

Reading the research - Key Stage Two

Now you have read recommendation 5: 'Promote and develop metacognitive talk in the classroom' in the metacognition and self-regulated learning guidance report, you can spend some time thinking about how this applies to your phase by completing the reading outlined below.



Over to you!

Read the following recommendations in '[Improving Literacy in Key Stage Two Guidance Report](#)':

- **Recommendation 1: Develop pupils' language capabilities to support their reading and writing** (pages 8-9) which explores the importance of language development and the impact that this can have on thinking, communication, reading and writing skills across the subject disciplines.
- **Recommendation 4: Teach writing composition strategies through modelling and supported practice** (pages 14-15) which explores the teaching of the seven components of writing and the explicit strategies that can support pupils to become effective and reflective writers.

Whilst reading, think about your own practice and make notes on the following questions using the [notes tab](#) (or your own notebook).

- How do the suggested strategies and approaches develop understanding of language and use of vocabulary?
- Why is it important to plan opportunities for developing vocabulary and collaborative learning?
- Why is it important to consider the purpose and audience when writing and what impact will this have on different subject disciplines?



Take the Quiz!

Complete this short knowledge check [here](#). Once you've submitted your answers, you can view instant feedback by clicking on 'View Feedback' underneath each of your responses.

Remember, you aren't formally graded for your submissions, the knowledge checks are here for you to understand what you have learned within this session.

[\(this link opens in a new window/tab\)](#)

If you have time

If you'd like to further develop your understanding of how to improve literacy in your subject or phase, you might like to explore the suggested recommendations that relate to the phase before or after the one you are currently teaching. You can access these by clicking on the relevant pages in this session.

[\(this link opens in a new window/tab\)](#)