Literacies in a changing world: creativity, criticality, empowerment

Friday July 6th - Sunday July 8th 2018
Mercure Holland House Hotel, Cardiff
The 54th UKLA Annual International Conference is proud to be sponsored by:
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### About the Programme

This programme is correct at the time of going to press, and we will do everything we can to ensure that it remains as published. We do, however, reserve the right to alter the programme in any way should circumstances require it and hope that you will support us in this.
It is with great pleasure that we welcome you to the United Kingdom Literacy Association (UKLA)’s 54th UKLA International conference held this year at the Mercure Cardiff Holland House Hotel and Spa in Cardiff. Welcome to those who are attending our international conference for the first time, to those who have travelled from overseas and of course to all those who have returned for another year. Our conference presents a rich opportunity to share perspectives and experiences across regions and nations. We hope that you will enjoy the programme and look forward to many stimulating and lively conversations over the course of the weekend.

We are delighted to be holding this year’s conference in Cardiff. Cardiff is the capital of Wales and seat of The National Assembly for Wales since its formation in 1999. There have been settlements in this area since at least the early Neolithic era. The town grew up around the Norman castle built on the site of an earlier Roman fort and then expanded rapidly in the 19th century as Tiger Bay, now known as Cardiff docks, became a major port for the transport of coal from the Welsh valleys. At its peak, Tiger Bay was the busiest port in the world. It was settled by sailors and workers from over 50 countries and became Wales’ most diverse multi-ethnic community. The decline in demand for coal after the Second World War however led to severe unemployment and ultimately communities were moved out of the area, preparing the way for its redevelopment as a centre for leisure and business and the construction of the Welsh National Assembly building.

The rich literary and cultural history of Wales is brought together in the annual National Eisteddfod which will be held this year in Cardiff in August. The National Eisteddfod is a diverse festival of the arts which celebrates a strong tradition and heritage whilst also including contemporary art and literature which is spoken, sung, written and performed. Each year Cardiff hosts a Children’s Literature Festival, and an annual Storytelling Festival promotes storytelling throughout Wales and beyond.

In 1897, Marconi successfully transmitted the world’s first radio signals across water near Cardiff and so it therefore seems fitting that Cardiff is now established as a leading centre for the media. It boasts the oldest record shop in the world, hosts BBC Wales, S4C, ITV Cymru Wales, various media companies and film studios, and is the location for leading television series including Doctor Who and Sherlock. Cardiff is also known for its sporting excellence - for rugby of course, but also for football, athletics, cricket and much more.

The Welsh language and Welsh culture are very important to Wales’ identity. Welsh is regarded as Britain’s oldest language and indeed Wales was one of the first countries to use its own language to make laws. In Wales, as elsewhere, issues of language and power have been closely entwined. In 1536, Henry VIII passed the Act of Union, which prohibited the use of Welsh in public administration and the legal system and some years later the Act of Uniformity was passed which required all acts of public worship to be conducted in English. In the 19th century the Welsh language suffered further decline in the light of significant discrimination towards Welsh speakers, evident in the infamous Welsh Not signs, hung around the necks of schoolchildren who spoke Welsh. Today however many areas of the country are bilingual, children learn about Welsh culture and language through their education, and there is a thriving Welsh publishing industry. Cardiff is a linguistically diverse community with Welsh and English now spoken amongst approximately 90 other languages.

Against this background of political, economic, cultural and linguistic change, we take as our 2018 conference theme, Literacies in a changing world: creativity, criticality, empowerment. The first part of the 21st century has been characterised by global economic, political and environmental turmoil leading to considerable inequity and fears for the future. We are also living in a time of particularly rapid change for literacy as available means of communication and expression become increasingly diverse, multimodal and mobile. Literacy education has a key part to play here, not least because literacy is clearly about more than a score on an assessment sheet. It is central to how we live our lives; how we relate to one another, how we pool our resources, and how we interrogate who we are and imagine what we might be and do together.

At this year’s conference we invite delegates to consider how we operate within and contribute to this challenging context, a context in which curriculum frameworks often struggle to keep in step with the changing literacies of everyday life. In stimulating these debates, we welcome five inspirational keynote speakers who will address this theme in different ways. Together, they invite us to consider the literacies needed to respond to an ever-changing world and the kind of literacy provision that supports learners’ creative and critical participation in the world around them in ways that are equitable, empowering and personally fulfilling.

Kirsty Williams AM will open the conference on Friday morning. Kirsty Williams is Welsh Assembly Member for Brecon and Radnorshire. A previous leader of the Welsh Liberal Democrats, she is Cabinet Secretary for Education. We are delighted to welcome her to the UKLA conference.

We are honoured that Professor Patricia Enciso will give our opening keynote. Patricia is Professor of Literacy, Literature, and Equity Studies at Ohio State University, a past president of the Literacy Research Association and a passionate advocate for social justice. Rooted firmly in classroom practice, her recent work has approached reading through a focus on the arts. Her keynote will explore storytelling as a means of imagining and transforming social inequality.
On Friday afternoon our speaker is Jonny Walker, Assistant Headteacher at Park Primary School in Stratford, East London. Following a powerful and moving seminar on ‘hopemongering’ in 2016, we have invited him to share his reflections and practice with all delegates this year. In his keynote, he will explore the role of anecdote in the classroom, foregrounding the importance of relationships, trust and humour in facilitating creativity, authorship and the exploration of power.

Our first keynote on Saturday will be given by Keri Facer, Professor of Educational and Social Futures at the University of Bristol. Leadership Fellow for the UK Research Council’s ‘Connected Communities’ Programme, Keri’s work is always imaginative, engaging and provocative. In her keynote Keri will make the case for ‘Futures literacies’ - ‘ways of making sense of, talking about, imagining, disrupting and creating futures’ - and explore how literacy research and practice can contribute to this broader project.

On Saturday afternoon we are delighted to welcome one of the leading writers of our time. Multi-award winning author David Almond has captivated readers with stories that tug at convention and demand his readers’ involvement both emotionally and intellectually. David is the author of Skellig, My name is Mina, Heaven Eyes, The Savage, The Fire Eaters, A Song for Ella Grey and many more. In his keynote he will reflect on his own writing process in exploring relationships between creativity, imagination, and play.

On Sunday, we close the conference with the annual Harold Rosen Memorial lecture, which is given this year by Dr John Potter from University College London. John will explore resonances between Harold Rosen’s vision for the 1958 Walworth School syllabus and the rich and ever-changing possibilities of the digital age. Always thought-provoking and entertaining, his talk celebrates an enduring commitment to the significance of social and cultural dimensions of literacy and to embracing emergent possibilities.

In addition to our keynote speakers, this year we have scheduled a record number of seminars, workshops and symposia. As always our parallel sessions reflect a wide range of subjects and perspectives, representing the richness, creativity and inclusiveness that is at the heart of UKLA’s vision for literacy education. Topics range, for example, from fake news to communities of writers, from imagined worlds to multilingualism, and from international comparisons to studies of individuals. St. Anthony’s Primary School, Renfrewshire is the 2017-18 Literacy School of the year and winners of the Our Class Loves this Book award are Lynn Stuart and Heather Sanderson of Wallace Primary, Renfrewshire (P3 class), with Pugs of the Frozen North by Philip Reeves and Sarah McIntyre. Both schools will present their work on Saturday and they will be honoured at the awards ceremony.

In addition to attending sessions, the conference is a valuable opportunity to meet old friends and make new ones, to forge new alliances, and to discuss practice and ideas over a coffee or a drink in the bar. Please do come along to our 10th Birthday Book Awards will be introduced this year by author/translator Daniel Hahn on Friday evening. After dinner, in a reprise from Glasgow, there is a storytelling session with Alastair Daniels and Tracy Parvin.

On Saturday evening, all members are invited to our Annual General Meeting. We pride ourselves in being an inclusive, supportive and diverse community and we welcome all members to be actively involved in the work of the Association. If you are interested in becoming more involved, the AGM is an opportunity to make yourself known to a member of the UKLA Executive Committee.

The AGM is followed by the annual UKLA International Gala Dinner, during which the UKLA Awards will be presented, followed by a performance by poet Joseph Coehlo. Back by popular demand after his performance at the Bristol conference, he promises us an interactive session that will explore fun and creative ways to connect with a passion for words. Sunday morning includes presentations by some of our award winners, including the new Brenda Eastwood Award, and our first Postgraduate Research Slam - an extended session of multiple short-fuse presentations by up and coming researchers. The Slam is followed by the launch of a UKLA Postgraduate Student Network, led by Cara Doxey and Lucy Taylor. Please come along to this session if you are engaged in Masters or doctoral research.

As always, the United Kingdom Literacy Association international conference is an opportunity to reflect on what we do as literacy educators, professionals and researchers and to dream about what we could, might, and should do. Whether you are a regular attendee or a first time delegate we welcome you to what promises to be a highly stimulating, vibrant and enjoyable conference. Thank you for coming.

Cathy Burnett (Sheffield Hallam University)
UKLA President Elect.
Conference Facilities
Patricia Latorre and Katie Sweeney (UKLA) and staff at the Mercure Holland House are all here to help you with any queries. The UKLA number to contact in case of any urgent problems during the conference is 07473 817025.

Registration
The Conference Registration Desk is situated in the Calon Lobby (at ground level). It will be open from 08.00 until 17.00 on Friday 6 July and Saturday 7 July and from 08.00 until 13.00 on Sunday 8 July. Please ensure you register to receive your conference bag with all your conference information and name badge.

There will also be a ‘Meet & Greet’ area by the Registration Desk and UKLA Membership Table to welcome those who are attending the event for the first time.

During registration time in the Calon Lobby on Friday and Saturday, join our conference exhibitors for a series of ‘Lightning Talks’: quick 5 minute presentations that introduce you to their organisations’ products and services.

Coffee and tea will also be served here.

Accommodation
If you booked accommodation with UKLA with your conference ticket, you will be staying at the Mercure Cardiff Holland House Hotel and Spa, where the conference is being held.

All delegates are asked to check in from 14.00 on the day of arrival and check out before 12.00 on the day of departure. Please ask at reception if you wish to store your luggage in a secure room if you arrive early or leave later than the check-out time.

Your conference package includes bed and breakfast available between 6.30 - 10.00am Monday to Friday and 7.00 - 11.00am Saturday and Sunday.

Internet Connection
Wifi is available throughout the hotel and in the bedrooms.

Taxis
Taxis can be booked via the hotel reception. The Mercure staff will try to pool taxis whenever possible.

Exhibitions and Bookshops
The UKLA membership stall, the Project Connect Books for Africa stall, and a number of educational stands will be located in the Calon Lobby. Norfolk Children’s Book Centre and The UKLA Bookshop will be open during the conference in Calon 2, so bring your cash or credit card!

Useful contacts
UKLA Mobile Number 07473 817025
Mercure Cardiff Holland House Hotel and Spa, Cardiff 029 2043 5000

Please note
Neither the Mercure Holland House nor the UKLA can be held responsible for any injury sustained whilst using any facilities, nor the loss of personal property.

Social Programme:
Friday 6th July
17.15 – 17.45
UKLA Book Awards 2018: wine reception, Calon Lobby. Wine kindly provided by our sponsors Love Reading and MLS.

17.45 – 19.30

19.30
Dinner. Wine kindly provided by our sponsors, Just Imagine...

21.00 – late
Storytelling with Alastair Daniel (University of Roehampton) and Tracy Parvin (UKLA President and Canterbury Christchurch University), and the UKLA Books for Africa Raffle in the Urban Bar and Restaurant, 1st Floor.

Saturday 7th July
18.45 -19.15
Wine Reception, Calon Lobby.

19.15
Call for dinner and UKLA Awards.

19.45
Dinner is served.

21.15
After dinner entertainment from Poet Joe Coelho.

Parallel Sessions Programme Codes

| Audience | AL | Adult Literacy Educator |
| CT | Classroom Teacher |
| L | Librarian |
| LC | Literacy Consultant/Advisor/Inspector |
| R | Researcher |
| TT | Teacher Trainer |

Sessions
Workshop
An active participatory learning experience. Formal elements will be kept to a minimum.

Seminar Presentation
An argument will be presented and developed; this could be based on research and will facilitate a focussed seminar discussion.

Research Report
A report of completed or ongoing research will be given with the theoretical perspectives underpinning this work. Discussion time will be included.

Symposium
A panel of speakers, each of whom will give a short presentation on a common topic which they will then discuss, inviting audience participation.

Slam
A series of multiple ‘short-fuse’ presentations.

Themed session
2 or more papers that address a similar theme.

Thanks:
Many people have helped to organise this conference and all deserve our thanks for their labours, including: Patricia Latorre, Jo Bowers, Cathy Burnett, Joy Court, Lynda Graham, Susan Jones, Alayne Oztürk, and Tracy Parvin.

Also thanks go to our sponsors: Just Imagine Story Centre, LoveReading, MLS, NEU, Nosy Crow, Quarto, Routledge, TTS and Wiley.

Don’t forget to log into the conference Dropbox file for some useful resources donated by our sponsors and visit the exhibitors’ area in the Calon Lobby for their Lightning Talks during registration.
Outline Programme UKLA International Conference 2018
Mercure Holland House Hotel, Cardiff

Friday 6th July

08.30 – 09.15 Registration
(Calon Lobby)
Tea and Coffee available
Exhibitors’ ‘Lightning Talks’
Bookshops open

09.15 – 9.30 Welcome
Cathy Burnett, President Elect

Opening Address
Kirsty Williams AM, Cabinet Secretary for Education, National Assembly for Wales

09.30 – 10.30 Keynote 1
Stories of becoming: The implications of future-oriented theories for vital literacy research and practice
Patricia Enciso, Ohio State University

10.40 – 11.20 Parallel Session A
(Breakout rooms)

11.30 – 12.10 Parallel Session B
(Breakout rooms)

12.20 – 13.00 Parallel Session C
(Breakout rooms)

13.00 – 13.50 Lunch
Hot buffet lunch in the Urban restaurant and bar on First Floor (or sandwich grab bags in the Calon Lobby)

13.50 – 14.50 Keynote 2
Onkils and Anecdotes
Jonny Walker, Park Primary School
(Calon 1)

14.55 – 15.35 Parallel Session D
(Breakout rooms)

15.35 – 16.10 Tea Calon Lobby

16.10 – 16.50 Parallel Session E
(Breakout rooms)

17.15 – 17.45 UKLA Book Awards
Wine Reception
Sponsored by MLS, Love Reading and NEU (Calon Lobby)

17.45 – 19.30 Book Award Ceremony, and Book Signing (Calon 1)

19.30 Dinner Wine kindly provided by our sponsors Just Imagine...
(Urban restaurant and bar, First Floor)

21.00 – Late Drinks, Storytelling with Alastair Daniel and Tracy Parvin, Books for Africa Raffle
(Urban restaurant and bar, First Floor)

Saturday 7th July

08.30 – 09.30 Registration
(Calon Lobby)
Tea and Coffee available
Exhibitors’ ‘Lightning Talks’
Bookshops open

09.30 – 10.30 Keynote 3
Developing the case for ‘Futures’ Literacies
Keri Facer, University of Bristol
(Calon 1)

10.40 – 11.20 Parallel Session F
(Breakout rooms)

11.30 – 11.40 Coffee
(Calon Lobby)

11.40 – 12.20 Parallel Session G
Including
Literacy School of the Year
(Breakout rooms)

12.25 – 13.05 Parallel Session H
Including winners of Our Class Loves this Book award
(Breakout rooms)

13.05 – 14.00 Lunch
Urban restaurant and bar, First Floor (or sandwich grab bags in the Calon Lobby)
Drop-in session with members of UKLA Research Committee, Urban restaurant

14.00 – 15.00 Keynote 4
Serious Play
David Almond
(Calon 1)

15.05 – 15.45 Parallel Session I
Including UKLA/Wiley Blackwell
Research in Literacy Award Winners
(Breakout rooms)

15.45 – 16.05 Tea
(Calon Lobby)

16.10 – 16.50 Parallel Session J
(Breakout rooms)

17.00 – 17.40 Parallel Session K
(Breakout rooms)

17.45 – 18.15 Annual General Meeting

19.00 – 19.30 Wine Reception
Wine kindly sponsored by Wiley
(Calon Lobby)

19.30 Call for dinner and UKLA Awards

20.15 Dinner is served

21.15 Poetry with Joe Coelho – Just Words!
Bars open till late

Sunday 8th July

08.30 – 09.15 Exhibitors and Bookshops

08.45 – 09.05 Parallel Session L
Postgraduate Research Slam only
(continues through sessions M and N)

09.15 – 9.55 Parallel Session M
(Breakout rooms)

10.05 – 10.45 Parallel Session N
Including the Brenda Eastwood Award
(Breakout rooms)

10.45 – 11.10 Coffee

11.10 – 11.50 Parallel Session O
Including Postgraduate Student Network Launch and Student Research Prize
(Breakout rooms)

12.00 – 13.00 Keynote 5
Dynamic Literacies, Third Spaces and Everyday Practices: The “Other Possibilities”
John Potter, University College London
(Harold Rosen Memorial Lecture)
(Calon 1)

13.00 Close of Conference
Friday - Patricia E. Enciso

Patricia is a professor of literacy, literature, and equity studies in the Department of Teaching and Learning at Ohio State University in Columbus, Ohio USA.

Her research focuses on middle-school youth and the ways they mobilize cultural repertoires, imagination, and the arts in the production and interpretation of their own and others’ storyworlds. Dr. Enciso has served as an executive and board member of the Literacy Research Association since 2011, as the National Conference on Research in Language and Literacies research director (2011–2015) and chair and board member of the NCTE Research Foundation (2002–2005). She is co-author of Reframing Sociocultural Theory in Literacy Research: Identity, Agency, and Power (2007), co-editor of The Handbook of Research on Children’s and Young Adult Literature (2010), and co-editor of the (forthcoming) Handbook of Research on Reading: Volume V. Her most recent research is published in English Teaching: Practice and Critique (2016) and the Journal of Literacy Research (2017).

Friday - Jonny Walker

Jonny is an Assistant Headteacher at Park Primary School in Stratford, East London. He is interested in storytelling, outdoor education and citizenship. Recent exciting projects have included collaborating with the poet Adisa to run a poetry retreat in the New Forest for children from East London schools and working across local primaries and secondaries to develop speechmaking events.

Before teaching, he studied Social and Political Sciences and hoped originally to teach Sociology in secondary schools; primary teaching became the happiest of accidents. Jonny is currently exploring how primary children’s immersion in new media literacies and texts, such as viral videos and memes, contribute towards the creation of their own esoteric social spaces.

Outside of teaching, Jonny enjoys writing, binge-watching box sets with his cats, hoarding children's books, consuming hummus and occasionally summoning the energy to go canoeing.

Saturday evening - Joseph Coelho

Joseph's poems have been published in several Macmillan anthologies including Green Glass Beads edited by Jacqueline Wilson. Joseph has been a guest poet on Cbeebies Rhyme Rocket where he was beamed up from The Rhyme Rock to perform his Bug Poem and has featured alongside Michael Rosen and Valerie Bloom on Radio 4’s Poetry Playtime.

His debut children’s collection Werewolf Club Rules is published by Frances Lincoln and was the winner of the 2015 CLPE CLiPPA Poetry Award. His collection for older readers: Overheard In A Tower Block has been long-listed for the 2018 Carnegie Medal.

As well as poetry Joseph also writes picture books like Luna Loves Library Day published by Andersen Press and non-fiction books like How To Write Poems published by Bloomsbury. All of his work has poetry and an element of performance at its heart making his festival and school sessions dynamic occasions.

Saturday - Keri Facer

Keri is Professor of Educational and Social Futures at the University of Bristol, UK. Her work is concerned with understanding how societies adapt to environmental, economic and technological change, and in particular the role of education institutions and cities in such changes.

Since 2012 she has been Leadership Fellow for the UK Research Council’s ‘Connected Communities’ Programme, a unique £30m+ experiment in bringing together academics and civil society groups to co-produce research in areas ranging from health and wellbeing to sustainability and cultural heritage. Prior to this, she was Research Director at Futurelab, bringing together creative, digital, academic and practitioner expertise to innovate with new models of education exploiting everything from early stage augmented reality to brain-computer interfaces.

In 2009, she led the Beyond Current Horizons programme for the UK government to consider critical trends and challenges facing education over the next two decades. She has worked with organisations ranging from UNESCO and the BBC to the Baltic Contemporary Art Gallery, Microsoft and Electronic Arts.

In recent years, her focus has shifted away from technologies toward a particular concern with the ways we imagine the future, and the alternative futures that might be envisaged and used as a resource for creativity and social change.

UKLA
Saturday - **David Almond**

David is the author of *Skellig*, *My Name is Mina*, *The Savage*, *The Tightrope Walkers*, *A Song for Ella Grey*, *The Tale of Angelino Brown* and many other novels, stories, picture books, songs, opera librettos and plays.

His work is translated into 40 languages, and is widely adapted for stage and screen. He speaks regularly at festivals and conferences around the world. His major awards include The Carnegie Medal, two Whitbread Awards, The Eleanor Farjeon Award, The Michael L Printz Award (USA), Le Prix Sorcieres (France) and The Guardian’s Fiction Prize. In 2010 he won the Hans Christian Andersen Award, the world’s most prestigious prize for children’s authors. He has been a teacher in primary, special and adult education. He is Professor of Creative Writing at Bath Spa University and lives in Newcastle upon Tyne.

‘A writer of visionary, Blakean intensity.’ *The Times*

‘A master storyteller.’ *The Independent*

‘David Almond’s books are strange, unsettling wild things – unfettered by the normal constraints of children’s literature. They are, like all great literature, beyond classification.’ *The Guardian*

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Sunday (Harold Rosen Lecture) - **John Potter**

John is Reader in Media in Education at the UCL Knowledge Lab, part of the Department of Culture, Communication and Media, University College London.

He is a founder member of the DARE Collaborative (Digital Arts Research in Education). He has presented his research as keynote or contributor at many international conferences and seminars and has published a number of books and journal papers in the field of media in education, technology in education.

Before joining UCL-IOE in 2007, John worked in primary teacher education at Goldsmiths College and at the University of East London, and prior to that as a primary school teacher in East London and, later, a local authority advisory teacher for ICT.

John has worked with colleagues in a number of international settings including Australia (in Melbourne with Monash University), Chile (University of Santiago), New Zealand (Waikato), Norway (Oslo and Trondheim), Finland (Tampere) and more. In the UK he is an executive member and trustee of the Media Education Association. In addition to academic publication in books and papers he has also written research-based books for teachers and teacher educators.
UKLA Book Awards Wine Reception and Book Award ceremony

Sponsored by MLS, Love Reading and NEU

All delegates are warmly invited to the 10th birthday celebration of the prestigious UKLA Book Awards.

Introduction by Daniel Hahn, author and translator.

Welcome to authors and illustrators from previous years.

Presentation of the 2018 awards chosen by teacher judges from Cardiff and Gloucestershire.

Introduction to the student shadowers.

Friday July 6th
17.15 – 17.45 wine reception
Calon Lobby

17.45 – 19.30 Book Award ceremony,
and book signing Calon 1

UKLA Literary School of the Year

Sponsored by Nosy Crow

Chair: Chris Lockwood

Alison Duffy and Nicola McMillan, St. Anthony’s School, Renfrewshire; Jess Anderson, University of Strathclyde

The 2017-18 winner of our prestigious award for schools is St. Anthony’s Primary School, Renfrewshire.

The 2017-18 winner of our prestigious award for schools is St. Anthony’s Primary School, Renfrewshire. UKLA President Tracy Parvin, said “This award recognises those schools which place literacy and literature right at the heart of children’s learning. It is more than a celebration of creative, enthusiastic and engaging teaching; it is a kite mark for excellence. This year’s winning school has left a lasting impression on our assessors: St Anthony’s Primary School is most definitely a school where literacy thrives.”

The awards will be presented at the wine reception before the gala dinner on Saturday. In the meantime, this is an opportunity to find out a little about the school. In this session Jess Anderson and teachers share their inspirational teaching of literacy at St Anthony’s. If you are interested in how St. Anthony’s approaches the teaching of literacy, do come along. You’ll be most welcome.

Saturday July 7th, 11.40 – 12.20
Parallel Session H

Our Class loves This Book 2018

Sponsored by Just Imagine

Chair: Roger McDonald

Jess Anderson, University of Strathclyde and Lynn Stuart and Heather Sanderson, Wallace Primary School, Renfrewshire.

This prestigious UKLA Award celebrates a class’ response (led by their teacher) to one of the books shortlisted for the UKLA Book Awards. UKLA is delighted to announce that the winners are Lynn Stuart and Heather Sanderson and their P3 pupils from Wallace Primary School, Renfrewshire for their work based on Pugs of the Frozen North by Philip Reeve and Sarah McIntyre

Roger McDonald, chair of judges, writes: “The panel had a very difficult job in selecting an overall winner from the high quality of entries we received. We particularly enjoyed the way that Lynn Stuart and Heather Sanderson had enthused their class with Philip Reeve and Sarah McIntyre’s hilarious book culminating in a most wonderful Pug Fest!”

The awards will be presented at the wine reception before the gala dinner on Saturday. In the meantime, this is an opportunity to find out a little about this wonderful work.

Saturday July 7th 12.25 – 13.05
Parallel Session H

UKLA Wiley Research in Literacy Education Award 2018

Sponsored by Wiley

Chair: Christine Hall

Come and hear the Literary and Journal of Research in Reading winners talk about their articles!

The Literary winner is for the following paper: Sue Ellis and Vivienne Smith - Assessment, teacher education and the emergence of professional expertise. Volume 51 Number 2.

Wayne Tennent, chair, writes: “This paper presents an original tool for the assessment of literacy. The development of this tool is based on the premise that current literacy assessment practices are overly-focused on the cognitive aspects of children’s literacy development, and notes the virtual absence of social, cultural and personal factors. The literature used to support this premise is relevant and presented in a clear, precise manner. The model itself outlines three domains: cognitive knowledge and skills; social and cultural capital; and persona-social identity. Data is presented to show how student teachers have used this tool to provide rounded assessments of the children they teach, whilst also providing them with opportunity to use this evidence formatively. The assessment too has the potential to have a major impact on classroom practice in terms of how assessment is approached. Thus, it makes a significant contribution to literacy assessment.”

The Journal of Research in Reading (JRR) winner is for the following paper: Frauke Meyer, Kane Meissel and Stuart McNaughton - Patterns of literacy learning in German primary schools over the summer and the influence of home literacy practices.

Wayne Tennent, chair, writes: “This study investigates the concept of the ‘summer learning effect’ (SLE). The SLE describes a scenario where progress in reading and writing either stalls or drops during the extended summer break, particularly for those children from poorer and ‘minority’ communities. The study is set in two German primary schools.
where the intake is of contrasting socioeconomic status. The study uses both quantitative and qualitative approaches including standardised reading and writing measures, parent’s questionnaires, literacy logbooks, and student and parent interviews. It found that, as with previous studies, there was a significant ‘Summer Learning Effect’, as reading comprehension stalled and there was a significant dip in writing. However, while they found that socio-economic status provided one factor, it was family literacy practices which were more likely to be a mediating factor in lessening these stalls and dips. While the study took place in the context of German schools it has implications for school systems generally and how summer learning might be approached."

Saturday July 7th 16.10 – 16.50
Parallel Session I

The Brenda Eastwood Award 2018

Chair: Janet Douglas Gardner
Shortlisted nominees.

Our new award for good practice in teaching for diversity and inclusion, is in memory of a much loved friend and colleague. The Brenda Eastwood award invites UKLA members to nominate schools, Early Years practitioners, teachers, HE Tutors, consultants or librarians who have shown good practice in empowering children to respect and appreciate diversity. The nominated work need not, of course, include all these features but should reflect awareness of active and committed pedagogy to support diversity and inclusion in terms of: gender, ethnicity, religion, disability, LGBTQ, socioeconomic status, national origin or age.

In this session some of the shortlisted nominees share their practice and the impact this has had locally, globally and internationally.

Sunday July 8th 10.05 – 10.45
Parallel Session N

The UKLA Student Research Prize 2018

Chair: Susan Jones
Award winner: Chris Bailey

The Association’s Student Research Prize is awarded to high quality research conducted by student members, who are nominated by their supervisors. This Prize 2018 is awarded to Chris Bailey for his PhD thesis, ‘Investigating the Lived Experience of an After-School Minecraft Club’.

This qualitative study explores and illuminates the lived experience of a group of ten and eleven year-old children, playing in and around the popular multiplayer, sandbox videogame, Minecraft, during a year-long after-school club. Drawing on the work of Deleuze and Guattari (1987) the research employs a playful and emergent methodology, referred to as ‘rhizomic ethnography’, which provides a suite of approaches as a means of exploring the complexity of the social world.

The thesis represents a significant and ambitious contribution to our understanding of the playful and emergent nature of children’s creative and collaborative meaning-making. It is elegantly written and innovative in the use of comic strip and visual imagery to present complex theoretical ideas and the richness of classroom practice.

The award will be presented at the wine reception before the gala dinner on Saturday. There is an opportunity to hear Chris present his research at this seminar.

Sunday July 8th 11.10 – 11.50
Parallel Session O
Reviewed by the United Kingdom Literacy Association.

The Reading Cloud is a technology-enhanced reading programme developed for schools. It aims to support children’s reading and writing experiences, ignite their interest in literature and extend reading at school to home spaces.

The programme offers a number of features that are likely to appeal to teachers of English at KS1 and KS2. To support children’s interest in literature, children have the option to read about authors’ biographies, ‘meet the author’ in an online video and request a book of their choice from the local library (if the programme is linked to the school’s local public library). The programme supports children’s reading experience by offering them suggestions for who to read next and cataloguing their reading choices.

In addition, the Reading Cloud is a great platform for a community of readers. Children can share their interest in specific books through ranking most popular titles, allocating likes and stars to their favourite books or writing their own reviews. Moreover, Reading Cloud builds and promotes conversation around books through several community-oriented tools. For instance, children can chat about the books, see what is ‘trending’ among their friends and what their classmates liked or requested from the library. The space is constantly updated with selected Facebook and Twitter news.
Friday 6th July

**08.30 – 9.15 Registration**  
(Calon Lobby)  
Tea and Coffee available  
Exhibitors’ ‘Lightning Talks’ Bookshops open

We will be hosting a series of Lightning Talks during morning registration (08.30 – 09.15), during which our exhibitors will talk about their work, ideas, and opportunities.

Each talk lasts up to 5 minutes, and is intended to foster dialogue between participants and exhibitors during the conference.

Head to the Calon Lobby to grab a hot drink and join in the session.

Hosted by Andrew Lambirth,  
UKLA Past President

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**09.15 – 10.30 Welcome**  
(Calon 1)

Opening Address  
Kirsty Williams AM,  
Cabinet Secretary for Education,  
National Assembly for Wales

Introduced by Jo Bowers,  
Cardiff Metropolitan University

Introduction to Conference  
Cathy Burnett, President Elect

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**10.40 – 11.20 Parallel Session A**  
(Breakout rooms)

**A1**

**Symposium**  
**Prescriptive pedagogies, privileged theories in literacy education: an international comparison of ‘zones of promoted development’ and officially sanctioned discourses**

Jill McClay, University of Alberta;  
Liz Chamberlain, the Open University;  
Paul Gardner, Curtin University;  
Malai Zeiti Hamad, Brunei;  
Runar Sigfússon, University of Akureyri;  
Mary Roche, MIC;  
Alice Manning, Colegio Britanico de Seville;  
Judy Parr, University of Auckland;  
William Bintz, Kent State University

In 2016 and 2017, the UKLA appointed some of our international members to serve as ‘Country Ambassadors,’ with the aim of facilitating connections and awareness of common issues amongst UKLA and other country-level literacy organizations. Following a well-received symposium at the 2017 international UKLA conference, we aim to broaden the conversation with a symposium that will be highly participatory. We invite participants to consider three questions: To what extent are there prescriptive pedagogies in literacy education? To what extent are there privileged theories in literacy education? What connections can be drawn between and among these pedagogies and theories? This moderated symposium will include contributions from representatives from the United Kingdom (Liz Chamberlain), Australia (Paul Gardner), Brunei (Malai Zeiti Hamad), Canada (Jill McClay), Iceland (Runar Sigfússon), Ireland (Mary Roche), Spain (Alice Manning), New Zealand (Judy Parr), and USA (William Bintz).

Literacy researchers and teacher educators in many countries face similar challenges in advocating for appropriate pedagogies and assessments in contrast to the ‘policy-based evidence’ that forms the basis of many state, regional, and national systems of accountability in education. This symposium is intended to take a broad focus, crossing boundaries that often arise with respect to various forms of literacy in order to consider what pedagogies and theories are permitted, privileged, or required in literacy education in diverse contexts. The consideration of these questions in international contexts will, we hope, foster dialogue and help develop strategies that support productive literacy education.

While in some jurisdictions certain approaches are virtually prescribed (through ‘scripted instruction’ and other forms of influence), in others, the curriculum, the mandated assessments or even the sanctioned resources for teaching and for professional development all contribute to a ‘channeling’ (see Valsiner and the notion of ‘zones of promoted development’) of teacher practice. Such prescription and channeling limit the agency of teachers and students alike: the agency of teachers to vary teaching approaches appropriate for their students and the agency of students to make choices regarding their learning.

In this symposium, ambassador participants will examine and analyse the official ‘discourse’ in their countries regarding pedagogy/approaches, noting the ‘form’ and ‘origin’, including privileged theories, of the influence. Additionally, where there is evidence available, they will discuss the outcomes; for example, a recent (2017) Teachers College Record article on culturally responsive pedagogy notes that, even 20 years after its ‘birth'
(and after numerous other ‘efforts’ like NCLB, etc.), there still exists the same achievement gap between students of colour and other ethnic groups in the US. In the first half of the symposium, the organising participants will provide the international context and a stimulus for the discussion by detailing one example of officially sanctioned discourse/pedagogy/approach and its impact in their own context. In the second half of the symposium, audience members will contribute their perspectives and ideas.

A2
Seminar Presentation
Audience: CT, LC, LC, R, TT, S
Room: Brecon
The nourishment of ‘dis-interested’ engagement in poems: lessons from the Power of Poetry project
Andrew Lambirth, University of Greenwich; Charlotte Hacking, CLPE

The Power of Poetry was a yearlong programme of workshops, co-delivered for in-service teachers by The Centre for Literacy in Primary Education (CLPE), four poets and an anthologist as expert tutors. The project was designed to highlight the importance of poetry as a vehicle for improving children’s engagement in and enjoyment of reading and creative writing in schools. The project ran over two terms of an academic year, from February 2017 - July 2017. Each poet involved co-developed and led one of the days. Data from the project were collected by interviewing teachers, taking field notes, teacher evaluations, teacher case study notes and children’s work. In this seminar the presenters, one of whom led the project, will describe the project and discuss some of the data collected from the evaluation, including the impact on teacher’s own subject knowledge and attitudes to reading and writing poetry and, in turn, those of their children. The role of the poets in the project as artists will be discussed and how they played a significant part in the way teachers began to report feeling empowered to read and write poetry and make poetry have a more significant place in their classrooms.

A3
Research Report
Audience: CT, L, LC, R, TT, S
Room: Kidwelly
The influence of the National Reading Tests on teaching and learning of reading strategies: a Welsh secondary school case study
Jane Nicholas, NFER Cymru

In 2013, in the face of concern about low literacy standards, standardised reading tests for 7-14 year olds became statutory in Wales. International research literature shows polarised views about the effect of high stakes tests on education standards, while suggesting that a combination of teaching reading strategies, offering feedback on performance and the promotion of reading, increases pupils’ self-efficacy and confidence levels. By means of a case study, this paper considers the impact of the tests on the teaching and learning of reading strategies and on pupils’ attitudes towards reading. A sample of 302 12- and 14-year-old pupils were surveyed; focus groups were undertaken with a sub-sample and interviews held with key staff. While pupils showed awareness of a variety of reading strategies, and reported high levels of confidence in preparation for the tests, there were mixed reactions towards specific whole school literacy sessions. Generally, older pupils’ attitudes to reading were more negative. Furthermore, an emphasis on accountability had led the school to focus on test preparation at the expense of using the results diagnostically.

A4
Seminar Presentation
Audience: CT, LC, LC, R, TT, S
Room: Pembroke
Teachers’ voices: evaluating the Phonics Screening Check
Jane Carter, University of the West of England

The Phonics Screening Check was introduced in 2012 for all children in Year 1. Despite the government’s own evaluation in 2015 showing that the Check had not had any identifiable impact on children’s reading attainment, it is now being promoted in Australia as a way to improve reading. There have been many criticisms of the Check in relation to its reliability and appropriateness as an assessment for early reading. Supporters of the Check see it as a valuable tool enabling teachers to identify children who are not making sufficient progress in phonics. Last year at the UKLA conference I presented some initial findings of my doctoral research that foregrounded the voice of the child in an ‘alternative evaluation’ of the Phonics Screening Check. This year, the session will present further findings focusing on the voice of teachers. Teachers demonstrate their commitment to developing children as readers but share how the Check has made them focus practice on ensuring children ‘pass’ the Check rather than make progress as readers. The findings will explore the disempowerment of teachers, the changes in teachers’ practices, including the teaching of pseudo words and the implications for children developing as readers.
In this research paper, I report findings from three group interviews with early years teachers that explore how children are supported to become writers in a diverse and technologically-evolving 21st century textual landscape. In these interviews, teachers talked candidly about how they promote and encourage very young children’s ‘writing’, ‘composing’ and ‘text making’ in settings that can be seen to embrace and resist the affordances of digital technologies. Discussions particularly explored how digital resources and practices using these resources can be regarded as supportive of the writing process. The accounts constructed through the group interview process illuminate the possibilities and tensions involved as teachers work to promote young children’s writing in digital times. This project has been supported by a UKLA research grant.

There is a growing body of academic work that employs visual dimensions, including comics and other forms of graphic narrative, as a means of communicating research and presenting complex theoretical concepts. Less well explored, however, are the ways in which researchers could make use of images as an integral part of their own sense-making processes. In this presentation I draw on two projects that employed visual methods in relation to aspects of multimodal, digital literacies: an ethnographic study of children’s play in an after school Minecraft club, and Gaming Horizons, an EU funded project examining the role of video games in society. I will consider how employing visual methods and comic-based outputs in both projects helped to develop thinking and contributed to the generation of new ideas. With reference to my own work, I will demonstrate how illustrated comic strips provided a valuable space for thinking, developing theory and illuminating concepts. Whilst suggesting that such methods have potential for developing creative methodological approaches in relation to literacy research, I will also propose that research outputs that include visual elements are also texts worthy of close analysis themselves, particularly in relation to the way in which they represent participants and research partners.

The arts have the potential to impact student writing. Drama paired with revision in writing could allow students to ‘re-see’ what they have written and revise based on intuitiveness, feelings, and aesthetics. The goal of this six-week, naturalistic inquiry, arts-based research design study was to explore how middle school students experience embodied literacies in their drama elective and their experience with revision through students’ creations of performance vignettes that represent their fictional stories. Research questions include: 1) How does drama stimulate revision in writing?; and 2) How do students describe their experience with drama in the writing process? Participants included thirteen 6th grade and three 8th grade students, ages 11-14, enrolled in a drama elective at an international K-12 school in Warsaw, Poland. Six findings will be discussed: 1) how students describe the overall process of translating their writing into dramatic performances and puppetry; 2) how acting out their writing stimulated additional ideas for their stories; 3) how some students had concerns and difficulty in translating their flash fiction pieces from narrative to script format; 4) how students embodied their stories; 5) how aesthetics played a role in transmediation; and 6) how students discuss group collaboration in drama and writing. Video-footage and photos will be shared.

The National Curriculum (2013) has specified reading comprehension as one of two elements of teaching reading, alongside phonics. Whilst schools are testing reading comprehension, there has been little research into current reading comprehension practices in the UK. Durkin’s (1978) observations of reading comprehension instruction in America found a lack of teaching comprehension. Instead, the teachers assessed whilst the pupils did ‘busywork’. Given current policy that promotes reading comprehension, these case studies examine if primary teachers incorporate instruction of reading comprehension explicitly or tacitly. Reading comprehension is characterised by an active interaction between reader and text. My enquiry considers the teacher’s role in this dynamic process. Early findings from semi-structured interviews indicate that although teachers are familiar with the metalanguage of teaching reading they are troubled by how they formulate pedagogies of reading into daily practice. Other areas of interest that have emerged include the impact of policy, individual attitudes to reading and self-efficacy. My research aims to
understand more about the behaviours, perspectives and interactions of teachers when teaching reading comprehension. Early findings will be presented and further discussion encouraged for this work-in-progress.

A9
Workshop
Audience: AL, CT, LC, LC, R, TT, S
Room: Portmerion

What makes for an effective teacher of literacy in the early years of primary education and the impact of Station Teaching?

Dympna Daly, Bantry, Cork, Ireland

This paper reports on the research on effective teachers of literacy in early years’ classrooms and specifically the implementation of Station Teaching and its impact on pupil achievement and teacher professionalism. Station Teaching occurs when a class is divided into 4 or 5 groups of similar ability and the pupils engage in key literacy activities at different Stations. Overall there is an emphasis on literacy as holistic involving all four modes of listening, speaking, reading and writing. The notion of a small group is also central inviting full, meaningful participation of all learners.

A video clip is shown of Station Teaching in operation in a Primary 2 classroom. Audience discussion is invited about effectiveness in early literacy, the nature of interaction, the agency of learners, and assumptions about team teaching. Research findings converge to show that quality classroom instruction in the early years of school is the single best weapon against reading failure. This workshop presents an opportunity for participants to share perspectives and experiences across regions and nations on effective teaching of literacy under general classroom practice and effective early intervention practice.

A10
Research Report
Audience: CT, L, LC, R, TT, S
Room: Monmouth

Learning to read and learning to be a child in Singapore: literature across cultural contexts

Sally Ann Jones, The National Institute of Education, Singapore

This paper reports on a six-month ethnographic study into reading in one class at each of three English-medium primary schools in multilingual, multicultural Singapore. The paper focuses on reading lessons and draws on theories of reading education and childhood studies. Observations of reading lessons constitute the data for the paper, contextualized by interviews with the participants: 76 nine-year-old children, their English teachers, and some parents. Apart from the national reading curriculum, each school taught a literature text. While the texts were decided by the English departments, the three individual class teachers had autonomy in how they would teach the books. Interesting findings are that the texts selected by schools were of varied origins and genres: a British picture book, an American series book, and a Chinese moral tale. Different versions of childhood were depicted in each of the books, and, as teachers taught the skills of reading, so they demonstrated to children which aspects of being a child were valued in each school. This was accomplished through variations in the three teachers’ pedagogies and types of classroom discourse. The paper considers the implications for reading education and identity construction when literature crosses cultures and settles into a national reading curriculum.

B1
Symposium (Cont’d)
Audience: AL, CT, LC, LC, R, TT, S
Room: Calon 1

Prescriptive pedagogies, privileged theories in literacy education: an international comparison of ‘zones of promoted development’and officially sanctioned discourses

Jill McClay, University of Alberta; Liz Chamberlain, the Open University; Paul Gardner, Curtin University; Malai Zeiti Hamad, Brunei; Runar Sigporsson, University of Akureyri; Mary Roche, MIC; Alice Manning, Colegio Britanico de Seville; Judy Parr, University of Auckland; William Bintz, Kent State University

B2
Seminar Presentation
Research Report
Audience: AL, CT, LC, R, TT, S
Room: Brecon

Creative makers, critical thinkers: empowering elementary school students through maker mindsets and digital story production

Jennifer Rowsell and Amelie Lemieux, Brock University

This study frames literacy practices as moving utterances of elementary school students’ (age 8-10) animated story productions through Do-it-Yourself (DIY) and Do-it-Together (DIT) approaches. Involving art professionals, media producers, teachers, educational researchers and students of the Southern Ontario region, the research project exemplifies how the maker movement in education fosters creativity and shapes critical thinkers. That is, the two main objectives of the research are to: 1) empower elementary students in their creative digital story making, and 2) contribute to ongoing maker education studies by investigating student making processes. We opted for a qualitative framework to reveal in-depth data accounts of student, teacher, and art professional renderings.
of ‘making.’ Conducting fieldwork over 5 weeks, we collected ethnographic observations of 19 elementary school students’ participant-made productions. We also recorded interviews with students, teachers, and a digital animation specialist. This research points to evidence highlighting how students express their creativity and communal drive (Halverson & Sheridan, 2014) through making. That is, students experience agentic ways of knowing and doing, fostering further engagement in learning. Teachers’ and art professionals’ insights on making allow for deeper understandings of curriculum needs in terms of assessment and instruction. Educational researchers and teachers alike will find in this presentation concrete opportunities to engage in discussions on makerspace techniques and maker agency development.

B3
Research Report
Audience: CT, LC, LC, R, TT
Room: Pembroke

‘A liberal education for all: The ongoing relevance of the ideas of Charlotte Mason (1842-1923)

Gabrielle Cliff Hodges,
Formerly the University of Cambridge
Faculty of Education

This paper invites participants to review Charlotte Mason’s philosophy of education, in particular her thinking about young readers. It explores her argument that all children are born ‘persons’ who should therefore be empowered to take responsibility for their own education, not simply learn by rote. Mason also perceived education as relational, encouraging learners to make connections between different strands of the curriculum and see their studies as purposeful. Although her historical context was very different, this paper suggests that some of her ideas may still have relevance for a rapidly changing world of 21st century literacy. It draws on Mason’s textbooks which recognise the importance of learning being relational; in them, she explicitly attempts to connect ideas across literature, science, art and geography. Moreover, since she also saw learning as embodied, her textbooks encourage learners to understand the world from being out and about in the streets and countryside beyond the schoolroom as well as actively exploring concepts within it. Finally, the paper will refer to archival research which shows Mason’s ideas in practice in a rural school in the early 20th century. It describes how a headteacher, children and their parents, actively shared funds of knowledge to extraordinary effect.

B4
Seminar Presentation
Audience: AL, CT, LC, R, TT, S
Room: Kidwelly

Investigating spelling - the journey continues

Miranda Dodd, University of Southampton; Natalie Wilcox, Kanes Hill Primary School

At the conference in 2017 we reported on a project in Southampton schools, where teachers were investigating the teaching of spelling. The project has continued this academic year with some individual teachers from the original project developing their findings across their schools and new schools joining the project. Based on the available research evidence, and the findings from the previous year, teachers and schools are developing their practice in the teaching of spelling and researching the effectiveness of these developments. This seminar will present the findings from 2017-18, including demonstrating some of the approaches explored. These include adopting a more investigative approach, developing children’s spelling consciousness and including a much greater focus on talk around a range of spelling strategies. The group is particularly looking at how we can help children who find spelling challenging and at the development of teachers’ understanding of effective assessment and pedagogy in this area.

B5
Research Report
Audience: CT, L, LC, R, TT, S
Room: Tredegar

Critical visual literacy and picture books: how to support children’s critical thinking about text and image, colour and other modes

Uta Papen, Lancaster University

In this paper, I present findings from a collaborative action research project on critical literacy for primary school children. In the project, we (a literacy researcher and a primary school teacher) implemented a series of interactive reading circles with children in years 5 and 6. Inspired by the work of Mary Roche, we used picture books to introduce critical discussions of topics such as animal welfare, gender relations, migration and war, taking account of text and image. The main research questions were to what extent the children were critical reader-viewers and how we could best facilitate this practice. The data include observations, audio-recordings of the circles and group discussions with the children. Our findings reveal that the children enjoyed looking closely at the pictures. When prompted by us, they engaged in discussions of colour, size or gaze. But this way of looking was unlike their usual reading practices. They were not used to thinking about the illustrators making choices. The difficulty for us was how we could best prompt and model critical visual analysis without cutting off the children’s own engagements with the books or imposing our ideas on them. In the talk, I discuss how we sought to deal with this dilemma.
B6

Workshop
Audience: CT, LC, TT, S
Room: Portmerion

Teaching writing creatively to stretch and challenge: using modelled and shared writing to articulate the skills

Jane Andrews, Herts for Learning

Many of us will have experienced writing outcomes in our class where two children meet the expectations and requirements for age-related standards but one of them has a style and voice which clearly makes it more effective than the other. Unpicking and articulating the difference is a key skill for teachers of writing. The process of modelled and shared writing provides stretch and challenge for all, specifying how good writing becomes great writing and, crucially, providing the support to get there. It exemplifies the detail of each stage of the writing process and helps all children adopt style and authorial voice. In this session, you will engage in practical activities to consider the core principles of modelled and shared writing and will consider how the exemplified approaches may be used to develop a writers' culture in class. Through the exploration of a range of methodologies and texts you will be inspired and have developed a deeper understanding of technically accurate and creative writing in Key Stage 2.
of narrative. I shall argue that we sell children short if we regard this as merely a useful adjunct to the acquisition of print literacy: moving-image media are an immensely important part of our culture, and literacy teachers need to recognise, and value, their place in children’s learning.

12.20 – 13.00 Parallel Session C
(Breakout rooms)

C1
Research Report
Audience: CT, R, S
Room: Calon 1

Questioning moves for student meaning making
Christine Edwards-Groves and Christina Davison, Charles Sturt University, Australia

Asking and answering questions is the staple interactional machinery constituting classroom lessons. It is the prominent and formative pedagogical structure that shapes any lesson at any stage of schooling. But who asks the questions? What kinds of questions? What kinds of responses do questions evoke? By whom?

This paper presents research examining shifts from the mainstream dominance of teacher-questioning evident in typical initiation-response-feedback (IRF) practices, towards reconsidering the work of the second and third turns after a question. Through an eight-month funded action research study, 12 teachers from New South Wales, Australia, examined their own interaction practices to build projects focusing on developing more dialogic approaches to pedagogy.

Analysis of video-recorded lessons establishes the interactional accomplishment of dialogic change among teachers and students; more specifically it identifies the ways changed classroom exchanges contribute to student’s meaning making in literacy lessons. Findings interrupt the prevalence of teacher-led questioning to examine the role of student-initiated or student-led questioning as contributing to making meanings through their talk and inter-action. This shift of footing required teachers learning, understanding and reconsidering the ways different questioning moves address literacy-learning goals. The paper contributes to research advocating dialogic pedagogies as central for opening up communicative possibilities for meaning making in lessons.

C2
Workshop/Research Report
Audience: CT, L, LC, R, TT, S
Room: Pembroke

Bringing literacy to life: owning ideas and putting energy into writing
Judy Waite, University of Winchester

This workshop will outline a study around creative processes linked to the writing of fiction, which also had value across the curriculum. The focus was on selected pupils (KS2 Year 5) who, although they could articulate ideas verbally, struggled to transfer this enthusiasm into their writing. Research shows that learners often write more powerfully when initial inspirations come from individual experiences. Activities therefore drew from a familiar setting - the pupils’ own school - and the premise was grounded by discussion around history versus present-day. Through discussions, mind maps, experiential observations and character developments, pupils were steered through a story framework and wrote sections of their story over a four-week period. They received feedback at each stage and as the writing became more detailed the focus shifted to quality of content, specifically related to ways writing can be both visual and dramatic. The session will outline the project and its outcomes, invite delegates to engage with process and offer templates that can be adapted for individual school and pupil needs. This creative-writing workshop draws from the ongoing research of a published children’s author and senior lecturer in creative writing (HE) whose focus is on developing creative methodologies within a classroom context.

C3
Research Report
Audience: CT, LC, R, TT, S
Room: Kidwelly

Exploring digital out-of-school identity construction and literacy practices of two teenagers: a case study
Julia Rodriguez, Savitribai Phule, Pune University, Pune, India and Université de Cergy Pontoise, Paris, France

Teenagers’ online activities can reveal rich and varied literacy behaviours. While these teenagers may experience cultural and linguistic apartness and struggle to express their identities at school, many develop identities digitally using their literacy skills in a productive, engaged, and anonymous fashion. When viewed through a Multiliteracies lens, a closer analysis of the predispositions, social attitudes, and activities of these teenagers reveal significant educational advantages that may go undetected in the traditional classroom. This thesis presents a qualitative case study, involving two teenagers, who actively sought out and engaged in online spaces to establish identities, practice multimodal literacies, and seek out affinity groups in keeping with their personal interests. Findings reveal that out-of-school multiliteracy practices are sophisticated, multimodal, real and meaningful for identity construction in teenagers. Their online and offline worlds melt in a way that differentiation for them is non-existent. Literacy and identity practices do not seem to be bound to the physical place in which they take place, to generational gaps or digital native divides, but to actual opportunities to develop and implement them. The digital can provide equitable access to multiliterate practices in the classroom through the recognition of those already happening in non-academic environments.
"Navigate is when you use a Sat Nav!": results of a short-term vocabulary intervention for children learning English as an Additional Language in Year 4

Chris Dixon, National Foundation for Educational Research

Around 20 per cent of primary school pupils in England are learning English as an Additional Language (EAL). Educated in mainstream classrooms alongside their monolingual peers, pupils with EAL are expected to acquire reading and writing skills in a language which they may not have mastered orally, potentially placing them at risk of underachievement. Specifically, EAL learners are often found to show weaknesses in their vocabulary knowledge and reading comprehension, but research on targeted interventions for this population in England is rare. This paper presents the methods and results of a short-term, low-intensity vocabulary teaching intervention with nine EAL learners in primary school Key Stage 2 (age 8-9). After a total of 3.75 hours of one-to-one instruction with speech and language therapy students, 7 out of 9 children showed robust gains in their receptive and expressive knowledge of rich ‘Tier-2’ vocabulary (e.g. furious, purchase, distant), which were maintained six months later. This preliminary study presents evidence for the potential effectiveness of vocabulary instruction for EAL learners and aligns with national curriculum guidance for the expansion of all pupils’ vocabularies in lower Key Stage 2. Practical implications of results are discussed.

Literacy as meaning making: exploring cultural ‘ways of being’ with pre-service teachers through multimodal approaches

Kinga Varga-Dobai, Georgia Gwinnett College, USA

The purpose of this presentation is to discuss how various multimodal projects (literacy river, cultural selfies) provided opportunities for pre-service teachers to explore their Funds of Knowledge and cultural ways of being, and engage with literacy as a meaning making process. The concept of FoK builds teachers’ knowledge of their students, connects home and school, and out-of-school and school literacy; it is a crucial component of culturally sustaining pedagogy that calls for teaching practices that recognize and sustain the importance of cultural ways of being as a source of knowledge. Thus, teachers need to become researchers and investigate, ask questions, get to know the families, and listen to the stories children tell. To become familiar with this type of work, pre-service teachers in this project first engaged with their own self-discovery. Through object narratives, poetry, collage, photographs they explored their own ways of being evident in their literacy practices, family values, as well as cultural biases and discomforts. As they explored the various aspects of their life, they also used literacy as a form of meaning making and tool of sense making. I will share examples of multimodal projects, and I will argue that this work contributed to intercultural learning. e.

The power of prosody

Penelope Slater, Herts for Learning

Effective modelling of prosody is at the core of the Herts for Learning Key Stage 2 Reading Fluency Project. Followed by echo reading, text marking and multiple opportunities for performance, this combination of strategies has proved effective for raising standards in reading comprehension for the vast majority of pupils involved in the project. In this research report session, I would like to share findings from the project, and offer insights into the strategies that have proved most effective. Evidence and impact sharing will involve analysis of clips of year 6 pupils reading challenging texts both pre and post the 20 minute teacher-led reading session, as well as analysis of data yielded from the comprehension test that all children on the project undertake (YARC test). What is most notable is that, alongside the development of comprehension skills, the children involved in the project develop in other ways: stamina improves; confidence grows; enjoyment of reading flourishes. Ultimately, the project aims to increase the number of pupils reaching the Expected Standard in reading at the end of KS2; fortunately, as well as placing many children on a good trajectory to meet this aim, it does so much more besides!
Systematic synthetic phonics: a possible cause of pupils’ literacy difficulties

Jonathan Solity, Optima Psychology

Since 2010 the Government has adopted systematic synthetic phonics (SSP) as the fundamental approach to teaching reading. It subsequently approved several commercial SSPs that were recommended to schools. This seminar presents the results of a study that investigated the merits and limitations of these programmes. A database was created of approximately 1300 ‘real books’, for students aged between 4-8 years of age, containing over 1.2 million words. An algorithm was developed to analyse the content of each book in terms of the individual words and GPCs required to read each book. This made it possible to identify the percentage of each book that a pupil would be able to read if they had mastered all the ‘tricky words’ and GPCs in four Government recommended SSPs (Jolly Phonics, Read Write Inc, Letters & Sounds and THRASS). The analysis indicated that: (i) approximately a third of the GPCs taught by commercial SSPs are low frequency in children’s literature and so teaching them is questionable; (ii) teaching more than one phoneme for a grapheme creates too many plausible phonically decodable pronunciations; (iii) SSPs ignore the role of vocabulary knowledge in phonic decoding; and (iv) phonically decodable texts do not provide sufficient opportunities for pupils to apply their phonic knowledge in a diverse range of contexts. These flaws in commercial SSPs are potentially a major cause of pupils’ difficulties in learning to read.

Academic literacies (themed session)

C8a Enhancing first year university education students’ critical literacy skills through literacy pedagogy

Tsebe Wilfred Molotja, University of Limpopo

University first year students are often overwhelmed with challenges regarding academic literacy. This study investigates the effect of the academic literacy module (HC0E 011/012) in addressing the challenges faced by first-year students for a period of two academic years. The module caters for about 700 first-year university students registered for Science and Commercial modules in the School of Education. The study follows a mixed approach where all registered students in the Science and Commercial modules were purposefully sampled. The study aims at evaluating the impact of the module (HC0E 011/012) and then effect changes to enhance its impact on students’ success.

C8b Improving students’ academic reading proficiency through tutorials

Naomi Boakye, University of Pretoria, South Africa

The majority of first-year students are not able to meet the reading demands of tertiary studies. As a result a number of students either read few of their assigned texts and with little comprehension or do not read them at all. Yet reading of texts with a high level of comprehension at tertiary level is important for successful academic performance. Various techniques have been adopted by educators to get students to read and to comprehend the texts they read. However, very little if any research has been done with first-year Sociology students from diverse backgrounds. This paper reports on a study using the tutorial system to get first-year Sociology students to read their assigned texts and to comprehend what they read successfully. Techniques such as role plays, collaboration and explicit strategy instruction were combined during Sociology tutorials. Students wrote pre- and post-tests, and completed questionnaires before and after the tutorial intervention. In addition, the students’ performance in assignments and final examinations was compared to that of the students of the previous year. The results showed that the tutorial intervention of combined techniques had yielded dividends. T-test results showed that the students had performed relatively better in the post test. The data from the questionnaires also showed positive response. In addition, the tutors who conducted the tutorials, and the lecturers who taught the students reported that the students’ performance in assignments and final examination was better than the previous year, both in the quality of their writing, and the overall average. The paper concludes in support of a reading tutorial programme that uses various techniques to encourage students to read, and to enable them to read with the required level of comprehension.

13.00 – 13.50 Lunch Urban restaurant and bar, First Floor (plus some sandwich grab bags in the Calon Lobby)

Lunch with the UKLA International Sub-Committee to welcome international members – look out for the reserved tables with UKLA balloons.
and perhaps our pupils’ anecdotes – often ones we never get to hear – help them to define themselves.

Michael Rosen describes the anecdote as a ‘highly undervalued, uncherished area of human creativity’; anecdotes and anecdotal speech are often perceived to be a distraction from the true learning that goes on in classrooms. Harnessing their errant unpredictable power with pupils can support the development of more authentic teacher and learner identities, of more meaningful writing and of stronger relationships in the classroom.

After several experimental forays into what happens when anecdotes are celebrated and placed more centrally in the teaching of reading and writing, I am more motivated to respect the tangential as a means to weaponise spontaneity, to promote expression and to foster criticality. Two weeks have been spent writing poetry in the forest. Cartoons have been drawn representing the stories of our bodies, with each scar narrated and the backstory of each limb interrogated. More questions have been asked where previously, facts might have been shared. What have been the results of this?

Could the anecdote be a quietly forceful ally in the battle against the stifling influence of what Stephen J Ball describes as ‘the terrors of performativity’?

14.55-15.35 Parallel Session D
(Breakout rooms)

D1
Symposium
Audience: CT, L, LC, LC, R, TT, S
Room: Calon 1

Maker literacies: international perspectives
Jackie Marsh, University of Sheffield; Anne Burke, Memorial University, Barbara Comber, University of South Australia; Lisa Kervin, University of Wollongong; Amelie Lemieux and Jennifer Rowsell, Brock University; Becky Parry, University of Nottingham; Fiona Scott, Sheffield Hallam University; Rebekah Willett, University of Wisconsin-Madison.

In this symposium, research on makerspaces, which are spaces that offer participants opportunities to create using a wide range of tools and artefacts which might include digital fabrication tools, such as laser cutters and 3D printers, is shared. There will be five short presentations/’slams’, followed by comments from the discussant, Dr Becky Parry, University of Nottingham, UK. The symposium will end with a plenary session/discussion.

Maker Literacies: Exploring a Concept
Jackie Marsh, University of Sheffield, UK; Fiona Scott, Sheffield Hallam University

This paper will draw on data from an EU H2020-funded project, ‘Makerspaces in the early years: Enhancing digital literacy and creativity’ (MakeEY) in order to explore the concept of ‘maker literacies’. Case studies were conducted in four nurseries and schools in Sheffield, in which artists and makerspace staff worked with early years practitioners in providing pop-up makerspaces where children had opportunities to create multimodal, multimedia texts using a range of tools, including the use of virtual reality.

Young Social Entrepreneurs and Maker Literacies
Anne Burke, Memorial University, Canada

Makerspaces provide many opportunities for the development of the social imagination and creativity through tinkering, problem solving, and logic. This Canadian project looked at early years practitioners’ use of environmental children’s literature focused on a new oceans ethics alongside maker space tools and devices to assist children with the design of children’s social entrepreneurial creations to address global warming, and the conservation of our oceans and animals. This paper recounts the partnership of an early years research centre with an ocean focused science centre, and describes how children engaged in entrepreneurial maker literacies.

Re-configuring the early childhood classroom as a multi-media maker space
Lisa Kervin, University of Wollongong; Australia and Barbara Comber, University of South Australia

Early childhood classrooms that are transformed into multi-media maker spaces with technology provide opportunities for children to engage deeply with content as they experiment and design ways to represent and communicate understandings. In this classroom case study we explicate how opportunities for Year 1 children (aged 6 years) to engage with factual information as readers, illustrators, authors and creators, using a range of resources (including factual texts, Internet searches, cardboard, found resources and digital technologies) enabled them to create complex multimodal representations of their knowledge.

Sensorial wonderment in the Maker Literacies research project
Amelie Lemieux and Jennifer Rowsell, Brock University, Canada

Based on a larger three-year research project entitled Maker Literacies, we will focus on four telling artifacts that illustrate what we will describe as sensorial wonderment to untangle the properties of such maker work and their implications for maker-based research. Maker Literacies adopts a qualitative, participatory framework to reveal in-depth data accounts of student, teacher, and art professional renderings of ‘making’. In the presentation, we will explore the possibilities of the maker movement for literacy researchers and the necessity to untangle some of its assumptions and practices.

Libraries, maker programs and maker literacies
Rebekah Willett, University of Wisconsin-Madison, USA

In literature on the maker movement, makers are sometimes described as ‘tinkerers’ who have a ‘playful mindset’ which is embodied in their tinkering activities. Further, authors indicate a range of dispositions that result from maker experiences, including a sensitivity to design and an inclination to build, tinker and hack. This paper focuses on one arts-based maker program that runs across nine public libraries and numerous locations including schools, a shelter home, and a community center in Madison, Wisconsin. The paper presents research funded by the Institute for
Since 2006 politicians have increasingly controlled the literacy experiences in classrooms in state funded primary schools in England and dictated the curriculum in universities involved in the education of teachers. Ministers have insisted that the best method of teaching reading to all children is by synthetic phonics ‘first, fast and only’, which is now mandatory. Since 2012 a statutory requirement in state schools in England has been for all children to be tested towards the end of Year 1 (about six years of age) on a phonics screening check, initially claimed to be a ‘light touch diagnostic assessment’. Children who ‘fail’ to read correctly aloud 32 of the 40 words (20 pseudo words and 20 real words) are required to re-sit the check the following year. This has become a high stakes test with DfE and Ofsted requiring schools to increase the percentage of children who pass the check year on year. The check has intended and unintended consequences for the learning environment of young children in primary schools in England.

In April 2017, the Education Standards Minister, Nick Gibb visited Australia and persuaded the Federal Minister that their literacy problems would be solved if they adopted this highly successful phonics screening check. Since then the Federal Minister has been attempting to enforce it on the states, which in Australia are responsible for education. This endorsement has strengthened the claims that were already being made by those committed to synthetic phonics as at least the main method of teaching reading to all children.

Evidence already in the public domain, either not cited or misrepresented, raises serious questions about the legitimacy of the claims both for synthetic phonics as the method of teaching reading and for the success of the statutory screening check in raising levels of literacy in England.

Since June 2017, following the UKLA conference in Glasgow, we have attempted, together with Terry Wrigley in Scotland and Paul Gardner in Australia, to ensure that discussion around this policy is balanced and genuinely evidence based. Our approach has been wide ranging, including journal articles and other publications, some on the websites of professional associations, approaches to ministers involved in policy making and the media.

In this symposium we will weigh the evidence, including research in successful classrooms on both sides of the Atlantic. Our intention has been to raise the level of debate to a more professional level than had previously been the case. We will outline the scope of our initiative and consider the extent to which we have been able to make any impact on politicians and literacy policy. While our focus has been on developments in England and Australia, the intrusion of politicians and commercial organisations into decisions on literacy policy and assessment is neither confined to this policy or these countries.
D4  
**Workshop**  
**Audience:** AL, CT, LC, R, TT, S  
**Room:** Portmerion  

**A Journey through the beauty of difficulty: helping students embrace challenging concepts and feel empowered by confusion**

Jonathan Cisco, University of the West of Scotland

Every learner knows the feeling of defeat when faced with a challenging text or concept, and when educators see it in their students, they witness how these feelings can disempower students of all ages and abilities. Whether it’s a work of modern art, poetry, or mathematical formulae, the disempowering feeling of difficulty can build a wall between curiosity and comprehension. What if we could prevent our students from shutting down when faced with a challenging text or concept and instead empower them to explore their confusions? The difficulty paper, conceived by Salvatori and Donahue, encourages students to explore their confusions through writing. The exercise helps students become comfortable with and receptive to competing and contradictory impressions of a text. While previous work applied this approach to the humanities, this session will explore how the difficulty paper can extend to science and applied this approach to the humanities, impressions of a text. While previous work in mechanics as a means of helping students embrace their challenges in those fields. In this interactive workshop, participants will explore challenging texts and concepts across the disciplines, using the difficulty paper as a means of comprehension. Through this journey, educators will analyse student writing and learn strategies to empower learners and embrace difficulty regardless of discipline or level.

D5  
**Seminar Presentation**  
**Audience:** CT, L, LC, TT, S  
**Room:** Pembroke  

**Fake news and the teaching of critical literacy skills in schools**

Irene Picton and Anne Teravainen, National Literacy Trust


To inform the commission, the National Literacy Trust conducted a literature review, surveys and focus groups of teachers, children and young people to explore how children and young people encounter fake news and how the schools equip children with the skills needed to identify them. The commission also gathered evidence from education professionals, policy makers and the media, and aims to produce recommendations for the government and education sectors on fake news and critical literacy. This presentation discusses the main findings and recommendations from the literature review, the surveys and focus groups, and the expert evidence sessions resulting from the commission. It will highlight the role of schools in preparing children and young people to be critically literate and the challenges and opportunities critical literacy has to offer literacy teaching and learning.

D6  
**Workshop**  
**Audience:** CT, L, LC, R, TT, S  
**Room:** Caerleon  

**‘Unthinking’: creatively reimagining the everyday in order to encourage and rethink literacy engagement**

Hugh Escott, Sheffield Hallam University, Sarah Christie, Grimm & Co., Jane Hodson, University of Sheffield

Grimm and Co. is a literacy charity situated in a magical apothecary in Rotherham. They see creative writing as a way of building resilience, self-confidence, courage and raising aspirations. Central to their workshops is the focus on a child-led approach to writing and a commitment to creating safe imaginative spaces. Over the past two years Grimm and Co have collaborated with researchers to develop ‘Unthinking’ workshops as a way of encouraging children to see themselves as writers, and to develop their confidence.

‘Unthinking’ is the art of seeing things differently. Workshops employ a range of arts-practices approaches relating to defamiliarisation, and are informed by research perspectives on literacy that foreground the social and material aspects of meaning-making. ‘Unthinking’ involves valuing children’s pre-existing knowledge and literacy practices, and promoting a communal improvisatory approach to literacy engagement. This workshop will engage attendees in a range of ‘unthinking’ activities, involving crafts and imaginative play, which will task participants with reimagining everyday objects, their environment, and language itself. These activities will facilitate discussion relating to taking child-led creative approaches to literacy education, and provide a space for reflecting on the challenges of researching and evaluating activities that foreground the interpersonal dimensions of literacy learning.
D7
Seminar Presentation
Audience: CT, R, TT, S
Room: Monmouth

Children making meaning: entanglements in play

Lone Hattingh, Bath Spa University

This study revisits data from my PhD, which explored the ways in which three to eight year-old children derived meaning as they engaged with material resources in their everyday activities. I now draw on post-humanist theory in examining the intra-actions of children, their teachers and families, and their material surroundings in their quest to think about their literacy. This recognizes the entanglements of children in their knowing, being and doing in the unofficial spaces on the edges of classroom and family life, beyond the gaze of systems, outcomes and levels. An exploratory case study methodology was used, with twelve participants in the nursery and first two years of a small primary school in England. Data were made up of multimodal artefacts produced by children as they thought, reflected and developed narratives in their play, supported by recorded conversations with children and their parents. The richness of the children's literacy is reflected in the complexities of their relationships with the physical (non-human) as well as human resources. Findings demonstrate the need for children to have space and time in addition to these resources to facilitate and acknowledge possibilities in the development of their literacy.

D9
Research Report
Audience: R
Room: Tredegar

Emphasising critical sociocultural understandings of talk around texts: an analytical framework for considering the reading event experiences and identity work of students

Sue Wilson, Monash University, Australia

This session will involve circulation and exploration of an analytical framework. This was developed in order to understand the reading event experiences of diverse groups of grade five and six students (aged 11 and 12) when they were asked to talk about their understandings of two highly regarded picturebooks. The aim of the framework is to reveal a sense of what transpired in and through the discourse of the text conversations. While other frameworks exist, some of which look at context, people and/or events, these do not provide a sense of the complexities experienced by students during talk around texts. In particular, understandings of their identity work, what counts as knowledge and the structures of hierarchical power and agency involved during the events were needing to be revealed. As such, ideas from research that has been purely grounded in sociocultural theories of reading and reading discussions were used as a foundation, and from there, key critical sociocultural concepts and ideas were introduced. The framework will be explained, and some examples of how data were applied to this and what was revealed will be provided in order to highlight its value. A discussion about its potential for redevelopment will be invited.

D8
Workshop/Seminar Presentation
Audience: AL, CT, L, LC, R, TT, S
Room: Caerphilly

Closing the gap in literacy: digitally enriched multimodal approaches in and beyond the classroom

Petula Bhojwani, Teacher Educator; Craig Wilkie, Literacy Advisor

This presentation will report on how a multimodal model can be applied to a range of texts (paper and screen) as an analytic and planning tool to support children in meaning making and making meaning. Examples and activities stem from successful projects in Nottinghamshire to close/narrow the literacy gap for children in the care system (looked after children); but the approaches are equally workable with children who are not in this position. Based on the increased popularity of multimodal communications at all levels, there are clear implications for educators within school contexts and beyond to provide stimulating texts and opportunities for children’s literacy reach to thrive. Rich, relevant resources in home and school environments will be explored and it will be argued that when this is ‘right’ imaginations can thrive and the thinkable becomes possible. The model shared will be exemplified with case studies of children aged 4-14 years alongside practical approaches using the multimodal model as a tool; examples include making and working with apps as well as transforming picture books. We will outline how responsive, capable and imaginative these individuals and groups of learners have been; increasingly ready for a new challenge and increasingly equipped to work with multiple modes of communication.

D10
Workshop
Audience: CT, L, LC, TT, S
Room: Tintern

Illustrated texts: an examination of their importance and impact

Anne Bradley, University of St.Mark and St.John

There is no doubt that picture books have an important impact on young children’s reading development and motivation to read. Older children also seek opportunities to read well-crafted picture books. This practical workshop will consider the scope and relevance of illustrated books. It will start with an introduction to the theme and consideration of the context of these texts and continue with a summary of work undertaken with children. This will be followed by active involvement of participants in discussing illustrated texts. The participants will discuss the definition of an illustrated book and look at their potential to provide motivation for readers. Do they bridge the transition from picture books to shorter novels or do they provide unnecessary distraction to a reader? We will draw on observed...
practice within a KS2 classroom and comments from children will form part of the discussion. The children examined a range of texts and were encouraged to critically reflect on their appeal and design. Using book talk activities they expressed their personal feelings on the texts. The workshop will give participants the opportunity to evaluate a range of newly published and some well-established texts, in order to foster critical conversation and open discussion.

15.35 – 16.10 Tea Calon Lobby

16.10 – 16.50 Parallel Session E (Breakout rooms)

**E1**

Symposium (cont’d)
Audience: CT, L, LC, R, TT, S
Room: Calon 1

*Maker literacies: international perspectives*

Jackie Marsh, University of Sheffield; Anne Burke, Memorial University, Barbara Comber, University of South Australia; Lisa Kervin, University of Wollongong; Amelie Lemieux, Brock University; Becky Parry, University of Nottingham; Fiona Scott, Sheffield Hallam University; Rebekah Willett

**E2**

Symposium (cont’d)
Audience: CT, L, LC, LA, R, TT, S
Room: Brecon

*Synthetic phonics: politics and evidence in England and Australia*

Margaret M Clark, Newman University; Misty Adoniou, University of Canberra; Greg Brooks, University of Sheffield; Robyn Cox, Australian Catholic University; Henrietta Dombey, University of Brighton

**E3**

Research Report
Audience: CT, LC, R, TT
Room: Kidwelly

*Creating text through classroom postures: longitudinal perspectives on postures and creativity in classroom interaction*

Roberta Taylor, Sheffield Hallam University

This presentation reflects on data from three studies of learner-to-learner classroom interaction conducted over ten years with the same cohort of participants. The research utilises ethnographically-informed multimodal discourse analysis to elucidate the employment of a range of semiotic resources, broadening the scope of the investigation beyond language alone. The focus of this presentation is on postures which arise from bodies being and communicating in classrooms, and specifically, close examination of the contribution of posture to collaborative interaction. Posture in this study is taken to mean the position and movement of the body and parts of the body including head, face and hands. From this longitudinal data, I present examples of posture in seemingly mundane, everyday encounters which enact rich, knowledgeable, creative, discourse. The examples demonstrate the concepts, and articulation, of postural intertextuality, empathetic posture, punctuating postures and postural synchrony. They provide snapshots of the role of posture in textual, interpersonal and ideational metafunctions of discourse. The purposes of this presentation are to illuminate, for literacy educators, the important contribution of posture to classroom discourse across age ranges, and to demonstrate that, through sensitivity to embodied modes of communication, we can understand better how learners are creatively communicating and learning.

**E4**

Research Report
Audience: AL, CT, TT
Room: Tredegar

*Empowering teachers as literacy leads through critical analysis of teaching and coaching*

Danielle Dennis, University of South Florida, USA; Chris Hemmings, Cottenham Primary School, UK

In this session, we share Phase II of a research project that focused on developing a Year 1/2 teacher’s decision-making in guided reading, as well as empowering him to support and coach colleagues in their teaching of guided reading. In Phase II, we looked back at his development as a literacy teacher in order to gain deeper understanding of the coaching moves that enhanced his practice. Using discourse analysis, we examined seven guided reading sessions and their corresponding coaching sessions to determine progress, as well as missed opportunities, in the teacher’s language use and in-the-moment decision-making. We then developed a coaching framework for the teacher to use when working with colleagues across Year 1/2, which includes coaching moves, language, and resources to consider employing when scaffolding colleagues’ development as guided reading teachers. In this presentation, we will share evidence from the analysis highlighting the coaching moves that supported the teacher’s development. We will then present the coaching framework together with video evidence of the framework in use with colleagues now developing as teachers of reading.
Integrated Group Reading - in the classroom

Jan Stebbing, Dr George Koutsouris and Brahmin Norwich, University of Exeter

The IGR programme is a tier 2 targeted teaching intervention for reading-delayed Year 2 and 3 pupils. Taught by class teachers in a small group during the normal class organisation of reading and supported by teaching assistants, all groups of pupils get teacher attention during the week. IGR involves both an inclusive approach to targeted teaching by class teachers and the integration of diverse research-based approaches (language-, story-, and phonics-based) using well-developed materials. The programme has been evaluated recently in 32 English schools in 4 areas using a cluster randomised design and process evaluation. The overall analyses show that the multi-perspective IGR approach supports enjoyment of reading and achieve a balance with other dimensions of life has become essential. Achieving this balance requires becoming effective face-to-face communicators as well as critically literate users of technology. Our students need to be empowered as articulate oral communicators for balance, for healthy social relationships, and for overall wellbeing.

We explore how teachers can cultivate the power of the voice of the child through vibrant classroom talk; a practice we term literacy out loud. The presentation will focus on two talk practices where children’s voices are valued and empowered: 1. Daily Community Circle: where literacy out loud begins and builds community and identity; 2. Literacy Out Loud in Action: discussing, responding to, and creating texts (oral, visual, and media), with a focus on speaking for real world impact.
and reading ability. The analysis of data was carried out by correlation to see if there is a significant correlation among parent-child reading experience, emergent literacy skills and post-school reading ability. The regression formula of possible influential factors in reading skills of the second grade elementary school students was listed in the end of this study, and the most influential (powerful) factor was found as reference for future studies and teaching.

E9

Themed session
Audience: CT, LC, R, TT
Room: Portmerion

Trainee teachers’ perceptions of language and literacy

E9a Are we speaking the same language? How trainee teachers conceptualise languages and literacy.

Susan Chapman, School of Education, Aberystwyth University; Sian Lloyd-Williams, Aberystwyth University

As teachers of literacy or researchers into literacy, we recognise that there are different ways of framing the concept. But how do those new to the profession see it? Since the introduction of the National Literacy Framework in Wales in 2013, initial teacher education (ITE) providers have placed an additional focus on trainee teachers’ personal literacy and the application of literacy in the classroom. Developing, planning and delivering this provision for secondary PGCE trainees in a bilingual context led us to ask questions about their perceptions of and attitudes to language and literacy. For the past two years, we have been working with trainee teachers to investigate how they see and understand language and what impact this has on pedagogy. We have explored their perceptions of the standard form of languages (Welsh and English), the status of varieties, and their perception of bilingual learning. The project is still in progress, but emerging themes are the need to navigate prescriptivism and variety, the trainees’ own lack of confidence in their language knowledge, and the translation of policy into practice. We will be discussing the implications of these initial findings for ITE and further professional learning.

E9b Pre-service teachers' attitudes and perceptions of critical reading skills and confidence in their ability to teach them

Jackie Covault, Purdue University Northwest, USA; Charles Feldhaus, Indiana University-Purdue University, USA

This study explores elementary education, pre-service teacher candidates’ views and attitudes towards the teaching of critical reading skills and their own feelings and perceptions of competence in teaching these skills. Twenty-one pre-service teacher candidates who are in their fourth and final year in the School of Education and Counseling at Purdue University Northwest, participated in this study. Using a qualitative data approach, the data for the study were collected through structured interviews and a descriptive approach was used for analysis. The analysis of the data revealed that the pre-service teacher candidates did not view themselves as critically literate. Additionally, they were not cognizant of what constituted critical reading strategies. The study also revealed that the pre-service teachers believed the information they gained throughout their teacher education program was insufficient, and they felt they needed more preparation in the area of critical literacy.

E10

Research Report
Audience: CT, LC, R
Room: Monmouth

‘Imma do about 30 chapters’: The sociomateriality of literacy: agency and writing in the Third Space

Sara Hawley, Holy Trinity C of E Primary School, London/UCL Institute of Education

This paper details research by a practising teacher in a primary classroom on literacy, agency and the Third Space. It is underpinned by a theoretical framework using the ontology of critical realism, which sees the social and the material as imbricated or woven together rather than mutually constitutive. It seeks to answer the questions: How do social and material agencies become woven over time to shape literacy practices when a wiki is integrated into a classroom of 8-9 year olds? Does this weave result in the same outcomes for all children? Does it produce new ways of learning and new types of literacy practices? Literacy and the Third Space are theorised as emergent entities rather than assemblages, drawing on Margaret Archer’s (1995) theory of morphogenesis which sees society as taking its shape from human agency. New types of literacy practice do emerge for some children, including sustained collaborative narrative writing among reluctant boy writers. The theoretical framework enables us to unpick the mechanisms which cause the intervention to work well for some children but have limited or no impact for others. Deeper analysis reveals that those who benefitted most in The Third Space were children with existing cultural capital.

17.15 – 17.45
UKLA Book Awards
Wine Reception
Sponsored by MLS, Love Reading and NEU (Calon Lobby)

17.45 – 19.30 Book Award ceremony, and book signing
(Calon 1)

19.30 Dinner
(Urban restaurant and bar, First Floor)

21.00 - Drinks, Storytelling with Alastair Daniel and Tracy Parvin and Books for Africa Raffle
(Urban restaurant and bar, First Floor)
Power-up Literacy: technology and multimodality within the extended classroom

Petula Bhojwani and Craig Wilkie

Power Up Literacy provides all you need to inject excitement, awe and wonder into lessons bringing timeless texts to life, re-engaging even the most hard-to-reach learners. The material showcases a range of approaches that blend accessible multimodal texts with technology within and beyond the classroom. Ten case studies describe practical classroom activities with tips and guidance on how to make the most effective use of technology and literacy techniques. Written accessibly, with bite-sized ‘techy tips’ throughout, all readers will feel able to try out the techniques whatever their ICT confidence level.

The book includes printable class worksheets, lists of recommended apps, websites, multi-layered books, photographs and planning templates and a free-to-access companion website provides further links and the most up-to-date advice and guidance to enhance the resources in this book. With challenging budgets in schools, particular consideration has been given to ensure the activities can be delivered on a shoestring with suggestions around free or low-cost technologies.

Price: £14.00 (members) • £15.00 (non-members) • £11.00 (e-book)

ISBN Number: 978 1 910543 88 7 • ISBN EPUB 978 1 910543 89 4 • ISBN MOBI 978 1 910543 90 0 • ISBN PDF 978 1 910543 91 7 • UKLA 2018

The Ideas in Practice series is available from
UKLA Publications, Room 9, VAL, 9 Newarke Street, Leicester LE1 5SN
www.ukla.org
08.30 – 09.30 Meeting of UKLA Digital Literacies in Education Special Interest Group (for all SIG members and other UKLA members who would like to join).
(Urban Restaurant and Bar)

08.30 – 09.15 Meeting of UKLA Digital Literacies in Education Special Interest Group (for all SIG members and other UKLA members who would like to join).

08.30 – 09.15 Meeting of UKLA Digital Literacies in Education Special Interest Group (for all SIG members and other UKLA members who would like to join).

We will be hosting a series of Lightning Talks during morning registration (08.30 – 09.15), during which our exhibitors will talk about their work, ideas, and opportunities.

Each talk lasts up to 5 minutes, and is intended to foster dialogue between participants and exhibitors during the conference.

Head to the Calon Lobby to grab a hot drink and join in the session.

Hosted by Andrew Lambirth, UKLA Past President

08.45 Quarto
08.50 Nosy Crow
08.55 Love Reading
09.00 Wiley
09.05 Just Imagine
09.10 TTS
09.15 NEU

09.30 – 10.30 Keynote 3
(Calon 1)

Developing the case for ‘Futures’ Literacies

Keri Facer University of Bristol

Introduced by Dr Julia Davies, University of Sheffield

This conference takes as its focus the question: what literacies do we need for a changing world? It asks: what are the intersections between literacy, social participation and active citizenship? Implicit in these questions is the idea that literacies and literacy practices play a role in responding to and shaping social futures. This talk will explore this idea more deeply. Drawing on two decades of research in the field of educational futures the talk will reflect on changing conditions in which students are living and will come to live. It will argue that to date the response to contemporary change has been to focus on the changing forms of literacy practices – paying attention, for example, to multi-literacies and the new modes of communication afforded by digital technologies. This paper will argue that there is now an urgent need to address a more fundamental question – how do we support students to ‘read’ and ‘write’ the futures into which they are moving. In other words, it will argue that we need to develop ‘futures literacies’: ways of making sense of, talking about, imagining, disrupting and creating futures. The contribution that literacy studies, literacy researchers and educators might play in the development of this agenda will also be explored. In particular, it will argue that attention to the processes of making and contesting futures lies at the heart of the tradition of literacy studies in the UK, ranging from Eliot’s concern with tradition and the individual talent to Williams analysis of literacy, culture and change. It will argue that the field of literacy studies is well positioned to take a lead in this debate and to actively challenge the current impoverished reliance upon numerical and ‘evidence-based’ analyses to inform children and society’s imagination of the future.

10.40 – 11.20 Parallel Session F
(Breakout rooms)

F1

Symposium
Audience: CT, L, LC, R, TT, S
Room: Calon 1

Exploring reading spaces through different lenses

Teresa Cremin, The Open University; Natalia Kucirkova, UCL Institute of Education; Anezka Kuzmicova, Stockholm University; Claire Williams, St. Andrew’s C of E Primary School; Mary Anne Wolpert, University of Cambridge

Spaces for reading offered by digital library systems and the ways they position teachers

Natalia Kucirkova, UCL Institute of Education; Teresa Cremin, Open University

This paper problematises the spaces created by digital library systems (DLS) and the ways in which these systems support human-and digitally-mediated personalised reading for pleasure. DLS can help teachers/children find relevant content, archive and share readers’ responses to texts on a large scale. As such, these systems can support reading for pleasure - they act as book depositories, provide tailored/regular recommendations and offer children multimedia story experiences as in a virtual library. Whilst DLS address school constraints such as curriculum, time and professional knowledge, they position teachers as librarians, curators and monitors. We argue that in terms of the pedagogy envisioned by current systems and the ways they optimise opportunities for building dialogue and networked reading communities, DLS would benefit from being re-designed and teachers positioned as mentors, listeners and co-readers. Through a content analysis of the key features of DLS and a theory-driven approach we identify ways in which design limitations can be addressed and their application and use developed.

Reading alone can be lonely: physical reading environments as social spaces

Anezka Kuzmicova,
Stockholm University, Sweden

This paper reports a qualitative study of reading practices which identified an underexplored factor in reading behaviour and experience - the sheer physical presence and concurrent activity of other people in the environment where individuals engage in silent reading. It demonstrated how solitary silent reading is subject to social contingencies at a physical, embodied level. Student focus groups in six European countries were interviewed on how they select and experience generic (e.g. indoors vs. outdoors) as well as specific (e.g. home vs. library) reading environments, in relation to what (genre), why (purpose), and how (device) they read. Across all samples, participants spontaneously attested to varied forms of sensitivity to physical company and social space in
their daily efforts to align body with mind for reading. Contrary to common assumptions, participants did not prefer or require solitude and privacy for reading, and few reported being indifferent to their immediate social surroundings. The paper will focus on these emergent trends and discuss their implications for educational practice.

Reading spaces and places for teachers and children: moving well beyond window dressing

Claire Williams, St. Andrew’s C of E Primary School; Teresa Cremin, Open University; Mary Anne Wolpert, Cambridge University

This paper links to the findings of the UKLA/OU Teachers as Readers research that revealed the importance of richly engaging reading spaces, both physically and socially, in developing children’s reading for pleasure. In addition, the work highlighted the value of teachers holding a mirror up to their own practices and preferences as readers and interrogating their preferred environments for reading. The three presenters will draw on understandings and practice developed though the 40 OU/UKLA Teachers’ Reading Groups and will explore how these spaces were constituted, the interplay between these offline communities and the related reading for pleasure website https://researchrichpedagogies.org and the consequential creation of new social spaces for reading, within and beyond classrooms. In particular, Claire’s ‘Book Burrow’ reading corner, and the child ownership shown in the development of reading dens at Forest School and an ‘outdoor library’ for her school’s Mini-Hay festival will be examined.

F2 Research Report
Audience: CT, LC, R, TT
Room: Caerphilly

'We thought she was falling behind (at fourteen months)': young children’s engagement with digital media in homes in the UK and Finland

Julia Gillen, Lancaster University; Kristina Kumpulainen, University of Helsinki

This paper focuses on research aimed at generating evidence about young children’s use of digital technologies in the home. First, we conducted a review of research published between 2005 and 2015. We identified three leading themes: parental mediation of children’s digital literacy practices in homes; children’s media engagement and literacy learning in homes; and home-school knowledge exchange of children’s digital literacy practices. Second, we reviewed research on the same topic published 2016 and 2017. We found that while interest in these topics had increased further, attention to a relatively limited range of topics and approaches still dominates. In particular, our review work revealed that there are few studies that have focused their attention on the very young children and their engagement with digital technologies and media in homes. In responding to this need, we will share our ongoing European level research on ‘A day in the digital lives of children aged 0-3’. We explain how the research design is tailored to investigate the nuances of very young children’s engagement with digital media as it evolves over the day in the social context of their homes and share some findings from our studies in the UK and Finland.

F3 Research Report
Audience: CT, LC, R, TT
Room: Kidwelly

A critical examination of oral reading accuracy levels

Jerome V. D’Agostino and Emily Rodgers, The Ohio State University, USA

The three oral reading accuracy ranges easy, instructional and hard are familiar ones to almost everyone who teaches young students just learning to read. It may come as a surprise to learn then that no study has yet been conducted to support our well-accepted views about accuracy ranges and their role in reading development. Our data sources for this study include over 2,000 running records for 45 first grade students participating in a literacy intervention, and their pre and post scores on Clay’s An Observation Survey of Early Literacy Achievement, all collected across a 20-week period. We used regression analysis and controlled for entry scores and average text levels read across the intervention to analyze whether proportions of accuracy achieved predicted outcomes in the intervention. Our findings add empirical support to Allington and colleagues’ (2015) assertion that for beginning readers, higher accuracy is associated with greater gains in reading than is lower accuracy. More importantly, we found no support that students benefit from accuracy rates below 90% (Stahl & Heubach, 2005). We share implications for teachers to monitor running record accuracies achieved on running records and describe ways to check up on one’s teaching when students’ accuracy falls below 90%.
Rivers of multilingual reading - torrent or trickle?

Sabine Little, University of Sheffield

How do multilingual children and families negotiate their reading over time? What impact do school and parental input have on book and language choices? This session reports on research conducted as part of a UKLA-funded research project, exploring the reading lives and habits of six 9-13-year-old multilingual children over a period of four-to-six months. Using Cliff Hodges’ ‘Rivers of Reading’ approach, children were invited to re-construct their reading experiences from early childhood, re-counting multimodal literacy experiences. Family interviews helped provide supporting data in the form of perspectives around family literacy and chronological changes in reading habits and resource choices as children grow their social experiences beyond the immediate family, into formal schooling. The study explores: availability of resources; families’ attempts to navigate both home and school literacy; emotional attachments to the various languages in the children’s repertoire; and impact of technology on reading habits.

A ‘gift’, a tool or a source: the role of practitioner research in promoting creativity, criticality and empowerment

Roger McDonald and Ana Cabral, University of Greenwich

Drawing on the principles of practitioner research and on the roles of creativity, criticality and empowerment to promote professional development and learning, this research report discusses the preliminary findings of a study conducted with senior leaders from school alliances about their motivations to commission the development of practitioner research in their schools having university researchers working as facilitators. Colleagues from the University of Greenwich will discuss the issues associated with the development of practitioner research for professional learning and the challenges involved in designing and facilitating this type of teacher-led inquiry. Based on the outcomes of the interviews with the senior leaders, questions will be raised about the role of research in the current school context in England: a ‘gift’ to ask questions and explore ‘why’, an empowerment and agency tool or a source of data to inform the action plans designed to address school improvement priorities.

How is bullying portrayed in a collection of selected picture books? A content analysis

William Bintz and Barbara Tschantz, Kent State University, USA; Sara Moore, ORIGO Education; Lisa Ciecierski, Penn State University, USA

Bullying is ‘unwanted aggressive behavior by another that may inflict harm’. It is a serious problem for children, adolescents, and young adults. It starts in preschool, increases in elementary adolescents, and young adults. It starts in preschool, increases in elementary, peaks in middle school, and is considered the most prevalent form of youth violence. Bullying crosses different cultures. In a recent survey of 66 countries, findings indicated that, on average, 31.2% of adolescents surveyed had experienced peer victimization within the past 2 months, with rates as high as 60% in some countries. No matter age or culture, bullying can result in long term harm to individuals. This session presents findings from a content analysis of how bullying is portrayed across 126 picture books. Data collection focused on identity and characteristics of the bully and bullied, identity and portrayal of bystanders, description of stigma and context for bullying, types of bullying, and coping strategies. Data analysis was qualitative and focused on constructing recurring patterns in the portrayal of bullying. Preliminary findings indicate that white males in age range of 5-13 are predominantly portrayed as bully and bullied with focus predominantly on the bullied. Bullying is portrayed as a repetitive not a single act and school as the common context for bullying.
The teaching of grammar remains a contested area across Anglophone countries. While recent curriculum changes in the UK, Australia and elsewhere have led to a resurgence of explicit grammar instruction within schools, teachers and researchers remain divided about if and how grammar terminology should be taught to children. Recent research has demonstrated that many teachers and student teachers have negative attitudes towards grammar, which can impact upon their desire and ability to teach it effectively. Within the current paper, drawing on data collected from interviews and workshops with student teachers (n= 80) and teachers (n=6), we argue that grammar has the potential to be an enjoyable and empowering subject. The study adopts a critical realist approach, investigating which conditions need to be in place for teachers to become confident and enthusiastic about grammar. We report student teachers’ surprisingly emotional reactions to learning grammar and argue that there is something special about language analysis which makes it both terrifying and exhilarating to learn. The study has important pedagogical implications for both teacher education and practice in schools, suggesting approaches which maximise the joyful aspects of language learning.

Themed session
Audience: AL, L, R, TT, S
Room: Portmerion
Social media and professional development
F9a Using social media to support trainee teachers’ knowledge and understanding of children’s literature
Susannah Smith, University of Chichester
In this research report I will discuss the findings of a project which aimed to explore how social media can be used to support trainee teachers’ knowledge and understanding of children’s literature. I will be sharing my experience of finding creative ways to empower trainee teachers in a changing world. When planning a new module on children’s literature on a BA QTS programme, I was keen to use a blended learning approach, incorporating the use of social media to engage the ‘digital natives’ who would be taking the module. I hoped the use of social media would provide an interactive learning experience, increasing student engagement and motivation and allowing students to learn from each other. Twitter was used for inter-session tasks to consolidate and extend students’ learning in taught sessions. Students were asked to tweet at least four times and tweets had to include an image. Data will be presented to show what students learnt from composing their own tweets and from reading others’ tweets, and what the barriers to learning via Twitter were. I will conclude by identifying aspects of effective practice and considering the implications of this for future practice and research.

F9b Accessibility, activity, and agency: empowering teachers to use Twitter as a professional development tool
Jen Scott Curwood University of Sydney and Carly Biddolph, William Hulme’s Grammar School
Due to issues with time and cost, formal professional development available to literacy educators is often inadequate and inaccessible. Research suggests that contemporary professional learning extends beyond government-endorsed workshops and school-based initiatives to include self-directed and self-regulated activities, which are often invisible to accrediting organisations and school administrators. Outside of school contexts, a growing number of teachers are using social media tools like Twitter to improve their teaching and support their students’ learning. In this study, we took a sociocultural and situated theoretical perspective in order to conceptualise Twitter as a networked field site that empowers teachers to share resources, distribute their tweets across multiple social media platforms, and engage in critical discussion, such as through weekly chats on specific hashtags. Drawing on multiple data sources, including surveys, interviews, and Twitter posts, the study examined how Australian English teachers use Twitter as part of their professional learning and how this impacts their knowledge of content and pedagogy. Findings suggest that research into teachers’ professional learning must value the complex and digitally mediated ways in which they access information and engage in dialogue in order to improve student learning outcomes.

Workshop
Audience: CT, L, R, TT, S
Room: Tintern
‘River Banks’, ‘Railway Children’ and ‘Rabbit Holes’ - using classics creatively in the primary classroom: recent research and practical perspectives
Anna Harrison, Roehampton University; Amy Webster, Cambridge University
What are ‘the classics’? How can we use them creatively in the classroom? These two key questions frame this workshop to enable teachers, trainee teachers and researchers to explore a group of texts that can contribute to a literary-focused curriculum. We begin by presenting recent research into ‘series of classics’, exploring key trends, unusual anomalies and interesting developments
in the books that publishers have labelled ‘classics’. Following this, we showcase some whole school projects using classic texts. These projects were successful because of the immersive reading practices used and the real audiences involved, both of which inspired children to feel empowered in their own authorship skills. We then consider how to apply this model and think about new ways of introducing children to classics including Alice in Wonderland and The Secret Garden. Using mediated adaptations, evocative illustrations and recommended abridged text versions, we enable participants space to explore how they might use different adaptations for reading, writing and drama work, as well as across the wider primary curriculum. Finally, we outline high quality whole school projects using classic ‘classics’. Following this, we showcase Secret Garden. Using mediated adaptations, evocative illustrations and recommended abridged text versions, we enable participants space to explore how they might use different adaptations for reading, writing and drama work, as well as across the wider primary curriculum.

11.20 – 11.40 Coffee (Calon Lobby)
Anne Swift Past President of NEU (NUT) and UKLA to meet with student shadowers of the Book Awards (Urban bar Lounge First floor)

11.40 – 12.20 Parallel Session G including Literacy School of the Year (Breakout rooms)

G2
Seminar Presentation
Audience: All
Room: Brecon
Literacy School of the Year sponsored by Nosy Crow
Chris Lockwood (chair), Alison Duffy and Nicola McMillan, St. Anthony’s School, Renfrewshire, Jess Anderson, University of Strathclyde and teachers from St Anthony’s Renfrewshire

The 2017-18 winner of our prestigious award for schools is St. Anthony’s Primary School, Renfrewshire. UKLA President Tracy Parvin, said “This award recognises those schools which place literacy and literature right at the heart of children’s learning. It is more than a celebration of creative, enthusiastic and engaging teaching; it is a kite mark for excellence. This year’s winning school has left a lasting impression on our assessors: St Anthony’s Primary School is most definitely a school where literacy thrives.” The awards will be presented at the wine reception before the gala dinner on Saturday. In the meantime, this is an opportunity to find out a little about the school. In this session Jess Anderson and teachers share their inspirational teaching of literacy at St Anthony’s. If you are interested in how St. Anthony’s approaches the teaching of literacy, do come along. You’ll be most welcome.

G3
Research Report
Audience: CT, LC, R, TT, S
Room: Kidwelly
A Myriad of ways: thinking creatively to foster student voice in literacy classrooms
Judy Parr, Eleanor Hawe and Andrew Green, University of Auckland

Thinking creatively about the ways and means by which student voice might be ‘heard’ in primary literacy classrooms arose from our areas of research interest, particularly in writing, dialogic pedagogy, assessment for learning and self-regulation. Students’ active engagement in their learning is a powerful and, arguably, under-utilised resource. We present the results of a meta-analytic review, involving a wide-ranging consideration of literature. While employing standard methods of searching data bases, like use of key words, of necessity the search process was explorative and iterative. We operated on a broad definition of voice, which, while incorporating the more traditional ideas of choice and view or opinion, also allowed it to encompass thought processes, expressivity and reflexivity, and ownership. The resulting framing suggests viewing voice in these ways: Voice as self-expression; Voice in choice and decision making; Voice associated with AfL strategies and self-regulatory practices; Voice to aid reasoning and understanding; and Voice as viewpoint. Here we explore the myriad of practices that educators engaged in that foster and tap into student voice within these broad categories. And, relatedly, we evaluate evidence of the outcomes reported from ‘hearing’ - listening to and utilising/ acting on- student voice in primary literacy classrooms.

G4
Research Report
Audience: CT, LC, R, TT, S
Room: Tredegar
Listening to children of the millennium: exploring dialogic responses over time
Fiona Maine, University of Cambridge

This session reports a unique longitudinal study capturing moments in time as four children, first aged six, then eleven, then sixteen engaged in an identical literacy task, co-constructing meaning from a classic painting. First recorded in 2006, the then six year-olds were highly creative in their responses, developing their own narratives to explain what was happening, using their bodies and verbal responses to make meaning. As eleven year-olds, the children were more ‘critical’ in their responses, drawing on their knowledge of narratives to provide justification for their accounts. As sixteen year-olds, there were similar themes in
their responses, but also a desire to match the task to the curriculum and seek the ‘correct’ answer. The data are illuminated by a sociocultural and dialogic perspective considering the children’s responses to each other and to their younger selves, to the visual text, and to the task itself as a contextualised literacy event. These are snapshots of the children’s changing perspectives, but the data provoke important questions about critical and creative dialogic responses over the course of children’s formal education.

### G5

**Workshop**

**Audience:** CT, LC, R, TT, S

**Room:** Pembroke

**Reading film to raise attainment in reading comprehension**

Jeannie Bulman, Lincolnshire

This workshop will move beyond just using film as a stimulus for writing or motivational tool, but will value film as a text in its own right in the primary curriculum, as well as following a structured approach to raising attainment in reading comprehension.

For many years, we have experienced success in a multimodal and visual approach to learning, particularly with an impact on writing. This workshop will draw on this experience. However, I will also explore my new findings from a four-year longitudinal PhD research project, which will share practical strategies to embed and extend the use of film to impact on reading comprehension. The study won the UKLA research prize in 2016 which established a progression framework for developing children’s reading of film, as well as considering practical strategies for transferring this knowledge and understanding into success in print comprehension. This research has been used to inform my new book, *Children’s Reading of Film and Visual Literacy in the Primary Curriculum: A Progression Framework Model*. This workshop will explore the practical strategies developed through this project.

### G6

**Seminar Presentation**

**Audience:** AL, CT, LC, R, TT

**Room:** Caerleon

**Buying in and selling out - the commodification of creativity in the classroom**

Jenny Elliott, University of Nottingham

This seminar explores a two year Creative Professional Development programme for teachers which encourages them to develop their skills as writers and illustrators in order to bring creative and original ideas about writing and illustrating into their classroom practice. The implicit message within such a programme is that without it, teachers, possibly bound by a restrictive, prescriptive curriculum and pressures to meet national standards, are not teaching their students how to write or illustrate in creative ways. The political and curricular forces at play in schools in England which have encouraged and necessitated the buying-in of such programmes are examined, as are the implications of such a programme on students’, teachers’ and schools’ understandings of creativity. Has creativity now become something outside of the curriculum, no longer the responsibility of teachers and schools? Is it something that teachers are empowered to do with their students only if schools have the money to pay for experts?

### G7

**Seminar Presentation**

**Audience:** CT, LC, R, TT, S

**Room:** Tintern

**What impacts reading for pleasure in a multilingual, multicultural, inner-city primary school?**

Rebecca Thomson, Bannerman Road Community Academy

Since beginning my teaching career, through attending UKLA conferences, judging the book awards and joining the OU/UKLA reading for pleasure website’s Teachers Advisory Group, I have become increasingly enthused about the importance of effective reading for pleasure pedagogy. However, upon reflection, I realised that within my classroom I was ‘doing the right things’ but something wasn’t working. This formed the basis of my Masters research which aims to develop an in-depth understanding of reading for pleasure within the context of the multilingual, multicultural, inner-city primary school I work in. Over 80% of our children have EAL and over 30 languages are spoken across the school. Additionally, the area is renowned as a socio-economically deprived area. Current research and policy suggests reading for pleasure is beneficial both academically and personally and can impact children’s future opportunities more than their socio-economic background, making its potential pivotal for our school community. Through this case study, I seek to unpick context specific factors which may be facilitating or inhibiting reading for pleasure and reflect upon how our school practice could better empower the community we teach. This seminar will share the research findings and encourage participants to reflect on their own reading for pleasure practice.

### G8

**Research report**

**Audience:** R, TT

**Room:** Monmouth

**Children’s text worlds: theorising the relationship between children’s reading and writing**

Lucy Taylor, University of Leeds

In this paper I report on the findings of a research project which explored the relationship between children’s reading and their writing in upper Key Stage two (age 9-10). My particular interest was in leisure reading and volitional writing, where any relationship had not been directly mediated through classroom practice. 170 children participated in a survey of attitudes, habits and experiences in reading, and 38 children maintained independent writing journals for six weeks. Children chose to write in a wide range of forms and text types, which in 88% of cases were text types they said they liked to read. In many
cases these were text types which were not taught in the classroom. I argue that children develop knowledge schema for writing through the texts they read, and that my data provide evidence of the relationship between the encountered and created text.

In order to theorise relationship I use Text World Theory, a discourse theory rooted in the principles of cognitive linguistics. This conceptual framework provides a theoretical lens through which children’s reading and writing can be explored. This paper demonstrates the value of Text World Theory in illuminating the holistic nature of children’s literacy learning, and reinforces the value of understanding the literacy experiences that children bring to the classroom.

G10
Research report
Audience: CT, LC, R, S
Room: Portmerion
Young adolescents: supporting reading in multicultural schools
Jo Fletcher, University of Canterbury, New Zealand

This paper explores reading in three low socioeconomic multicultural New Zealand schools. Learning to develop the skills to be an effective reader is not only multifaceted, it is contextually situated. The study focuses on 11- to 13-year-old students in the final years of primary schooling. The aim was to focus on how principals and teachers in three low socioeconomic schools were implementing strategies to raise reading outcomes. The design of the research investigation was a multiple case study, using a socially constructed ontology with a qualitative approach. The perceptions of four teachers, three principals, 19 students and five parents of 11- to 13-year-old students about practices and attitudes in reading are explored. Their perceptions provide a range of lenses to better understand how to promote reading achievement. The study found that there was a complex array of factors that interplayed and influenced school-wide decisions in supporting readers. Constructing school communities with a sense of respect for others and an intrinsic trust in schooling and learning, necessitates school principals and teachers to be certain in the beliefs and moral values which underpin schooling and teaching, especially when confronted with challenging social issues.

12.25 – 13.05 Parallel Session H
(Breakout rooms)

H1
Seminar Presentation
Audience: CT, L, LC, LA, R, TT, S
Room: Calon 1
Our Class loves This Book 2018
sponsored by Just Imagine
Roger McDonald (chair), Jess Anderson, University of Strathclyde, Lynn Stuart and Heather Sanderson, Wallace Primary School, Renfrewshire

This prestigious UKLA Award celebrates a class’ response (led by their teacher) to one of the books shortlisted for the UKLA Book Awards. UKLA is delighted to announce that the winners are Lynn Stuart and Heather Sanderson and their P3 pupils from Wallace Primary School, Renfrewshire for their work based on Pugs of the Frozen North by Philip Reeve and Sarah McIntyre.

Roger McDonald, chair of judges, writes: “The panel had a very difficult job in selecting an overall winner from the high quality of entries we received. We particularly enjoyed the way that Lynn Stuart and Heather Sanderson had enthused their class with Philip Reeve and Sarah McIntyre’s hilarious book culminating in a most wonderful Pug Fest!”

The awards will be presented at the wine reception before the gala dinner on Saturday. In the meantime, this is an opportunity to find out a little about this wonderful work.

H2
Research Report
Audience: AL, CT, LC, R, TT
Room: Brecon
Places, spaces and local customs: the private worlds of primary-aged children’s text creation
Liz Chamberlain, The Open University

This seminar paper draws on recent research revealing the ways in which three developing young writers aged 9-10 years old engage and interact with writing whilst in the home domain, and,
Saturday 7th July

how this differs to writing for school that is completed at home. The study employs an ecological paradigm to explore the participation and interaction of the children with their writing practices within the complex microsystem of home. Using a theoretical framework that takes account of ‘place’, ‘space’ and ‘local customs’, the paper highlights the range and versatility of the children’s home writing practices and makes visible the complexity of characterising a shared, and multi-modal definition for writing across the domains of home and school. The children in this case study were not selected because they were writers, but the findings highlight that all wrote with volition at home. This builds on recent research that highlights the importance of writing for enjoyment as a predictor of writing attainment. The paper makes the case for teachers to be more curious about the private worlds of out-of-school text creation by creating the time and space to understand and appreciate the provenance of home writing events and artefacts.

Research Report
Audience: CT, LC, R, TT, S
Room: Kidwelly

The place of literacy in kindergarten classes attended by very young children
Maria Kreza, University of Crete

It is emphasized that it is important to offer children in kindergarten classes a print-rich environment and literacy activities, even when the children are very young. In France, children are often enrolled in kindergarten (preschool education) at the age of three. Since 2012, new classes have been created for children aged two, particularly in places where there are many families with low socio-economic status. It is highlighted that these classes can contribute to the reduction of school inequalities observed in primary school. In this paper we will study the place of literacy in those kindergarten classes attended by very young children who often have still not developed their oral language or speak only a little. We carried out observations in seven classes and interviews with teachers of these classes. This research is qualitative. In most classes in our sample, the emergence of literacy is not the teacher’s primary goal. However, written language has an important place both in classroom space and in proposed activities in all the classes. Some teacher’s practices are more related to the principles of emergent literacy and other practices are related to the beginning of a more explicit teaching of literacy.

Research Report
Audience: CT, LC, R
Room: Tredegar

Biliteracy and multilingualism: supporting children’s literacy development in Ghana
Philomena Osseo-Asare, University of Sheffield

There is a growing concern among Ghanaians about young children’s poor literacy achievement and their inability to read and write in English. The problem appears to be the language used in education, which is different to that of children’s home language. The use of English rather than the child’s mother tongue in Ghanaian schools today is the result of British colonial rule. The debate on which language to use especially for younger children continues from independence to the present time. The study uses postcolonial theory as a lens to understand the changes in the language and literacy policy from independence to date through the life history of seven teachers. This presentation explores teachers’ perception of the National Literacy Acceleration Programme (NALAP), a bi-literacy policy introduced in 2009 to support young children’s literacy in English and a local Ghanaian language. Qualitative data were collected through three in-depth interviews per teacher. The findings show that though most teachers saw the policy as good, some lacked the requisite language skills needed for supporting children’s literacy in the two languages. It concludes that children’s reading and writing in both languages can improve if teachers have a good understanding of early literacy practices.

Workshop
Audience: CT, L, LC, R, TT, S
Room: Pembroke

Text choice and teaching: supporting the reading of children with English as an Additional Language
Bridie Mahon, Britannia Village Primary School; Sophie Donovan

This workshop brings together the findings from two MA Dissertations completed by teachers in the same school. The context for these studies was a primary school in East London where 58% of the children in the school have English as an Additional Language. This presents particular challenges for the teaching of reading. Two of these challenges were investigated in depth. The first of these considered the types of texts that children are asked to engage with, and questions the extent to which they have cultural relevance to children with EAL. The second explored the pedagogical comprehension strategy of the ‘Think aloud’. Much attention is given to the decoding aspect of reading and evidence from the school suggests that children with EAL achieve competence with this. The aim here was to encourage text comprehension alongside aspects of decoding. This workshop will involve looking at texts with an eye to cultural relevance. Using video evidence, it will then involve analysing how ‘think-alouds’ have been used to support EAL learners in a specific pedagogical structure. Findings from the two studies will also be shared.

Research Report
Audience: CT, L, LC, R
Room: Caerphilly

Using a digital media programme to spark creative literacy learning in primary schools
Jenny Gunnbjörnsdóttir, Ragnheidur Lilja Bjarnadottir and Runar Sigþorsson, University of Akureyri, Iceland
The Icelandic National Broadcasting Service (RÚV), broadcasts a programme called Children’s RÚV. Last winter Children’s RÚV ran a project called Stories in collaboration with various institutions connected to literacy and children’s culture. The aim is to promote children’s reading, cultural literacy and creativity. The Centre of School Development (CSD) at UNAK is involved in this collaboration, aiming to build bridges between the project, schools and parents, promoting their participation in and effective use of the project to spark creative literacy work amongst children. Researchers from the Department of Education at UNAK, and the CSD, organised a study into how schools and teachers responded to this, aiming to deepen understanding of how media programmes such as Children’s RÚV can enhance culturally responsive and creative literacy work at schools and homes. Data were collected about the number of schools and teachers directly participating in the programme, and a questionnaire was sent to a sample of schools. Furthermore four schools were selected for in depth case studies. In the presentation the main findings of the study will be reported, followed with a discussion and conclusions of the potential of broadcasting programmes such as Children’s RÚV to promote culturally responsive and creative literacy work in schools and homes.

H7 Seminar Presentation
Audience: CT, LC, R, TT, S
Room: Tintern

How can we free children to write with pleasure, power and empowerment?

Ross Young, Patcham Junior School; Felicity Ferguson, Literacy Consultant

A recent survey conducted by the National Literacy Trust (2016) shows that for many years there has been a decline or stagnation in UK children’s motivation and pleasure in writing both in and outside school. We will focus on the strong interrelationship of writing for pleasure and the empowerment of young writers to fulfil a purpose, contribute to change, communicate and arouse feelings and develop their own writing voice and identity. In the current prescriptive primary school writing curriculum and pedagogies in the UK, children are required to be passive receivers of others’ conceptions of writing rather than authentic producers of their own. We propose a revised pedagogy which aims to secure both pleasure and a sense of empowerment in the writer. The pedagogy is centred on a clearly structured workshop and writing process approach which culminates in the publication inside and outside the classroom of personal self-chosen writing projects. As part of our paper, we will present fourteen principles (based on good practice and the reading of research) which make up the pedagogy, along with a practical audit enabling schools to review their practice in the light of current thinking about pleasure and empowerment in writing.

H8 Research Report
Audience: CT, L, LC, TT, S
Room: Caerleon

Creativity, criticality and empowerment through discussing picturebooks

Mary Roche, MIC, Ireland

Since the mid-1990s I researched ways of teaching children to develop a capacity for reading between the lines and generating alternative explanations. I wanted students to take an active role in questioning and challenging their own and each other’s views, as well as critically examining picturebooks for the messages about life and living that they contain. I wanted them to become critically literate agents in their learning. My research – over 30 years in various schools – culminated in an approach that I call ‘Critical Thinking and Book Talk’ and led me to writing ‘Developing Children’s Critical Thinking through Picturebooks’. There were many unanticipated outcomes, too, to do with improved comprehension, increased meaning making, visual literacy, etc. There were also unanticipated outcomes in the affective domain, such as developing an appreciation for picturebook illustrators. Strong pedagogical relationshipships were forged and a positive learning atmosphere was developed. I have recently met up with one class with whom I worked during the school year 2003-4. They have shared their memories of doing this work with me. In the presentation, I intend to look back at the work I did with this particular year group, with the students who were involved, then and now.

H9 Workshop
Audience: AL, CT, L, LC, R, TT, S
Room: Portmerion

Empowering student teachers in using comics and graphic novels in the classroom

Paul Richardson, Bath Spa University; Lucy Francis, St Andrew’s Church of England Primary School

Comics: a suitable text for English lessons? This workshop is based on a research project which aimed to support student teachers in exploring the use of comics and graphic novels within the classroom. The first stage was to discover student teachers’ preconceptions concerning these types of texts, and then to explore what steps could be taken to help build their confidence in using comics and graphic novels as teaching tools. We collected data from a self-selected group of student teachers on their existing perceptions and experience concerning comics/graphic novels. From this we developed twilight interventions that would best support and help empower these beginning teachers. Today’s workshop is an interactive session based on the ‘intervention stages’ that took place within the research project. These stages will include: raising participants’ awareness of the power of comics and graphic novels; and introducing teaching approaches that enable learners to experience these texts, both as a reader and a creative writer. We will also explore high tech and low tech methods that enable learners to create their own comics. Lastly, we will look at how these texts link to the National Curriculum and can provide contextualised learning opportunities for grammar, punctuation and spelling.
Saturday 7th July

H10
Seminar Presentation
Audience: CT, LC, LC, R, TT, S
Room: Monmouth

The next layer of the SPAG onion
Jane Borgeaud, Simon Rees, Deborah Falconer and Rebecca Lodge, University of Winchester

This session builds on a previous presentation at the 2016 UKLA conference ‘Peeling the SPAG Onion’ and provides an update on how a flipped learning approach has transformed the impact of Grammar, Punctuation and Spelling teaching for trainee teachers at the University of Winchester. We will consider how student teacher demands for discrete subject knowledge input can be married with preparing them to deliver embedded SPAG through rich texts, the approach which research indicates has maximum impact in schools. Implications for qualified teacher CPD development will be explored.

13.05 – 14.00 Lunch
Urban restaurant and bar First Floor (plus some sandwich grab bags in the Calon Lobby)

Members of UKLA Research Committee will be available in the Urban restaurant and bar to discuss members’ plans for applying for funding through UKLA’s research grant scheme. UKLA members are eligible to apply for grants of up to £3000. See the Research Pages on the UKLA website for more details. Come and have a chat at the research table. Look out for the balloons.

14.00 – 15.00 Keynote 4
(Calon 1)

Serious Play
David Almond

Introduced by Dr Gabrielle Cliff Hodges

We’re told that we must be more creative, that we must strive to imagine a better world. But what does it really mean to be creative? How can we access this thing called imagination? In his talk, David explores the roots of human creativity. He shows how the creative use of language can help each of us to develop as individuals and as citizens. He demonstrates his own writing methods, in which he uses notebooks, colouring pencils, scribbles, sketches, doodles and mess in the pursuit of elegant language and convincing stories. He explores Nietzsche’s notion that the struggle for maturity is to recover the seriousness of a child at play. What can we, as adult educators, learn from the young? Can serious play help to bring about that better world?

15.05 – 15.45 Parallel Session I
(Breakout rooms)

I2
Workshop
Audience: CT, L, LC, TT, S
Room: Pembroke

Words that burn - poetry, human rights and social action
Rowena Seabrook, Amnesty International UK

"Poetry is thoughts that breathe and words that burn." Thomas Gray

Poetry and spoken word are powerful ways to understand and respond to the world, to voice thoughts and ideas, to reach into ourselves and reach out. This workshop will explore how young people can be empowered to express themselves through poetry, to take action for human rights, and to know that their voice matters. Through engaging with a diverse range of voices and human rights based approaches, participants will experience how Amnesty International is using poetry for human rights education and social action. The workshop will also provide an opportunity to consider how to create safe spaces for young people to learn about, discuss and express themselves in relation to challenging human rights themes. Finally, there will be a chance to reflect on how creative writing for a real audience can be empowering both in terms of young people’s development as artists and as citizens. This will be exemplified through writing as an act of solidarity or protest to/on behalf of a real individual at risk. Voices included in the workshop will include: Sarah Crossan, Jackie Kay, Sabrina Mahfouz, Imtiaz Dharker, John Agard and Keith Jarrett.

1

2
Augmented reality: engaging readers in and beyond the text
Kelly Carabott, Jane Kirkby, Deborah Corrigan and Pennie White, Monash University, Australia

Newer forms of technology such as digital apps, and computer-based software have been utilised to extend the traditional reading practices of both digital and paper-based texts. Often these types of technology have been positioned as either a deficit or novelty approach to reading. The use of Augmented Reality (AR) has the potential to meld traditional (paper) and newer forms (digital) of reading practices together. The use of AR applications, while evident in other disciplines, is a creative and empowered approach to literacy but how AR can engage and extend readers is not widely reported in the research literature. This seminar will focus on how the use and creation of innovative AR techniques can potentially engage readers to read more deeply; both within the text and encourage students to read independently beyond the text. Our early research conducted in primary classrooms suggests that the use of AR scaffolds independent reading and enhances comprehension and engagement. The seminar will provide examples of how augmented experiences were created using Aurasma and animated avatars and how AR was used to augment a traditional (paper-based) reading experience. Discussion around how this form of technology could be used in innovative ways to support literacy practices will be facilitated.

Reading and avoiding the hazards: a seminar presentation by two school librarians from Finland
Elspeth Randelin, Ytternäs skola, Finland; Anna Eklund, Övernäs skola, Finland

In Finland our children start school at the age of 7. Learning to read and of course wanting to read sets children along the long road to being competent, independent and hopefully committed readers before they leave our school system. There are however critical points along this road where we have noticed we lose our students. They lose their love of reading. It becomes something they have to do. We have identified critical times between pre-school and upper secondary:

- Between 6 and 7 years old - our newest readers who have yet to find out that reading is fun!
- Between 10-11 years old - when it is possible to read much longer novels - if the hop is too large and the difficulties too great it is no longer fun to read - so they don ‘t.
- Between 12-13 years - when they leave primary school and begin secondary school. This is our greatest problem area. It is here we lose far too many readers.

This presentation outlines the measures we are taking to combat these challenges and how we work to ensure that a deep love of reading along with the skills to be able to read and understand what is being read survive the whole journey through our school system.

The value of reflecting realities in children’s literature - unpicking the ‘D’ iversity word
Farrah Serroukh, Centre for Literacy in Primary Education (CLPE)

The promotion of quality literature has consistently been central to the work of CLPE over the years. Through our work with schools, development of teaching materials, curation of an extensive reference library and online platform we have worked to ensure classrooms have book stock that is rich and varied in its breadth and range. We have always been keen to ensure access to literature that will engage children and enrich their reading experiences.

This academic year we have secured Arts Council funding that will enable us to further explore the value and necessity of ensuring access to literature which reflects children's realities and the realities of their peers. The workshop will explore:

- What it means to reflect realities within the context of children’s literature.
- Why it is important, relevant and necessary in today’s society.
- How best to utilise quality literature to determine common values and nurture a critically conscious learning culture that is underpinned by open dialogue, mutual respect and reflection.
and ‘minority’ communities. The study is set in two German primary schools where the intake is of contrasting socio-economic status. The study uses both quantitative and qualitative approaches including standardised reading and writing measures, parent’s questionnaires, literacy logbooks, and student and parent interviews. It found that, as with previous studies, there was a significant ‘Summer Learning Effect’, as reading comprehension stalled and there was a significant dip in writing. However, while they found that socio-economic status provided one factor, it was family literacy practices which were more likely to be a mediating factor in lessening these stalls and dips. While the study took place in the context of German schools it has implications for school systems generally and how summer learning might be approached.”

**Workshop**

**Audience:** CT, L, LC, R, TT, S  
**Room:** Tintern

**The North West Reading Champions Workshop**

Laura Losada, Moss Park Infant School; Meinir Blair, Woolton Primary; Kathy Hughes, Alma Park Primary School; Andrew Earl, Lark Hill Community Primary School; Amy Wade, Willow Tree Primary School; Dawn Robertson, Primary English Consultant; Kevin Jones, St Andrews C of E School

The North West Teachers of Reading Group (NWTRG) is drawn from a cluster of primary schools in Greater Manchester and Merseyside. One aim of the group is to develop pedagogical practices to support children’s reading comprehension. With this in mind, the group undertook a project to investigate how children across the primary age phase make sense of visual texts. Using illustrations from picture books as a uniform stimulus across year groups (Reception to Year 6), the group analysed dialogic interactions which took place in guided reading lessons, and the post-lesson response work which followed. The purpose of this was to note differences and similarities across the year groups and to consider how this might inform future teaching.

In this workshop the group will explore the pedagogical practices being developed in their schools and link this explicitly to the use of visual texts. The group will then present their findings using video evidence and reader-response activities to show how children of different ages make sense of the same text in different ways. Commonalities that occur regardless of age will also be noted. Implications for the assessment of reading comprehension will be considered.

**Seminar Presentation**

**Audience:** CT  
**Room:** Tredegar

**Reading at greater depth: where’s the evidence?**

Lauren Marchant and Sarah Coyle, Colegrave Primary School

Since the move to assessment without levels in England, there has been a focus on getting children to read at ‘greater depth’. Alongside this, the issue of providing evidence to support teacher judgement has remained. The previous system of levelling provided criteria against which teachers could make these judgements. The dilemma for teachers of reading now is how to gather evidence of children’s reading progress without having specific criteria for support. This seminar will show how one school in an economically deprived area of East London has approached this dilemma. It will show how it developed specific approaches to the teaching of reading comprehension and then developed a method of evidence gathering which aligned closely to the teaching input. This took the form of Reading Scrapbooks. These scrapbooks have allowed children to demonstrate how they have constructed a shared meaning of texts in a variety of ways. Examples of learning from these scrapbooks will be analysed to show how they have supported teacher assessment. Although they are called scrapbooks, children take great pride in their presentation and content, and evidence will be presented to show how the scrapbooks have impacted upon the children’s engagement with, and enjoyment of, reading.
**I9**

**Workshop**
**Audience:** CT, LC, S
**Room:** Caerphilly
**Taking control of the curriculum: developing a culture for literacy through CPD and curriculum design**

Martin Galway, Herts for Learning

Although it has often been referred to as a ‘slimmed down’ curriculum, many schools have found the scope of the demands of the 2014 National Curriculum, and the scale of its prescribed content, a challenge to accommodate in the time available in the primary classroom. A distinct shift in focus towards technical and transcriptional knowledge and skills has led to questions around the place of creativity, the joy of writing for pleasure and the development of young writer identities. This workshop will look at how a school in Harlow, Essex, met the challenges of curriculum and statutory assessment change over the past two years through a combination of external and internal peer-to-peer development.

Participants will engage in activities that bring to life a core strand of the school’s culture for literacy - its use of whole school focus texts - and will have the chance to explore how the provision of shared experiences enhances individual reader/writer identities.

**I10**

**Workshop**
**Audience:** CT, LC, R, TT, S
**Room:** Portmerion
**Stories from the wall: using process drama to promote agentic writing with primary school children**

Tom Dobson and Lisa Stephenson, Leeds Beckett University

This is an interactive drama and writing workshop where participants will explore and co-construct stories from the wall. Based on our UKLA sponsored research project, which saw primary school teachers being trained to use drama across the curriculum to give their children more agency in writing, the workshop will give participants a first-hand experience of some of the pedagogies used. Key practical process drama techniques for promoting children’s investment in writing as well as techniques for helping children to translate their embodied experiences of the drama into writing will then be brought to the surface through reflection. Finally, in a conscious attempt to disrupt the hegemony of school writing where children are ‘alienated’ from the process of writing (Lambirth 2016), we put forward our theoretical model for this agentic writing where children can ’stand outside language’ to achieve ‘double voicedness’ (Bakthin 1986).

**J1**

**Seminar Presentation**
**Research Report**
**Audience:** CT, TT, S
**Room:** Kidwelly
**Realising dreamscape: exploring the artistry of teaching through an interdisciplinary approach to picturebooks**

Alastair Daniel, Roehampton University

In this paper, I reflect on the experience of teaching on an international arts week in Switzerland and, through this, explore the value of an arts-based, interdisciplinary, approach to picturebooks in developing student teachers’ perceptions of pedagogy and professional practice. The discussion and analysis of student responses will be framed by Higgs and Titchen’s (2001) formulation of ‘professional artistry’, a model which was originally designed for health workers, but which has applications across the wider field of social professions. Since 2016 with Maria Vinney (University of Winchester) I have contributed to the annual arts week at the Pädagogische Hochschule Thurgau, Kreuzlingen, Switzerland. During these weeks we have explored Nadia Wheatley and Matt Ottley’s award winning picturebook, Luke’s Way of Looking through a combination of practical drama, puppetry and art activities, leading to devised performance pieces that were shared at the end of the arts weeks. Alongside the week’s practical activities, during the 2017 iteration, time was set aside each day in which students could reflect on the ways in which teaching itself may be considered an artistic enterprise. Following the course, the majority of the students were also interviewed, either while on school placement or shortly after completing it. They were asked, in the light of their experiences in school, to discuss the approach taken in the arts week during the making, devising, reflecting and rehearsing stages.
Saturday 7th July

of the performance preparation. In conclusion, I will explore the potential that interdisciplinary approaches to children’s literature have as opportunities for students to explore features of teaching and learning which could be considered as ‘artistic’ (such as the application of the imagination to problem solving, the importance of empathy and the role of experimentiation).”

**J2**

**Symposium**

**Audience:** CT, LC, R, TT, S  
**Room:** Calon 1

**How can ‘noticing’ contribute to inclusive approaches to literacy education? Research and practice across professional cultures**

**Alyson Simpson, University of Sydney, Australia; Sue Ellis, University of Strathclyde; Francesca Pomerantz, Salem State University, USA; Doug Kaufman, University of Connecticut, USA; Runar Sigporsson, University of Akureyri, Iceland**

Literacy education is a complex practice requiring teachers to notice and respond in real-time to the psychological, sociological and linguistic evidence that emerges during teaching. This symposium examines different ways to support the development of ‘noticing’ literacy teachers whose professional judgements and agency are informed by interactions between their knowledge, practices, and curriculum and institutional contexts. The researchers from four international contexts - Scotland, the USA, Iceland and Australia - are motivated to explore how teachers align reasoning with values and beliefs about literacy learning and learners. All papers address the key question: How can noticing contribute to inclusive approaches to literacy education? Our discussant, Sue Ellis, will synthesise emerging themes and provoke debate.

**Pre-service literacy and language teachers learn to notice** - Pomerantz, Gonzalez & Condie

As teacher educators, we wonder how to structure feedback to teacher candidates after lesson observations in ways that encourage reflective practice. This project is informed by research about the challenges new teachers face holding on to their beliefs and enacting knowledge learned in teacher preparation. It investigates how and in what ways reflective tools affect the noticing of pre-service teachers about their practice. Findings indicate that feedback alone does not inspire the kind of reflection evoked by more productive learning conditions. Differences in the nature of the conversations using reflective tools will be discussed, along with implications for teacher educators looking to support teachers’ noticing.

**The challenge of transforming teachers’ implemented literacy curriculum** - Sigporsson

The development project, Beginning Literacy (BL), combines a balanced approach to literacy teaching with a professional development program. It empowers teachers to use their professional judgement to transform their implemented curriculum and, ultimately, the attained curriculum (learning experiences and outcomes) of pupils. In contrast the Directorate of Education (DE) in Iceland has introduced a view of literacy as fluency and accuracy of vocal reading that emphasises standards of performance and implements standardized screening tests. In this conflicted context teachers are challenged to develop their conceptions and agency related to how they respond to the needs of their pupils and help their progression as learners, citizens and human beings.

**The challenges of noticing students in a new culture** - Kaufman

When pre-service teachers enter new culturally diverse settings they face challenges learning how to notice student needs while navigating the cultural landscape. In a recently piloted human rights-based teaching internship in Cape Town, South Africa U.S. pre-service teachers taught in historically underserved township schools. Findings suggest that although the experience of becoming a cultural ‘fish out of water’ resulted in initial struggles, the long-term benefits enhanced noticing skills and behaviours. This paper proposes that well-crafted teaching abroad programs can help participants to expand their definitions of culture, reduce stereotypes, develop intercultural competencies, increase agency, become self-reflective, define education as a community-based endeavour, and address cognitive and cultural dissonance.

**Exploring noticing for actionable knowledge through dialogic learning** - Simpson

This paper examines how the use of targeted scaffolds for ‘noticing’ increase pre-service teachers’ capacity to take knowledgeable action to build their sense of professional agency. It explores the impact of learning design embedded in an undergraduate degree on pre-service teacher awareness of evidential reasoning as they develop professional experience of teaching students to read. The data capture embodied, linguistic and symbolic forms of knowing as pre-service teachers’ interaction patterns are tracked. The pre-service teachers took up and reflected on the dual perspectives of their experiences as learners and teachers. Findings suggest dialogic learning has impact as a strategy for stimulating noticing behaviours in the facilitation of knowledge co-creation.

**J3**

**Seminar Presentation**

**Audience:** AL, CT, L, LC, R, TT, S  
**Room:** Brecon

**Is reading for pleasure enough for empowerment in a changing ‘fake news’ world? Developing teachers as critical readers**

Andrew Lambirth, University of Greenwich; Janet Soler, The Open University

Recent concerns about fake news on the internet and in other sources have highlighted the importance of enabling children and young people to be critically aware of implicit agendas and audience targeting, in the dissemination of text and digitally based communications in the 21st century. This has drawn the attention of UK literacy educators and politicians to the need to encourage and support critical literacy in our education system. In this seminar, we will acknowledge that the reading for pleasure agenda has played an important role in
emphasising the building of communities of readers who are engaged in meaningful interaction with texts. However, the reading for pleasure agenda does not explicitly explore reading and its relationship to critical literacy for these communities of readers. The current concerns over issues such as fake news indicates that we are facing rapidly changing social practices and fields related to literacy and digital literacy. This in turn is creating a situation where critical literacy, and its implications for communities of readers, is an aspect of literacy education which cannot be ignored. We argue that reading for pleasure as a cultural practice does not necessarily include a critical dimension which now needs to be acknowledged and engaged with. A critical literacy dimension would enable an exploration of implicit ideological stances and power relationships within society which are also central to a reader’s engagement with the text and a community of readers, and extend this to an understanding of the ‘word and the world’ (Freire and Macedo, 1987). We argue for ‘teachers as critical readers’.

J5 Themed Session

J5a Digital literacies and discourses of differential childhoods in teachers’ talk: an analysis in connection to constructions of age

Stavroula Kontovourki and Rafaela Maroulleti, University of Cyprus; Maria Chrysostomou, Primary School Teacher, Cyprus

This presentation focuses on the intersection of digital literacies and constructions of childhood as these emerge in pre-primary and primary teachers’ narrations. In particular, we attend to the descriptions of teachers’ own engagement (or lack thereof) with digital technologies as children of different ages, as well as of other children’s (their own, their pupils, in general) digital use. We thus discuss how discourses of childhood produce truth claims that regulate children’s access to and action with digital media and tools. To do so, we utilise data from a broader research project, initiated as part of COST Action IS1410 DigiLitEY, that examines teachers’ digital biographies and perceptions. Data for this presentation are drawn from the study in the Greek-Cypriot context and were collected through semi-structured individual interviews with 22 pre-primary and early primary teachers. Thematic data analysis was theoretically informed by notions of teacher identity as personal, professional and contingent, as well as of discursive power as regulatory and productive. These allowed us to identify different constructions of childhoods relating to teachers’ and children’s age, as well as to space and time. Connecting those to notions of appropriateness, we consider how young children’s literacies in the digital age may be framed.

J5b Aware of mediatization? A qualitative content analysis of German teachers’ statements towards digital literacy and multimodal practices in not only early childhood

Gudrun Marci-Boehncke and Tatjana Vogel, Technical University of Dortmund

As part of the EU DigiLitEY project, we collected a dozen expert interviews with teachers of different school types in Germany. The explicitly provided pieces of information about the teachers’ personal as well as professional habits and attitudes as regards their use of digital media, and their consideration of digital media as part of their professional work in class were of interest for the international evaluation. Other international, as well as national studies (e.g., ICILS 2013 and 2016) show that especially Germany’s teachers are relatively reserved appreciating the potentials of digital media in class. They consider digital media as means for administrative purposes, in foreign language classes and as a challenge for top-performing pupils - but they concede just little potential for the support of rather poor performing pupils or even those who would need inclusive schooling. The paper discusses the findings of content analysis of qualitative teachers’ interviews against the background of these other (inter-)national studies as well as the theory of mediatization (Krotz 2007).

J5c Teachers’ beliefs, experiences and perceptions on digital and multimodal literacies in early years settings

Karen Daniels, Ester Ehiyazaryan-White, Hugh Escott and Amanda Hatton, Sheffield Hallam University

This seminar will report on a study of teachers’ beliefs and perceptions of the use of digital literacies in educational

J4 Seminar Presentation

Constructions of childhood in everyday lives

Susan Jones, University of Nottingham

A social practice model understands literacy as a valuable, locally produced resource in the negotiation of everyday lives. It also emphasises that literacy is not something we have, but something we do. Despite the influence of these ideas within the field of literacy studies over recent decades, education and social policy continues to define literacy according to individual engagement with a narrow and officially defined set of texts and practices. This compounds official perceptions of communities, who may be already socially, economically and culturally marginalised, as in deficit. This presentation explores ‘community literacy’ as an active process of collaboration. It draws on data from ethnographic studies of everyday literacy practices within community groups in a city in the Midlands of England, including a family church service and a shared reading group. Examples of engagement with a range of texts challenge a narrow model of literacy and its role as a tool of external intervention. Rather, the interpretative possibilities of collaborative meaning making illustrate how community itself is actively constructed through shared experience. A focus on shared everyday literacy practices in the construction of community emphasises their importance within socially just approaches to both literacy and community.

J5a Digital literacies and discourses of differential childhoods in teachers’ talk: an analysis in connection to constructions of age

Stavroula Kontovourki and Rafaela Maroulleti, University of Cyprus; Maria Chrysostomou, Primary School Teacher, Cyprus

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J5c Teachers’ beliefs, experiences and perceptions on digital and multimodal literacies in early years settings

Karen Daniels, Ester Ehiyazaryan-White, Hugh Escott and Amanda Hatton, Sheffield Hallam University

This seminar will report on a study of teachers’ beliefs and perceptions of the use of digital literacies in educational
provision for children aged 0-8 in England. This is linked to a broader study with colleagues from a network developed through the COST Action IS1410 DigiLitEY, which is exploring the digital literacy and multimodal practices of young children. Drawing from analysis of teacher interview data, we will explore a number of competing discourses that teachers are navigating as they reflect on the place of digital literacies in classrooms. Discourses include those from a standards agenda, those related to teachers' professional roles, and those centered around conceptions of early childhood and children as competent users of digital literacies at home. Teachers’ reflections suggest that tensions that exist between these discourses may stand in the way of generating deeper understandings of the place of digital literacies in classrooms.

J6 Workshop Audience: AL, CT, L, LC, R, TT, S Room: Portmerion

Reading Teachers = Reading Pupils: from teacher to pupil book groups

Ali Mawle, Cheltenham Festivals, Paul Beech, Amberley Parochial School, Teresa Cremin, Open University

UKLA/OU research reveals that teachers have limited repertoires of children’s literature (Cremin et al., 2014). In addition, as this work showed, enhancing teachers’ subject knowledge and pedagogic practice increases pupils’ reading for pleasure. But how can time and space be found for teachers to share children’s literature in a professional capacity? How can teachers be supported to become reading role-models for their pupils?

This participative workshop will explore the nature of RT=RP project and the network of three teachers’ reading groups in Gloucestershire, supported by Cheltenham Festivals. The session will include a mini reading group experience modelling the RT=RP approach, with direct relevance and practical application for the classroom. Data gleaned from observations of Year 5/6 pupil reading groups will be woven through the session, and insights from the external evaluation shared. A handout detailing the different ways that teachers have run book groups will be given to participants, including ways of involving parents. This session aims to inform literacy professionals about the value of teacher book groups on children’s reading for pleasure. It will provide participants with practical ideas for running book groups for both teachers and pupils, increasing their knowledge of children’s literature and developing reading for pleasure.

J7 Workshop Audience: CT, LC, R, TT, S Room: Tintern

How can learning to write at school be creative?

Katrina Kemp, University of Sydney and Manly Vale Public School, Australia

For the first time, Australia has recently implemented a national curriculum. It reflects the worldwide calls for 21st century students to demonstrate creativity as a learning outcome. This context has been a catalyst for my research into how or whether literacy teaching and learning in the early years of school is evolving to be conducive to creative thinking. As both a teacher and researcher, I have explored and documented creative pedagogies collaboratively with teaching colleagues and in the classroom. Now focused on beliefs and practices in teaching creative writing, my PhD research aims to explore whether Australian teachers are able to nurture creative writers in the context of the skills-focused testing and accountability regimes which characterise our national and state government educational policies. Participants in this workshop will unpack some of the factors that shape teachers’ capacity to enact creative writing in their classrooms, learn to apply strategies that I have found effective in facilitating divergent thinking using quality children’s texts as a stimulus, and also discuss some examples of the extended written responses beginning writers can produce when developing their skills in a creative learning environment.

J8 Workshop Audience: CT, LC, R, TT Room: Kidwelly

Reclaiming the wasted years

Kate Erricker, Victoria Flynn and Joanna Kenyon, Hampshire County Council

The transition that children make from primary to secondary education is problematic for both pupils and teachers. Primary and secondary schools often work with different assessment systems, aiming towards statutory tests, which can distort the curriculum. In the UK, this has been identified as a national problem, but there is currently little in place to make sure that pedagogy and curricula align. Teachers also lack opportunities to develop knowledge about the curriculum and assessment which precede or follow that which is delivered in their own school. This workshop will present a case study of our own model of Key Stage 3 Curriculum and Assessment. This has been designed and implemented alongside primary and secondary school practitioners in Hampshire over the past two years. We will talk about the challenges and successes, share practical approaches and explore how our understanding of what is important in secondary education has shifted as a result.

J9 Seminar Presentation Audience: CT, L, LC, TT, S Room: Monmouth

A world of stories: an approach to creative literacy planning around authentic texts

Helen Lines, University of Exeter, Laurel Smith, Gleadless and Arbourthorne Federation of Primary Schools

This seminar will share details of an integrated approach to teaching literacy developed by The Arbourthorne and Gleadless Primary Schools Federation in Sheffield, in collaboration with the University of Exeter. The Take One Text project aimed to place high quality
texts at the heart of literacy teaching and to develop creative approaches to teaching grammar in the context of improving reading comprehension and writing skills. *A Child of Books* by Oliver Jeffers was chosen as a common core text across the school, with children also given opportunities to link art and literacy, input from the Federation's artist in residence used visual techniques to explore the language in the key text and to engage children with the theme of ‘imagination’. Acknowledging that staff subject knowledge of grammar was a key area for development, CPD provided support for planning and teaching, with a particular focus on sentence grammar, which was developed in the teaching of a secondary text, chosen by each year group team. In this interactive seminar we will explore the pedagogy, share project outcomes and consider further strategies to embed the approach and develop staff subject knowledge.

**J10**

Research Report

**Audience:** CT, L, R, TT, S

**Room:** Caerphilly

*Moving media: enabling children to create written and film narratives*

Becky Parry, University of Nottingham; Lucy Taylor, University of Leeds; Michelle Cannon, UCL Knowledge Lab, Institute of Education; Mark Reid, British Film Institute; Chris Whitney, Literacy Consultant

By the time they reach the end of Year 5, the National Curriculum (2014) suggests that children should, in their writing, be able to describe settings, characters and atmosphere, show awareness of audience and purpose, select appropriate grammar and link ideas across paragraphs using adverbials of time and place. The perpetual drive to raise standards of literacy limits the extent to which teachers feel able to explore new ways to build children's confidence and competence as authors, despite evidence of the importance of valuing children's own experiences including film, games and television (Parry, 2013; Hill-Bulman, 2017). As a result, little is known about the most productive pedagogical approaches to explicitly enable a transfer of narrative skills between film and writing. In our account of this IEE funded project, we share findings from an after-school programme which enabled five children in Lincolnshire schools to participate in film pedagogy based on *La Cinéma* cent ans de jeunesse. We reflect on our methodology and share emerging findings that indicate important new ways to enable children to move between media to create compelling settings and characters in stories for different audiences and purposes, to build atmosphere and confidently handle the passage of time.

**17.00 – 17.40 Parallel Session K**

(Breakout rooms)

**K1**

Seminar Presentation

**Audience:** CT, L, R, TT, S

**Room:** Brecon

*Inclusivity through literature promotion*

Tamara Macfarlane, Moon Lane

Just Imagine and Tales on Moon Lane Ink have joined forces to create Imagination Lane, an informal partnership which is based on the fundamental principle that every child has the right to be a reader. In this seminar we outline two practical projects which use children's books and literature as a means of developing inclusive practices. Tales on Moon Lane’s not for profit enterprise initiative is designed to promote reading for pleasure in secondary schools, while introducing students to the basics of bookselling and publishing. The days give students the opportunity to run their own pop-up bookshops - selecting the texts, planning events, promoting the shop, and keeping their pop-up's profit to use for books and book-related events to further promote reading. In addition to a wide range of business skills, this financial incentive helps to engage reluctant readers with books, through the appeal of setting up their own mini business. Just Imagine’s Fluency Project (School Strategic Improvement Fund) is designed to develop reading fluency with pupils in years 2 and 3, with the remit of supporting pupils who, for whatever reason, are less likely to have books in the home environment and in consequence have less opportunities for developing ‘an ear’ for reading. The playful, oral approaches adopted are deliberately inclusive with benefits for all learners. We will share interim findings and consider some general principles for our approaches, with an opportunity for delegates to share practices.

**K2**

Symposium (cont’d)

**Audience:** CT, LC, R, TT, S

**Room:** Caerleon

*How can ‘noticing’ contribute to inclusive approaches to literacy education? Research and practice across professional cultures*

Alyson Simpson, University of Sydney, Australia; Sue Ellis, University of Strathclyde; Francesca Pomerantz, Salem State University, USA; Doug Kaufman, University of Connecticut, USA; Runar Siggrorsson, University of Akureyri, Iceland

**K3**

Seminar Presentation

**Research Report**

**Audience:** AL, CT, R, TT

**Room:** Caerleon

*The Multiliteracies of amateur Cosplayers in the United Arab Emirates*

Mona Aljanahi, United Arab Emirates University

Continued scholarly work in the field of literacy have turned to examining students' literacy practices outside the classroom walls. One particular concept that recurs in discussions of outside school literacy practices is that of pop culture. In recent years, youth in the United Arab Emirates have been observed to engage in activities pertinent to pop culture. One such event is the Middle East Film and Comic Con held in Dubai. A major component of this convention
Saturday 7th July

is focused on cosplaying, the act of dressing and acting like the characters present in many literacy outlets: comic books, novels, movies, video games, TV shows, anime, etc. The aim of this study is to elucidate on this rather specific form of literacy practice performed by youth. The study will seek to answer the follow questions: 1) What forms of literacy inform participants’ cosplay? 2) How do the participants negotiate identity through their cosplays? 3) How can youth’s engagement in cosplay inform pedagogical practices in academic settings? Using the New London Group’s (1996) concepts of multiliteracies as the theoretical backdrop of this study, semi-structured interviews were used to collect data. Interviews were conducted with 4 voluntary participants, three males and one female.

K4
Seminar Presentation
Audience: CT, L, LC, R, TT, S
Room: Tredegar

Constructing the teacher: reading sociocultural representations in children’s and young adult storytelling

Branwen Bingle,
University of Greenwich

To what extent is there articulation between learners’ notions of teaching and the narrative representations of teachers found in popular children’s literature? And how do learners construct the role of the teacher as a literary device? This presentation reports the findings from a recently completed doctoral study which explored the interplay between literature written for children, literature written by children and wider sociocultural constructions of professional identity. In order to explore how learners construct the teacher as a narrative tool, a comparative analysis of children’s and primary teacher trainees’ perceptions of professional identity was undertaken. A total of 22 year 5 pupils and ten students coming to the end of their teacher training degree participated in the research. Narrative methodologies, including character profile depictions and an approach based on the Storycrafting method (Karlsson and Riihelä 1991), led to the collection and analysis of a rich dataset which not only reflected common sociocultural depictions of teaching from literature but also indicated the aspirations and expectations from pupils and students alike. In addition, the study highlighted how teaching critical literacy skills can empower children in recognising the system of constructs within a text, encouraging a more thoughtful approach to recognising sociocultural bias.

K5
Research Report
Audience: CT, L, R, TT, S
Room: Pembroke

Constancy in a context of change: elements of stability in the orchestration of 21st-century literate understanding

Margaret Mackey,
University of Alberta, Canada

Literacy is in a state of flux, as multimodal, interactive, and participatory forms flourish. Many versions of the printed word are no longer completely abstract in nature as digital affordances permit sensory input from within the text itself (a voiceover solves the decoding mystery and supplies the correct pronunciation and meaning; a cartoon animates the actions entailed in a particular verb, etc.) With decoding, pronunciation, and meaning-making thus scaffolded, we are looking at a new learning scenario for early readers. Other aspects of print reading are destabilized by digital presentation; for example, the principles of left-to-right and top-to-bottom may well disappear. This presentation looks at such changes and then turns the tables to explore what elements of reading remain constant in the face of such novelty. To read English, at the micro-level learners must have some grasp of the function of the alphabet, of punctuation, of the role of layout and design. At the macro-level, determination of personal salience remains significant; and orchestration of different components is necessary to integrate top-down and bottom-up elements. Drawing on multiple research projects, this presentation investigates the nature of new reading through the filter of reading as we have known it for centuries.

K6
Seminar Presentation
Audience: CT, L, LC, R, TT, S
Room: Tintern

The use of picture books to develop an awareness of global citizenship in mainly white mono-cultural primary schools

Rebecca Simpson-Hargreaves,
University of Manchester

In this age of increasing individual uncertainty within the global sphere, it appears crucial that effective strategies and resources are identified to help balance tensions between a range of national and international identities. This paper will present findings from a small scale research project undertaken in mainly white mono-cultural primary schools, designed to investigate the value of picture books in raising awareness of global citizenship. Global citizenship education once held its own place in the primary classroom, but with the advent of the new curriculum the government focus shifted to British Values which, when taught alone, might promote a naive perspective of assimilation. The purpose of this study investigates the extent to which teachers can support children as they seek their identity within a wider world community. The study suggests that the teaching of effective global citizenship education through quality children’s picture books can help even the youngest of children to develop a sense of responsibility and of their basic human rights as members of a global community. The study spanned three rural schools and included children from 5 to 11 years. Working in partnership with Amnesty International, three key texts were chosen, aimed to cultivate empathy, self-awareness and social justice. Each text was investigated through the Philosophy 4 Children community of enquiry approach and reader response activities, with teachers given the option to extend learning beyond the session using Amnesty designed lesson plans and activities for action.
An examination of the understanding of curriculum leaders and class teachers of global citizenship education found a conflict between a desire to educate and empower the whole child and their own personal values, against the socio-political context in which teachers have to deliver an ever growing, challenging educational curriculum.

**K7**

**Seminar Presentation**

**Audience:** AL, CT, R  
**Room:** Portm erion

**Speaking truth and talking back through spoken word poetry**

Jen Scott Curwood,  
University of Sydney, Australia

Spoken word poetry offers individuals an authentic audience for their creative work and encourages them to engage in dialogue about asymmetrical relations of power. Through written text, freestyling, rapping, singing, and playing acoustic instruments, spoken word allows individuals to share their experiences in ways not dictated by structures or rules. Drawing on sociocultural theories, this ethnographic study investigates spoken word poetry as a practice, a process, and a product. Situated in a linguistically and culturally diverse community in western Sydney, Australia, the year-long study examines how spoken word poetry can facilitate intercultural dialogue, support social transformation, and encourage creative expression. The study explores the largest monthly poetry slam in the southern hemisphere, and draws on interviews, focus groups, observations, and artefacts. By valuing both local experiences and global perspectives, such spoken word poetry slams can create a ‘Third Space’, where the formal and informal as well as the official and unofficial spaces of the community intersect. In an age where many individuals feel marginalised, spoken word poetry offers them a way to talk back.

**K8**

**Research Report**

**Audience:** CT, LC, R, TT, S  
**Room:** Kidwelly

**Young children’s encounters with iPads in an early years classroom**

Michelle Neumann, Griffith University;  
Guy Merchant and Cathy Burnett, Sheffield Hallam University

Young children’s use of digital tools such as touchscreen tablets in early years classrooms is increasing, and yet to date little is known about how young children interact with tablets and the significance of this for early learning experiences. Recent research has shown that young children are often competent operators of tablets being able to use fingers to swipe and tap with ease and can navigate through a range of apps due to the user friendly interface of tablets. However, it is possible that not all children’s interactions with tablets are as ‘intuitive’ as we think. This study drew on a week long-exploratory study based in an early years setting in Northern England. It used observational and participatory methods to explore the diversity of ways in which iPads were integrated into children’s play, as a focus for individual and shared interest, sometimes used for story-making, sometimes as an object to be carried, passed or stroked, and sometimes simply discarded. In doing so this research aims to provide a rich understanding of young children’s use of tablets in an early years setting.

**K9**

**Research Report**

**Audience:** CT, L, LC, R, S, Other  
**Room:** Caerphilly

**Paradoxical pedagogies - supporting mothers to support their young children’s literacy**

Helen Victoria Smith,  
University of Nottingham

This presentation explores how mothers use and experience resources in an East Midlands’ town to support their young (under 5) children’s literacy development. The study adopts an ethnographic approach, drawing on Bernstein’s (1975) ideas of visible and invisible pedagogies to investigate how UK early childhood policy is interpreted and enacted in the different sites that are made available to different communities within the town. The findings reveal the ways in which mothers are ‘taught’ to support their young children’s literacy development differently depending on where they live and where they go, which often places mothers in paradoxical positions as they receive mixed messages about what is best for their child. The study will be of interest to parents, teachers, policy-makers, early years’ professionals and other researchers of young children’s literacy.
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The Ideas in Practice series is available from
UKLA Publications, Room 9, VAL, 9 Newarke Street, Leicester LE1 5SN
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Sunday 8th July

08.30 – 09.15 Exhibitors and Bookshops

08.45 – 09.15 Parallel Session L

L1 Postgraduate Research Slam (continues into sessions M, N)
Audience: CT, LC, R, TT, S
Room: Caerphilly

Postgraduate Research Slam

This session showcases the work of up and coming researchers in the field of literacy. It includes a series of multiple ‘short-fuse’ presentations interspersed with opportunities for questions and reflection on emerging themes. The slam runs across sessions L, M and N.

Lucy Taylor, University of Leeds, Chair

L1a A reflection on a Year 5 ‘reading for pleasure’ session within a ‘reading for pleasure school’
Sophie Tatum, University of the West of England

As reading for pleasure is a requirement of the current National Curriculum, it is argued that schools may implement practice that demands reading for pleasure. This brings consequential risk of children reading out of compliance and not pleasure. This presentation will analyse the tensions present in implementing reading for pleasure pedagogy, considering the complexity of factors involved in reading for pleasure. Reflection will be made on if reading for pleasure can ever be achieved.

L1b ‘We haven’t got time for stories’ - an insight into a Year 5 guided reading session
Cara Doxey, Sheffield Hallam University

In recent years there have been increasing concerns about the impact of a testing culture on the promotion of reading for meaning in primary schools. In exploring these issues, in this presentation I will focus on a guided reading session that took place during a qualitative small-scale study in one Year 5 classroom. I will explore the ways in which readers and reading appeared to be constructed through the classroom event. Drawing on fieldnotes, I explore how the broader context of testing played out in a session intended to explore reading for meaning e.g. through references to strategies such as correct answers, achieving marks, and read and retrieval strategies.

09.15 – 09.55 Parallel Session M (Breakout rooms)

M1 Slam (continued)
Audience: CT, LC, R
Room: Caerphilly

Postgraduate Research Slam (continued)

Lucy Taylor, University of Leeds, Chair

M1a ‘The Pearl and the Platform’: How do the narratives and ideas of Reception children challenge narrow conceptions of ‘school readiness’?
Laura Heads, Northumbria University

This presentation draws upon the data of an after-school ‘Ideas Club’, a space in which play materials were used with groups of Reception children, in order to capture moments of their creativity. Using the imaginative story of one particular child, dubbed ‘The Pearl and the Platform’, I examine children’s aptitude for developing narratives, independent of adult-driven outcomes. I also consider how this story might sit uneasily with simple models of ‘school readiness.’

M1b ‘Examining young children’s identities and participation in literacy events’
Lucy Rodriguez Leon, The Open University

This paper describes the conceptual frameworks shaping a doctoral study investigating children’s co-constructed literate identities and participation in literacy practices. It explores the cultural-historical concepts of ‘Perezhivanie’, conceptualised as a refracting prism through which the literacy event is experienced, and ‘Activity Settings’, viewed as the multidimensional characteristics of the socio-material environment in which the literacy event occurs. Jointly these concepts enable an understanding of the dynamic relationship between child and environment.

M1c ‘And here’s why we read the way we do’: Nigerian children’s voices on leisure reading
Isang Awah, University of Cambridge

This study explores how much leisure reading a group of 9-12-year-olds in Nigeria does, and sheds light on how, why, and what the children read, and the factors that affect their engagement with reading. Its purpose is to guide parents and schools on how they can build or strengthen social networks and affordances that support children’s leisure reading. Through an interpretivist theoretical perspective, the study gathered data using observation, questionnaire, collage making, and interviews.

M2 Symposium
Audience: R
Room: Calon 1

Exploring writer identity and communities of writers
Teresa Cremin and Ian Eyres, The Open University; Tom Dobson and Lisa Stephenson, Leeds Beckett University

This symposium explores conceptions and enactments of teachers’ and students’ writer identities and the ways in which these shape and are shaped by the creative writing communities in which they participate. Papers draw on Teachers as Writers (TAW), a research collaboration between the Open University, the University of Exeter and Arvon with primary and secondary teachers and a Leeds Beckett University project undertaken by HEI tutors with primary children.

The emotional challenge of sharing writing in a community of writers - Teresa Cremin

This paper draws both on a systematic review of teachers as writers and data relating to the 16 TAW teachers who participated in a week’s writing residential in Devon and worked collaboratively with an established writer on project CPD days and in school. Cremin explores the challenge and discomfort caused for some teachers when positioned as writers at the residential. The teachers were
expected to share their writing within workshops and one-to-one tutorials and this caused trepidation and angst, prompting procrastination, harsh self-judgments and some self-silencing. The paper considers the social and emotional challenge of sharing one’s writing, and in particular examines the interplay between the relational identity positions of the teachers and tutors and each author’s affective engagement with their emerging text. Writing from life experience, whilst often emotionally demanding, appeared to reduce the teachers’ discomfort at times and possible reasons for this will be explored as well as consequences for the classroom.

**Teachers developing a writer identity**  
- Ian Eyres

While the evidence suggests that most teachers of writing do not lay claim to be writers themselves, many reasons have been advanced for why they should be. From a sociocultural perspective, teachers who bring the way writers think, behave and talk into the classroom may help learners adopt and develop their own writer identity. In this paper Eyres explores data relating to the experience of the writer-teachers in TAW. He looks at their shifting identities as both writers and teachers and considers the extent to which apparently radical changes of perspective were due to ‘writerly’ characteristics and dispositions which had lain dormant or had been suppressed. He considers the teachers’ changing conception of what it is to be a writer, and examines the evidence of sustained impact of their developing writer identities on their practice. This includes their perceptions of a conflict between current curriculum requirements and approaches which allow considerable personal agency both to themselves and to their students.

**Children repositioned in a community of writers**  
- Tom Dobson and Lisa Stephenson

In this paper the relationship between identities and a community of writers is explored further as the authors reflect upon the findings of their practitioner enquiry research project. This involved 25 Leeds primary school children engaging in dramatic enquiry and a community of writers over an intense two-week period on the university campus. Conceptualising identity as ‘positional’ within context specific ‘figured worlds’, three key moments in the project are examined. Firstly, the tension between the figured world of school (where pupils have low positional identity) and the figured world of a community of writers using dialogic enquiry (where pupils and teachers are more equal) is articulated. Here the school’s teachers and teaching assistants regularly intervened in an attempt to alter the identities enacted by the children. Secondly, the authors explore the ways in which their own identities as writers within this community were figured by responding inclusively to the children’s identity performances. Finally, they focus on the intertextual community borrowings that occurred and how texts were transformed by life experiences, fostering stylistic control, investment and authenticity.

**M4 Workshop**

**Audience:** CT, L, LC, R, TT, S  
**Room:** Caerleon

**Past, present and future**

Catherine Gilliland and Teresa Cash, St Mary’s University College, Belfast

This workshop will look at how children’s literature can be used to develop children both critically and creatively. It will illustrate how they can be empowered and inspired to learn lessons from the past and apply them to both current and future situations. It is based around a school-based project where children engaged in a series of cross-curricular lessons based around the text of Paul Fletchman’s book, *The Matchbox Diary*. The students were taken on an historical journey from Italy to American and using a series of graphic organisers unlocked the text from a variety of curricular lenses. In this workshop the presenters will illustrate how a variety of graphic organisers can be used to unlock any text and make cross-curricular literacy an empowering reality.

**M3 Research Report**

**Audience:** CT, LC, R  
**Room:** Monmouth

**Using Digital Ink technology to enhance children’s creativity in writing**

Janet Read, University of Central Lancashire

Digital ink technology exists in two main formats; stylus writing on tablets, and stylus writing on paper. For children learning to write, digital ink technology offers several affordances: firstly it lets children handwrite words and have them saved digitally as images so their writing can be easily shared; secondly it allows editing options of the handwritten text in so far as words can be selected changed and rearranged; and thirdly, with appropriate handwriting recognition software, the words can be ‘understood’ and assistance given to children in terms of spellings, alternative words and word meanings. Our research has been examining how teachers can use digital ink technologies in classrooms by studying the effectiveness of paper and tablet versions of such technologies but also by comparing these formats with typed text, a medium becoming more familiar even with younger children. Forty children have used three different media in creative writing experiences and the richness as well as the volume of their work has been examined. While the technology is still in need of work, the results suggest that enhanced digital ink platforms can empower children to be experimental with words.
**Imaginary Communities: teacher and children as ‘equal playmakers’**

Vicky Storey, Chol Theatre

In this practical workshop participants will be invited to step into their own imaginary world and experience first-hand the initial stages of Chol Theatre’s *Imaginary Communities* process. *Imaginary Communities* (IC) is an immersive dramatic experience delivered in schools, primarily with Key Stage 2 and Key Stage 3 (children aged 7-14 years). A typical project involves an IC artist working in residence within a school for at least a term, guiding the children and teacher through the dramatic process. The drama begins with a fictional setting inspired and created by the children and teacher’s interactions and imaginations. The world is further brought to life when each member of the imaginary community creates their own character. The children and teacher then continue to direct and explore their unique adventure through drama, play, creative writing and story telling. Drawing on research exploring the IC process, the workshop will explore how this model of drama education positions children and teacher as ‘equal playmakers’ in the classroom. By actively taking part in the *Imaginary Communities* process, participants will be invited to reflect on the extent to which they became equal playmakers and discuss the value of shared story-making in the classroom.

**Thinking Big: incorporating big books in shared reading**

Sinead Harmey, UCL Institute of Education; Robert Kelly, The Ohio State University, USA

Being read to, by, and indeed with, teachers is a critical part of an early years literacy curriculum. Shared reading, one context for reading to and with children, offers unique possibilities. These possibilities include but are not limited to: engagement with high-quality literature; opportunities to model and apply early reading behaviors; the co-construction of meaning with the teacher; opportunities to highlight and apply concepts about print; and understandings about how words work. In this workshop, the presenters will present a critical up-to-date review of recently published big books. They will also offer practical suggestions for teachers to create their own multi-modal big books drawing on shared writing and children’s lived experience in the classroom. A framework for participants to analyze and maximize opportunities to use big books in a shared reading context will be provided. The brief presentation will involve classroom videos from the presenters’ research. The workshop element will involve interactive activities for participants to engage in reviewing big books and planning for shared reading lessons.

**Conversations about critical literacy: what it is, what it looks like, what it could be**

Jennifer Farrar, University of Glasgow; Kelly Stone, University of Edinburgh

With fake news never far from the headlines, it’s increasingly vital that learners develop critical literacy to help them ask powerful questions about a text’s accuracy, authority and purpose. Yet recent surveys suggest that these practices are still unfamiliar to many learners, indicating they are also absent from their teachers’ repertoires. In Scotland, the ‘important skills’ of critical literacy are referred to in key Curriculum for Excellence documentation, yet little ‘official’ guidance exists to support teachers’ understandings of what critical literacy is, why it is important and what it might ‘look like’ in the classroom. To help plug this gap, we have recently opened up an informal, on-line conversation with Scottish teachers to find out more about their perceptions of critical literacy and to share their approaches, questions and dilemmas about what critical literacy is and its potential. In this workshop, we will begin by sharing and seeking feedback on some of these discussions but will then seek to expand the conversation further, by calling on participants to contribute their own knowledge and experiences of critical literacy. Through discussion, we hope to develop a detailed portrait of critical literacy, to share with practitioners and policy-makers alike.
M8
Seminar Presentation
Audience: CT, L, TT, S
Room: Kidwelly

The Boat: a children’s book project about refugees

Jonathan Rooke, University of Winchester; Peter Roberts, Four Lanes Community Junior School; Ali Roberts, The Crescent Primary School

The Boat is a story book (see the book here http://the-immigration-boat-story.com/book), a tablet app, an exhibition and a website about ‘boat people’ to challenge the perceptions of immigration. It is written by a lecturer and artist at the University of Winchester. Throughout the process, student teachers, classroom teachers and children in local Hampshire primary schools engaged with the text, devising, planning and using learning and teaching materials to accompany The Boat. The project explores how a very specific child-centred audience can be introduced to the complex human story of ‘immigration’. The writer and illustrator worked with young and experienced educators to show how a story can be constructed for an audience whose verbal and visual literacy is limited by their experience so that ideas on social justice can be explored. This presentation will explore the rationale behind the creative process and how it relates to schoolchildren’s experience of understanding the complex issue of immigration in society, holding in tension the polarised attitudes they may be exposed to outside of the school context. Teachers’ and student teachers’ reflections on the process of educating children about immigration will be analysed and there will be some focus on how working with The Boat contributes to the development of a school as a moral community. Examples of children’s engagement and response during recent primary classroom practice will be presented.

M9
Seminar Presentation
Audience: CT, LC, R, TT, S
Room: Portmerion

The promise of a new curriculum: an investigation of teachers’ literacy pedagogies in New Zealand early childhood settings

Claire McLachlan, University of Waikato, New Zealand

The aim of this study was to identify how teachers currently plan for, teach and assess literacy in early childhood settings and to identify how well practice aligns to guidelines in the revised curriculum, Te Whariki. Research on early literacy suggests that literacy can be supported in early childhood settings if teachers draw on children’s literacy funds of knowledge from home and use intentional teaching to support children’s developing knowledge, skills and abilities within a holistic curriculum. This study extends on previous studies investigating how to support teachers’ knowledge of teaching literacy. This study aimed to investigate how the sector had received the update of Te Whariki and to explore any issues or challenges the sector had identified in relation to the Communication strand/Mana reo, which is the primary location of literacy outcomes in the curriculum. A QUAN-QUAL mixed method design was utilised, which employed a national survey of ECE teachers and purposive key informant semi-structured interviews with centre owners, managers and professional support managers, who have overall responsibility for curriculum implementation. Data were analysed using both quantitative and qualitative methods. Findings suggest that teachers need further professional learning on literacy and assessment to document children’s progress towards learning outcomes.

M10
Research Report
Audience: CT, LC, R, TT, S
Room: Brecon

Using art experiences to support social literacy skills in the early years settings

Evgenia Theodotou, University of East London

Literacy is a fundamental learning area as it provides the basis for any educational and social interaction. Within this learning area, the concept of social literacy has gained increasingly significant attention as it includes the use of literacy in the general social context of people’s lives. This argument has an even more significant impact in the early years setting, in which children create the basis of their learning journey. A number of empirical pieces of research investigate the positive impact of the arts in children’s literacy development in the early years settings. Most of them focus on phonological awareness while making some indirect arguments about social literacy. Considering this argument, this project was designed. The purpose of this paper is to use art experiences to examine their effects on children’s social literacy skills in the early years settings. The ‘Play and Learn through the Arts’ (PLA) programme was used in 5-6-year-old children in Greece from October to May and the outcomes were measured using authentic assessment and a semi-structured interview. The findings showed a positive impact of art experiences in children’s social literacy skills and more specifically in the literacy events and literacy practices.
Sunday 8th July

10.05 – 10.45 Parallel Session N
Including Student Research Awards and the Brenda Eastwood Award
(Breakout rooms)

N1 Slam (continued)
Audience: CT
Room: Caerphilly
Postgraduate Research Slam (continued)
Lucy Taylor, University of Leeds, Chair
N1 Theatre literacy: does it matter?
Cathy Baldwin, The Open University
The theatre offers an important social, collaborative experience where performers and audience work together to make meaning, unlike with film or television. However, over 55% of teenagers have never visited the theatre. This is often because of a lack of ‘theatre literacy’, which renders theatre ‘other’ and inaccessible. This research report will present insights into the attitudes towards and experiences of theatre amongst 13-14 year old school students, as part of my research into students’ experiences of studying Shakespeare in secondary schools.

N2 Symposium (cont’d)
Audience: R
Room: Calon 1
Exploring writer identity and communities of writers
Teresa Cremin and Ian Eyres, The Open University; Tom Dobson and Lisa Stephenson, Leeds Beckett University

N3 Workshop
Audience: CT, LC, R, TT
Room: Caerleon
Enhancing critical thinking skills through questioning
Irina Malykhina, Rogers Heights Elementary School, USA
Questioning has been identified as one out of the five main strategies that enhance critical thinking. Research provides evidence that questioning helps students take ownership of their learning and think critically about issues. Participants of this session will engage in discussing and practicing research based questioning strategies that enhance student engagement and higher order thinking during literacy instruction in linguistically and culturally diverse classrooms. Questions’ complexity levels and ways to scaffold and differentiate questions for diverse learners will be presented and discussed.

N4 Research Report
Audience: CT, LC, R, TT
Room: Tredegar
Using museum photography to teach urban youth persuasive writing
Jan Lacina, Texas Christian University, USA
The teaching of writing in secondary schools is often a solitary event; this may reside in the fact that writing is taught in a single classroom, and the experience usually does not venture outside of the four walls of the classroom. With technological innovations, writing instructional practices have more possibilities, however there is little research to demonstrate the inclusion of museums as resources for the teaching of writing. Students who attend a field trip to an art museum demonstrate improved critical thinking skills, historical empathy and tolerance, and for students from rural or high-poverty regions, the increase was even more significant. Museums offer future teachers and adolescents opportunities and experiences with multiple forms of literacies. In this study, classroom action research was used, involving qualitative interpretive modes of inquiry and data collection. The author describes the learning that took place as teacher candidates used photography from a local museum to teach elements of persuasive writing to urban youth.

N5 Research Report
Audience: CT, LC, R, TT, S
Room: Pembroke
Enchanted iPads: playful film-making within a participatory theatre programme
Cathy Burnett, Sheffield Hallam University; Becky Parry, University of Nottingham; Vicky Storey, Chol Theatre; Guy Merchant, Sheffield Hallam University
This presentation will explore what happened when iPads were introduced to a week-long version of Chol Theatre’s participatory theatre programme, Imaginary Communities, in which children created an enchanted forest through a process of playful, emergent storytelling. At the heart of Imaginary Communities is a commitment to working together, in ways that build on embodied, material and affective dimensions of being together in a shared space. We were interested in what iPads became as they entered the imaginary world, and in what children, the forest and the sense of community became as this happened. Over the course of the week, iPads were taken up in different ways as video cameras: to record interviews and video diaries, to document ongoing activity, and to make what we refer to as emergent narrative films. We will consider how children’s varied uses of video seemed to enrich (or sometimes detract from) the experience of Imaginary Communities, focusing particularly on how the experiences of certain children sometimes became more visible than they might have been otherwise. We will end with reflections on the value of playful film-making as an emergent, imaginative and creative practice, both
The purpose of this presentation is to critically examine how notions of ‘content knowledge’ and ‘regular practice’ are concurrently normalized and destabilized in everyday literacy classrooms. It thus undertakes a ‘bottom-up’ approach to explore convergences and divergences, commonalities, tensions, and contradictions in the enactment of literacy curricula across different primary classrooms in Greek-Cypriot schools. Its focus on pedagogical practice stems from an interest in the connections between policy, practice, and the ways those are lived within and beyond the context of participatory theatre.

**N6**

**Research Report**

**Audience:** CT, LC, R, TT, S  
**Room:** Monmouth

‘Content knowledge’ and ‘regular pedagogical practice’: Exploring complexity in Greek-Cypriot literacy classrooms

Stavroula Kontouvori and Stavroula Philippou, University of Cyprus; Eleni Theodorou, European University-Cyprus; Mary Charalambous, Research Associate, Cyprus; Kyriakoula Mavri, Research Associate, Cyprus

The purpose of this presentation is to make meaning and how. Findings show that the children drew on semiotic resources, human-based resources, contextual resources, and their funds of knowledge and funds of identity in their art-making. Children chose different types of resources according to their interests and perceived representational appropriateness. Multiple resources were orchestrated for meaning making in multimodal ensembles and expanded opportunities for young children’s literacy practices and identity formation. The paper concludes with implications for conceptualizing resources for young children’s literacy learning in the 21st century.

**N7**

**Research Report**

**Audience:** AL, CT, L, LC, R, TT, S  
**Room:** Tintern

The benefits of using readers theatre in the classroom

Chase Young, Sam Houston State University, USA

This session will describe a quasi-experimental study that examined the effects of implementing readers theatre with seven and eight-year-old students. The 70 subjects served as the treatment (n = 29) and comparison (n = 41) groups. A repeated measures analysis of variance revealed statistically significant interaction and time effects. The post hoc analysis of simple effects indicated that the readers theatre treatment yielded larger effects on word recognition automaticity and prosody. Practical implications of the study suggest that consistent implementation of readers theatre in grade two classrooms can have a large impact on students’ reading fluency. In addition, the presenter will review additional research on readers theater and how the activity can impact other components of the reading process, including reading comprehension, motivation and attitude.

**N8**

**Research Report**

**Audience:** CT, LC, R, TT, S  
**Room:** Kidwelly

Children’s resources for meaning-making in an intergenerational art class

Zhen Lin, Rachel Heydon, Zheng Zhang, Western University, Canada

Using a multiliteracies-informed notion of design in its theoretical framework, this study sought to identify the resources children employed to forward their meaning making during intergenerational art classes. Focusing on four purposefully-selected child participants in a program that brought together preschoolers with community elders in the United States, the study discerned what resources were chosen and used by children to make meaning and how. Findings show that the children drew on semiotic resources, human-based resources, contextual resources, and their funds of knowledge and funds of identity in their art-making. Children chose different types of resources according to their interests and perceived representational appropriateness. Multiple resources were orchestrated for meaning making in multimodal ensembles and expanded opportunities for young children’s literacy practices and identity formation. The paper concludes with implications for conceptualizing resources for young children’s literacy learning in the 21st century.
Sunday 8th July

10.45 – 11.10 Coffee

11. 10 – 11.50 Parallel Session O
Including the Postgraduate Student Network Launch and the Student Research Prizes
(Breakout rooms)

01 Award Presentation
Audience: All
Room: Brecon
The UKLA Student Research Prize 2018
Chair: Susan Jones
Award winner: Chris Bailey
The Association’s Student Research Prize is awarded to high quality research conducted by student members, who are nominated by their supervisors. This Prize 2018 is awarded to Chris Bailey for his PhD thesis, ‘Investigating the Lived Experience of an After-School Minecraft Club’.

This qualitative study explores and illuminates the lived experience of a group of ten and eleven year-old children, playing in and around the popular multiplayer, sandbox videogame, Minecraft, during a year-long after-school club. Drawing on the work of Deleuze and Guattari (1987) the research employs a playful and emergent methodology, referred to as ‘rhizomic ethnography’, which provides a suite of approaches as a means of exploring the complexity of the social world.

The thesis represents a significant and ambitious contribution to our understanding of the playful and emergent nature of children’s creative and collaborative meaning-making. It is elegantly written and innovative in the use of comic strip and visual imagery to present complex theoretical ideas and the richness of classroom practice.

The award will be presented at the wine reception before the gala dinner on Saturday. There is an opportunity to hear Chris present his research at this seminar.

02 Launch
Audience: ALL
Room: Caerphilly
Postgraduate Student Network Launch
This session launches a new UKLA Postgraduate research network led by Lucy Taylor (University of Leeds) and Cara Doxey (Sheffield Hallam University). The network is open to all UKLA members who are currently engaged in Masters or doctoral research. We hope that the network will provide a valuable opportunity for postgraduate researchers to share perspectives and experiences and to develop useful alliances across institutions, both in the UK and elsewhere. Please come along if you would like to join.

03 Research Report
Audience: CT, LC, R, TT
Room: Caerleon
Transmedia Beowulf: gaming, role and performativity
Jane Coles and Theo Bryer, UCL Institute of Education
The subject of this paper arises out of a larger AHRC-funded research project which set out to investigate the processes involved in adapting an ancient literary text (Beowulf) across a range of media platforms, including creative writing, drama, film-making and game design. In this paper we particularly want to focus on the meaning-making potential of role-play and performance within the framework of digital media production. Drawing on Myra Barrs’ (1987) understanding of reading as a form of enactment, we argue that reading, writing, drama and gaming should be regarded as closely related systems of representation, all involving the creation of fictional worlds and the assumption of roles. We explore how a group of student teachers learn to adapt their understandings of the Beowulf narrative to the affordances and limitations of the game medium, making use of whatever cultural resources are available to them. We analyse students ‘talk’ as they engage in the process of game authorship and game-play, including the creation of game-play identities. We explore ways in which game-play can sometimes become spontaneous performance, with both player and author shifting in and out of roles, and how playfully critical positions in relation to the material are formed through this process.

04 Seminar Presentation
Audience: CT, L, LC, R, TT, S
Room: Tintern
Back to the source with story, imaginary play as meaning-making to transform young children’s biliteracy learning
Carole Bloch, Director, multilingual and early biliteracy education NGO, South Africa; Sara Stanley, Early childhood, philosophical play and literacy consultant
Prevailing views of literacy teaching for poor, African language speaking children in South Africa and other African countries result in a dull-as-dust ‘learn to read then read to learn’ curriculum. Enforced first steps are discrete letter-sound and related skills drill, with work-sheet practice for supposed automaticity and fluency. This is increasingly accompanied by the speed testing of the Early Grade Reading Assessment (EGRA). School provides most young children first opportunities to encounter print and, if they are lucky, books. Without appropriate conditions for meaningful literacy learning, they fail to comprehend, irrespective of language (evidenced by South Africa’s status of rock bottom in PIRLS 2016). Sparse emotional and intellectual nurturing tends towards low-level thinking and the early loss of joy in learning. In this seminar, we will raise issues arising from the ‘Storyplay’ approach we have been exploring and documenting in South African early childhood settings. We will contextualise the current situation, and discuss elements of a viable, holistic alternative, which addresses
In this mixed-methods study, data was collected on 60 junior level undergraduate teacher education students who utilized a semantic feature analysis chart over a 5-week semester. Through this chart, participants analyzed strategies for the ability to support content language fluency through the use of multiple literacies (i.e., reading, writing, speaking, listening, and thinking). Findings indicate that use of the chart helped these future teachers build pedagogical content knowledge for the concept of content language literacy as well as strengthen the ability to recognize and implement teaching strategies that developed fluency in content language use. Over the course of the semester, the preservice students also developed more confidence and ownership in selecting literacy strategies that would foster content language fluency in student learning.

Points raised by teachers include difficulties accessing recent and newly published texts that extend their repertoire beyond "childhood favourites and 'celebrity' authors." and time and opportunity to reflect more deeply on a text and how it could be used effectively in the classroom. Key Stage 1 and 2 Teachers’ Book Groups for teachers from across a city are an attempt to address these recurrent issues. The workshop will outline how the Book Groups were established, how the sessions were led and the resulting impact on teachers as readers, children as readers and the wider school community. Participants attending the workshop will share the range of texts used and experience some of the activities that have proved to be successful.

This seminar paper examines the possibilities for public libraries in the US to promote a multiliteracies approach. The tenets of public libraries require librarians to serve the literacy needs of children and families, and one of these needs is to help families prepare children for school. Significantly, dominant discourse concerning the ‘language gap’ and school readiness create limitations on how literacy is being defined in US public libraries. This language gap discourse has the potential to prevent particular families from recognizing their literacies and alienate them from school readiness programs. A multiliteracies approach acknowledges the need to address the language gap, yet expands the view of literacy to incorporate social aspects of meaning making, multimodal forms of communication,
and a focus on transformation and
remaking in communicative processes.
In their design processes, children are
seen to draw on a range of cultures -
for example, from home, families, peers,
institutions, and media. The paper
demonstrates these processes by
discussing one public library Children’s
program and articulating ways the
program might be understood through
a multiliteracies lens.

08 Seminar Presentation
Audience: AL, CT, L, LC, R, TT, S
Room: Kidwelly

Storytelling as a teaching tool in
multi-cultural classrooms
Linda Wason-Ellam, University of
Saskatchewan, Canada

Storytelling can be an important
teaching strategy as it creates bonds,
increases listening skills, fosters com-
munication and supports oral language,
reading, and writing. Storytelling holds
value as it is an empowering link to a
sense of sharing identity and the cultural,
linguistic, and traditional knowledge of
students. Storytelling is analogous by
building conceptual bridges between
students’ own experiences and new
knowledge. Analogy suggests that
meaning is at the heart of all learning.
To make meaning, children make sense
of something outside their experiences
by pairing it with something known.
The stories told and retold about their
significant small moments or big ideas
using photo voice or drawings are a
prompt to help return to moments that
mark students in some way, to search
for a moment’s meaning, or to expand
oral language. Sharing stories create
classroom connections. Children share
the snippets of their life. Because each
tells similar stories but tells it differently,
no one tells it the same way twice.
Children live through their stories and
the stories live through them. Storytelling
is never the same way, even when the
same words are used, because the dia-
logical relationship is always shifting.
Thus, stories are dynamic rather than
static. Depending on who is listening

there are many different messages that
can be received as stories have many
layers of meaning. In three inner city
classrooms, teachers shared personal
stories of their experiences and the
students responded by sharing their
own stories within a caring classroom
of trusting relationships. In this way,
storytelling created a dynamic of inter-
active shared learning and equality of
learners.

09 Research Report
Audience: R
Room: Portmerion

Confessions from a reading
program: building connections,
competence and confidence
Jennifer Rennie, Monash University

In Australia there continues to be a large
gap between the literacy achievement of
Indigenous and non-Indigenous stu-
dents and this gap widens as they move
into the secondary years. Students who
find themselves in this position where
they continue to struggle with their
reading in the secondary years find it
almost impossible to cope with the
demands that are placed on them as
readers. Further an emphasis on ‘reading-
to-learn’ as opposed to ‘learning-to-read’
means ‘learning-to-read’ support is
rarely provided. This was the case for
the readers in this study reported on
here. In this presentation I focus on one
Indigenous reader, Millie, who was one
of a group of six Indigenous students
who received reading assistance along
with a group of six non-Indigenous stu-
dents for twelve months. The reading
assistance provided to the students
aimed to reconnect these readers with
reading and build their confidence
through a program which was based on
an understanding of and connection to
student’s interests, experiences and
reading histories with enough scaffolding
and support so they felt competent. In
this presentation I describe the key
ideas that were foundational to the
development of this program through a
critical analysis of one reading event
with Millie.
This talk will mobilise the term ‘dynamic literacies’ as a way paying attention, in formal and informal settings of learning, to the changing nature of meaning-making in the digital age. It will also address some of the constants and unchanging issues which confront us: the need for a curriculum which is responsive to issues of social justice and equity and which promotes creativity and agency; and for learning activities which are inclusive, related to wider culture and lived experience and which connect pedagogy to children’s cultural capital. It will reflect on these issues in the light of a key intervention by Harold Rosen. His 1958 Walworth School syllabus imagined a way of working with all pupils, teaching the canonical texts, codes and conventions of English, alongside providing ‘room’ in the curriculum for the resources and interests which pupils brought with them from their lived experience beyond the classroom. It ended with an appendix which imagined “other possibilities” for working which included a tantalising, prescient glimpse of media practice: making a ‘Documentary film of Walworth School’. Sixty years later, the digital age brings those ‘other possibilities’ closer, in some ways, through its multiply placed practices, devices and changing social arrangements. The ‘room’ which Harold Rosen made central to his syllabus can potentially be re-imagined as a ‘third space’ of learning which offers rich opportunities for the development of a literacy curriculum which is responsive to changing social and pedagogical arrangements. This talk will look at ways in which we can create space for ‘other possibilities’, by reflecting on research into digital texts and practices and considering how educational systems elsewhere have aligned to the digital age.

13.00 Close of Conference
Holland House 2nd and 3rd floors
The Calon Suite is located on the Ground Floor
Project Connect Books for Africa

UKLA’s Project Connect Books for Africa programme supplies library books for children to read for pleasure. Where possible the books are in local languages and are bought locally.

This is certainly the case in Zanzibar, where 16 primary schools are involved in the Project Connect Books for Africa programme. Our work in Zanzibar is heavily dependent on the prize-winning Tanzanian organisation, The Children’s Book Project (CBP), based in Dar-es-Salaam. As well as being the source of locally written and produced books of high quality, CBP has carried out some sessions for teachers in the Project Connect schools on productive ways of using the books.

The books are in Kiswahili, the language of primary education. The schools provide secure shelving, usually in a room dedicated to the library, and select the books from the CBP catalogue.

The selection of the schools and the use of the books are overseen by Ramla Kindy, a primary inspector and Salum Omary, a primary teacher.

And don’t forget to visit our Project Connect Books for Africa bookstall, where you can find many interesting books at very reasonable prices!

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Developing a Culturally Inclusive Curriculum

Jane Bednall, Sharon Fell and Nirvana Culora

These professional development materials were developed in partnership with Newham, Hackney and Enfield schools in the 2000’s. Over 7 sessions, the materials aim to:

• support the right of every child to see themselves represented
• suggest ways of building on the language and cultural assets pupils bring from their homes and community experience to strengthen learning
• explore how the curriculum can reflect the cultural and linguistic diversity of society: making links with parents, carers and communities
• suggest ways of adapting planning, teaching and learning to be inclusive for pupils who are learning English as an additional language or Black and Minority Ethnic pupils
• encourage the use of a broad range of authorship of texts across class, gender and race and text types that represent all aspects of pupils’ cultures, faiths, sexuality, diverse families, so they will recognise themselves in the texts, learn empathetically about each other and will feel safe to bring their own stories into the classroom.
• explore how a culturally diverse approach to teaching can raise achievement.

The materials are designed to facilitate discussion, including looking at our own biases and questioning the dominant norms of existing power relationships in literacies.

The Appendices to the materials include examples of classroom projects, working with parents in the early years and useful websites.

UKLA would be grateful for feedback from anyone who uses the materials.

This publication is available free to members from the UKLA website www.ukla.org
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The 55th UKLA International Conference

Literacy and Play: Improvisation, possibility and imagination

will take place next year at
Sheffield Institute of Education,
Sheffield Hallam University, Sheffield, England
12th, 13th and 14th July 2019

Confirmed speakers: Andrew Burn, University College London;
Lalitha Vasudevan, Columbia University, USA

In an age of accountability it can be hard to make space for play in education, and yet it is through play that we experiment, take risks, generate meanings and negotiate our relationships with others and the world around us. Play can also have a disruptive influence, unsettling power relations and challenging convention, and is often characterised by qualities that do not always fit easily with educational frameworks, such as movement, unpredictability and humour.

In this conference, through reflecting on research and practice, we will consider literacy in relation to play and playfulness. We will explore, for example, the linguistic and textual play that is at the heart of composition; the improvisational storying that emerges in imagined worlds; the free-flowing movements across media that characterise literacies in everyday life; and the playful pedagogies that work responsively with learners’ meaning-making.

By making space for play, this conference will invite delegates to consider the relationships between play, language and literacy. It will explore how, as teachers, researchers and literacy advocates, we can enable others to improvise and to imagine. It will also make space for delegates themselves to improvise, imagine and play with new possibilities.

The Call for Papers will be circulated in Autumn 2018 and we look forward to seeing you all there!