

# Quiz



- 1) What percentage of pupils aged 15 have a reading age of 12 years or under?
  - a) 25 %
  - b) 17.5 %
  - c) 15 %
  
- 2) Which teacher is more responsible for developing pupils' literacy?
  - a) English teacher
  - b) Early Years teacher
  - c) Maths teacher
  - d) Every teacher
  
- 3) True or false? You need to develop pupils word recognition before developing their comprehension skills.



**Quiz:** Please complete the questions

# Answers

1) What percentage of pupils aged 15 have a reading age of 12 years or under?

**a) 25 %** - which is why it is the responsibility of every teacher to develop pupils' literacy skills.

2) Which teacher is more responsible for developing pupils' literacy?

**d) Every teacher** - literacy skills are both general AND subject specific, so every teacher is responsible for develop literacy within their phase or discipline.

3) You need to develop pupils word recognition before developing their comprehension skills.

**False** - comprehension can be developed before pupils can even read as they can draw inferences from images. Language comprehension is equally as important as word recognition when reading and therefore they should both be developed simultaneously.

# Developing pupils' reading and writing

Facilitator Name



@TeachFirst



@teachfirstuk



## Seminar norms

Throughout the seminar, please:



Be present



Be proactive



Critique with kindness

# Seminar objectives

By the end of this seminar, you will:

- know why it is so important to develop pupils' literacy in all phases and subjects
- be able to use strategies to develop active reading
- know the different components of writing
- be able to identify ways to break complex writing tasks down

# Related ECF statements

Learn that...	Learn how to...
<b>Subject and curriculum (TS3 – Demonstrate good subject and curriculum knowledge)</b>	
<p><b>3.10</b> Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</p>	<p><b>Develop pupils' literacy, by:</b></p> <ul style="list-style-type: none"> <li>• teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</li> <li>• modelling reading comprehension by asking questions, making predictions, and summarising when reading.</li> <li>• teaching different forms of writing by modelling planning, drafting and editing .</li> </ul>

# Developing literacy

Pupils with poor literacy skills may find it more challenging to...

Express their ideas  
in written text



Engage in  
relevant texts



**Disadvantaged pupils are  
18 months behind non-  
disadvantaged pupils**



**On average pupils are not  
performing as well in  
reading and maths as  
pre-pandemic cohorts**



# What makes reading challenging?

**Reading is comprised of multiple components.**

## **Word recognition**

- Phonological awareness
- Decoding
- Sight recognition

## **Language comprehension**

- Background knowledge
- Vocabulary
- Language structures (such as syntax)
- Reasoning and making inferences
- Literacy knowledge

# Supporting pupils' comprehension



**Check the pitch is suitable**

**Teach pupils key vocabulary**

**Develop pupils' background knowledge**

**Develop strategies for active reading**



# Developing active reading



- Reading is an **active process**
- We actively construct meaning

# Developing active reading



Strategy	Benefit
1) Activating prior knowledge	a) Guessing what might happen causes pupils to pay close attention to the text, which means they can closely monitor their own comprehension.
2) Prediction	b) This helps pupils to infer and elaborate, fill in missing or incomplete information, and use existing mental structures to support recall.
3) Inference	c) This encourages pupils to think about what they might find out from the text and helps them to make predictions and monitor whether they are correct.
4) Questioning	d) Logically deducting information helps pupils to understand the implicit meaning.
5) Clarifying	e) This helps pupils to focus on the key content, which in turn supports comprehension monitoring of the text as a whole.
6) Summarising	f) This helps pupils to identify areas of uncertainty and seek information that explains words or phrases.


# Developing active reading



Strategy	Benefit
1) Activating prior knowledge	b) This helps pupils to infer and elaborate, fill in missing or incomplete information, and use existing mental structures to support recall.
2) Prediction	a) Guessing what might happen causes pupils to pay close attention to the text, which means they can closely monitor their own comprehension
3) Inference	d) Logically deducting information helps pupils to understand the implicit meaning.
4) Questioning	c) This encourages pupils to think about what they might find out from the text and helps them to make predictions and monitor whether they are correct.
5) Clarifying	f) This helps pupils to identify areas of uncertainty and seek information that explains words or phrases.
6) Summarising	e) This helps pupils to focus on the key content, which in turn supports comprehension monitoring of the text as a whole.

# Active reading in every subject

Fernando can buy tulip bulbs in packages of 3 for £2.04 or in packages of 2 for £1.70. How much money does he save by buying 6 bulbs at the better price?

- 
- **Activate prior knowledge**
  - **Predict**
  - **Infer**
  - **Question**
  - **Clarify**
  - **Summarise**

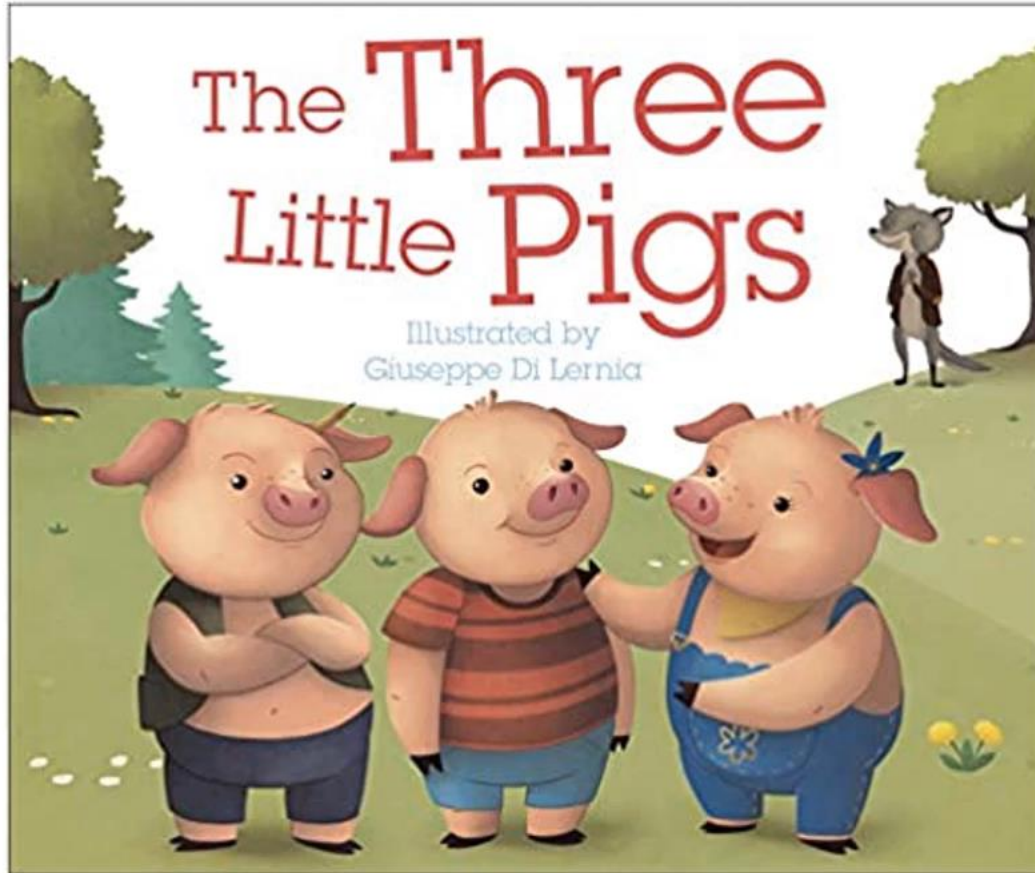
# Modelling active reading

## Success criteria:

- Use Think Aloud
- Explain what strategies you are using and why
- Practise



# Activating prior knowledge – Early Years



What makes the modelling effective?

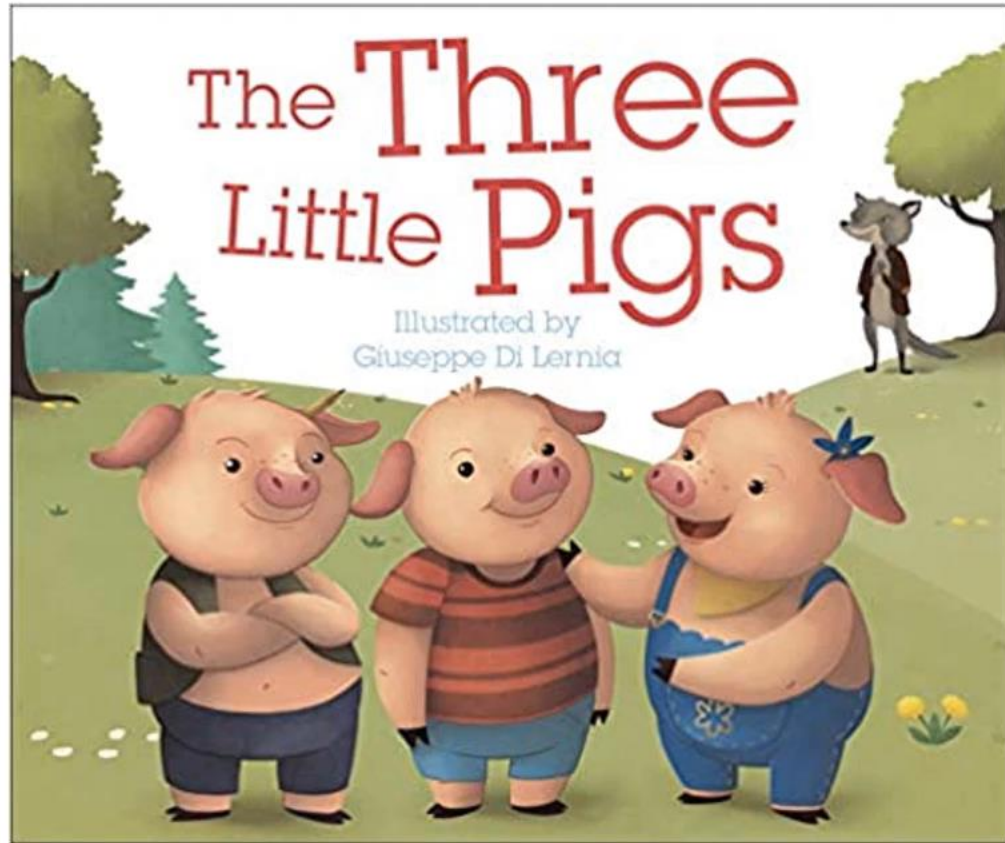
Is there anything they could do better next time?

## Success Criteria:

- Use Think Aloud
- Explain what strategies are being used and why
- Practise



# Making predictions – Early Years



What makes the modelling effective?

Is there anything they could do better next time?

## Success Criteria:

- Use Think Aloud
- Explain what strategies are being used and why
- Practise



# Application to practice – Early Years



## Practise:

Edit the text in the word document to insert scripted 'Think Aloud' text that you would say to pupils to model active reading strategies.

## Success criteria:

- Use Think Aloud
- Explain what strategies are being used and why
- Practise

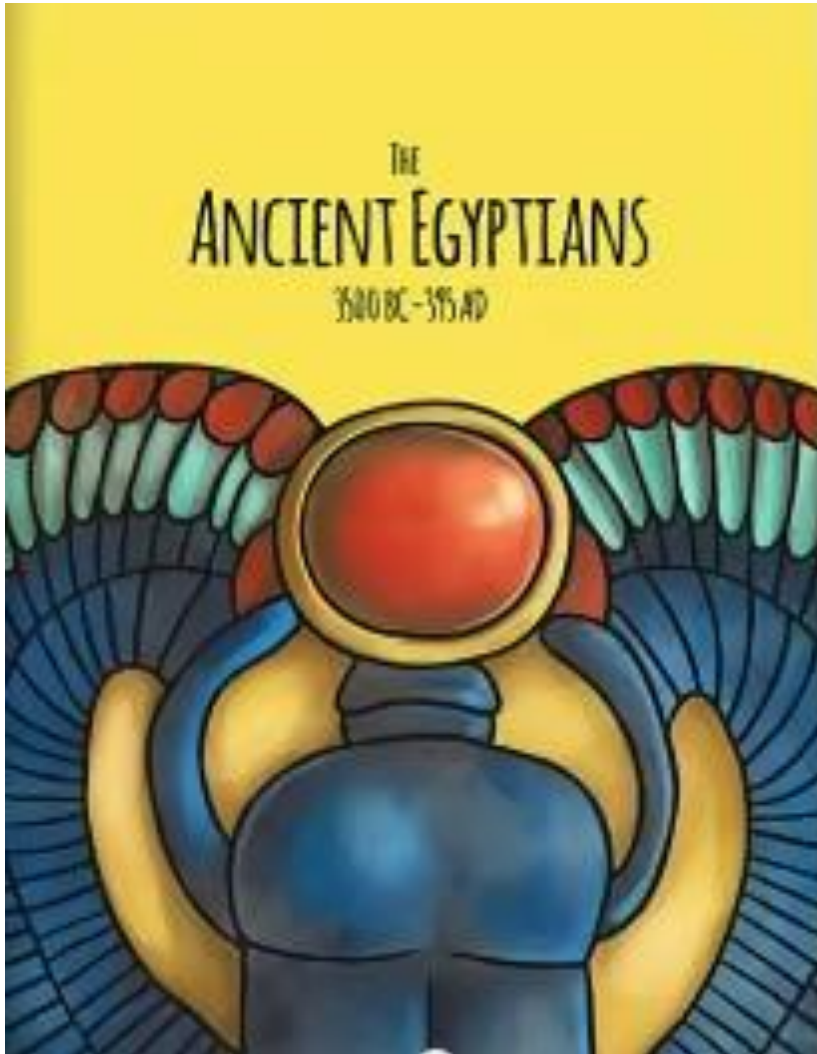
Once upon a time, there were three little pigs. The pigs lived in a small house with their mum. One day, their mum sent them off to build houses of their own (*Why has she sent them off to build their own houses? Maybe they are old enough to leave home now - question*).

As they walked down the road, the first little pig met a farmer pulling a cart of straw. It looked very warm - just right for building a house. He asked if he could have some. The farmer agreed and the first little pig began to build his straw house. (*I don't know any houses made of straw – activating prior knowledge. I think that house might blow away - prediction*)

A little way down the road, the second little pig saw a woodcutter with a cart of sticks (*what is a wood cutter? Maybe it's someone who cuts wood - question*). They looked thick and long - just right for building a house. He asked if he could have some. The woodcutter agreed and the second little pig began to build his wooden house.

The third little pig trotted down the road. After a short time, he met a builder pushing a wheelbarrow full of bricks. (*I think the third pig is going to build his house out of bricks – prediction*). The third little pig thought to himself, 'How strong those bricks look! I think they would make an excellent house.' So, the third little pig asked the builder for some of his bricks and he began to build a house that was stronger and bigger than the others.

# Activating prior knowledge – Primary T



What makes the modelling effective?

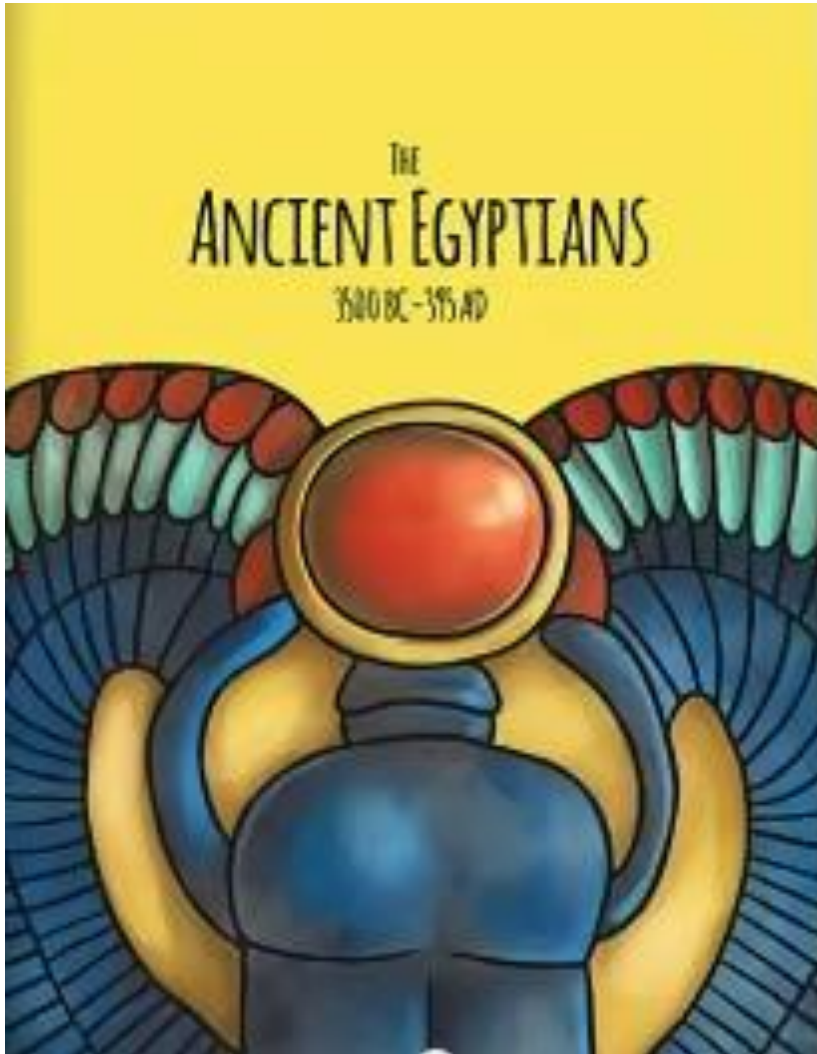
Is there anything they could do better next time?

## Success criteria:

- Use Think Aloud
- Explain what strategies are being used and why
- Practice



# Generating questions – Primary



What makes the modelling effective?

Is there anything they could do better next time?

## Success criteria:

- Use Think Aloud
- Explain what strategies are being used and why
- Practise



# Application to practice - Primary



## Practise:

Edit the text in the word document to insert scripted 'Think Aloud' text that you would say to pupils to model active reading strategies.

## Success criteria:

- Use Think Aloud
- Explain what strategies are being used and why
- Practise

A study of Ancient Egypt must start with an investigation of the Nile (*I know that's the longest river in the world that runs through Egypt – activating prior knowledge*). The entire civilization was supported by the Nile, which provided nourishing water and sediments for agricultural production, a green space for wildlife and game to live, and a consistent waterway for trade and transportation. Located at a crossroads between Mesopotamia and the empires of North Africa and on the southern coast of the Mediterranean Sea, Egypt was uniquely situated to become one of the great empires of the ancient world (*What is an empire? What other empires have I already learnt about? I know the Romans created an empire too – activating prior knowledge*).

Some early major trading partners included the people of Byblos in what is now modern-day Syria to the northeast of Egypt (*What is Syria? Maybe I need to look that up after reading this passage – clarifying*). Trade was common with seafaring peoples of the Aegean Sea in the north Mediterranean. In the south, Egypt traded with the Nubian people whose land was located south of the 1st cataract of the Nile (*so the ancient Egyptians traded with people both to the north and south of Egypt - summarising*). Also to the south were the people of Punt, who are thought to have lived along the southern coast of the Red Sea.

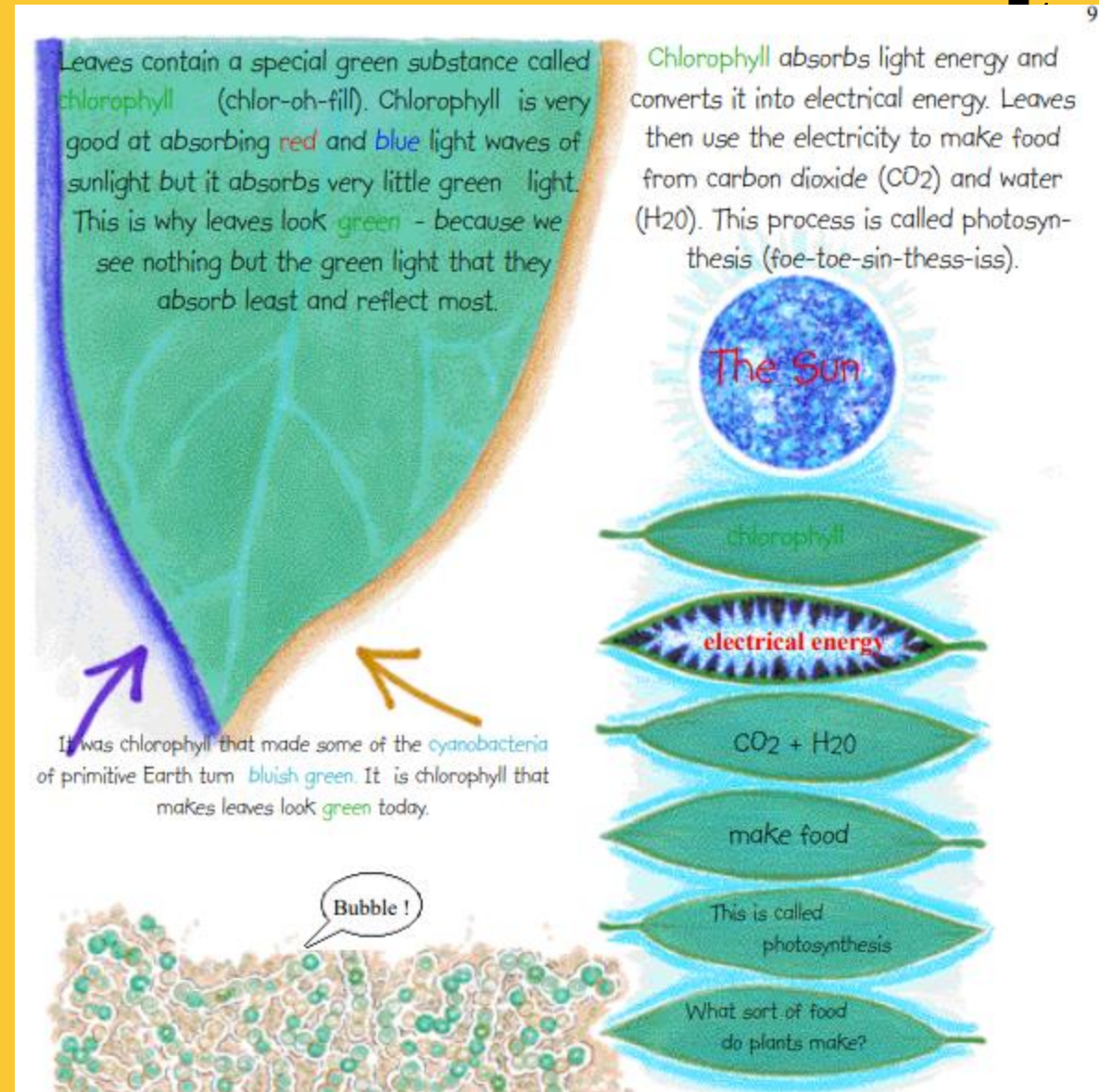
# Modelling active reading - Secondary

What makes the modelling effective?

Is there anything they could do better next time?

## Success criteria:

- Use Think Aloud
- Explain what strategies are being used and why
- Practise



# Application to practice - Secondary



## Practise:

Edit the text in the word document to insert scripted 'Think Aloud' text that you would say to pupils to model active reading strategies.

## Success criteria:

- Use Think Aloud
- Explain what strategies are being used and why
- Practise

First of all, green plants make carbohydrates (car-bo-hide-rates), which contain carbon, hydrogen and oxygen. The carbon and oxygen come from carbon dioxide gas ( $\text{CO}_2$ ). The hydrogen comes from water ( $\text{H}_2\text{O}$ ).

I can see here again that the chemical symbols have been used in the text and I know we have looked at these before and what they mean.

Starch, from potatoes, and sugar, from sugar cane, are types of carbohydrate. Let's look at a leaf and see how, and where, photosynthesis happens. Inside the cells that make each leaf there are millions and millions of tiny particles called chloroplasts (clor-oh-plasts)

There is a new word here for us to learn which is chloroplasts. I notice it has the same start as chlorophyll so I'm going to predict that they have something in common. It would really help my understanding if I knew where the words originated from – I could use an etymological dictionary to find out. This would help me remember the words and what they mean.

There are as many chloroplasts in a leaf, the size of your hand, as there are people in the world. Each chloroplast is like a tiny, living machine. It contains chlorophyll and it makes food for the plant.

So here I want to just make sure I get that bit – in each leaf there are millions of tiny chloroplasts and these are structures that contain chlorophyll.

Chloroplasts originally came from cyanobacteria that started to live inside larger and more complicated bacteria; they made food for those bacteria in return for a home. In photosynthesis, chlorophyll absorbs light energy.

# Developing writing – Ruth Everette

“Writing is thinking, to write well is to think clearly – that’s why it’s so hard.”  
(David McCullough)

Focus on helping pupils develop a systematic way in which their writing responds to the questions posed in specific subjects.

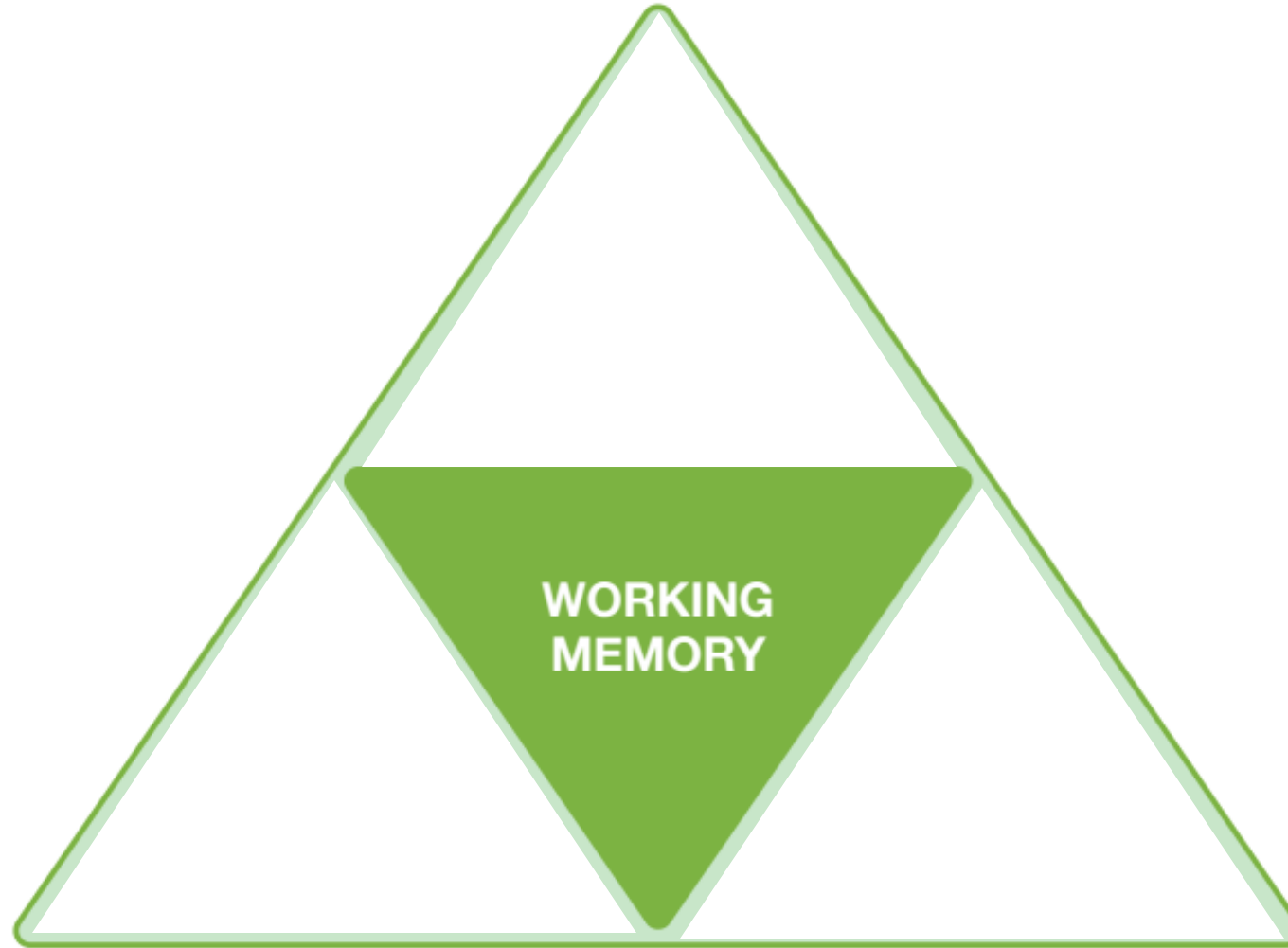
Writing is a process, not a singular activity.

Disciplinary writing instruction should be seen as inseparable from the teaching of the actual curriculum



**Discuss:** Consider the extent that you agree with all statements and explain why.

# Why is writing so challenging?



*(EEF, 2019)*

# Breaking down complex writing tasks

**Provide support at word-level, sentence-level and whole text level.**

- Provide pupils with a variety of vocabulary
- Provide pupils with sentence stems
- Teach pupils the conventions or structures of texts

**Explicitly teach pupils strategies for the three stages of the writing cycle: planning, drafting and editing.**

- Model use of graphic organisers to support planning
- Model thought processes during drafting using thinking aloud and shared writing
- Show pupils examples that consist of lots of edits and revisions

**Teach vocabulary and the subject specific connotations of Tier 2 words.**

- Explicitly teach pupils what 'compare' means
- Explicitly teach pupils what 'solution' means in science compared to 'solution' in maths



**Help pupils to monitor and review their writing.**


- Provide checklists of key features of vocabulary that needs to be included
- Use self or peer assessment




**Reflect:** Which strategies do you use in your subject or phase?

# Supporting writing


 Teddy makes this fraction:
 


 Mo says he can make an equivalent fraction with a denominator of 9


 Dora disagrees. She says it can't have a denominator of 9 because the denominator would need to be double 3

Who is correct? Who is incorrect?  
 Explain why.

## Pupil response:

Yes, he's right because you can make an equivalent fraction.

## Pupil response:

Mo is correct because you can make an equivalent fraction of  $\frac{1}{3}$  with the denominator of 9 because 9 is a multiple of 3. Doubling is not the only way to find equivalent fractions so Dora is incorrect. You can find equivalent fractions by multiplying the numerator and denominator by the same number.

# Supporting writing

## Pupil response:

Mo is correct because you can make an equivalent fraction of  $\frac{1}{3}$  with the denominator of 9 because 9 is a multiple of 3. Doubling is not the only way to find equivalent fractions so Dora is incorrect. You can find equivalent fractions by multiplying the numerator and denominator by the same number.

Provide **key vocabulary** (e.g. equivalent fraction, nominator, denominator, double, multiple, multiply).

Provide **sentence stems** to support them to structure their writing:

*Mo is \_\_\_\_\_ because.... Doubling is/is not the only way to find equivalent fractions so Dora is \_\_\_\_\_ . You can find equivalent fractions by...*

**Teach key vocabulary** to pupils throughout the sequence of work.

Use a **worked example** to model expert thought processes.

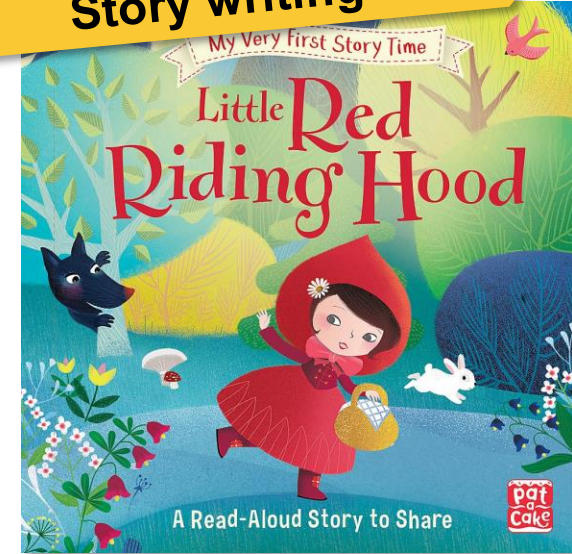
# Supporting writing



## History question

The main reason why the League of Nations could not stop aggression in the 1930s was because the USA was not a member. How far do you agree?

## Story writing



Key vocabulary

Complex sentence structures

Conventions of the text

Model planning

Model drafting

Notes, plans and checklists

Model editing

**Provide support at word-level, sentence-level and whole text level.**

- Provide pupils with a variety of vocabulary to use
- Provide pupils with sentence stems
- Teach pupils the conventions or structures of texts

**Explicitly teach pupils strategies for the three stages of the writing cycle: planning, drafting and editing.**

- Show pupils how to use graphic organisers
- Model thought processes during planning, drafting and editing using thinking aloud and shared writing
- Show pupils examples that consist of lots of edits and revisions.

**Teach vocabulary and the subject specific connotations of Tier 2 words.**

- Explicitly teach pupils what 'compare' means
- Explicitly teach pupils what 'solution' means in science compared to 'solution' in maths.

**Help pupils to monitor and review their writing.**

- Provide checklists of key features of vocabulary that needs to be included
- Use self or peer assessment



**Reflect and discuss:** Was the outcome to the standard that you had expected?  
How have you improved outcomes using these strategies?

# CLOSING THE READING GAP

## THE ARDUOUS EIGHT

Text length.  
e.g. longer texts including a  
broad range of information

**[8]**

**[1]**

Background knowledge – the sheer range  
of necessary knowledge and related ideas  
in a given passage or whole text.

The scaffolds present, or  
absent, in a given text  
e.g. key word glossary.

**[7]**



**[2]**

Range and complexity  
of vocabulary  
(including word length).

The generic elements of  
the text e.g. a biographical  
account in history.

**[6]**

Text difficulty can be  
mediated by...

**[3]**

Use of abstract  
imagery and  
metaphorical language.

Narrative or  
whole-text structures.

**[5]**

**[4]**

Sentence length  
and syntax.

# Summary

## What makes reading challenging?

### Supporting pupils' comprehension

Read  
mult

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Check the pitch is su

Teach pupils key voc

Develop pupils' back

Develop strategies f

### Modelling active reading

#### Success criteria

- Use Think Aloud
- Explain what you are using
- Practise

### Developing writing – Ruth Everette

Writing is thinking, to write is to think clearly – that's hard." David McC

Focus on helping pupils in a systematic way in which they respond to the question on a specific subject

**Discuss:** Consider what is most important.

### Supporting writing

Teddy makes this fraction  $\frac{1}{2}$

Mo says he can make an equivalent fraction with a denominator of 9

Dora disagrees. She says it can't have a denominator of 9 because the denominator would need to be double 3

Who is correct? Who is incorrect? Explain why.

(Taken from White Rose - Year 4 Numeracy Fractions)

### Supporting writing

#### History question


The main reason why the League of Nations could not stop aggression in the 1930s was because the USA was not a member. How far do you agree?





Thank you.

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