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

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What we do ...

Evidence synthesis

Evidence Generation

Evidence Mobilisation
Why we do it...

EEF Annual Report 2018
How we do it ...

Synthesis

Generation

Mobilisation
Improving Literacy in Secondary Schools
Secondary
Launching in one month
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 of 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?
Disciplinary Literacy

Traditional Literacy  

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
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 °C before it will spontaneously turn into a solid; however this is very difficult to achieve.
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 is 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 iobadah come from the Qur’am 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

- Biodiversity in an Ecosystem
  - Biotic (non-living)
    - E.g. disease
  - Abiotic (non-living)
    - E.g. predation
    - E.g. light intensity
Some solutions:
‘Reciprocal reading’

Palinscar and Brown, 1984
PROBLEM
Question

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


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 asks you to write an essay in response to an essay question. Choose your own example of change and contrast, and give a balanced account of it.

Example:

‘The main purpose of the Norman Knights was to...

How far does this support the Norman Knights?

Explain your argument.

You should refer to the course text & a changing list.

This question is a changing list.

A kind of statement given in the exam paper will vary

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
- Planning
- Punctuation
- Audience
- Word inferences
- Accuracy
- Genre
- Paragraphing
- Imagery
- Purpose
- Handwriting
- Word choices
Some Solutions:

Image from ‘Metacognition and Self-regulation Guidance Report’
Some Solutions:

Figure 1: Prioritise tier 2 vocabulary for explicit instruction

Tier 3
Low-frequency words, domain specific.

Tier 2
High-frequency words found in many different content areas.

Tier 1
Words of everyday speech, familiar to most children.

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?

“Disciplinary habits of mind”
A sequenced literacy curriculum mediates academic challenge
What Next?
Improving Literacy in Secondary Schools

Secondary

Launching in one month
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