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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.
Bristol has a long and rich history dating back to Anglo-Saxon times, when a settlement grew up between the Rivers Avon and Frome: it became known as Brigstowe (a place of settlement by the bridge). As trading with Ireland and the ports of South Wales developed, so the small settlement grew. After the Norman Conquest of 1066 a castle was built on what is now known as Castle Park.

Bristol has a rich maritime heritage. By the 14th century the city was trading with several countries including Spain, Portugal and Iceland. Ships also left Bristol to found new colonies in the New World. John Cabot set sail in 1497 from Bristol, in his ship the Matthew, hoping to find a passage to the Eastern Indonesia.

In the mid-18th century, Bristol became England’s second biggest city. During this time Britain was flooded with goods imported via Bristol. Part of Bristol’s trading history included trade with Africa. Although trade between Africa and Europe started with goods such as gold and ivory, sugar cane, tobacco, rum and cocoa, it eventually included the trade in African people.

It seems fitting, therefore, that the conference theme this year is Literacy, Equality and Diversity: Bringing voices together. We hope that this will provide plenty of opportunities to explore and critique current national and international contexts which enable marginalised voices to be heard and will thus send you home refreshed, re-charged and bursting with ideas to share with colleagues.

We have an exciting line-up of keynote speakers from around the world this year that we know will challenge your thinking with their wisdom and experience.

On Friday we have two of the most thought provoking speakers: Brian Street and Daniel Hahn. Brian Street is professor emeritus of language education at King’s College London and is one of the leading theoreticians within what has come to be known as New Literacy Studies (NLS), in which literacy is seen not just as a set of technical skills, but as a social practice that is embedded in power relations. In 2008 he received the Distinguished Scholar Lifetime Achievement Award from the National Reading Conference, USA. I know that like me, many of you will have been hugely influenced by his work and we are both honoured and delighted he has agreed to open our conference with what I know will be a stimulating keynote.

Daniel Hahn is an award-winning writer, editor and translator with forty-something books to his name. His work with children’s books includes co-editing the Ultimate Book Guide series of reading guides, translating a wide range of books from early picture-books to YA, and reviewing for a number of national newspapers. He has judged many UK and international book prizes, including five years on the longlisting panel for the UKLA Book Awards. In 2015 he published the new edition of the classic Oxford Companion to Children’s Literature.

On Saturday we extend a very warm welcome to Dr James Cummins. Jim Cummins is a professor at the Ontario Institute for Studies in Education of the University of Toronto where he works on language development and literacy development of learners of English as an additional language. In 1979 Cummins coined the acronyms BICS and CALP to refer to processes that help a teacher to qualify a student’s language ability. He is currently conducting a research review on English Language Learners’ academic trajectories. His work has influenced both policy and practice and we are delighted that Dr Cummins has agreed to be one of Saturday’s keynotes. This will be both thought provoking and illuminating.
Our next speaker on the Saturday is the well-known, award winning children’s author, Elizabeth Laird. Her culturally diverse books include: *Paradise End*, *Red Sky in the Morning*, *Secrets of the Fearless* and the wonderful *The Garbage King*. In 1996, she set up a project with the British Council in Ethiopia and the Ethiopian Ministry of Education to collect stories from traditional storytellers in the many regions of Ethiopia. Elizabeth is no stranger to Bristol, having spent time at the University studying languages. It seems more than fitting, therefore, that she should be making this return to encourage us to consider the role of a children’s fiction writer and to introduce us to the real stories which have influenced her writing.

On Sunday we close the conference with the Harold Rosen Memorial Lecture which will be given this year by a highly respected long-time friend of UKLA, Gabrielle Cliff Hodges. Gabrielle is a Senior Lecturer in Education at the University of Cambridge, Faculty of Education. Her keynote promises to uphold the memory of Harold Rosen, with an exploration of the importance of stories and storytelling and the construction of narratives in all its forms: a fitting tribute and an inspiring conclusion to our weekend’s proceedings.

In addition to our keynote speakers, we offer a wide range of seminars, workshops and symposia from presenters from all over the world. The challenge will be ‘which ones to choose’ as so many offer enticing, fascinating insights into our world of literacy education. On Saturday, UKLA Literacy School of the Year, St Peter’s Church of England Primary School from Bristol, will be leading a seminar. They have received an exciting invitation to participate in the Cheltenham Literacy Festival: this is testimony to their wholehearted engagement with exciting literacy projects which are designed to inspire children’s learning. They are worthy winners of this year’s award. I would also like to mention the Year 3 children (and teachers) of from Horfield C of E school who will be presenting their debut performance choral speaking based on the UKLA short listed book *The Pilot and the Prince*. This will be taking place at tea time on Friday.

As well as the debates and learning which will be taking place at the conference, we hope you enjoy the opportunity to relax with colleagues both familiar and unfamiliar and perhaps make new friends and contacts. On Friday, please come along to the UKLA Book Awards which are so expertly co-ordinated by Lynda Graham. These will, as ever, be an opportunity to hear the views of teachers and the young readers who have played such a key role in the Awards.

On Friday evening, after dinner, the poet Joe Coelho will be performing for us. He is a talented, award winning poet and is also a highly entertaining performer: this is not to be missed!

On Saturday evening there will be the opportunity to sit back, relax and watch Bristol Docks drift by as we enjoy bobbing about on our boat tour. In the same evening, the UKLA Awards will be presented and you will be able to enjoy the annual UKLA International Conference Gala Dinner.

I am confident that this will be yet another UKLA conference to remember.

*Tracy Parvin (Canterbury Christ Church University): UKLA President Elect*
Conference Facilities
Patricia Latorre and Rachel Gregory from UKLA, UKLA assistant Daniel Finnerty, and staff at the Mercure Bristol Holland House Hotel are all here to help you with any queries. The UKLA number to contact in case of any urgent problems during the conference is 07896 115226.

Registration
The Conference Registration Desk is situated in the conference foyer of the 5th floor Conference Suite and will be open from 08.30 until 17.00 on Friday 8th and Saturday 9th July and from 08.30 until 13.00 on Sunday 10th July. Please ensure you register to receive your conference bag with all your conference information and name badge.

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

Meals
Lunch will be served in the ground floor restaurant, there will be a self-service buffet as well as a ‘Grab-and-Go’ sandwich bag for those of you in a hurry. There will be vegetarian options, however if you have requested vegan, halal or other types of meals, please make yourself known to a member of restaurant staff.

Facilities for Leisure, Recreation and Worship
If you have booked to stay at the hotel overnight, you will also be free to use the hotel’s indoor heated swimming pool and gym free of charge. The gym and pool are open between the hours of 6am and 11pm. The Hotel Spa is kindly offering delegates a 20% discount on all spa treatments, early booking is advisable. Call the main hotel number on 0171 319 9004 to book.

Taxis
Taxis can be booked via the hotel reception on the ground floor or you can call V-Cars, the hotel’s preferred taxi firm, directly on 0117 925 2626. Hotel staff will try to pool taxis whenever possible.

Exhibitions and Bookshops
The UKLA Bookshop, the Books for Africa stall and the Norfolk Children’s Book Centre are all situated in the Orchard Room on the 5th Floor Conference Suite. We also have a number of educational stands located in the refreshment areas of the Conference Suite.

Useful contacts
Mercure Holland House Hotel and Spa
Redcliffe Hill, Bristol, BS1 6SQ
Email H6698@accor.com
Telephone 0117 319 9004
V-Cars Taxi – 01179 25 26 26
UKLA Mobile Number - 07896 115226
Internal hotel numbers: Reception – 0
Outside line – 9

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

Social Programme:
Friday 8th July
17.30 – 19.30
19.30 – late
Dinner and entertainment from Joe Coelho - Performance poet
Joseph Coelho is a poet, playwright and performer. He has recently been awarded the CLPE children’s poetry award for his first solo poetry collection Werewolf Club Rules! illustrated by John O’Leary.

Saturday 9th July
18.15 - 19.30 Boat tour of the historic Bristol Docks.
20.00 – late

Parallel Sessions Programme Code

Audience Codes
AL Adult Literacy Educator
CT Classroom Teacher
L Librarian
LC Literacy Consultant
LA Literacy Advisor/Inspector
R Researcher
TT Teacher Trainer
S Student

Session Codes
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 unpinning 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.

Thanks:
Many people have helped to organise this conference and all deserve our thanks for their labours, including: Lynda Graham, Brenda Eastwood, Rachel Gregory, Andrew Lambirth, Patricia Latorre, Alayne Öztürk, Tracy Parvin, David Reedy, and Claire Jones from the Mercure Hotel. Also thanks go to our sponsors: Wiley Blackwell, MLS, Love Reading, NUT, Just Imagine Story Centre and Macmillan Children’s Books.
## Outline Programme UKLA International Conference 2016

### Friday 8th July 2016

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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| 08.30 – 09.15 | Registration  
Tea and coffee available and bookshops open  
A welcome to first time conference attendees in conference foyer |
| 09.15 – 09.30 | Introduction to conference  
Tracy Parvin, President Elect  
and a welcome to Bristol  
Paul Jacobs, Director of Education |
| 09.30 – 10.30 | Keynote 1  
(Brain Street)  
Literacy as Social Practice: Academic Literacies and some recent policy debates |
| 10.40 – 11.20 | Parallel Session A  
(Meeting rooms) |
| 11.30 – 12.10 | Parallel Session B  
(Meeting rooms) |
| 12.20 – 13.00 | Parallel Session C  
(Meeting rooms) |
| 13.00 – 13.50 | Lunch |
| 13.50 – 14.50 | Keynote 2  
(Daniel Hahn)  
A World of Children’s Books |
| 14.55 – 15.35 | Parallel Session D  
(Meeting rooms) |
| 15.35 – 16.10 | Tea Reception and Choral Recital by the children of Horfield C of E School  
(Phoenix foyer)  
Sponsored by Macmillan Children’s Books |
| 16.10 – 16.50 | Parallel Session E  
(Meeting rooms) |
| 17.30 | UKLA Book Awards  
(Meeting rooms)  
Sponsored by MLS and Love Reading |
| 19.30 | Dinner |
| 21.30 - late | After dinner performance  
Poet Joe Coelho |

### Saturday 9th July 2016

<table>
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<th>Time</th>
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| 07.00 – 09.00 | Breakfast  
Digital Literacies in Education SIG  
Breakfast meeting from 8am  
(Ground floor restaurant) |
| 08.30 – 09.15 | Registration  
(5th floor conference suite) |
| 09.30 – 10.30 | Keynote 3  
(Forest Room)  
Individualistic and Social Orientations to Literacy Research: Bringing Voices Together?  
Dr James Cummins |
| 10.40 – 11.40 | Parallel Session F  
(Meeting rooms) |
| 11.20 – 11.40 | Coffee  
(Anne Swift President of NUT and UKLA to meet in Phoenix room with students  
Phoenix foyer) |
| 11.40 – 12.20 | Parallel Session G  
(Meeting rooms) |
| 12.25 – 13.05 | Lunch  
Research Grant Drop-in look for the balloons  
(Ground Floor Restaurant) |
| 14.00 – 15.00 | Keynote 4  
(W. Laird)  
In search of the human condition  
(Orchard Foyer) |
| 15.00 – 15.45 | Parallel Session I  
(Meeting rooms) |
| 15.45 – 16.10 | Tea Reception and Book Launch  
Guiding Readers: Layers of Meaning. A Handbook for Teaching Reading Comprehension to 7-12 Year Olds  
Meet your UKLA Regional Representative  
(Orchard Foyer) |
| 16.10 – 16.50 | Parallel Session J  
(Meeting rooms) |

### Sunday 10th July 2016

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<th>Time</th>
<th>Activity</th>
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| 07.00 – 09.00 | Breakfast  
(Meeting rooms)  
(Ground Floor Restaurant) |
| 09.15 – 09.55 | Parallel Session K  
(Meeting rooms) |
| 10.05 – 10.45 | Parallel Session L  
(Meeting rooms) |
| 10.45 – 11.10 | Coffee  
(Forest Suite) |
| 11.10 – 11.50 | Parallel Session M  
(Meeting rooms) |
| 12.00 – 12.45 | Keynote 5  
(Forest Room)  
“Who’ll tell the story?”  
Why teaching and researching narratives still matters  
Gabrielle Cliff-Hodges  
(Harold Rosen Memorial Lecture) |
| 13.00 | Draw and Close of Conference |
**Plenary Speakers**

### Brian Street
Professor Emeritus of language in education at King’s, and visiting professor of education in the Graduate School of Education, University of Pennsylvania. He has written and lectured extensively on literacy practices from both a theoretical and an applied perspective. In the 1970s, he undertook anthropological fieldwork on literacy in Iran, and taught social and cultural anthropology for over twenty years at the University of Sussex before taking up the chair of language in education at King’s.

Professor Street has a longstanding commitment to linking ethnographic-style research on the cultural dimension of language and literacy, with contemporary practice in education and in development. In 2008 he received the Distinguished Scholar Lifetime Achievement Award from the National Reading Conference, USA.

### Daniel Hahn
Daniel Hahn is an award-winning writer, editor and translator with forty-something books to his name. His work with children's books includes co-editing the *Ultimate Book Guide* series of reading guides, translating a wide range of books from early picture-books to YA, and reviewing for a number of national newspapers. He has judged many UK and international book prizes, including five years on the longlisting panel for the UKLA Book Awards. In 2015 he published the new edition of the classic *Oxford Companion to Children’s Literature.*

### Jim Cummins
Jim Cummins is Professor Emeritus at the Ontario Institute for Studies in Education of the University of Toronto. His research focuses on literacy development in educational contexts characterized by linguistic diversity. In numerous articles and books he has explored the nature of language proficiency and its relationship to literacy development with particular emphasis on the intersections of societal power relations, teacher-student identity negotiation, and literacy attainment.

### Elizabeth Laird
Elizabeth Laird was born in New Zealand, but is of Scottish descent and was educated in Croydon. She spent a year teaching in Malaysia, before studying languages at Bristol and Edinburgh universities. Elizabeth has spent many years living and working abroad, including long spells in Lebanon, Ethiopia and India. She and her husband now divide their time between London and Edinburgh.

Elizabeth has published many books for all ages and has won and been shortlisted for many prestigious awards. In 2008 *Crusade* was shortlisted for the Costa Children’s Book of the Year and the CLIP Carnegie Medal; *Jake’s Tower* was shortlisted for the Carnegie Medal and the Guardian Children’s Fiction Prize and in 2004 *The Garbage King* won the Scottish Arts Council Book Prize.

Titles by Elizabeth and published by Macmillan Children’s Books: *Lost Riders; A Little Piece of Ground; Crusade; Jake’s Tower; Kiss the Dust; Oranges in NO Man’s Land, Paradise End; Red Sky in the Morning; Secrets of the Fearless.*

### Gabrielle Cliff-Hodges
Gabrielle Cliff-Hodges is a Senior Lecturer in Education at the University of Cambridge, Faculty of Education. She co-ordinates and teaches on the Secondary PGCE English course, as well as supervising Masters and PhD students. She has written widely on the subject of English teaching and in her most recent book, *Researching and teaching reading: Developing pedagogy through critical enquiry* (Routledge, 2016), she argues that undertaking research enriches and sustains teachers’ ongoing professional development. She is an active member of UKLA and NATE, and was Chair of NATE from 1996 to 1998 during which time she was centrally involved in national debates about the teaching of English and literacy and the future of English as a curriculum subject. She is also a Fellow of the English Association.
Leading Journals in Literacy and Reading published by Wiley

Wiley proudly publishes *Journal of Research in Reading* and *Literacy* on behalf of UKLA.

Also from Wiley, published on behalf of NATE and the International Literacy Association:

- *Journal of Adolescent & Adult Literacy*
- *Reading Research Quarterly*
- *The Reading Teacher*
- *English in Education*

For more information visit: [www.wiley.com/go/education](http://www.wiley.com/go/education)
Friday 8th July

UKLA Book Awards 2016
17.30 – 19.30

All delegates are warmly invited to the wine reception for the prestigious UKLA Book Awards (sponsored by MLS) on the ground floor of the conference centre.

The UKLA Book Award is a national award, chosen by teachers. This year teachers from schools in the South West are judges for the unique Award.

Come and:
- Hear the announcements of the winners for our three awards (3-6; 7-11, 12-16+)
- Meet authors of the shortlisted books
- Meet teacher judges
- Meet students and HE tutors who shadowed the award
- Meet the winner of our UKLA Award
Our Class Loves This Book: the John Downing Award

Saturday 9th July

UKLA Literacy School of the Year: A school where literacy thrives 2015-2016
11.40 – 12.20

The 2015-2016 recipient of our prestigious award for schools is St. Peter’s CofE Primary, Bristol. The award 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 (introduced by Chris Lockwood of UKLA), the headteacher Livvy Sinclair Gieben and her colleagues share their creative, inspirational teaching of literacy at St. Peter’s. If you are interested in hearing how St. Peter’s approaches the teaching of literacy, do come along. You’ll be most welcome.

Seminar presentation

Our Class Loves This Book: the UKLA John Downing Award 2016
12.25 – 13.05
Sponsored by Just Imagine

‘Our Class Loves this Book: the UKLA John Downing Award’ encourages teachers across the UK to submit imaginative, creative whole class responses to books shortlisted for the UKLA Book Awards. This award contributes significantly to our aim of encouraging teachers across the UK (and beyond) to be avid readers of quality texts for children and young people.

The winner is Alice Manning and her Starters (Y1) class, The Bylingual School, Seville. Their winning entry is for her work on The Crocodile Who Didn’t Like Water by Gemma Merino. Alice was a student shadower at UWE several years ago and now teaches in Spain. In this seminar Alice will share the work she submitted for the award.

The panel also highly commended three entries: Antonia Howell from Marjorie McClure Special School, Chislehurst, Kent for her work with her class on The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers; Kirsty Miller and Faye O’Connell and Y4 Puffins and Penguins, St. Peter’s School Bristol, for their work based on Oliver and the Seagulls by Philip Reeve and Sarah McIntyre; and Jess Griffiths and Hannah Weston and Y1 Doves and Kingfishers, St. Peter’s School Bristol, for their work based on Hermelin the Detective Mouse by Mini Grey.

All highly commended entries will be recognised alongside Alice at the awards wine reception on Saturday 7th

Sunday 10th July

UKLA Wiley-Blackwell Research in Literacy Education Award 2016
Sponsored by Wiley-Blackwell
10.05 – 10.45

The awards are given each year to one paper from each of UKLA’s journals, Journal of Research in Reading and Literacy. Editors of both journals, in liaison with members of their boards, submit a shortlist of papers to a panel of experts, who read all the papers and decide on the winners. A list of the shortlisted papers can be found on the UKLA website.


Colin Harrison, chair of the Awards Panel, writes: ‘Duff and her colleagues broke new ground in addressing an important and controversial issue in England - the national phonics screening check - and asked three crucial questions. Is it valid? Is it sensitive? And is it necessary? Their answers, delivered via some interesting and innovative methodology and analysis, were: yes, it’s valid; yes, it’s reasonably sensitive; and no, it isn’t necessary - not only does it add little to predictive validity of teacher judgment, the time and money spent on the testing would be better spent on resources to continue to train and support teachers in the knowledge, assessment and teaching of early literacy skills.”

The winner from Literacy is: Wiltse, Lynne. (2015) Not just ‘sunny days’: Aboriginal students connect out-of-school literacy resources with school literacy practices. 49(2), pp. 60-68.

Colin Harrison writes: “Wiltse’s paper reports a research project that began by investigating the home and school literacy practices and knowledge of ‘at-risk’ Canadian Aboriginal students. Many researchers are familiar with ‘funds of knowledge’ and ‘third space’ approaches that seek to build bridges between home and school literacies. Wiltse’s study uses these frameworks to show how the project not only brought together teachers and students from very different cultural backgrounds, but also changed the school curriculum in ways that offered a template for moving beyond racism and exclusion towards inclusivity and social justice. Her paper captures the immediacy of cultural practices such as dance and hunting, but also offers a splendid and well-theorised paradigm for culturally sensitive research in this important field.’

UKLA would like to thank the panel very much for their work on selecting these papers
Panel: Colin Harrison (Chair), Rosic Flewitt, Lynda Graham, Clare Kelly, Becky Parry, Wayne Tennent, Carole Torgerson.

UKLA Student Research Prizes
10.05 – 10.45

This year’s winner is Jeannie Bulman, University of Sheffield for her paper ‘Developing a Progression Framework for Children’s Reading of Film.’
When a crime needs solving, there's only one dog for the job!

Catch the brilliant new book from Julia Donaldson & Sara Ogilvie

Inspire Your Pupils to Read for Pleasure

As a teacher, you'll know that reading is fundamental to the development of children. However, finding books to inspire children or authors that excite them, can be difficult; the choice is daunting and for time pressured teachers guidance rather thin on the ground.

That's where LoveReading4Kids and LoveReading4Schools, with book selections by Julia Eccleshare, can help.

LoveReading4Kids is the leading book recommendation site for Children's Books from toddlers to teens.

Unique features and services help teachers and parents choose the best books for boys and girls of all ages. And best of all it is free to use.

LoveReading4schools was created to help teachers and parents encourage children to love reading a variety of books throughout the school year. The website offers schools an easy, impartial and free way to create and share reading lists with their parents and pupils, providing age-appropriate books, as well as themed collections of titles.

Visit the websites LoveReading4Kids.co.uk and LoveReading4Schools.co.uk and make choosing books for children a joy!

'An essential tool for professionals as it tells us what children are becoming excited by in terms of titles, authors and the issues they cover.' - Clare Ryker, Assistant Head Teacher and Literacy ASAT, Wandsworth.
Mercure Bristol Holland House Hotel

07.00 – 09.00 breakfast for overnight guests (Restaurant, Ground Floor)

08.30 – 09.15 Registration
(5th Floor Conference Suite)
Tea and coffee available
Bookshops and Exhibitions open
Meet and Greet at Registration desk

09.15 – 09.30 Welcome
Tracy Parvin, President Elect
And a Welcome to Bristol
Paul Jacobs, Director of Education

09.30 – 10.30 Keynote 1
Room: Forest
Literacy as Social Practice: Academic Literacies and some recent policy debates
Brian Street

UKLA provides on its website an insightful comment by a primary teacher on the issues I would like to address: “UKLA has allowed me to further develop my interest in multiliteracies by providing me with the means to discuss and share practice with other like-minded colleagues.” Martin Waller, Primary Teacher

Precisely, this is the direction that research is now pointing in after some years looking in other directions. After a brief note of some of these past approaches, I will mainly signal recent work in the field of Literacy as Social Practice (LSP) and in particular I will suggest some of the implications of adopting an ethnographic perspective, and then focus on the development of the ‘academic literacies’ approach. At the Policy level, I note that there is still some tension between such a social approach and more traditional, test based ‘skills’ approaches, as evident in statements by national governments, including the UK and also international institutions as in the current ‘Sustainable Development Goals (SDGs). I will address these issues under the following headings:

- Literacy as social practice
- Academic Literacies
- Recent Policy Debates.

10.40 – 11.20 Parallel Session A
(Meeting rooms)

A1
Research Report
Audience: CT, LC, LA, R, TT, S
Room: Birch
Working Collaboratively to Develop a Descriptive Pedagogy of Grammar
Karen Daniels,
Sheffield Hallam University

In England, the introduction of the new National Curriculum for English and spelling, punctuation and grammar test at KS2 has given rise to a number of concerns about what constitutes an appropriate pedagogy for grammar teaching in the primary school. The recent introduction of a Spelling Punctuation and Grammar Test at age 7 has further intensified such debates. This presentation will report on a collaborative research project, funded by the United Kingdom Literacy Association, involving classroom teachers working in partnership with university-based teacher-educators/researchers. The research team will describe how they worked together to explore the possibilities of embedding descriptive approaches to grammar teaching, which meet the requirements of England’s National Curriculum. Focusing on pedagogical strategies which aim to develop children’s understandings of language variety by drawing on how language works in authentic texts and contexts, the presentation will share pupil, teacher and researcher experiences of such approaches. In addition to providing insights into how descriptive approaches can support pupils’ writing, the processes of shared planning, evaluation and reflection from multiple perspectives will provide insights into the ways in which universities and school partners can work effectively to develop areas of the English curriculum.

A2
Symposium
Audience: CT, LC, LA, R, TT, S
Room: Phoenix
Grammatical Reasoning: How Learners Conceptualise Grammatical Metalanguage
Susan Jones, Debra Myhill and Helen Lines, University of Exeter, Rosie Saunders, Okehampton College, Jason Stephens, Sidmouth Primary

This symposium brings together the voices of the teachers, researchers and learners involved in a three year ESRC-funded longitudinal study, investigating metalinguistic knowledge about writing. The study has investigated how young writers develop in their understanding of how texts create meaning and how language choices are a part of that construction of meaning. In addition, it has sought to understand the complex inter-relationships between what is taught and what is learned, with particular reference to understanding of grammatical metalanguage. The study follows four cohorts of students: two primary and two secondary across a three year period; thus covering an age range of 9 - 13 years. The data includes observing teaching, interviewing students about their writing and their metalinguistic knowledge, and tracing development through linguistic analysis of their written texts. The teachers in these classes have been active participants in the study, co-creating teaching resources with the university team and discussing research findings as they have emerged: and these teachers will be co-presenters in this symposium.

The study is underpinned by the social-cultural view of grammar represented by Hallidayan Systemic Functional Linguistics and by Vygotsky’s sociocultural theory which places an emphasis on the mediational role of language in learning. Halliday and Matthiessen view grammar as a resource to assist students in learning how to mean and the ‘driving force’ for their language development. Working from the premise that grammar is a semiotic mediating tool, developing
knowledge about language means becoming metalinguistically aware and able to think grammatically about language. Thus how learners develop metalinguistic understanding as they learn to use grammar as a semiotic tool for writing is an important area for research into the development of knowledge about language.

With this in mind, Bialystok’s work with bilingual children is useful: she argues that metalinguistic understanding involves two related components of language processing, analysis and control, which are responsible for language learning and use (e.g. fluent reading, writing coherent texts). She refers to analysis as the ability to represent explicit and conscious knowledge about language, and control as the ability to selectively attend to and apply knowledge. Bialystok argues that developments in linguistic abilities are a result of developments of analysis and control. This analysis and control framework provides a means with which learners’ development of metalinguistic understanding can be described.

Whilst there has been substantial research and professional argument about the contested place of grammar in the curriculum across the Anglophone world, there has been a paucity of research into how young learners grow in their understanding of the abstract concepts of grammatical terminology (metalinguistic development). The three presentations will focus on data drawn from interviews with children, revealing how they are thinking about and conceptualising grammatical terminology, and on observation data demonstrating how ‘grammar-talk’ is managed in the classroom.

Presentation 1: The Value of Thinking Aloud
This presentation will consider the concept of grammatical reasoning and how it links with students’ learning of grammatical metalanguage. It will underline the importance of creating spaces for dialogic talk in the writing classroom which facilitates and encourages learners to reason about their growing metalinguistic understanding. It will also highlight how the act of thinking aloud gives learners the chance to reflect on and review their understanding ‘in the moment’.

Presentation 2: Shaping Grammatical Reasoning
This presentation will explore the nature and quality of student grammatical explanations, both moments of clarity and some of the common misconceptions that children acquire and how these misunderstandings sometimes derive from teacher explanations.

Presentation 3: Critical Moments in Grammatical Reasoning
This presentation will select four vignettes which illustrate grammatical reasoning in the classroom. Through these vignettes, we will show how teachers handle ‘sticky moments’ in the teaching of grammar, and how effective management of classroom talk can create opportunities for these sticky moments to become rich, creative contexts for extending conceptual learning.

Discussion:
The discussion will begin with a summary of the key theoretical and pedagogical issues which the research has raised, and will bring together the voices of the presenters and attendees at the symposium, allowing for the sharing of common issues and good practice.

A3
Seminar Presentation
Audience: CT, R, TT
Room: Aspen
Connecting community through film in ITE English
Joanna McIntyre and Susan Jones, University of Nottingham
This presentation offers a critical exploration of the work of beginning teachers of English at the University of Nottingham, who have been involved, alongside their own pupils, in a series of film-making projects which have taken place annually since 2010. During these projects, beginning teachers are mentored by creative practitioners to support their pupils in the creation of short films about their schools and communities. Pupils are supported to develop films from original screenplay through to final production, and beginning teachers learn about what is involved in managing such projects, from practical media skills through to the potential of creative collaboration with community. Pupils’ teachers and families attend a screening of their completed films at a local arts cinema. These projects engage beginning teachers of English with the creative potential of their subject at a time when it has been increasingly framed according to prescriptive models of literacy as a measurable skill set and when changes to the curriculum have further marginalised non-dominant voices. Through examination of the processes and products of these projects as collaborative constructions of place and identity, we show the significant potential of community-based educational partnership. We also argue for the importance of ITE which remains committed to close engagement with the resources of young people and their communities. We explore the power of this for critical literacy learning in current classrooms and as a means of developing beginning teachers’ critical capacity to respond to challenges in the classrooms of the future.

A4
Seminar Presentation
Research Report
Audience: CT, LC, LA, R, TT
Room: Hawthorn
Writing for Social Change: Bringing Together Youth Voices in the Write4Change Global Online Community
Amy Stornaiuolo and JinKyeong Jung, University of Pennsylvania
One of the greatest challenges of our time involves preparing youth to be ethical, empathetic, and effective global communicators online, citizens who write, read, and curate impactfully and responsibly via digital tools. Despite a recent proliferation of communication technologies, it remains profoundly difficult to initiate, sustain, and nurture virtual conversations and connections across traditional divides (Sorrells,
This presentation asks the question "what does it mean to participate?". The focus is the interaction between two girls as they work in a series of science lessons preparing for GCSE exams. The data is taken from a larger study examining interaction in class of a group of 12 fifteen year old students from September 2013 to January 2014. It builds on previous conference presentation at UKLA 2014 in its rejection of a language-centric approach to classroom communication. Ethnographically contextualised videos are analysed using multimodal discourse analysis to examine at a micro-level the moves between the girls as they work independently or in pairs or groups during science lessons. The purpose of this is to gain deeper insight into ways in which students participate in the lessons. This has implications for the ways in which pair and group work activities may be organised and managed in class. The concept of dialogic learning is considered from a Bakhtinian perspective on meaning constructed in a social, historical and personal context. The co-construction of text is examined minutely in an effort to understand better the links between engagement and participation. The presentation will briefly describe the methodological approach before presenting examples from the data which reflect the pupils’ use of intertextual reference and metaphor through multiple modes and their interwoven social and school worlds in their discourse.

I thought I know how to read: Learner Voices in ESL Reading

Esther Jawing, Malaysia Ministry of Higher Education, David Wray, University of Warwick

In any teaching/learning endeavour, the views of the learners have an important role to play in terms of outcomes and achievement. This is certainly true in the English as a Second (ESL) language field, where the very nature of the material being studied (English) may have distinct cultural and historical meanings for the learners, inevitably affecting their interactions with, and their achievement in it. A range of sociocultural influences appears to have led to a lack of learner voice research in ESL reading research. Existing learner voice literature has often been context specific or ‘top down’ in nature. In the current paper, we will attempt a ‘bottom up’ research. A total of 11 Malaysian undergraduates in the UK were involved in our studies. The research was carried out using case study method, including interviews and reading diaries lasting for 1 year.

The findings from this study suggests a number of issues related to sociocultural aspects as perceived by the learners. While many of these issues are well documented in existing ESL literature, this paper explores these specifically from a South East Asian learner perspective, a viewpoint particularly lacking in the current literature.

We hope that the paper will be of particular interest to English language education policy makers and to ESL teachers as well as advancing theoretical understanding in the area and making a strong case for the importance of taking account of the voices of learners.
intervention in their school. Literacy Leaders will therefore reflect the diversity of participating schools and students. Similarly, the evaluation design puts the focus on student participation. The evaluation of Literacy Leaders gives students the responsibility for data collection, analysis, and dissemination of findings. While the National Literacy Trust will administer a pre and post survey across the schools, students will collect qualitative data from fellow students, and teachers. They will analyse the data with support and guidance from the National Literacy Trust and disseminate their findings across a range of audiences.

We will present the results of this evaluation, as well as the challenges and successes we discovered in the process.

11.30 – 12.10 Parallel Session B
(Meeting rooms)

B1
Symposium
Audience: CT, LC, LA, R, TT
Room: Forest
Prospero’s Island: an Immersive Approach to Literacy at Key Stage 3
Teresa Cremin, The Open University, Angela Colvert, Roehampton University, Pete Higgin, Punchdrunk Enrichment, Sophie Holdforth, Hackney Learning Trust

This symposium centres on an experiential theatre project which was created in response to concerns about the pressures of the performative culture in contemporary education, the introduction of exam skills in Key Stage 3 and the side-lining of the arts in policy and practice. The reduction in school arts activities represents a particular risk for socially-disadvantaged students who have little or no access to such experience outside school (The Warwick Commission, 2015). Prospero’s Island was designed to bring immersive theatre directly into the English curriculum, providing a creative approach to teaching and learning. Based on The Tempest, the project also supported teachers in developing interactive approaches to teaching Shakespeare: bringing his work to life, overcoming students’ fear and resistance, and promoting their active engagement with plot, characters and themes in order to support long-term understanding (see Salvatore, 2010).

In this symposium, members of Punchdrunk Enrichment, Hackney Learning Trust and the Open University will share the process, practice and impact of the project Prospero’s Island which was undertaken in a secondary academy in Hackney. The theoretical constructs used to examine the work will be outlined and discussion invited about creative approaches to teaching English, linked to problem solving and students’ experience of gaming. Punchdrunk Enrichment (PE), the educational arm of Punchdrunk, (an immersive theatre company that encourages audiences to participate creatively in theatrical events) structured Prospero’s Island as an episodic game with a quest format. Groups of students entered the ‘Hub’ - the dark centre of operations (a transformed school Reading Room) to be greeted by the disembodied voice of the ‘Games Master’ and his three assistants (all PE actor-facilitators). Over a two hour period the students unlocked the story of a storm, an island, and a man with unfathomable powers by working through seven levels in the game, engaging in text-based activities and venturing on problem-solving missions to other transformed areas elsewhere in the school. The teachers were able to return to the installation for a lesson in the Autumn term, and also undertook follow on work to develop immersive learning in English in the Spring term.

The symposium will comprise presentations by researchers, actors and an adviser from Hackney and space and time for involvement and discussion will be offered. Teresa Cremin and Angela Colvert will outline the context and rationale for the work, reviewing relevant research literatures linked to artistic partnerships, drama in education, immersive theatre, and immersive gaming. Theoretically the work stands in contrast to Thomson et al’s (2012) work on ‘signature pedagogies’, and is more closely aligned to Hicks’ (2001) ‘hybrid pedagogical spaces’ and McGonigal’s (2003) ‘collective detecting’ alongside reliance on cooperative game play in alternate reality gaming. The researchers will also share the scope of the evaluation which investigated the value and impact of the project, focusing on: students’ attitudes to and engagement in English; students’ writing; and English teachers’ pedagogical practice. In particular the experiences of Year 7 (11-12 year old) students were examined. Data were collected from the whole Year 7 cohort and, at a greater level of detail, from 18 case-study students within three focal classes. The evaluation combined quantitative approaches (measuring changes to students’ writing and their attitudes to and engagement in English) and qualitative approaches (looking in greater depth at activities carried out in the installation and in English lessons, and students’ and teachers’ responses to these).

The presentation by Pete Higgin and Sophie Holdforth will focus on the nature of their partnership and that with the secondary academy, the planning process, and the complex (syn)esthetic experience offered (Machon, 2009) as well as the demands of creating immersive theatre in a secondary school environment. They will seek delegates’ participation in order to support understanding of immersive theatre in education. Angela and Teresa will then share the findings from the project and through the lenses of artistic partnerships and gaming, will theorise the work and highlight pedagogical possibilities. Questions for discussion and debate will be offered problematising immersive theatre, English as an art form, policy and practice.

B2
Symposium (cont’d)
Audience: CT, LC, LA, R, TT, S
Room: Phoenix
Grammatical Reasoning: How Learners Conceptualise Grammatical Metalanguage
Susan Jones, Debra Myhill and Helen Lines, University of Exeter, Rosie Saunders, Okehampton College, Jason Stephens, Sidmouth Primary
In the U.S.A, at national, state, and local level, 75% of students in Grades 4, 8 and 12 have been determined to be writing at the basic or below basic level. In 2012, the writing standards were made more stringent, students' writing scores plummeted. Hispanic students scored more poorly than White students. Earlier studies indicated that students' attitude towards writing declines as they progress through the grades. The purpose of the study was to examine the effect of extra writing on 60 fourth-grade, Hispanic students' writing, and their attitude towards writing through participation in a Writers' Club versus an AT Home Writing Group or a group with no extra writing.

The study followed a quasi-experimental, pretest-posttest, non-equivalent group design. The groups were the Writers' Club (n=22), the AT Home Writing Group (n=18) and no extra writing (n=20). All students received regular writing instruction and homework. The Writers' Club met for 30 minutes 24 times, over 8-weeks. Pretest and posttest writing samples were evaluated using Spandel's Teacher Six-Point Writing Guide and attitude towards writing was evaluated using Kear, Coffman, McKenna, and Ambrosio's Writing Attitude Survey.

A univariate analysis of covariate was conducted on the pretest and posttest writing samples and responses to the Writing Attitude Survey protocol. The independent variable was group membership, the dependent variable was the posttest scores and the covariate was the pretest scores. The writing samples were examined for three conditions: incorporation of details (ideas), adherence to the conventions of customary English and overall writing skill.

Blended English
Miranda Dodd, University of Southampton, Stephanie Mander, Portswood Academy Trust - St Mary's Primary School

Blended English' is being trialed and researched by a group of twelve teachers in three culturally diverse Southampton primary schools, supported by the University of Southampton. The approach stemmed from a concern that a guided reading carousel was not sufficiently engaging and was not challenging all children in every session. 'Blended English' therefore involves teachers exploring high quality texts in depth with a whole class over longer sessions and over time to help children improve their reading, writing and understanding of language. The teachers are exploring the texts creatively with the children and are drawing out relevant investigations in spelling, punctuation and grammar. The children are subsequently helped to apply their skills in purposeful contexts. Within the community of practice, different sub-groups are investigating the impact on specific groups of learners such as SEND, EAL, boys, girls and Pupil Premium children, encompassing children from Year 1 to Year 6. Additionally the project is investigating the impact of implementing Blended English on teachers' attitudes and classroom practice, with the teachers involved ranging from newly qualified to very experienced. This session will present the successes, challenges and solutions developed across the eight months of the project and outline the questions to be explored in the future as the project proceeds.
**Children’s ‘writing’ in the 21st century: curriculum, crafting and design**

Clare Dowdall

The statutory requirements for writing in Key Stage 2 of the English National Curriculum share the over-arching aim that all pupils should write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences (DfE, 2013:3). Set within an accountability context where children are subject to external testing in spelling, punctuation and grammar, this combination of factors can be regarded as reductionist and even protectionist, and at odds with the potential for creativity afforded by the 21st century’s ‘new literacies’ textual landscape. Drawing from a small-scale project based on preliminary work with teachers and children, this paper seeks to explore how educators can support children to become agentive and playful crafters of text, with a strong sense of identity, voice, purpose, and aesthetic, despite the constraining forces implicit in the new curriculum.

**Young people in a world of Big Data: implications for literacy in the 21st century**

Victoria Carrington

While being interviewed about her mobile phone use, a young woman - we will call her Sophie - made a point of describing her experience of increasing personalization and customization. For Sophie, this was one of the central elements of her life with digital technologies - they communicate in what she calls a ‘humanized’ way, and ‘know’ her on an almost intimate level. On one level, Sophie understands that this customization and personalization draws from her own online presence and the ways in which her data are harvested and used, however she does not appear to have a critical stance about the ethics or consequences of this practice. This paper takes Sophie and her descriptions of externally imposed personalization via her smartphone and the internet as its starting point. It asks what lies beneath Sophie’s experience of personalization and customization, and on the basis of this exploration, makes the case for a critical data literacy.

**Maintaining the dissonance in HE**

Julia Davies

Young people’s everyday uses of technology have been widely documented; while assumptions about ‘the digital native’ have been critiqued, nevertheless technology is so embedded in people’s lives that some have suggested they live ‘in’ media, and that simultaneous presence on/off line is commonplace. It has consequently been argued that using ‘Web 2.0’ applications can positively and actively engage learners in formal school settings. This paper focuses on an HE setting and considers the apparent resistance amongst HE students to extend the permeable boundaries created by vernacular practices with technology, to their formal learning spaces. I consider the implications of this resistance and consider what it suggests about commonplace learning preferences of many HE students. I conclude with suggestions for practice in the HE sector.

**B6**

Research Report
Audience: AL, CT, LA, R, TT, S
Room: Hawthorn

**Negotiating Contexts for Reading: Becoming ‘Someone Who Reads’**

Chelsea Swift, The University of York

This research is concerned with young people’s development of reading identity. I examine how young people negotiate the various contexts for reading in which they are situated in order to develop a sense of what reading is to them and what it means to be a reader. The numerous benefits of reading for pleasure (cognitive, emotional, and social) have been well documented in recent scholarship. These benefits, in addition to the important role that identity plays in motivation and engagement, highlight the importance of researching reading identity in cultural and educational contexts which privilege particular types of reader.

It is often specific texts, their literary value, and whether or not they represent certain groups, which are central to debates played out through education policy, research, and in the media. I shift this lens onto readers themselves, the act of reading, and the contexts in which it takes place. In order to generate data, 96 young people (aged 13-14) completed a whole class critical incident charting activity, mapping out their ‘reading journeys’. 28 of these then participated in semi-structured interviews. Through this approach, I demonstrate how conceptualisations of reading and the reader, and the value attached to them, are a product of the interactions which occur between individuals within particular contexts. I argue that it is broader questions of what reading is and who it for which need addressing in educational research, policy, and practice, in order to enable more young people to see themselves as ‘someone who reads’.

**B7**

Research Report
Audience: CT, LC, LA, R, TT, S
Room: Cedar

**Grammar in action: teacher perspectives on the new National Curriculum**

Elizabeth Pope, National Foundation for Educational Research (NFER)

Introduced in 2014, the new primary National Curriculum emphasises the teaching of grammatical concepts and terminology. This is reflected in updates to the key stage two national tests and a new grammar assessment at key stage one.

This emphasis marks a major change to the literacy curriculum: expecting teachers to introduce grammar as a separate topic for the first time in decades. Many teachers who have neither received formal instruction in grammar nor needed to engage with pedagogical approaches to the discrete teaching of grammar are now teaching the subject.

As changes begin to bed in, this is an ideal time to collect teacher perspectives on grammar teaching.
The National Foundation for Educational Research will survey key stage two teachers, asking them to share their experiences of the teaching and learning of grammar under the new national curriculum.

Foregrounding perspectives straight from the classroom, the session will answer four research questions:

- How confident are teachers in their own knowledge of grammar and their grammar-related teaching practice?
- How do teachers perceive changes to curriculum content, teaching time and teaching practice?
- What strategies and resources do teachers employ when teaching grammar?
- What types of support might improve or enhance the teaching and learning of grammar?

The report arising from the survey will form the basis of an extremely topical presentation session which will be relevant to teachers and teacher educators at primary level and beyond and to anyone with an interest in the delivery of the national curriculum.

**B8**

**Research Report**  
**Audience:** CT, LC, R, TT  
**Room:** Rowan  
**What can literacy teachers learn about teaching from artists?**  
Christine Hall and Pat Thomson, University of Nottingham

This paper draws upon the findings of the Signature Pedagogies Project, research sponsored by the organisation Culture, Creativity and Education which investigated the pedagogies of skilled artists who teach regularly in schools. From our empirical research we identified the artists’ underpinning values and orientation towards their work with students. We also identified nineteen practices which, we argued, (together with the values) could be considered the basis of the ‘signature pedagogy’ of the artists we studied. These pedagogic practices often disrupted the ‘default’, everyday classroom pedagogies.

Whilst these attitudes and practices are by no means exclusive to artists, we argue that teachers and artists who work in schools have much to learn from one another. In this session we highlight the findings that seem to us to be particularly significant for teachers of literacy/English, philosophically and in terms of classroom practice. We will briefly outline the research design and then focus on the findings through a consideration of three broad themes: student engagement, the nature of texts and the development of creativity.

**B9**

**Seminar Presentation**  
**Audience:** CT, R, TT, S  
**Room:** Maple  
**Voices and Voicing - roles, rights and identities in classroom talk**  
Hilary Westlake and Lottie Moore, University of Brighton

This seminar will highlight the opportunities that literature circles offer for children to engage in exploratory talk, (King and Briggs 2005), and the role of the adult in facilitating participation, (Corden 2000, Barnes 1996, Mercer and Littleton 2007 and 2013, Wells 2009).

Hilary Westlake and Lottie Moore come together as lecturer and student teacher to make specific connections between research carried out in a Y4 primary classroom and English specialist teaching and learning experiences on the four year primary ITE course at the University of Brighton.

In drawing on the different perspectives of lecturer and student teacher, this seminar will seek to explore how engagement with theory (university-based learning) combined with practice (school-based learning) can develop a deeper understanding of different kinds of talk. It will examine how the facilitation of exploratory talk is linked to valuing the different identities and voices which operate within a community of learning.

The seminar will focus on the changing nature of roles and relationships within the ebb and flow of classroom talk. It will consider how teachers retain dual identities as both teachers and readers when facilitating learning and how children engage and respond as both pupils and readers. It will be argued that regular reflection by teachers on their own identities as readers equips them to adjust their participation from inside the process to develop talk offering equal access for all voices.
are not expected to be active and successful readers. Both studies relate to the current emphasis on literacy in Icelandic compulsory education and the alleged lack of “useful literacy skills” among boys. They inform conclusions about developing teaching and nurturing motivation as preconditions for improved literacy education.

**B11**

Research Report

Audience: CT, L, LC, R, TT

Room: Oak

Exploring the ways in which primary school teachers support and develop reading engagement using reading technologies

Andrew Whelan, Hibernia College Dublin

This presentation will explore the ways in which primary school teachers support and develop reading engagement in classrooms using reading technologies. A four-component model of reading engagement is presented that reflects the cognitive, emotional, behavioural and social qualities of the learner. Furthermore, this model of reading engagement does not establish a dichotomy between the disengaged and the engaged reader. Rather, it appears that engagement levels of readers varies in classrooms, from the ‘Fake Reader’, apathetic towards reading, to the obsessed ‘Bookworm’. It may be the case that the ‘Bookworm’ requires less support than the ‘Fake Reader’. The challenge for the teacher then, is to create a classroom environment that supports and develops engaged reading for all levels of reading engagement. While there is evidence as to the types of support that teachers can provide, there is a lack of evidence regarding the types of reading materials that teachers can, and do provide to learners. The availability of materials, perhaps, will play a determining factor in how engaged learners are in reading. The availability of reading material though, has altered radically as a consequence of technological advances. As such, it is necessary to investigate and gather data on how teachers engage learners in reading, the supports they use to develop engagement in reading and crucially, the reading technologies they use to do so. In early 2016, this research project will survey and interview teachers regarding these matters and initial findings may be included in this presentation.

**C1**

Workshop

Audience: CT, L, LA, TT, S

Room: Phoenix

Positively, playful approaches to literacy in the Early Years

Catherine Gilliland, St Mary's University College

The educational world of playful teaching and learning encompasses a home for igniting children's natural development in the earliest stages of their lifelong learning. Any activity associated with enjoyment, will mean that the learner will crave more and a most positive and powerful addiction is created. This workshop will focus on playful approaches that we as teachers can use to make young children not only literate but addicted to literacy. It will be divided into three main themes that interconnect. Firstly, rich story telling is at the epicentre of all best case learning environments and this strategy will be explored in relation to picture books and the ancient craft of oral storytelling within a localised context. Secondly, our brains see music as language and children need to be immersed in rhyme, rhythm and repetition to make the wheels of the language bus go round and round. The ways in which we can as practitioners make the children's bodies come together as a self-conducting orchestra will be illustrated through a cameo set in a best case scenario nursery environment. The final focus will delve into the world of puppets and their absolute magical ability to ignite language, creativity and a motivation to learn. There are many, many aspects to the wonderful world of playfulness and literacy but a key message running through this workshop is the importance of the practitioner. They must be a most willing participant, joyful, playful and have true commitment and belief in the process.
staff members in five case study schools in Oxfordshire. Finally, the seminar will invite comments and participation from the audience on the efficacy of strategies to address the gap between disadvantaged and other students in order to achieve equality in the classroom.

### C3
**Symposium (cont’d)**
**Audience:** CT, LC, LA, R, TT
**Room:** Forest

**Prospero’s Island: an Immersive Approach to Literacy at Key Stage 3**

Teresa Cremin, The Open University, Angela Colvert, Roehampton University, Pete Higgin, Punchdrunk Enrichment, Sophie Holdforth, Hackney Learning Trust

Drawing on the work of Bruner and Vygotsky this seminar will problematize and discuss concepts of ‘personal meaning’ and ‘personal response’. The paper will consider how these concepts are situated within the formal curriculum and how they may be constructed and contested within the classroom. What does it mean to have a personal response to poetry and how individual and personal can classroom responses be? The seminar will invite discussion of these questions and also reflections on how the social context of further education may shape personal responses to poetry.

### C4
**Seminar Presentation**
**Audience:** CT, R
**Room:** Hornbeam

**Adolescents reading poetry for personal meaning**

Jane Speare, University of Greenwich

This paper will address the key theme of literacy communities of practice inside the classroom. The issues it will discuss emerge from readings in preparation for doctoral research. The title of the research is ‘Adolescents reading poetry for personal meaning: an exploration of practices and experiences in the further education sector.’

Curriculum and examination requirements are increasingly prescriptive and the need to pass assessments has great power to shape classroom pedagogy. In addition to demonstrating close critical reading English Language and Literature GCSE and A Level exams also require that candidates articulate ‘fresh, individual’ and ‘informed responses’ to poetry on the syllabus.

Whilst colleges of further education offer a particularly diverse context within which to explore how students and teachers read for ‘personal meaning’ the concept itself is under discussed.

### C5
**Research Report**
**Audience:** CT, L, LC, LA, R, TT, S
**Room:** Aspen

**Policy, Professionalism and the Teaching of Reading: Whose voice gets heard?**

Alyson Simpson, University of Sydney

Research into the politics of literacy can be examined from many angles. For example, the practice of teaching reading in pre-service teacher education can be explored across macro, meso and micro levels of connection between politics, culture, education systems, higher education and the classroom. At the micro level focus, results from recent research show how accountability regimes impact on the freedom educators have to embed children’s literature into their programs. The methodology of the TARDIS study focused strongly on the voices of teacher educators and initial teacher education students from four countries to ensure that diverse opinions as well as common trends were collected. The data set included classroom observations, interviews and digital stories that capture practices that promote creative engagement with children’s literature.

Although not often heard, student voice is recognized as a valuable source of insight as they are legitimate co-participants with teachers in education processes. Examples of practice shared in this presentation are selected from interactions with primary school and higher education students. In this way, the paper addresses Margaret Clark’s question: ‘how do people with knowledge that should count make themselves heard?’ (2014, p178). The voices of children, pre-service teachers and teacher educators will be heard discussing the benefits of learning about children’s literature through agentive pedagogy. Their opinions will form a counter narrative against the prevailing reduced discourses of standards for teaching and teachers to demonstrate the politicized challenge of taking creative approaches to the teaching of literacy.

### C6
**Research Report**
**Audience:** AL, LC, R, TT
**Room:** Oak

**Turning Pages together: learners’ and mentors’ experiences of a prison based adult peer reading programme**

Alex Kendall and Dr Tom Hopkins, Birmingham City University

In this paper we share emerging findings from a national evaluation of Shannon Trust’s Turning Pages programme. Turning Pages is a new programme specifically designed to support adult beginner readers studying in peer learning contexts. This mixed method longitudinal study, incorporates focus groups and individual semi-structured interviews with male and female adult prisoners situated within varying category prisons across England and Wales. The study explores readers’ accounts of learning to read with Turning Pages as well as mentors’ experiences of supporting and scaffolding the learning process and aims to achieve a holistic understanding of peer led literacy interventions, their value to adult education generally and within the prison context specifically. We also reflect on the complex nature of undertaking mixed method literacies research with adult beginner readers and the experience of researching in multi-disciplinary teams within the context of secure environments.
Beyond the first steps (2009) Improving literacy by teaching morpheme; and later, in Children’s reading and spelling: Beyond the first steps (2009) describing their meticulous investigations, they reinforced their arguments in favour of a conceptual approach to the spelling system in which morphemes play a central role. Their pioneering work will be reviewed and its value explained. It will be related to a wider conceptual approach to the spelling system of English in which the morpheme takes its place as a linguistic unit in a hierarchy of units based on constituency, extending from Word at the top to Letter at the bottom. This more encompassing view provides linguistic endorsement of Nunes and Bryant’s grammatical approach to the teaching of the spelling system and offers a structured framework for the sound/symbol relationships which underlie school phonics. The wider benefits to the curriculum – to teaching, learning, cognitive skills – which Nunes and Bryant advocate are also supported. In this key component of standard literacy children will need to be taught by teachers with greatly enhanced subject knowledge.

Morpheme discovery
John Mountford

‘As things stand at the moment in our educational system, one of the main reasons for children’s low level of explicit awareness of morphemes may be that they are taught very little about morphemes at school.’ Nunes and Bryant voiced this view ten years ago in Improving literacy by teaching morpheme; and later, in Children’s reading and spelling: Beyond the first steps (2009) describing their meticulous investigations, they reinforced their arguments in favour of a conceptual approach to the spelling system in which morphemes play a central role. Their pioneering work will be reviewed and its value explained. It will be related to a wider conceptual approach to the spelling system of English in which the morpheme takes its place as a linguistic unit in a hierarchy of units based on constituency, extending from Word at the top to Letter at the bottom. This more encompassing view provides linguistic endorsement of Nunes and Bryant’s grammatical approach to the teaching of the spelling system and offers a structured framework for the sound/symbol relationships which underlie school phonics. The wider benefits to the curriculum – to teaching, learning, cognitive skills – which Nunes and Bryant advocate are also supported. In this key component of standard literacy children will need to be taught by teachers with greatly enhanced subject knowledge.

Building future classroom literacy leaders through student teaching experiences
Linda Pratt, Elmira College

Literacy education is fundamental to addressing equity and diversity issues in today’s schools (Gorski and Swalwell, 2015). Applying literacy education effectively in multicultural curricular reforms requires leadership, especially from in-service classroom teachers who provide day-to-day literacy instruction (Murphy, 2005). To better prepare classroom teachers to be successful literacy leaders, future teachers should begin acquiring critical literacy leadership qualities (e.g., vision, skills, dispositions, and expectations) during their undergraduate, pre-service teacher education programs. The acquisition of leadership qualities should be developmental, beginning in first-year foundation courses, continuing through upper-level literacy methods coursework, and most importantly culminating in final student teaching experiences (Campbell-Evans, et al, 2014).

During the proposed seminar presentation, the presenter will:
1. begin the session with an overview of what constitutes leadership qualities that are particularly applicable to literacy education;
2. follow with an explanation of why is it important to begin instilling literacy leadership qualities in pre-service teachers throughout their teacher education programs;
3. lead a discussion of how student teaching can provide timely opportunities for pre-service teachers to integrate literacy leadership qualities with their emerging realizations of what it means to be teachers in the fullest sense;
4. discuss strategies for imbuing pre-service teachers with qualities and mind-set necessary for effective literacy leadership; and
5. end the session with a discussion of potential long-term outcomes (e.g., achieving equity and diversity in the classroom) by cultivating literacy leadership in pre-service teacher education.

New Literacies for the 21st Century
Clare Dowdall, Plymouth University, Cathy Burnett and Guy Merchant, Sheffield Hallam University, Victoria Carrington, University of East Anglia, Julia Davies, University of Sheffield

Very young children love interacting with books both as physical artefacts and as holders of the pleasure of story and sources of information. When they start formal teaching in reading more emphasis is put on decoding and the texts children are asked to read can lack the richness and depth of books they have previously enjoyed. This seminar reports the work of an early years teacher who wanted the five year old children in her class to be given real pleasure from reading and the opportunity to respond to books in different ways. She wanted to see if using wordless picture books could help children to develop comprehension skills, in particular whether wordless picture books would allow them to learn inference while maintaining engagement with the text.

She worked with twelve children in her class using the Mosaic approach (Clark 2007) as a means of gaining access to the views and understandings of the young children; data was gathered through observations, videos, role play,
drawings and photographs. Analysis of the data identified four key themes which will inform this teacher’s future practice: the place of words in comprehension, the power of the imagination, the pleasure of reading and prior experience as part of the reading process. The proposed seminar will share the findings and also, in sharing the process a practitioner went through in order to improve practice, create opportunities for researchers and practitioners to discuss the place of wordless picture books in the development of early reading, giving space for the many voices in the reading process to be heard.

C11
Research Report
Audience: AL, CT, LC, TT
Room: Hawthorn
The Camouflage Dojo Piranha Tornado: A Creative Approach to Teaching Literacy in The Early Years by Engaging Boys in Reading at the Intersection of Key Vocabularies and Explicit Prosody Instruction Through Readers Theater
James Nageldinger, Elmira College
Both the Language Experience Approach (LEA) and Readers Theater have been shown to be effective components of reading instruction. Language Experience is not new and has been in use since the early decades of the 20th century. Additionally, repeated reading has been shown to increase both oral fluency and comprehension. Readers Theater is an effective means of incorporating repeated reading into the classroom. Besides being able to read accurately at the appropriate rate, fluent readers read with proper expression, or prosody. Recent studies have linked prosody with silent reading. Struggling readers especially benefit from opportunities to read repeatedly and with proper expression.

This presentation reports on a study that investigated an intervention of explicit prosody instruction at the intersection of LEA, Reader’s Theater with six 1st grade boys (median age 6 years) who struggled with reading. Concurrent with prosodic modeling, students generated individual key vocabularies, then collaborated to create, rehearse, and perform an original Readers Theatre script for their classmates and parents. Differences in pre and posttest scores showed significant increases in both fluency and comprehension relative to comparable peers receiving standard intervention (phonics, word attack, and vocabulary).

13.00 – 13.50 Lunch

13.50 – 14.50 Keynote 2
Room: Forest
A World of Children’s Books
Daniel Hahn
Most of us grew up reading children’s books from all over the world, though we probably didn’t even realise it. Just think: Asterix and Tintin, Pippi Longstocking, the Moomins, Pinocchio, Heidi, Babar, Emil and the Detectives, and pretty much every single fairy tale came to us through translation. So what’s changed? An overwhelming majority of the world today still doesn’t speak English, and they’re still writing amazing books, but for some reason these tend not to make it through to our readers (how many contemporary translated children’s writers can you name?). So what are we missing?

14.55 – 15.35 Parallel Session D
(Meeting rooms)

D1
Research Report
Audience: CT, LC, LA, R, TT, S
Room: Willow
What Works for Literacy Difficulties? How the field is re-shaping and expanding
Greg Brooks, University of Sheffield
The 5th edition of this report will have been published in early 2016, and the updating carried through also to the associated website www.interventionsforliteracy.org.uk (which I will demonstrate if there is interest and time). I will summarise changes since the 4th edition (2013) in the report’s contents, especially reasons for dropping some schemes, and the nature and quantity of additions - in particular, the number of relevant randomised control trials (RCTs) has increased by an order of magnitude. This is predominantly due to the work of the Education Endowment Foundation - all of its literacy-focused RCTs are included in the new edition, whether their findings were positive, negative or null, because this is the most rigorous set of evidence available, and should set a clear example for future research. Another force that is changing the scene is the need to provide ever more tailored support for struggling learners with special educational needs or disabilities. In this connection I will make the case that the next ‘big thing’ in the field will be assistive technologies such as highly accurate speech recognition translating into accurate text on screen, and, in the complementary direction, much more natural-sounding text-to-speech conversion. Together these technologies can be transformative for many learners.

D2
Symposium
Audience: AL, CT, I, LC, LA, R, TT, S
Room: Phoenix
Whole School Improvement through Language and Literacy
Susan Aykin, Alex Bousoulengas and Amber Finch, National Literacy Trust
Schools which ‘turn the dial’ on language and communication are able to turn the dial on a number of key School Improvement priorities, from raising attainment to narrowing the gap and improving behaviour’. Gross, J. (2011) The contribution of oral language skills to School Improvement and outcomes for children and young people. Office of the Communication Champion.

‘Advantaged students who arrive in the classroom with background knowledge and vocabulary will understand what a textbook or teacher is saying and will therefore learn more; disadvantaged students who lack such prior knowledge will fail to understand and thus fall even further behind, relative to their fellow students’
The link between language, cognitive and academic development is well documented and yet too many of our most disadvantaged students are not provided with the linguistic tools to succeed at school. Placing language and literacy at the heart of a school curriculum empowers students to gain the academic language skills required for reading, writing and oracy. Supporting teachers to make explicit the language and literacy requirements of their subject raises the profile of academic English as one of the most important tools in any classroom. The National Literacy Trust’s Literacy for Life programme explores the role of two complementary approaches to school improvement: academic language acquisition and development and intrinsic motivation to read for pleasure. Many of our students, particularly the most disadvantaged, do not have the code of English appropriate for the school curriculum. The 2010 DfE report, Investigating the Role of Language in Children’s Early Educational Outcomes, emphasises the ‘weaker language and communication skills’ of disadvantaged children. Restricted vocabularies and grammars for many students result in an inability to access the curriculum: they become disengaged and under attain. Providing teachers with theoretical frameworks about how students develop reading, writing and oracy skills alongside a repertoire of explicit teaching and learning tools has begun to have a profound impact. Research in the USA, New Zealand and Australia has informed the work of the programme: challenging subject specific teachers with ways in which they can enhance student exam performance through an explicit focus on language development in the form of reading, writing and oracy strategies.

At secondary school level, most students are extrinsically motivated to read for pleasure. Accelerated Reader, Lexia and other software products are popular teaching tools that have had impact. However, many students still fail to make the link between reading and overall academic attainment. The 2002 OECD report highlighted the formative role of reading for pleasure in transforming the educational opportunities for all students, particularly those from disadvantaged backgrounds. Students who are immersed in texts are unconsciously developing a wider vocabulary, understanding of more complex grammatical constructs and an awareness of how language works in different contexts. Forging connections between reading for pleasure and overall language development underpins a whole school literacy approach. Having found that most reading approaches at secondary reward those who love reading and effectively are viewed as punishment by those who do not like reading, the Literacy for Life programme has adopted a reading aloud approach. Teachers of all subjects in every year group read from a novel for ten minutes every day. No academic work is required, students simply listen to the expert reader and discuss at intervals. The focus is to remove the decoding barriers and to immerse students in the wonderful worlds of stories. Students have begun to develop their vocabularies and understanding of how language works without realising but also gain an appreciation of the world of textual communication. Teachers were initially resistant, concerned that students would not be decoding or listening. However, the response has been very positive. A maths teacher reported never having felt so connected with his students than when reading with them.
**D4**

**Seminar Presentation**  
**Audience:** CT, LC, LA, TT, S  
**Room:** Hawthorn

**Wonder, Rigour, Innovation, Transformation, Empowerment: the WRITE Project**

Lindsey Thomas, LT Education

Improving children’s engagement with and progress in writing, particularly in non-fiction and more ‘academic’ forms is a key issue in many schools and it is this issue that the Bucks WRITE Project addressed with 17 primary schools in a wide range of contexts. By the end of the year, pupils from schools involved in the project had made on average 40% more than expected progress. The performance gaps for many of the groups identified as vulnerable or disadvantaged narrowed or closed completely and children with EAL outperformed their first language counterparts. As well as the ‘countable’ outcomes, teachers reported huge impacts on their own approach to the teaching of writing, and the motivation and engagement of their pupils.

The project piloted a widely replicable model. Rather than presenting a prescriptive package, it developed ‘specialist’ teachers who are now in a position to support leadership teams and colleagues in their own and other schools. It developed the teachers’ subject knowledge in Language, using Functional Linguistics, and Text, using genre analysis, and examined how these could be used effectively in classrooms. Pedagogical skills were developed using approaches such as Storytelling and effective Journal Writing.

This session will share the principles of the model and approaches used, as well as looking at teachers’ case studies.

Further information about the project is available at www.buckswriteproject.com

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**D5**

**Seminar Presentation**  
**Audience:** CT, LC, LA, R, TT, S  
**Room:** Cedar

**In at the deep end’: experiences of ITE and induction for inclusive teaching of early reading**

Helen Hendry, Bishop Grosseteste University

Research into student teacher and NQT preparation for teaching early reading in England indicates that new teachers may experience particular difficulties in meeting the diverse needs of learners with English as an additional language or Special Educational Needs. Findings from a longitudinal collective case-study of primary PGCE student teachers at one university in England suggest that some features of increasingly school-based initial teacher education and curriculum prescription for the teaching of early reading using a systematic synthetic phonics approach may limit student teachers’ ability to develop strategies which support struggling readers. This session examines the perspectives and experiences of primary PGCE student teachers and their mentors as the participants trained to teach early reading and provides new insight into the impact of specific aspects of university and school organisation and culture on teachers’ confidence and competence in including all learners.

Four student teacher cases will be used to identify factors in their ITE and induction within university-based and school-based elements of their training which constrained or facilitated their developing understanding and practice. A model for ideal ITE partnership working which may best support student teachers and NQTs to develop inclusive practice for teaching early reading will be presented.

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**D6**

**Seminar Presentation**  
**Audience:** AL, CT, L, LC, LA, R, TT, S  
**Room:** Rowan

**Little Kokkinoskoufitsa: One fairytale, two cultures, many images**

Lina Iordanaki, University of Cambridge (UK)

Traditional fairytales have always been a topic of discussion in the field of education. What is remarkable is that they offer a common ground for pleasure and discussion among different generations and cultures. Adults encounter them when they are children, young children get to know them from their parents and later they read them on their own; researchers consistently explore the affordances of the genre and educators often use them in their classrooms. People from all over the world enjoy numerous fairytales in various versions and multiple adaptations. But do children recognise them when they are only depicted visually and not verbally? And how do groups from different countries engage with wordless versions of the same story? In my talk, I will present how groups of Greek and British 11-year-old students approached the story of Little Red Riding Hood as it is narrated in two wordless picturebooks, i.e. only through the power of illustration. Since they abolish any linguistic restrictions, wordless picturebooks are ideal for an international readership. It is interesting to see the way the children grappled with the challenge of the absent text, their creative interpretations, as well as their different or similar responses which are bound to their cultural background. I have adopted a socio-cultural perspective, using reader-response theories; in my study the active role of each reader is highly important, while they are trying to answer any of the indeterminacies of the story, drawing upon their culturally oriented prior knowledge and experiences.

["research supported by "Onassis foundation" and the "Foundation for Education and European Culture IPEP"]
The Hope Challenge Grammar Project: applying a pedagogy of enactment to the work of teacher education

Elizabeth Parr, Liverpool Hope University, Kerry Rose, Beth Roberts, and Charlotte Reoch, Liverpool Hope University Student Teachers

Drawing on recent work by UKLA focusing on teaching grammar effectively in primary schools, this study aimed to explore an innovative approach to work with student teachers to develop their understanding of grammar teaching. The Hope Challenge Grammar Project was done in the context of a grammar intervention focused on improving the grammar understanding and application of an identified small group of year six children in a primary school in challenging socio-economic circumstances.

The project created an opportunity to develop pedagogies of enactment. The students were given opportunities to observe effective grammar teaching practices modelled by their teacher educators, before rehearsing with each other. Group rehearsal allowed time for anticipatory reflection and possibility thinking around what may be some of the misconceptions and learning barriers their pupils may hold. Space for collaborative reflection after the project was provided. This allowed students chance to reflect critically and evaluate their experiences along with the learning of both themselves and their pupils.

This paper considers some of this rich data and includes some of the attitudinal data collect pre and post intervention. This paper contributes to current understandings about effective grammar practice alongside the development of pedagogies of enactment relating to grammar teaching.

Ensuring the poor get richer: theorising the comprehension process for teachers and their adolescent readers

Jo Westbrook and Julia Sutherland, University of Sussex

Pedagogical content knowledge (PCK) is what Shulman identified as the specialist knowledge belonging to the teacher of a given subject, rather than the generalist. For teachers of reading, a theorised understanding of the comprehension process and of what it means to ‘read’ a whole text form the ‘content’ here, in addition to knowledge of literature.

This paper discusses what this theorised knowledge for reading comprises, drawing on existing literature and findings of a project that investigated gaps in teachers’ current understanding, and the impact of using an innovative CPD course to extend their knowledge. Findings indicate that enhancing teachers’ knowledge and enabling a meta-awareness of comprehension as a complex process, supported them in drawing flexibly and imaginatively on a greater variety of approaches to develop their students’ reading. In turn, this led to real gains in how weaker readers made sense of whole, complex texts and in particular, led to students using a similarly metacognitive approach to reading as that of their teachers.

Supporting weaker readers, often from disadvantaged backgrounds, is thus achieved both by providing challenging, whole texts to read and access to knowledgeable teachers, who perceive their students as engaged readers and eschew approaches based on a reduced reading diet of extracts and simplified texts.

16.10 – 16.50 Parallel Session E
(Meeting Rooms)

Symposium (cont’d)
Audience: AL, CT, L, LC, LA, R, TT, S
Room: Phoenix
Whole School Improvement through Language and Literacy
Susan Aykin, Alex Bousoulengas and Amber Finch, National Literacy Trust

Workshop
Audience: CT, LC, LA, TT, S
Room: Hawthorn
Responding effectively to what children say in classroom conversations
David Reedy, United Kingdom Literacy Association

This workshop builds on ongoing work on effective talk at the heart of pedagogy. Drawing on the insights of Robin Alexander, Martyn Nystrand and Neil Mercer this workshop will explore, through the use of case studies from a guided reading and a numeracy lesson in a primary school, how teachers can effectively respond to what pupils say, extending thinking and deepening understanding.

15.35 – 16.10 Tea sponsored by MacMillan Children’s Books
Children from Horfield Primary Choral Recital
(5th Floor Conference Suite)
E3
Research Report
Audience: AL, CT, LC, LA, R, TT
Room: Aspen
Increasing equality through multimodal transdisciplinary literacy acquisition and instruction
Laurie O. Campbell, Elsie Olan and Enrique Puig, University of Central Florida

The increase in media access has redefined what text can be from the common definition of words on a page or a screen to include multimodal systems of communication that include visual, auditory, kinesthetic, and tactile texts that may be more obtainable to all learners. Redefining text for instruction is inclusive of varying forms of multimodal communication. Visual, auditory, kinesthetic, and tactile texts have the capacity to transform words, ideas, and meaning while building capacity for equality in understanding and literacy. Internationally, as the integration of mobile devices in learning contexts have increased, the opportunities for learners to use mobile devices to create their own multimodal texts is known to contribute to learner motivation and equality. During this interactive multimedia presentation, participants will actively experience: a broader definition of reading and text; discuss the interchange of multimodal communication; and view digital resources in a transdisciplinary contexts.

Our platform for sharing will be the Morgridge International Reading Center as an international resource for literacy leadership, equality, professional learning, and research. At a global level, the Morgridge International Reading Center role in transdisciplinary and multimodal literacies will be shared along with free digital resources for implementing creative multimodal multi-literacy activities with learners.

E4
Research Report
Audience: CT, LC, R, TT, S
Room: Birch
From Oracy to Literacy
Hanna Sauerborn, University of Education (Freiburg), primary school

When discussing reading and writing acquisition, often there is a focus on the reading and writing techniques and abilities, such as letters and sounds recognition, reading and writing words or sentences and so on. When it comes to writing a text, children have to cope with far more than just putting one word next to the other. Similar issues occur when reading more complex texts. There is a specific register for written language, particularly that used in the more formal context of school. Some children acquire this register long before going to school. Other children, such as children who speak the school language as a foreign language or children from disadvantaged backgrounds have not acquired this register prior to going to school and, therefore, struggle more when they have to write stories or essays. With regards to these issues in this session, three main questions will be discussed:

1) What are the features of the written language register?
2) How do we find out if a child is already familiar with this register?
3) Which tasks and learning activities support children to move from Oracy to Literacy?

Results from a longitudinal study (N=76) with children from kindergarten (age: 5-6 years) as well as examples from a primary school will be included to answer these questions.

E5
Research Report
Audience: CT, L, LC, LA, R, TT, S
Room: Rowan
Children's and young people's reading in the UK: What happened in 2015 and how does this compare to previous years
Christina Clark, National Literacy Trust

The National Literacy Trust has an exciting vision of a society where everyone has the reading, writing, speaking and listening skills they need in order to fulfil their own and the nation’s potential. To achieve this vision we campaign, we deliver on the ground support, we support professionals and we lead literacy policy and research.

We have surveyed children and young people aged 8 to 16 about their enjoyment of reading, their reading behaviour and their reading attitudes on an annual basis since 2005 to support our organisational vision. Every year we also complement our survey data with information on the reading skill for a subsection of the sample. Over 150,000 pupils have taken part in our literacy surveys over the past 10 years, giving us unparalleled insight into the changing dynamics and drivers of children's and young people's reading behaviours, attitudes and enjoyment.

This presentation will explore the themes that emerged from data we collected in November and December 2015 and how these compare to those highlighted in previous years. Since we believe that literacy is an issue of social justice, we will also focus on the learnings for certain sub-groups of pupils, such as boys and those who receive free school meals.
Adolescents' Perceptions of Digital Reading in the UK and China

Xiaofan He and David Wray, Centre for Education Studies, University of Warwick

Studies of adolescents' literacy practices have helped us to understand what and how students read in the digital reading environments which permeate their daily living and learning. However, what students think about on-screen reading and how they perceive this new medium still remain under-researched. There has been significant debate about the impacts of technology use on adolescents' reading, but we are uncertain about how adolescents perceive digital reading and the influence upon these perceptions of purpose, preference or age.

The study reported in this paper has taken a comparative perspective to explore the perceptions of UK and Chinese students (aged 12-16) in terms of their reading of digital texts. The study has examined what adolescent students think about reading for academic and enjoyment purposes, in both print and digital format, in school and out of school. Mixed methods were used in the study, including focus groups, questionnaires and individual interviews. Some key findings will be presented, in an attempt to deep our understanding of the way adolescents respond to digital reading and the place they see for this new medium in the current and future lives.
Reluctant and low-achieving readers often lack ability to create pictures in their minds while engaged in reading. They tend to focus on decoding words rather than connecting ideas, which is not unexpected given the issues faced by many students with limited vocabulary, little background knowledge about many topics, lack of understanding of concepts or relationships represented in the language of the texts or awareness that attempting to visualize ideas might be useful. Although students are confronted with continuous multimedia images that create visual representations of actions, ideas, time, and space; gaining meaning from an action sequence differs from concrete external experiences when one creates their own internal visual images that support comprehension. Talk-Drawings are meaning-making strategies that aims to appreciate how students make sense of reading texts through drawing visual representations pictorially as in mind maps, storyboards, or cartoons and talking about their ideas with classmates. Talk-Drawings help students to realize there is more agency in the reading process than passing one’s eyes over words. Picturing involves “drawing” mental images that take shape according to the reader’s developing and personal understanding of visual and verbal modes, which embrace distinctive features. Such crossover of modalities increases students’ capacity to use many forms of representational thinking and to mentally manipulate and organize images, ideas and feelings. It offers a reading strategy that explores written texts and connects to the texts of the students’ lived realities which makes reading fair game for all.
### F1

**Workshop**  
**Audience:** AL, CT, L, LC, LA, R, TT, S  
**Room:** Birch

**Setting the Scene: The visual backdrop to fictional writing**  
Judy Waite, University of Winchester

This creative-writing workshop draws from the techniques of a published author of over forty novels for children and Young Adults, who is a Senior Lecturer in Creative Writing in HE, and who works as a Schools’ Consultant for the development of creative writing and thinking in education. The session will initiate a science fictional/dystopian scenario set in a contemporary ‘real world’ environment. The focus of the workshop will be around ‘visual’ qualities in writing, and outcomes will include ways to enhance effective descriptive writing skills. It will offer a lively and interactive session drawing from a mix of imaginative thinking, the creation of written ideas and the application of established techniques applied to fictional writing. Delegates will explore their own creative responses within the session, and then consider ways to adapt the material to meet the needs of a wide and diverse range of learners at both KS2 and KS3. Although the session will use a specific genre (Science Fiction) to demonstrate technique, the approach can be lifted and applied to any genre or form of creative writing. It is anticipated that delegates will leave with a ‘template’ that can be adapted to suit their own professional needs.

### F2

**Seminar Presentation**  
**Audience:** CT, LC, LA, R, TT, S  
**Room:** Aspen

"Here I Am - In The Play Box": Developing Literacy and a Sense Of Self Through Play, Talk And Stories  
Janet Evans, Independent Scholar

Research looking at pre-school children’s ability to interact with and make sense out of print has been showing, for over two decades, that children from literate home backgrounds, with exposure to supportive, positive role models who share the process of reading using good quality texts, are the children who are best able to cope with the demands of learning about literacy and the transition from home to school. The study of 3 year old children reported in this presentation, will focus on their interactions with picturebook read alouds, their repeated requests to have favourite books read over and over again, their developing sense of identity, and their growing ability to respond to the books through oral retellings, drawings, emergent writing and “readings” of the stories in their own words. The presentation will show how, over a period of time, as the children had a series of picturebooks read to and shared with them, they were able to identify a sense of self mirrored in the content of some of the books and these were the ones they chose to read and re-read, making informed choices about their favourites. The children identified themselves in the storybook narratives and went on to record their responses in a variety of differing modes some of which led to them becoming real authors as they constructed their own books to be read, re-read and enjoyed.

### F3

**Seminar Presentation**  
**Audience:** CT, L, R, TT, S  
**Room:** Willow

What do children learn about literacy from books in books? The cultural positioning of books and reading in picturebooks  
Evelyn Arizpe, University of Glasgow, Vivienne Smith, University of Strathclyde

This paper will discuss both the presence and absence of books and the portrayal of reading in picturebooks for young children, published both before and after the arrival of digital technologies. Surprisingly, despite (or perhaps as a result of) dire predictions about the changes in reading, there is a plethora of recent picturebooks that continue to promote and celebrate books. Although some scholars have addressed the topic of books and reading in contemporary picturebooks (Serafini, F. Images of reading and the reader, 2004; Goga, N. Learn to read. Learn to live, 2014; Styles, M. and Wolpert, M.A. “What else can this book do?” 2016), there has been little work so far that explores the significance of ways in which images of books and reading have positioned, and continue to position, reading in children’s thinking. In this paper, we analyse ‘book’ elements in a group of these picturebooks, such
as the reading environment (libraries, schools or homes) and the use of literate (or in some cases, illiterate) animal characters and we look in particular at the ways in which the books are culturally situated and what acts of reading reveal about Western societies’ expectations and beliefs about literacy practices. The paper extends the work both authors carried out for the project ‘oReading Fiction’ (funded by the British Academy) which resulted in the edited book, *Children as Readers in Children’s Literature: The power of text and the importance of reading* (Arizpe & Smith, eds, Routledge 2016).

**F4**

**Seminar Presentation**

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

**Room:** Hawthorn

**Peeling the SPAG Onion**

Jane Borgeaud, Deborah Falconer, Simon Rees and Alastair Daniel, University of Winchester

Spelling, Punctuation and Grammar have been the focus of increasing attention in schools and from policy-makers. The implementation of discrete testing of SPAG at KS2 means this focus is unlikely to diminish. These are vital skills for primary teachers, both in equipping their pupils with these skills and in writing for professional purposes. It is, however, an area in which many ITT students feel they are ill-equipped by their own schooling for the subject knowledge needed to be secure in these areas.

Following the well-attended seminar led by Alastair K. Daniel at last year’s UKLA conference, looking at the development of an online course for student teachers, this seminar provides an update on how these materials have been blended with face to face teaching of SPAG, both in curriculum English sessions and in a short module teaching SPAG discretely for professional purposes. This seminar reviews the rationale for this three-pronged approach and provides an evaluation of impact based on feedback from students and tutors.

**F5**

**Research Report**

**Audience:** AL, R, TT, S

**Room:** Rowan

**Developing Student Teachers’ Academic Writing**

Rebecca Austin, Tracy Parvin and Viv Wilson, Canterbury Christ Church University

This is a report on the first stage of a longitudinal project designed to investigate the teaching and marking of academic writing on the BA (hons) Primary Education programme at Canterbury Christ Church University. The initial focus was to ‘close mark’ sections of Year 3 students’ English assignments. This close marking involved detailed comments in relation to features of academic writing including grammar, subject specific vocabulary, cohesion, clarity of expression and the development of an argument. The aim of the project is to create materials which can be embedded in the three year undergraduate programme to promote a developmental approach to teaching academic writing in collaboration with the student teachers. Initial findings suggest that both students’ and tutors’ understanding of and attitudes to academic writing are significant in developing a shared understanding of academic writing within a professional programme.

**F6**

**Workshop**

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

**Room:** Maple

**When you just can’t stop reading’ ’Getting to level 27. Imagining yourself actually in the book. When you get all the words right. Exploring reading for pleasure in a diverse context**

Rebecca Thomson, Bannerman Road Community Academy

For the last few years I have been enthused and inspired by quality children’s literature and convinced of the importance of reading for pleasure through shadowing UKLA book awards as a student, attending UKLA conferences and being a teacher judge this year.

These experiences have greatly influenced my practice and having recently completed my NQT year I am now looking at my practice and considering the curriculum choices I make for my class. My school is incredibly diverse; over 80% of children have EAL and 30+ languages are spoken across the school. Additionally, the area is as renowned as being socio-economically deprived. It is my ‘gut instinct’ that reading for pleasure is critically important and this is supported by research and recent government policy. However, with other curriculum demands and accountabilities I find time exploring literature often, despite my best intentions, becomes replaced. This creates a great deal of professional tension for me and so through my MA studies I am attempting to reconcile this by exploring reading for pleasure in a diverse context.

I am beginning my research by exploring what reading for pleasure means for the children I teach; considering children’s personal preferences, the influence of community, popular culture and advances in technology. I am exploring whether my class’s experiences of reading for pleasure are different to my own and crucially, different to the policy view and government rhetoric of what reading for pleasure is. In this workshop participants will explore what reading for pleasure is and the implications this has for the children we teach.
Meaningful Learning and Diversity
Teachers Self-reported Differentiated Reading Implementation in Two Case Studies in Diverse Cultural Contexts
Helen Heneghan, Hibernia College, Dublin

Reading is an essential life skill and an important component of learning. Optimal reading instruction encourages and sustains children's desire to read and influences children's future learning potential. Effective teachers restructure teaching and learning activities to meet student variance towards the provision of achievable goals and meaningful learning. Recent policy initiatives have renewed focus on literacy approaches that promote literacy in diverse cultural contexts. Differentiated reading is one instructional model that is compatible with these literacy strategies and responds to learner variance.

This research investigated teachers' understanding of differentiated reading in relation to Vygotsky's Zone of Proximal Development and examined teachers' implementation through context, content, process and product. It explored the transitions made by learners in the social-interactions of learner-responsive, teacher-facilitated activities. Shared learning can occur from exploring and sharing best practices in differentiated reading in different cultural contexts.

Two case studies in diverse cultural contexts - one Irish city and one Texan city provided data from questionnaires, lesson-plan evaluations and interviews from 645 teachers located in 62 schools. Findings identify factors that shape teachers' understanding and implementation of differentiated reading and indicate a positive response to differentiated reading from teachers whilst also indicating the desire for further guidelines, professional development and support.

Recommendations are offered on school and policy level to overcome perceived obstacles. These findings can help shape future policies and guidelines for teachers, schools, pre-service teacher education and professional development.

Exploring the Role of Historical Fiction through engagement with Active Approaches to Comprehension
Teresa Cash and Catherine Gilliland, St Mary's University College, Belfast

History is the study of change over time. The beautiful world of historical fiction brings History to life by placing appealing characters into accurate historical settings. Marita Conlon McKenna's literature has adorned bookshelves across Ireland's schools for many years and invited children into the world of 'The Great Hunger' in their own country. Michael Morpurgo and John Boyne have written prolifically regarding the historical period of World War Two and their engaging story lines have immersed children into historical facts perfectly mixed with imaginative and figurative narrative. Such has been their success their work has been adapted for the film industry.

As children develop from tots to teens we want them to be addicted to the wealth of literature that will tell them about the world they live both past and present. Exposure to high quality historical literature will encourage the addiction process and ensure this aim is achieved.

This workshop will revolve around awareness raising of key historical children's literature and how we can fully exploit its potential for the development of children's knowledge, skills, vocabulary and empathy. Participants will engage in a series of activities that teach self-regulated comprehension strategies and a copy of all materials used will be provided.
F10
Workshop
Audience: CT, LC, LA, S
Room: Phoenix

Is Competition Healthy for reading
Nikki Gamble, Just Imagine..., Claire Williams, St Andrew’s Primary School

Recent years have seen a number of initiatives aimed at promoting reading for pleasure which use competition as a driver to encourage children to read more. In 2010, a survey conducted by the National Literacy Trust indicated that children aged 8-17 who read for daily were academically outperforming those who did not. In 2012, competition was endorsed as a valid means of getting more children reading when Nick Gibb, the then Schools Minister announced: ‘a new national reading competition designed to give a competitive spur to those reluctant readers who are missing out on the vast world of literature.’ The resulting project, ‘Read for My School’, is now in its fourth year. Accelerated Reader, a commercial programme from Renaissance Learning builds competition into its reading scale with points accrued for the number of books read and quiz questions answered. The marketing material states, ‘Every quiz passed is a small success and there are endless opportunities for praise in assemblies, prizes, and positive feedback for parents.’ Reading Gladiators is an inter-school competition run by Just Imagine which involves children reading pre-selected books in a book group style format prior to a year end competition for which children compete a number of creative challenges to be crowned Reading Gladiators of the Year.

This workshop looks at three different approaches to reading competition and looks at the outcomes, relative merits and weaknesses as well as the implicit messages about reading that are conveyed by these approaches. We invite participants to consider the question, ‘is competition healthy for reading?’

11.20 – 11.40 Coffee
(5th Floor Conference Suite)
And in the Phoenix Room, coffee with Anne Swift, President, NUT, followed by session G10 (11.40-12.20) Literacy School of the year, also in this room.

11.40 – 12.20 Parallel Session G
(Meeting Rooms)

G1
Seminar Presentation
Audience: CT, L, LC, LA, R, TT, S
Room: Willow

Children Responding to Picturebooks: 15 years on
Morag Styles, Cambridge University, Evelyn Arizpe, Glasgow University

One of the most rewarding characteristics of picturebooks is that they offer equality of access to a diverse group of readers, such as those who do not yet read print or whose mother tongue is not English. Our new edition of Children Reading Picturebooks (2016) is based on fifteen years of our own research, that of countless students we have taught at Cambridge and Glasgow universities, and a review of the best published work on the topic since 2003. As well as making reference to some of the most exciting recent developments in the field, this session will focus on lessons learned from our original research project, and an examination of new case studies of children responding to picturebooks by illustrators such as Maurice Sendak and Polly Dunbar. We will be drawing attention to the way picturebooks can open doors to understanding for autistic children, as well as probing how young readers use a variety of sophisticated cognitive, affective, aesthetic and social skills to make sense of visual texts that engage them.

G2
Workshop
Audience: AL, CT, LA, R, TT, S
Room: Oak

Reading the walls: Investigating the literacies(ies) displayed in primary classrooms
Wendy Crocker, Western University, Canada

Malaguzzi contends that the learning environment ‘should act as a kind of aquarium that mirrors the ideas and values of the people who live in it’ (Gandini, 1994, p.50). Therefore, children in primary classrooms need to see themselves, and people who represent the diversity of their families, their communities, and their world, in the environments where they live, work, and play (Anti-defamation league, 2012). Further, a multiliteracies perspective (NLG, 1996) positions children as capable, collaborative, and diverse meaning makers who continually form relationships with people and materials. This workshop calls on educators and researchers to consider: What would be exhibited on classroom walls to reflect a belief in the multiple and social constructions of literacy? Whose voices would be heard in the literacies(ies) on display?

Participants in this workshop will be actively engaged in a process of reflecting on the use of the environment as the ‘third teacher’ for supporting the development of student literacies and honouring diverse student voices. Preliminary findings from a case study involving thirty primary classrooms from 5 schools in Ontario, Canada will be used as a starting point for participants to consider when reading the walls in their own classrooms, and whose voices are being heard. Group discussion will uncover the institutional impacts of ‘best practices’ on wall decor. The photographic data from the research will be shared as a catalyst for small group exploration of the content, placement, and authorship of display materials.
Voices from the woods: Storytelling and the phenomenal child

Alastair Daniel, University of Winchester

In this seminar paper I will present some findings following a day with Year 4 children in a Hampshire wood, during which they co-created and presented narratives that were situated within the environment itself.

The day had both pedagogical and research-based foci. The visit was part of the school’s commitment to outdoor learning, and a desire to extend the children’s story language through such visits: for the researchers, a geographical frame provided a means of exploring the ways in which children interact with their surroundings, and observe how their embodied presence within the space was represented in the situated narratives that they created.

When children choose language to describe a place in which they are situated, they are engaged in a phenomenological act, noticing aspects of the environment around them. In order to generate descriptive terms, they not only use their senses, but also respond physically to the space: whether it affords easy movement from place to place, or restricts routes and ‘throws-up’ obstacles to movement. Whilst asking children to create ‘thick’ description of place may engage them in categorisation activities which list and describe features in terms of material, colour, species, and location, by creating a narrative frame, features become connected through the intentions of the protagonists of the story, and linked by their narrative function in space and time. The analysis of the findings, then, seeks to make identify the ways in which the act of noticing the environment affords the creation of effective narratives.

The shaping of reading identities: pupil voices at KS1

Veronica Hanke, University of Cambridge

School is a meeting point for different cultural understandings about reading. While there are multiple ways in which people use reading, schools may privilege particular understandings and practices associated with reading, and marginalise others. School cultural practices have the power to influence and develop children’s reading identities. This paper reports on a case study which examined the ways in which children’s reading identities were being shaped and formed in two KS1 classes.

Adult perspectives and voices can be accessed through traditional research methods but the voices of young children are less frequently heard. Research with young children is methodologically challenging. My research used a type of visual methodology, photo-elicitation. Photographs, taken by the children, provided an opportunity for them to identify and talk about the resources they drew on in learning to read in their classes. They were aware of practising and developing diverse skills and approaches through interaction with adults in school, with their peers and with texts. They showed a conscious, deliberate awareness of their own active participation as learners. The findings provide glimpses of how the children were forming reading identities in response to their experience of and interaction with school cultural practices.

Performing literacy differently: What unexpected literacy events can teach us about access and equity in literacy lessons

Marjorie Siegel, Columbia University, Stavroula Kontovourki, University of Cyprus

This paper looks across examples of classroom literacy events observed in a public school kindergarten classroom to consider the pedagogical significance and implications of children performing literacy differently: not necessarily as expected and described in official discourse, but in unanticipated and not-easy-to-see ways. In calling attention to these performances, the authors foreground the instability of literacy classrooms and show how normalized meanings of literacy were disrupted. The paper utilizes data from an ethnographic study of children’s print and digital literacies in their ‘regular’ kindergarten classroom and the computer lab. Events identified include: one girl’s erasing practices in the computer lab, which was otherwise not permitted; two boys’ creation of a secret language while writing letters; and, collaborative, whole class songwriting and singing. Each event was read through a hybrid understanding of literacy that brings together Peircean semiotics and post-structural theories of performativity. This theoretical framework makes visible the uneasy alliance of power and possibility in schooled literacy, showing how children’s sign-making is generative and productive but also contested and confined. Unpacking the complexity of such literacy events can generate dialogue among teachers and teacher educators about what is normative in literacy teaching/learning, and how such settled norms produce inequities. Difference becomes deficit instead of a starting point for noticing how children expand and unsettle what counts as literacy and who is recognized as literate in school. The authors will present what
they learned from these literacy performances, and invite dialogue about multiplying access to literacy by reading literacy differently.

G6 Research Report
Audience: CT, LC, R, S
Room: Hawthorn

Literacies for bringing marginalised young voices into the centre of the community
Candice Satchwell, University of Central Lancashire

This paper draws on current research for an AHRC-funded project: ‘Stories to connect with: disadvantaged children creating phygital community artefacts to share their life-narratives of resilience and transformation’ (2015-2017). The project aims to bring marginalised voices of disadvantaged young people into the centre of the community, and to encourage connection and empathy through stories. The presentation explores the literacy practices involved in telling and re-telling these stories, and how these are often at odds with literacy education in schools.

A multidisciplinary group of academics are working with a diverse group of young people who access services provided by a UK charity that supports vulnerable children. The young people, who have a range of (dis)abilities and/or are in care, are collecting stories from other young people like themselves. Drawing on their informal literacy practices, we are exploring methods and modes for telling stories using voice, art, and drama as well as writing. Once the stories are gathered, we are working with well-known children’s authors to fictionalize and create stories. The stories will be designed by a group of 10 and 11 year old designers created an Alternate Reality Game for their peers as part of their school curriculum. The presentation critically examines the key authorial concerns of the designers and investigates the ways in which the children managed modality, co-constructed coherence and directed actions with their peers. In presenting an ‘integrated perspective in theory and practice’ (Green and Beavis, 2012) I draw on Green’s model of 3D literacy (Green, 2012) with its focus on cultural, critical and operational aspects of literacy practices, in combination with Kress and van Leeuwen’s concept of communicational strata (2001) which highlights the socio-semiotic processes involved in shaping discourse through multimodal design, production, distribution and interpretation.

For educators hoping to incorporate new literacy practices into the classroom, so that young people may be supported to become powerful participants in the new communicational landscape’ (Kress, 2009) I offer a new model of ludic authorship, grounded in an analysis of the interviews with designers and the texts they generated prior to and during play. This model not only reframes literacies, it reframes play as a literacy practice which has cultural, operational and critical dimensions.

G7 Seminar Presentation
Audience: CT, LC, LA, R, TT, S
Room: Cedar

Reframing literacies in the primary classroom: exploring transmedia play as three-dimensional literacy practice
Angela Colvert, University of Roehampton

In this paper I outline a pedagogical proposal for the teaching of new literacies in formal education, and propose a new conceptualisation of transmedia authorship practices and associated literacies. In doing so I draw upon the findings of a year-long study in which a class of 10 and 11 year old designers created an Alternate Reality Game for their peers to share their life-narratives of resilience and transformation and associated literacies. The paper critically examines the key authorial concerns of the designers and investigates the ways in which the children managed modality, co-constructed coherence and directed actions with their peers. In presenting an ‘integrated perspective in theory and practice’ (Green and Beavis, 2012) I draw on Green’s model of 3D literacy (Green, 2012) with its focus on cultural, critical and operational aspects of literacy practices, in combination with Kress and van Leeuwen’s concept of communicational strata (2001) which highlights the socio-semiotic processes involved in shaping discourse through multimodal design, production, distribution and interpretation.

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In the centenary year of Ireland’s Easter Rising, this study of literary reading in secondary phase education examines the role of cultural knowledge in students’ interpretation of and response to Yeats’ ‘Easter, 1916’.

Revisions to the English National Curriculum (2014) renew emphasis on decontextualized reading consistent with Practical Criticism. In a system of entirely exam-based assessment, curricular detail offers no coherent model of progression for literary reading. The changes have been resisted in Northern Ireland, with teachers of English retaining literary reading and response assessed through coursework. The approach in the Republic of Ireland is distinctive too, with examination questions that overtly place literary reading assessments in the context of recent history and contemporary political debate.

Examining transcripts of literature study in each territory, this paper analyses the development of literary response to ‘Easter, 1916’ through shared classroom discussion. Acknowledging the poem’s many references to the rebellion, the paper has a particular interest in what knowledge of the Rising students articulate in their comments, how it is elicited by teachers, and how it informs their individual reading and the progress of the discussion. Finally, the paper considers the role of cultural knowledge in literary reading as it relates to curricular design. What features of literary reading are represented in the transcripts, and what can they tell us of the adequacy of curricular designs of literary reading?

Through engaging in deep conversation, sharing powerful texts across a range of media and through fostering their critical literacy, this practical session hopes to blend theory with practice and to serve as a fly on the wall into the critical work that can continue secretly in the primary classroom.

Across the Anglophone world acquisition of literacy in the early years is dominated by top-down directives that emphasise an atomised approach in which the smallest units of language are privileged. In this presentation, it is suggested that this approach is narrowly framed and neglects the bigger picture. By means of micro-research in an early years setting, based on Reggio Emilia philosophy and practice, data is presented to demonstrate the complexity and depth of young children’s understanding and use of literacy. It is suggested that atomised approaches to literacy narrowly construct the learner, as much as they narrowly construct literacy, restricting freedom to demonstrate depth of knowledge, whereas literacy learning embedded in an emergent curriculum premised on democratic principles, enables broader constructions of the learner and, therefore, greater opportunities to explore, and demonstrate, understanding of literacy. This work has implications for the way we approach literacy in the early years and contributes a counter discourse to the hegemonic view currently espoused.

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This presentation aims to examine how the national initiative and its proposed ways of reaching the above aim addresses some critical issues of literacy education in Icelandic compulsory schools, such as the low proportion of students on the two highest performance levels of the PISA results, gender differences, differences between districts and/or social groups, and diminishing book reading of children and teenagers.

The main conclusion is that the national initiative is characterised by a panicky overreaction to PISA, resulting in a narrow focus on reading literacy, application of standards, testing and accountability; but lacking a rational and coherent plan to address the critical issues of literacy education mentioned above, the professional development of teachers and development of schools as professional learning communities.
Japanese kindergarten and nursery teachers’ beliefs regarding emergent literacy instruction for young children

Hiroo Matsumoto, Kagawa University, Japan, Miho Tsuneda, Kagawa Junior College, Japan

Most provisions for early childhood education and care (ECEC) in Japan that are practised in nursery and kindergartens schools ensure that the literacy practices are embedded in the play activities. However, in most cases, these are not fully organized. The purpose of this study is to explore the knowledge and perceptions that Japanese ECEC teachers hold about early literacy instruction that relates to the teachers’ beliefs in their pedagogical processes. One hundred and fifty-six Japanese ECEC teachers were surveyed through two types of questionnaires based on their beliefs about early literacy instruction, and their general beliefs about teaching style as the background factor related to the instructions facilitating literacy (Matsumoto & Tsuneda, in press).

Exploratory factor analysis (EFA) was used to determine three latent factors about the beliefs about early literacy instruction practices within the ECEC provisions; 1) Direct instruction, 2) Natural development, and 3) Social interaction. The first group, 1) Direct instruction, showed significant correlation between the adult-centred teaching style (r=.52, p<.001), and the tendency of self-sacrificing (r=.26, p=.001). The second group, 2) Natural development, had significant negative correlation to the tendency of self-sacrificing (r=.34, p<.001). Furthermore, the 3) Social interaction group was significantly linked to the child-centred teaching style (r=.40, p<.001) and the tendency of self-sacrificing (r=.33, p<.001). These results hold implications on how the differences in teachers’ beliefs influence their various methods of facilitating emergent literacy development of young children in Japanese kindergarten and nursery schools.

Building Banterbury Library: the (social) creation of (hybrid) space in an after-school Minecraft Club

Chris Bailey, Sheffield Hallam University

Contemporary research around the use of Virtual Worlds in educational contexts has conceptualised literacies as communal processes, whilst considering complex notions of collaboration through participants’ multiplicity of presence. However, further work is necessary in order to investigate the relationship between these on- and off-screen dimensions in relation to children’s literacy practices. With this in mind, this presentation examines the self-directed creation of a virtual library by a group of children working together to create a ‘virtual community’, using the video game Minecraft. Drawing on data from a year-long ethnographic study of an after school club, represented here in comic strip form, I focus on a group of eleven year old children’s creation of space and place in the virtual town they called ‘Banterbury’.

Through an examination of the multiple elements that contribute to the creation of this library, I reveal how the children collectively utilised on- and off-screen resources to create a place that existed in a hybrid space. By exploring the children’s construction of this location and the transgressive screen-based texts they created, alongside their off-screen play, I illuminate how the literacies constructed through their interactions were influenced by resources drawn from their wider culture, shaped by their experiences with schooled literacy and their experiments with in-game multimodal creation. In addition, I consider how the children worked, sometimes together and sometimes apart, to reframe the space in their own ways.

This paper reports on a research project in a Midlands primary school where professional storytellers were invited to share traditional stories with children in EYFS and their families. The researchers observed sessions over the course of eight weeks, spoke to parents, and interviewed storytellers. Storytelling provides experiences for children where early literacy development including learning about language and narrative can be cultivated in a playful and often dramatic setting with a minimum of resources. It was noted how the storytellers provided numerous opportunities for communication and connections which extended to all those present in the storytelling space. The audience of children and parents was able to range between participating and spectating, as each felt comfortable. Findings suggest that storytellers are highly skilled in creating a shared performance space and have developed a broad repertoire of skills in eliciting positive and playful responses from both children and adults. The voice of the storyteller provides a safe, yet spontaneous environment inviting a shared narrative voice.

The value of storytelling is re-examined drawing upon the range of data from this case study. It is argued that storytelling represents an essential dimension to early language experience which needs to be revived as part of a balanced literacy curriculum. Questions are also raised about the extent to which storytelling may be used as a valuable means of engaging parents who, for a range of reasons, may otherwise be reluctant to participate in school literacy activities.
Saturday 9th July 2016

H9
Seminar Presentation
Audience: CT, LC, R, TT, S
Room: Hornbeam

Navigating New Digital Divides in Early Literacy Instruction
Linda Laidlaw and Suzanna Wong, University of Alberta, Joanne O’Mara, Deakin University

Mobile electronic devices and digital technologies are occupying an increasingly prominent place in contemporary childhood experiences across the globe. Rapid changes in digital tools and innovations require increased and different literacy skills for young children. Such shifts also present challenges to early years educators and children’s families. Issues related to equitable access, pedagogically and developmentally sound learning structures, and suspicion of digital tools are often part of the complex contexts that surround and intersect emerging practices. Our paper will examine some of the ‘new digital divides’ emerging in early childhood, using multilayered data from a four year Canadian and Australian research project: interviews of Canadian and Australian early years educators; interviews of young children in their homes; analyses of curriculum and policy; and reports from popular media aimed at parents and teachers. The findings of this project reveal ‘digital divides’ that challenge public and popular perceptions of who is using digital tools and modes and who is not. The paper will address the following questions: How are digital mobile devices being taken up by young children at home and at school in Canadian and Australian contexts? What barriers exist at school and in children’s homes? And finally, how can education systems and policies help to build in provision and support for digital literacy practices, and bridge practices across children’s learning environments?

H10
Award
Audience: All
Room: Phoenix

Our Class Loves this Book
This year our winner is Alice Manning and her Starters (Y1) class, The Bylingual School, Sevilla. Their winning entry is for her work on The Crocodile Who Didn’t Like Water by Gemma Merino. Alice was a student shadower at UWE several years ago and now teaches in Spain.

The award 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 Alice’s imaginative class responses to their chosen book.

13.05 – 14.00 Lunch
(Restaurant, Ground Floor)
During lunchtime the UKLA Research Sub-Committee welcome participants to join them to discuss ideas and involvement. Look out for the committee flags.

14.00 – 15.00 Keynote 4
Room: Forest

In Search of the Human Condition
Elizabeth Laird

I don’t want to sound pompous, but I’ve read somewhere that “the job of the fiction writer is to report on the human condition”. I think we writers all try to do that, whether we realize it or not. And when it comes to writing for children, I think it’s a job that we should take seriously.

I’ve gone to some unusual places in my search for “the human condition”. I don’t always go looking for subjects for fiction. In fact, I’ve met many extraordinary people and had many strange adventures which I’ll never write about. But sometimes, stories hit me between the eyes and demand to be written.

Recently, I was in Jordan, working on the Syrian border in two of the vast refugee camps there. I was inspired to write a novel about the Syrian war, its effect on a family of teenagers, and their experience of fleeing as refugees to Jordan. Welcome to Nowhere will be published in January, and I’d like to tell you something about it.

15.05 – 15.45 Parallel Session I
(Meeting Rooms)

I1
Workshop
Audience: CT, L, LC, LA, TT
Room: Birch

Bringing voices together on Human Rights
Prue Goodwin

This workshop suggests that school is an ideal place to experience and to learn about Human Rights. Developing respect and trust between youngsters who are sharing stories in a classroom can form the foundations on which, ultimately, tolerance between nations can be built.

I find that many pupils struggle to see the human being behind the news story, and in order for them to truly understand the lives of others, we must ensure that their experiences are enriched. That they learn about the hopes, fears and dreams of others. Bali Rai

In reading, you get to feel things, visit places and worlds you would never otherwise know.

You learn that everyone else out there is a ME, as well. Neil Gaiman

“Quotes from the Empathy Lab website www.empathylab.uk 19/11/15

The first article of the Declaration of Human Rights (1948) states that ‘All human beings are born free and equal in dignity and rights’. It goes on to present a means of creating a safer, more tolerant world where respect for each other’s rights and acceptance of the responsibility to protect those rights are enshrined. Prue Goodwin will be joined by colleagues from Amnesty International to discuss how high quality children’s books can support teachers as they introduce the subject of Human Rights to their pupils. There will be advice about books which can help children to explore difficult issues whilst empowering them to
recognise and stand up for their rights as individuals and as members of their own communities.

12
Research Report
Audience: CT, R
Room: Aspen

H/home(s) as They Range: The Digital and Cultural Worlds of Globally Mobile Children

Jeanette Hannaford, Griffith University, Australia

In this presentation I juggle two research interests simultaneously. One concerns the literacies embedded in children’s encounters with digital worlds. The other, the lifeworlds of children who frequently range across countries and continents due to their parent’s/s’ employment. Economic global trends have resulted in an increase in this kind of globally peripatetic employment and correspondingly, globally mobile family life. As these children move around the world, notions of home and belonging can become particularly complex. Further layers of complication arise when children can claim rightful ownership of multiple home cultures due to their family heritage. Wider global and social changes have resulted in increasing numbers of children coming from intercultural families. This has implications for how ‘culture’ is managed in literacy classrooms. This case study provides an opportunity, through a lens focused on materiality, to glimpse one child’s rich cultural lifeworlds and digital play-worlds. Ashley, described here as a globally mobile child, manages attachments to the UK, Nigeria, and the European capital city in which her parents now work. Findings indicate that digital worlds have opened up additional spaces of belonging, and playful ways of being, for globally mobile children like Ashley, in ways that are perhaps reflective of the everyday real-world cultural ranging they accomplish.

13
Research Report
Audience: CT, LA, R, TT, S
Room: Oak

Teachers and researchers exploring effective literacy practice for EAL learners through an online learning space

Naomi Flynn, University of Reading

This paper examines outcomes from research where an academic worked with expert consultants and classroom practitioners to co-construct research-informed online guidance for teaching English to children with English as an additional language (EAL). Current political and academic discourse exhorts teachers to engage with research as an informed basis for their practice, and practically through their own classroom investigations. Furthermore, as numbers of EAL learners in classrooms grow, and support at local authority and policy level shrinks, there is a need to embrace different learning spaces for teachers in which academics can make the outcomes of research accessible, and threats to informed inclusive practice can be subverted. Project aims brought researchers and participants together to understand what teachers want from online guidance for teaching their EAL learners, how that guidance might best summarise research for busy practitioners, and whether such a guide could support teachers’ own literacy interventions. Working with teachers and learning support assistants in both primary and secondary schools, methods included interviews pre and post-design of the guidance, and action research to explore its application. Findings throw light on how teachers define research-informed practice, how they use it in classroom-based investigation, and, importantly, how their view of research differs from that of academics. Discussion centres on how sharing voices in research can support resolution of the different perspectives held by professionals and researchers. Demonstration of the guide highlights how co-construction of meaning across professional communities can build opportunities for successful partnerships that support teachers’ enhanced practice for EAL.

14
Seminar Presentation
Audience: CT, LA, R, TT, S
Room: Hawthorn

Sounding out students about Phonics: undergraduate student teachers (USTs) knowledge and ability to teach early reading through phonics

Kulwinder Maude, Kingston University

The teaching of reading through systematic synthetic phonics (SSP) is identified as the prime approach in the current national curriculum. All trainees and practising teachers are assessed against eight standards, one of which is Standard 3: ‘if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics’. This emphasis in the Teachers’ Standards formalises the importance of student teachers in primary schools, having secure knowledge and skill in teaching phonics. In recent years, much research carried out has been in response to the Government’s policy on the role of phonics in teaching reading. However, there is very little research which analyses how effectively student teachers’ school and university experiences prepare them to meet this Standard (3). Therefore, in this paper, I aim to identify the themes arising from the qualitative data which highlight, surprisingly, that the students could not identify clearly how the discrete teaching of phonics could be embedded within the wider perspective of the teaching of early reading. As teacher educators, the question arises as to how we reconcile the discrete teaching of phonics with developing students’ wider understanding of the teaching of early reading and its implications for children’s learning of early reading. Models of teacher education, in particular Korthagen and Kessels’ use of ‘episteme’ and ‘phronesis’, are drawn upon to inform the development of links between university and school elements of the course. It is argued that there is a need to transcend from the conservatism of the ‘local’ and prepare student teachers to become autonomous, critical and creative practitioners.
Bringing Teachers’ and Students’ Voices Together Through Children’s Literature for Social Justice

Lynne Wiltse,
University of Alberta, Canada

This presentation will present select findings from one site of a national Canadian research project designed to engage English language arts teachers and their students in reading and responding to a range of postcolonial children’s literature with the potential to address issues of social justice. Postcolonial theories of reading practices and contemporary theories of social justice comprise the theoretical perspectives, while the inquiry group, a community of practice with ten elementary teachers, is following a collaborative action research framework. Inquiry group meetings focus on selection of children’s literature for addressing both historical and contemporary societal injustices and discussion of pedagogical strategies for teaching the texts. This session will highlight study findings from the first two years. During the first year of the study, our research project focused on children’s literature related to residential schooling for Aboriginal students, as a follow-up to the Truth and Reconciliation Commission of Canada. In the second year, we have turned our attention to the current refugee crisis. In the inquiry group, teacher participants are reading and discussing news articles and academic literature on the topic of refugees, in conjunction with a range of children’s picture books and novels. Concurrently, teachers are making selections of children’s literature to teach in their classrooms. In the presentation, I will share examples of academic and children’s literature used, as well as describe the social justice projects in which teachers are involving their students that tackle issues of inclusion and equality in culturally diverse contexts.

The pedagogies of mashed-up theories: Explorations for literacy teacher education and professional development

Stavroula Kontouvouri, University of Cyprus, Marjorie Siegel, Columbia University, USA, Elisabeth Johnson, Aós University, USA, Cathy Burnett and Guy Merchant, Sheffield Hallam University

The dual purpose of this symposium is to present complex theorizations of literacy and literacy learning and discuss how those can be utilized as tools for literacy teachers’ education and professional development. Contributing papers offer suggestions on how theoretical frameworks can become a means for teachers to unpack and (re)imagine pedagogical practice in ways that would eventually help them exceed the standardization of literacy in schools. Despite reductionist tendencies at the official policy level, researchers have been increasingly theorizing literacy in complex ways, often drawing on different epistemological traditions and tenets to argue for the necessity of understanding meaning-making at the intersection of texts, modes, materials, individuals’ (hi)stories and affects, institutionalized practices and traditions, and so on. Working along these lines, contributing presenters have argued for hybrid analyses of multimodality that would attend to sign-making, identity, and power; talked of literacies as embodied to emphasize how they are disciplined and disciplining, felt and lived, but also indeterminate and possible to be re-constituted; and, challenging the binaries between the material and the immaterial of meaning-making to understand how individuals engage with text and one another across on- and offline contexts. While such ‘mash-up’ of theories has interpretive power for understanding literacy classrooms as complex spaces, it can nevertheless remain distant from teachers’ everyday practice, especially given their voiced need for substantial support to negotiate external mandates and demands.

Attending to teachers’ request for meaningful support, this symposium approaches theory not for theory’s sake but as a pedagogical tool for considering how literacy teachers may listen, see, and feel aspects of pedagogical practice that might otherwise go unnoticed. The first paper draws on data from a kindergarten classroom where literacy learners moved across the ‘regular’ print-based classroom and a computer lab to compose multimodal text. Through a hybrid of semiotic and poststructural, performance theories, the researchers imagine the potentials and constrictions of multimodal literacy practices when seen through the lenses of children’s negotiations for control over material, text content, and their own recognizability as successful literacy learners. The second paper focuses on Butterfly, a third-grade female student identified as a low-achieving reader and writer, who both resisted and desired definitions of literacy that were valued in her classroom. Through the notion of embodiment, the researchers offer a multi-layered reading of the case study across a school year to identify how her own body functioned as a text that was read and disciplined in particular ways, but also how that body was feeling, resisting, and re-imaging who she could be. The third paper challenges negative discourses about teachers and those they teach by aligning with Law’s call for a ‘generosity’ in research - a view that challenges fixed linear accounts of reality, embraces different understandings, and recognizes complexity and the hard-to-articulate. It proposes that one way to work towards generosity in literacy research is through enabling, acknowledging and even cultivating an ‘enchantment’ that seeks to evoke wonder and surprise in relation to literacy practices as they enable us to think with what might be vague diffuse or unspecific, slippery, emotional, ephemeral, elusive or indistinct.

Each of the three papers provides an example of a mash-up theory and raises questions or ‘wonderings’ about how teachers may approach unanticipated practices and performances as a resource for attending literacy learners’ diverse
experience in literacy classrooms. Questions that attend to localized/personalized meanings of ‘success’, the politics of collaborative meaning-making, the place of affect and desire in literacy learning as well as the instability of children’s recognition as literate subjects point to what has been called the ‘hidden curriculum,’ which is taken-for-granted and thus becomes a site for the (re)production of inequalities. Taken together, presentations at this symposium destabilize this hidden curriculum and its effects by expanding the discursive repertoire teachers and teacher educators could bring to reading classroom life and designing literacy curriculum and teaching. In considering theoretical lenses such as performativity, sign-making, embodiment, affect as in wonder and surprise, power and possibility, the audience will be invited to deeply consider the indeterminacy of pedagogical practice by paying attention to the children’s curriculum as they go about the business of literacy learning in school.

Whilst the notion of dynamic or navigational spaces which attempt to explain the relationship of home-into-school practices are not uncommon in literacy research, this research highlights the value of writing events in, and of, themselves, rather than being solely viewed through the lens of academic success. The findings argue against the long-held view that the writing curriculum should replicate home practices as a way of confirming children’s out-of-school identities through an apparent value placed on home events. The study contends that rather than teachers imitating home practices they should be encouraged to welcome home writing practices into their classrooms through passageways of practice. By inviting children to make deliberate decisions about which skills from their backpacks of practice are welcomed into school may lead to a transformation of school writing experiences.

The sole use of intensive reading, which implies close study of short passages, in the English as a Foreign Language (EFL) classroom leads to undesired learning results such as boredom, demotivation and slow reading. Extensive reading (ER), which implies reading large quantities of easy materials for pleasure, is widely believed to enhance language learning through its wide range of benefits (e.g., increasing reading speed and vocabulary knowledge, and motivating students). This paper discusses the application of ER in the EFL classroom through analysing an ER action research program, which was recently conducted in a Jordanian EFL classroom for three months. The study aims at ascertaining the gains in language proficiency and attitude that EFL learners obtained from ER and discussing the extent to which ER increases the Jordanian EFL reading strategies, reading speed and vocabulary knowledge in the target language. Both quantitative and qualitative data were collected from ten Jordanian EFL learners. The resulting data were thematically analysed. The findings show the learners’ change in motivation towards reading in English from mostly negative to mostly positive. It was also found that ER greatly increased the participants’ reading speed and vocabulary knowledge. However, it had very little effect on their writing skill.

Research Report
Audience: AL, CT, R, TT, S
Room: Willow
The Power of Extensive Reading in the EFL Classroom
Mohammed Ateek, Anglia Ruskin University
The sole use of intensive reading, which implies close study of short passages, in the English as a Foreign Language (EFL) classroom leads to undesired learning results such as boredom, demotivation and slow reading. Extensive reading (ER), which implies reading large quantities of easy materials for pleasure, is widely believed to enhance language learning through its wide range of benefits (e.g., increasing reading speed and vocabulary knowledge, and motivating students). This paper discusses the application of ER in the EFL classroom through analysing an ER action research program, which was recently conducted in a Jordanian EFL classroom for three months. The study aims at ascertaining the gains in language proficiency and attitude that EFL learners obtained from ER and discussing the extent to which ER increases the Jordanian EFL reading strategies, reading speed and vocabulary knowledge in the target language. Both quantitative and qualitative data were collected from ten Jordanian EFL learners. The resulting data were thematically analysed. The findings show the learners’ change in motivation towards reading in English from mostly negative to mostly positive. It was also found that ER greatly increased the participants’ reading speed and vocabulary knowledge. However, it had very little effect on their writing skill.
I10
Research Report
Audience: CT, LC, LA, R, TT, S
Room: Hornbeam
An investigation examining ways to develop children's critical response to reading poetry

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

The percentage of children reading poetry for pleasure has fallen steadily since 2005 (Clark, 2013). Poetry is often presented to a child by an adult, however, as a reading choice it is less likely to be selected. This research study explores the impact of autonomy of choice on children's ability to be critically reflective of poetry, examining the use of metalinguage and evaluating the process and quality of experiential response. Reader response theories argue that children can be encouraged to engage in original thought separate from "voices of authority" defining discussion (Iser. 1978 Fish. 1980 ). The research aims to explore the concept that providing children with greater freedom to choose from a range of poetry will promote original thought, an ability to interact with the text and will also demonstrate an appreciation of content, language and form.

Method
KS2 children from 2 different schools are participating in a small scale research programme with qualitative and quantitative data being collected. Children are working in collaborative groups choosing and discussing poetry and responding to each other's viewpoints. They are learning to explore their own thinking with the support of a guiding adult.

The intended outcome is to support children in their critical response to poetry and to find ways to make poetry a more attractive reading choice. An additional outcome may be to provide teachers with some strategies to develop their own confidence in sharing poetry with children.

15.45 – 16.10 Tea reception and book launch in Orchard Foyer


Nicky Platt, Director of UCL IOE Press, with the authors, will introduce Guiding Readers: Layers of meaning, which gives much needed guidance on how to design effective reading lessons for children in the upper primary years.

16.10 – 16.50 Parallel Session J
(Meeting Rooms)

J2
Workshop
Audience: CT, L, LC, LA, TT, S
Room: Aspen
Bringing Voices and Minds Together: Developing Children's Critical Thinking through Picturebooks

Mary Roche, St Patrick's College Thurles, Ireland

By introducing children to the notion of making meaning together, I show how carefully chosen picturebooks can act as a stimulus for discussion and can assist teachers in developing children's critical thinking. I demonstrate how picturebooks can constitute an accessible, multimodal resource for adding to children's literacy skills while, at the same time, developing in pupils a wide range of literacy understanding. By allowing time for thinking about the pictures as well as the texts, and then engaging the children in classroom discussion, I show, through the use of rich data and video clips of actual classroom practice, how picturebooks can be an excellent resource for developing children's literary understanding and meaning making. As a teacher-researcher I sought ways of teaching children to develop a capacity for reading between the lines and generating alternative meanings and explanations. I wanted my pupils to take an active role in questioning and challenging their own and each other's views, as well as critically examining books and the overt and covert ideologies and messages about life and living that they contain. In short, I wanted my pupils to become critically literate agents in their own learning rather than passive consumers of text. My research, carried out over three decades in various primary school contexts, culminated in the development of a teaching approach that I call 'Critical Thinking and Book Talk' and led me to writing 'Developing Children's Critical Thinking through Picturebooks' which was highly commended for the UKLA 2015 Academic Book Award.
particularly in relation to teaching systemic synthetic phonics. This strength to develop strong pedagogical skills, where the teaching of phonics as a key strength is the described as a 'most noticeable enhancement and a key strength is the outstanding centre-based training in phonics and early reading and writing.'

Building on the success of our phonics training, members of the English team wanted to investigate if the model used for phonics could be applied to the challenge of teaching our students the enhanced grammar knowledge needed to teach the National Curriculum. We wanted to consider if a partnership model could provide, not only examples of good practice for our students to follow, but provide a genuine context to support their developing subject knowledge.

This research report will outline initial findings relating to applying an existing partnership model to the current focus on grammar. Taking into account all stakeholders, it will explore both the transferable advantages of this approach but also highlight the inherent difficulties in applying a ‘one size fits all’ model to very different areas of subject knowledge.

This workshop will introduce and discuss the new jointly produced Reading and Writing Scales that enable teachers to understand and analyse the progression of children in reading and writing throughout the primary school.

Based on the scales accompanying the Primary Language Record (CLPE, 1996), the new scales were developed by a task group, initially consisting of staff from the Centre for Literacy in Primary Education (CLPE) and then expanded to include representatives from United Kingdom Literacy Association (UKLA), National Association for Advisors in English (NAAE), National Association for the Teaching of English (NATE) and English and Media Centre (EMC).

The scales were developed with a group of primary practitioners working with CLPE. This year they are being trialled by hundreds of primary teachers who are part of the CLPE Power of Reading Project. The new scales help teachers understand what progression looks like in reading and writing. The ‘next steps’ sections attached to each point on the scales suggest how teachers might help children forward. The package also includes a listing of the substantial supporting research evidence.

Work on rich, formative assessment was pioneered by Myra Barrs and her colleagues at the CLPE between 1985-87. These new scales were inspired by the wisdom of this work and offer a reliable research-informed means to enrich the teaching and assessment of reading and writing.
The current National Curriculum places an increased emphasis on learners’ ability to evaluate and edit their own and others’ writing in order to effect its improvement, including the use of grammatical terminology to discuss writing. However, research suggests a number of potential difficulties: effectiveness in writing can be difficult to describe, and progression in writing hard to delineate; judgements of effectiveness can be subjective and changeable; teachers and students may have different writing goals to each other, and writing targets may remain unachievable because of lack of linguistic understanding.

A small-scale exploratory study, funded by UKLA and carried out in one primary and one secondary classroom, investigated the question: How does students’ understanding of improving writing develop when they take part in activities that focus on evaluating and editing writing? The aim was to explore the nature of students’ understanding of effectiveness in writing, and to consider how their evaluative judgements might be developed through specific classroom practices. Initial findings from this qualitative study will be presented, with a chance to discuss implications for teaching and learning.

Judging the effectiveness of writing: building students’ skills as evaluators and editors
Helen Lines, University of Exeter, Sarah Besley, Gipsy Hill Federation of Primary Schools, Julie Fossey, West Exe School

The portrayal of girls and women in mathematics-related picture books: The development of the analytical framework
Natthapoj Vincent Trakulphadetkrai, University of Reading

While the effectiveness of using children’s literature to support the development of children’s mathematical understanding has already been explored, virtually no studies have been conducted to examine the portrayal of girls and women in such literature, particularly in relation to picture books with explicit mathematical focus. The investigation into such portrayal is imperative, particularly when a recent study of over 5,000 non-mathematics picture books found that male characters are represented nearly twice as often in titles and 1.6 times as often as central characters, highlighting the existing symbolic annihilation where female characters are either under-represented or not represented at all. In the context of mathematics, this is concerning, particularly when it has been found that young girls are more likely than their male counterparts to experience anxiety and have lower perceived competence level in mathematics. Subsequently, the objective of this study is to explore gender representation in mathematics-specific
picture books. Whilst gender representation in literature has been extensively researched, the focus of these studies is not on picture books that are used for mathematics instruction. This study will thus argue for, and report the grounded theory-informed development of a gender representation analytical framework specific to mathematics-related picture books. It is hoped that this study will shed light on the degree of equality/inequality in the gender representation in this specific genre of picture books.

16.45 – 17.45
UKLA Annual General Meeting
Room: Forest

18.15 Depart for Bristol Packet Boat Trip
Meet in ground floor reception to walk to Ostrich Inn where the tour will depart from at 18.30

19.30 Return to Hotel

19.45 Pre-dinner Wine Reception sponsored by Wiley Blackwell
UKLA Awards (Forest Foyer)

20.30 - 23.00 Conference Dinner
(Forest Room)
Bars open until 1am

Sunday 10th July 2016

7.00 – 9.00 breakfast
for overnight guests
(Restaurant, Ground Floor)

09.15 – 09.55 Parallel Session K
(Meeting rooms)

K1
Research Report
Audience: AL, CT, L, LC, LA, R, TT, S
Room: Hornbeam
The Local Politics, Collective Planning, and Volunteer Labour of Literacy Support Structures
Margaret Mackey, University of Alberta
No child becomes literate alone. Beyond the obvious local institutions of home, school, and library, numerous other organizations also play a role in children’s access to literate models and materials. This presentation will explore how local institutional decisions affected the growing literacy of a single child in the 1950s. It draws on an extended study of that child’s literate development - a study that initially focused on the materials available to the child but that broadened, out of necessity, to take account of the significance of the multiple support structures that also played a crucial part in how the child grew into literacy. In a range of institutions such as school, library, church, Brownie pack, museum, bookstore, cinema, radio and television station, newspaper office, school board, Department of Education, municipal authority, and more, many individuals contributed a complex and differentially skilled matrix of paid and volunteer labour to ensure a panoply of options for the children in their care.

Studie of developing literacy often focus on the readers at one end of the spectrum and the texts that are published for them at the other. In between these two poles of the very specific and the national and international world of publishers, however, the work of innumerable local mediators often goes unnoticed. This presentation will focus on the complex contribution of those mediators - as specified for the case under consideration and in more general terms that can apply to any reader.

K2
Research Report
Audience: CT, LA, R, TT
Room: Hawthorn
Teachers as mediators and designers of text use for minority students
Judy Parr, University of Auckland
Acknowledging the potential of text to afford ‘reach’ within an enacted curriculum, we explore teachers’ beliefs regarding effective text for minority Pasifika students in New Zealand, a group most at risk of underachieving, as shown through national and international measures. Pasifika is a general term for students whose cultural and linguistic heritage draws from any of a number of islands in the south Pacific; the largest groups are from Tonga and Samoa. Primary teachers (N = 11) were purposively selected for their demonstrated effectiveness in supporting Pasifika students’ progress and achievement in literacy. Teacher nominations and explanations of effective and less effective texts were presented at small focus group discussions. Subsequently, a sample of text nominations was independently analysed and the results considered alongside reported beliefs about the texts. The teacher’s role is conceived of as both mediator and designer at the complex interface of text properties and a matrix of needs (student, curriculum and teacher). Findings suggest teachers have sound reasons for their text selections and, in terms of the notion of pedagogical design capacity, evidence suggests teachers constrain the instructional potentialities of text for Pasifika students, to create controlled conditions for a tight focus on the learning of target skills. The benefits and costs of such an approach are discussed.
In the 1980s, teaching of English to EAL learners in England moved from the provision of separate programmes to providing language support in mainstream settings. Both The Swann Report (1985) and The Calderdale Report (1986) considered teaching EAL students away from schools as racial segregation. Nowadays, the English government policy in England expects EAL learners to be included in the mainstream as quickly as possible, requiring subject teachers to teach both language and content in their classes. However, many schools still provide some withdrawal-based support to EAL learners. Whilst, over the years, there have been numerous research papers debating the advantages and drawbacks of EAL withdrawal and mainstreaming, this debate has almost never included EAL children’s opinions themselves.

This workshop reports on a small-scale study conducted at a secondary school in north-east England into the opinions held by new-to-English EAL pupils and mainstream teachers on whether or not such pupils should be mainstreamed or withdrawn for English language lessons, investigating whether these opinions are aligned or divergent.

Ainscow and Booth’s Index for inclusion insists that schools should make sure that less powerful learners’ voices “arguably, such as EAL learners” are not lost amongst schools’ other priorities. Were EAL pupils’ and their teachers’ views very different, an assertion could be made that schools do not serve this group very well and act directly against their needs. Taking into consideration factors likely to influence the opinions held by the two parties, I provide conclusions, recommendations and appropriate EAL strategies.
can help them view texts through a critical lens that challenge the norms of society. Through powerful picture books, students can analyze the power relationships and social inequities conveyed by the author. Additionally, students can use these texts to evaluate whose knowledge is being privileged in the text, and look at texts from other perspectives including the standpoint of marginalized groups.

Hybrid texts integrate both narrative and informational text and can take many forms. The implications of utilizing and creating these types of text into the classroom are vast. The various forms of hybrid texts, implications of their use, as well as ideas for implementation will be shared. Picture Books Related to Science, Technology, Engineering, & Mathematics (STEM) presents a text set of award-winning children’s and adolescent’s literature to teach integrated Science, Technology, Engineering, and Mathematics (STEM). This literature addresses realistic problems in real-world contexts, and incorporates the Engineering Design Cycle. It also shares innovative, research-based instructional strategies that can be used with this text set to help students (K-12) make intertextual connections across texts as well as learn important content area material across the curriculum. Lastly, it shares new inquiry questions and plans for future research that use award-winning literature to teach integrated STEM.

Hybrid Texts To Teach Reading Fluency Across The Content Areas: Hybrid picture books that combine patterned and predictable text with rich content area material can serve the multi-functions of promoting engagement; developing schema, and importantly, increasing fluency—a key component to reading comprehension. Recent expansion of this genre of picture books affords opportunities for reading advancement particular effective for students being educated in a second language.

Culturally Relevant Picture Books Based on Vygotsky’s notions of sociocultural theory, readers interpret texts while continuously using their social and cultural contexts. This idea comes into play when choosing and providing texts for our diverse learners. Understanding their social and cultural contexts such as ethnicity, race, gender, and socio-economic status aids in determining what literature might be culturally relevant. Providing culturally relevant picture books for students that embody characteristics of themselves, their families and community members, and experiences comparable to their own lives will give them the opportunity to personally relate with the texts that they read.

**K6 Workshop**
**Audience:** CT, L, LC, LA, R, TT, S
**Room:** Rowan

**New voices, new literacy practices: combining empathy, literacy and social change**
Miranda McKearen OBE, EmpathyLab, Jon Biddle, Moorlands Primary Academy

An EmpathyLab workshop exploring how new literacy and empathy education strategies can ensure every child’s life experiences are felt and valued by their teachers and their peers.

Empathy is a core life skill. Exciting neuroscience research shows that reading stories can help us all be more empathetic in real life, and that because our brains are plastic, 98% of us can learn new empathy skills.

In an increasingly diverse and fragmented society, we should never assume that communities of learners will come from similar backgrounds. It is vital that teachers can connect empathetically to a range of children with very different experiences and feelings.

Hear how twelve UK pioneer schools are working with EmpathyLab, an organisation creating a new community of practice uniting empathy, literacy and social change. This brings together voices often unheard in literacy debates and practice, such as psychologists, wellbeing practitioners and charity workers.

The workshop will examine practical strategies being trialled by the pioneer schools to use words and stories more systematically to build empathy skills, and help children put these skills into action in the school and wider community. The schools are exploring creative approaches to the teaching of literacy, and the symbiotic relationship between increased empathy and better literacy. They are trialling approaches such as empathy book-talking and Book-Spotters, a child-led inquiry into the factors that make a book empathy-boosting.

You can hear about the research underpinning EmpathyLab’s approach, and try out a sample of the practical activities being trialled in the schools.

**K7 Workshop**
**Audience:** CT, LC, LA, TT, S
**Room:** Cedar

**The Virtuous Circle of the Fluent Reader**
Louise Naidoo, Oxford University Press

Set in the context of a wealth of research which shows that reading has a significant impact on children’s future life chances, this workshop explores the virtuous circle that can be created by winning both the hearts and minds of young readers. We will consider how instilling a love of reading in children, as well as ensuring that they truly understand and accept the ‘need to read’ for their future success, perpetuates a positive reading cycle.

This interactive workshop will involve participants in practical activities and discussions about how, in increasingly diverse cultural contexts, we can create readers for the 21st Century. We will examine what it means to be a ‘good reader’ in terms of both word recognition and comprehension and explore strategies that develop both sides of this ‘simple view of reading’. We will consider in detail how fluency and stamina are vital components of the ‘virtuous circle’ and assist with the necessary shift from simply ‘learning to read’ to ‘reading to learn’.

The session will provide participants with practical strategies for teaching and promoting fluency in the primary classroom, whilst motivating and engaging children as readers. All suggestions are thoroughly grounded in classroom
research and can be adapted for different ages, cultures and environments.

K8
Research Report
Audience: R
Room: Maple

Developing and valuing an assessment tool for children’s attitudes toward digital literacy practices

Byeong-Young Cho, University of Pittsburgh, Hyounjin Ok, Ewha Woman’s University, Jong-Yun Kim, Korea Institute of Curriculum and Evaluation, Soohyun Seo, Gwang-Ju National University of Education, Ji-Youn Kim, Korea University

Substantial progress has been made to describe cognitive and social processes involved in digital literacy practices. However, few studies have examined non-cognitive factors that affect students’ engagement in digital literacy practices. In a nationally funded project in Korea, we developed an instrument to assess students’ digital literacy attitudes as individuals’ emotional and behavioral tendencies that influence and intervene engaged (or disengaged) digital literacy practices. Informed by research in multiliteracies and motivation, we considered five factors to account for digital literacy attitudes. Those included value (e.g., task, medium), expectation (e.g., ability, success), emotion (e.g., feeling, preference), participation (e.g., engagement, interaction), and self-control (e.g., regulation, reflection). The instrument was created based upon these five factors. With the data collected from 1,609 third and sixth-grade children in Korea, our validation study (using expert surveys, cognitive interviews, and confirmatory factor analysis) showed that the instrument with 33 items had substantial internal consistency and adequately explained these five factors. Based on the analysis, this presentation touches upon the importance of digital literacy attitudes as a critical non-cognitive factor that may affect students’ literacy development in today’s digitally mediated society. It discusses critical issues in conceptualizing and assessing such complex literacy processes. This topic comes at a crucial time in schools where cognitive-only curricular and assessments are pervasive. We believe that developing a reliable and valid tool for assessing affective aspects of digital literacy in multiple dimensions will contribute to a foundational knowledge base for fostering students’ active engagement in digital literacy practices.

K9
Research Report
Audience: CT, LC, R, TT
Room: Willow

Issues in assessing reading motivation and self belief

Julia Carroll, Emma Vardy, Sam Waldron, Coventry University

We know that the extent to which a child reads for pleasure predicts growth in reading, but we do not know much about how to predict reading for pleasure. Two key elements in reading engagement are reading attitudes and self-beliefs. We describe the creation and validation of two reading engagement measures.

Part 1: Coventry Reading Attitudes survey

A child’s attitude to reading can act as an influencer of whether they engage or disengage with reading. Attitudes can be changed by intervention, thus a measure to assess attitude change is required. To achieve this, children from primary schools participated in focus groups to explore their thoughts on reading; the themes generated from the data were then used to inform the item pool. After cognitive interviewing and exploratory factor analysis of pilot data, the reading attitudes measure was constructed of 42 items with high reliability, comprising of five factors; engagement, motivation, learning, perception of abilities and access. The measure captures the multidimensional nature of reading attitudes and offers an understanding of dis/engagement with reading.

Part 2: The Fox and Carroll Self-Efficacy Scale

Self-efficacy refers to an individual’s belief that he or she can successfully complete a given task. It is more specific and task-referenced than self-concept, and therefore potentially more amenable to remediation. This study presents data using a new measure of reading self-efficacy. Mean scores on the measure were associated with word reading, but not with reading comprehension. It is argued that this may reflect important differences between reading self-efficacy and more general measures of reading motivation and engagement.

Conclusions

We will finish the session with a discussion on the benefits and limitations of measuring reading attitudes and self-beliefs using questionnaire measures.

L1
Research Report
Audience: AL, CT, L, LC, LA, R, TT, S
Room: Hornbeam

Issues of agency, discipline and criticality: an interplay of challenges involved in teachers engaging in literacy research in a school’s led education system

Andrew Lambirth and Dr Ana Cabral, University of Greenwich

While the engagement of teachers in research about practice is becoming a prevalent feature of professional learning and career development in England, there is still a lack of research about the challenges of teachers raising questions in the current school-led setting. Drawing on the principles of teacher research, this paper reports on a small-scale study based on the experience of primary and secondary teachers conducting action research as part of a development project promoted by a school alliance with university researchers working as facilitators. Interviews about their motivations, experience and perceived outcomes revealed a singular interplay of variables influencing the way they engage in, use, share literacy research and see themselves as researchers.
We argue that management directives and contextual factors are influencing the teachers’ engagement with attitudes oscillating between their commitment to deal with assigned projects and pursuing issues emerging from practice. Moreover, entering a research community with its agreed practices and approaches was received with reluctance, with teachers struggling to embody an enquiring approach within their demanding professional lives.

Nevertheless, action research, according to the participants, inspired the adoption of a more systematic approach, pedagogy shifts and gains in children’s motivation, engagement and attainment. Bringing the voices of teachers together was seen to bring some important benefits.

L2
Seminar Presentation
Audience: CT, LC, LA, R, TT, S
Room: Aspen
If you’re happy and you know it, make a music video: An educator’s perspective of incorporating digital technologies into early primary classroom literacy lessons
Lori McKee, Thames Valley District School Board/Western University, Canada

Although digital technologies have the potential to expand communication opportunities (Walsh, 2011), challenges exist in implementing these technologies in many early years classrooms (e.g., Flewitt, Messer & Kucirkova, 2014) and traditional print literacies often prevail in literacy lessons (Wohlwend, 2009). In this session I share, from the perspective of an educator, my experiences of incorporating digital technologies (i.e., iPad) to produce a music video as part of literacy lessons with my early primary students. I illustrate how the digital technologies in the ‘Music Video Project’ functioned as placed resources (Prinsloo, 2005), or tools for meaning making within the particular social practices of our classroom. I explore how the multimodality of the project expanded communication opportunities for the students as they combined traditional texts and tools with digital resources. Finally, I examine how the literacy practices within the project provided opportunities to embrace student diversity as communication in English was only one mode of representation within the multimodal ensembles. I will also voice some of the tensions I experienced in enacting multimodal pedagogies. This seminar invites conversation about the ways multimodal pedagogies can support the learning of literacies in early primary classrooms. This discussion will be of interest to practitioners, administrators, and researchers who are navigating the tensions of integrating digital technologies to support meaning making in classroom settings within an accountability culture that privileges print literacies.

L3
Symposium (cont’d)
Audience: AL, CT, LC, LA, R, TT, S
Room: Phoenix
Bringing Together New Potentials for Picture Books
James Nageldinger, Elmira College, Dr. Rochelle Berndt, Baldwin Wallace University, Dr. William Bintz, Kent State University, Dr. Lisa Gieceierski, Edinboro University, Dr. Sara Moore, ETA
Hand2Mind

L4
Seminar Presentation
Audience: AL, CT, LC, LA, TT
Room: Birch
The value of commonality, equality and diversity in literacy
Kevin Norley, Bedford College

Has an increase in the focus on diversity in education been at the expense of equality? The rich are getting richer and the poor are getting poorer is a much cited mantra, and there is evidence to back it up. With increased migration, society is also becoming more diverse. With greater inequality, including inter-generational inequality, and more diversity in society, and with the increased alienation that this can bring to some sections of society, how can literacy be used as a tool for increasing the commonality between people? If we consider that literacy development amongst adults in a broader (one) sense, is about developing a structure and framework that engenders the development of a commonality that enables people to engage with issues of society, themselves and each other, then could it be argued that through improving people’s literacy, hence giving people access to a wider culture, such feelings of alienation, resulting from an ever-increasing diverse and unequal society, could be reduced. In relation to teaching and learning, this presentation considers which teaching methods lend themselves more to the development of such a commonality, and whether or not an increasing focus on diversity in education decreases the need for it.

L5
Research Report
Audience: CT, R, TT, S
Room: Hawthorn
Creating a Culturally and linguistically Relevant Learning Experience with Play For a Young Emergent Bilingual Child
Gumiko Monobe, Kent State University, USA

Young emergent bilingual or multilingual children in school classrooms have fewer opportunities to practice the multi-faceted nature of language and literacy, due to the fact that their social, cultural, and linguistic knowledge tends not to be relevant to school curricula. This kind of situation has serious consequences, not only to children’s language and literacy development, but also to their cognitive development, and their identity and agency as learners, readers and writers.

This is a longitudinal case study of Japanese emergent bilingual child, and his English tutor, the study author, also originally from Japan. The child moved to a suburban community in the Eastern US, from a small countryside town in Japan, with his family when he was 5 years old. The child, the only emergent bilingual in his school, struggled to find
his voice in English, and developed a strong dislike towards learning in his local school.

The tutor observed the child's language and literacy development, focused on what might be preventing his learning. These observations informed a culturally and linguistically relevant pedagogy, specifically play pedagogy. For instance, dramatic play has helped him connect his social, cultural, and personal interests to learning in creative and joyful ways. Play has also helped him use higher cognitive levels, such as problem solving and decision making, in addition to helping him expand his intellectual capabilities while using the multi-faceted nature of language and literacy in both Japanese and English. Through this play pedagogy the child developed more agency and voice as an English writer.

L6
Seminar Presentation
Audience: CT, L, LA, R, TT, S
Room: Cedar

Book Play: Reading and Playing with the Book as Object and Immersive Space

Eve Tandoi, Mary Anne Wolpert, Zoe Jaques, University of Cambridge

Research on the ways in which children respond to picturebooks and the opportunities they offer in the classroom has flourished over the last couple of decades. More recently this has been complemented by studies examining the more interactive features of picturebook apps. This presentation brings together research conducted on analogue and digital picturebooks to explore the affordances of analogue interactive picturebooks.

Drawing on emerging research into ludic practices and education we will present preliminary findings from two related pieces of research. The first is an eight month project based at the Faculty of Education and the other is a three-month AHRC funded project involving the Discover Children's Story Centre in Stratford. Together they seek to engage with children, teachers, parents and staff to consider how the book as a material object of play responds to increasingly diverse cultural contexts. This will enable us to discuss the kind of opportunities for oracy and literacy development that analogue interactive picturebooks might offer, considering existing research gaps and how these might be addressed to shape future policies and practices.

L7
Seminar Presentation / Research Report
Audience: CT, LC, LA, R, S
Room: Rowan

A Comparison of Sighted and Visually Impaired Children’s Text Comprehension

Athanasia Papastergiou, Bangor University

Do visually impaired children outperform in reading comprehension tasks compared to the sighted ones? We address this question by applying panel regression techniques on a comprehensive sample of 16 visually impaired children from a Greek special school for the visually impaired. By comparing the reader comprehender profile for both children types, we find that the visually impaired perform better than their sighted counterparts. The better performance is supported both unconditionally and conditionally on idiosyncratic characteristics, such as age, text complexity, modality, sex and reading ability. Decomposing the reader comprehender profile into a literal, global and local type of questions we find that the results are mainly driven by the superior performance of the visually impaired in the literal questions.

L8
Award
Audience: All
Room: Maple

Wiley Blackwell Award

Maggie Snowling, University of Oxford, Lynne Wilts, University of Alberta

This is an important and prestigious prize that is awarded each year to one paper in each of UKLA’s journals, Journal of Research in Reading and Literacy. Editors of both journals, in liaison with members of their boards, submit papers to a panel, who read all of the papers and decide on the winners. A list of the shortlisted papers can be found on the UKLA website.

This year, the panel found the quality of all submissions to be high and congratulate all authors of the shortlisted papers on their achievement. It was, therefore, a challenging process for the panel but, ultimately, the following papers were deemed to be outstanding and worthy of this year’s award:

Journal of Research in Reading


Colin Harrison, chair of the Awards Panel, writes: “Duff and her colleagues broke new ground in addressing an important and controversial issue in England - the national phonics screening check - and asked three crucial questions. Is it valid? Is it sensitive? And is it necessary? Their answers, delivered via some interesting and innovative methodology and analysis, were: yes, it's valid; yes, it's reasonably sensitive; and no, it isn't necessary - not only does it add little to predictive validity of teacher judgment, the time and money spent on the testing would be better spent on resources to continue to train and support teachers in the knowledge, assessment and teaching of early literacy skills.”
Literacy


Colin Harrison writes: "Wiltse’s paper reports a research project that began by investigating the home and school literacy practices and knowledge of ‘at-risk’ Canadian Aboriginal students. Many researchers are familiar with ‘funds of knowledge’ and ‘third space’ approaches that seek to build bridges between home and school literacies. Wiltse’s study uses these frameworks to show how the project not only brought together teachers and students from very different cultural backgrounds, but also changed the school curriculum in ways that offered a template for moving beyond racism and exclusion towards inclusivity and social justice. Her paper captures the immediacy of cultural practices such as dance and hunting, but also offers a splendid and well-theorised paradigm for culturally sensitive research in this important field”

UKLA would like to thank the panel very much for their work on selecting these papers Panel: Colin Harrison (Chair), Rosie Flewitt, Lynda Graham, Clare Kelly, Becky Parry, Wayne Tennent, Carole Torgerson.

Developing a Progression Framework for Children’s Reading of Film

Jeannie Bulman, University of Sheffield

This longitudinal case study explores children’s reading of film and identifies a progression, which was demonstrated by a group of Key Stage 2 children over a period of three years.

I have been working in the field of visual literacy and film for many years and have recognised the potential of the inclusion of film in the primary curriculum through research and my role as a Senior Teaching and Learning Consultant for in Lincolnshire. Within this role, I took part in the ‘Reframing Literacy’ project (Bearne and Bazalgette, 2010) which was the starting point for this research, through which I aim to empirically test their findings. One of my main intentions for the outcomes of this research is to provide an accessible study for primary teachers, in order to support them in their consideration of film as a text within the curriculum.

This case study uses a range of methods, such as observation, semi-structured interviews, analysis of children’s responses to tasks such as storyboarding, and innovative methods developed through the identification of questions. A cohort of nine year 3 children (of mixed ability within Literacy) were identified and their responses to film were tracked over the research period. It was felt that saturation point was reached at the end of the second year, therefore I wrote a series of intervention sessions to explore a greater depth of analysis in order to extend the progression in the third year. All visits were filmed and the data analysis was structured around Braun and Clarke’s (2006, p.16) phases of thematic analysis.

This study also examines how the skills and understanding required to read film can support the reading of print, and vice versa, in an ‘asset model’ approach (Tyner, 1998). I consider the place of film, both in school and out of school contexts and also offer a series of steps of progression, which teachers could use as a benchmark to track progress and inform next steps in learning.

In conclusion, my findings illustrate the importance and relevance of the inclusion of film (as a text in its own right) in the primary curriculum, which is appropriate to the needs of a learner in the 21st century.

10.45 – 11.10 Coffee
(5th Floor Conference Suite)

11.10 – 11.50 Parallel Session M
(Meeting Rooms)
Amelie Lemieux, McGill University

Intended for educational researchers, primary and secondary teachers, and independent literacy consultants, this presentation addresses how aesthetic visual mapping, a teaching tool developed for arts-based educational research, can be applied in literature classes. I defend the need to study aesthetic reactions to literary texts, applying Rosenblatt’s transactional theory of reading and White’s phenomenological approach to reading. This framework was tested in a recently conducted study with 108 secondary school students in the Greater Montreal Area, Canada. Participants constructed a portfolio in which they (i) produced two aestheticigrams (i.e., visual maps that track moment-by-moment responses to literature), (ii) completed a reading questionnaire, and (iii) drew comparisons between the play Incendies and its film adaptation. The goals were to: (1) analyze relationships between affectively- and intellectually-oriented responses to generate a broader understanding of students’ reading-viewing patterns; (2) provide teachers with pedagogical tools to guide students through their interactions; and (3) nurture the discourse on aesthetic experience by providing insight into its parameters and the resultant meaning-making. With the innovative combination of map-making and reading-viewing, this research provides educators with ways to bolster students’ aesthetic, emotional and intellectual responses, thus creating space for equal voices through intersubjectivity, as shown in subsequent peer discussions. Ultimately, the study calls for further investigation into alternative ways of teaching literature and film in an era where multimodality is both inevitable and omniscient.

Linda Saunders, St, Mary’s University

This mixed methods study is a comparative analysis of the construct validity of the Motivations for Reading Questionnaire, The Reading Engagement Index and the Motivation to Read Profile, as measures of reading motivation and reading engagement. In school, while reading accuracy and comprehension are routinely assessed within an accepted pedagogical and conceptual framework, the measurement of reading engagement and motivation, when it is recorded, is far less standardised. Effective measurement and analysis may support the identification of particular groups, such as pupils who can read but who choose not to develop personal reading habits.

The sample came from four year groups of 11-14 year old pupils. Participants came from a diverse sample of school settings. Data analysis procedures included exploratory and confirmatory factor analysis, plus the thematic analysis of reading interviews with pupils and their teachers. The study suggests both common and unique factors within and across each tool and age group. An emerging typography is presented as a result of the construct analysis. Implications for further research and classroom pedagogy are explored.

Sunday 10th July 2016

M2
Seminar Presentation
Audience: R
Room: Oak

The multilingual literacy practices of Saudi youth

Maram Almansour, Independent Researcher

This paper explores the literacy practice and multilingual repertoires of Saudi children and youth. Here, I attempt to make connections between the field of applied linguistics and the field of new literacy studies to understand how multilingual literacies manifest within the Saudi community, and how they impact the language ecology and the linguistic landscape of the country. In my study, I find that the sociological perspectives of language learning and language identity influence multilingualism in relatively closed communities (like, Saudi Arabia). By stepping away from traditional applied linguistics to a sociological perspective of language literacies and culture I was able to rethink the process of language learning, and link my data to wider social theories of linguistic capital and language diversity. I would argue that approaching language and literacy practices from a critical and sociological perspective not only provides a better (and more realistic) understanding of language, identity, and culture but also emphasises the importance of ideologies and power in language pedagogies. The stories presented here show how Saudi Arabia is going through a very rapid social and political change, and how promoting linguistic diversity is more aligned with the aspiration of the people and their broader views about language, identity, and culture.

M3
Seminar Presentation / Research Report
Audience: AL, CT, LC, LA, R, TT, S
Room: Hawthorn

Fostering Equality through Aesthetic Mapping in Secondary Literacy Learning

M4
Research Report
Audience: CT, R
Room: Cedar

Measuring reading motivation and engagement in 11-14 year old pupils: An investigation of existing methods in diverse school settings

Anne Harding, Independent Trainer

This will be a practical, hands-on workshop. We will start by examining the role of inclusive books in developing young children’s personal, social and emotional development, their knowledge and understanding, their literacy skills and creativity, and their engagement in books and reading. We will explore a wide range of inspiring titles, and analyse the components of effective inclusive books. We will investigate ways to integrate inclusive books into
literacy and topic teaching, identifying successful methods for using and promoting them in the classroom and beyond, to stimulate learning and enjoyment. There will be opportunities throughout to share titles, ideas and good practice.

M6
Research Report
Audience: CT, LC, LA, R, TT, S
Room: Aspen
Finding a methodology to co-research the purposes of literacy at home and at school with children achieving at below age-related expectations in national statutory tests
Joy Mower, Canterbury Christ Church University

The introduction of grammar tests for seven year olds in English primary schools demonstrates a conceptualisation of literacy that prioritises traditional knowledge about language over socio-cultural pedagogies of language development for meaning-making. Yet socio-cultural differences are often blamed for low attainment while existing initiatives to ‘narrow the gap’ rely on distilled versions of the same pedagogies that children experience in mainstream lessons. The proposed research considers instead, the role of children’s own literacies and the literacy practices of young people that ‘narrow the gap’ rely on distillation of their own narratives in the classroom and beyond the school – oral and written stories, improvised drama, novels and films – including those created, chosen, told and read by young people themselves and within their families. The presentation will also suggest arguments for teachers researching their own practice, especially through critically reflecting on and analysing rich data generated by what students draw, say or write about the role of narratives in their lives (e.g. in rivers of reading, small-group interviews and reading journals). Adopting some of the complex approaches afforded by qualitative research, for example those which theorise stories and reading from multiple perspectives such as the social, cultural, historical and spatial, can enable teacher-researchers to expand their pedagogies and help students to deepen their understanding. Finally, the talk will anticipate reasons why narratives – whether crafted in new or conventional media – might prove to be of ongoing value as the twenty-first century continues, considering in particular their potential contribution to sustainable futures for both young people and the teachers who educate them.

M7
Seminar
Audience: AL, LC, R, TT
Room: Willow
Writing across the school/university transition: the experience and strategies of UK students of English
John Hodgson, UWE Bristol, Ann Harris, University of Huddersfield

How can we support students as they practise academic writing in the transition from pre-university studies to higher education? Many students find the expectations of writing at university level very challenging, if only because their coursework essays comprise a large part, if not the totality, of the assessment regime. Moreover, concern about the preparedness of students for higher education frequently surfaces in political statements. This session will address this question by a multifaceted investigation of the experience of students as they move from the writing demands of their pre-university studies and face the challenges of writing in higher education. We shall focus on students of English studies within the UK, but much of what we say will resonate in other contexts. The discussion will draw on the theoretical insights offered by Academic Literacy Studies and Actor Network Theory; it will convey the detail of student experience by detailed analysis of interviews with students of English in eight UK universities; and it will offer an analysis of student writing strategies by comparing essays written by joint honours students in each of their joint subjects. We shall argue that writing practices in the majority of humanities and social science subjects are heavily influenced by the epistemology of cultural studies, and that tutorial intervention based on an epistemological understanding of academic literacy may prove helpful to many students.
reading cloud

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Chloe  pupil

Find out more by visiting www.microlib.co.uk
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 14 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.

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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The Phoenix Room can be found by taking the Forest Foyer Lift to level 1
This substantial Handbook offers practical guidance to those wishing to provide a full rich reading curriculum for children whilst ensuring that they meet the statutory requirements of the national curriculum for English. The material goes well beyond the confines of the curriculum, taking a holistic view of what becoming a reader involves. In the opening section, each aspect of the reading curriculum is examined including Shared, Guided and Independent Reading. Section Two begins with early print concepts and moves into the sources of information, strategies and behaviours children need to acquire in order to be effective, independent readers. The role of phonics is comprehensively covered but there is also an emphasis on teaching reading strategies.

The third section focuses on reading comprehension and how understanding needs to be developed alongside processing. Key strategies are examined: summarising, predicting, visualising, questioning, connecting and inferring - aspects of comprehension which are often neglected in the early stages of reading instruction.

Finally the section on assessment gives clear guidance for teachers to carry out and analyse running record assessments in order to set high impact targets.

Throughout this highly practical Handbook are vignettes of practice for Reception, Year 1 and Year 2 and photocopiable formats for evaluating aspects of reading provision.
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## UKLA International Conference Planner 2016

### Friday 8th July

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**Keynote 1**
Brian Street

### Saturday 9th July

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**Keynote 3**
Dr James Cummins

### Sunday 10th July

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**Keynote 5**
Gabrielle Cliff-Hodges
Harold Rosen
Memorial Lecture
### Friday 10th July

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| Keynote 4
Elizabeth Laird | Parallel session I | Tea | Parallel session J | UKLA AGM | Boat tour |
| | | | | | 19.45 Pre dinner wine reception |
| | | | | | 20.30 Conference Dinner |
The 53rd UKLA International Conference

Language, Literacy and Class: Connections and Contradictions

will take place next year at
the University of Strathclyde, Glasgow, UK
30th June to 2nd July 2017

Keynote Speaker Shirley Brice-Heath with more to be confirmed

This year’s theme invites colleagues to consider the connections and the contradictions between language, literacy and class. At a time when austerity is increasingly becoming one of the social norms and consequently widening divisions become more evident in society, this conference will explore the impact of these changes on literacy education - both the connections and the contradictions, the problems and the innovations.

The Call for Papers will be circulated in Autumn 2016 and we look forward to seeing you there!