

GROUP 1

‘Spoken language skills should also continue to be valued as an essential element of literacy; the fact that spoken language assessments do not count towards GCSE English grades misrepresents the importance of these skills.’

[http://www.literacytrust.org.uk/assets/0002/3984/Vision\\_for\\_Literacy\\_2025.pdf](http://www.literacytrust.org.uk/assets/0002/3984/Vision_for_Literacy_2025.pdf) Vision for Literacy 2015, National Literacy Trust, 2014

‘...provide time and resources for close collaboration with other teachers in the development of practical strategies and schemes of work.’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

‘...the need for skilled, intensive, one-to-one intervention for these pupils...at least double the standard rate of progress.’ Review of Catch-Up Strategies, DfE 2013

‘Effective Teaching of Inference Skills for Reading, NFER reports: “The ability to draw inferences predetermines reading skills; that is, poor inferencing causes poor comprehension and not vice versa” (p. 6). The report states that inferencing can be practised outside the domain of reading with pupils of all ages and that one way of cultivating these skills in young readers and reluctant readers is to do it in discussion, orally. It suggests using ‘reciprocal teaching’ and ‘think-aloud’.’

[http://www.teachers.org.uk/files/UKLATEachingReading\[1\].pdf](http://www.teachers.org.uk/files/UKLATEachingReading[1].pdf) Teaching Reading, What The Evidence Says, UKRA, 2010

GROUP 2

'Engaging people's moral purposes. The first overriding principle is knowledge about the why of change, namely moral purpose. Moral purpose in educational change is about improving society through improving educational systems and thus the learning of all citizens.' (Michael Fullan, Claudia Cuttress, and Ann Kilcher National Staff Development Council, 2005)

'Give incentives and support for the creation of organization wide literacy strategies in schools, explicitly committing the whole school community to raise the level of achievement in reading and writing.' European Union High Level Group of Experts on Literacy Executive Summary, September 2012

'Harness the resource of volunteers in the approach to literacy, e.g. formerly illiterate adults as literacy ambassadors, or retired teachers or celebrities.' European Union European Union High Level Group of Experts on Literacy Executive Summary, September 2012

'How long does it take to effect any significant change in literacy practice? In the successful schools visited, literacy had become a permanent feature of their development planning.' OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

GROUP 3

'In every school in the survey there were successful measures to involve the library and ensure that the librarian had an important role in developing reading.' OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

'In outline the ten principles are: Begin a lesson with a short review of previous learning; present new material in small steps, with pupil practice after each step; ask a large number of questions and check the responses of all pupils; provide models for problem solving and worked examples; guide pupil practice ; check for pupil understanding; obtain a high success rate; provide scaffolds for difficult tasks; require and monitor independent practice; engage pupils in weekly and monthly review' 'Rosenshine (2010, 2012) quoted in What makes great teaching? Review of the underpinning research, October 2014, Sutton Trust

'In the survey schools, headteachers cared about literacy and ensured that it remained a constant topic of discussion. They modelled its importance in different ways, perhaps themselves training older pupils to be literacy tutors or themselves teaching intervention sessions.' OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

'KS3 pupils' literacy problems can be effectively targeted by direct, explicit and systematic fluency, vocabulary and comprehension instruction in one-to-one situations.'  
[http://ilc.ioe.ac.uk/documents/GROWatKS3\\_Briefing\\_Nov\\_2014.pdf](http://ilc.ioe.ac.uk/documents/GROWatKS3_Briefing_Nov_2014.pdf) IOE international Literacy Centre: Grow@KS3 IOE 2014

'Literacy had become an integral part of longer-term school improvement plans and informed the content of action plans for each subject. It frequently involved governors and sometimes became a performance management target for teachers.' OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

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| <b>GROUP 4</b>                                                                                                                                                                                                                                                                                                                               |
| ‘Literacy initiatives are less likely to be successful where literacy is seen as something separate from normal mainstream teaching and learning.’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363                                                                                           |
| ‘Literacy was at the heart of learning in every one of the survey schools, with each working successfully in an individual way and with particular priorities.’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363                                                                              |
| ‘Many effective literacy intervention programmes have cooperative learning at their core.’ Review of Catch-Up Strategies, DfE 2013                                                                                                                                                                                                           |
| ‘Promote family literacy programmes focused on both parents and children. Their aims should be to help parents improve their skills and confidence to engage and motivate their children to both develop their language, and to read for pleasure.’ European Union High Level Group of Experts on Literacy Executive Summary, September 2012 |
| ‘Pupils themselves frequently commented to inspectors that they would like more opportunities to respond in a creative way to the books they read.’ ‘What works for young people with reading difficulties.’ Brooks, NFER and the University of Sheffield                                                                                    |
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GROUP 5

'Qualitative evidence from the Every Child a Writer study found that one-to- one tuition writing sessions had a positive effect on pupils' enjoyment and confidence in their skills' (Fisher et al, 2011). quoted in Research Report DFE-RR238, DfE, What is the Research Evidence on Writing? 2012

'Reading for enjoyment raises literacy: regularly reading outside of school is associated with higher scores in reading assessments. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. It is also strongly related to other learning outcomes: reading enjoyment is more important in determining a child's educational success than their family's socio-economic status.'

[http://www.literacytrust.org.uk/assets/0002/3984/Vision\\_for\\_Literacy\\_2025.pdf](http://www.literacytrust.org.uk/assets/0002/3984/Vision_for_Literacy_2025.pdf) Vision for Literacy 2015, National Literacy Trust, 2014

'Schools should: involve all teachers and demonstrate how they are all engaged in using language to promote learning in their subject, identify the particular needs of all pupils in reading, writing, speaking and listening, make strong links between school and home plan for the longer term, emphasising the integral relationship between language for learning and effective teaching in all subjects.' OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

'Setting literacy issues firmly within the teaching and learning debate.' OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

'Successful achievement in English and mathematics was at the heart of the curriculum. The secondary schools visited were becoming increasingly successful in ensuring that different faculties took responsibility for literacy skills development. Timetables and session times were altered to maximise learning in lessons, for example by changing the length of lessons and extending the school day.' Ofsted, Getting to Good, 2012

GROUP 6

‘Successful schools employed the following interventions: the promotion of teamwork between departments, phases and faculties and the expectation that they would share good practice; senior leaders modelling for middle leaders through activities such as joint lesson observations and demonstrating how to conduct faculty reviews; developing middle leaders’ ability to review their own effectiveness and identify areas for development, and incorporating this as part of their performance management ; offering accredited training, such as middle leadership training and higher degree level qualifications, on the condition that this had an impact on whole school improvement. (Getting to Good: Ofsted 2012)

‘Systematic and effective monitoring and evaluation.’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

‘Teach pupils the writing process; teach pupils to write for a variety of purposes; set specific goals to pupils and foster inquiry skills; teach pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing; provide daily time to write; create an engaged community of writers.’ What Works Clearinghouse, 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Graham et al, 2011; Santangelo and Olinghouse, 2009), quoted in Research Report DFE-RR238, DfE, What is the Research Evidence on Writing? 2012

‘Teachers are busy and hard-working people.’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

‘Teachers need collectively to know about the good practice going on in their own school and to recognise how this might be translated into equally effective literacy-boosting activities in their own subject area.’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

GROUP 7

‘Teachers of subjects other than English often find real contexts for language that engage pupils and help to get something practical done, for example in design and technology or drama.’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

‘The headteacher quickly established with staff and governors that this was totally unacceptable. The governing body were enthused by her vision for the school, but needed training and support to fulfil their role. The biggest challenge was for the teaching staff and school leaders. Non-negotiable expectations of teaching and learning was established.’ Ofsted, Getting to Good, 2012

‘The key elements of effective teaching approaches for low attainers in literacy include: early intervention, one to one and/or small group support and personalization.’ Review of Catch-Up Strategies, DfE 2013

‘The starting point for all teachers should be: ‘What literacy skills do pupils in my subject need and what approaches to language learning will help me to be an effective teacher of my subject?’’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

‘There was no attempt to address literacy through a one-off training day for staff and the display of key words around classrooms.’ OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

‘There was no one way of ‘getting it right’. OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

GROUP 8

'To be literate is to gain a voice and to participate meaningfully and assertively in decisions that affect one's life. To be literate is to gain self-confidence. To be literate is to become self-assertive...Literacy enables people to read their own world and to write their own history... Literacy provides access to written knowledge – and knowledge is power. In a nutshell, literacy empowers.' OFSTED: Improving literacy in secondary schools: a shared responsibility April 2013, No. 120363

A balanced approach is needed in which attention to word recognition skills is matched by attention to comprehension. This means that understanding and effective communication are just as important as word recognition.  
[http://www.teachers.org.uk/files/UKLATeachingReading\[1\].pdf](http://www.teachers.org.uk/files/UKLATeachingReading[1].pdf). Teaching Reading, What The Evidence Says, UKRA, 2010

Governing bodies worked alongside headteachers on school improvement. Usually they were allocated specific aspects of school improvement to check and report on.' (Ofsted, Getting to Good 2012)

Having to generate an answer or procedure, or having to retrieve information – even if no feedback is given – leads to better long- term recall than simply studying, though not necessarily in the short-term. Testing can also support self-monitoring and focus subsequent study more effectively. "Basically, any time that you, as a learner, look up an answer or have somebody tell or show you something that you could, drawing on current cues and your past knowledge, generate instead, you rob yourself of a powerful learning opportunity" (Bjork and Bjork, 2011, p61).' quoted in What makes great teaching? Review of the underpinning research, October 2014, Sutton Trust

The contextualised teaching of grammar has also a significantly positive effect on pupils' writing development. The approach is more effective for the most able writers (Myhill et al, 2011). quoted in Research Report DFE-RR238, DfE, What is the Research Evidence on Writing? 2012

Use explicit, interactive, scaffolded instruction in planning, composing and revising strategies (Mason et al, 2011; Santangelo and Olinghouse, 2009; Brooks, 2007; Humphrey and Squires, 2011) quoted in Research Report DFE-RR238, DfE, What is the Research Evidence on Writing? 2012