

Association for the Study of Primary Education (ASPE) Seminar Series

A seminar in association with the BERA Curriculum, Pedagogy and Assessment SIG

Teaching English, Language and Literacy in the Primary Curriculum

9th March 2015 at UCL Institute of Education, University College London, 20 Bedford Way, London WC1H 0AA

Elvin Hall

PROGRAMME

10.30 Registration and Coffee/Tea

11.00 **The Primary Curriculum and the teaching of English, language and literacy**

Dominic Wyse (Department of Early Years and Primary Education, UCL Institute of Education, University College London)

Dominic Wyse introduces the conference by locating the teaching of English, language and literacy in the context of curriculum in the primary phase

11.15 **Evidence-Based Writing Practices**

Steve Graham (Division of Leadership and Innovation in Teachers College, Arizona State University)

This keynote presentation will present practices for teaching writing to children as well as adolescent writers. The practices were identified as effective in a series of meta-analyses conducted by Graham and colleagues. Each practice improved the quality of students' writing in multiple studies and their presentation are examined in terms of teaching developing writers needed foundational skills, strategic processes, relevant knowledge, and positive motivational dispositions. In addition, evidenced-based practices for using writing as a means to enhance learning in the disciplines as well as comprehension of text material are examined.

12.00 **Keynote**

Gemma Moss (University of Bristol)

12.30 **Teachers teaching writing context and practices**

Julie Dockrell (Department of Psychology and Human Development, UCL Institute of Education, University College London)

This paper will report on the challenges teachers in England face when teaching writing in the primary school years. Factors which influence the development of effective quality first (Tier 1) approaches to teaching will be considered. Drawing on a large scale evaluation for the Educational Endowment Foundation data on the approaches teachers report using when teaching writing across the primary phase of education will be described. Ways in which developmentally appropriate tasks can be specified will be considered. A set of key questions that teachers should ask about children's writing development and the teaching of writing will be outlined.

13.00 **Self-Regulated Strategy Development: Developing an Evidence Based Approach in the US and England**

Karen Harris (Mary Lou Fulton Teachers College, Arizona State University)

A major problem facing schools today is that the majority of students are not capable writers. This keynote presentation will focus on Self-Regulated Strategy Development (SRSD) for writing. Research and findings in the UK will be highlighted, including previous and ongoing work in UK - 40 schools in Leeds and 40 schools in the Lincolnshire rural area. Over 100 studies of SRSD in several countries have been conducted across grades 2 to 12. These studies provide convincing evidence that SRSD is an effective method for teaching writing strategies to students who represent the full range of writing ability in a typical class, as well as struggling writers and students with writing and other disabilities. Key aspects of SRSD and effective professional development for SRSD will be discussed.

13.45 Lunch

14.30 **Identity Matters: Teachers as readers**

Teresa Cremin (Open University)

Literate practices and identities matter, those of both children and their teachers. Drawing upon international research studies and Cremin's own work with colleagues, this keynote presentation will examine teachers' literate identities and conceptualisations of literacy, showing how these shape what counts as literacy in their classrooms, and frame, shape and often limit children's identities as readers and as writers. In particular it will explore the challenges and opportunities that surface when teachers become more conscious of their own reading habits and practices, and seek to re-position themselves as 'readers who teach and teachers who read' (Commeyras et al., 2004) in the classroom.

15.05 **Discussion Groups (Title)**

Group A: Clarke Hall with Frances Bodger

Group B: Room 736 with Janet Davies

Group C: Room 944 with Amanda Ince

16.15 Tea/Coffee Break

16.30 **Questions for the panel of keynote speakers**

17.00 End of Conference