

# READING TO LEARN LEARNING GALLERY EVENT

14TH JULY 2022  
#READING2LEARN



**Derby**  
Research School



**DERBYSHIRE**  
County Council

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## **The Derbyshire Reading Project.**

### **How it all began...**

This partnership between Derbyshire County Council, Derby Research School and the EEF was formed to create a project that would answer the following questions from our steering groups.

- *How can we support all learners to actively participate in learning when reading to learn?*
- *How can we ensure all learners can comprehend what they are reading to actively engage in learning across all subjects?*

After our initial exploration of the issues we created a year-long programme which would focus on developing students' ability to read complex academic texts through prioritising disciplinary literacy and well-structured, high-quality talk.

We set up a format of initial CPD input and follow-up workgroups each month. The aim of the project was to:

- Create a shared understanding of curriculum and pedagogy between KS2 and KS3.
- Design a pupil transition activity in summer 2022 to support academic transition.

Throughout the project we have seen excellent collaboration between our primary and secondary schools with professional challenge around pedagogy and curriculum.

Each cluster has focused on one subject discipline from year 6 - 7 and has developed and trialled a range of strategies to support a successful transition within that domain.

We are now at the end of the programme and have so much learning and positive impact to share. We'd like to say what a pleasure it has been to witness the enthusiasm and commitment of Derbyshire schools in this cross-phase Disciplinary Literacy Transition Project. Everyone involved has deeply engaged in furthering their own professional development to support their students' academic transition across the county.

We hope this event provides an opportunity to network, collaborate and highlight the successes of the project ahead of the next cohort starting in September 2022.

# WELCOME

# SCHEDULE

Registration, refreshments and networking		
8.30am – 9.00am	Sarah Green EEF Literacy Content Specialist – Disciplinary Literacy	
9am – 10am	<b>The White Lounge (30)</b>	
	<b>The Wing (100)</b>	<b>The Boardroom (15)</b>
10am – 10.20am	<b>Science: North East Derbyshire, Mary Swanwick Primary, Christ Church C of E Primary School, Whittington Green School</b>	<b>English: Chesterfield, Netherthorpe School, Barlborough Primary School</b>
10.20am – 10.25am	<b>Changeover Time</b>	
10.25am – 10.45am	<b>Geography: Amber Valley, Aldercar High School, Langley Mill Academy, Marpool Junior School</b>	<b>Science: Erewash, Kirk Hallam Community Academy, Dallimore Primary School, Ladywood Primary School</b>
10.45am – 10.50am	<b>Changeover Time</b>	
10.50am – 11.10am	<b>Science: South Derbyshire, The William Allitt School, Overseal Primary School</b>	<b>Geography: Erewash, Saint John Houghton Catholic Voluntary Academy, St Thomas Catholic Voluntary Academy</b>
11.10am – 11.15am	<b>Changeover Time</b>	
11.15am – 11.35am	<b>History: North East Derbyshire, Eckington School, Eckington Camms CofE Primary School, Renishaw Primary School, Marsh Lane Primary School</b>	<b>Science: South Derbyshire, The Pingle Academy, Pennine Way Junior Academy</b>
11.35am – 11.40am	<b>Changeover Time</b>	
11.40am – 12pm	Question Panel and Closing Keynote – EEF/DRS/Derbyshire LA	

# SESSIONS



*What you can expect in each breakout session.*

## **NORTH EAST DERBYSHIRE**

**Mary Swanwick Primary School, Christ Church C of E Primary School, Whittington Green School**

Our cluster aims were to explore Oracy in a scientific context to introduce and encourage confident use of SC1 scientific vocabulary necessary for investigative work.

Our intentions were to enable the children to participate and lead structured conversations and talk like scientists. Our disciplinary literacy focus was vocabulary, in particular the use of the Frayer model and effective use of sentence stems (accountable talk) to scaffold and promote discussions.

Our final transition project consisted of year 6 children presenting their findings of a completed scientific investigation to other feeder primaries and the host - Whittington Green Secondary. Prior to the presentation, children carried out an investigation using a common proforma and were encouraged to use key vocabulary and sentence structures to talk like a scientist. This was followed by an opportunity for children share the impact of the project through a structured question and answer session. Please join us in this session to explore our findings.

## **CHESTERFIELD**

**Parkside Community School, Spire Junior School, Brampton Primary School**

For our community, literacy and specifically disciplinary literacy, has had a direct impact on engagement and pupil progress. Our primaries have worked so hard to deliver the key literacy skills; teaching students to speak, read and write like a scientist. We have combined their expertise with the disciplinary knowledge needed at secondary so we can best support our students with academic transition.

Our focus for this project was on reading, reading for knowledge and engagement. To read like a scientist, we first needed to understand what they were reading. This led to the creation of a consistent approach to guided reading of scientific texts between our cluster schools. Our final transition project looked at students reading a scientific text and then creating a response to that text in the form of a literacy competition.

# SESSIONS



*What you can expect in each breakout session.*

## **SOUTH DERBYSHIRE** The Pingle Academy, Pennine Way Junior Academy

Our cluster aim was to develop learners' ability to access challenging scientific texts through the use of disciplinary reading strategies. After discussion, we decided to focus on how reading is explicitly taught to enable students to access scientific texts at key stage 3.

We have recognised that the progression across key stages could be more fluid when we have a shared approach that students will be familiar with, meaning that texts could be more accessible and be less threatening.

Going forward, our intention is to improve staff knowledge and awareness of disciplinary literacy through transitional CPD. Within the primary setting, staff are equipped with the skills to teach discrete reading strategies, which can benefit the KS3 staff. Whereas the secondary colleagues have subject specific expertise which primary staff can build on. Once this aspect of the transition project has been completed, a specific unit of reading will be carried out in year 6 using key stage 3 materials. The intention is for the impact of this unit to be assessed by the KS3 colleagues in the autumn term.



## **SOUTH DERBYSHIRE** The William Allitt School, Overseal Primary School

Our cluster aims were to enable students to read like a scientist and to make opportunities for the explicit teaching of scientific vocabulary through a tiered model.

Our intentions were to enable students to access more scientific texts and promote these across both schools. Our disciplinary literacy focused on using tier 2 and 3 vocabulary through vocabulary and reading strategies to aid understanding in reading of scientific texts and to ultimately raise achievement. Our final transition project involved both schools sharing our approaches to the teaching of whole school reading strategies and scientific vocabulary and how this was planned carefully for progression.

Please join us virtually to find out more about our implementation and impact.

# SESSIONS



*What you can expect in each breakout session.*

## **EREWASH**

**Kirk Hallam Community Academy, Dallimore Primary and Nursery School, Ladywood Primary School**

Our cluster aims were to explore understanding of key vocabulary in Year 6 and Year 7 as we discussed how this underpins not only the accessing of information but also the ability to complete tasks successfully.

Our intentions were to arm the students with a process that allows them to define, understand and apply higher level vocabulary and skills based words that would allow them to develop a sophistication and understanding required. We felt this was important due to vocabulary and skills gaps evident within our classrooms when asking students to engage with texts or questions/tasks.

Our final transition project involves focusing on key skills based words that students might misunderstand or unable to apply to differing contexts. Words such as 'recognise' and 'locate' were used within the Year 6 classroom to explore a child's perception of these in order to aid our understanding of what process would be most favourable.



## **AMBER VALLEY**

**Tibshelf Community School, Pilsley Primary School**

**"If they can't speak it, how can we expect them to read and write it?"**

Our focus was to develop a common approach to improve the use of scientific vocabulary in order to talk, read and write like a scientist. This programme built on work we have done at Tibshelf over several years to embed the teaching of vocabulary in Science.

Oracy underpins learning. Join us to find out more about our focus on oracy and vocabulary in science during the year and in our transition project.

# SESSIONS



*What you can expect in each breakout session.*



## **AMBER VALLEY**

**The Ripley Academy, Ripley St John's Primary School, Ripley Junior School**

Our cluster aims were to explore historical and geographical vocabulary usage, including comprehension of texts. After team discussions, we decided to focus on oracy in a historical and geographical context through a transition project, taking a particular question about our local area: 'Should Ripley be awarded city status?'

The primaries armed the pupils with knowledge and confidence to support their opinions; the secondary school facilitated a debate. We discussed how this structured talk underpins reading and writing and feeds into disciplinary literacy and subject-specific understanding.

Please join us in this session to explore our findings.

## **NORTH EAST DERBYSHIRE**

**Eckington School, Eckington Camms CoFe Primary School, Renishaw Primary School, Marsh Lane Primary School**

Our cluster aims were to explore Oracy in a historical context as, we discussed how talk underpins reading and writing and needs to be at the forefront of our pedagogy.

Our intentions were to enable the children to talk like historians and demonstrate more confidence in approaching historical sources. Our disciplinary literacy focused on the accountable talk framework, through structured questioning and discussion using the ABCQ method.

Our final transition project involved analysing historical sources through talk. This was facilitated in Year 6 classes prior to the transition days, where the same strategies were implemented in order to identify any impact. Please join us in this session to explore our findings.

# SESSIONS



*What you can expect in each breakout session.*

## **AMBER VALLEY**

**Aldercar High School,  
Langley Mill Academy,  
Marpool Junior School**

How can you embed key terminology, teach complex geographical content and give students an opportunity to explore their new surroundings?

Our cluster aims were to explore vocabulary in a geographical context and to develop reading, oracy and writing skills through various disciplinary literacy strategies. Our intentions were to share good practice in addition to curriculum content and strengthen links between our primary and secondary school teachers. Structured talk, morphology and understanding geography texts were features of our 4 phase project.

We devised a scheme of work on Microclimates which was taught before, during and post-transition. Come and find out more!

## **BOLSOVER**

**The Bolsover School, New Bolsover  
Primary School**

Our cluster wanted to focus on developing strategies that would help students to develop their disciplinary reading comprehension skills.

Our intentions were to enable the students to deal more confidently with non-fiction texts, in particular those associated with History.

Therefore, we focused on drawing out and developing understanding of the key vocabulary used in historical interpretations and other non-fiction writing.

Our final project utilised a reading comprehension strategies that included identifying and defining key vocabulary, supporting overall understanding through clarification, prediction and summarising the text as well as making inferences.

Moving forward we aim to introduce more images as a pre-learning tool to develop their confidence when faced with a challenging text.

# SESSIONS



*What you can expect in each breakout session.*

## **EREWASH**

**Saint John Houghton Catholic Voluntary Academy, St Thomas Catholic Voluntary Academy**

Our cluster aim was to explore making inferences in Geography, as this was identified as a gap. We felt that inference was a threshold concept that hindered students across both primary and secondary schools. In the primary school, we felt the students' writing was often reliant on a set structure (PEE) to enable inference, which prevented children from independently forming their own inferences. In the secondary school, students were unable to form inferences naturally, without some clear direction from the teacher in English and in Geography lessons.

Our intention was to enable students to form reasoned and rationalised inferences without direct instruction from the teacher and explicit teaching in the initial stages of the lesson. We created a teaching model which allowed students to form an inference and explore choices of word around a particular inference. This allowed us to test existing knowledge and introduce new knowledge at the same time.

The latest part of the transition project involved using the model in a lesson and exploring the impact of its use in a Year 6 Geography lesson. We are going to continue the project and see the long-term impact as students join us in Year 7.

# SESSIONS



*What you can expect in each breakout session.*

## **CHESTERFIELD/ BOLSOVER** Netherthorpe School, Barlborough Primary School

Throughout the programme, we were focused on developing reading strategies within a secondary and primary English context.

Our aims were to explore ways of teaching vocabulary, building resilience, and helping students explore background contexts of texts to develop inference skills.

Our intentions were to give students confidence in accessing complex and unfamiliar texts more independently.

Our transition project aimed to showcase our pedagogical foci; teaching vocabulary through the Frayer model and providing students with a framework to talk about an unfamiliar poem using the Socratic circle.

## **BUXTON**

### **Buxton Community School, Harpur Hill Primary School, Fairfield Junior School.**

We explored the importance of academic transition around vocabulary instruction from KS2- KS3. This led to a further discussion about metacognition: do Y6 pupils need support to recognise the value of vocabulary learnt in primary and be actively encouraged to transfer those skills to Y7?

We shared writing examples from each key stage which led us to consider the place of explicit vocabulary teaching alongside a metacognitive approach set within disciplinary literacy.

For our transition task, we decided to trial an approach which could be sustainable for the future.

Join us as we discuss how we used students' favourite books in primary and secondary to support our vocabulary/metacognition project and transition activity.



## **AMY FORD**

### **DEPUTY DIRECTOR DERBY RESEARCH SCHOOL**

A former Deputy Headteacher of an all through school with over a decade of experience in senior leadership roles at secondary, P16 and primary. Amy is a literacy specialist and Pupil Premium lead for Derby Research school. Amy has worked in mainstream and special education settings and has an Masters Degree in Literacy.



## **GERALDINE MCCAULEY**

### **EDUCATION CONSULTANT AND LITERACY SPECIALIST**

After thirty years working in a variety of settings across the East and West Midlands, Geraldine has worked more recently as a consultant and brings to the role her experience of Senior Leadership, Local Authority and Ofsted.

Her passion is Literacy and she is committed to working with colleagues in all settings to enable them to work effectively within the classroom environment and remove barriers to learning to enable all students to meet their potential. Geraldine works closely with a number of National charities to deliver literacy in some of the most deprived areas of the East Midlands. More recently Geraldine has developed a number of training packages in response to the most recent research about language deficit in young people.



## **NIC O'DONNELL**

### **TEACHING, LEARNING AND ASSESSMENT CONSULTANT, DERBYSHIRE LOCAL AUTHORITY**

For the last ten years, Nic has worked with Derbyshire schools to implement research-informed approaches in literacy with a particular focus on supporting striving readers to become thriving readers. Nic draws on over 25 years of teaching and leadership experience in early years, primary and secondary schools and settings.

# **THE TEAM**





# WHAT'S NEXT

Throughout the programme it has become apparent how crucial academic transition is for our clusters of schools. Year 6 and Year 7 teachers have reported positive benefits and we have had several requests for opportunities to develop and sustain this moving forwards. Please see the options below and contact [amyford@satrust.com](mailto:amyford@satrust.com) if you would like any further information.

## OPTION 1

Secondary Schools establish a workgroup that meets 4 times a year to develop and sustain academic transition between all feeder schools.

## ONE EXAMPLE : ALDERCAR HIGH SCHOOL

“ We have worked with two feeder primary schools this year on the programme. We are battling very low reading ages and we know that the Covid pandemic has had an impact on literacy. The programme has had such an impact that next year we plan to meet termly to share curriculum content and resources. We will focus on a specific curriculum area each half-term so we can involve more secondary colleagues in conversations about disciplinary literacy in Years 6 and 7. The confidence we have gained from the programme in articulating our understanding about how to support students' literacy is really going to boost this work into the future. ”

**Suzi Cleveley, Geography Teacher and Transition Lead, Aldercar High School**

## OPTION 2

Commission a member of this programme's facilitation team to establish a bespoke workgroup in your cluster. For more information contact [amyford@satrust.com](mailto:amyford@satrust.com)

## OPTION 3

Sign up for cohort 2 disciplinary literacy to embed practice and sustain partnerships with another curriculum area. For more information contact [amyford@satrust.com](mailto:amyford@satrust.com)