at the end of a word, which change the meaning of a word.
- **Synonym** – a word with the same definition
- **Antonym** – a word with the opposite definition



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*Explore and
Discover*

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The essential 100 words we need our students to know, understand, and apply every day.

- Led by their member of the Literacy Working Group (LWG), each department (or subject if preferred), needs to collate a list of ten essential words.
- These words could be Tier 2 exam words (describe, explain, analyse...), general Tier 2 words (ambiguous, subsequent, validity...), or key Tier 3 words (monotheistic, metaphor, igneous...). You decide.
- The LWG will cross reference and collate these lists into one: The Bassett 100.
- This list will feed into future Word of the Week, plus planning across the curriculum (including iLearn).



EEF Recommendation 3:

Develop students' ability to read complex academic texts

- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.



Take a moment to consider:



- How deliberately do you chunk down the act of reading, so that pupils grasp the before, during or after of a skilled reader?
- How consistently do you model and highlight comprehension (by asking questions, modelling rereading, or looking back through the text for more information)?
- How often do you assume a test that has been read has been understood?

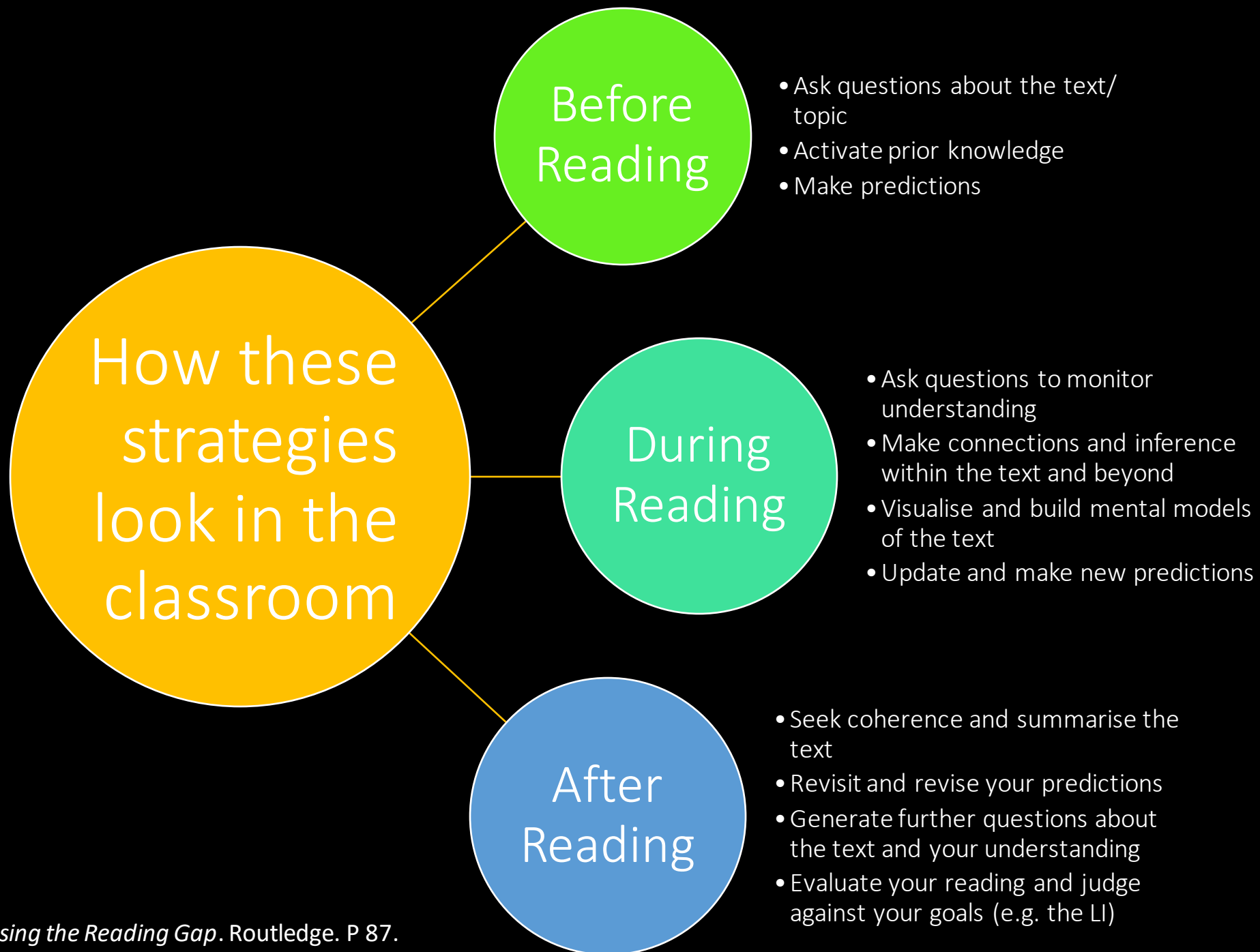
NGRT Reading Age tests: We have 60 under 92 (around reading age 10 which is a low average) and 30 under 85 (low and extremely low).
How do we cater for these students?

Reading Strategies: What *Skilled* Readers Do

- Activate prior knowledge/recall
- Predict
- Question
- Clarify
- Visualise
- Make inferences
- Make connections
- Synthesise
- Summarise
- Re-read
- Change type of reading (skim, scan, close reading)

Your subject may use additional reading strategies: do you know what these are?





Classroom Strategies for Supporting Reading

- [Knowledge Organisers](#) (key vocabulary and information for the unit being studied)
- [DARTs](#) (Directed Activities Related to Texts. E.g. cloze tasks, highlighting, re-sequencing, retelling...)
- Think Aloud (Teacher models the thinking process and highlights use of reading strategies as they read)
- [Reciprocal Reading](#) (structured group reading)
- Library based lesson
- Pre-reading tasks (homework, utilising the Teams reading tool)
- Questioning (teacher to class/student. Student to student/ class/ teacher).
- Pair different reading ages.

Note Taking:

- [Dual Coding](#) (using icons, symbols and images to record or retell information)
- [Triplicate note taking](#) (core info, key questions, memorable image)
- List – Group – Label
- Select – Summarise – Question
- Scan – Steps - Secure
- GASE (gist, analysis, synthesis, elaboration)
- 3-2-1 (3 essential points to consider, connect, remember. 2 key vocab items to know, use, remember. 1 big idea to understand, explain, remember.)
- Section summaries: title and summarise sections of text.
- Talk for reading: asking questions that encourage discussion about the text.



Questions to ask yourself

What do students read in my lessons?

How do I expect them to read in my subject?

What will students have to write in my subject?

How do I expect them to construct their writing?

What vocabulary will students need to succeed in my subject?

How do I expect them to express themselves in spoken and written work?





What to do now?

HoDs or LWG rep to go through the recommendations from your deep dive.

Discuss the priorities and needs within your subject.

Complete the survey (individually or as a department) to identify how you will be improving literacy in your subject: <https://forms.office.com/r/bE34f8MDk5> - link here/ QR rather than via email!

