



LYDIATE
LEARNING
TRUST

LYDIATE LEARNING TOGETHER

SUMMER TERM 2022 | ISSUE 6

WELCOME!

Welcome to our third Project L edition of Lydiate Learning Together!

This edition highlights successes in all three areas of Project L: the completion of the first face-to-face year of our Literary Canon - and what a year it has been - the culmination of the successes of our Lexonik Programme and our utilisation of Disciplinary Literacy Strategies (coupled with TLaC strategies) and other research-based approaches. A huge thank you to Claire Gillies for her wonderful strategic Leadership of Project L, ably supported by Sean Martin, and, of course, thank you to all staff and students for engaging so enthusiastically with Project L.

Staff and students across the Trust have fully committed to the delivery of our Literary Canon and student and staff voice has really affirmed the importance of this programme. It was a bold move to dedicate 30 minutes of curriculum time every day to reading, but we know that reading aloud improves information processing skills, vocabulary, and comprehension. Reading for pleasure is the single biggest indicator of a child's future success and social equality – more than their family circumstances, parents' educational background or income.

Project L is now fully embedded across the Trust. Students read 357 million words in each school each year. 81% of our students now read for enjoyment outside of school and 86% have gained confidence in reading since Project L began. Many tell us that reading is their favourite lesson.

In summary, our dedicated school curriculum time devoted to reading underpins our commitment to deeply embed literacy within our Trust culture, to ensure that all our students are afforded the best possible life chances and develop a lifelong love of reading.

Warmest wishes,

Suzanne Pountain, Executive Director of School Improvement



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*The Journey to
Outstanding*

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ENGAGE, ENABLE,
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ENGAGE, ENABLE, EMPOWER

READING JOURNEY: DEYES HIGH SCHOOL



PROJECT L LITERARY CANON



PROJECT L LITERARY CANON



USING TLAC STRATEGIES IN READING TIME

We have selected five of Doug Lemov's Teach Like a Champion strategies to really focus on in our shared reading sessions. These strategies are displayed on every book resource to remind all teachers and facilitators how explicit use of these strategies can enhance engagement and discussion, and underpin our use of common approaches to teaching and learning in every lesson, every day.

How can TLAC strategies enhance Project L reading sessions?



Show Me:

Are there instant and visual ways that students can show understanding, eg: fist of 5, answering in unison, or use of gestures?



Use **Strong Start** to establish a clear and habitual routine:

- Who gives out the books?
- Who prompts which page to turn to?
- Do you recap what you read during the last session?



Stretch It:

Use follow-up questions to encourage and prompt deep thinking:

- "What would someone who disagrees with you say?"
- "How do you know?"
- Ask for evidence.



Habits of discussion:

What ground rules can you establish to facilitate effective discussion? *Shoulder partners will be the most appropriate choice here.* How can we set high expectations for contributions?



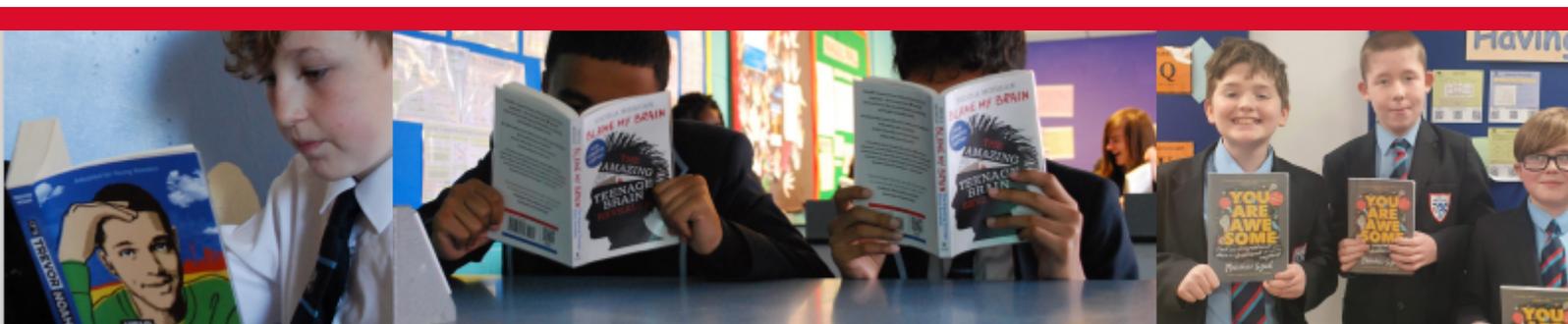
Exit Tickets:

Use a variety of exit tickets to help students consolidate key ideas and reflect on the session.

- Compose a tweet
- 5 things I know now
- brain box

Examples of great practice that we have observed this year:

- Use of student book monitors to ensure a strong start.
- Visual feedback: "Do you think that [this character] has made the right decision? Show me by putting your hands on your head if you think they did, and hands on the desk if you think no."
- Some teachers have established secure and habits of discussion are established using oracy prompts and roles to build on the contributions of others, and, where appropriate, challenge them too.



HOW CAN WE CREATE AN APPETITE FOR READING?

Lead Practitioner Claire Gillies attended the Reading Solutions International Reading Conference in May 2022. Keynote speaker Jonathan Douglas CBE, Chief Executive of the National Literacy Trust, gave an inspiring talk on Fostering an Intrinsic Motivation to Read.

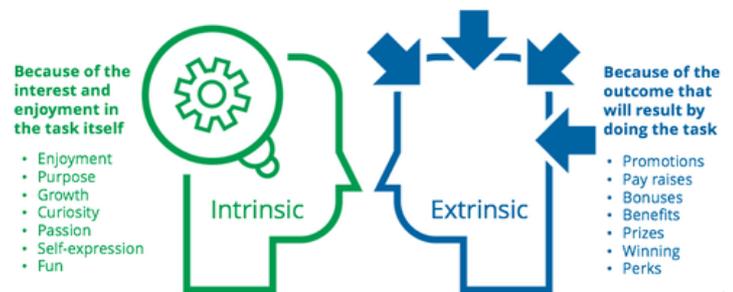
Jonathan Douglas began his session with a timely reminder of why we consider the development of our students' Literacy skills to be so important, and I think that it is worth re-iterating that here:

- Health: "people with low literacy, compared with the general population, are three times more likely to experience increased hospitalisation or death" (PHE). The life expectancy gap between the wards with the highest and lowest literacy is 26 years.
- Employment: adults with Level 1 literacy skills have a 6% higher probability of finding employment than those with Entry Level 3.
- Economy: adults with functional literacy earn 16% more than those without; if every child read for pleasure this would add as much as £4.6 billion a year to the UK's GDP.
- Crime: 54.2% of offenders in custody have a reading age at or below the expected level of an 11-year-old, compared to 15% in the general population.

Love of reading is a powerful indicator that students will realise their potential. Put simply, he said, "Reading for pleasure can help you to be more than that which you were born to be."

The National Literacy Trust regularly survey students aged 11-16 to ascertain behaviours around reading. From their research, it is clear that there is a motivational shift that needs to occur in order to maximise the power of reading for pleasure. We need to try to ensure that our students start to read because they want to, not simply because they have to. And intrinsic motivation factors are the catalyst to make this happen.

INTRINSIC VS. EXTRINSIC MOTIVATION: WHY WE DO WHAT WE DO



Their research has found that there are two factors or conditions that must be met in order for students to feel intrinsic motivation:

1. The individual needs to feel that they can do it.
2. The ability to exercise your own will.

Our task is to incorporate these motivational drivers into Project L sessions. Read on to explore how we can do it.



HOW CAN WE CREATE AN APPETITE FOR READING?

We promote the first driver of intrinsic motivation - the belief that you can do something and that you are good at it - in every lesson, every day.

Specifically with regards to Literacy, our extensive programme of Lexonik intervention ensures that students whose reading age is below chronological receive help to remove barriers to decoding, comprehension and fluency.

In class, we can develop students' confidence when reading aloud by using positive oral affirmation of reading skills to create the internal construct in child's psyche that tells them "I am a good reader."

**YOU
CAN
DO IT**



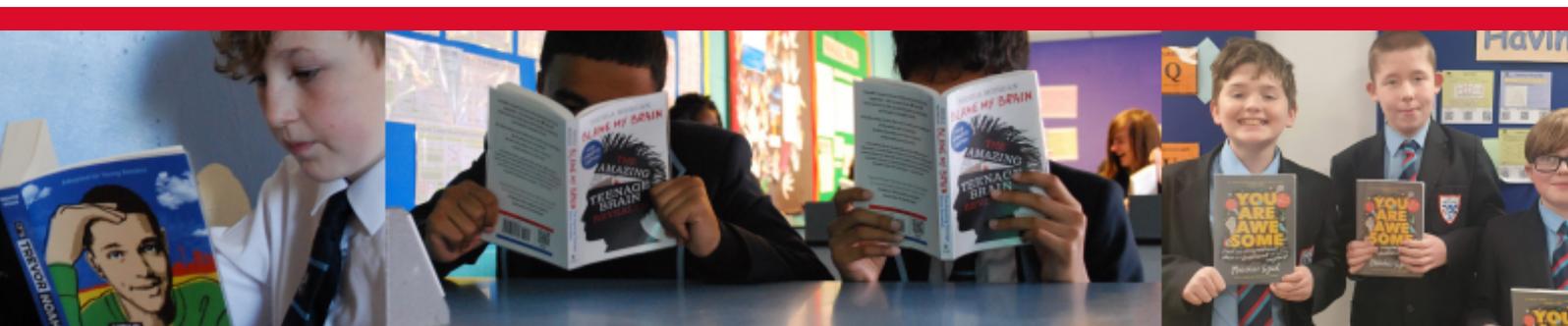
The second driver of intrinsic motivation is agency and autonomy. Environmental factors support or hinder enjoyment: it is no surprise that time spent reading spiked for all groups of children during lockdown, simply because children had more time to read. So providing students with a safe space and time - half an hour every day - in which to read, maximises the potential of this preference.

In addition to this, research into what students enjoy reading has ensured that we have chosen books based on the preferences of our students, which we have gauged through student voice questionnaires. 65% of students nationally say that they think it is important for books to include characters or people from a lot of different backgrounds. Our student body is diverse. Conversely, another driver of enjoyment is seeing themselves and their interests in books. Disadvantaged students face a double whammy: they are less likely to read for pleasure, and less likely to find books where they can self-identify.

For this reason, our canon is diverse, with a broad range of books about people and characters from a range of backgrounds and cultures.

Douglas' final message was to re-affirm the teacher's role: to facilitate and catalyse. We can do this by:

- Ensure space and time for reading in school.
- Create reading activities and opportunities that are linked to the interests, concerns and passions of children. Encourage children to self-identify with books by ensuring collections include representation of diverse ethnic, gender, socioeconomic, disability and other characteristics.
- Present opportunities for children to feel successful as readers, by matching challenge with recognition. Give positive feedback on reading competence.
- Encourage children to focus on the internal benefits of activities, such as how good / happy / relaxed / excited reading makes them feel, instead of what they can get for doing it.



DEVELOPING OUR KNOWLEDGE AND EXPERTISE

Lead Practitioner Claire Gillies attended the Libraries Connected Conference in March 2022. Here she reflects on keynote speaker Lesley Nelson-Addy's session on Promoting Anti-Racism and dealing with difficult texts.



"This is something not discussed enough: literature is the way that we can move FORWARD in our communities."



In March, I attended an online conference with Libraries Connected, to develop my understanding of how to promote anti-racism through reading. We have ensured that the characters and themes in Project L canon reflects the diversity of our school community and that we are using our books to facilitate discussions and understanding, tolerance and empathy across diverse groups. This is vital: we are passionate about using books to promote understanding and empathy amongst young people who may be ignorant about people who do not share their own race, religion or socio-economic status. We actively promote how literature can teach empathy and change attitudes to difference. We also use books to hold up a mirror to any students who may find themselves in a minority, so that they feel part of what they are reading and not excluded. It is vital we show our students that we all have a valid place in the world. The conference reassured me that we are doing exactly what we need to do.

The first speaker, Lesley Nelson-Addy, is currently completing her PhD in Education, looking at the experiences of Black British students who study English at elite institutions across the UK. Understanding and acknowledging that racism exists in society, she said, is vital so that we can equip our students with the tools to actively combat racist attitudes.

Nelson-Addy encouraged schools to audit their current texts to consider representations of success, family and community across diverse groups to ensure that the representation of characters of colour across our texts. She encouraged us to model activism in the classroom and open our students' windows of understanding by choosing texts that explore challenging and problematic attitudes - and how to overcome them.

Nelson-Addy's recommendations have informed our final Literary canons and the teaching resource that accompanies each book. Our books are reflective of diverse groups, communities and experiences to empower our students with the knowledge and skills to be actively anti-racist in life.



SPOTLIGHT ON: THE ORACY STRAND OF THE EEF REPORT IMPROVING LITERACY IN SECONDARY SCHOOLS

Education Endowment Foundation

IMPROVING LITERACY IN SECONDARY SCHOOLS
Summary of recommendations

<p>1 Prioritise 'disciplinary literacy' across the curriculum</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 promotes subject specificity. 	<p>2 Provide targeted vocabulary instruction in every subject</p> <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. 	<p>3 Develop students' ability to read complex academic texts</p> <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 	<p>4 Break down complex writing tasks</p> <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 can 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. 	<p>5 Combine writing instruction with reading in every subject</p> <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. 	<p>6 Provide opportunities for structured talk</p> <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. 	<p>7 Provide high quality literacy interventions for struggling students</p> <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 co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.
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Using the Cambridge Oracy Framework has helped us to shape our 4-stranded approach to planning for oracy both as a process and an outcome in our lessons.

Our INSET sessions in the Spring term of 2022 gave us the opportunity to

- practice using the 4Ps approach to prompting good physical talk.
- set up discussion tasks and plan questions that promote the development of social and emotional talk.



Oracy slides are available on Teams as "Stages of Practice" prompts on the LLT template.

Stages of Practice

Our habits of discussion:

1. Encourage others, by asking everyone to say what they think.
2. Listen attentively and show you are listening with eye contact and proof of listening.
3. Be open to ideas and prepared to change your mind.
4. Give reasons for your thinking.
5. Respect each others' ideas.
6. Build on each others' ideas.

Stages of Practice

Talking roles:

- Builder
- Instigator
- Challenger
- Clarifier
- Prober
- Summariser

Stages of Practice

Good Physical Talk combines:

pace, pitch, power, pause

4PS

In the Autumn term we can look forward to further training on the Linguistic and Cognitive strands of the framework.



STAFF AND STUDENT REFLECTIONS ON A SUCCESSFUL YEAR!

Staff Voice has been overwhelmingly positive in terms of the benefits Project L has had enabling our students to grow in confidence:

"Some students were reluctant and nervous, at the start of the year, but grew in confidence as the year progressed"

K Crookhall

"It's been lovely seeing students volunteer to read and grow in confidence... When students are lacking confidence with their reading I found that the snake (strategy) worked particularly well."

L Haigh

Students had many favourite books for a variety of reasons which ranged from learning about different experiences to sheer enjoyment of a book due to their relatability:

"I found Marcus Rashford inspirational. You Are a Champion is an empowering book - it built my confidence and taught me to give up."
Freya, Year 7

"Reading Born A Crime by Trevor Noah showed me that awful experiences can turn us in to something great. I learned that you can become more than people say you are - you can always rise up and become better."
Finn, Year 10

Click on the images to hear what our students have to say:



[A Very Large Expanse of Sea](#)



[The Maze Runner](#)



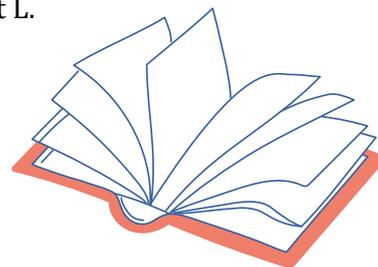
[7 Habits of Highly Effective Teens](#)



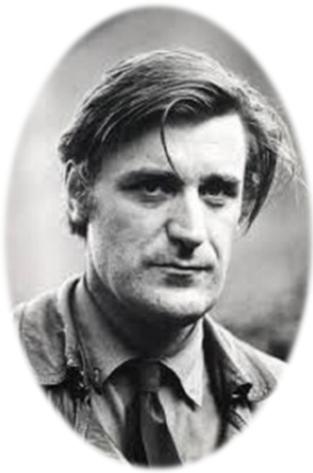
[The Hate U Give](#)

In our end of year Project L student voice survey:

- two thirds of our students who previously were surveyed and did not read outside of school, now consider themselves to be a good or very confident reader because of Project L.



A MOMENT TO REFLECT...



Where any nation starts awake
Books are the memory. And it's plain
Decay of libraries is like
Alzheimer's in the nation's brain.

*And in my own day in my own land
I have heard the fiery whisper: 'We are here
To destroy the Book
To destroy the rooted stock of the Book and
The Book's perennial vintage, destroy it
Not with a hammer or a sickle
And not exactly according to Mao who also
Drained the skull of adult and adolescent
To build a shining new society
With the empties...'*

For this one's dreams and that one's acts
For all who've failed or aged beyond
The reach of teachers, here are found
The inspiration and the facts.

*As we all know and have heard all our lives
Just as we've heard that here.*

Even the most misfitting child
Who's chanced upon the library's worth,
Sits with the genius of the Earth
And turns the key to the whole world.

Hear it again.

Ted Hughes, July 1997

**THANK YOU FOR ALL YOUR HARD WORK THIS
ACADEMIC YEAR. HAVE A GREAT SUMMER!**

