

Supporting language and literacy in school

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ECONOMIC
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COUNCIL

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Plan for the workshop

- Introductions
- Recap on VaRiSS project and challenges identified in last year's workshop (Jessie Ricketts)
- Challenges
- Short break
- Strategies and materials
- Plenary and discussion (Sir Jim Rose)

Introductions

- We can't assume that secondary pupils have the oral vocabulary knowledge needed to access the curriculum
- We can't assume that secondary pupils can read effectively to access the curriculum
- The gap between the poorest and highest achievers is not closing
- There is progress in oral vocabulary knowledge and foundational reading skills, but this is limited

Challenges identified last year: Primary

- EAL
- Summer born children
- Training for TAs (see work from Rob Webster, Peter Blatchford)
- Beyond word reading and phonics: spelling, reading comprehension

Challenges identified last year: Secondary

- Expectations that pupils will be 'secondary ready' with literacy skills needed to access curriculum – VaRiSS project indicates that this is not the case
- Secondary teachers:
 - We lack knowledge about foundational literacy skills
 - We don't have age-appropriate materials
- Need for reading instruction (universal, targeted)
- Need for ITE/CPD
- Need for materials

Additional challenges

- Cross-curriculum approaches
- Time/space
- Pupil motivation
- Reading activity/enjoyment/practice

- Solutions
- ITE/CPD for secondary teachers
- Materials for secondary pupils

Discuss in pairs/small groups, then feed back:

1. What are the top two or three challenges for supporting language and literacy in primary school
2. What are the top two of three challenges for supporting language and literacy in secondary school?
3. Are the challenges different for primary and secondary settings? If yes, how?

Focus on challenges raised or new ones

Short break...

Discuss in pairs/small groups, then feed back :

1. Do you know of any strategies or materials that have or could be used to promote language and literacy effectively in secondary school?
2. Are these the same as the strategies and/or materials that you would advocate for primary settings?

Focus on challenges raised or new ones

Draw on case studies if helpful

Plenary/discussion (Sir Jim Rose)