

GROW@KS3 Literacy

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International Literacy Centre
UCL Institute of Education



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Literacy
Centre**



www.ilc@ioe.ac.uk

GROW@KS3 Literacy arises from a theory that suggests the causes of difficulty are multiple, they differ from student to student & each student has a different profile of strengths and weaknesses...

Poor literacy affects people throughout their lives in terms of

- Educational potential
- Employment possibilities & promotion
- Healthy & fulfilled lives
- Crime & its consequences

1. What does research say about literacy intervention for older students?

- ❑ KS3 pupils' literacy problems can be effectively targeted by direct, explicit & systematic fluency, vocabulary & comprehension instruction in one-to-one situations
(Houge et al., 2008)
- ❑ Effective teaching approaches for low attainers include:
early intervention, one to one &/or small group support & personalisation
(Brooks, 2002)
- ❑ Whole school approaches can produce substantial improvements in academic outcomes (Sharples et al., 2011)

2. What does research say about literacy intervention for older students?

- ❑ Programmes designed to change daily teaching practices & those with cooperative learning at their core are the most effective (Slavin et al., 2008)
- ❑ To address vocabulary & fluency deficits, pupils must increase the range & amount of personal reading (Tunmer, 2008)
- ❑ There is very little evidence re. effective writing intervention (Brooks, 2007)

GROW@KS3 Literacy – the facts

- ❑ Target group is low literacy attaining Y7 & Y8 students
- ❑ Students are taught individually or in groups up to 3
- ❑ Lessons of 30-45 mins take place *a minimum of 3 times each week*
- ❑ Lessons are taught by trained GROW@KS3 Literacy practitioners who may be teachers, librarians or HLTAs
- ❑ A 10 week initial period is suggested - 20 weeks is max.
- ❑ The goal – independent & highly motivated learners whose literacy continues to improve every time they read & write!

GROW@KS3 Literacy adopts a strategic approach to intervention

- ❑ Evidence based
- ❑ Appropriately matched to support students' individual needs
- ❑ Responsive & shaped by ongoing assessment
- ❑ Coherent learning cycle from reading to writing
- ❑ Integral to current literacy policy & research into the role of meta-cognition & feedback

A typical profile of a student who would benefit from GROW@KS3 Literacy

- Lacks fluency when reading aloud
- Rarely monitors his reading for meaning & accuracy
- Is less likely to notice & correct errors
- Experiences difficulties with inferential comprehension
- Might write at length, but lacks cohesion or effective control of text & sentence structure
- Is unclear about what to do to improve his reading and writing
- Oral language skills may be weak
- Is unlikely to read for pleasure

GROW@KS3 Literacy 6 Lesson teaching and learning cycle: an example - *Lesson five in detail – Activity one*

Review the student's goals for reading and writing improvement

Remind about what worked well for the student in the previous lesson and agree what he they will work towards in this lesson.

1. Re-read a familiar text from earlier in the cycle

Focus on fluency and phrasing and prompt the student to listen to his reading and to check that if it does not sound right, make sense or match, he does some problem-solving to fix it up. Specifically praise successful self-monitoring, fluency, phrasing, use of word-decoding strategies in line with the student's goals for reading.

2. Reading skill practice depending on needs of student

Focus either on comprehension or working on words in a brief response to the reading.

GROW@KS3 Literacy 6 lesson teaching and learning cycle:
an example - *Lesson five in detail – Activity two*

3. Composing and writing

Select a main focus for teaching linked to the student's goals. This may include a stronger emphasis on one of the following aspects which should be varied across the GROW@KS3 Literacy series of lessons:

- text structure and paragraphing linked to main points / ideas created in the planning stage
 - sentence structure and how this influences punctuation.
- If relevant, model the selected writing skill and support the student to try it himself (see Guiding Writing).

GROW@KS3 Literacy 6 lesson teaching and learning cycle: an example - *Lesson five in detail – Activity two cont.*

Allow time for the student to begin to develop a short piece of writing and offer support which might include:

- reminding him to consider the purpose and the audience as he writes
- scaffolding choices of vocabulary and modelling a think-aloud strategy about writing decisions
- checking spelling on the run during writing might be a focus during the writing, in particular where relevant to spelling rules or phonic segmenting skills practised earlier in the cycle in conjunction with reading
- encouraging the student to read back every sentence before beginning the next one to ensure sentences link coherently.

GROW@KS3 Literacy 6 lesson teaching and learning cycle: *Lesson five in detail – Activity two contd.*

Note: reading aloud can also help with locating punctuation correctly

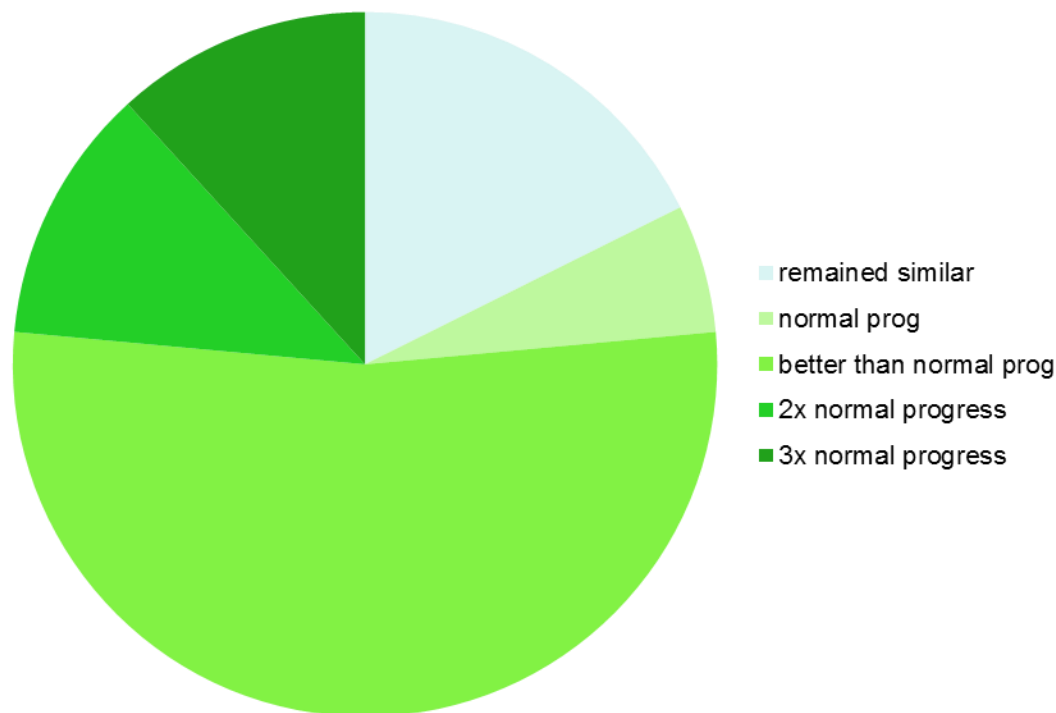
Aim for a sustained piece of writing by the student. The practitioner can act as the writer's voice - thinking aloud to model the voice in the writer's head; acting as the audience and asking questions where more information might improve the writing; reminding about the planned ideas or selecting interesting vocabulary choices.

Conclude the lesson by offering specific praise and asking the student to recall what he did well and what skills could be used again in class.

Outcomes (from pilot in 5 participating schools during a 10 week period)

- ❑ Single Word Reading Test (SWRT; GL assessment)
Avg. entry score = 8y7m
16m mean gain in Reading Age; SD 23.8; RG=6.4
- ❑ Salford Sentence Comprehension (Hodder)
Avg. entry score = 9y7m
6.2m mean gain in Comp. Age; SD 10.3m; RG=2.5
- ❑ Writing – mean gain of 2 NC sub-levels
- ❑ Spelling (Margaret Peters) mean gain of 6.2 points

Progress in reading age (SWRT) in pilot including 2 students with SEN



GROW@KS3 Literacy progress

Most students accelerate learning at least double the normal rate of progress - Average 38 month gain in reading accuracy (SWRT) and 16 month gain in comprehension (Salford). Joshua is a typical student benefiting from the programme.

Joshua's assessments

	Pre GROW@KS3 Literacy	Post GROW@KS3 Literacy
Single Word Reading	8y9m	13y3m
Salford Sentence Reading	10y1m	11y2m
Salford Comprehension.	10y7m	12y0m
Writing	NC L3	NC L4a
Peters' Spelling	84/100	92/100

Goals of GROW@KS3 Literacy PD

- ❑ Understanding theories of literacy development for older students
- ❑ Formative assessment techniques
- ❑ Appropriate selection of levelled, high interest text
- ❑ Using oracy to underpin reading and writing skills
- ❑ Developing strategies to build on the reciprocity between reading & writing
- ❑ The writing process, including high impact work on grammar & text structure
- ❑ Critical reflection & responsive teaching
- ❑ Evaluation & reporting using standardised assessments



GROW@KS3 Literacy has been a good learning process for me... We worked with students on a one to one basis and the results in confidence and independent strategies were apparent from the first cycle – you can't beat quality time. Picking up these students on entry to KS3 enabled us to guide them through a positive transition.

Pilot practitioner



GROW@KS3 Literacy - a strategic approach to intervention

Leadership role	<ul style="list-style-type: none">• Provision mapping – resources, timetabling, tracking• Monitoring quality of provision of class & intervention teaching in relation to outcomes• Provision of time for professional collaboration & learning
Wave 1 Quality First teaching for all students	<ul style="list-style-type: none">• GROW@KS3 Literacy assessment continua & goal setting in class lessons• Links to subject texts & topics for GROW@KS3 Literacy target students• Staff aware of target students for GROW@KS3 Literacy & offer feedback on goals in students' files
Additional group support	<ul style="list-style-type: none">• Small group tuition in GROW@KS3 Literacy
Additional individual support	<ul style="list-style-type: none">• Individual instruction in GROW@KS3 Literacy

Does GROW@KS3 Literacy offer professional development for class teachers?

Stand alone modules for English and other subject teachers can be offered on -

- teaching reading
- assessing literacy
- the teaching sequence for writing

and can be negotiated with the ILC at - ilc@ioe.ac.uk

GROW@KS3 Literacy students

- ✓ Improve reading accuracy, phonic decoding, fluency and comprehension
- ✓ Improve writing – planning and talk for writing, text structure, grammar, spelling & on-line revising
- ✓ Learn goal setting and self-regulation
- ✓ Develop independent strategic processing when reading and writing
- ✓ Develop higher self-efficacy and aspiration
- ✓ Become confident participants in class, applying what they have learned and practiced during GROW@KS3 lessons
- ✓ Feel enthusiastic and motivated as readers and writers

Where can I find out more?

- ❑ Visit the ILC website: www.ilc@ioe.ac.uk
- ❑ Contact the National Leader:
Helen Morris – helen.morris.14@ioe.ac.uk
- ❑ Contact the International Literacy Centre:
ilc@ioe.ac.uk if you would like to host
professional development in your school.