

How to support literacy and language development across your school: A quick guide to the key resources, research and training, along with examples of practice from Network members

Subject	Spoken Language	Reading	Writing	Vocabulary and grammar
The essentials to focus on	<ul style="list-style-type: none"> • Build in opportunities for pupils to use dialogic, exploratory talk and socratic talk. • Talk should be used to consolidate their reading (and thinking) and as a rehearsal for their writing. 	<ul style="list-style-type: none"> • Reading skills: teachers should explicitly teach pupils how to skim, scan, text mark, ask questions of a text, and take notes. • Reading for pleasure: teachers should build in time for pupils to read both fiction and non-fiction books about their subject area to develop a love and passion for the subject area. 	<ul style="list-style-type: none"> • Build in opportunities for pupils to write a range of writing including narratives, explanations, descriptions, comparisons, summaries and evaluations. • They should also be taught spelling rules and be taught how to use punctuation and grammatically correct sentences in context of that writing. • Writing should be used to support them in rehearsing, understanding and consolidating what they have heard or read. 	<ul style="list-style-type: none"> • When reading, teachers should be directing pupils to magpie and record the vocabulary using note-taking grids that simultaneously serve as writing scaffolds. • Teachers should use activities that actively ask pupils to use this vocabulary in their writing. • Explicit teaching of grammar and spelling rules in context of the reading texts and the writing being taught.
Teaching Strategies that use...	<ul style="list-style-type: none"> • models of different types of talk • talk frames • dilemma and exploratory questions (Fat questions) • mysteries, Odd one out, What's the link? Plus Minus Interesting (PMI) grid, Opinion lines and Cartoon Concepts. • Develop formal talk 	<ul style="list-style-type: none"> • DARTS including: cloze, text marking, sequencing and restructuring (visual diagrams) • different types of note-taking skills. • sequencing learning into pre, during and post reading activities • reciprocal reading strategies • Reading to Learn strategies • talking about books with pupils 	<ul style="list-style-type: none"> • a range of writing to explore reading • models/examples of different writing • modelling how to write in the type of writing (e.g., modelling or dictogloss) • writing frames, sentence starters and peer writing (e.g., writing consequences) activities to scaffold writing. 	<ul style="list-style-type: none"> • Visual diagrams and writing scaffolds that record the vocabulary for magpieing and using in speaking and writing • Application activities that ask pupils to use vocabulary collected/magpied (e.g., cloze activities, dictogloss, modelling and rephrasing/restating in teacher-pupil interactions).
Training materials: Read...	<ul style="list-style-type: none"> • Talk as a tool for thinking, and Bridging talk and text in <i>Ensuring the attainment of more</i> 	<ul style="list-style-type: none"> • Active reading strategies and Making Notes in <i>Literacy across the Curriculum</i>. 	<ul style="list-style-type: none"> • Writing non-fiction in <i>Literacy across the Curriculum</i>. It develops teachers' knowledge of text types with 	<ul style="list-style-type: none"> • Cybergrammar to develop teachers' subject knowledge • NATE's grammar schemes to see how grammar is taught in context

	<p><i>advanced learners of English as an additional language (EAL). See presentation about developing talk and presentation about bridging talk and text.</i></p> <ul style="list-style-type: none"> • Listening in <i>Literacy across the Curriculum</i> to promote listening skills. • Developing group work strategies in <i>Secondary Pedagogy and Practice</i>. 	<ul style="list-style-type: none"> • Developing readers in <i>Secondary Pedagogy and Practice</i>. • Reading as a writer: exploring challenging texts in <i>Ensuring the attainment of more advanced learners of EAL</i>. See presentation. • Reading as a writer: understanding the writer's purpose in <i>Ensuring the attainment of more advanced learners of EAL</i>. See presentation. 	<p>models that draw out key ingredients.</p> <ul style="list-style-type: none"> • Writing style in <i>Literacy across the Curriculum</i> which develops out sentences in writing. • Read Developing writers in <i>Secondary Pedagogy and Practice</i>. • Thinking and writing as a Writer in <i>Ensuring the attainment of more advanced learners of EAL</i> to develop out the sequence to teaching writing. See presentation. 	<p>for both fiction and nonfiction texts:</p> <ul style="list-style-type: none"> • Spelling and Vocabulary in <i>Literacy across the Curriculum</i> for examples and strategies to use in class.
Training materials from the NLT:	<ul style="list-style-type: none"> • Understanding the teaching of talk in the secondary classroom • Summer showcase: Leading learning through talk – a toolkit 	<ul style="list-style-type: none"> • Strategies for teaching reading: a professional development toolkit 	<ul style="list-style-type: none"> • A guide to text types • Transforming writing 12 key classroom approaches 	<ul style="list-style-type: none"> • Holistic approaches to the teaching of English • Using grammar for meaning and effect
For examples of best practice from the NLT	<ul style="list-style-type: none"> • See Bow School for socratic talk in action 	<ul style="list-style-type: none"> • See Business Academy Bexley: Active reading: strategies for improving reading comprehension • See Resource: How to actively engage students through creative approaches to reading in lessons 	<p>See how Wroxham uses three key strategies to develop writing, language and grammar</p>	
Research	<p>http://www.literacytrust.org.uk/assets/0001/4112/Different types of interactive talk.pdf</p>	<p>http://www.literacytrust.org.uk/our_network/research_and_policy/4905_research_a_combined_approach_to_the_teaching_of_reading</p>	<p>http://www.literacytrust.org.uk/our_network/research_and_policy/5171_research_writing-a_balanced_approach</p>	