

Receive guidance, practise, and receive feedback in coaching meetings to improve at:

- Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.
- Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing
- Modelling reading comprehension by asking questions, making predictions, and summarising when reading.

This PP Unit will need about three weeks of placement to complete. It can be completed as a consecutive unit or alternated with other aspects in units 6 & 7.

As well as supporting trainees in the activities outlined above, you may also wish to consider the following suggested prompts for coaching conversations on literacy:

- What have you noticed about the literacy needs of pupils in your class/es?
- How do you encourage pupil talk and discussion?
- How do you monitor and address pupil misconceptions with regard to literacy?
- How do you model high standards of literacy?
- How do you teach unfamiliar vocabulary and check understanding (in the lesson, over time)?

Suggested practice to model and deconstruct or form a focus of observations:

- Using retrieval practice to ensure knowledge of unfamiliar vocabulary is embedded
- Using discussions to develop speaking and listening skills
- Using metacognition to help pupils develop literacy (e.g. spelling strategies)

Key Reading

Bromley, M. (2017) 'Every Teacher is a Teacher of Literacy' Every teacher is a teacher of literacy: Speaking and listening skills (sec-ed.co.uk)

Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf

Oxford language Report (2018) Why Closing the Word Gap Matters. OUP oxford.ly/wordgap

Professional Practice Unit 11 Developing Pupil Literacy

Curriculum Links

This unit connects with a Subject Studies session in Term 1 or Term 2a on literacy within the subject curriculum. There are sessions in the Inclusion Conference on 20th Jan which are followed up in a Professional Enquiry session in Term 2a on specific learning needs including Dyslexia and EAL learners.

This unit builds on the online resources provided in the Professional Enquiry Moodle workbook for Term 1. Elements of planning principles are developed in Term 1 in Subject Studies sessions on pedagogy and assessment.

Introduction

During Subject Studies sessions we have looked at the role of all subject teachers in developing skills in listening, speaking, reading and writing throughout the curriculum.

We cover:

Outline and connections with CCF

- How high-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
- How every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- How regular, purposeful practice of that has previously been taught can help consolidate material and help pupils remember what they have learned.
- How pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- How teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.

Key learning

In this study unit you will make connections between principles of how every teacher can improve pupils' literacy and the practices in your school. You will have the opportunity to:

Observe how expert colleagues

- teach different forms of writing by modelling planning, drafting and editing.

Activities

These tasks must be completed as part of your training. Required items are highlighted in bold and summarised below.

1. With your mentor, identify a colleague who is responsible for standards of literacy across the school. Arrange a meeting with this colleague and take notes on your discussion about :
 - a. The school policies and practices in relation to improving literacy, including targets
 - b. How the school identifies pupils whose literacy levels are lower than expected and what cohorts of students require additional support (e.g. EAL, newly arrived, FSM)
 - c. How the school supports pupils whose literacy levels are lower than expected
2. With your mentor identify a colleague who models and effectively demonstrates these literacy principles in their practice – complete a focussed observation. Complete an Observation Record for this activity.
3. Discuss the focussed observation with your mentor in a coaching meeting setting clear targets.
4. Identify a lesson for a focussed observation by your mentor where you will make developing pupil literacy (select oracy, reading or writing) a focus of the learning objectives. **Save this lesson plan and observation feedback.**
5. Following the lesson, in a coaching meeting, discuss with your mentor and make **notes** on how successfully you supported pupils' literacy in the observed lesson and identify action steps to further this aspect of your practice.

Activity Outputs *Save these items [on Moodle](#).*

- 1 Lesson plan highlighting a focus on literacy (Activity 4)
- 2 Mentor observation feedback for Activity 4
- 3 Weekly meeting notes from Activity 5 including your planned action steps.

Synoptic Writing

With reference to the key reading in this Study Unit, write 500 words, reflecting on ONE of the following:

1. The role of your subject in the development of pupils' literacy.
2. Key points that you have learnt about how all teachers support pupils' literacy.
3. How you have applied some techniques into your own teaching and how successful that has been. (You could use a reflective model).

Check the PPU guidance sheet for information on word count, referencing etc.