Ambition Institute

ECT :
CLINIC 5: LITERACY

Participant Workbook

KEEP
GETTING
BETTER

Name: …………………………………………………………………………………..

Session date: …………………………………………………………………………

Optional pre-reading

Literacy

Teaching challenge

Mr Riner, a secondary science teacher, and Ms Colbert, a Key Stage 1 teacher specialised in maths, both acknowledge the importance of teaching literacy in their subjects but are struggling to do so meaningfully. How might they address this problem?

Key idea

Every teacher needs to support developing pupils' literacy and it is the responsibility of all teachers of all subjects and phases. By building their knowledge of how pupils learn to read, write, speak and develop vocabulary, and understanding how best to support the development of these skills in their context, teachers can support pupils to develop high levels of literacy.

Evidence summary

Why does literacy matter?

Literacy underpins academic success in every subject and is fundamental for building fulfilling careers and rewarding lives (EEF, 2018). Teaching literacy is therefore everyone's responsibility. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. (ECF, DfE, 2019). Pupils with low literacy levels can often struggle in the transition from primary to secondary school, where they encounter denser texts with more technical subject specific vocabulary.

According to an EEF study carried out in 2018, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. (Quigley et al., 2019). Without being able to read and write properly, pupils are not able to access texts across all subjects. This has profound implications for Mr Riner and Ms Colbert as a lack of literacy skills will prevent their pupils from being successful in their subjects. When considering how to support pupils to develop their pupils' literacy skills in their subjects, it is helpful for both teachers to start to consider how literacy skills are developed from birth so that they can adopt similar approaches when developing pupils' ability to speak, read and write effectively in their own subjects.

What are the building blocks of literacy?

From birth, as we're exposed to words, we begin to develop an awareness of different sounds. These are the building blocks which enable children to recognise different words and build their vocabulary. For this reason, children's oral literacy is developed across the curriculum in the early years classroom through rhyme, storytelling, meaningful conversations, roleplay etc. all of which develop pupils' vocabulary (EEF, 2019). Developing pupils' oral literacy in turn supports the development of communication and language skills, which underpin later literacy skills, such as reading and writing. When pupils first learn to read and write they do so primarily through the use of phonics.

Systematic synthetic phonics

Phonics is a method for teaching speakers of English to read and write their language. Most children do not "naturally" learn that letters in the English alphabet represent specific sounds. It involves connecting the sounds of spoken English with letters or groups of letters (National Literacy Trust, 2017). Systematic synthetic phonics is the most widely used approach which explicitly teaches these sound-letter relationships. The teaching of systematic synthetic phonics builds on children's oral literacy and supports pupils to "decode" or recognise words in written form. Evidence shows that systematic synthetic phonics is highly effective in

teaching young children to decode (EEF, 2018) and especially benefits pupils who arrive at school with a lower language proficiency (Machin et al., 2018).

In phonics lessons, pupils are taught the sounds (phonemes) in English and how to write them (graphemes). Even though Mr Riner may not know about how to teach phonics, it is important for him to be aware that phonics is used in early years for pupils to firstly recognise words and secondly, to aid language comprehension. Understanding how pupils have learnt to recognise new words is helpful for Mr Riner and Ms Colbert as they can then consider how they might want to adopt similar strategies when explicitly teaching new vocabulary for their specific subjects. There are several phonics based schemes, such as Read, Write, Inc (for early years and primary) and Fresh Start (used for pupils in Key stage 2 and above who are still developing these skills, perhaps due to special needs), which are widely used in schools which both Ms Colbert and Mr Riner may want to refer to when considering how to support pupils to recognise how to say and spell unfamiliar vocabulary. Systematic synthetic phonics includes two approaches which can be adopted by both Ms Colbert and Mr Riner:

Blending for reading
Pupils begin to recognise the sounds in simple words and then blend them together to read the words. For example, when learning to read the word "dad", the letters 'd', 'a', 'd' and blended to read the word 'dad'. Ms Colbert may want to consider "sounding out" the individual letters when introducing a new word, such as "subtract".

Segmenting for spelling
The reverse of blending is segmenting. This approach can be used to spell words. Pupils begin to spell simple words by segmenting the word into its individual sounds. For example, pupils look at the word "rug" and segment it into individual sounds; 'r', 'u', and 'g'. They then recall what these sounds look like and write them down. Beyond early years, this segmenting approach can be used to support older pupils with their spelling, as well as understanding new vocabulary. Mr Riner may want to break up or segment a word into parts so that the prefixes and suffixes are made explicit to pupils and, if appropriate, he may want to explain the etymological roots of these prefixes and suffixes. Etymology refers to the study of the root of words. By referring to these common roots in his teaching, pupils can understand the links between different words, which in turn develops their wider vocabulary. For example, Mr Riner may want to segment the word "Photosynthesis" when introducing this word to his pupils in the following way:
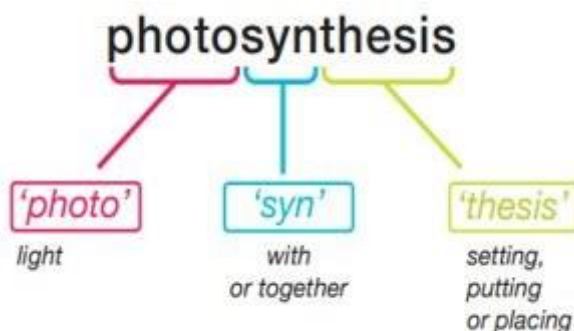
Ms Colbert may show the word "triangle" and explain that "tri" comes from "three" in Latin, which means that there are three angles. She may refer to other familiar words which pupils already know which contain "tri" in it-for example, tricycle.

Explicit instruction around new vocabulary requires Ms Colbert and Mr Riner to not only reflect on and identify the vocabulary which is specific to their subjects but to also know about the root (etymology) of these words

themselves. They also need to consider the possible difficulties and misconceptions which pupils may have when encountering these words. The different demands placed on pupils when encountering this vocabulary depends on the different subject disciplines.

Vocabulary

Vocabulary supports pupils' oracy, reading and writing. There are over 170 thousand words in the English language – which should Mr Riner and Ms Colbert teach?

Beck et al. (2002) differentiate between three tiers of language:
> **Tier 1 vocabulary:** Everyday words, which might not need to be taught explicitly, such as 'good', 'child' or 'Sunday'.
> **Tier 2 vocabulary:** Words which appear across the curriculum but less commonly in everyday speech, such as 'examine', 'deceive' or 'forthright'.
> **Tier 3 vocabulary:** Words which are specific to a subject: for example, in science, pupils need to grasp the scientific meaning of terms such as 'evaporation.'

Mr Riner and Ms Colbert can develop pupils' tier 2 and tier 3 vocabulary through careful selection and explicit teaching of that vocabulary, and providing multiple opportunities to hear, see and use new words (Breadmore et al., 2019). Ms Colbert and Mr Riner may want to consult with their Head of Department and Literacy lead in order to get support on which vocabulary they may want to prioritise. Once they have identified the vocabulary, they will need to plan how they will explicitly teach this vocabulary by providing a clear definition of the word and modelling how that word is used in the context of what they are teaching. They would also need to provide pupils with an opportunity to practise using it through talking to their partner and using the word in their written work.

Oracy

Oral language supports all other strands of literacy. Promoting better talk practices in classrooms directly improves pupils' outcomes in core subjects and appears to improve their confidence and participation (Jay et al., 2017). A cycle exists involving reading and oral language skills- better oral language skills improve reading and the more pupils read, the better their vocabulary. This can also be thought of as an example of the Matthew effect. The Matthew effect refers to the idea that in reading the rich get richer and the poor get poorer, meaning those pupils who find reading difficult, avoid doing so, leading to a vicious circle, whereby they have a poorer vocabulary, leading them to understand less when they read, leading them to avoid it where possible. Therefore, Mr Riner and Ms Colbert need to consider how they can support their pupils to develop their oral language skills, which in turn will improve their reading comprehension skills.
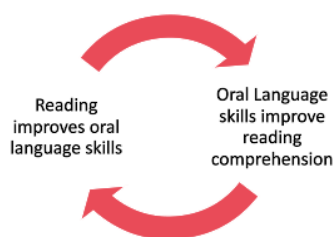
Mr Riner has previously not given much thought to pupil talk in his class, instead focusing on pupils' written responses. Knowing that pupil talk about key learning can support them to better understand content, improve the structure of their writing, as well as develop their vocabulary, Mr Riner now gives more thought and dedicates time to planning what oral tasks involve in his lessons. Oral tasks which are focused on the

content which is being studied and which aims for pupils to use key vocabulary has been shown to work most effectively (EEF, 2019). Mr Riner therefore explicitly plans how pupils will talk to each other. He plans what high quality discussions he plans to have in his class, what key vocabulary he wants pupils to be using and model these to pupils before setting them off on speaking tasks. This helps increase the quality and rigour of pupil talk in his lesson.

Reading

As stated before, reading is not a skill that is naturally acquired. It comprises two main strands: word recognition and language comprehension (Scarborough, 2001). Improving standards in reading is about improving accuracy of both word recognition and language comprehension; it is also about improving fluency. A fluent reader is less reliant on decoding words and begins to recognise words more automatically. If pupils cannot read fluently, they will be more likely to experience cognitive overload when trying to acquire new knowledge through reading (Murphy & Quigley, 2017).

Reading Fluency

Fluency is developed through practice; pupils who enjoy reading are more likely to practise it.
Reading for pleasure is important both for educational purposes as well as for personal development (Clark & Rumbold, 2006). Reading for pleasure supports reading fluency, whilst also helping children develop the background knowledge they need to improve their reading comprehension (Clark & Rumbold, 2006). Most pupils will benefit from being explicitly taught rather than just being encouraged to practise individually, especially those who struggle with reading.

Reading comprehension

We have just seen how fluency helps children to move on from focusing on just the sounds and decoding the words to remember the gist of the text. Mr Riner and Ms Colbert also want their pupils to understand what they are reading. Reading comprehension means children are thinking about the meaning of what they are reading. Pupils are unlikely to understand what they read without the relevant background knowledge (Willingham, 2009). If Ms Colbert and Mr Riner want their pupils to understand the texts they are reading, they need to support pupils to build a well-connected web of facts, ideas and vocabulary related to the texts which they are reading. First, they need to be familiar with the vocabulary in a text in order to comprehend it. Second, they need to be familiar with the context of the writing – only if a pupil has background knowledge relevant to the texts they read, will they be able to draw inferences from it. For example, Mr Riner's pupils won't understand what an evolutionary tree is if they don't have background understanding of classification of living organisms. Or Ms Colbert's pupils will find a problem-solving question on the size of different animals on a farm if they are not familiar with the animals or know the vocabulary for them.

Developing pupils' vocabulary and background knowledge has a large part to play in supporting their language comprehension. There are several approaches which teachers can use to develop pupils' reading fluency and comprehension.

- **Guided oral reading instruction**: fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback.
- **Repeated reading**: pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- **PEER framework**:
    - o Prompt the child to say something about the book
    - o Evaluate the response
    - o Expand their response by rephrasing or adding information
    - o Repeat the prompt to help them learn from the expansion.

Reading for pleasure

Mr Riner and Ms Colbert want their pupils to develop a lifelong love of reading and introducing them to high quality texts is one way they can promote reading for pleasure. They want to develop and sustain pupils' intrinsic motivation to read, rather than using intrinsic rewards or other incentives, as this is more likely to result in a long-term reading habit.

Teachers can scaffold pupils' understanding by reading high quality texts to them, so they have the vocabulary and the understanding of the concepts in place before they tackle the texts independently. By building pupils' mental models around the concepts they will be able to understand more of what they read. This is why it is so important that we activate pupils' prior knowledge before we read a text with them, so they can use this knowledge to support them but also so they can add the new knowledge they are learning to their schema to help future learning.

Writing

Writing is both a physical task, as well as an intellectual one. The physical tasks include developing the skills to write by hand and spell words correctly, also known as "transcription". The intellectual tasks involve generating ideas, elaborating on them, sequencing and connecting them coherently.
It is helpful for Mr Riner and Ms Colbert to understand what pupils do in early years when they first learn how to write, so that they can understand pupils' starting points and appreciate how hard writing is as a process.

Building blocks of handwriting

All writing systems employ a visual code for representing spoken language. Learning to read and write requires children to "crack the code" for their language (Castles, 2018). In phonics lessons, pupils are taught all the phonemes, starting with the simplest in the English language and how to write them down.
Once children have developed their writing skills sufficiently, they can move on to adapting their writing for different audiences by using different forms of writing. Even in Reception, pupils can begin to test out the different forms from within different genres of writing. In short, writing is a complex process and one that pupils will struggle to independently master without effective explicit instruction (EEF, 2016).

Mr Riner and Ms Colbert need to be aware that they are responsible for developing their pupils' writing skills and need to model to their pupils what effective writing looks like in their respective subjects. Further information on modelling effective writing can be explored in the self-study materials for Clinic 4.

Nuances and caveats

All subjects, even more practical ones, have a literacy component to them. However, it is important for teachers to acknowledge and understand the literacy demands of their specific subjects rather than try and shoehorn a literacy strategy into their teaching, for the sake of it.
It is also important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.

Key takeaways

- All staff have a responsibility to teach literacy, no matter their subject background.
- Literacy knowledge and skills support understanding across the curriculum because all subjects are taught through dialogue, reading and writing.
- Modelling matters: modelling is an important tool in teaching literacy.
- Regular reading: reading helps develop pupils' fluency and background knowledge
- Oral literacy and phonics: systematic synthetic phonics is effective as a part of a balanced approach for teaching young pupils to read and write

Further reading

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Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.

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Teaching problem

In today's session, we will consider the following typical teaching problem:

How can teachers meaningfully support all pupils to develop high levels of literacy?

Paired discussion

Task: In your pair, discuss the following:

Reflect on your experience of teaching literacy in the classroom. This includes any support you have given pupils to read, write, speak or develop vocabulary.

Questions:

> How do you currently support literacy development in your classroom?

Notes:

> Which aspects of developing literacy have you had success with?

Notes:

> Which aspects of developing literacy do you find challenging?

Notes:

Teaching literacy

'Teaching literacy is… everyone's responsibility. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.'

(ECF, DfE, 2019).

What are the components of literacy?

Speaking and listening	Developing expressive and receptive language is important as language supports all other strands of literacy.
Reading	Reading is a complex skill which requires two strands: word recognition and language comprehension.
Writing	Writing is both a physical and intellectual task. Pupils must develop the skills to write by hand and spell accurately, as well as generating ideas.
Vocabulary	Vocabulary can be organised in to three tiers. Pupils are less likely to pick up tier 2 and 3 words naturally, so these will need to be explicitly taught.

What are underlying features?

Underlying features are the components of an approach that can be applied across all subjects, phases or settings. They serve as a guide for what good practice is likely to look like.

Underlying features in this clinic

Underlying Feature	Description
Literacy teaching is a **shared responsibility**.	All teachers are teachers of literacy. They must assess pupils' literacy needs and consider how to motivate pupils to develop their literacy knowledge.
All teachers must understand the **components of literacy.**	Develop your own literacy expertise including an understanding of how to support pupils in reading, writing, speaking & listening and developing vocabulary. Teachers should understand what is required for literacy teaching in a specific subject or phase.
Literacy teaching must be **intentionally planned.**	Consider the literacy expectations and barriers of a subject/phase. For these expectations and barriers, plan how to activate prior knowledge and provide models and opportunities for practice. Plan for multiple opportunities to explicitly teach literacy.
Literacy should be **explicitly taught.**	Build a knowledge of pedagogies, (e.g. modelling, scaffolds, repetition) which contribute to pupils' literacy development and plan to use these in the classroom.

I Do

Task: Read the scenario.
Scenario 1

'I Do' scenario

Miss O'Sullivan is teaching a unit on Tectonic Hazards to her year 10 class. In the next lesson, the pupils will be applying their knowledge of the topic so far to an extended writing question: 'To what extent are less developed countries more vulnerable to tectonic hazards than more developed countries?'

The class is confident with the content of the unit, and has responded to this style of question before, but Miss O'Sullivan knows that the structure required in their responses is particularly challenging. When planning the lesson, Miss O'Sullivan therefore starts by writing her own model, allowing her to carefully consider the components of a successful response. She identifies that including a sophisticated introductory sentence plays a particularly important part in this. As she wants to develop her pupils' independent writing, she decides not to share a complete model. Instead, she will talk pupils through a template for the response structure and emphasise the importance of the opening sentence.

In the lesson, Miss O'Sullivan begins by reminding pupils what is required from the question stem. She asks pupils *"what is meant by the stem 'to what extent'?"*. One pupil responds that *"this means the question is asking us to make a judgement"*. Miss O'Sullivan confirms this, then adds *"to make a judgement means to make a decision"* to further support pupils who are still unsure. She then asks pupils to spend two minutes discussing their ideas in pairs.

Together, Miss O'Sullivan and the class discuss the key content for the response, with Miss O'Sullivan modelling the structure that pupils will need to use to organise their ideas. As the class generate the relevant ideas, she writes the following prompts on the board:

Introduction
Agree paragraph
Disagree paragraph
Conclusion

During this discussion, Miss O'Sullivan emphasises the importance of the introductory sentence to the success of the response, reminding pupils that this is where they will first state their judgement. This style of introductory sentence will be required in their writing throughout their time as geographers.

Before the pupils start writing, Miss O'Sullivan reminds them to use capital letters at the beginning of their sentences and to use proper nouns. As they write, Miss O'Sullivan circulates the room. After a few minutes, she has identified that some pupils have not made a detailed and sophisticated judgement in their introductions.
Miss O'Sullivan writes an example of a simple judgement on the board and places a sophisticated pupil response under the visualiser for comparison. She uses questions to elicit the difference between the simple and sophisticated judgements.

The pupils correctly identify that the sophisticated example not only makes a judgement, but also gives a justification for this decision. Miss O'Sullivan then prompts pupils to identify the words in the example that link the judgement and the justification (e.g. because) and extend the justification further (e.g. therefore). The

pupils correctly identify these words. Miss O'Sullivan explains that these are cause-and-effect connectives which are always useful to remember for this type of response.

The pupils return to their independent writing, editing their work to include the structure they have just discussed. Miss O'Sullivan knows that this style of response will also come up in her next unit, so she makes a note to recap and model the use of cause-and-effect connectives again then.

Questions:
   a. Where can you see the underlying features in the scenario?

   - Shared responsibility
   - Understand the components
   - Intentionally planned
   - Explicitly taught

   b. What difference do you think the underlying features make to the successful teaching of literacy?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Shared responsibility	
Understand components	
Intentionally plan	

Explicitly teach	
Other notes:	

We Do

Read and analyse

Underlying features for scenario 2 and 3

The underlying features you need to have in mind as you read these scenarios are below. They are the same as for scenario 1:

Underlying Feature	Description
Literacy teaching is a **shared responsibility**.	All teachers are teachers of literacy. They must assess pupils' literacy needs and consider how to motivate pupils to develop their literacy knowledge.
All teachers must understand the **components of literacy.**	Develop your own literacy expertise including an understanding of how to support pupils in reading, writing, speaking & listening and developing vocabulary. Teachers should understand what is required for literacy teaching in a specific subject or phase.
Literacy teaching must be **intentionally planned.**	Consider the literacy expectations and barriers of a subject/phase. For these expectations and barriers, plan how to activate prior knowledge and provide models and opportunities for practice. Plan for multiple opportunities to explicitly teach literacy.
Literacy should be **explicitly taught.**	Build a knowledge of pedagogies, (e.g. modelling, scaffolds, repetition) which contribute to pupils' literacy development and plan to use these in the classroom.

Task: Read both of the following scenarios.

Scenario 2

Mr Shah is a year 4 teacher. In art lessons, his class have been studying the work of famous landscape artists. Over the course of the term, pupils have practised a range of techniques and have just completed their own landscape paintings.

Next week, pupils will be presenting their work at a gallery viewing afternoon with their parents and carers. The adults will be encouraged to ask their children questions about the techniques they have practised and the decisions that have informed their final pieces.

Throughout the unit, Mr Shah has encouraged pupils to describe the decisions they have made in their work. These descriptions have been supported by a vocabulary list which is organised into four categories: colour, texture, composition and mood. Mr Shah has given regular opportunities to revise the meaning of less familiar words and pupils have become increasingly confident using this vocabulary. However, they have not yet had to talk at length about their paintings or respond to spontaneous questioning. In the final lesson before the gallery viewing, Mr Shah would therefore like pupils to practise what this dialogue might look like.

For the lesson, Mr Shah has designed a set of open questions which will help pupils probe each other on their pieces of art. They will work in pairs and take turns to be the questioner and the artist, allowing pupils to practise both their expressive and receptive language.

Mr Shah starts the lesson by modelling what a good dialogue might look like. He explains that he will play the role of the artist and that the class will use the questions to ask him about his work. He projects a painting by Utagawa Hiroshige onto the board to refer to as his model.

Mr Shah selects a pupil to start, who asks "*what kind of mood or atmosphere did you want to create in your painting?*". Mr Shah responds by saying "*I wanted the sea to seem powerful and maybe a bit mysterious.*" He then stops and prompts the class to reflect on his response, asking them to identify what was good about it and how it could be improved. One pupil identifies that Mr Shah has used two words from the vocabulary list, which is good. Another suggests that Mr Shah could go on to explain how he thinks he has achieved this mood.

Mr Shah agrees and re-models his response, saying "*I wanted the sea to seem powerful and maybe a bit mysterious, so I created a contrast between the violent sea and the calm sky.*" Mr Shah identifies that the use of the word 'so' allows him to expand his initial response. He reminds the class that there is a list of connectives on the wall, which they should refer to when they break away into their pairs.

Mr Shah then asks, "who thinks they have a question which follows on logically from what I have just said?". Mr Shah wants to encourage pupils to listen carefully to ensure that they are asking questions which allow their partners to explain their thought process in detail. He continues to model the dialogue in this way, prompting pupils to reflect on his answers and ask effective questions in response.
The class then split into pairs to practise the dialogues.

Scenario 3

Mr Usher is teaching a unit on cells to year 7. He is aware that pupils will need to grasp extensive technical vocabulary to succeed in this unit, and that this knowledge provides the foundation for their learning in Biology as they move up the school.

Mr Usher knows that this technical vocabulary is challenging for several reasons. Words such as cytoplasm, chlorophyll and mitochondria are complex and may be difficult for some pupils to decode and pronounce. Equally, whilst vocabulary such as cell wall is simpler to say and spell, the typical connotations of a 'wall' (solid and impermeable) may confuse pupils when they learn that in this case they do not apply.

Mr Usher's initial teaching of new vocabulary focuses on decoding the words and establishing their meaning. Knowing that an image will support pupils to understand the words in context, he starts by projecting a diagram of a cell and talking pupils through each of the labels one by one. He provides a simple explanation for each word and asks pupils to say them aloud using call and response. Through class discussion, Mr Usher then supports pupils to write class definitions for each word.

In the following couple of lessons, Mr Usher consolidates pupils' knowledge by ensuring that they are confident with pronunciation and meaning. He designs recall activities that require pupils to practise saying words, rather than just identifying them in written text, and targets common spelling mistakes.

As the unit progresses, Mr Usher focuses on the second challenge of ensuring that pupils are confident using the new vocabulary in context and in response to questions and lengthier explanations. He provides regular opportunities to recall the new vocabulary, for instance planning low-stakes quizzes and providing partially or incorrectly labelled diagrams for pupils to fill in. This helps him identify and respond to, pupil misconceptions, such as mixing up cytoplasm and chlorophyll.

When preparing quizzes, Mr Usher considers how he can frame questions differently to ensure that pupils are confident both identifying a new word and understanding its role in the cell. For instance, in one lesson Mr Usher asks pupils 'which part of the cell gives it shape and structure?' and in the next asks them to 'describe the function of the cell wall'.

When pupils are confident with this style of questioning, Mr Usher increases the challenge, for instance asking them to 'write a sentence about the cell wall using the words if/then/because'. This encourages an even deeper understanding of the words by allowing pupils to practise their new declarative knowledge and potentially explore the relationships between cells and sub-cellular structures. For example, 'If a cell contains chlorophyll, then it must be a plant cell because plants photosynthesise and animals do not.'

Task: Respond to the following questions independently.

> *Questions:*
>   a. Where can you see the underlying features in the two scenarios?
>
>   - Shared responsibility
>   - Understand components
>   - Intentionally plan
>   - Explicitly teach
>
>   b. What difference do you think the underlying features make to the teaching of literacy?

Underlying feature	Response/suggestion
Shared responsibility	
Understand components	
Intentionally plan	

Explicitly teach	

Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record: Take a few minutes to reflect on the group discussion and record your final thoughts on scenarios 2 and 3.

Notes:

Option A: Non-example

Read and analyse

Underlying features for scenario 4

The underlying features you need to have in mind as you read these scenarios are below. They are the same as the previous scenarios:

Underlying Feature	Description
Literacy teaching is a **shared responsibility**.	All teachers are teachers of literacy. They must assess pupils' literacy needs and consider how to motivate pupils to develop their literacy knowledge.
All teachers must understand the **components of literacy.**	Develop your own literacy expertise including an understanding of how to support pupils in reading, writing, speaking & listening and developing vocabulary. Teachers should understand what is required for literacy teaching in a specific subject or phase.
Literacy teaching must be **intentionally planned.**	Consider the literacy expectations and barriers of a subject/phase. For these expectations and barriers, plan how to activate prior knowledge and provide models and opportunities for practice. Plan for multiple opportunities to explicitly teach literacy.
Literacy should be **explicitly taught.**	Build a knowledge of pedagogies, (e.g. modelling, scaffolds, repetition) which contribute to pupils' literacy development and plan to use these in the classroom.

Task: Read the following scenario.

Scenario 4

Miss O'Sullivan's is teaching a unit on Tectonic Hazards to her year 10 class. Next lesson, the pupils will be applying their knowledge of the topic so far to an extended writing question: 'To what extent are less developed countries more vulnerable to tectonic hazards than more developed countries?'

The class is confident with the content of the unit, and has responded to this style of question before, but Miss O'Sullivan is aware that pupils have previously found these writing tasks challenging. When planning, Miss O'Sullivan therefore makes a mental note to remind pupils of the structure of the question, as they are discussing the content.

In the lesson, Miss O'Sullivan begins by reminding pupils what is required from the question stem. She asks pupils *"what is meant by the stem 'to what extent'?"*. One pupil responds that "*this means the question is asking us to make a judgement"*. Miss O'Sullivan's confirms this, then adds "*to make a judgement means to make a decision*" to further support pupils who are still unsure. She then asks pupils to spend two minutes discussing their ideas in pairs.

Together, Miss O'Sullivan and the class discuss the key content for the response. As the class generate the relevant ideas, she adds them to a 'agree' and 'disagree' columns on the board, explaining that pupils will need to cover both sides of the argument.

Agree
Disagree

Before the pupils start writing, Miss O'Sullivan reminds them to use capital letters at the beginning of their sentences and to use proper nouns. As they write, Miss O'Sullivan circulates the room. After a few minutes, she has identified that many pupils have jumped straight into an 'agree' paragraph, rather than opening with a clear introductory sentence. She knows that this style of introductory sentence is key to the success of the responses and that it will be used throughout their time as geographers.

Miss O'Sullivan intervenes by identifying a pupil response which includes an introductory statement and showing it to the class under the visualiser. She uses questions to elicit what makes the start of the response successful. The pupils correctly identify that the example includes an opening sentence in which the writer makes a judgement and gives a justification for this decision. Miss O'Sullivan explains that this introductory sentence is crucial for framing the rest of the response and that the justification element ensures that the response is sophisticated. She then prompts pupils to review their own introductory statements and amend them accordingly.

The pupils return to their independent writing. Miss O'Sullivan reflects that many pupils in the class could do with more support on the specifics of a successful response, so plans to think about how she can model this more effectively when covering similar questions in the following unit.

Task: Respond to the following questions independently.

Questions:

    A. Which of the underlying features are not present in the scenario? (There may be one or multiple)

- Shared responsibility
- Understand components
- Intentionally plan
- Explicitly teach

    B. What is the impact of these features not being present on the teaching of literacy?

Missing underlying feature	Impact of feature not being present

Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record

Take a few minutes to reflect on the group discussion and record your final thoughts on scenario 4.

Notes:

Option B: Practice task

Reflection

> What does literacy teaching look like in your phase, subject or context?

Speaking and listening	What opportunities for speaking and listening arise in your lessons? What is the purpose of speaking and/or listening tasks: to inform? to discuss or problem solve? To practise turn taking?
Reading	What types of text do pupils read in your subject? What conventions do these texts follow?
Writing	What texts or types of writing do pupils need in your lessons? What are the conventions of these types of writing?
Vocabulary	Does your subject involve a lot of subject specific terminology? If so, how do you, or could you, organise this so that it is more manageable? Do you use any vocabulary that might be used across subjects, phases or contexts, but has distinct meanings e.g. evaluate, determine, summarise?

Notes:

Speaking and listening	
Reading	
Writing	
Vocabulary	

Action planning

> Consider the lessons you are teaching this week.
> Identify one lesson in which there will be an opportunity to meaningfully support pupils to develop high levels of literacy.
> Identify a specific activity or part of the lesson to plan with literacy development in mind.

Underlying features

Underlying feature:	Prompt questions:
Literacy teaching must be intentionally planned.	> What is the overall aim of the lesson and what literacy support will pupils need in order to achieve these? > What do pupils often struggle with when completing this type of task, or what do you anticipate that they might find difficult? > How can you explain and design the task in a way that supports pupils to overcome these challenges? > What prior knowledge do pupils have to draw on? Where does this lesson fit within the sequence of learning? > What resources (if any) do pupils already have access to which might support them to complete the task?
Literacy should be explicitly taught.	> How will you introduce the task so that pupils have the critical knowledge they need to succeed in it? > How will you explain the importance of the task to pupils, for instance by linking it to long term learning goals in your subject? > How will you assess pupil progress towards the desired outcome? > What misconceptions or challenges do you anticipate pupils having?

Planning notes

Underlying feature:	Notes:
Literacy teaching must be intentionally planned.	
Literacy should be explicitly taught.	

Reflection

> When planning your literacy input or task, what did you find the most challenging?
> What are your next steps in response to this clinic? What do you need to know or do to develop your literacy expertise? Who can support you with this?

Notes:

Option C: I Do (2)

Task: Read the scenario.

Scenario 5

Ms Messud is a reception teacher. Recently, children in her class have been demonstrating a secure knowledge of recognising and sounding out individual letters. As a result, they have begun practising blending as part of their phonics curriculum.

Ms Messud knows that literacy is an important area of learning and development, as outlined in the statutory framework for the Early years Foundation Stage (EYFS). More generally, she knows that literacy development is foundational for children's success in all aspects of their education and beyond. Consequently, Ms Messud is keen to reinforce the knowledge and skills learnt in phonics lessons in all parts of the curriculum. She wants children to make links between what they learn through her phonics instruction and their other activities, so that they can confidently use this developing knowledge in a range of contexts.

Recently, children in her class have been particularly interested in the natural world and the life cycles of animals. The school pond has some frogspawn in it and children have enjoyed observing hatching tadpoles as part of developing their understanding of the world. As a result, children have been drawing frogspawn and tadpoles in the art area and have been eager to play in the small world area, where Ms Messud has set up a pond. Ms Messud therefore decides to plan some opportunities to reinforce children's blending with activities based around the natural world.

To support children to initially make a link between these two areas, Ms Messud decides to plan a short, teacher-led activity. She has pre-prepared four decodable words which are themed around the natural world: 'mud', 'frog', 'sun' and 'swim'. She has selected these words from a selection of decodable books on the topic of the natural world – specifically about the life cycle of animals, pond animals and frogs. She chooses only a few decodable words from these books, so that there is still a high level of challenge when children read them independently.

For this activity, she follows the same process that she uses in her phonics instruction. She has each word printed on a card with a picture above and sound buttons below to direct children's attention. For the first word, she models sounding out words and blending them together: "*M-u-d. Mud. I read the word by blending the sounds. I looked at the letters and I read the sounds m-u-d from left to right. I then blended them together to make 'mud'.*

She then supports children to practise. For the second word, she sounds out the letters for children to blend. For the final two words, she gets children to sound out the letters and blend them together as a group.

In the provision, Ms Messud has also set up a range of activities to encourage children to continue practising these blending skills. She has put out the decodable books, which she used to plan her initial instruction, for children to read. Around the small world area, she has put up some decodable words related to the natural world. These include the four the class practised together, but also some other related words such as 'pond', 'green' and 'log'. These words again have sound buttons below them to help direct children's attention to the sounds. In the natural world area, she puts out some related toys and magnetic letters that children may want to play with. Finally, she also lays out some lilypads on the floor of the classroom which each have a decodable word on. She chooses a range of words for this; some are related to the natural world, and others are decodable words that children may have encountered previously.

Over the next few days, children engage with a range of these activities in varied ways. Some choose to read aloud and re-enact the stories they read in the small world area. Others hop around on the lilypads like frogs, while sounding out and blending some of the words that they land on. Ms Messud is pleased to hear many children are more confidently reading and blending decodable words from a range of activities. In addition to this, children are starting to regularly use some of this new vocabulary in their play.

Questions:
   a. Where can you see the underlying features in the scenario?

   • Shared responsibility
   • Understand components
   • Intentionally plan
   • Explicitly teach

   b. What difference do you think the underlying features make to the teaching of literacy?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Shared responsibility	
Understand components	
Intentionally plan	

Explicitly teach	
Other notes:	

Close

Reflections

> Of the underlying features, which do you already use to help you to teach literacy?
> Which of the underlying features do you think would be useful to discuss with your mentor or another experienced colleague?
> Any questions?

Record your next steps:

Appendix
Alternative I Do (1)

Scenario 6

Mrs Day is teaching a unit on Physical Theatre to her year 7 class. Next lesson, pupils will be completing a short piece of writing describing the choices they have made in their mid-unit performances.

Pupils have been practising how to use physical skills such as gesture, facial expression and posture to create meaning. Mrs Day has provided regular opportunities for pupils to practise technical terminology, so they are confident with this, but this will be the first time they have completed a written response. When planning the lesson, Mrs Day therefore starts by writing her own model, allowing her to carefully consider the components of a successful response, then considers how she will break down the writing process for her pupils. As this is the first time pupils have written in this style, she decides that it would be useful to start by completing a planning template, before moving on to full writing.

In the lesson, Mrs Day starts by introducing the question: '**Describe** three **physical skills** you have used in your performance and **explain** why you have done this.' She explains that the two command words (describe and explain) will come up regularly and uses questioning to elicit the meaning of these words from pupils.

Describe – identify the physical skill you have used (e.g. body language) and detail what this looks like (e.g. closed stance, hunched shoulders)
Physical skills – the physical tool you are using e.g. gesture, facial expression, body language
Explain – detail why you have chosen to use this gesture

Mrs day then projects a planning template on the board which includes space for pupils to identify the physical technique, describe what this looks like and explain why they have used it. Pupils spend two minutes discussing what they could include in each box, then feedback as a class with Mrs Day modelling how to fill in the template.

Once they have completed their planning templates, Mrs Day shows pupils a model response under the visualiser. She prompts pupils to identify where she is describing and where she is explaining.
Pupils then turn their own planning templates into an extended writing response. After 15 minutes, Mrs Day asks pupils to highlight in their work where they have described each technique and where they have explained why it has been used. She will sample mark these to help inform her planning when they return to this style of response at the end of the unit.

Questions:
   a. Where can you see the underlying features in the scenario?

   • Shared responsibility
   • Understand the components
   • Intentionally planned
   • Explicitly taught

   b. What difference do you think the underlying features make to the successful teaching of literacy?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Shared responsibility	
Understand components	
Intentionally plan	
Explicitly teach	
Other notes:	

Alternative I Do (2)

Scenario 7

Miss O'Sullivan is a teacher in a specialist school. She is teaching a unit on Tectonic Hazards to her year 10 class which has several students with SEMH and communication and interaction needs. In the next lesson, the pupils will be applying their knowledge of the topic so far to an extended writing question: 'To what extent are less developed countries more vulnerable to tectonic hazards than more developed countries?'

Before planning, Miss O'Sullivan considers the individual needs of her class. She knows the majority of pupils have a specific learning need in relation to committing thoughts to paper in the form of writing. Reflecting on her experience teaching this group, she knows that this need regarding physically writing their thoughts can lead to refusal to engage and, for some pupils, distressed behaviours. She decides that the main learning outcome of the next lesson is to be able to respond effectively to this style of question, and therefore considers other options for them presenting their learning.

The class is confident with the content of the unit, and has responded to this style of question before, but Miss O'Sullivan knows that the structure required in their responses is particularly challenging. When planning the lesson, Miss O'Sullivan therefore starts by writing her own model, allowing her to carefully consider the components of a successful response. She identifies that including a sophisticated introductory sentence plays a particularly important part in this. As she wants to develop her pupils' independent thinking, she decides not to share a complete model. Instead, she will talk pupils through a template for the response structure and emphasise the importance of the opening sentence.

In the lesson, Miss O'Sullivan knows that if she begins to refer to the word 'writing' before explaining pupils' options, they may disengage from the beginning of the lesson. As a result, Miss O'Sullivan explains to the pupils that when they begin the independent task, they will have a range of choices on how to demonstrate their answers, including the use of the computer, a scribe or a Dictaphone, in addition to the option of handwriting their responses.

She then moves on to introduce the task. Miss O'Sullivan begins by reminding pupils what is required from the question stem. She asks pupils *"what is meant by the stem 'to what extent'?"*. One pupil responds that "*this means the question is asking us to make a judgement"*. Miss O'Sullivan confirms this, then adds "*to make a judgement means to make a decision*" to further support pupils who are still unsure. She then asks pupils to spend two minutes discussing their ideas in pairs.

Together, Miss O'Sullivan and the class discuss the key content for the response, with Miss O'Sullivan modelling the structure that pupils will need to use to organise their ideas. As the class generate the relevant ideas, she writes the following prompts on the board:

Introduction
Agree paragraph
Disagree paragraph
Conclusion

During this discussion, Miss O'Sullivan emphasises the importance of the introductory sentence to the success of the response, reminding pupils that this is where they will first state their judgement. This style of introductory sentence will be required in their writing throughout their time as geographers.

Before the pupils start capturing their answers, Miss O'Sullivan reiterates their options for responding to the question. She reminds them that if they have chosen to write or type their responses to use capital letters at the beginning of their sentences and for all proper nouns. As they independently start their task, Miss O'Sullivan circulates the room. After a few minutes, she has identified that some pupils have not made a detailed and sophisticated judgement in their introductions.

Miss O'Sullivan writes an example of a simple judgement on the board and places a sophisticated pupil response under the visualiser for comparison. She uses questions to elicit the difference between the simple and sophisticated judgements.

The pupils correctly identify that the sophisticated example not only makes a judgement, but also gives a justification for this decision. Miss O'Sullivan then prompts pupils to identify the words in the example that link the judgement and the justification (e.g. because) and extend the justification further (e.g. therefore). The pupils correctly identify these words. Miss O'Sullivan explains that these are cause-and-effect connectives which are always useful to remember for this type of response.

The pupils return to their independent tasks, editing their work to include the structure they have just discussed. Miss O'Sullivan knows that this style of response will also come up in her next unit, so she makes a note to recap and model the use of cause-and-effect connectives again then. In addition to this, Miss O'Sullivan knows that pupils will need to be confident in their ability to respond to questions in the format they will use in their GCSE examination. For some pupils this will include access arrangements such as a scribe or typing, but for others, this will mean hand-writing responses. She therefore makes a note to ensure she plans opportunities for students to practise these skills alongside learning the skills of a geographer.

Questions:
  a. Where can you see the underlying features in the scenario?

  - Shared responsibility
  - Understand the components
  - Intentionally planned
  - Explicitly taught

  b. What difference do you think the underlying features make to the successful teaching of literacy?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Shared responsibility	

Understand components	
Intentionally plan	
Explicitly teach	
Other notes:	

Alternative We Do (1)

Scenario 8

Mr Usher is a teacher in a complex needs school. As part of their life skills lessons, he is teaching a unit on how to plan and make nutritious meals to a group of year 10 pupils. He is aware that pupils will need to grasp a range of vocabulary to succeed in this unit, such as colander, bowl, drain and fill. This knowledge will provide the foundation for pupils to gain greater independence in adult life.

Mr Usher knows that this vocabulary is challenging for several reasons. For example, not all pupils will have had regular exposure to similar activities and so some words may be unfamiliar. In addition, some pupils are non-verbal, and some may need pictorial or written supports.

Mr Usher's initial teaching of new vocabulary focuses on decoding the words and establishing their meaning. Knowing that visual aids will support pupils' understanding, he provides a pictorial or physical object reference for each word. For example, for physical objects such as a colander or bowl, he makes sure to show these to pupils. For actions such 'drain', he uses illustrations – in this case, of water pouring from a colander with an arrow to show the motion. He provides a simple explanation for each word and asks pupils to say them aloud or sign using call and response. Through class discussion, Mr Usher then supports pupils to write or match definitions or purpose for each word.

In the following couple of lessons, Mr Usher consolidates pupils' knowledge by ensuring that they are confident with the words, either pronouncing or signing, and their meanings. He designs recall activities that require pupils to practise saying or signing the words, and matching them to pictorial or physical object references.

As the unit progresses, Mr Usher focuses on the second challenge of ensuring that pupils can use and apply their understanding with a range of different questions. He provides regular opportunities to recall the new vocabulary, for instance planning low-stakes quizzes and providing correctly or incorrectly matched vocabulary to picture and objects for pupils to sort. This helps him identify and respond to pupil misconceptions, such as mixing up a colander and a mixing bowl, or mixing up the actions of draining and filling. When preparing quizzes, Mr Usher considers how he can frame questions differently over time to ensure that pupils are confident both identifying a new word and its meaning. For instance, in one lesson, Mr Usher asks pupils 'which object is this?' whilst holding up an object. In the next lesson, he asks them to 'describe or demonstrate the function of this item'.

When pupils are confident with this style of questioning, Mr Usher increases the challenge by beginning to use this vocabulary in context - specifically, through simple instructions: 'use the colander to drain the pasta'. This encourages an even deeper understanding of the words by allowing pupils to practise their new knowledge and to apply the skills and vocabulary they have learnt in practice.

Task: Respond to the following questions independently.

> *Questions:*
> a. Where can you see the underlying features in the two scenarios?
>
> - Shared responsibility
> - Understand components
> - Intentionally plan
> - Explicitly teach
>
> b. What difference do you think the underlying features make to the teaching of literacy?

Underlying feature	Response/suggestion
Shared responsibility	
Understand components	
Intentionally plan	
Explicitly teach	

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