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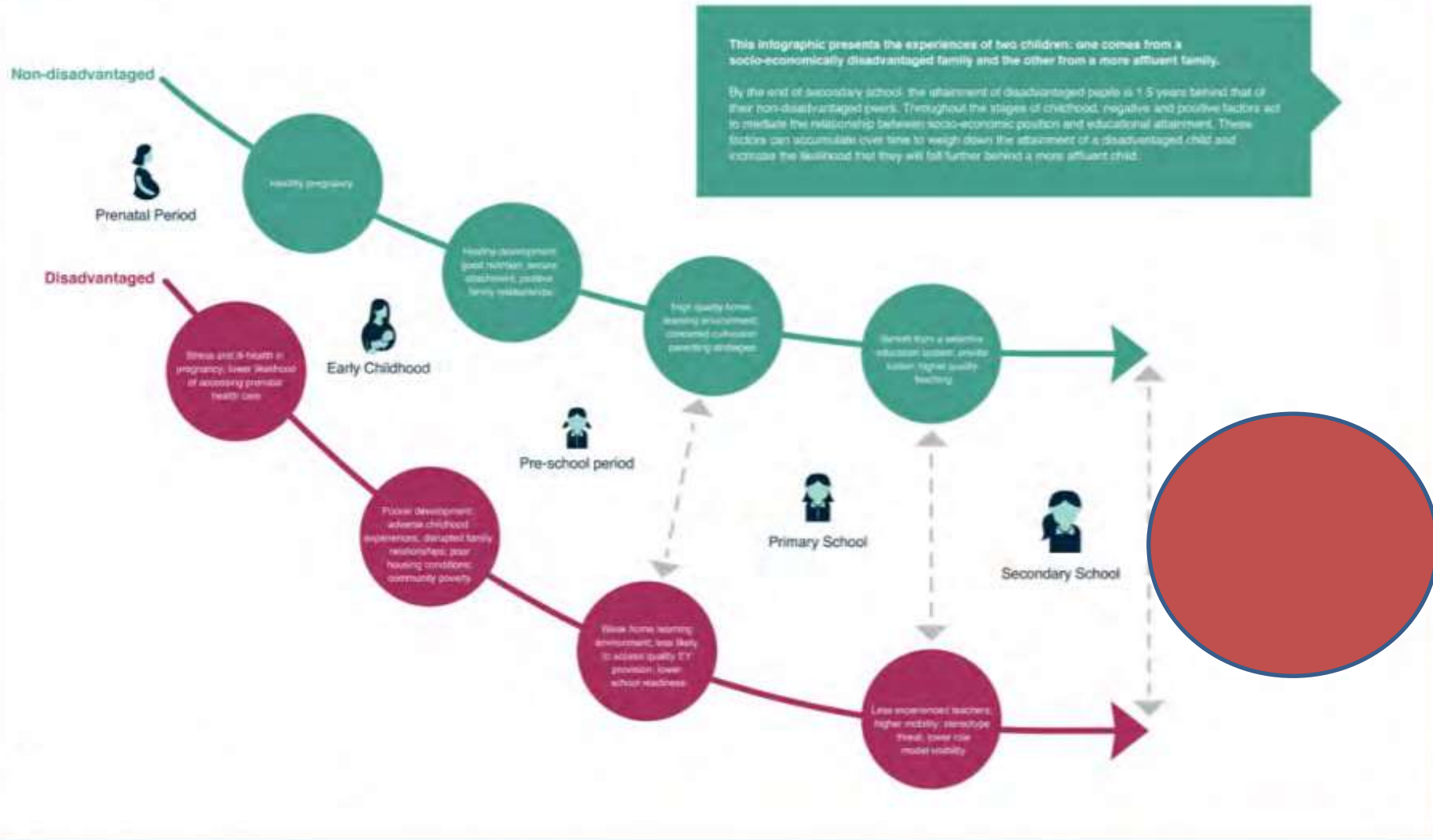
**GREATER  
MANCHESTER**  
DOING THINGS DIFFERENTLY



# Improving Literacy in Key Stage 1 updated guidance report- Greater Manchester Research Seminar

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# 'Determinants of the education disadvantage gap' —An infographic by the Education Policy Institute





## Rationale for the update

To provide clear pathways from evidence to the classroom to support great teaching.

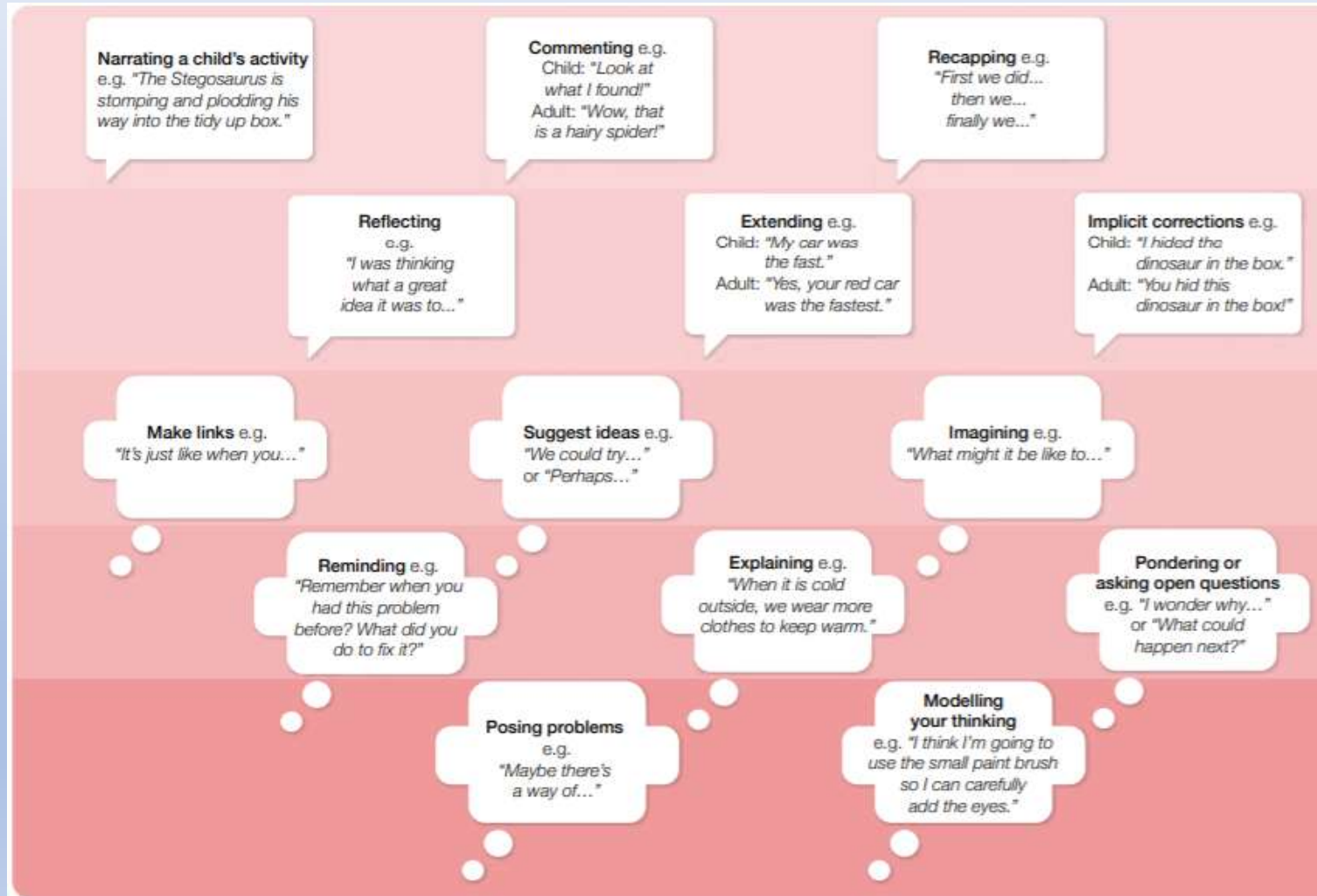
*The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for children.*  
EEF Guide to Supporting School Planning.



# ***Recommendation 1-Develop pupils' speaking and listening skills and wider language of understanding.***

1. Language provides the foundation of thinking and learning and should be prioritised.

**Extending e.g.**  
Child: "My car was the fast."  
Adult: "Yes, your red car was the fastest."



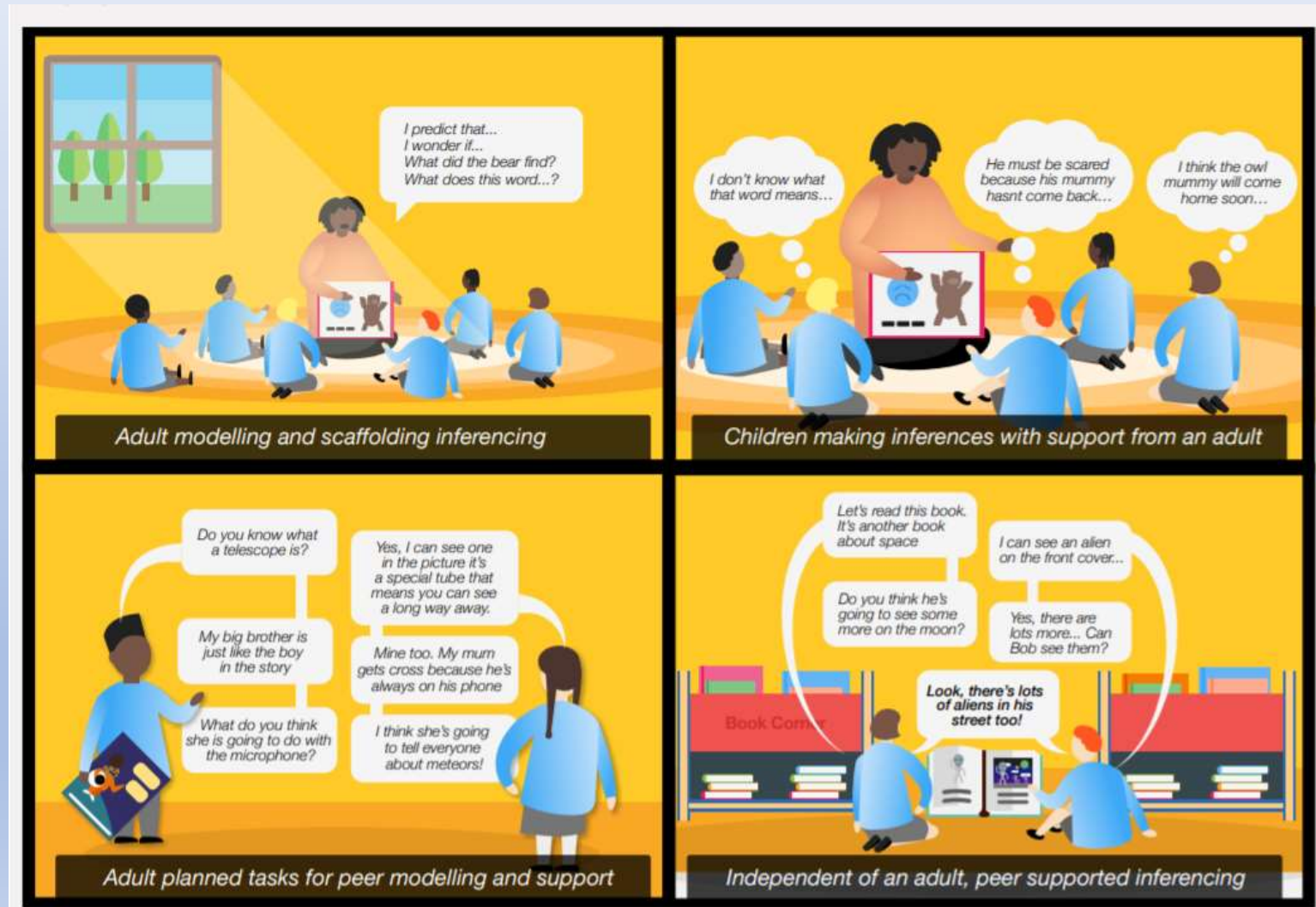
## ***Recommendation 1-Develop pupils' speaking and listening skills and wider language of understanding.***

2. High quality adult-child interactions are important. They can be thought of as talking **with** rather than **to** children.

3. Collaborative activities, where children learn and hear language, also provide opportunities for wider learning through talk.

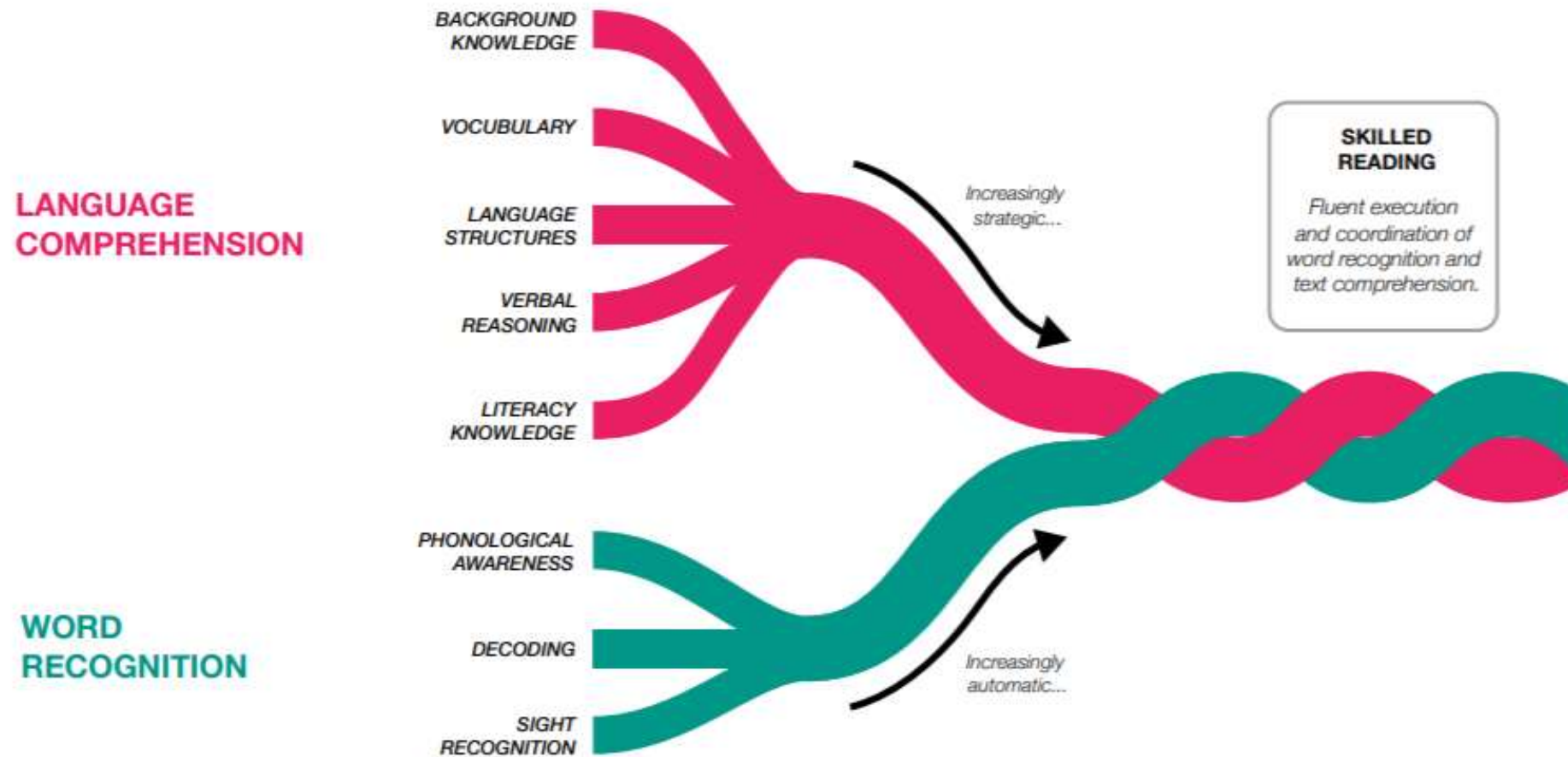
Social awareness-  
relationship skills- problem solving-

Can all be developed as well as  
knowledge.



## ***Recommendation 2- Use a balanced and engaging approach to developing reading, integrating both decoding and comprehension skills***

**Figure 4: Scarborough's Reading Rope<sup>21</sup>—the many strands of skilled reading**



***Recommendation 2- Use a balanced and engaging approach to developing reading, integrating both decoding and comprehension skills.***

## Motivation and engagement is vital too.

Teachers play an important part in motivating children to read. Being willing and eager to read, influences reading attainment, by increasing the amount of reading a child undertakes.

Implications for the classroom-

- Know, and share the joy, of as many books as possible.
- Build adventure into books. Dim the lights...light a candle...build atmosphere.
- Give some sense of choice about the books a child reads. Show you care about their interests.
- Keep reading experiences positive.



### ***Recommendation 3- Effectively implement a systematic phonics programme***

The available evidence clearly indicates that it is important how phonics is taught, so it may help to consider the following features of effective programmes:

***Training***—ensure all staff have the necessary pedagogical skills and content knowledge, for example, sufficient linguistic knowledge and understanding.

***Responsiveness***—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.

***Engagement***—lessons engage pupils and are enjoyable to teach.

***Adaptations***—carefully consider any adaptations to the programme, as they may reduce its impact.

***Focus***—a responsive approach to grouping pupils is likely to help focus pupil's effort and improve teaching efficiency

## ***Recommendation 4 Teach pupils to use strategies for developing and monitoring their reading comprehension***

*What does a **strategic** reader do before, during and after reading?*

### **Before reading...**

- Asks questions about the text.
- Activates prior knowledge.
- Makes predictions.

### **During reading...**

- Monitors understanding.
- Makes connections within and beyond the text.
- Makes mental models of the text.
- Updates and makes new predictions.

### **After reading...**

- Clarifies understanding of the text.
- Revisits and revises predictions.
- Asks further questions.
- Reflects on their own reading.

## ***Recommendation 4 Teach pupils to use strategies for developing and monitoring their reading comprehension***

**Group read:** A Year 2 class have been learning about Keeping Safe. The teacher has given groups of children a differentiated text about a visit to the seaside. When the children have finished reading the text, they have a set of questions to answer. The questions require the children to recall information, or make inferences, from what they have read. The teacher understands the importance of teaching reading comprehension but is not sure that the comprehension tasks are developing the children as strategic readers. She is also concerned that some children are lacking the confidence to participate in class discussions about books.

### **Discussion Questions**

*In your experience, how do teachers teach reading comprehension strategies?*

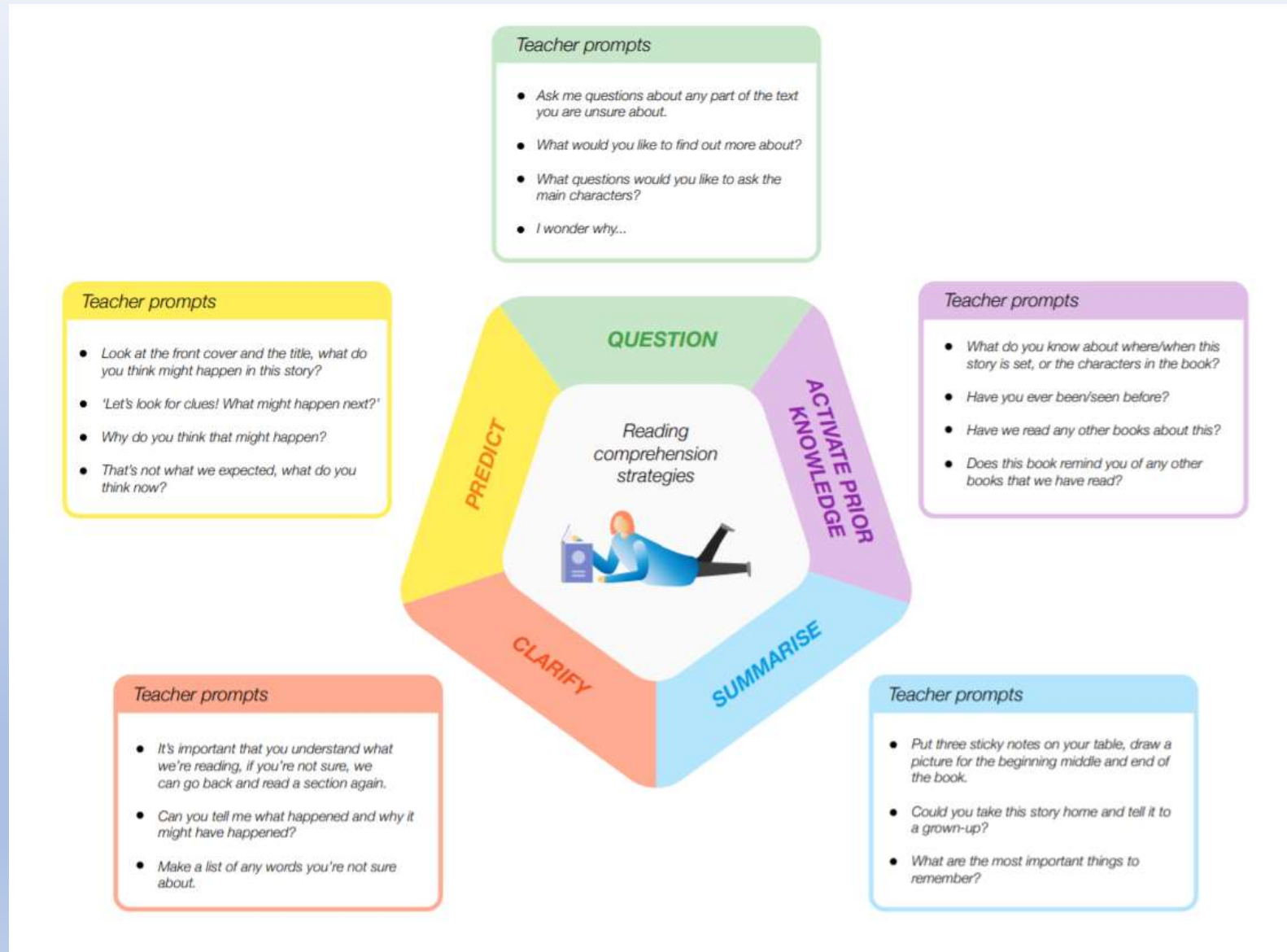
*What support do new entrants to the profession need to support their teaching of reading?*

*What programmes or resources do you currently use to teach reading comprehension strategies? Are they effective in supporting children to become strategic readers?*



# Recommendation 4 Teach pupils to use strategies for developing and monitoring their reading comprehension

EEF literacy campaign with a focus on demystifying the teaching reading comprehension strategies.





***Recommendation 5 Teach pupils to use strategies for planning and monitoring their writing.***

***Writing is a process, not a single event.***

**The update includes case studies to exemplify this.**

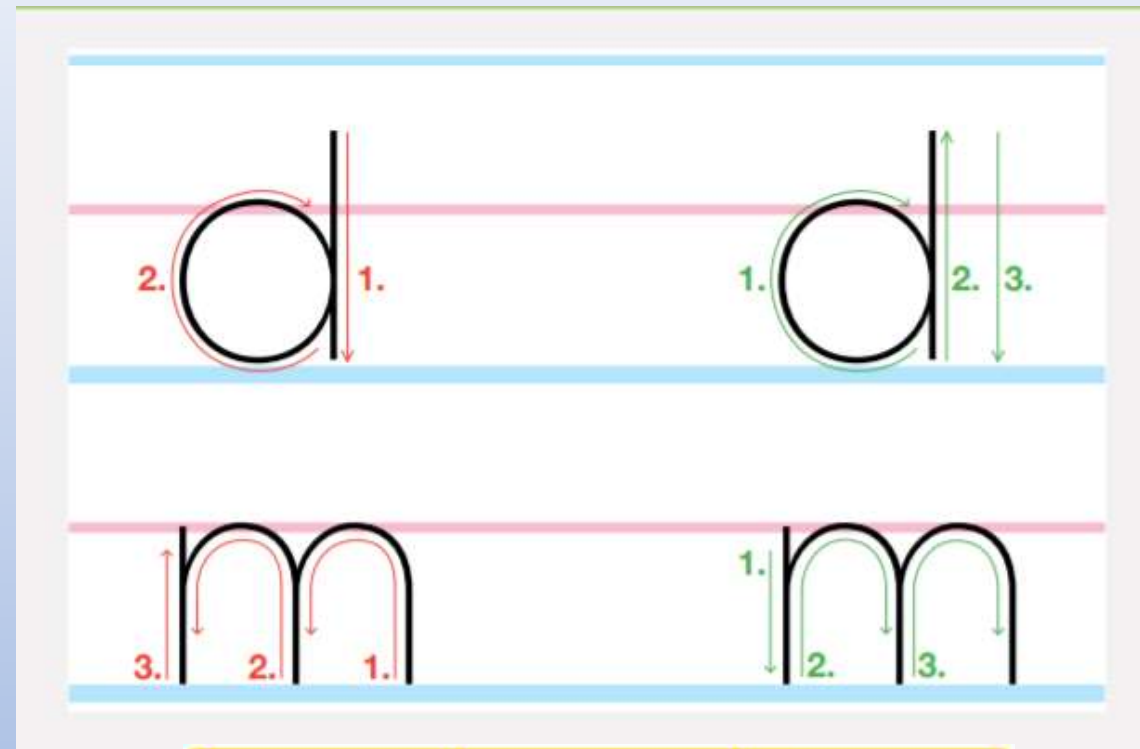
**Box 3: Prewriting and drafting activities—WISE Multi Academy Trust**

WISE MAT, which includes the Town End associate research school, located in the North East of England, has developed a series of prompts for Key Stage 1 children. The children are supported to develop ideas for writing verbally, and are given a series of scaffolds to develop a first draft. The emphasis is on the importance of being immersed in the context of the piece. The children develop an enthusiasm to write from the 'hook' provided, and the purpose and audience identified at the outset.

<b>Focus</b>	<b>Guidance</b>
Prewriting activities which support oracy	<ul style="list-style-type: none"><li>• Teachers provide children with a 'hook', this links to the book being shared and builds towards something real. The hook might include a drama activity, video, object, letter, photograph or experience. Anything the children would be excited and motivated to write about; their ideas and interests are very much considered when devising the 'hook'.</li><li>• Teachers also provide children with a range of appropriate experiences to fully understand the context and acquire the background knowledge they need. The 'excellence model' is introduced by the teacher to exemplify the finished piece that the children are aiming to produce.</li><li>• Identifying the purpose and audience for the piece is seen as vital at this stage. This might include the use of drama with opportunities for practise and performance.</li></ul>

# Recommendation 6 Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling

Errors:	Phonological	Orthographical	Morphological
	Phonological errors are not phonologically plausible, e.g. frist for first or gaj for garage	Orthographical errors are phonologically plausible, but inaccurate e.g. gud for good, or carm for calm.	Morphological errors are due to a lack of awareness of morphemes e.g. traprt for trapped; realshun for relation, or ekscuse for excuse.
<b>Strategies:</b>	<p><b>Explicit teaching of consonant and vowel phonemes.</b></p> <p><b>Practise sounding phonemes all the way through words.</b></p> <p><b>Focus on identification of common digraphs in words.</b></p> <p>Look at the common digraphs the child is struggling with, focus on lots of examples and exceptions to practise.</p>	<p><b>Look at the pattern of letters and syllables within words.</b></p> <p>Support children to know what the 'look' stage involves. <i>'When you look at the word, you are looking for patterns of letters and syllables. Think about what helps you remember the patterns.'</i></p> <p><b>Encourage automatic recognition of whole words in conjunction with an emphasis on careful decoding and encoding.</b></p> <p>Teach Strategies which support this e.g. <i>Write the word and write again over the top, write the word again, write the word with your eyes closed.</i></p> <p>Exaggerate the pronunciation or 'Say it silly' SIS e.g. clim-<b>b</b>.</p> <p>Chunk longer words before saying silly, e.g. be-au-ti-ful.</p> <p>Mnemonics: Big Elephants Can Always Understand Small Elephants.</p>	<p><b>Focus on prefixes, suffixes and root words and learn common rules. For example, most words ending in f or fe change their plurals to ves e.g. half to halves and knife to knives.</b></p> <p>Systematic teaching of spelling rules, including exceptions, with retrieval practice opportunities consistently undertaken.</p> <p><b>Explore the relationship between meaning and spelling by looking at etymology.</b></p> <p>In Key Stage 1, the children may be introduced to the history and origins words. For example, knowing the Greek 'aer' (which means 'air') to help children to remember how to spell aeroplane.</p>



en	<b>joy</b> <i>a happy feeling</i>	ed able ing	
over		ful ous	ly ness

Figure 8: Graphic organiser for morphology.

## ***Recommendation 7- Use high-quality information about pupils' current capabilities to select the best next steps for teaching.***

### **Box 8: Effective diagnosis of need: A classroom based worked example.**

#### **Ongoing formative assessment during class teaching:**

A class teacher is concerned about a child who, when asked questions about what they have read independently, often answers, 'I don't know.' Or, 'I can't remember.'

The child can decode all the words they encounter. They also appear to have good understanding of the individual words read.

#### **Further individual assessment:**

On further investigation, when the child is reading aloud to the class teacher, it is noted that they lack appropriate phrasing or interest in what they are reading.

The teacher asks the child to continue reading aloud and counts the number of words per minute. Whilst the child can decode the words in the text, the rate at which they are reading, is significantly below the number expected in Year 2. They are also struggling with expression, pace and smoothness, including a difficulty chunking words into meaningful units.

#### **Effective diagnosis:**

From whole class to individual assessment, the teacher now has enough information to identify that the child is struggling with reading fluency.

#### **Action:**

We've included a worked example to support diagnostic assessment in the classroom.



## ***Recommendation 7- Use high-quality information about pupils' current capabilities to select the best next steps for teaching.***

**Group read** A small team of Year 1 class teachers are planning a unit of work for the new term. The teachers recognise that in order to complete their planning, with the needs of the children as the foundation for their plans, they need accurate and up-to-date information. They decide to plan the early stages of the unit, with formative assessment built in as an ongoing and frequent consideration. They recognise that they can learn a great deal about the children in the minute-by-minute opportunities of open-ended tasks and interaction. As they are planning these tasks, they reflect on what they should consider further.

### **Discussion questions-**

*What issues related to assessment are you currently facing?*

*In your experience, how challenging do teachers find the principle of formative assessment as part of good pedagogy? What support do new entrants to the profession need?*

*Do you use more formal assessments? What information do you gain from them, and what do you do with that information?*





## ***Recommendation 8-Use high-quality structured interventions to help pupils who are struggling with their literacy***

***These common elements are features of effective targeted interventions.***

- **brief** (about 15-45 minutes) and regular (3–5 times per week) sessions that are maintained over a sustained period (8-20 weeks) and carefully timetabled to enable consistent delivery;
- **extensive training** (5–30 hours) from experienced trainers and/or teachers;
- **structured supporting resources** and/or lesson plans with clear objectives;
- **assessments** to identify appropriate pupils, guide areas for focus, and track pupil progress—effective interventions ensure the right support is being provided to the right child;
- support that is **additional** to, and explicitly linked with, normal lessons; and
- makes **connections** between the out-of-class (intervention) learning and classroom teaching.



Thank you!

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**Nuffield Early Language Intervention- register if you haven't already done so!**