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# LYDIATE LEARNING TOGETHER: PROJECT L

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LYDIATE LEARNING  
TOGETHER:

*The Journey to  
Outstanding*

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ENGAGE, ENABLE,  
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*WELCOME!*

**This edition of Lydiate Learning Together celebrates one year of our Cross-Trust Literacy initiative: Project L.**

Over the past academic year, we have prioritised developing the Literacy skills of all students with the implementation of Project L. The aims and objectives of Project L are underpinned by the guidance in the EEF report Improving Literacy in Secondary Schools, tailored for the needs of our learners. (see page 2).

Our approach has 3 strands:

- Prioritising Disciplinary Literacy across all subjects, with a focus on the explicit teaching of vocabulary, and removing barriers to reading in all subjects.
- Improving students' enjoyment of reading for pleasure and the frequency at which they read, through shared reading in form time.
- Additional Literacy intervention for targeted cohorts of students.

Our success is evident in the wealth of glossaries in students' exercise books, in the increased confidence evident in their use of subject-specific tier 2 and 3 vocabulary, and in the conversations about the cultural issues raised in our reading books that we overhear on the corridors. It is thanks to our teaching staff, that we have raised the profile of reading in all classrooms,

Thank you all for your commitment and enthusiasm in delivering Project L, and helping us to ensure that we are true reading schools.

**Claire Gillies,  
Lead Practitioner,  
Lydiate Learning Trust.**



**ENGAGE, ENABLE, EMPOWER.**

<p><b>1</b></p> <p>Prioritise 'disciplinary literacy' across the curriculum</p> 	<ul style="list-style-type: none"> <li>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</li> <li>Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject-specific support.</li> <li>All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.</li> <li>School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.</li> </ul>
<p><b>2</b></p> <p>Provide targeted vocabulary instruction in every subject</p> 	<ul style="list-style-type: none"> <li>Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.</li> <li>Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.</li> <li>Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.</li> <li>Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.</li> </ul>
<p><b>3</b></p> <p>Develop students' ability to read complex academic texts</p> 	<ul style="list-style-type: none"> <li>Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.</li> <li>To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.</li> <li>Reading strategies, such as activating prior knowledge, prediction and questioning, can improve students' comprehension.</li> <li>Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.</li> </ul>
<p><b>4</b></p> <p>Break down complex writing tasks</p> 	<ul style="list-style-type: none"> <li>Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.</li> <li>Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.</li> <li>Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.</li> <li>Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.</li> </ul>
<p><b>5</b></p> <p>Combine writing instruction with reading in every subject</p> 	<ul style="list-style-type: none"> <li>Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.</li> <li>Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.</li> <li>Students should be taught to recognise features, aims and conventions of good writing within each subject.</li> <li>Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.</li> </ul>
<p><b>6</b></p> <p>Provide opportunities for structured talk</p> 	<ul style="list-style-type: none"> <li>Talk matters: both in its own right and because of its impact on other aspects of learning.</li> <li>High quality talk is typically well-structured and guided by teachers.</li> <li>'Accountable talk' is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.</li> <li>Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.</li> </ul>
<p><b>7</b></p> <p>Provide high quality literacy interventions for struggling students</p> 	<ul style="list-style-type: none"> <li>Schools should expect and proactively plan to support students with the widest levels of literacy, particularly in Year 7.</li> <li>Developing a model of tiered support, which increases in intensity in line with need, is a promising approach.</li> <li>Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.</li> <li>Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.</li> </ul>



A Literary Canon is a group of texts that are considered to be important to a particular culture, place or time period. We have carefully selected texts our out Trust canon by asking ourselves: What are the key themes that we want our students to engage with by the time they leave our schools? What ideas do we want them to discuss, explore, and form opinions about, and what are the best texts to convey these ideas in an accessible and engaging way?

Our choices have been informed by both staff and student voice. The canon is ever-evolving, taking in to consideration the cultural capital that our students need to navigate and understand the world that they are growing up in.

## The Lydiate Learning Trust Literary Canon.



	British Literature	Non fiction	Cultural Fiction	Action, Adventure and Escapism
7	The Undergrounders and the Flight of the Falcon, by C T Frankcom	You are Awesome, by Matt Syed.	The Lions of Little Rock, by Kristen Levine.	Percy Jackson and the Lightning Thief, by Rick Riordan.
8	The Medusa Project, by Sophie McKenzie	I Am Malala, by Malala Yousafszai.	The Boy at the Top of the Mountain, by John Boyne.	The Hunger Games, by Suzanne Collins.
9	The Quiet at the End of the World, by Lauren James	Trevor Noah: Born a Crime (YA edition).	A Very Large Expanse of Sea, by Taheri Mafi.	The Maze Runner by James Dashner.
10	A Good Girl's Guide to Murder, by Holly Jackson	Blame my Brain: the amazing teenage brain revealed.	The Hate U Give, by Angie Thomas.	I Am Not a Number by Lisa Heathfield.
11		The Seven Habits of Highly Effective Teens, by Sean Covey.	One of Us Is Lying, by Karen M. McManus	



# Attitudes to Reading: Student Voice Surveys

Our Attitudes to Reading survey has recently been carried out in the Autumn term to gather data on students' perceptions of their own reading ability, their enjoyment of reading and the frequency at which they read.

The surveys also gives students the opportunity to voice their opinion on what they have read over the year, and to make suggestions of the kind of books that they want to read.

- The % of students who say Project L has secured an increase in their confidence as a "good" reader is 86%
- The % of students who think reading is fun has doubled.
- The % of students who think that reading helps us to understand the world in which we live has trebled.



- "Project L has had a positive impact on my reading by helping me to read more and help me to enjoy reading more and help me find where I can get more books to read and enjoy." Tymoteusz, year 7, CSSA
- "Project L has given me the confidence to speak out loud and learn new vocabulary." Zac, year 10, DHS.
- "Whenever I am in a bad mood, or something has happened that has made me upset/mad, I read. It helps me because when I read, I focus on something which gives my mind a break." Niesha, year 8, CSSA
- "Reading aloud has boosted my confidence." Ben, year 8, DHS.
- "It got me back into reading again. I hadn't read a book in a good few months but it gave me a reason to." Max, year 9, DHS,

## Student testimonial:

Compared to the start of the year most of my class enjoy reading a lot more. I've noticed now people volunteer to read. Reading has allowed and helped us to gain confidence in our strengths and weaknesses, and we are more understanding of each other. Reading time has sparked a lot of discussion whether it's about life, politics, compassion or just random stuff, everyone has something to say or at least think about. It expands our horizons as growing people and makes it seem less complicated and more connected. We are quite literally on the same page. Our form tutor Mr Higham sometimes asks us to popcorn read. We find it relatable and relaxing...

Renee, year 10, CSSA.



As Headteacher at Childwall, it was a humbling moment when staff and leaders were fully in support of creating a bespoke reading lesson for our KS3 and KS4 students. Staff were unanimous in their view that we would all benefit if our children were stronger and more confident readers. This is of course true, and we recognise that the life chances of our students are much more positive if we can introduce them to reading, encourage them to love it and if we make them aware and confident in the use of a much broader range of vocabulary. J. Vincent, CSSA.



Lions of Little Rock has been a real hit with my year 7 form. It was engaging and we were able to tackle some tough cultural topics through class discussion, in an accessible way. I really enjoyed the conversations about the romantic relationships in the book too: we had some lively debates as apparently Little Jimmy wasn't a good enough match for Marlee!

Project L has a calming and comforting effect as part of the daily routine of the students. Reluctant readers have shown a major improvement in my form, becoming much more confident as the year goes on. We take it in turns to read around the class so that everybody is involved, and at times when we need to pick up the pace I model teacher-led reading. M. Pye, DHS.

It really has been an exciting start to the academic year for all students engaging in Project L at Childwall. We have met a vast range of exciting and inspirational characters and students have thoroughly enjoyed the chance to immerse themselves in these stories in a way that allows them to stretch their imagination to places they've never before thought possible. Throughout the last term at Childwall we have seen students stood reading at the front of their class, taking turns to read in role and having intelligent and engaging discussions about the content of their novels. With our Action and Adventure novels starting this month our students cannot wait to take these skills even further.

S. Martin, CSSA.





The Lions of Little Rock has been our favourite book. Students loved the discussion around this book and there was lots of vocabulary to discuss, too. Reading round the class builds confidence and lots of students are loving it and willing to read.

S. Radcliffe, CSSA.



Project L is my favourite time of the day. I love reading with the students and they have said they feel the same.  
R. Marl, DHS.

I cannot express how valuable some of our discussions have been!  
E. Stenson, DHS.

All students have engaged with all books, asking a range of questions and all books, and students have been eager to continue to read and find out what happens in the stories.  
E. Grayson, DHS.

My class have responded positively: they really enjoy reading aloud as a form. I feel they have grown in confidence with their speaking and listening skills. Reading aloud has really developed student confidence.  
S. Ryder, CSSA.

Some EAL students who can't read particularly fluently have been amazing. The form have encouraged and supported each other when reading.  
K. McMullen, CSSA.





# Next Steps: Focus on Oracy Skills

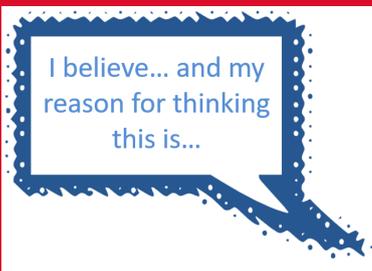
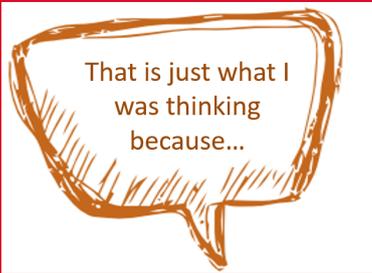
Oracy is the ability to express ideas, develop understanding and engage with others through speech.

Vygotsky suggests that talk represents our thoughts therefore the higher the quality of our students' speech, the higher quality of their thinking, whilst Professor John Hattie also found that teaching strategies that prioritise high-quality student talk produce the biggest effect sizes.

Recommendation 6 on the EEF report "Improving Literacy in Secondary Schools" is to provide opportunities for Structured Talk. We can do this in 3 ways:

- By guiding and structuring high-quality talk in the classroom.
- By using subject-specific frameworks to ensure talk is high quality.
- Supporting students by modelling high-quality talk, for example by modelling the use of key vocabulary.

The Cambridge Oracy Skills Framework and Glossary will help frame our approach to enhancing Structured Talk.



## The Oracy Skills Framework and Glossary

