

## TRAINING SESSIONS

### Block 4: The importance of subject and curriculum knowledge

#### Overview

- The ECF statements covered by the training sessions in this Block are shown in the table.
- These sessions are complemented by and draw on the self-directed study materials and mentor sessions.

In these training sessions, ECTs will:

Learn that
3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines
Learn how to
<b>Develop pupils' literacy, by:</b>
3o Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught
3p Modelling reading comprehension by asking questions, making predictions, and summarising when reading
3q Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children)
3r Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary)
3s Teaching different forms of writing by modelling planning, drafting and editing

## Session summary

The training sessions for this Block are:

Session	Content	Duration	ECF statements covered
4.1	Developing pupils' literacy	1.5 hours	3.10 3o, 3p, 3q
4.2	Improving literacy skills through oral language and written tasks	1.5 hours	3.10 3r, 3s

## Training Session 4.1 Developing your pupils' literacy

The intended outcomes of this session are for Early Career Teachers to:

**Learn that:**

- 3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines

**Learn how to:**

**Develop pupils' literacy by:**

- 3o Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught
- 3p Modelling reading comprehension by asking questions, making predictions, and summarising when reading
- 3q Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children)

<b>Duration</b>	90 minutes
<b>Suggested pre-session activity for ECTs</b>	None
<b>To prepare for this session, trainers should:</b>	<ul style="list-style-type: none"> <li>• Read the self-directed study materials for Block 4, paying particular attention to the section on literacy.</li> <li>• Trainers should speak to experienced colleagues in the same subject or phases as the ECTs attending this session to help identify 2 high quality texts for the session.</li> <li>• For further information, trainers may want to familiarise themselves with the key findings from the following: <ul style="list-style-type: none"> <li>○ Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a></li> <li>○ Shanahan, T. (2005) The National Reading Panel Report: Practical Advice for Teachers. Accessible from: <a href="https://files.eric.ed.gov/fulltext/ED489535.pdf">https://files.eric.ed.gov/fulltext/ED489535.pdf</a></li> </ul> </li> <li>• Trainers should model effective practices throughout. This includes explicitly pointing out the literacy skill assumed or required in every activity, introducing new vocabulary explicitly.</li> </ul>



Activities	ECF statements	Suggested materials
<p>Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary (20 minutes)</p> <p>Read the information from a literacy teacher together.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Words can be sorted into three tiers:</p> <ul style="list-style-type: none"> <li>• Tier 1: the most basic and high frequency words, which rarely require teaching beyond early years</li> <li>• Tier 2: high utility words, which are more mature – these could be more sophisticated descriptive words (e.g. absurd) or 'academic' words (e.g. however, instruct, or effect)</li> <li>• Tier 3: low frequency, low utility words, which are often limited to specific domains (e.g. isotope, lathe, peninsula) and are generally best learned when needed in a subject /content area.</li> </ul> <p>We often neglect teaching tier 2 words, but these are also often those in most need of explicit teaching. It is useful to think carefully about exposing students to tier 2 and 3 words intentionally, and explicitly teaching these words so that students can use them with confidence. New vocabulary should be taught 'robustly'. This means that we take the time to <b>explicitly</b> teach students what the word means and how to use it, and build in time for explicit practice of this. We only 'know' a word when we can define it, recognise and understand it when heard or seen, and use it both verbally and in writing. This means to teach a word 'robustly' we need to explicitly do these things.</p> <p>Robust vocabulary teaching is slow for this reason so care must be taken to select which words to explicitly teach from those we expose our student to.</p> </div> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What are tier 1, 2 and 3 words?</li> <li>2. Why do tier 2 words often get neglected in terms of explicit teaching?</li> <li>3. Why must new tier 2 and 3 vocabulary be taught 'robustly'?</li> </ol>	30	

Activities	ECF statements	Suggested materials				
<p><b>Model reading comprehension by asking questions, making predictions and summarising when reading (30 minutes)</b></p> <p>Trainer should select two high-quality texts to use to model the activity below and for ECTs to use in the second part of this activity. These should be chosen carefully based on the group. The trainer could speak to experienced colleagues who work in the same phase or subject area as ECTs to get ideas.</p> <p>Ask ECTs to study the table below. Discuss the following questions in groups:</p> <ul style="list-style-type: none"> <li>• Is this something that you are doing at the moment?</li> <li>• How can you build this explicitly into your planning and practice?</li> </ul> <table border="1" data-bbox="109 756 1547 1098"> <thead> <tr> <th data-bbox="109 756 566 807">Modelling reading comprehension</th> <th data-bbox="566 756 1547 807">Exemplification</th> </tr> </thead> <tbody> <tr> <td data-bbox="109 807 566 1098">Asking questions</td> <td data-bbox="566 807 1547 1098">           Get pupils to ask questions about the text, for example:           <ul style="list-style-type: none"> <li>• ‘Who...’</li> <li>• ‘What...’</li> <li>• ‘Where...’</li> <li>• ‘When...’</li> <li>• ‘Why...’</li> <li>• ‘How...’</li> </ul> </td> </tr> </tbody> </table>	Modelling reading comprehension	Exemplification	Asking questions	Get pupils to ask questions about the text, for example: <ul style="list-style-type: none"> <li>• ‘Who...’</li> <li>• ‘What...’</li> <li>• ‘Where...’</li> <li>• ‘When...’</li> <li>• ‘Why...’</li> <li>• ‘How...’</li> </ul>	3p	
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<p>Share a new text with the ECTs and ask them to have a go at using the question stems to plan their own questions for pupils.</p>						
<p><b>Planning for action (15 minutes)</b></p> <p>To end the session, ECTs should identify some reading or vocabulary techniques that they plan to use. They should share this with the group and prepare to tell their mentors when they next meet.</p>						

## Training Session 4.2 Improving literacy skills through oral language and written tasks

The intended outcomes of this session are for Early Career Teachers to:

**Learn that:**

3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines

**Learn how to:**

**Develop pupils' literacy by:**

- 3r Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary)
- 3s Teaching different forms of writing by modelling planning, drafting and editing

<b>Duration</b>	90 minutes
<b>Suggested pre-session activity for ECTs</b>	<p>ECTs should read the self-study material for Block 4, especially the section on literacy.</p> <p>ECTs should think about one lesson they have taught recently and make a list of all the literacy skills and knowledge they required the pupils to use during the course of the lesson. The following broad areas could be used to help with this:</p> <ul style="list-style-type: none"> <li>• Did pupils need to read?</li> <li>• Did pupils write anything? What was the style of writing? What was the purpose?</li> <li>• Was there any new subject-specific vocabulary introduced?</li> <li>• How much were students asked to talk during the lesson? How were they supported to do this?</li> </ul>
<b>To prepare for this session, trainers should:</b>	<p>Read the self-directed study materials for Block 4, paying particular attention to the section on literacy.</p> <p>Trainers should model effective practices throughout. This includes explicitly pointing out the literacy skill assumed or required in every activity, introducing new vocabulary explicitly.</p>

Activities	ECF statements	Suggested materials
<p><b>Connect the learning (10 minutes)</b></p> <p>Remind ECTs that literacy is the responsibility of all teachers.</p> <p>Ask ECTs to share something they have done since the last session on literacy that worked well. Trainers should pick out good examples and share. (If it is a webinar, the comments section can be used for this.)</p>	3.10	
<p><b>Model and require high-quality oral language (25 minutes)</b></p> <p>Facilitators should explain that spoken language underpins the development of reading and writing. Therefore, the way that pupils speak and interact in the classroom is highly relevant to the development of their reading and writing. Effective writing is underpinned by children’s expressive language capabilities (EEF, 2018). Facilitators should share different strategies that could be used:</p> <ul style="list-style-type: none"> <li>• The way the teacher speaks – teachers need to model high-quality sentences and vocabulary</li> <li>• Ban slang – prevent students from using slang words</li> <li>• Use banned words activity – ban words such as ‘nice’ to encourage pupils to use more challenging vocabulary</li> <li>• Insist on full sentences – remind students to respond in full sentences before they answer questions; if they do not answer in full sentences, ask them to repeat using a full sentence; reward those who speak in full sentences</li> <li>• Use high-quality vocabulary – support students to learn more complex vocabulary</li> <li>• Use sentence stems</li> <li>• Remodel pupils’ statements and asking them to repeat</li> <li>• Give pupils specific roles or perspectives to talk from, e.g. within this conversation, you are only allowed to challenge what others are saying</li> <li>• Hot seating/roleplay</li> <li>• Think, pair, share</li> <li>• Paired talk</li> <li>• Shared writing</li> </ul>	3r	

<ul style="list-style-type: none"> <li>• Debates and discussions with and without scaffolds</li> <li>• Socratic seminars.</li> </ul> <p>Ask ECTs: <b>Which strategies will you make more of next time you teach? Why?</b></p> <ul style="list-style-type: none"> <li>• Frequently</li> <li>• Sometimes</li> <li>• Never.</li> </ul> <p>This could be done in a variety of ways depending on the mode of delivery – cards on a table, posters on the wall, voting buttons on webinar.</p>		
<p><b>Teach different forms of writing by modelling, planning, drafting and editing (40 minutes)</b></p> <p>Writing is a challenging activity for young children because it combines the expression of meaning (composition) with the physical skills of handwriting (transcription) and spelling. Children also need to learn about features of writing, which includes concepts about print through to more advanced ideas about different types of writing (EEF, 2018).</p> <p>Facilitators should share the importance of modelling planning, drafting and editing.</p> <p><b>Planning</b> Modelling planning supports pupils in learning different forms of writing.</p> <ul style="list-style-type: none"> <li>• It is vital to plan before we write because good writers make intentional choices to meet the needs of their task, audience and text type.</li> <li>• It emphasises that establishing the purpose of the writing is crucially important.</li> </ul> <p><b>Drafting</b> Modelling drafting supports students to see that writing is a process and requires thought and craft.</p> <ul style="list-style-type: none"> <li>• We must explicitly teach students to ‘think like a writer’ and ‘think like a reader’ as they write.</li> <li>• Drafting is a multi-stage process and good writing is developed through multiple drafts.</li> </ul>	3s	

### Editing

Modelling editing supports pupils in learning different forms of writing.

- All good writers edit their work, which leads to re-drafting.
- The drafting and editing process goes back and forth in order to produce high-quality written work.

ECTs should be broken up into groups (breakouts on webinar can be used). Mix up the strategies in the table below and ask ECTs to sort them into whether they are planning, drafting or editing. ECTs should discuss:

- Which have you used? How did it go?
- Which haven't you used? Why not?
- What will you use next time you teach writing explicitly?

Planning	Drafting	Editing
<p>Understanding genre and purpose by looking at models of the text you are going to produce and breaking down the task (Genre, Audience, Purpose).</p> <p>Oral rehearsal – speaking a text before writing it.</p> <p>Using a pre-prepared structure to support pupils to recognise the different sections.</p>	<p>Unpicking a pre-prepared model/exemplar to create a toolkit.</p> <p>Shared writing – with the whole class or a smaller group. Pupils co-create a draft using 'Generate, Reflect, Select', i.e. the class generates ideas and the teacher supports them to reflect on the quality of these ideas. The teacher probes to verbalise the writing process: '<i>What could we write next?</i>'; '<i>Why might we need a new paragraph here?</i>' It should support pupils to 'think like writers'.</p>	<p>Redrafting – planning for multiple drafts for written work. 'Swap, add, delete' is a helpful redrafting tool.</p> <p>Critique protocols – between drafts, planning protocolled opportunities for students to critique their own or others' work.</p> <p>Shared writing – the whole class or a group contribute to edit and improve a draft. The teacher questions to deepen thinking around the writing process: '<i>Why did you choose that phrase...</i>'; '<i>Could there be a more scientific/academic/emotive way of saying...</i>'.</p>

<p>'Boxing up' – pupils place boxes around the different sections of the text to work out the purpose of that section – e.g. the introduction sets out the aims and poses questions.</p>	<p>Modelling writing – the teacher writes on a visualiser or on the board, narrating their thought process <i>'I'm going to use this word because...'</i></p>	<p>Live marking – taking one piece of work under a visualiser and modelling the marking process with a verbal commentary. This acts as a model for students.</p>		
<p>Bring groups back together and check understanding of strategies and take feedback.</p> <p>Either in pairs or individually, ECTs should select an upcoming lesson and plan an opportunity for pupils to practise redrafting a piece of work. They should plan how they are going to:</p> <ul style="list-style-type: none"> <li>• Support pupils in their planning</li> <li>• Model</li> <li>• Explicitly teach pupils how to edit.</li> </ul>				
<p><b>Planning for action (15 minutes)</b></p> <p>To end the session, ECTs should think about how they will teach writing of a common text type in their subject. They should share this with the group and prepare to tell their mentors when they next meet.</p>				