

Improving literacy in secondary

Dr Kate de Bruin, Mark Clutton, Susannah Schoeffel
and Dr Tanya Vaughan
21 July 2020, Webinar



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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 secondary school educators and school leaders.

- A general overview of the evidence-based recommendations for improving literacy outcomes for secondary 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

Summary of recommendations

<p>1</p> <p></p> <p>Prioritise 'disciplinary literacy' across the curriculum</p>	<p>2</p> <p></p> <p>Provide targeted vocabulary instruction in every subject</p>	<p>3</p> <p></p> <p>Develop students' ability to read complex academic texts</p>	<p>4</p> <p></p> <p>Break down complex writing tasks</p>	<p>5</p> <p></p> <p>Combine writing instruction with reading in every subject</p>	<p>6</p> <p></p> <p>Provide opportunities for structured talk</p>	<p>7</p> <p></p> <p>Provide high quality literacy interventions for struggling students</p>
<ul style="list-style-type: none"> • Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. • Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. • All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. • School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	<ul style="list-style-type: none"> • Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. • Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. • Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. • Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. 	<ul style="list-style-type: none"> • Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. • To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. • Reading strategies, such as activating prior knowledge, prediction and questioning, can improve students' comprehension. • Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. 	<ul style="list-style-type: none"> • Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. • Teachers can break writing down into planning, monitoring and evaluation, and support students by modelling each step. • Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. • Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. 	<ul style="list-style-type: none"> • Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach. • Reading helps students gain knowledge which leads to better writing, whilst writing can deepen students' understanding of ideas. • Students should be taught to recognise features, aims and conventions of good writing within each subject. • Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. 	<ul style="list-style-type: none"> • Talk matters: both in its own right and because of its impact on other aspects of learning. • High quality talk is typically well-structured and guided by teachers. • Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. • Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. 	<ul style="list-style-type: none"> • Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. • Developing a model of tiered support, which increases in intensity in line with need is a promising approach. • Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. • Creating a coordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Have your questions ready for our panel of experts:



**Dr Tanya Vaughan,
Evidence for
Learning**



**Susannah Schoeffel,
Evidence for
Learning**



**Dr Kate De Bruin,
Monash University**



**Mark Clutton,
Gungahlin College**

Upcoming E4L webinars

September 15, 2020

Unpacking the effective use of Teaching Assistants
with additional speakers to be announced soon.



Dr Tanya Vaughan
Evidence for Learning



Luke Willsmore
Emmaus Christian School

October 20, 2020

Improving student behaviour *with additional speakers to be announced soon.*



Dr Tanya Vaughan
Evidence for Learning



Susannah Schoeffel
Evidence for Learning

2021 Webinar series

Tell us what you would like us to explore in 2021 when completing the feedback survey sent to you after tonight's webinar.

Where to now?



Tell us what you think – a survey will be sent to you after this webinar



Get in touch

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Improving literacy in secondary school – resources to support your questions



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Pedagogy and approaches to literacy

Resources

Some of these resources are designed for primary aged students, but may also be relevant for secondary teachers supporting students who begin behind expected.

The Guidance Report [Improving literacy in secondary school](#) contains a summary and further reading about pedagogies and approaches, with a focus on the importance of disciplinary literacy.

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.

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

Supporting students with additional needs

Resources

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

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

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

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

Toolkit approach: [Teaching Assistants](#)

Australasian summary of [Teaching Assistants](#)

Evidence for Learning Guidance Report: [Making best use of Teaching Assistants](#)

University of Washington, [Universal Design of Instruction](#)

Working with students during home-supported learning

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

Resources

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

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.

This Teacher Magazine article explores [Students motivation to succeed at school](#). September, 2018. Author: Rebecca Vukovic.

Interventions and 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 Evidence for Learning Guidance Report [Putting evidence to work: a school's guide to implementation](#) may assist you in the implementation and evaluation of a program you are exploring.

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](#).



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