Motivating Young People to Improve Their Literacy

Methods and holistic approaches to engagement and skills development with schools, communities and families

Presented by Lemos&Crane, producers of LiteracyActionNet, working with the National Literacy Trust and Dyslexia Action and supported financially by the JJ Charitable Trust

17 June 2010

Delegate Resource Pack
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Programme

9.15  Registration

10.00  Opening Plenary: Introduction and context
- Gerard Lemos, partner at Lemos&Crane and project director for LiteracyActionNet; Kerry Bennett, Marketing and Communications Manager, Dyslexia Action (facilitators)
- Jonathan Douglas, Director, National Literacy Trust, on achievements and challenges in promoting literacy and good practice highlights from around the UK

11.10  Refreshments

11.25  Practice Session 1: Method and skills
- Gerard Lemos, Lemos&Crane, introducing the theme
- Bev Humphrey, Literacy, School Libraries & Technology Consultant and Founder of the Write Path International Collaborative Writing Project, on using new technologies to encourage ‘book-phobic’ boys to read for pleasure; Sarah Burkinshaw, Derbyshire County Council, on Buddy Reading that matches a young person of primary school age with an older person at secondary school to improve skills and confidence; Amanda Desmond, Southfields Community College, on using phonics to improve literacy

1.05  Introduction to the afternoon sessions
- Gerard Lemos, Lemos&Crane, introducing the themes covered in the afternoon sessions

1.10  Lunch

2.00  Practice Session 2 (delegates choose 1 of 2 sessions)
Choice 1: Motivation and engagement
- Michael Crowley, Writer in Residence at HMP/YOI Lancaster Farms, on using creative writing with young offenders to improve literacy and self-awareness; Susan Hawes, Deputy Head and Literacy Leader at North Ormesby Primary School, Middlesbrough on providing reading material to disadvantaged homes where reading isn't a priority; Kirstie Goulding, City and Hackney Integrated SLT Service, on working with adolescents in schools and in the community

Choice 2: Organisations and partnerships
- Jan Salter, Special Educational Needs Co-ordinator, Twyford Church of England High School, on ensuring students achieve functional literacy; Helen Chicot, Literacy Co-ordinator at Rochdale Metropolitan Borough Council, on working in partnership to improve literacy; Lucy Kitchener, Partners in Literacy Co-ordinator, Wiltshire Council, on a strategic approach to literacy that aims to help more disadvantaged families access literacy support

3.30  Closing Plenary: How to inspire young people to love reading, writing and speaking
- Benjamin Zephaniah, reflecting on life as a young person, the difficulties he faced growing up, and how poetry and the power of language helped him make sense of his experience

4.00  Winner of ‘What’s Your Great Idea?’

4.10  Departures
Profiles of Speakers

The profiles of today’s speakers and facilitators are taken from the ‘Members’ section of the website LiteracyActionNet (www.literacyactionnet.org.uk).

Gerard Lemos
Partner
Lemos&Crane

What does your job involve? I lead Lemos&Crane’s research team.

What are your current top priorities? Encouraging homelessness practitioners to use family mediation as a way of preventing homelessness, particularly amongst young people. Our work with RaceActionNet made a real difference to the way that racial harassment and racist crime was handled by social landlords and the police.

What’s the most important thing you’ve learnt? I used to be a community worker and a social worker and I thought housing would be more practical - but that was a long time ago!!

Jonathan Douglas
Director
National Literacy Trust

What does your job involve? Strategic and day to day leadership of the National Literacy Trust including campaign and development, policy and lobbying, funding negotiation as well as the day to day stuff of running a charity.

What are your current top priorities? Securing the place of literacy in the policy and delivery world of the new coalition.

What are your proudest achievements? Getting this job! The 2008 National Year of Reading and helping to get libraries into Sure Start. Also the homework club I established when I was a librarian at Church Street Library.

What inspires you? Being a school governor.

What’s the most important thing you’ve learnt? To play the piano.

What are your interests and hobbies? Lashings of wine and music and being jolly with friends.
**Bev Humphrey**  
Literacy, School Libraries & Technology Consultant  
Write Path International Collaborative Writing Project  

**What does your job involve?** I run writing workshops for students using web 2.0 technologies, I deliver inset on using technology across the curriculum and especially for literacy. I am also a consultant for the Specialist Schools and Academies Trust and I am a representative for Renaissance Learning. My website - [www.bevhumphrey.com](http://www.bevhumphrey.com)

**What are your current top priorities?** To make a success of my new business and enthuse more young people about reading and writing for pleasure.

**What are your proudest achievements?** The Write Path collaborative writing project (www.writepathning.com) and bringing up two wonderful kids.

**What inspires you?** My personal learning network of education colleagues on twitter. (@Libwithattitude)

**What’s the most important thing you’ve learnt?** To believe in myself.

**What are your interests and hobbies?** Technology, gadgets, reading, photography.

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**Sarah Burkinshaw**  
Director, Read On - Write Away!  
Derbyshire County Council  

**What does your job involve?** Read On - Write Away! (ROWA!) is an organisation hosted by Derbyshire County Council which develops and delivers 'community literacy' projects. We work with communities wherever literacy is a common challenge and we look to tailor support in accessible and appropriate ways.

**What are your current top priorities?** 1. As part of Partners in Literacy (see NLT), developing a whole new workforce, including volunteers, to help make the homes of pre-schoolers more ‘reading rich’. Parents need more information about their crucial role and more clues to help them take it up. 2. Establishing a Peers Early Years Partnership (PEEP) offer in every Children’s Centre in Derbyshire. 3. Rising to the funding challenge and keeping this approach to literacy alive under the coalition.

**What are your proudest achievements?** Re-inventing approaches to literacy to suit different types of communities. Individual increases in reading competence and confidence.

**What inspires you?** Anyone who recognises injustice in a world which is just a social and cultural construct; and sets out to tackle the problem at source.

**What’s the most important thing you’ve learnt?** I can. I will. Knowledge is power.
What are your interests and hobbies?
My daughters, their friends, the world they will inherit. Expression, in all its forms.

Amanda Desmond
Senior Teacher - Learning Support (SENCo)
Southfields Community College

What does your job involve? Early identification, intervention and provision for students aged 11-19 with learning difficulties; monitoring progress and personalising learning to ensure the equal opportunity of access to the curriculum for all students; supporting staff in developing the necessary skills, resources and approaches to ensure that this happens right across the curriculum.

What are your current top priorities? 1. Literacy for all 2. Functional Skills 3. Staving off apathy - very difficult in the current educational and economic climate!

What are your proudest achievements? Being recognised for my work in developing curriculum for students with SLCN.

What inspires you? When students have that 'eureka' moment, whether it's because they suddenly get it, or because they realise that you genuinely care about them and their education, it makes all the stressful, hair-tearing bits worthwhile.

What's the most important thing you've learnt? That a good role model can be the thing that makes greatest difference. I try to be conscious of this in my dealings with students.

What are your interests and hobbies? Hobbies? Who has time for hobbies? Zen gardening...

Michael Crowley
Writer in Residence
HMP/YOI Lancaster Farms

What does your job involve? I am writer in residence at HMP YOI Lancaster Farms. I write creatively with young prisoners producing their work in anthologies as well as organising performances of writing and drama.

What are your current top priorities? Developing a partnership with Dukes Theatre Lancaster. Establishing a spoken word radio station at the jail.

What are your proudest achievements? Organising a performance of lads’ work in the chapel involving actors from Dukes Theatre.

What inspires you? Prisoners beginning to write independently.
What’s the most important thing you’ve learnt? People aren’t just the worst thing they have done.

What are your interests and hobbies? Writing.

Susan Hawes
Deputy Head Teacher and Literacy Leader
North Ormesby Primary School

What does your job involve? My school is situated to the east of the town of Middlesbrough where the Quality of Life Indicator describes the area as ‘very poor’. I have worked in East Middlesbrough for sixteen years, and as Deputy at North Ormesby for the last three. My role is a combination of teaching, management and leadership. I observe teaching, scrutinise books and planning, make sure resources are suitable and in good condition, report to governors, write action plans, deliver training, and discuss with pupils how their progress is going. I do not have a class of my own, although I do provide cover for teaching colleagues. Within East Middlesbrough it is necessary to work closely with parents through a range of issues, mainly social. However through trust I have built with parents I have been able to work closely on a range of support packages to encourage home-learning. Encouraging home reading has been my most successful venture. My determination to provide all children with first quality provision has led to a dramatic increase in standards. Every day is different, something which I enjoy. My responsibility as Lead Literacy Teacher involves high profiling the subject within my own school, other schools within the authority and ITT providers.

What are your current top priorities? To insist ‘Learning’ drives the curriculum within my own school. To introduce ‘Learning Journeys’ across school. Accelerate the progress in writing. To write achievable ‘To do’ lists.

What are your proudest achievements? Working with others to make Reading is Fundamental such an ongoing success. Outstanding teaching judgements made by Ofsted. Being recognised as a Lead Literacy Teacher locally and nationally. Teaching my own and other children to read. Parenthood, so far.

What inspires you? People. When I feel like I’m part of something that matters, it encourages me to push myself harder to make my contribution really count. Connecting with others who share my interests, passions and beliefs is the most powerful thing ever.

What’s the most important thing you’ve learnt? As a child growing up in a ‘reading household’ we had hundreds and hundreds of books covering all subjects and genres. A postcard, ‘Desiderata’ - by Max Ehrmann was displayed on one bookshelf I passed everyday. The words seemed to catch my eye and although I haven’t read it for years the words still resonate regularly. 'Be yourself', perhaps, being the most poignant followed closely by 'Be cheerful. Strive to be happy'.
What are your interests and hobbies? Art is my first love. As a working mum of four I am just far too busy for self indulgent activities. Colouring-in is my fix.

Kirstie Goulding  
Clinical Lead Specialist SLT: Adolescents  
City and Hackney Primary Care Trust

What does your job involve? My job involves leading a network of Speech & Language Therapists/Assistants/Students to work with adolescents both in secondary mainstream schools and in the community.

What are your current top priorities? To ensure that all Secondary Mainstream schools in City & Hackney have access to the SLT Service. To ensure that SLTs are supported to continue with and extend the work carried out with adolescents within the community setting.

What are your proudest achievements? Working with a challenging Year 8 class to support them to produce a 3 course meal for their parents, carers and Headteacher.

What inspires you? Being part of enabling a young person to make positive changes in their life around their language and communication skills.

What's the most important thing you've learnt? To listen to the views of young people to understand what it is that they need and aspire to.

What are your interests and hobbies? Producing and exhibiting art work including painting, model-making and installation.

Jan Salter  
Head of Learning & Inclusion  
Twyford Church of England High School

What does your job involve? Working with students aged 11-18 with SEN. I lead a team of 30 staff; teachers and teaching assistants. I am the SENCO and the designated teacher for Looked after Children.

What are your current top priorities? To ensure the curriculum offer meets the needs of the diverse student population - both in terms of inclusion or behavioural work and learning.

What are your proudest achievements? Student success. One student read his first full length book in the 6th form. After three years in the 6th form he went to university to study Photography. Moments like this are special.

What inspires you? To see students achieve their true potential; to help them to complete tasks they had not thought possible.
What’s the most important thing you’ve learnt? That my individual will must be stronger than the corporate will of the class I am teaching.

What are your interests and hobbies? Spending time with my family. Reading. Going to the Opera and Theatre. Visiting historical places of interest.

Helen Chicot
Literacy Coordinator
Rochdale Metropolitan Borough Council

What does your job involve? I coordinate activity relating to the borough-wide all age policy, Literacy Changes Lives. This involves working with partners from a wide range of agencies across the borough who have recognised their role as an important influence of literacy.

What are your current top priorities? Making sure that we reach the people who will benefit the most from support with literacy. Supporting families to recognise the importance of literacy and language in the home. Promoting the power of literacy and skills in the borough as a catalyst for change.

What are your proudest achievements? The list of people who cite learning literacy as a key turning point in their lives.

What inspires you? The work of our local literacy champions who are either front line workers or volunteers. They are making a real difference to people's lives.

What’s the most important thing you’ve learnt? People know most about what will work for them.

Lucy Kitchener
Partners in Literacy Coordinator
Wiltshire Council

What does your job involve? My job involves developing a strategic and coordinated approach to literacy in Wiltshire by engaging a wide range of partners and services.

What are your current top priorities? I want to see more families talking, singing, playing, scribbling, listening and reading with their children.

What are your proudest achievements? My proudest achievements are all to do with the success of Partners in Literacy in Wiltshire. From things happening in my case studies to preparing a briefing for Members to submitting a priority for inclusion in the Wiltshire Sustainable Community Strategy to including Partners in Literacy in the Family and Parenting Support Commissioning Strategy to buy-in at an individual level with key partners.
**What inspires you?** I am inspired by enthusiasm - from my children, from colleagues, from friends and family and by making a difference.

**What is the most important thing you’ve learnt?**
That life is both surprising and magical.

**What are your interests and hobbies?**
I love nothing more than a good book. Both as a completely indulgent glass-of-wine, summer-garden-deckchair thing and as a shouty, laughing, funny faces sharing with my children experience.
Understanding progress on literacy: supply

• Massive improvements in supply
  – Families
  – Schools
  – Community settings
  – Supported settings

• Coverage still patchy

Understanding progress on literacy: demand

• Impact of social exclusion on demand
• Hard to reach or excluded groups
  – Families with pre-school children and children at school
  – Young people at risk of exclusion
  – Excluded adults e.g. homeless, prisons
LiteracyActionNet approach

- Motivation and engagement
- Method and skills
- Organisations and partnerships

www.literacyactionnet.org.uk

Motivation and engagement

1. Identity and role-models
   self-image, families, communities and heroes

2. Work and money
   financial capability, jobs and business skills

3. Creativity and interests
   passions, emotions and aspirations

www.literacyactionnet.org.uk

Method and skills

1. Dyslexia and learning difficulties
   identification, screening and intervention

2. Parents and families
   family learning and parental support

3. Confidence and self-esteem
   e.g. drama teaching and oral reading

www.literacyactionnet.org.uk
Method and skills

4. Pairs and buddying
   pair-working, mentoring and peer support

5. Authentic materials and activities
   e.g. reading TV schedules and writing recipes

6. Understanding and comprehension
   questioning, clarifying and summarizing

7. Achievement and outcomes
   personal goals, practical achievements and qualifications

www.literacyactionnet.org.uk

Organisations and partnerships

• Schools
• Homes
• Communities

www.literacyactionnet.org.uk

(Presentation available for download after the conference)

Introduction and context

Jonathan Douglas
Director, National Literacy Trust
Luring boys (& girls) into the reading web (2)

Is reading going out of fashion for young people?

Stereotypical reader (in young people’s opinion):
• Geeky
• No friends
• Loner
• Bod
Are young people reading? What are they reading? Does their use of the internet help or hinder this? How can we ‘cash in’ on their love of all things technology based?

http://krunchd.com/Lemos

Bev Humphrey
Libwithattitude@bevhumphrey.com
www.bevhumphrey.com
www.writepath.ning.com
Method and skills

Sarah Burkinshaw
Director, Read On Write Away!, Derbyshire County Council

Buddy Reading

Sarah Burkinshaw, Director, Read On Write Away!

60 second definition

• A planned set of activities to help a reluctant reader to re-visit and rehearse an earlier stage of reading by helping a younger reader to enjoy books.
• Weekly sessions, just 20 minutes long
• Anyone can be a Buddy
**Anyone?**

- Care leavers
- Young offenders
- Young people at risk of NEET
- Excluded from school
- Fellow pupils in school /peers
- Parents
- Job Centre+ volunteers
- Teaching Assistants

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**Making a Buddy**

Buddies help a partner to enjoy books. The books have to be within the reading confidence of the Buddy.

- Buddies are trained and supported
  - in how to be a buddy in a setting
  - to recognise their starting place and blocks
  - how to talk about books/ shared reading skills
  - particular books

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**Elements of setting up**

- Planning
- Training
- Buddy Reading Activity
- Celebration
- Evaluation
- Moving On
**Essential**

- Buddy young adults are likely to have been ‘turned off’ reading and may have negative experiences of school
- May have low self esteem / confidence
- Belief in the qualities and potential of young adults
- The challenge is to succeed where young adults commonly experience failure

**Manage your own expectations**

- Time consuming
- Labour intensive
- Challenging
- Set backs can be opportunities

**The benefits**

- Self image
- Develop reading skills and interest
- Social, interpersonal and organisational skills
- Overcome personal and organisational blocks to learning
- Helps break cycle of literacy disadvantage
- Celebrates achievement can be recognized in accreditation
**Planning**

- Shared aims... and goals to evaluate / assess start positions
- budget
- Sharing responsibilities -
  - Practical details, where, when, how
- Safety and security - and confidentiality
- Risk assessment and protocol
- Who needs to know? Parents, lunch time supervisors?

**Recruiting Buddies**

- Celebrate the buddies background
- Tell them they do not have to be good readers
- FUN
- A chance to support younger children who need their help
- Improve skills, qualifications
- Work experience
- An AGREEMENT

**Training**

- About school
- About communication
- About praise
- Relax and enjoy
- About behaviour and establishing boundaries
- About supervision and support
- ABOUT READING! and keeping records
Buddy Reading Activity

- Team work and commitment
- Anxieties resolved
- Group size: 8
- Partner books and session plans
- Recruitment, attendance, involvement and commitment
- OCN Unit Buddy Reading

Celebrate

- Certificate
- Celebrity
- Party
- Praise
- Self assessment
- Prizes
- Book gifts
- Referee statements

What to evaluate

- The project overall
- The Buddies’ achievement / change
- The partners achievement /change
- Team working
- Life skills
- What could be done better
**Moving On**

- Overcoming a sense of loss
- Remaining 'engaged'
- Signpost opportunity and challenge doubts
- Use openings and networks formed during the project
- Find similar opportunities: voluntary work, clubs, classroom assistant

**What else?**

- Buddy parents – bedtime reading
- Buddy clubs
- Story sack clubs
- Buddy transitions

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**Method and skills**

Amanda Desmond
Senior Teacher – Learning Support, **Southfields Community College**
Young People and Literacy

Amanda Desmond
Senior Teacher –
Learning Support
Southfields Community College

Phonics to Improve Literacy

- Taught to Year 7 and 8 students as their English curriculum
- Offered to a small number of Year 10 students who haven’t had their ‘Eureka’ moment
- To narrow the gap between CA and RA.

Southfields Community College

- 38% FSM
- 1st Centile for Deprivation
- 71 languages spoken
- 76% SEN/AEN
- LA resource bases for HI, SLCN and excluded students
What we do

- Use the grapheme chart to rewrite the following passage. You can only use these ‘regular’ graphemes.
- How much more sense would English make if you only had to learn these core graphemes?
- Why doesn’t this work in English?

The Passage

- One morning a tiny ant crawled up a tall blade of jungle grass for a view of the river. All at once he was caught by a breeze that sent him sailing off into the swirling water. Just when it seemed he would be swept downstream and gone forever, the ant grabbed onto a snag and scrambled to safety.

Stakeholder responses

- All SEN, EMAG, English and Library staff trained.
- Parent courses offered every year
- Part of the Year 7 and 8 curriculum.
- Year 10 are invited, many self-refer
Outcomes

- 28 Year 7 students – 26 have made 2+ level gains in 1 year
- 19 Year 8 students – 12 have made 2 level gain, 4 have made 3 level gain
- 9 Year 10 students – 4 have achieved C Grades in English, 3 are on D and 2 are on a Grade E – all were targeted an F Grade.
- All targeted students have improved RA by 12+ months, some by up to 48 months
Practice session 2 (Choice 1: Motivation and engagement)

Motivation and engagement

Michael Crowley
Writer in Residence, HMP/YOI Lancaster Farms

Creative Writing with Young People in the Justice System

Michael Crowley
Writer in Residence HMP YOI Lancaster Farms

Falling in Love...I haven't a Clue
I haven't a clue why she fell for me
I look at her looking at me
What does she see?
My hands. Long nails, white skin
Pinky purple scars on my right hand
My left hand is different
Knuckles bitten and broken
Hitting walls and people
Teeth sticking into my fist
Walls shattering my bones

What else does she see?
What do my hands mean?
I am anger,
I am pain
I am suffering,
I am violent
I am
What else does she see?
She sees a young man she
Wants to love
But writing this just seems wrong
I just don't like writing about
Myself, as if I am likeable
As if I am a nice person
As if I am a loveable person
Where do I Begin?

- There is an appetite for writing
- Lads serving long sentences easier to work with
- Generally use writing warm ups and exercises
- Start where they are at, dispel cultural assumptions.
- Essential to get the writer reading
- Publication and performance sustains practice

Creating a Culture

- Most difficult lads can be most productive
- Institutions require a cultural strategy
- Launch publications with performances
- Performance requires discipline and preparation
- Lads also need to learn how to be an audience

A Versatile Approach

- Develop a battery of exercises
- Poor literacy does not rule lads out
- Often start with oral exercises; i.e. storytelling.
- Write in a variety of mediums
- Young people who haven’t read fiction have seen drama
Five actions your hand once did.

Once my hand...

Some consequence for three...

For two of the three... and I felt...

For one of the two... they must have felt...

A sentence... My hand was/ became/is...

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Memory and Emotion into a Poem

• Write down seven emotions or feelings
• Choose one – don’t think about it for too long
• Think of a memory associated with that emotion – it may have been you or someone close to you who felt the emotion
• Think of a colour associated with that memory...
• ...of a smell, a taste, a sound, a sight, a touch. Write a sentence using each one.
• Complete the following...
  I remember...
  I don’t remember...
  You remember...
  You don’t remember...
  I remember the... (Use one sense)
  Then another, then another
  Other people remember...
  A question? Something from the news.

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Two Sides

I remember the royal blue seats and the deep brown wood
the perfume of the woman who handcuffed me while I stood
in the court. My hands sweating.
I remember the rustle of paper above the silence
the taste of the tasteless tea, the ink leaking
off the indictment onto my hands.
I don’t remember the judge’s speech after the verdict.
I saw tears in the jury’s faces.
They will remember me asking them why they were crying
when they had just found us guilty.
You were going to sacrifice your freedom for me
I told you not to.
We will remember the smiles on the police officer’s faces
the handshakes and the claps, after the verdict.
Today my hand turned on a television. It wanted
something else to do. I felt bored.
Once it put money in a charity box, held shopping for my mother,
pulled a trigger.
Parts of My life

I remember a box of cigarettes, silver grey
smoked by my uncle
a week before he passed away.
I could hear the commentator’s manly voice
the knock of snooker balls, the mild applause,
I don’t remember who was playing.
It wasn’t entertaining, but the man
who looked like my father with a moustache
was concentrating. His lighter on his left side
the spade shaped silver ashtray on the settee
the plastic cup with half hot, half cold water,
I’ve no idea why he drank it that way.
A week after, he was gone.
I remember planes going into buildings
people running from danger
sirens and firemen
hysterical commentators in America.
We watched this in silence.
We buried my uncle the day before.

Leaving

I remember a sea of black
a chill in the crowd
the only colour the flowers the horses pulled
their hooves clapped on the tarmac.
He commanded respect that day
I saw my culture for the first time
realised we were lost followers.
My mum’s hand was high and soft
you were a little bit shorter, further behind
your hand a little higher than mine.
I can’t remember your face on that day
only on the day I had to leave you.

Motivation and engagement

Susan Hawes
Deputy Head and Literacy Leader, North Ormesby Primary School
Motivation and engagement

Kirstie Goulding
Clinical Lead Specialist SLT, Adolescents, City and Hackney Integrated SLT Service

City & Hackney Integrated Speech & Language Therapy Service

Working with Adolescents in Schools and the Community

What is the City & Hackney Integrated Speech & Language Therapy Service?

- Speech & Language Therapists,
- Educational and Community Settings,
- Children/Young People aged 0 – 19 years,
- Speech, Language & Communication Needs (SLCNs),
- Integrated Service - jointly funded by NHS & Education.
The Teams

North Team – John Scott Health Centre
Manager: Stephen Parsons

Central Team – The Learning Trust
Manager: Sally Hewett

South Team – The Ark
Managers: Seema Garg/Annabelle Burns

The Staff

- 46 Speech & Language Therapists (SLTs),
- 4 SLT Managers,
- 6 SLT Assistants,
- 3 Administrators.

Who are our Clients?
Children & Young People 0 – 19 years
**How it all fits together…..**

**EARLY YEARS**
Community settings/Children’s Centres/Nurseries
*Transition: Nursery to Reception Groups*

**PRIMARY**
Schools/Holiday groups
*Transition: Lower transition packages*

**adolescents**
Schools/Academies/College/Pupil Referral Units/Community
*Transition: Upper transition SLT report*

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**The Service Model**

- **SPECIALIST** – SLT caseload
e.g. Specific Language Impairment

- **TARGETED** – At risk of SLCNs
e.g. Socially isolated, victim of bullying

- **UNIVERSAL** – All children/Young people
e.g. self-help skills

This model is used **across** the service.

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**Referral Process**

- **Written consent parent/carer**

  - Anyone!
  - Parents/Carers,
  - GP/Health Visitors/Drop-ins (Early Years),
  - Educational Settings – typically SENCO,
  - Community – BEST/YST/CAMHS.

Service promoted through training, community talks, MDT working and coffee mornings highlighting the referral process.
Adolescent SLT Service Development

- Sept 2006: Pilot Project by Gemma Ross
- Sept 2007: Team of 2
- Sept 2008: Mix of core/buy-in
- Sept 2009: - All Secondaries buy-in - Community Project begins - Network of 8 SLTS/3 SLTAs

The Future:
- Increase time in Secondaries,
- Development of SLT Community Services,
- Upper Transition/Colleges.

Educational Settings – The Whole School Approach

- Schools/Academies/PRUs/College,
- Offer a menu of services aimed across the community of an educational setting.

The Whole School Approach – Menu of Services

- Individual work,
- Small groups,
- Whole class work,
- Training,
- Parent/Carer Workshops.

Schools buy-in a minimum of ½ term on/off. Currently highest level 3 days per week. Select SLT input from menu. Guidance from SLT.
The Outcome Measures Project
Measuring impact of SLT input on subject based vocabulary with two classes.

Parent/Carer Project (New!)
Plan to interview all parents/carers on Academy SLT caseload. Offer workshop with YP involved.

Getting Young People Involved

- Working within and as part of the classroom setting
- Cookery with self-help skills

Effectiveness of the work

- Whole class
  Nurture group with/out SLT – increased academic achievement greater SLT group

- Three course meal
  First time many parents/carers had attended school for positive reason/sense of achievement/pride for the YP

- SLT Students
  Individual support YP – memory strategies increased independence to school and in school – improved behaviour – happier YP and Mum delighted!
The Community Project

- Interact – A Social Skills Group
- Training
- Home visits
- Directory of Services
- Lower Transition Programmes
- Upper Transition (Emerging area)

Getting Young People Involved

- Social Skills outside the school environment in a ‘youth club’ type setting. Fun, age appropriate activities.
- Seen in their home environment – comfortable and at ease – based around their interests e.g. Art with self-help skills.

Effectiveness of the Work

- Attendance at Club excellent
- Home visit – support for parents & YP
Contact Details

Kirstie Goulding
Clinical Lead Specialist SLT, Adolescents
Kirstie.Goulding@learningtrust.co.uk
Tel. 020 8820 7619 (Tuesday – Friday)

Further information on Community Project:
Gemma Ross
Highly Specialist SLT
Gemma.Ross@learningtrust.co.uk
Tel. 020 7014 7060
Practice session 2 (Choice 2: Organisations and partnerships)

Organisations and partnerships

Jan Salter
Special Educational Needs Co-ordinator,
Twyford Church of England High School

Literacy Interventions – developing functional literacy

"Maximising learning potential through inclusion and support"

Work at Twyford CE High School, Acton.
Jan Salter, Head of Learning & Inclusion

Strategic Vision

Twyford is a school with a very wide ranging student community. A higher than average percentage of the school community have statements of educational needs (bands A – E) and the majority of these are for Specific Learning Difficulties and Communication difficulties, many students having Autistic Spectrum Disorders.

In addition to ensuring that statemented students have individualised programmes which match the requirements identified in students’ SEN statements and annual reviews, the school also has a clear policy of early intervention targeted at years 7 & 8.

Our strategy aims to equip students to access the main school curriculum as fully as they are able and to pre-empt students becoming disaffected.
Exam Analysis 08-09

<table>
<thead>
<tr>
<th>Year 11</th>
<th>No</th>
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<th>Met</th>
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<tr>
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<td>3</td>
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GCSE – 13 students

Literacy Support

- Managed by the Literacy Co-ordinator
- 1-1 Reading years 7 - 11 by TAs & Yr. 11 reading mentors
- “Catch-up” Reading
- “Toe-by-Toe”
- Year 8 & 9 Literacy groups
- 7 literacy groups supporting reading comprehension
- Writing Organisation groups – for students with a level 3 in writing (English KS2 SAT)
- Spelling groups

Identification of students

- From testing reading & spelling during the transition day visit
- KS2 SAT results
- Groups are set up in July ready for teaching to begin in September
- Letters are sent to parents inviting them to a Literacy Talk prior to the Year 7 Evening of Welcome
Parental support is valuable

- Attendance at the Literacy evening is high (taking place an hour before the Year 7 evening of welcome)
- Parents are given a reading list and a set of helpful hints (part of handout)
- Letters are always sent to inform parents of group or individual interventions and permission is sought (if there is no reply, it is taken to mean tacit consent)

1:1 Reading

- Year 10 students apply for the position of reading mentor in May.
- Students are interviewed by Advanced Literacy TA, who runs the scheme.
- Students are offered training by the SENCO
- Students are given a trial in the summer term
- Students are allocated two days each week and particular students to pair up with
- Older students gain responsibility; younger students enjoy the relationship of a year 11 reading mentor
- Students have badges to wear on their blazer and a reward trip the following April – pizza lunch and bowling – in school time

Year 7 Reading Comprehension groups

- Each Year 7 class has 6 English lessons – one is a reading lesson.
- The Literacy Coordinator is also an English teacher. She does not teach a Year 7 English group so has these periods available & liaises with teachers about the timing of these lessons.
- 6 of the 7 groups are taught by her. Instead of a reading lesson, a group of 6-8 students are withdrawn for reading comprehension work at that time.
- Students are tested in December. If they have made enough progress they graduate from the group. Most students graduate after one year on the programme.
KS3 Nurture provision
- Managed by the KS3 SENCO
- Nurture Literacy – takes place instead of MFL in years 7 & 8 (6 lessons per fortnight)
  - Learning to Listen, language development
  - Reading Comprehension
  - Writing development
  - Talk Time – developing social skills
  - Enrichment, creative activities

Learning to Listen
- Good listeners make good learners.
- Games and exercises where listening is important – to develop listening comprehension skills
- Main content this year has used classical music, poetry & oral story traditions – to develop writing.
- For example Tchaikovsky’s 1812 Overture was used as inspiration for writing about War.
- “Timothy Winters” was used to listen for rhyme. The students did not have the poem in front of them but still remembered the end rhymes.
- Next year will incorporate popular music and develop work using stories.

Talk Time
- Developed by the KS3 SENCO in response to the large numbers of students with communication needs.
- Aims to help students listen to each other, share ideas, take turns and promote good communication leading to more opportunities for friendship.
- Opportunities to share good news – raise self-esteem.
- To trouble shoot – students can share a problem and help each other to solve it – usually around friendships.
- Use of role play – social situations
- Use of Games, turn taking.
- “Twister” has been surprisingly good even with our ASD students.
Analysis of literacy results over KS3 – Year 9 (June 10)

- Data based on 176 students.
- The progress in reading is markedly better than in spelling. This suggests that vocabulary development and the explicit teaching of subject specific vocabulary would be useful.
- 10:00 is the level needed to independently access a GCSE exam paper and is used as the measure of functional literacy. (LB Ealing sets this at 9:00). 2 yrs 10 months elapsed between the two tests.

Analysis of literacy results over KS3 – Year 9 (June 10)

- Spelling
  - 21 students were below 10:00 in spelling on entry. In year 9, 4 students are still below 10:00 (3 have statements of SEN).
  - For the 21 students given intervention the average progress in spelling was 1 yr 9 months. 2 students made 2yrs 10 months or more progress in spelling over the key stage; one made 4yrs, 7months.
  - 58 students made 1 yr 6 months progress or more in spelling and 147 students now have a spelling age above 12.0

Analysis of literacy results over KS3 – Year 9 (June 10)

- Reading
  - 30 students were below 10:00 in reading on entry. In Year 9, 4 students are still below 10:00 (1 has a statement of SEN).
  - For the 30 students given reading intervention the average progress in reading was 3 yrs 5 months; 14 made over 4 yrs progress and one, 6yrs 10 months.
  - 113 students made 2 yrs 10 months or more progress in reading over the key stage & 168 now have reading ages over 12.0
Interventions for Inclusion

- Breakfast clubs (10 & 11)
- Lunchtime clubs
  - Maths Games (7)
  - Board games (7)
  - Year 8 board games (8)
- Support at break & lunch time
  - KS3 – Old Chapel, TAs on duty break & lunch
  - KS4 – A19, TAs on duty at lunch time.

Organisations and partnerships

Helen Chicot
Literacy Co-ordinator, Rochdale Metropolitan Borough Council

Literacy changes lives
**The Case for the Policy:**

- Literacy and Social Inclusion
- Reducing inequalities
- Promoting opportunity
- Using the power of literacy


See appendix p. 51 for large scale version of this slide
Outcomes of the Literacy Entitlement Group:

- Collaborative Work
- What’s My Story?
- Two disciplines:
  - Libraries
  - Arts Development
- Targeted those in greatest need
- Diverse group
- Built confidence
- Developed new stories

Adapting practice approaches:

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<tr>
<th>From:</th>
<th>To:</th>
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<tbody>
<tr>
<td>Schools (boys)</td>
<td>Social Services (men with MH needs)</td>
</tr>
<tr>
<td>Social Services</td>
<td>Children’s Centres</td>
</tr>
<tr>
<td>Health</td>
<td>Libraries</td>
</tr>
<tr>
<td>Arts</td>
<td>Policy Making</td>
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A specific project: Literacy Champions

- Their job is to reach the parts that other services cannot.
- Literacy Champions:
  - Are front line workers or volunteers
  - Appreciate the value of literacy
  - Use their unique knowledge or expertise
  - They aren’t literacy experts
  - They do an awesome job…

a great time of great opportunity
Organisations and partnerships

Lucy Kitchener
Partners in Literacy Co-ordinator, Wiltshire Council

Partners in Literacy in 60 seconds

{ 1 minute film to be added }

Partners in Literacy is based on key research findings:

Families and parents are critical
Parental involvement in literacy practices positively affects their children’s academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education.

The home is crucial
Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in school. It is their support of learning within the home environment that makes the maximum difference to achievement.

www.literacytrust.org/partners_in_literacy
Partners in Literacy is based on key research findings:

**Early intervention is vital**
The earlier parents become involved in their children’s literacy practices, the more profound the results and the longer-lasting the effects. Early intervention is crucial. Learning begins in families long before children start school.

Partners in Literacy is a pilot project that will demonstrate the difference a coordinated approach to supporting literacy in the home can make at local authority level.

www.literacytrust.org/partners_in_literacy

Experts warn that the window to stimulate brain development closes quickly. In the first 3 years of life, the brain grows from 25% to 90% of its adult weight. And nearly 50% of a child’s learning occurs in the first four years of life. Brain development is largely a function of stimulus. The more stimulus babies and young children get in terms of being read and talked to, the greater their capacity for language and literacy.

(Earlywords)

This was our most surprising discovery: that the size of differences between families in the amount of talk to babies is so enormous – and that those differences add up to massive advantages or disadvantages for children in language experience long before they start preschool.

(Hart and Risley)

A survey of nursery workers showed that 89% are worried that the occurrence of speech, language and communication difficulties among pre-school children is growing. The lack of adult and child time spent talking together was highlighted as the key reason by 92% of them.

(I CAN (2004) Nursery workers’ poll says “Turn off the TV”)

Ours is the first study in Britain to show that more important than the mother’s educational qualifications is what the mother does with the child. Education matters, but if the mother reads to the child, plays rhyming games, sings songs, talks about letters and sounds, and takes the child to the library, these behaviours at home are more important.

(Professor Kathy Sylva, evidence to the House of Commons Select Committee on Education and Employment, First Report, 2000)
So, what is known about the effectiveness of work with families to improve literacy?

- NLT history: Family Reading Campaign, National Year of Reading 2008, Talk to Your Baby campaign, projects such as Early Reading Connects
- Policy context – plateau in school results, The Children’s Plan, Every Parent Matters, “Narrowing the Gap” agenda
- Evidence from Rochdale MBC: since 2005, the most improved primary schools nationally, a 50% increase in uptake of adult basic skills courses, most improved KS2 results nationally from 2004-2007

The PiL model for local authorities

- Audience focus
  - Defining disadvantage & identifying priority families and their needs; identifying partners who work with families and base lining current engagement/support of literacy; map of provision and base line of uptake
- The local offer
  - Ensure existing provision is coordinated, joined-up and accessible
- Service improvement
  - Capturing impact through case studies
- Development of networks and extending partnerships
- Focusing on sustainability
  - Advocacy and planning

Audience focus

Identifying priority families

The Wiltshire model: how to identify families with the greatest need in a rural county, population 452,600 in order to manageably prove the impact of the PiL approach

A geographical targeted focus on the towns of Calne and Trowbridge as identified through the Indices of Multiple Deprivation and The Wiltshire Mosaic Groups D (close-knit, inner-city and manufacturing town communities) & G (low income families living in estate-based housing)
**Audience focus**

Establishing need through parental consultation
Consultation with parents/carers in the 2 target areas
October 2009 - January 2010

9 different activities attended, a total of 27 parent/carers consulted

Aims:
- To gain insight into what parents felt was important in supporting their children’s language and literacy development
- To gather initial information with regards to which services families of young children were accessing within the community and why; and what activities they currently do with their children at home
- To find out what support parent/carers would like to help them in their role as their children’s primary educator

**Family consultation**

Key findings & questions

- Only 12 of the 27 families consulted actually live in the target postcodes. Are these the families who are most in need of literacy support? Consider that the majority scored their confidence in reading, writing and speaking at 3-4 (where 4 is very confident), that both parents are sharing books with their children every day and that all consulted are talking, mark making and playing with their children...
- How can we encourage families most in need of support to access these services? How can we encourage those families who know about services to actually access them?
- How can we ensure effective signposting to services for those parents who would like more help with supporting their child/ren with literacy skills?

**Audience focus**

Identifying partners
Base lining current engagement/support and uptake

National Literacy Trust online survey Summer 2009

- 58 responses received: 70% from organisations that deliver parenting and 50% from family support
- 48% of respondents target disadvantaged families locally but only 2 answered regarding successful approaches to reaching and working with disadvantaged families
- 80% said that Children’s Centres are the partners who are particularly helpful in reaching and working with families
Audience focus
Identifying partners
Base lining current engagement/support and uptake
Mapping in target areas September - December 2009 (ongoing)

- Meetings held with over 30 different front-line service providers in Trowbridge & over 15 in Calne from childminders to health visitors to toddler groups
- Over 30 meetings held or attended with strategic partners from Environmental Health to Housing providers

Partners in Literacy in Wiltshire (Year 2)
UTI approach

- Trowbridge Library Staff
- Selwood Housing Staff on the Adcroft Estate
- Teen Pregnancy Midwives
- Longfield Childrens Centre

Create an overarching reading and literacy steering group and strategy for the authority supported by PiL.

2 geographical target areas identified by the Wiltshire Mosaic Groups D & G and Indices of Multiple Deprivation

- Calne Library Staff
- Calne Childminders

Literacy Awareness Training for interested partners including Westlea and Westlea partners

Targeted Local provision brought together as a coherent offer accessible to professionals and families through content on ASK and Pathways

Creation of a PiL network to ensure existing provision is joined up, coordinated, accessible and developed

Training for Library Staff through partnership with CLLD and Family Learning

See appendix p. 52 for large scale version of this slide

Service improvement
Case studies
Development and trial of possible practical solutions

Aims:-
- To get literacy support to those families who will most benefit; to capture the impact of this way of working on staff confidence and on families
- To work with partners to develop and trial ways of working and practical solutions to support parents in engaging with learning activities in the home
- To work with partners to identify how these solutions can be embedded as sustainable practice
Development of networks and extending partnerships

- An initial PiL Steering Group
- An action day 30th March 2010 to raise awareness of the PiL agenda amongst team leads and strategic managers
- A commitment made to the PiL agenda at our action day
- A newly-formed PiL Enthusiast’s Network
- A regular PiL bulletin emailed to partners

What does success look like so far?

- A strategic Champion in Wiltshire
- Case studies underway to prove the impact of the PiL approach
- A literacy awareness training session offer for partners including resources such as a visual map of the literacy influences on a family group and “playing cards” depicting the provision that exists for literacy in the home
- Linking partners and provision on an ad hoc basis
- Input into newsletters, leaflets, brochures, events, websites, conferences for different teams, services, agencies and individuals
- A PiL Enthusiast’s Network and monthly bulletin
- Awareness raising and “quick wins”

Sustainability

- Identifying and consolidating accountability and reporting structures – The Resilient Communities Partnership and/or the Children’s and Young People’s Trust Board
- Briefing papers to Members and to the Leader of the Council as requested by the Deputy Leader
- Paper submitted to the Children and Young Person’s Trust Board
- Priority submitted for consideration within the Wiltshire Sustainable Community Strategy
Sustainability

- Literacy and home learning environments added as context and as an initiative into the Family and Parenting Support Commissioning Strategy – to present Pil at the Parenting Commissioning Group meeting and to be included within the consultation events
- Meetings arranged at Director level to ensure strategic support
- The proposed development of a wider Reading and Literacy Steering Group and strategy for Wiltshire

The future

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<tr>
<th>Objectives with 1-2 years</th>
<th>Goals within 3-8 years</th>
<th>Mission 9+ years</th>
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<tr>
<td>Multi-agency partnerships: strategic leads from a spread of teams, services, and agencies (providers, schools, regeneration, employees, the voluntary sector, libraries, communities and learners) around the table enthusing, talking and sharing about reading and literacy</td>
<td>The production of a Reading and Literacy Strategy for Wiltshire, as a way to enrich literacy experiences for all age groups. This will ensure that literacy is embedded in practice, planning and staff training and development</td>
<td>A commitment to literacy as everybody’s business</td>
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<td>Joined-up delivery of services: analysis of the current provision and achievements in Wiltshire to identify gaps and opportunities for improvement</td>
<td>A Reading and Literacy Steering Group set up with an agreed reporting and accountability structure</td>
<td>More families playing, reading, singing, scribbling and drawing with their children</td>
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<tr>
<td>Literacy embedded across strategies and partner planning</td>
<td>Literacy is embedded across the work of all partners who work with families across Wiltshire</td>
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<td>Changes to frontline practice</td>
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<td>All Wiltshire families are supported to increase their literacy and as a consequence literacy standards are raised</td>
</tr>
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<td>Identification of Literacy Champions across directorates and partners agencies</td>
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See appendix p. 53 for large scale version of this slide
Appendix – Lucy Kitchener – Wiltshire Council

Partners in Literacy in Wiltshire (Year 2)
UTI approach

Intensive
- Trowbridge Library Staff
- Selwood Housing Staff on the Adcroft Estate
- Teen Pregnancy Midwives
- Longfield Childrens Centre

Targeted
- 2 geographical target areas identified by the Wiltshire Mosaic Groups D & G and Indices of Multiple Deprivation
- Literacy Awareness Training for interested partners including Westlea and Westlea partners
- Training for Library Staff through partnership with CLLD and Family Learning

Universal
- Create an overarching reading and literacy steering group and strategy for the authority supported by PiL.
- Local provision brought together as a coherent offer accessible to professionals and families through content on ASK and Pathways
- Creation of a PiL network to ensure existing provision is joined up, coordinated, accessible and developed

The local offer

Improving outcomes for families through local coordination

Partners in Literacy

Wiltshire Council
## The future

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<td>• The production of a Reading and Literacy Strategy for Wiltshire, as a way to enrich literacy experiences for all age groups. This will help to build a shared identity</td>
<td>• A commitment to literacy as everybody's business</td>
</tr>
<tr>
<td>• Joined-up delivery of services: analysis of the current provision and achievement in Wiltshire to identify gaps and reasons for prioritising.</td>
<td>• Development of the Literacy Champion network to extend to volunteers</td>
<td>• More families playing, reading, singing, scribbling and drawing with their children</td>
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<td>• A Reading and Literacy Steering Group set up with an agreed reporting and accountability structure</td>
<td>• All partners in contact with families are aware of the full range and scope of literacy support services and support for literacy is embedded in practice, planning and staff training and development</td>
<td>• Literacy is embedded across the work of all partners who work with families across Wiltshire</td>
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<td>• Literacy embedded across strategies and partner planning</td>
<td>• Support and provision is joined up and accessible to partners, families and communities</td>
<td>• All Wiltshire families are supported to increase their literacy and as a consequence literacy standards are raised</td>
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<td>• Changes to frontline practice</td>
<td>• Support is available for all ages, from birth to adulthood and is effective, well-coordinated and easily accessible</td>
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<td>• Identification of Literacy Champions across directorates and partners agencies</td>
<td>• An impact on literacy standards can be seen in target audiences (i.e. those families and individuals who most need support) – for example, improvements in EY Foundation Stage results, qualitative evidence of changes to home learning practices</td>
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