

Improving literacy in primary settings

Professor Anne Castles, Jenny Mackay, Susannah Schoeffel and Dr Tanya Vaughan
21 July 2020, Webinar



**EVIDENCE
FOR LEARNING**

Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.



What we will cover

This webinar will look at practical recommendations for primary school educators and school leaders.

- A general overview of the evidence-based recommendations for improving literacy outcomes for primary students.
- Knowledge about the latest global research on what strategies are leading to improved literacy outcomes.
- Examples of how these recommendations are being translated into the classroom in an Australian school.
- Adoption of how these recommendations can be used at a whole school and classroom level.

Literacy Guidance Reports



Literacy approaches – Teaching & Learning Toolkit

Oral language interventions

Moderate impact, very low cost, based on extensive evidence

Overall, studies of oral language interventions consistently show positive impact on learning.

Average cost

\$ \$ \$ \$ \$

Evidence security

🔒 🔒 🔒 🔒 🔒

Months' impact

+5

Phonics

Moderate impact, very low cost, based on very extensive evidence

Phonics approaches have been consistently found to be effective in supporting younger readers.

Average cost

\$ \$ \$ \$ \$

Evidence security

🔒 🔒 🔒 🔒 🔒

Months' impact

+4

Reading comprehension strategies

High impact, very low cost, based on extensive evidence

On average, reading comprehension approaches deliver an additional six months' progress.

Average cost

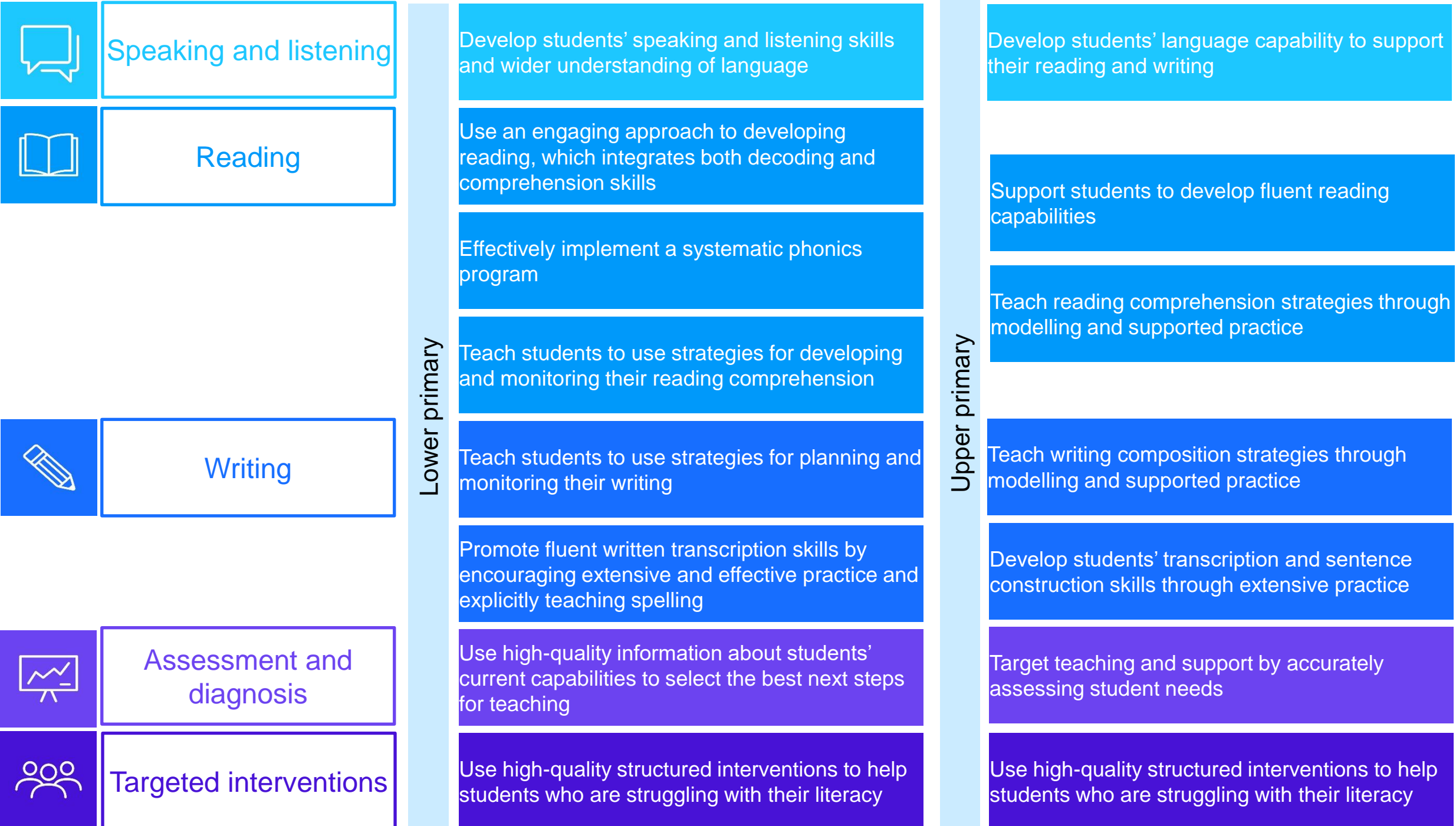
\$ \$ \$ \$ \$

Evidence security

🔒 🔒 🔒 🔒 🔒

Months' impact

+6



Have your questions ready for our panel of experts:



**Dr Tanya Vaughan,
Evidence for
Learning**



**Susannah Schoeffel,
Evidence for
Learning**



**Prof. Anne Castles,
Macquarie
University**



**Jenny Mackay,
Dandenong North
Primary School**

Improving literacy in primary school – resources to support your questions



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Pedagogy and approaches to literacy

Questions you asked

- How to integrate literacy into other classes?
- Recent pressure on schools and teachers regarding new normal has challenged the effectiveness of explicit instruction?
- I would like to have a look at which literacy strategies I could include into a language program.
- The development of oral language through shared class texts.
- What methods can be used for literacy learning to be easily understood?
- What are the new literacies that are emerging and should be given importance inside the classroom now?

Resources

Toolkit approach: [Oral language development](#)

Toolkit approach: [Phonics](#)

Toolkit approach: [Reading comprehension strategies](#)

[Evidence informed literacy strategies to improve student's literacy](#). Teacher Magazine, July, 2020, Authors: Dr Tanya Vaughan and Susannah Schoeffel.

Some strategies drawn from early years may be useful for students arriving at primary school with a poor grasp on oral language, view the E4L webinar on [Oral language development in the early years](#).

[Teaching methods: Phonics FAQs](#). Teacher Magazine, May, 2016, Author: Dr Jennifer Buckingham.

Pedagogy and approaches to literacy continued...

Questions you asked

- Best strategies for teaching decoding skills, such as blending and segmenting, at a whole class level.
- Using orthographic mapping to reduce cognitive overload. Does this improve reading comprehension outcomes?
- Phonics / synthetic phonics
- Is there a strong evidence base for implementing a Developmental Curriculum alongside structured language teaching for F-2?
- Recommended best practice/ evidence based/ Best outcome Spelling approaches
- Intervention strategies for reading comprehension

Resources

Toolkit approach: [Oral language development](#)

Toolkit approach: [Phonics](#)

Toolkit approach: [Reading comprehension strategies](#)

[Evidence informed literacy strategies to improve student's literacy](#). Teacher Magazine, July, 2020, Authors: Dr Tanya Vaughan and Susannah Schoeffel.

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Cross-curricular / whole school approaches

Questions you asked

- How to achieve balance and incorporate everything and do it well e.g., focus on literature circles T1, reciprocal teach T2.
- What literacy strategies to use in teaching mathematics to improve learning outcomes?
- How do I learn for this training so that I can share to my fellow teachers.
- Education trends and issues / tips in making educational researches
- How to run an effective literacy block (that includes reading, writing, spelling and grammar) in a junior primary classroom.

Resources

Evidence for Learning's Guidance Report '[Putting evidence to work: a school's guide to implementation](#)' talks about the importance of 'doing fewer things better'.

Toolkit approach: [Oral language development](#)

Toolkit approach: [Phonics](#)

Toolkit approach: [Reading comprehension strategies](#)

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. National Institute of Child Health and Human Development, 4-45

Supporting students with additional needs

Questions you asked

- How could we concentrate on struggling learners in this pandemic situation?
- How to best help students with very low literacy / dyslexia?
- Literacy is linked with communication. In a special school importance is placed on literacy.
- Struggling students can be transformed through processes which offer an irresistible invitation to learn literacy - examples?
- I would like to see how best practice says to support children who are struggling with literacy
- Language delays and the impact on reading and writing

Resources

E4L has developed a range of resources to support schools impacted by the Covid-19 pandemic. The [home-supported learning site](#), includes easy to use, one-page resources on a range of topics – including literacy.

InclusionED - www.autismcrc.com.au/inclusionED and [approaches-by-organisation/inclusioned/inclusioned-practices/](#)

Davies, K., & Henderson, P. (2020). [Special Educational Needs in Mainstream Schools](#).

Some strategies drawn from early years may be useful for students arriving at primary school with a poor grasp on oral language, view the E4L webinar on [Oral language development in the early years](#).

Supporting students who are achieving well above or below expectation

Questions you asked

- Struggling students can be transformed through processes which offer an irresistible invitation to learn literacy - examples?
- Advice for senior students who are still at junior primary levels, and then also literacy for strong 'gifted' students
- Tracking progress and analysing gaps
- What suggested practices can you recommended to improve literacy in a diverse classroom - ELLs and native English speakers?
- High impact literacy strategies, particularly developing language, in low socioeconomic areas

Resources

Some strategies drawn from early years may be useful for students arriving at primary school with a poor grasp on oral language, view the E4L webinar on [Oral language development in the early years](#).

Toolkit approach: [Within class achievement grouping](#)

Australasian summary of [Within class achievement grouping](#)

Toolkit approach: [Teaching Assistants](#)

Australasian summary of [Teaching Assistants](#)

Regarding tracking progress, the key recommendations from the literacy Guidance Reports are: [Recommendation 7](#) (from lower primary), and [Recommendation 6](#) (from upper primary)

Supporting students during home-supported learning

Questions you asked

- How can we teach the kids reading in online set up?
- How can we apply this through online class?
- How teachers can become strategic through online learning modality with the aim to improve students' communication skills?

Resources

E4L has developed a range of resources to support schools impacted by the Covid-19 pandemic. The [home-supported learning site](#), includes easy to use, one-page resources on a range of topics – including literacy.

A global rapid evidence review was recently conducted to investigate the implications of online-learning. It is [available here](#).

This Teacher Magazine article explores [Home-supported learning: using what works best in schools](#). April, 2020. Authors: Susannah Schoeffel & Dr Tanya Vaughan.

Improving student's motivation for learning

Questions you asked

- How to give motivation to students to improve their literacy?
- How to make the students interested in literacy?
- What can be done to stimulate students to learn literacy?

Resources

Evidence for Learning's Guidance Report '[Metacognition and self-regulated learning](#)' looks at motivation as one aspect of being self-regulated.

The Teaching & Learning Toolkit approach '[Metacognition and self-regulated learning](#)'.

A previous [E4L webinar](#) focused on Metacognition and self-regulated learning.

Taking Action on Adolescent Literacy [book chapter](#) authored by Irvin, Meltzer and Dukes.

Programs and external providers

Questions you asked

- What is an effective program to teach EAL students in the mainstream?
- What do you recommend for a spelling phonics program in middle/upper primary?
- What are the most highly recommended evidence-based phonics programs?

Resources

There is limited independent research on literacy programs in Australia, so ensure that you do your own evaluation on any program that you are implementing.

The [Australasian research summary](#) on Phonics, contains information on a number of references to research on individual programs that has been conducted in Australia and New Zealand.

The Education Endowment Foundation has conducted more extensive reviews into successful programs – you can read [them here](#).

Assessment

Questions you asked

- Tracking progress and analysing gaps
- What would the literacy assessment schedule look like? In a perfect world, I mean!
- Assume good and data before reading (Pat-R). How to track their progress. Alternative reading assessments to Pat-R.
- Evidence based data collection. What to use instead of running records.

Resources

The key recommendations from the literacy Guidance Reports are: [Recommendation 7](#) (from lower primary), and [Recommendation 6](#) (from upper primary)

Evidence for Learning's Guidance Report '[Putting evidence to work: a school's guide to implementation](#)' talks about the importance of planning to monitor and evaluate up front.

Read more about the ACER Progressive Achievement Tests (PAT) [here](#).

The AITSL resource [Evaluating Impact](#) has a focus on feedback but includes a helpful run-down of data sources relating to a range of measures.

Other questions

Questions you asked

- How can I practically apply this as a TRT?
- How to grow literacy for students where their schools are less of instructional sources (e.g text books)?
- How do we support teachers to fully embrace evidence-based practices?
- Ways to share information with parents on changes from balanced to structured literacy.

Resources

The [literacy Guidance Reports](#), while written for school leaders, have practical recommendations that can be adapted by teachers and TRT's in their daily practice.

Changing practice can be difficult. '[Putting evidence to work: a school's guide to implementation](#)', could help you to think about the change process and stakeholder management. This will also help schools prioritise their use of resources.

E4L's Guidance Report '[Working with parents to support student's learning](#)' may be useful in thinking about your communication to families on changes to literacy approaches.

Upcoming E4L webinars

August 4, 2020

Effective student collaboration *with additional speakers to be announced soon.*



Dr Tanya Vaughan
Evidence for Learning



Dr Pauline Ho
Evidence for Learning

August 18, 2020

Feedback to increase student learning *with additional speakers to be announced soon.*



Dr Tanya Vaughan
Evidence for Learning



Susannah Schoeffel
Evidence for Learning

September 1, 2020

Improving literacy in secondary settings *with speakers:*



Dr Kate De Bruin
Monash University



Mark Clutton
Gungahlin College

Where to now?



Get in touch

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Certificate of attendance request from

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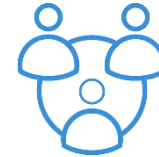
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