

‘Where does literacy fit in the secondary school curriculum?’

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National Content Manager, Education Endowment Foundation



What we do ...

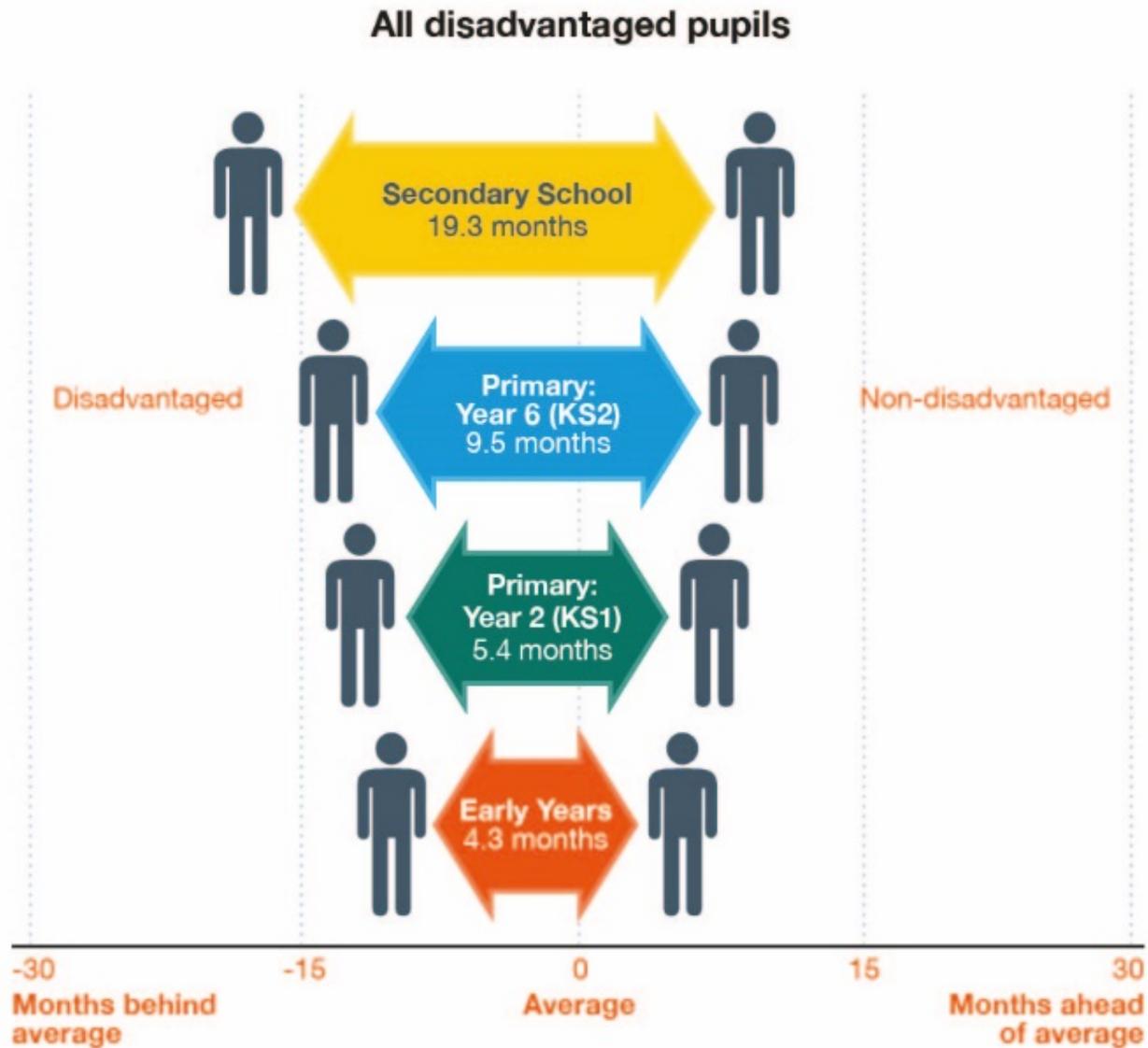
**Evidence
synthesis**



**Evidence
Generation**

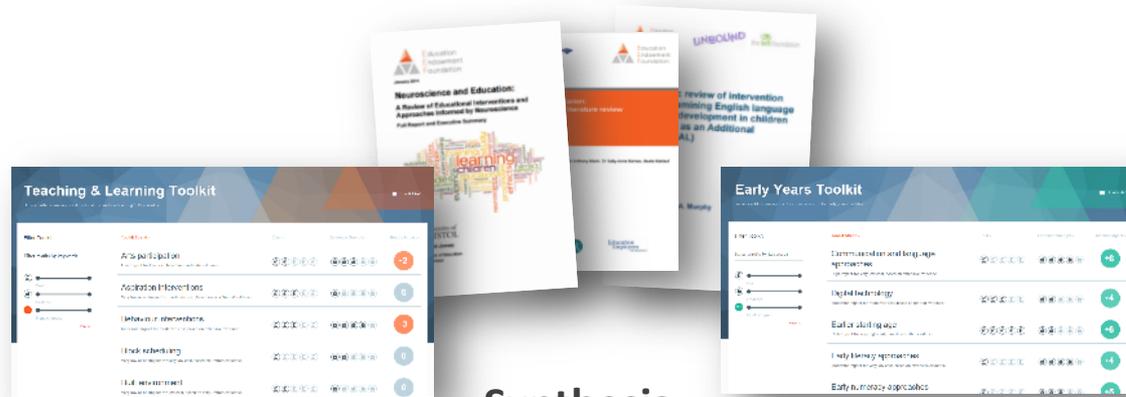
**Evidence
Mobilisation**

Why we do it...



EEF Annual
Report 2018

How we do it ...

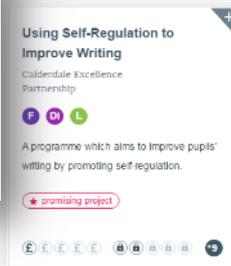
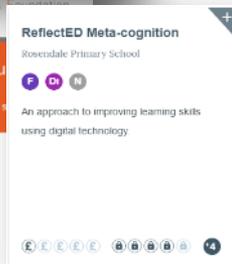


Synthesis



Generation

Mobilisation

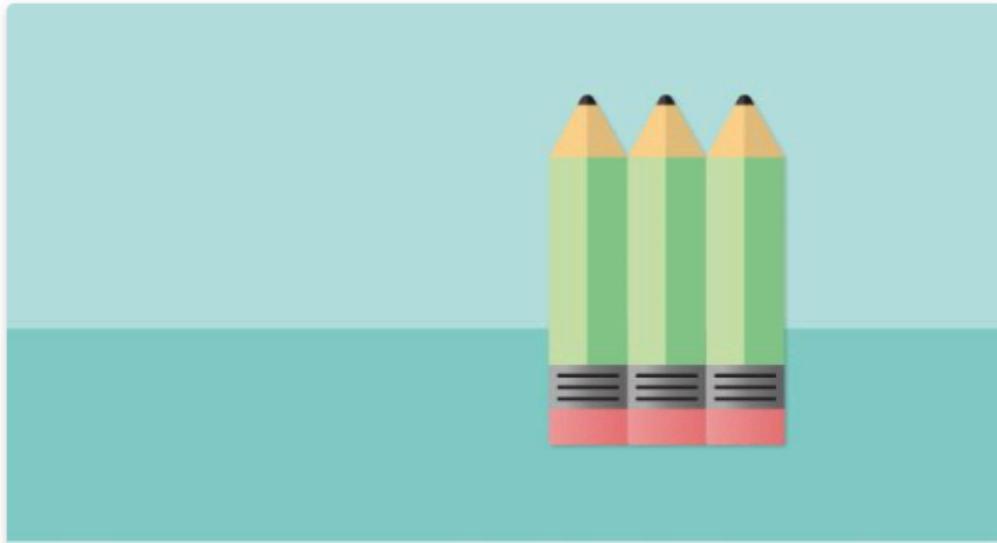




Preparing for Literacy

Published: 14th June, 2017

Primary & Secondary 



Improving Literacy in Secondary Schools

Secondary

Launching in one month



Improving Literacy in Key

Stage Two

28th April 2017

Improving Literacy in Key Stage Two

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Literacy Case Study

How effective is our existing literacy practice?

8.40 – 9.00: Form time ‘Silent Reading’

Pupils enter their form room, and with some cajoling from their tutor, dig into the bottom of their bag and pluck out a fiction book. For fifteen minutes, pupils read in silence. The bell rings – the books are stowed back into their bags, and pupils head off to their lessons.

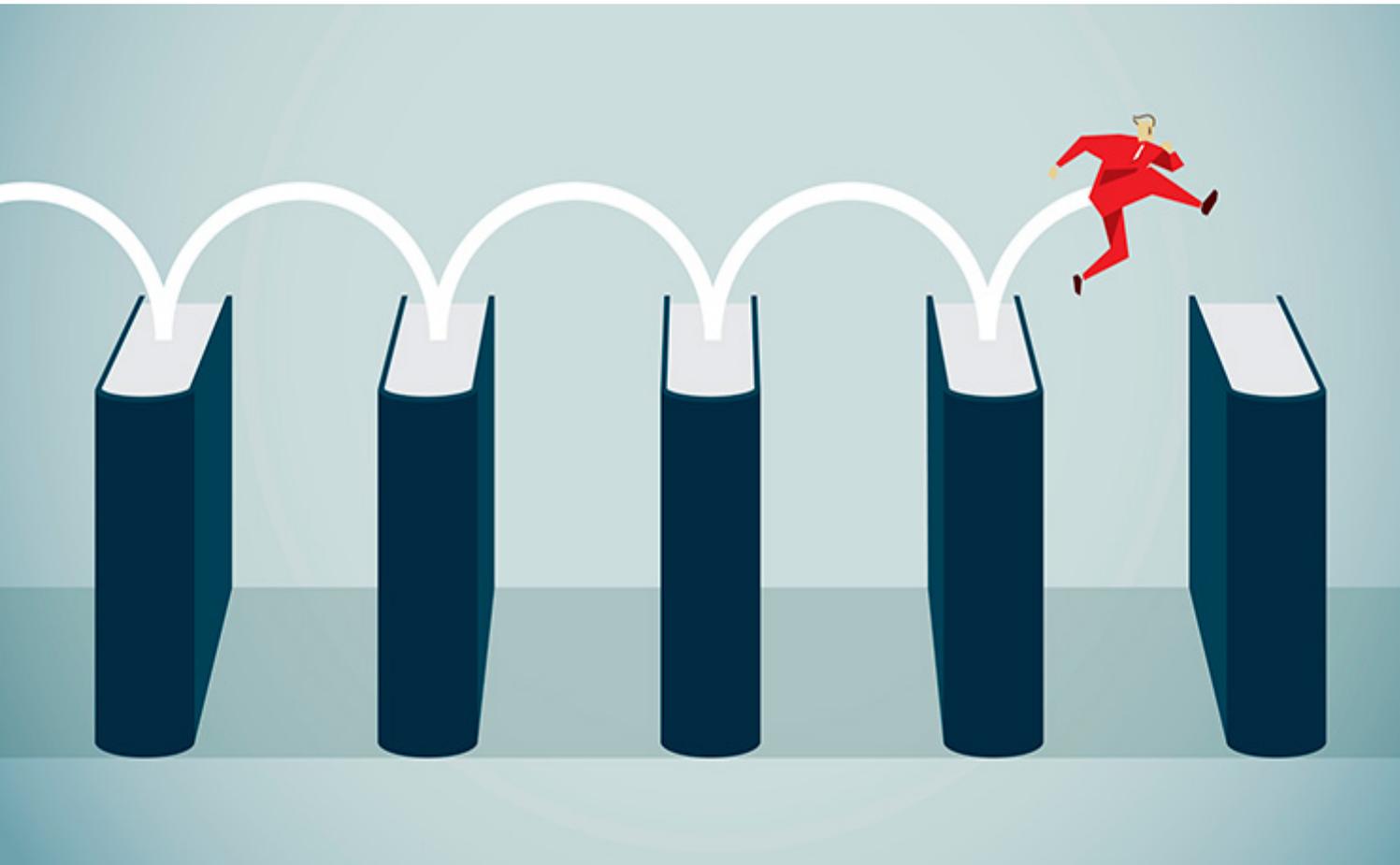


Literacy Case Study

Whilst raising the profile of reading is no doubt a good thing, we should ask:

- What is the evidence that it is improving reading?
- Do pupils have the basic skills of reading a text accurately, fluently and with understanding?
- Is silent reading changing attitudes to reading?
- Does reading fiction in form time have a positive effect on reading informational texts in science?

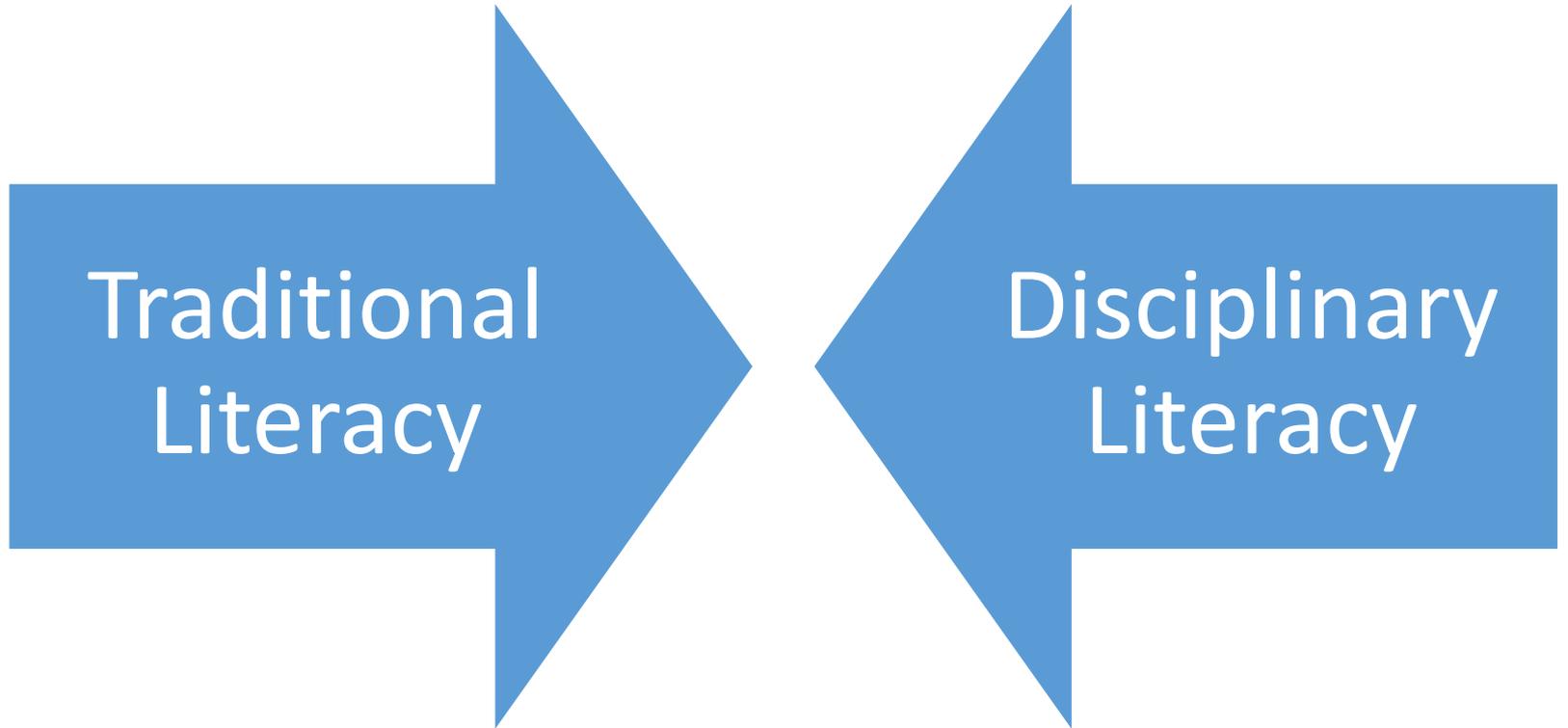




BTue:1 Music ED	P22
BTue:2 Information Com SEM	R08
BTue:3 English CEW	W04
BTue:4 Art CBG	B04
BTue:5 Technology DRL	C05



Disciplinary Literacy



Disciplinary Literacy

Our report emphasises – ‘*disciplinary literacy*’ – the notion that literacy needs to be anchored in the specifics of individual subject disciplines. For example, how you read like a scientist or a historian has parallels, but also it has salient differences that require explicit teaching.



PROBLEM



Chemical change: Supercooled water

In order to freeze, most liquids require impurities or the addition of a single crystal for the molecules which make up the liquid to start to form a solid around. These are known as condensation nuclei, and if they are missing (the liquid is really pure) then the liquid will not freeze. In theory, ultra-pure water can be cooled to $-48\text{ }^{\circ}\text{C}$ before it will spontaneously turn into a solid; however this is very difficult to achieve.

New syllabus resource for OCR Chemistry



From Oxford AQA Physical Education Textbook

Joint actions and movements

Different joints allow different types of movement, for example:

- The hinge joints at the knee and elbow can only move in one direction, enabling flexion and extension.
- The hinge point at the ankle enables plantar flexion and dorsiflexion.
- The ball and socket points at the hip and shoulder enable rotation, adduction, abduction, as well as flexion and extension.



From OUP Religious Education GCSE textbook

GCSE Islam

All Muslims believe the iman should be followed by the performance of certain acts of worship (ibadah), which are compulsory (fard) as soon as puberty is reached. These must be performed in the right way, including having the right intention (niyyah), which is to show love and devotion to Allah. If ibadah is performed from niyyah a Muslim becomes a caliph as God consciousness (taqwa) is developed (which can be further enhanced by performing non-obligatory acts of worship, such as prayers & extra donations to the poor). The rituals that form ibadah come from the Qur'an and various hadiths.

What makes academic reading challenging?

- ❑ **Rare, sophisticated vocabulary** (nominalization; Latinate/Greek tier 3 words)
- ❑ **Complex syntax and text structures** (lengthy, multi-clausal sentences creates working memory demand)
- ❑ **Knowledge & concepts disconnected from daily experience** (weak mental model to cohere ideas and concepts)
- ❑ **The 'authority of the text'** (students see textbooks as unassailable & can be uncritical)



Some solutions?

- ❑ **Rare, sophisticated vocabulary** (curriculum planning; pre-teaching; etymology/morphology; graphic organisers)
- ❑ **Complex syntax & text structures** (Questioning; teaching comprehension monitoring; graphic organisers)
- ❑ **Knowledge & concepts disconnected from daily experience** (curriculum planning; explanations & analogies; self-explanation; 'fix-up' reading strategies; graphic organisers)
- ❑ **The 'authority of the text'** (explicit teaching of 'active' reading; corroboration; source comparisons etc.)

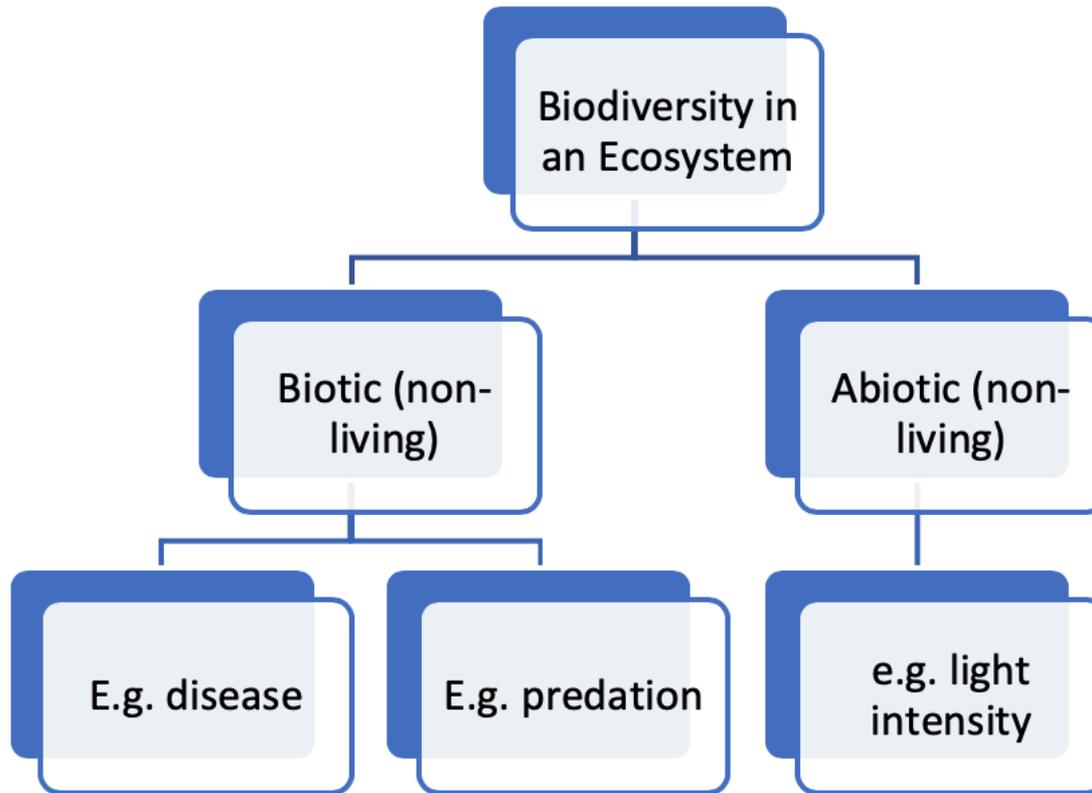


What are the distinctive reading approaches and goals in different subject disciplines?

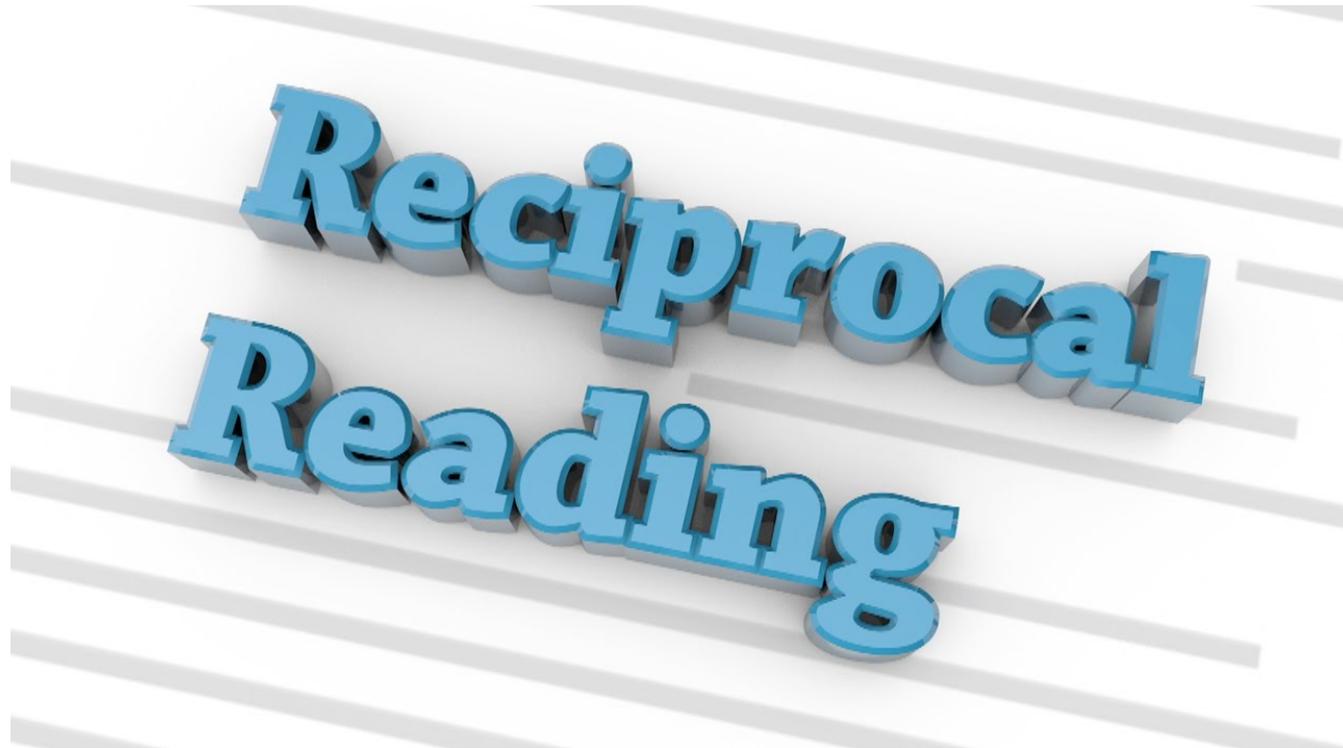


Some solutions:

Etymology and morphology



Some solutions: 'Reciprocal reading'



Palinscar and Brown, 1984



PROBLEM



Biology GCSE

Question

(i) Why did the scientists incubate the dish at 37°C rather than at higher or lower temperature? **[2 marks]**

OCR Gateway, GCE Biology, Paper J247 - Higher, 2016.

Hide answer ^

Any higher and the bacteria might be killed OR bacterial enzymes denatured. **Bacteria cannot be denatured - only enzymes. Enzymes also cannot be killed as they are not living.** (1 mark)

Any lower and the erythromycin would diffuse slower OR bacteria would reproduce more slowly so takes longer to get the results. (1 mark)



History GCSE

Write an account of the importance of... (16 marks)

(including 4 marks for correct use of spelling, punctuation and grammar)

This final question is in response to a change and could give a balanced statement could

Example:

'The main purpose of the Norman King

How far does the

Explain your answer

You should refer to

This question is about a changing list

kind of statement given in the exam paper will vary according to whether the environment is a stately home, a church or a site.

Tips:

High mark questions such as this one usually take longer to plan and answer. Before jumping straight in, plan your response carefully before you start writing it, so you can arrange your arguments and examples in a logical manner.

Develop your explanation of change or causation by thoroughly explaining the relationship between factors. Support your answer with detailed factual knowledge and understanding of the historic site, and Norman England in general, to form a sustained judgment.

When you have finished, read your answer thoroughly to check for any **spelling, punctuation or grammatical** mistakes.

Writing is Hard!

Spelling

Grammar

Punctuation

Audience

Imagery

**Word
inferences**

Purpose

Accuracy

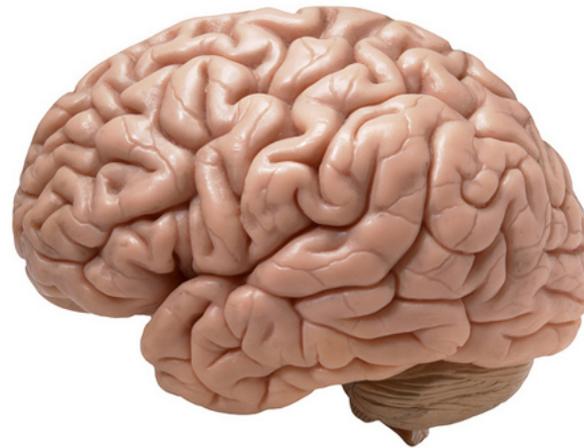
Handwriting

Genre

Word choices

Planning

Paragraphing



Some Solutions:

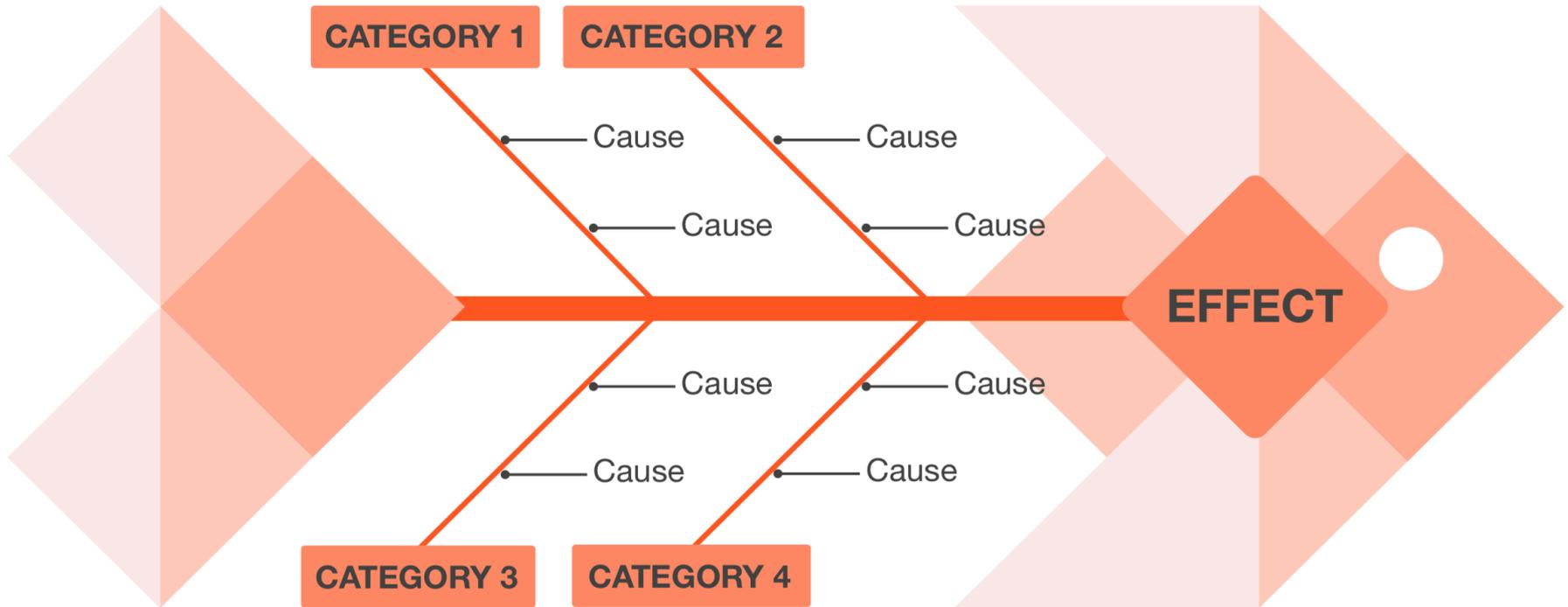


Image from 'Metacognition and Self-regulation Guidance Report'

Some Solutions:

Figure 1: Prioritise tier 2 vocabulary for explicit instruction

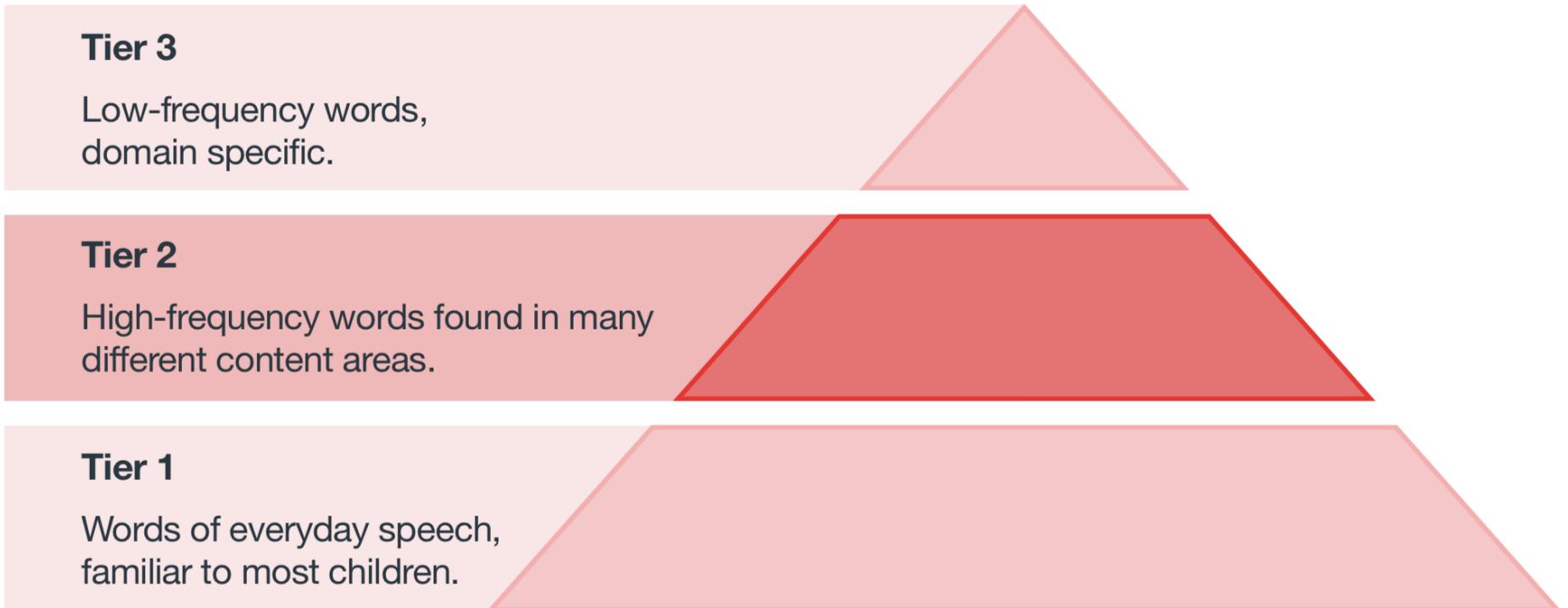


Image from 'Preparing for
Literacy Guidance Report



Some Solutions:

ABCQ



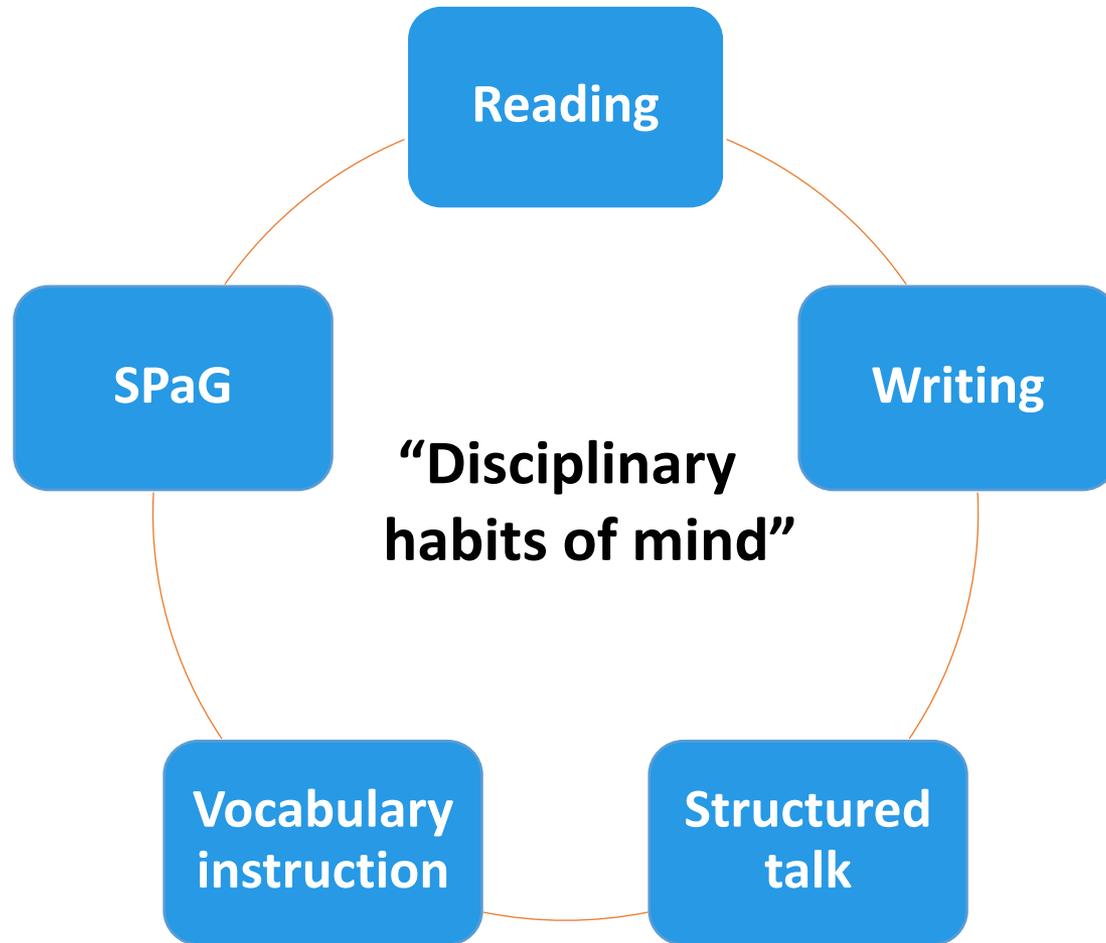
‘Accountable Talk’

- Accountability to *knowledge*: for example, by seeking to be accurate and true
- Accountability to *reasoning*: for example, by providing justifications for claims
- Accountability to *community*: for example, listening and showing respect to others

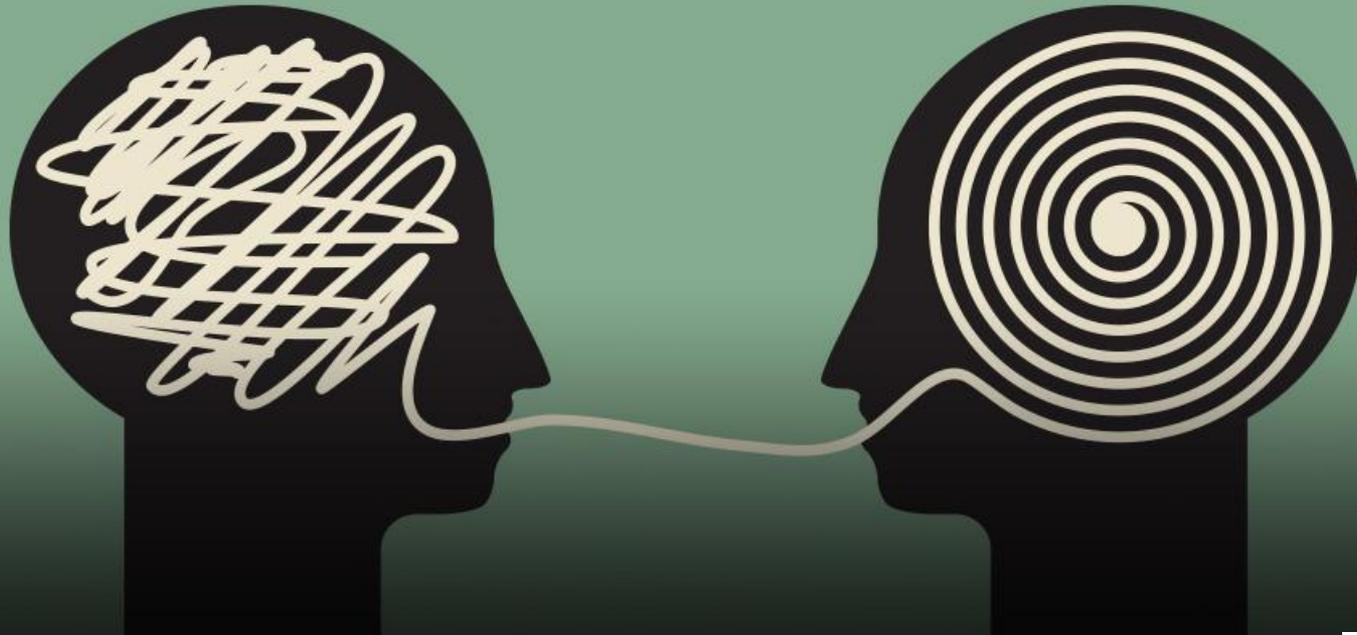
Resnick et al. 2018



What does a sequenced literacy curriculum look like?



A sequenced literacy curriculum mediates academic challenge



What Next?

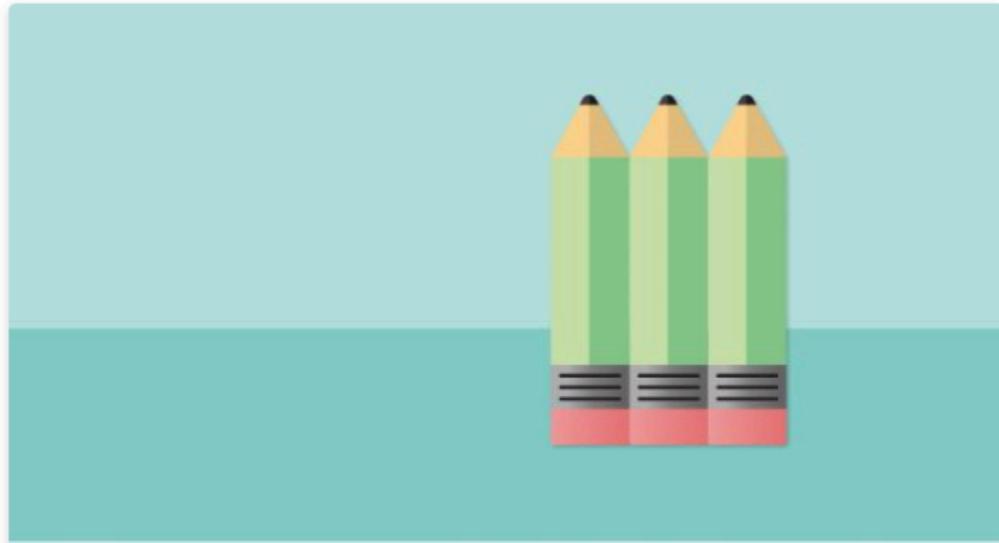




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