Norfolk Literacy for All Pathway

November 2024

Welcome!

We want people to participate but please use the 'raise hand' facility to ask questions and contribute when others are talking.

Please be considerate to others - together we want to create a safe, open and reflective space to learn.

You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.

The link to the feedback form will be put in the chat.

Please do take the time to complete it after the session.

Thank you!

Aims of this session

To explore why literacy is integral to broadening the opportunities of all children and young people

To give an overview of literacy development and the science of reading

To explore why some learners find reading difficult and t o explore what works for struggling readers

To give an overview of the Literacy for All Pilot

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The Importance of Literacy

Literacy is essential. Without literacy, it's hard to live the life you want.

Poor literacy is disproportionately represented in the criminal justice system

Poorer public health

Perpetuates inequality and poverty

Life chances reduced and economic costs increased

Poorer mental health and wellbeing

1 in 4 children in England (25%) has not reached the expected level of reading by age 11

In Norfolk (2024 data), 36% of children did not reach the expected level of reading by age 11 …

The Power of Reading

Positive impact on cognition and learning development

Happier children and young people

Social justice – a fairer world

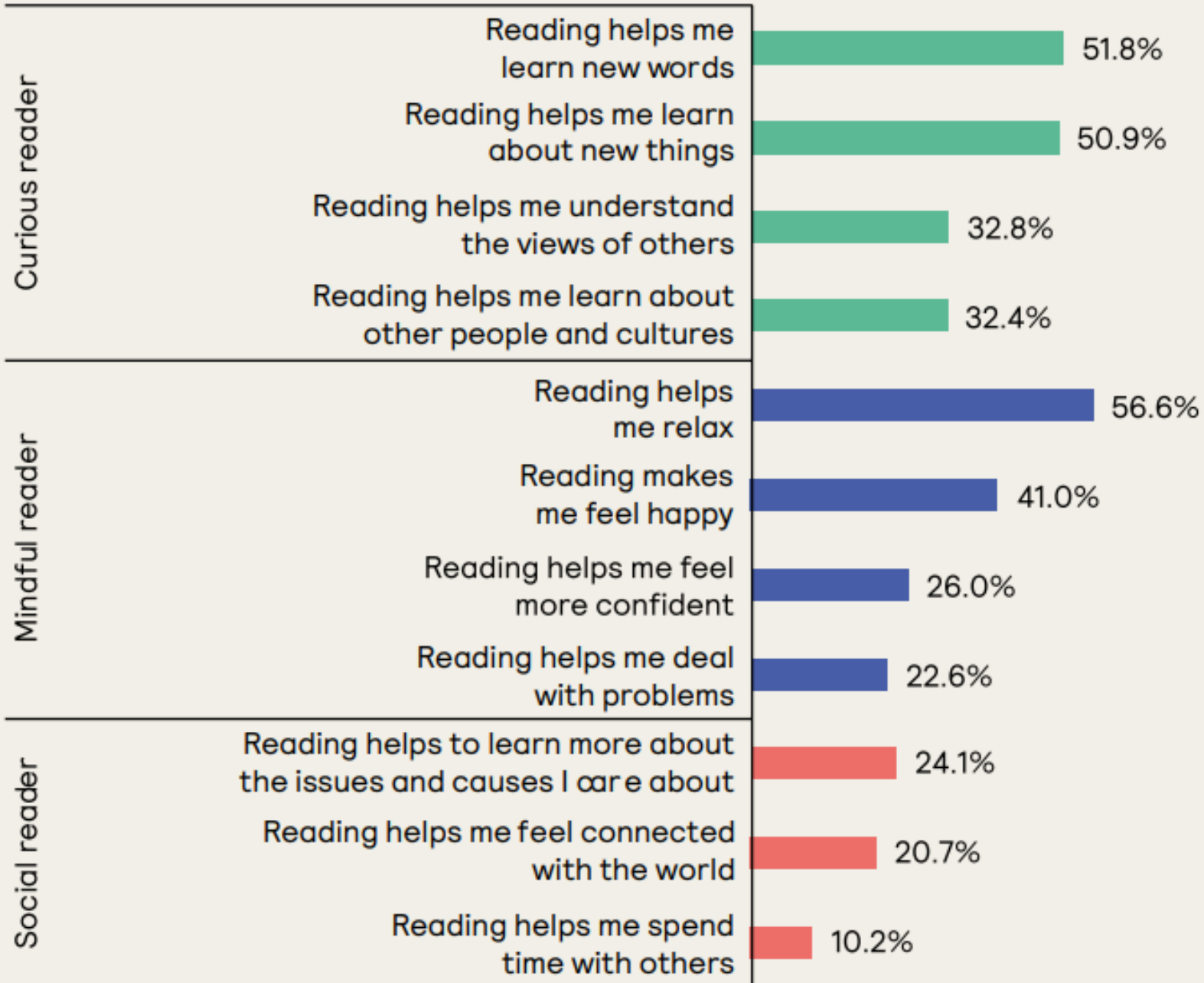Improved social mobility – a fairer society

More resilience

Improved academic achievement

Better sleep

What kind of reader are you?

Curious reader
- Reading helps me learn new words — 51.8%
- Reading helps me learn about new things — 50.9%
- Reading helps me understand the views of others — 32.8%
- Reading helps me learn about other people and cultures — 32.4%

Mindful reader
- Reading helps me relax — 56.6%
- Reading makes me feel happy — 41.0%
- Reading helps me feel more confident — 26.0%
- Reading helps me deal with problems — 22.6%

Social reader
- Reading helps to learn more about the issues and causes I care about — 24.1%
- Reading helps me feel connected with the world — 20.7%
- Reading helps me spend time with others — 10.2%

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National Literacy Trust Report 2024

- 1 in 3 (43.6%) 8 to 18-year-olds said that they enjoyed reading in their free time.

- 1 in 5 (20.5%) 8 to 18-year-olds said they read daily in their free time.

- More girls than boys said that they enjoyed reading in their free time.

- The drop in reading enjoyment is more pronounced for those aged 11 to 14 and 14 to 16 than those aged 8 to 11.

- More children and young people from the West Midlands and Greater London said that they enjoyed reading in their free time compared with their peers in other regions.

Professor Michael Rosen on reading for pleasure

What is Literacy?

For our purposes here, 'Literacy' refers to
the skills required for processing written language,
including the ability to:
- decode words
- read fluently
- read for meaning
- spell words
- write
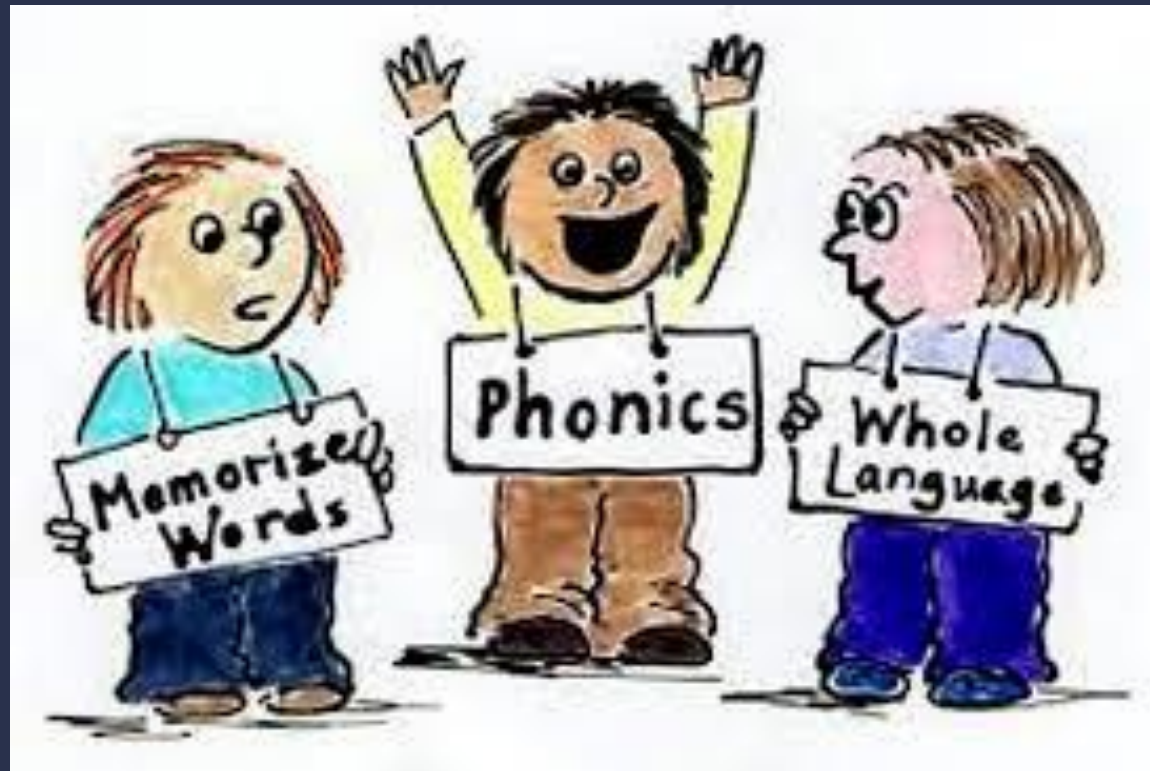- other associated processes such as developing oral language skills and vocabulary knowledge

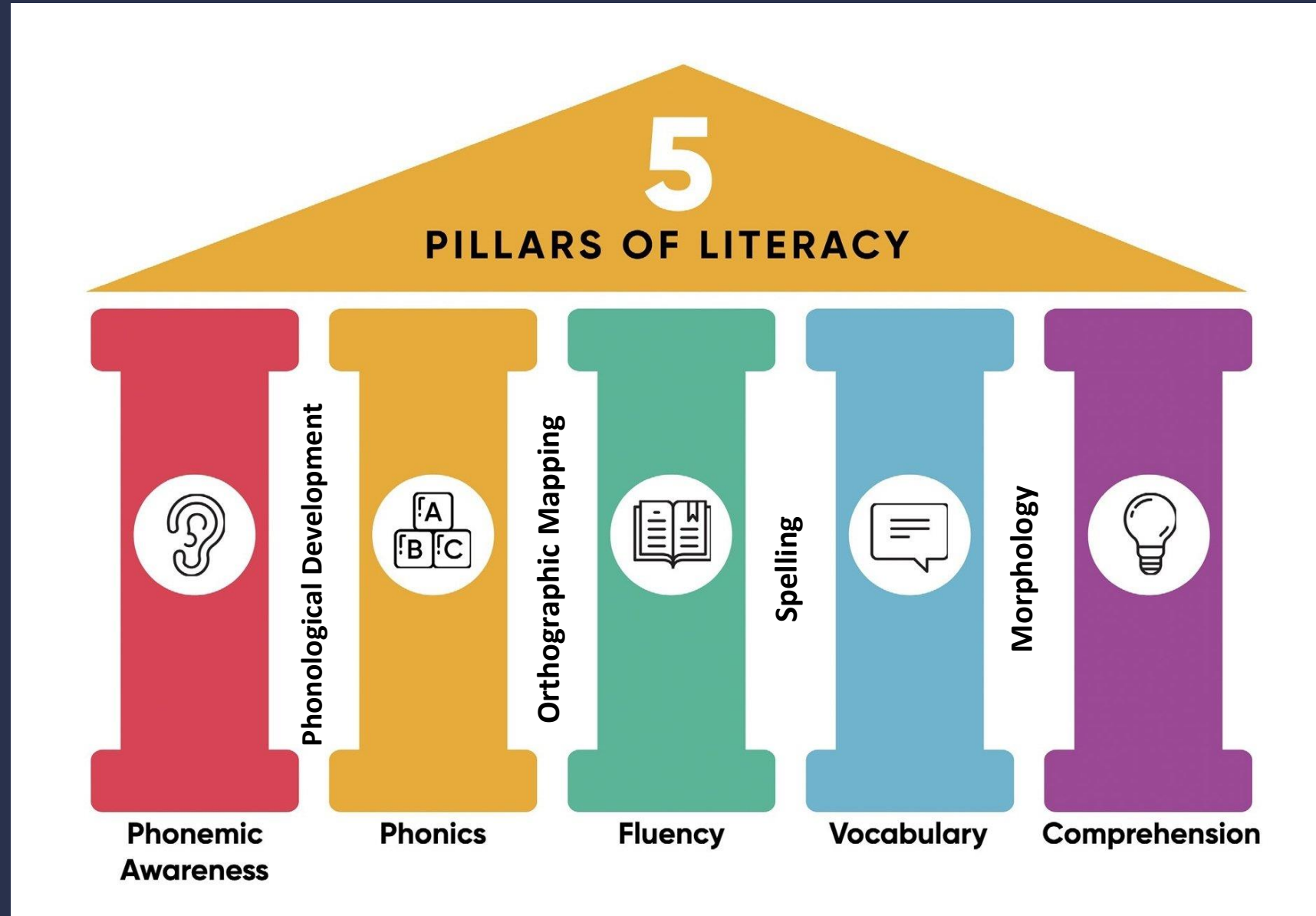# Exploring Models of Skilled Reading

What does science and research tell us about how children learn to read?

How do we learn to read?

What are the building block of early literacy?

Share your ideas

5
PILLARS OF LITERACY

Phonological Development

Orthographic Mapping

Spelling

Morphology

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension

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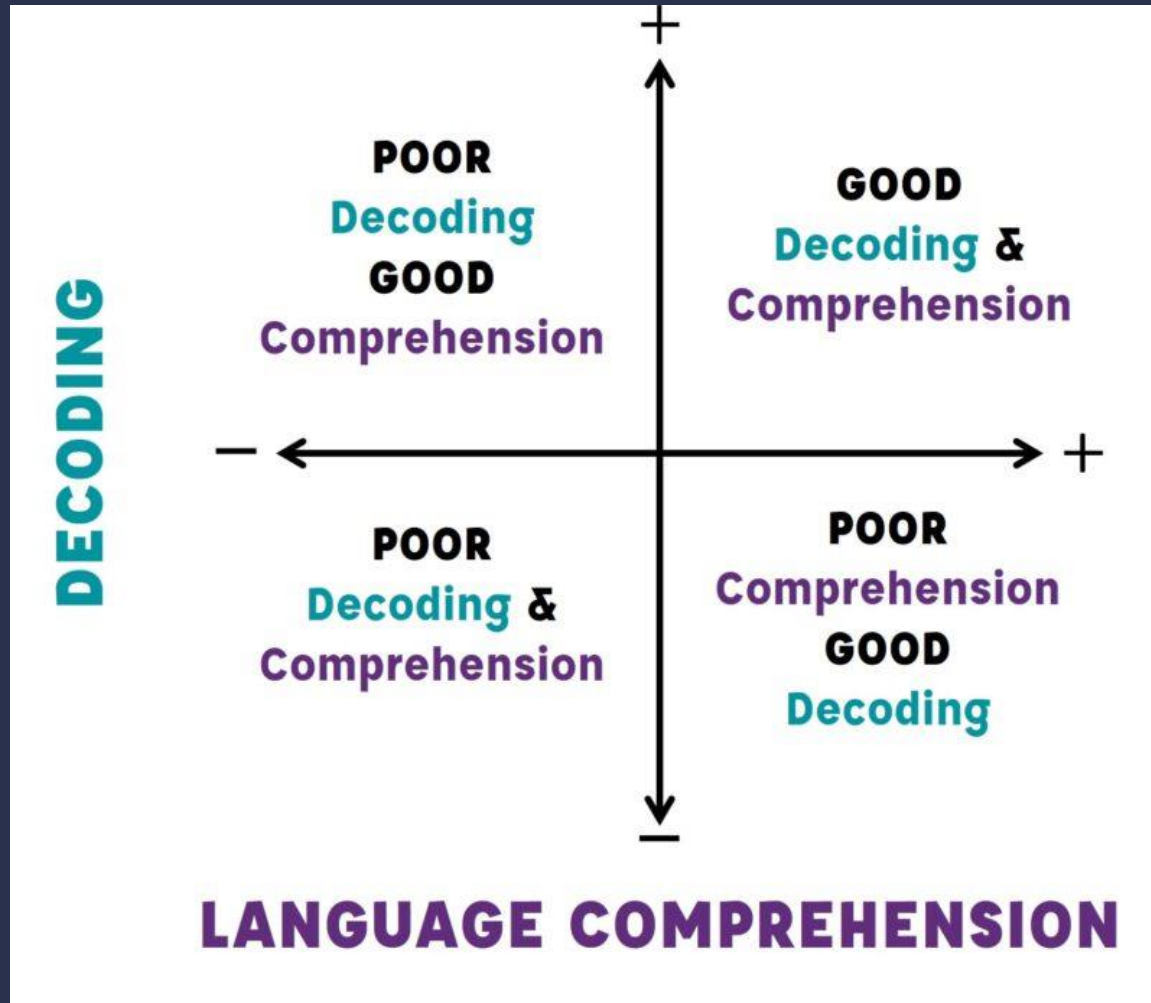# The 'Simple' View of Reading (Gough & Tunmber 1986)

Figure 9: Profiles of reading abilities—adapted from Catts et al (2005)

Language comprehension (vertical axis, left)
Word recognition (horizontal axis, bottom)

Dyslexia — GOOD comprehension, POOR word recognition	**Typically developing language and reading** — GOOD comprehension, GOOD word recognition
Dyslexia & Developmental Language Disorder — POOR comprehension, POOR word recognition	**Developmental Language Disorders** — POOR comprehension, GOOD word recognition

"Reading is a form of telepathy. By means of inking symbols onto a page, you are able to send thoughts and feelings from your mind to the reader's. It's a magical process, so commonplace that no one stops to wonder at it. Reading a sentence and understanding it are the same thing... there is no gap during which the symbols are unravelled. You see the word 'castle', and it is there."
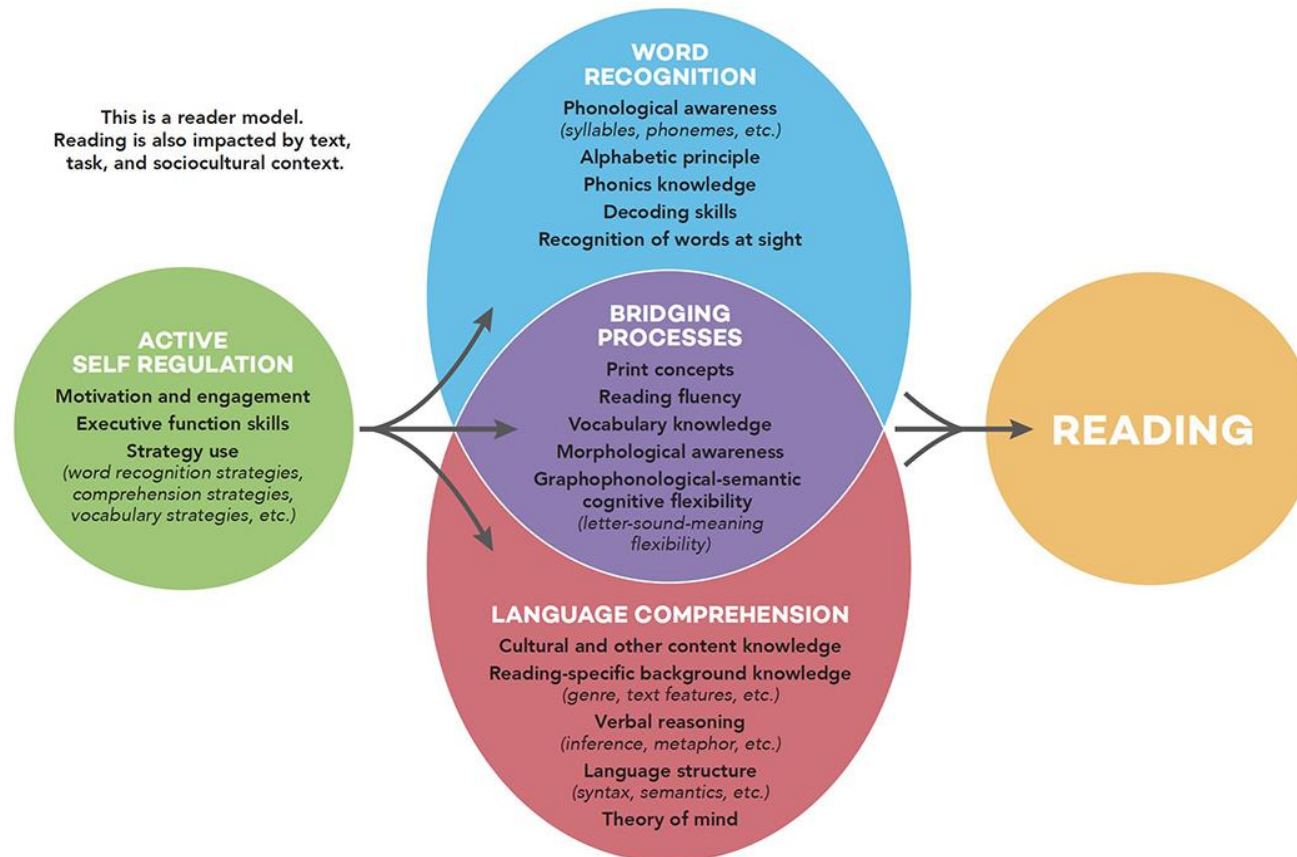
IAN McEWAN

ATONEMENT
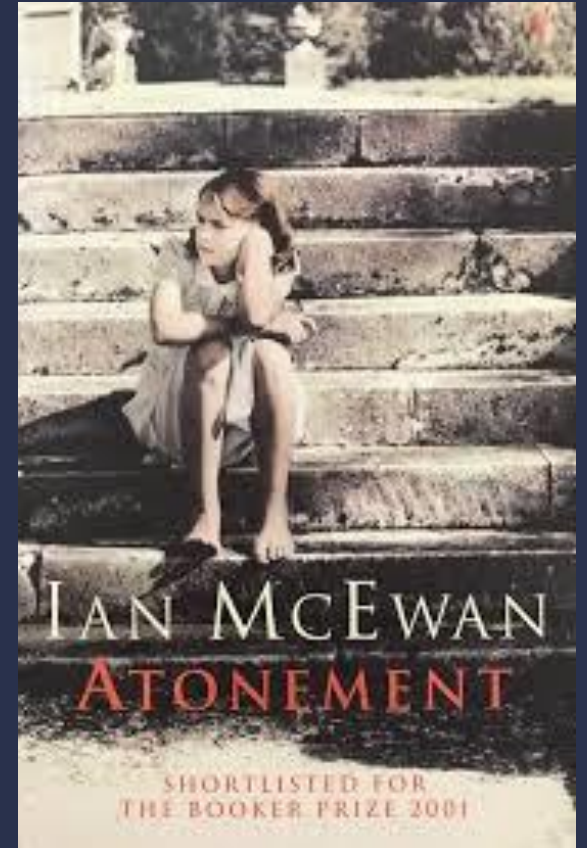
SHORTLISTED FOR
THE BOOKER PRIZE 2001
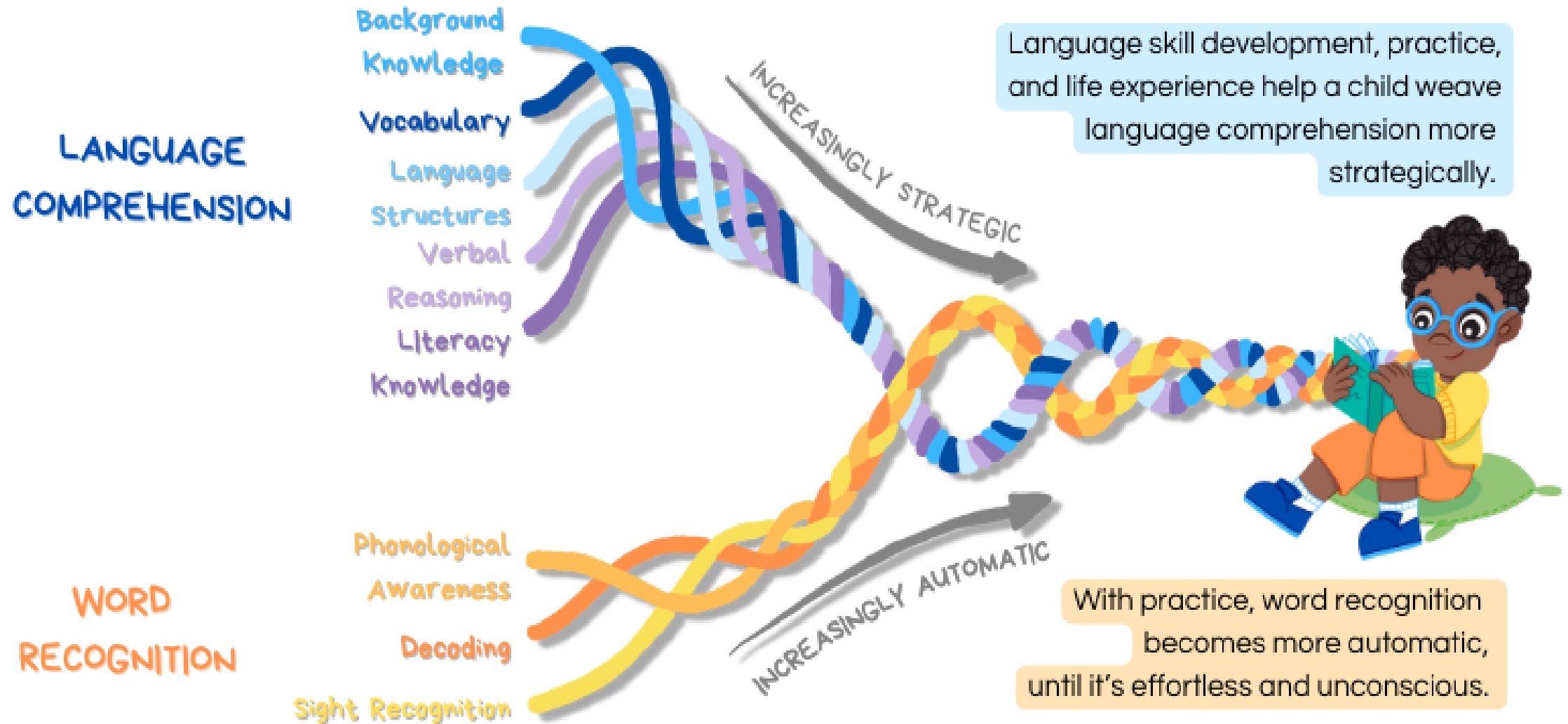
Active View of Reading by Duke and Cartwright (2021)

The Dual Cascaded Route Model

5 PILLARS OF LITERACY

Phonological Development

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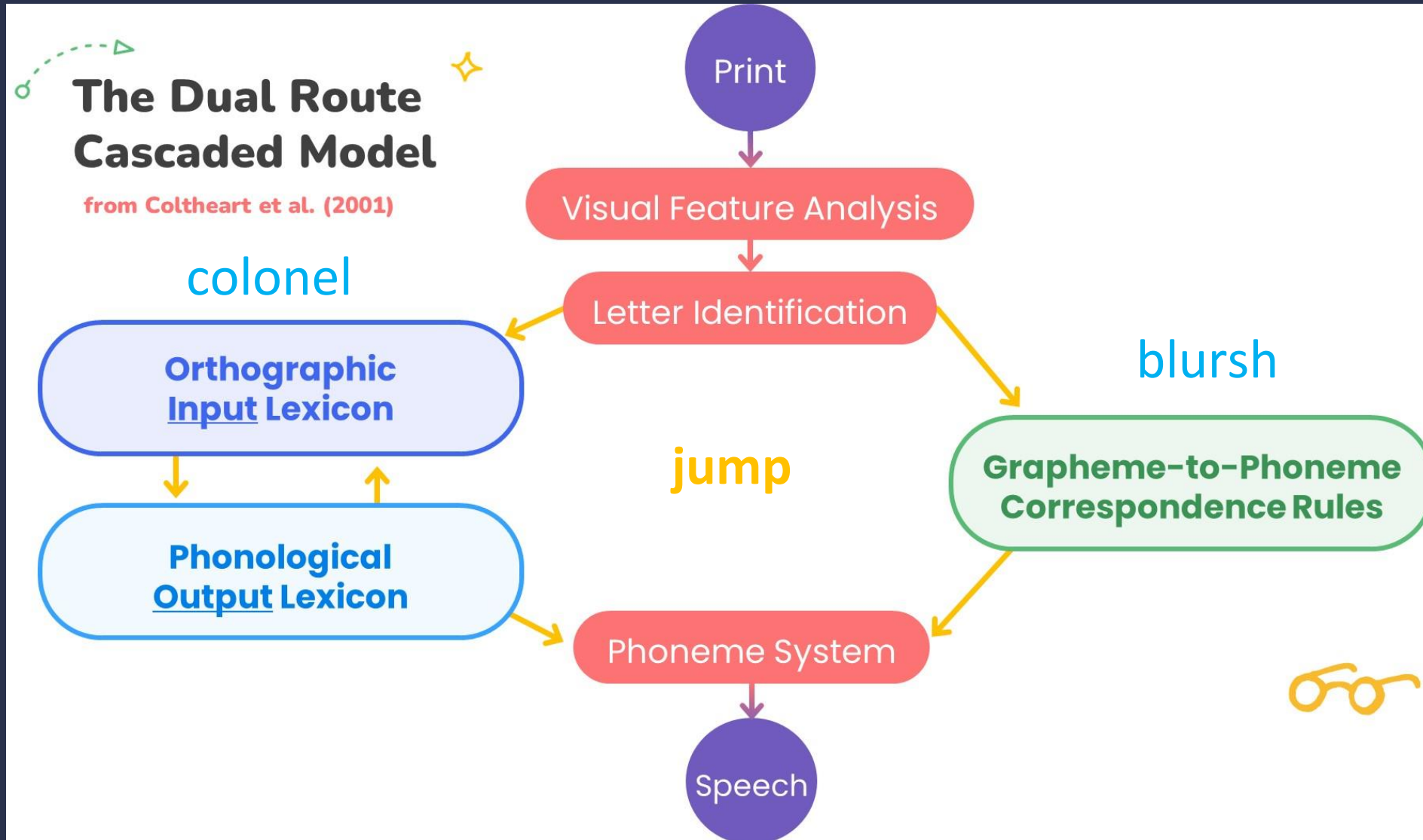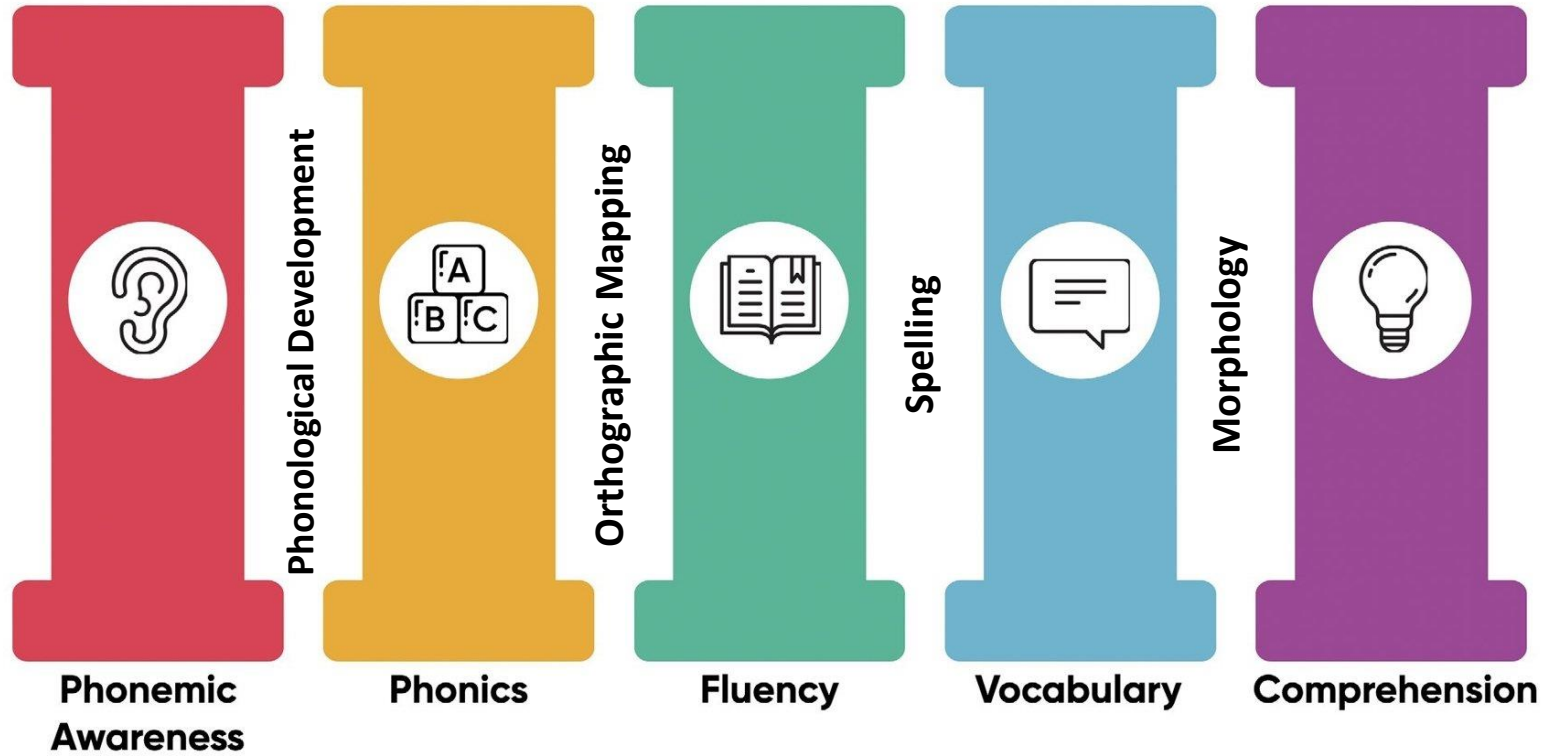
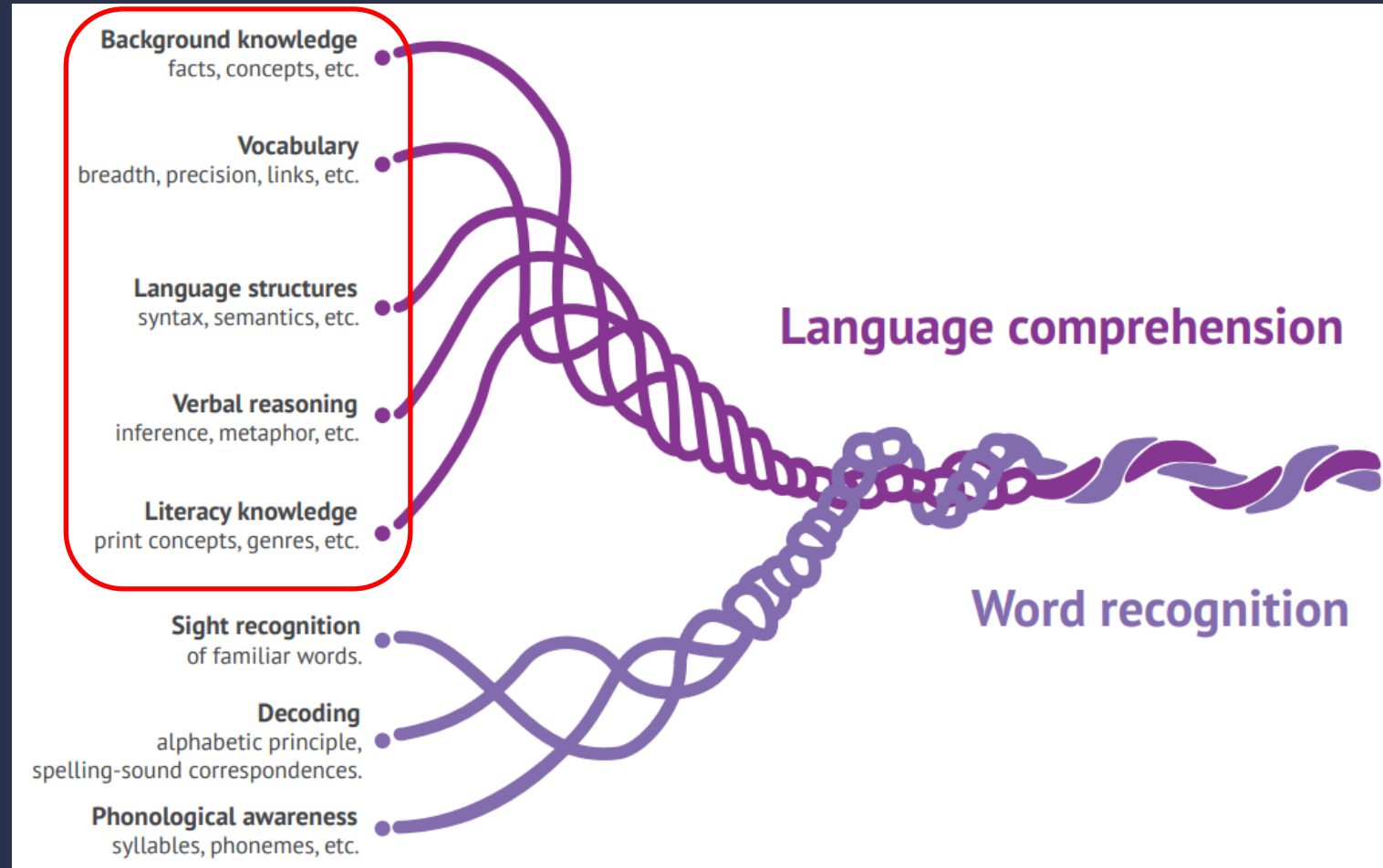# What can make learning to read difficult?

Share your ideas in the chat!

- Limited access to learning and/ or targeted intervention

- Sensory impairments (visual; hearing)

- Language difficulties (expressive and receptive)

- Differences in cognitive processing:

• Neurodevelopmental differences (e.g., dyslexia, ADHD, autism, etc.)

• Weak phonological awareness

• Slower processing speed

• Weak working memory and/or visual memory

• Differences in visual processing

Language and vocabulary

Language and literacy development are inextricably linked.

At almost every stage, learners need to call on their oral language knowledge, integrating it with their general knowledge and their knowledge of the alphabet code and words.

Eh?

It is qutie pissible to read a text with a greta man y mistaeks becos we no hwat we expetc to rade; the sense is ont afectid untl we distreb the construction of the the language moving by sentences words or about so not they correct are grammatically

Phonological awareness

A child with weak phonemic and phonological awareness will find it hard to:

- Hear individual sounds
- Discriminate sounds
- Rhyme
- Recognise alliteration
- Hear onset and rime
- Hear syllables

This can lead to difficulties with:

- Manipulating sounds in their head
- Blending sound together
- Segmenting sounds
- Applying phonics skills

A child needs to be taught how to hear and separate each phoneme.

Working memory

Working memory is like a temporary sticky note in our brains. It holds new information in place so the brain can work with it briefly and connect it with other information.
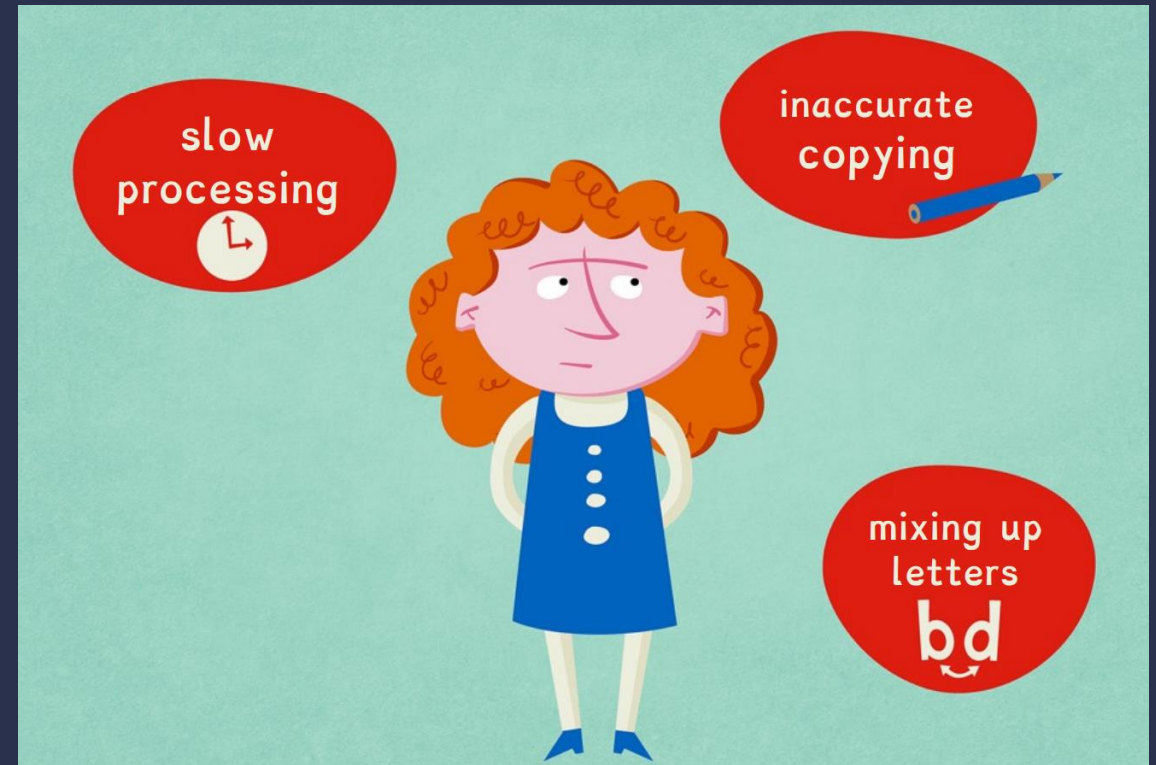
Phonological processing speed

When a child struggles to rapidly and automatically recognise and name letters, they are less efficient at matching them to sounds and outputting the word.
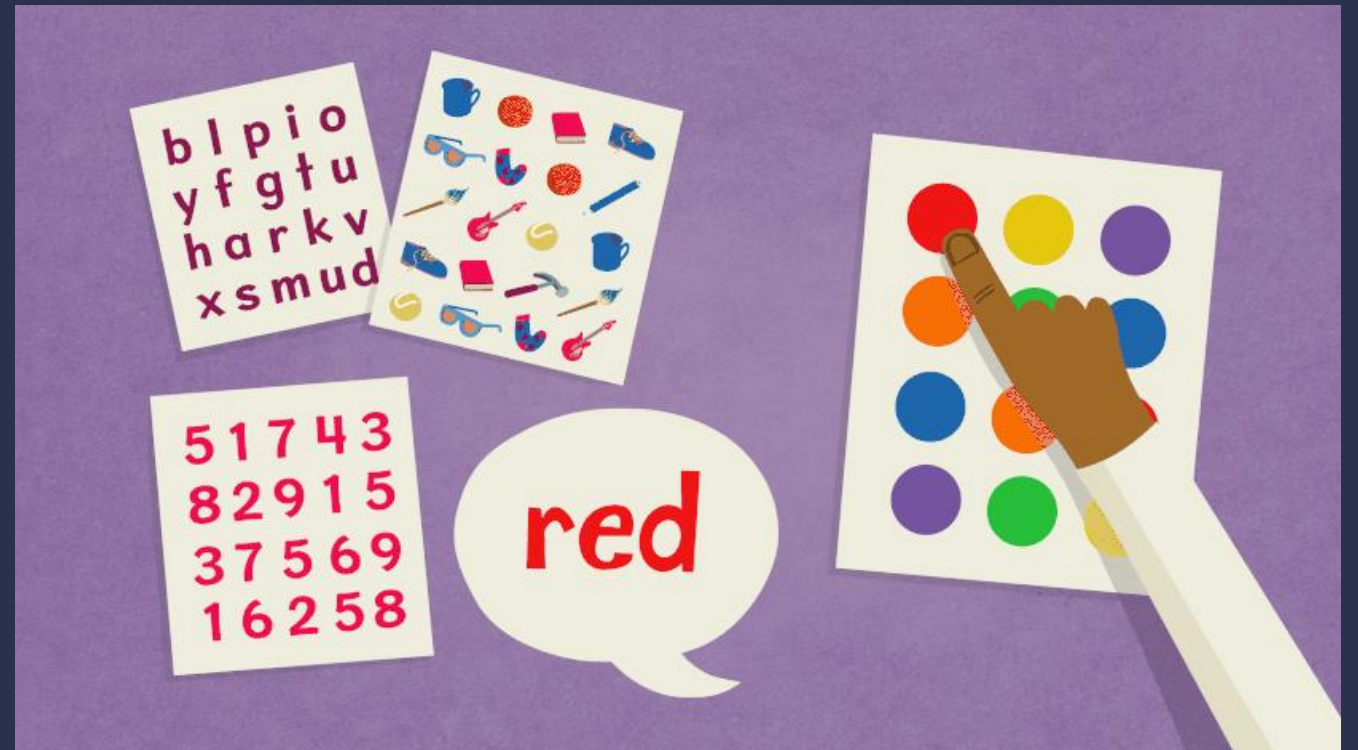
Visual memory and visual processing

Visual memory allows us to recognise and remember letters, numbers, symbols, and words.

Phonics and autistic learners

- Many autistic learners have difficulties with isolating sounds in verbal speech and associating those sounds with symbols.

- Need to balance any phonics instruction with alphabetic code knowledge and word recognition.

- Many autistic learners experience print differently – often pay **too much** attention to features of print such as shape.
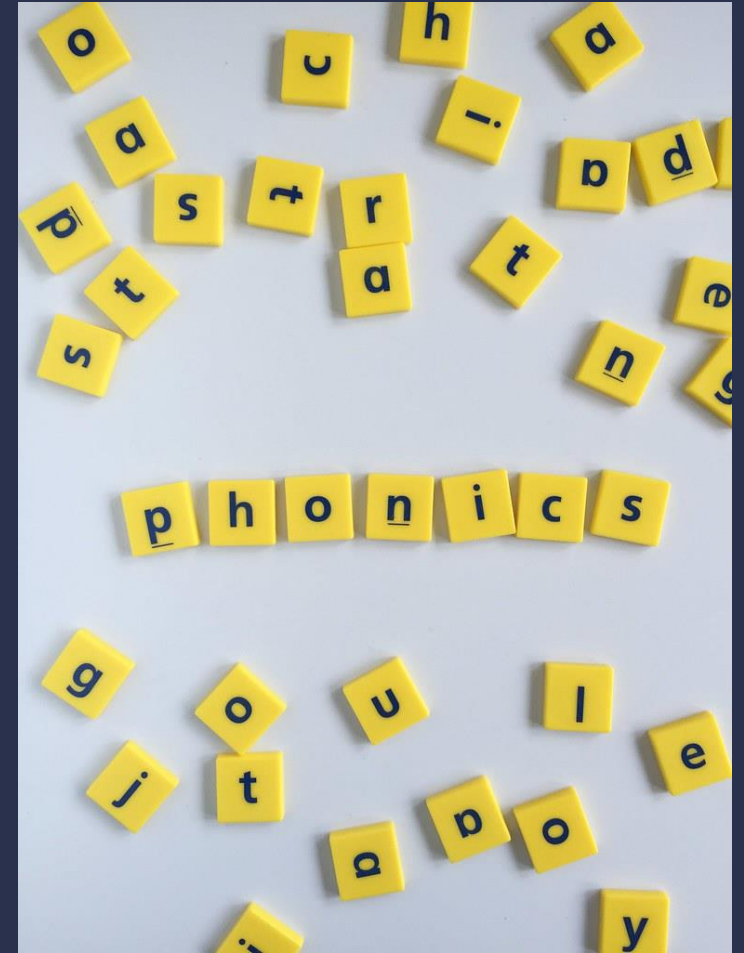
Difficulties with focus and attention
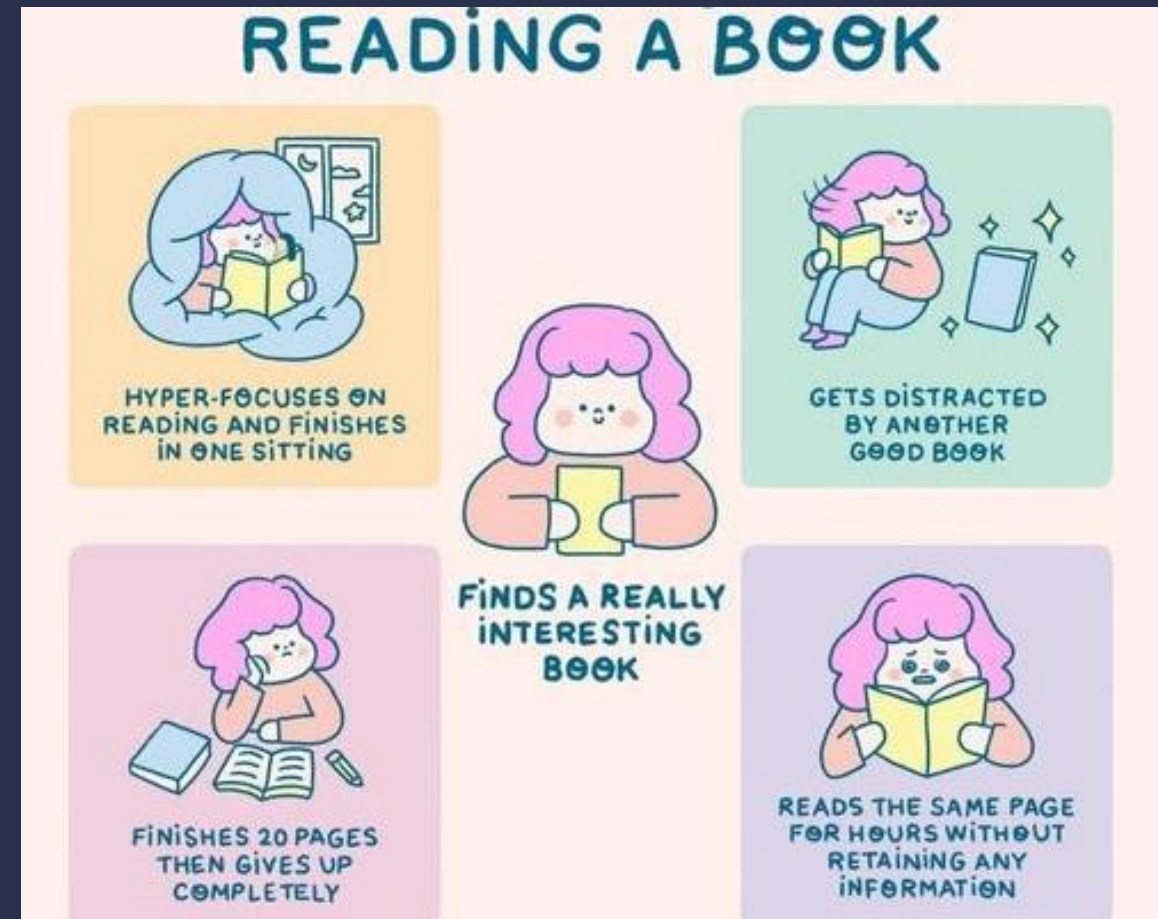
Maintaining focus and attention, inhibiting distracting thoughts and ideas and self-monitoring are also extremely important when reading.

Children with a neurodevelopmental difference, such as ADHD, often find it challenging to concentrate and focus when reading and learning to read.

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What is the impact of literacy difficulties on self-perception?

- A meta-analysis in 2021 found that children with literacy difficulties may be at greater risk of developing negative self-perceptions of themselves as learners, but not their overall self-worth

- Evidence suggests children are very aware of their specific difficulties and may experience negative self-perceptions relating to their academic competence and literacy skills

- Protective factors that contribute to children maintaining positive (overall) self-worth include:

  - Supportive family

  - Supportive teacher/s

  - Supportive peer relationships

  - Recognition of their successes in other areas

(Gibby-Leversuch et al, 2021, Current Psychology, 40: pp5595-5612)

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What works for struggling readers?

- High quality teaching

- Inclusive classroom approaches

- Oral language learning and exposure to a wide range of vocabulary

- Meaningful exposure to 'real' books (picture books and longer texts)

- Books are discussed to develop comprehension

- Phonological awareness development

- Access to systematic phonics teaching

- Difficulties and gaps identified early on through skills-based assessment

- Direct skills instruction using multisensory teaching to develop fluency

- Response to intervention is carefully monitored through assessment and adapted accordingly

- Access to decodable books the right level for practice and generalisation

- Feedback on progress to develop motivation and metacognition

Evidence-based features of high-quality teaching of reading

Solity (2020)
- A structured and systematically ordered smaller group of grapheme-to-phoneme correspondences
- Direct instruction
- The use of real books

National Reading Panel (2000), Education Endowment Foundation and Fletcher et al (2019)
Explicit teaching and direct instruction of:
- Phonemic awareness
- Systematic phonics (not necessarily synthetic phonics)
- Fluency
- Vocabulary
- Reading comprehension

High quality teaching - Explicit instruction Rosenshine (2010)

1. Reactivate prior knowledge through daily review.

2. Present new material clearly and explicitly using small steps.

3. Ask questions and check responses.

4. Provide models.

5. Provide guided practise.

6. Check understanding.

7. Obtain a high success rate (small steps at the right level).

8. Provide scaffolds for difficult tasks.

9. Enable independent practice.

10. Weekly and monthly review

Reasonable classroom adjustments

READING

To support a child to access written texts, we can....

Address these difficulties with a suitable reading intervention

Allow CYP the right to pass, e.g. don't read aloud

Explore assistive technology, i.e. text to speech (TTS), e.g. reading pens (not to be used as an alternative to a literacy programme)

Offer audio books

Encourage paired reading

Reasonable classroom adjustments

REINFORCE VOCABULARY

To ensure a child can understand what has been said, we can...

Key words & concepts are displayed in the classroom & referred to during lessons.

Pre-teach vocabularly e.g. using PAVE procedure

Give key vocabulary on word mats

Reasonable classroom adjustments

PRESENTATION

In order for a child to access the lesson, we can...

Consider font, sizing & use **bold** to highlight keywords

Use clear & concise text; try coloured whiteboard / paper

Use bullet points, numbering, flow charts, text boxes, flow chart, diagrams, colour code information

Consider seating position to be able to clearly see the whiteboard, and your demonstrations

Reasonable classroom adjustments

WORKING MEMORY

Giving a child the appropriate **amount** of information they can process...

'Offload' the amount of info they have to keep in mind e.g. use a task board, write instructions down, Talking Tin

Use visual modelling and illustrations to support understanding of tasks

Break tasks into small chunks / stages

Using a simple recording device (e.g. Easi Speak; Talking Tiles) to record own thoughts, & play back to write

PAUSE to process verbal information (5 second waiting rule).

Be mindful of distractions e.g. noise levels, that impact on concentration

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Reasonable classroom adjustments

TIME

To accommodate slower processing speed, we can...

Remove time as a barrier

Set short achieve tasks

Ensure losing break times is not used as a consequence for not completing work

Allow more time for a task

Allow time to think

Ensure homework has a time limit / not to task completion

Reasonable classroom adjustments

WRITING
To support a child to share their ideas in written form, we can...

Support is given to physical act of writing, i.e. writing slope, finger-spacer, handwriting paper

Tasks are supported & scaffolded, i.e. visual planning, story board, sentence starters, writing frames, word mats

Consider pencil grasp & hand strength

Use ICT to support written work

Teach the CYP at least one spelling strategy, ensure strategies are used and referred to in class

Reasonable classroom adjustments

EMOTIONAL SUPPORT
To ensure a child feels included, confident, and happy we can...

Adapt the task so that literacy difficulties do not limit learning

Find enjoyable texts e.g. Project X, comics, read-a-long audio books

Confidence: read to younger children

Encourage CYP voice - ask what helps (& what doesn't)

Mark content not spelling / use Positive Marking approaches

Find and nurture their strengths

Focus on effort over achievement

Our aims in developing a Literacy for All pathway in Norfolk

For **ALL** children and young people in Norfolk to:

1. Have **high quality literacy teaching**

2. Have their individual **needs identified and met early on** if they experience literacy difficulties despite appropriate learning opportunities

3. Get the **help they need to make progress** in literacy – right support, right time

4. **To recognise and take very seriously the needs of all children and young people who have literacy difficulties.**

Key Principles of a Norfolk Literacy for All Pathway

Promoting the right to read for all

Upskilling teaching and support staff

Identifying barriers to literacy early

Providing good quality assessment over time to inform targeted intervention

Implementing evidence-based interventions and teaching approaches

Evaluating the response to intervention over time

Providing fair access to available resources for all children

Empowering schools to identify, address and meet wider range of needs

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A Norfolk Literacy framework for assessment and intervention

Response To Intervention

Graduated Approach – Assess/Plan/Do/Review of the Code of Practice

Identify literacy subskills and then put in place matching intervention

Implementation of direct instruction (using Instructional Psychology Principles))

Monitoring impact of Intervention

Principles underpinning our approach:

Work out what the child can't do and help them learn it!

- **High quality teaching** and reasonable adjustments for all
- **Assessment** of skills
- **Intervention** – direct instruction to teach new skills
- **Review** progress
- **Adapt teaching** accordingly
- **Repeat as needed!**
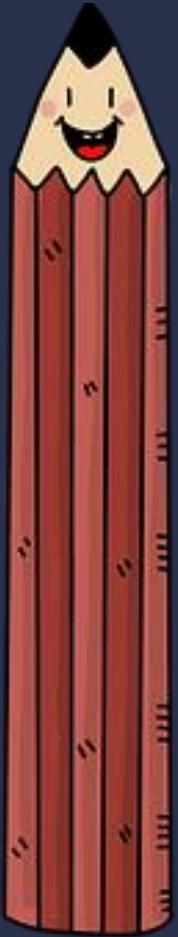
How will we work with schools and settings?

Training
– Barriers to Literacy; Effective assessment, teaching and intervention

Resources
Skills-based assessments; recommended standardised tests

Ongoing support
Interpreting assessments; adapting interventions; analysing response to intervention; embedding good practice

Stage 1 — Best practice to support literacy development

Stage 2 — Assessment, Evidence-based intervention and adaptive teaching

Stage 3 — Ongoing support to embed practice

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Literacy for All Pilot

Session 1

- An overview of Literacy difficulties
- High Quality Literacy teaching for all
- Norfolk Literacy for All Guidance and Teaching Framework

Session 2

- Effective assessment
- Effective intervention
- Monitoring response to intervention
- Planning for whole school implementation
- Resources

Session 3 (week 6)

- Review and feedback on implementation
- Support and trouble-shooting

Thank you for listening

Any comments or questions?

Please let us know what you think

https://forms.office.com/e/PqVNki3HUA