

Reading Recovery national conference

Title: 'Learning to talk, talking to learn.'

Friday 23 April 2021

Logan Hall, UCL Institute of Education, 20 Bedford Way, London WC1H 0AL

Programme

9.00 - 9.45	Registration, refreshments and exhibition viewing
10.00 - 10.10	Welcome
10.10 - 11.10	Keynote: Beccy Earnshaw, Director of Voice21
11.10 - 11.25	Tea & coffee
11.30 - 12.45	Concurrent sessions (Strand A)
12.45 - 13.30	Lunch and exhibition viewing
13.45 - 15.00	Concurrent sessions (Strand B)
15.05 – 15.20	Tea and exhibition viewing
15.25 - 16.25	Keynote: Alan Durant, Children's author and poet
16.25 - 16.35	Close
16.35 - 17.15	Wine reception and book signing by Alan Durant

Exhibitions by: Cambridge University Press (TBC), Harper Collins, Hachette Children's Books, Jo Thornhill Books, Ransom Publishing Ltd, Scholastic and Walker Books.

Keynotes

Speaker 1: Beccy Earnshaw, Director of Voice21

<https://voice21.org/>

Beccy joined Voice 21 in 2015 as its first CEO and the charity now supports over 1000 state schools in its mission to enable all children and young people to benefit from a high quality oracy education.

Speaker 2: Alan Durant, Children's author, poet

<http://alandurant.co.uk/about/>

Concurrent sessions (Strand A at 11.30 – 12.45)

Session A1

Title: Deepening our understanding of literacy acquisition of second language learners

Speaker: Dr Sue Bodman, Reading Recovery National Leader, UCL Institute of Education; <https://iris.ucl.ac.uk/iris/browse/profile?upi=SBODM02>

Session outline: How might we support young second language learners in Reading Recovery? Clay's (2004) suggestion is to "look more closely at language behaviours ... knowing what the pupil does leads to more significant teaching" (p. 105).

During the session we will explore aspects of second language acquisition that may impact literacy acquisition in order to refine our teaching for second language learners in Reading Recovery.

Audience: Reading Recovery teachers and Teacher Leaders

Please bring: Please bring your copy of 'Literacy Lessons book to your session.

Session A2

Title: Is there a "fiction effect"? Lines of enquiry into language and literacy development in the early years.

Speaker: Gemma Moss, Professor of Literacy, Department of Leadership and Learning, UCL Institute of Education; <https://iris.ucl.ac.uk/iris/browse/profile?upi=PJGMO52>

Session outline: This session will review what the Millenium Cohort Studies and other quantitative databases can tell us about the interaction between language and literacy development, drawing on research undertaken by the speaker. The implications for literacy teaching in KS1 and KS2 will be explored with participants, taking into account current policy priorities and how well they align with evidence from research.

Audience: KS 1 and KS 2 teachers

Pre-readings: Moss, G and Washbrook, L. (2016) Understanding the gender gap in literacy and language development.

<https://www.bristol.ac.uk/media-library/sites/education/documents/bristol-working-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf>

Session A3

Title: Genuine conversations leading to progression in writing: how do we construct opportunities for variety across genres and increasing complexity?'

Speaker: Kerry Clegg, Reading Recovery Teacher Leader, North Tyneside

Session outline:

- What does a 'genuine conversation' look like?

- Use of stimuli and carefully constructed questioning to optimise opportunity for child speak in minimum time available.
- Consideration of different language structures and opportunities to vary vocabulary and punctuation across genres.
- How do we notice/ measure increasing complexity?
- Is writing progress in line with reading ability?
- Practical activities to discuss properties of reading extracts and writing samples.

Audience: KS1 teachers, literacy leaders and Reading Recovery teachers

References:

Boocock, C., McNaughton, S. and Parr, J.M. (1998) The early development of a self-extending system in writing, *Literacy teaching and Learning*, **3(2)**,41-58

Clay, MM (2016) '*Literacy Lessons Designed for Individuals*' p22-23, p78-82

Harmey, S (2020) '*Co-constructing writing: handing over the reins to young authors*'

Quigley,A (2018) '*Closing the Vocabulary Gap*' p140-149

Session A4

Title: Book Talk - valuing genuine child/ teacher conversations about reading

Speaker: Glen Franklin, Reading Recovery National Leader, UCL Institute of Education;
<https://iris.ucl.ac.uk/iris/browse/profile?upi=GCFRA12>

Session outline: Reading is about gaining meaning and pleasure from what we read. Yet, how often do our discussion about books become narrowed to comprehension questions and word problem-solving? A timely rereading of Janice Van Dyke's (2008) article: 'Reading Books and Discussing Stories: Constructing Knowledge Through Talk' led me to the focus of this session.

Clay writes 'Every sentence the child constructs is an hypothesis about language' (1991, p.69). In this session, we will explore how, through talking about books and stories, we as teachers add to our understanding of how children develop as readers

Please bring: It is not essential, but if you do have access to Van Dyke (2008), 'Reading Books and Discussing Stories: Constructing Knowledge Through Talk', *Journal of Reading Recovery* Vol 7 (2), pp.18-25), you might be interested to read it prior to the session or subsequently.

Audience: Reading Recovery teachers, class teachers and Teacher Leaders, Reading Recovery professionals.

Session A5

Title: Embedding critical and enjoyable news-reading experiences in the KS2 classroom.

Speakers: Dr Frances Bodger (lecturer in Education UCL Institute of Education, Nicolette Smallshaw, Head of Education, First News;

<https://iris.ucl.ac.uk/iris/browse/profile?upi=FMBOD97>

Session outline: Critical engagement with news-stories can enhance children's comprehension of non-fiction texts, promote understanding across the curriculum and nurture positive attitudes to reading. Our workshop explains how to maximize these learning opportunities in the KS2 classroom and includes the following components:-

- Overview of existing research into the potential benefits of news-reading for literacy and cross-curricular development;
- Discussion of importance of promoting children's critical engagement with news-stories in the light of recent alarm about children's skills and confidence in distinguishing fake and reliable news-sources (NASUWT, 2017; Ofcom, 2016);
- Overview of Janks' (2014) 'Four roles of the reader' model to promote full, purposeful and critical engagement with newspapers;
- Practical workshop to showcase research-informed, purposeful ways to embed a critical news-reading for pleasure culture in the KS2 classroom;
- Discussion of practical ways to embed news-reading into the literacy curriculum:- e.g. as part of guided reading carousel or as a weekly news-reading session;
- Consideration of ways to maximize cross-curricular learning opportunities through regular news-reading particularly in relation to Geography and PSHE.

Audience: This session is aimed at all primary practitioners including NQTs, RQTs and senior management looking to embed critical literacy or a global dimension into their school's curriculum. While our model is designed for KS2 classrooms, we can suggest how it can be adapted for use in KS1.

Pre-readings: There are no essential pre-reading but it would be useful for participants to have engaged with a children's newspaper (e.g. First-News, The Week Junior) prior to the session.

Concurrent sessions (Strand B at 13.45 – 15.00)

Session B1

Title: 'We talk – we get a story in – that's our time'; understanding shared reading practices in families.

Speaker: Dr Rachael Levy, Associate Professor in Education, Senior Fellow of the Higher Education Academy, UCL Institute of Education;

<https://iris.ucl.ac.uk/iris/browse/profile?upi=RALEV07>

Session outline: We know that a child's language learning environment in the home is critical to the development of strong oracy skills (Dockrell, 2019) and that shared reading is particularly effective in promoting vocabulary development (Law et al, 2018). Yet we also know that not all families read with their children and that interventions to promote shared reading are often unsuccessful. This session takes the position that if parents are to be widely supported in reading regularly with their children, then such intervention must stem from an exploration of what currently happens in homes, including gaining an understanding of why parents do and do not read with their children. Drawing on recent ESRC-funded study into shared reading practices with 29 families in two English cities, I demonstrate how for many families, shared reading is already a part of 'doing family'. However, for some families there is a need for certain conditions to be met if shared reading practices are to be maintained or even occur at all. I argue that in order to support more families in reading regularly with their children, there is a need to firstly understand how different families use shared reading activity within their own individual and everyday family lives.

Audience: Reading Recovery teachers, class teachers and Teacher Leaders, literacy coordinators.

Session B2

Title: Teacher talk as scaffolding: Combining expert noticing and fine-tuned responding to avoid 'instructional risk'

Speaker: Dr Helen Morris, Reading Recovery National Leader, UCL Institute of Education;
<https://iris.ucl.ac.uk/iris/browse/profile?upi=HMORR24>

Session outline: Clay frequently referred to the 'expert' teacher, their fine-tuned decision-making and their use of 'contingent teaching'. However, there is a risk that we become 'routine experts' rather than 'adaptive experts' who continuously learn and can respond flexibly in a lesson based on close observation of the child. All teachers make moment by moment decisions about how much support and what kind of support children need but McNaughton proposes that -
'...instruction carries in-built risks – instruction is not benign. In a sense, our instructional practices, our tools, are dangerous in the hands of teachers; just as dangerous as medicines or types of fuel are, unless used with precision, acumen and care ... in order to use instructional practices effectively and to manage the risk, teachers need to be experts who are adaptive in their function' (McNaughton, 2018, p6).

This workshop will support teachers to consider decision-making around scaffolding in both reading and writing using practice examples.

Audience: This session is suitable for Reading Recovery teachers and Teacher Leaders, class teachers, literacy co-ordinators, SENCOs and school leaders.

Session B3

Title: Linking sounds and letters in Reading Recovery: Evidence and Practice

Speaker: Dr Sinéad Harmey, Reading Recovery National Leader, UCL Institute of Education;

<https://www.ucl.ac.uk/ioe/people/academics/qa-sinead-harmey>;

<https://iris.ucl.ac.uk/iris/browse/profile?upi=SHARA79>

Session outline: Every Reading Recovery lesson aims to develop expertise in linking sound sequences to visual letter sequences. In this session, we explore how these occur across the RR lesson. We will then explore recent phonics instruction research and considers how these RR instructional practices are supported by this research.

Audience: Reading Recovery teachers and Teacher Leaders

Session B4

Title: Using digital technology to support language and literacy: where does it belong?

Speaker: Dr Charlotte Vidal-Hall, UCL Institute of Education;

https://www.researchgate.net/profile/Charlotte_Vidal-Hall

Session outline: The session will explore the use of digital technologies in supporting young children's literacy development. What is it that supports or hinders the effective integration of computers, iPads and other digital media devices into reading, writing, speaking and listening. The session will ask participants to reflect on their beliefs about digital media and its use in language and literacy development. It will also discuss the role that digital technologies can play in creating contexts for reading and writing that recognise the ways young children use technology out of school. The session will draw on my own research into effective pedagogical strategies to support technology integration into an early years' classroom.

Audience: anyone involved in early literacy teaching

Pre-readings: D'Agostino, J., Rodgers, E., Harmey, S., & Brownfield, K. (2015). Introducing an iPad app into literacy instruction for struggling readers: Teacher perceptions and student outcomes. *Journal of Early Childhood Literacy*, 0(0), 1–27.

Session B5

Title: Reading Comprehension: the need for cognitively challenging talk

Speaker: Nikki Gamble, Just Imagine; <https://justimagine.co.uk/about-us/>

Session outline: In this session, we will consider the role of discussion and dialogue in promoting reading comprehension. The relative merits of different types of talk and the way they enhance each other will be explored through practical workshop activities and reflection.

Audience: Primary teachers, English leads.

Pre-readings: Tennant, W., Reedy, D. Hobsbaum, A. and Gamble N. Guiding Readers: Layers of Meaning (2016) London: UCL
Case Study Memorial

Session B6

Title: tbc

Speaker: Rob Savage, Professor in Psychology and Human Development and Head of Department, UCL Institute of Education; <http://www.ucl.ac.uk/ioe/people/academics/qa-rob-savage>

Session outline: tbc