

Introduction

In module five, you considered the importance of supporting all pupils to access the curriculum. You explored the importance of developing high-quality oral language, reading and writing and the importance of teaching literacy skills through all subjects - 'disciplinary literacy' (EEF,2019).

Aim and focus of the session

The aim of this session is to further your understanding of disciplinary literacy and how high-quality classroom talk can improve reading, writing and communication across all subjects.

Developing your understanding of how to structure talk in your classroom can have a positive impact on pupil learning. Creating opportunities for dialogue and discussions, alongside effective questioning, supports pupils to use metacognitive strategies and knowledge. Pupils learn to articulate their ideas, explore and consolidate their understanding of the topic and assess the effectiveness of the strategies they are using, for example through discussion.

In this session, you will read elements of the first guidance report listed below and then elements of one of the following guidance reports related to the phase that you teach:

- **All** - Metacognition and Self-Regulated Learning Guidance Report (EEF,2019)
- **Early Years** - Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years (EEF,2018)
- **Key Stage One** - Improving Literacy in Key Stage One (EEF,2017)
- **Key Stage Two** - Improving Literacy in Key Stage Two (EEF,2017)
- **Secondary** - Improving Literacy in Secondary Schools Guidance Report (EEF,2019)

The EEF guidance reports support teachers to develop their understanding of how to improve literacy across phases and implement changes that can have a direct impact on pupil achievement. The guidance reports have been selected as they explore the ways in which you can explicitly teach different types of talk and the impact that this can have on developing language and communication and writing.

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