

Evidence-Informed Literacy

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LGA

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The challenge of literacy

Foundation for future learning and well-being













Most researched area of education

We know a lot about 'what works'

Yet this evidence is not consistently used

Guidance reports
Literacy recommendations
Case studies

Guidance Reports

 <p>Making Best Use of Teaching Assistants Published: 14th November, 2016</p> <p>Primary & Secondary Download PDF</p>	 <p>Improving Literacy in Key Stage One Published: 30th September, 2016</p> <p>Primary Download PDF</p>	 <p>Improving Literacy in Key Stage Two Published: 28th April, 2017</p> <p>Primary & Secondary Download PDF</p>	 <p>Improving Mathematics in Key Stages 2 and 3 Published: 3rd November, 2017</p> <p>Primary Download PDF</p>
 <p>Putting Evidence to Work - A School's Guide to Implementation Published: 8th February, 2018</p> <p>Primary & Secondary Download PDF</p>	 <p>Metacognition and self-regulated learning Published: 26th April, 2018</p> <p>Primary & Secondary Download PDF</p>	 <p>Preparing for Literacy Published: 14th June, 2018</p> <p>Primary Download PDF</p>	 <p>Improving Secondary Science Published: 20th September, 2018</p> <p>Secondary Download PDF</p>
 <p>Parental Engagement Coming Soon: Winter 2018</p>	 <p>Digital Technology Coming Soon: Early 2019</p>	 <p>Improving literacy in secondary schools Coming Soon: Spring 2019</p> <p>Key Stages 3 and 4</p>	 <p>Early Maths Coming Soon: Spring 2019</p>

Clear and actionable recommendations for teachers on a range of high-priority issues, based on the best available evidence

How to use the guidance

Provide a starting point for using research

Identify the key 'lever points' that are likely to have the greatest impact

There is little surprising – it's the detail that matters



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Themes

Efficient teaching

Fluency of basic skills

Explicit teaching

Gradual release of responsibility from teacher to students

It's not just what you do, it's the way that you do it

Glasses

Around 13% of children have an untreated vision problem

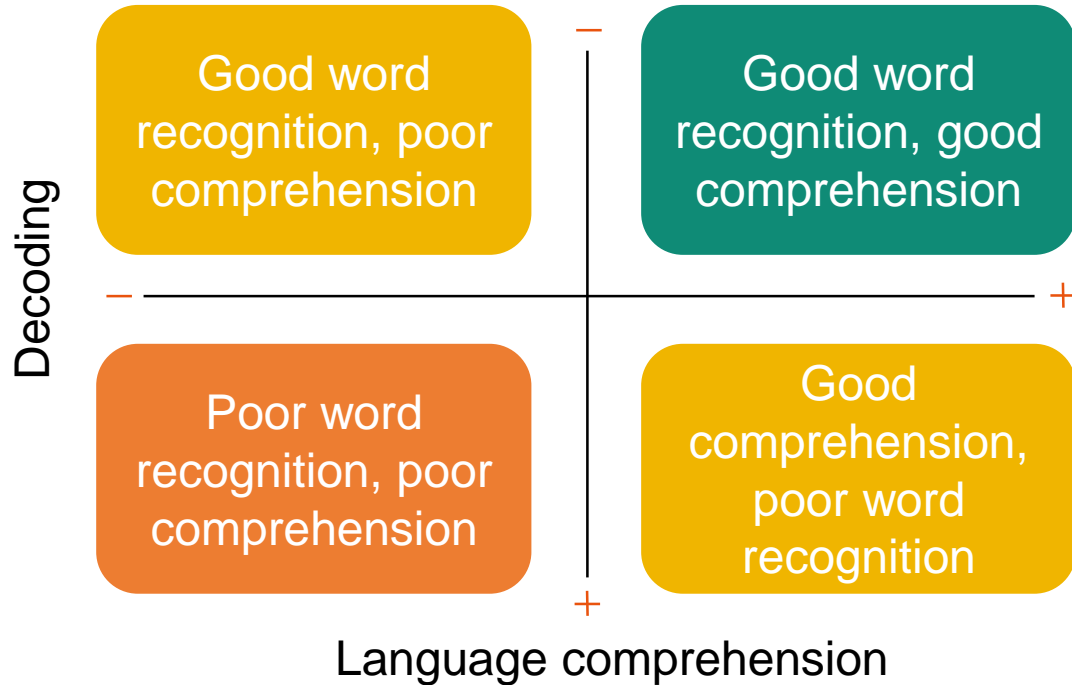
Important for health, wellbeing and education

Significantly more likely to affect children from disadvantaged backgrounds

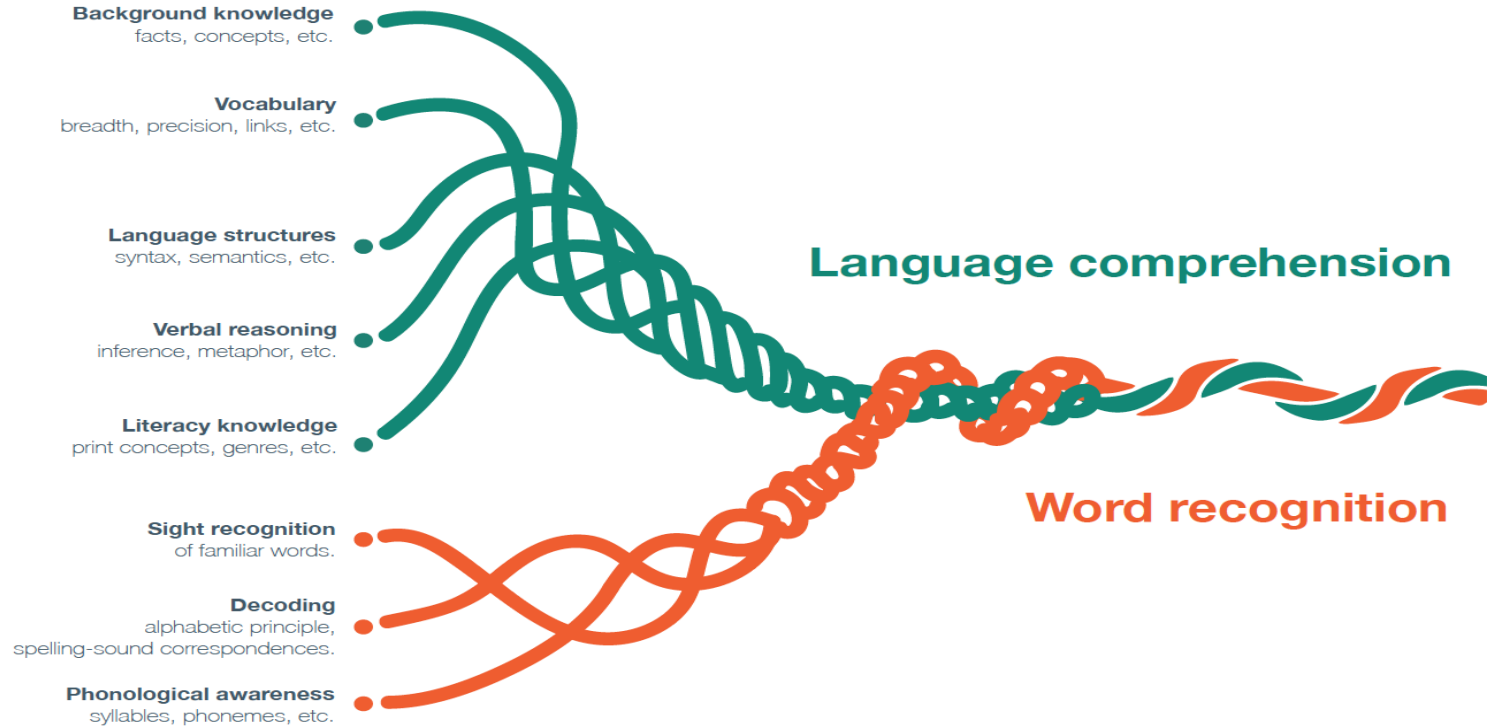
Questions to consider

- What screening services are commissioned locally?
- How can you ensure all children with possible sensory needs are identified?
- How can you ensure children given glasses, or other treatments, use them?

Simple View of Reading



An extension of the simple view



Phonics

What is phonological awareness?

What is phonemic awareness?

How are they developed?

Key features of phonics

- Training
- Responsive
- Engaging
- Adaptations
- Focus

Reading fluency discussion

What is reading fluency?

Why does reading fluency matter?

How can reading fluency be developed?



	1	2	3	4
Expression and volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Reading comprehension strategies

Gradual release of responsibility

- **explicit** description of the strategy
- **modelling** of the strategy
- **collaborative** use
- **guided practice** with **feedback**
- **independent** use of the strategy

Key skills

- prediction
- questioning
- clarifying
- summarising
- inference
- activating prior knowledge

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When it works well...

Co-construction, collaboration and complementary roles

Focus on optimising the detail rather than seeking novelty

Evidence is used to address problems

Sustained focus that is prioritised by leaders

Faithful adoption and intelligent adaptation

Example 1

Two year programme of support for schools based on the guidance

Led by a primary advisor – with protected time – and supported by the EEF with advice and guidance

Brought the evidence to life with rich examples and classroom insights

Supported change management with school leaders bought into the programme

Included careful diagnostic work at the outset

Example 2

Three year programme of support for schools based on the guidance

Led by a team including an EY advisor, a Research School and practitioners (moderators)

Starts with audit, choice of CPD opportunities, coaching and mentoring to support implementation and celebration event

Buy in from senior leaders – ensuring engagement

Example 3

Two year programme of support for schools based on the guidance

Led by multiple lead schools in each cluster

Often struggled remaining faithful to the evidence

Leaders did not consistently prioritise the work

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