Literacy and Play for All: Improvisation, possibility and imagination

July 12th - 14th 2019
Sheffield Institute of Education, Sheffield Hallam University
The 55th UKLA International Conference is proud to be sponsored by

WILEY
CAPITA
Reading Cloud

National Education Union

LoveReading 4 KIDS
LoveReading 4 SCHOOLS

nosy Crow

JUST IMAGINE
Excellence in teaching reading, writing and oracy

Walker Books

The Open University

Laurence King

MACMILLAN Children’s Books

SENeca

Scan • Listen • Understand
scanningpens.com
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.
We extend a very warm welcome to those who are attending our international conference for the first time, to everyone who has travelled from overseas, and of course to all those delegates returning for another year. We pride ourselves in being a friendly and inclusive community in which all those with an interest in literacy - including teachers, researchers, librarians, students, charity representatives and consultants - can meet, exchange views and gain strength through talking and working together.

We are delighted to be holding this year’s conference in Sheffield. One of the largest cities in the UK, Sheffield is also one of its greenest, with over 4.5 million trees in its many parks, gardens and woodlands. Sheffield, or ‘Steel City’, is built on a rich industrial heritage linked to cutlery production and the steel industry. The steel industry declined in the second part of the twentieth century, with mass unemployment in the 1980s, but its legacy can still be seen in the buildings around the conference venue. Known for its strong labour movement, Sheffield is also a centre for creative activity, with a vibrant arts and music scene.

During your stay in Sheffield, we hope you will make time to explore what this exciting city has to offer. In just a few minutes’ walk from our conference venue you can, for example, visit the Millennium or Site Gallery, browse the independent shops in Division Street, wander down to the newly opened National Videogame Museum, or take a break in the nearby Peace Gardens or Winter Gardens. You will find information about these and other city attractions in your conference pack. If you are staying in Sheffield for longer, we recommend that you visit the Kelham Island Museum to learn about Sheffield’s industrial history or take a bus or train out of the city to visit the Peak District National Park, the UK’s first national park established in 1951 and characterised by dramatic gritstone edges, dales, and plenty of freely accessible footpaths.

Our 2019 conference theme is Literacy and Play for all: improvisation, possibility and imagination. In some ways, a focus on play might seem at odds with the challenging times in which we find ourselves, and to sit uneasily with the emphasis on accountability that shapes so many education systems worldwide. And yet it is through play that we experiment, take risks, explore meanings and negotiate our relationships with others and the world around us. Play can also be disruptive, unsettling power relations and challenging convention, and is often characterised by qualities that do not always fit easily with educational frameworks, such as movement, ebullience, unpredictability and humour. In many ways, if we are to find ways of responding to the economic, social, political and environmental challenges we face, then the need for play is as pressing as it has ever been.

Over the three days of this conference therefore we will consider diverse relationships between play, language and literacy, and explore how we, as teachers, researchers and other literacy advocates, can generate opportunities for learners of all ages to improvise and to imagine. Through engaging playfully with research and practice, we hope too that delegates will take time to improvise with and imagine new possibilities for literacy education and for the wider world. Cutting across our keynote lectures is an interest in children and young people’s playful experiences, in valuing and learning from what children do, and in learning from learners about how education can nurture possibility.

Professor Lalitha Vasudevan of Columbia University, New York opens our conference with her keynote, (Dangerous) Play Manifesto: A Provocation for Educators and Researchers. In setting an agenda for our discussions over the weekend, Lalitha will draw on research with adolescents to imagine how we might cultivate spaces for play across educational settings. Lalitha’s work blends warmth and humanity with incisive commentary and will raise questions that will resonate throughout the conference.

On Friday afternoon, we feature the work of a range of professionals from the arts, museum and commercial sectors in a panel session on Digital Media, Play and Creativity chaired by Becky Parry and Fiona Scott of The University of Sheffield. The panel will discuss the creative, playful opportunities generated through a range of digital media, providing examples from their own extensive experience.

On Saturday morning we are honoured to welcome back Professor Anne Haas Dyson of the University of Illinois to our conference. Anne’s research exploring childhood cultures and literacy learning has been highly influential in the UK and across the world. In this year’s keynote, ‘We’re Playing Sisters,
on Paper!: Children Composing on Graphic Playgrounds, she will explore relationships between play, writing and classroom culture, drawing on compelling accounts from two recent ethnographies.

Award-winning author, illustrator and cartoonist Chris Riddell will give Saturday afternoon’s keynote. Chris was UK Children’s Laureate from 2015-2017 and is three times winner of the Kate Greenaway award. His keynote, The Power of the Pencil - How Using Illustration Can Create New Readers will explore relationships between imagination, creativity and readership.

We close the conference on Sunday morning with our annual Harold Rosen Memorial Lecture, given this year by Professor Andrew Burn of UCL Institute of Education. Andrew’s lecture will focus on the Playing the Archive project, which connects Iona and Peter Opie’s recordings of children’s play from the last century with contemporary accounts. This promises to be a fascinating finale - not to be missed!

In addition to our keynote speakers, we have scheduled a varied programme of seminars, workshops and symposia as parallel sessions. These connect with our conference theme in diverse ways, exploring for example: playful approaches to poetry, storytelling and biliteracy; playful teaching, gamification and immersive dramatic play; the creative use of digital media; playful texts; and the design of playful spaces. New this year are two parallel panel discussion sessions on Saturday at 10.40 – 11.20 (one primary, one secondary), featuring authors shortlisted for the UKLA Children’s Book Awards and chaired by members of the UKLA book Award team. If you’re new to teaching, look out for Claire William’s session on Saturday 12.25-13.05 about joining the UKLA family. This session is open to students and early career teachers.

Our parallel sessions include presentations by this year’s award winners. We are excited to celebrate Linton Mead Primary School and Humberstone Junior Academy as Joint 2018-19 Literacy Schools of the Year. Representatives from both schools will present their work on Saturday. Shortlisted nominees for our new award - The Brenda Eastwood Award for diversity and inclusion - will be sharing their work on Sunday, as will winners of the Wiley Blackwell awards for the best articles in Literacy and Journal of Research in Reading, and the winner of the Student Research Award.

Our annual Postgraduate Student Research Slam will be held over two sessions on Saturday and Sunday. Featuring multiple short-fuse presentations by up and coming researchers, the Slam is a unique opportunity to hear about research in progress and gain insights into research on multiple topics. If you are currently involved in, or planning on being involved in, postgraduate research then you are very welcome to join the UKLA Postgraduate Student Network, led by Cara Doxey and Lucy Taylor. They are holding an informal meeting at lunchtime on Friday in the Level 0 café.

UKLA provides a rare opportunity to meet up with literacy educators and researchers from around the world, and we anticipate that a number of meetings will take place during the conference. With this in mind, we draw your attention to the many open seating areas on all floors within the Sheffield Institute of Education building. These are perfect for meeting, networking or quiet working so please do use these spaces freely.

As always the conference includes a full programme of social activities and events. On Friday, a conference highlight will be the UKLA Children’s Book Awards held early on Friday evening with plenty of opportunities for book signing. After dinner on Friday, Joy Court will be organising a children’s literature quiz, while UKLA President Tracy Parvin and Alastair Daniels will reprise their ever-popular storytelling open mic slot.

Our annual international Gala Conference dinner will be held in the Mercure Hotel with pre-dinner drinks in the stunning Winter Garden, a temperate glasshouse which is home to more than 2500 plants from across the world. We are delighted that all three of the Millennium galleries will also be open during this time with exclusive access to conference delegates.

On Saturday evening, all members are invited to our Annual General Meeting. We warmly invite all members to attend, hear about recent developments and share their ideas for the future work of the Association. If you are interested in becoming more involved in UKLA, we would love to hear from you and the AGM is also an ideal opportunity to make yourself known to a member of the UKLA Executive Committee. If you are not currently a UKLA member, we would love you to join the Association and are sure you will enjoy the many benefits of membership. Details are in your conference pack.

As always the UKLA conference presents a rich and invigorating opportunity to share perspectives and experiences across regions and nations, and a time to pause, take stock, and examine or perhaps re-connect with long-held commitments. We do hope you will have a fulfilling, thought-provoking and enjoyable time. Thank you for coming and we hope to see you again next year!

Cathy Burnett (Sheffield Hallam University)
UKLA President Elect
Practical Details

Conference Facilities
Patricia Latorre and Katie Sweeney (UKLA) and staff at Sheffield Hallam University are all here to help you with any queries. The UKLA number to contact in case of any urgent problems during the conference is 07889 179461.

Registration
The Conference Registration Desk is situated in the Charles Street Building foyer on Level 0 (at ground level). It will be open from 08.30 until 17.00 on Friday 12 July and Saturday 13 July and from 08.30 until 13.00 on Sunday 15 July. Please ensure you register to receive your conference bag with all your conference information and name badge.

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

During registration time in the Charles Street Building foyer on Level 0 on Friday and Saturday, join our conference exhibitors for a series of ‘Lightning Talks’: quick 5 minute presentations that introduce you to their organisations’ products and services.

Coffee and tea will be served in the foyer as well as outside the Norfolk Children’s Book Centre on Level 5 (Room 12.5.08).

Prayer Room
There is a MultiFaith Centre which includes a quiet room for prayer or reflection, a prayer/meeting space and Muslim prayer rooms (male and female). This is located on Level 2 in the Owen Building and open from 9am - 4.30pm on Friday 12 July.

Internet Connection
Wifi is available throughout the Charles Building.

To access wifi you will need to connect via the SHU-Guest Network and then enter the username and password when prompted.

Username: ukiwa Password: N1e0yR63

Taxis
The recommended taxi firm to use is Sheffield City Taxis on 0114 239 3939.

Exhibitions and Bookshops
A number of educational exhibitor stands will be located in the Charles Street Building foyer on Level 0. The UKLA Bookshop, Books for Africa stall and Norfolk Children’s Book Centre will be open during the conference in room 12.5.08 on Level 5 of the Charles Street Building, so bring your cash or credit card!

Food and refreshments
Tea and coffee will be served in the exhibition area on Level 0 as well as on Level 5 outside the Norfolk Children’s Book Centre (12.5.08). Lunch will be served in the café on Level 0. If you have informed us about any special dietary requirements other than vegetarian, the catering staff will have a special plate for you so please make yourself known to them at mealtimes.

Useful contacts
UKLA Mobile Number - 07889 179461
Sheffield Institute of Education - 0114 225 5555

A reminder: Please ensure that you keep your belongings with you at all times, as neither Sheffield Hallam University nor UKLA can be held responsible for any loss of personal property. If you have any concerns or problems, you can call the UKLA Mobile on 07889 179461.

Social Programme:
Friday 14th July
17.30 – 18.00: UKLA Book Awards 2019: Wine reception, Chef Hallam Central (see map and directions on page 65). Wine is kindly provided by our sponsors Love Reading and Capita Reading Cloud.


20.00: Dinner Chef Hallam Central
Get your table talking with a table top children’s literature quiz during dinner, organised by Joy Court. Answers will be announced before the raffle.

21.00-late: The UKLA Books for Africa Raffle and Storytelling with Alastair Daniel (University of Roehampton) and Tracy Parvin (UKLA President and Canterbury Christchurch University) in Chef Hallam Central.

Saturday 13 July

19.15: Call for dinner and UKLA Awards, Sheffield Mercure Sheffield St Paul’s Hotel and Spa

19.30: Dinner is served

Thanks:
Many people have helped to organise this conference and deserve our thanks for their labours. They include: Patricia Latorre, Katie Sweeney, Cathy Burnett, Joy Court, Lynda Graham, Christine Lockwood, Janet Douglas Gardner, Rebecca Simpson-Hargreaves, Chris Bailey, Karen Daniels, Guy Merchant, Becky Parry, Tracy Parvin, Roger McDonald, Eve Bearne the staff at Sheffield Hallam University and our student helpers Hannah Burgess, Laura Dawson, Kiran Malhi and Laura Bradley.


Don’t forget to log into the conference Dropbox file for some useful resources donated by our sponsors and visit the exhibitors’ area in the Charles Street Building foyer on Level 0 for their Lightning Talks during registration.

Parallel Sessions Programme Codes

<table>
<thead>
<tr>
<th>Audience</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>Adult Literacy Educator</td>
</tr>
<tr>
<td>CT</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>L</td>
<td>Librarian</td>
</tr>
<tr>
<td>LC</td>
<td>Literacy Consultant/Advisor/Inspector</td>
</tr>
<tr>
<td>R</td>
<td>Researcher</td>
</tr>
<tr>
<td>TT</td>
<td>Teacher Trainer</td>
</tr>
<tr>
<td>S</td>
<td>Student</td>
</tr>
</tbody>
</table>

Sessions

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

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

Slam A series of multiple ‘short-fuse’ presentations.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday 12th July</strong></td>
<td></td>
</tr>
<tr>
<td>08.30 – 09.15</td>
<td>Registration (Charles Street Building, Level 0)</td>
</tr>
<tr>
<td></td>
<td>Exhibitors, Lightning Talks and Bookshops Hosted by Roger McDonald, UKLA Vice President</td>
</tr>
<tr>
<td>09.15 – 10.30</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Tony Downing, Lord Mayor of Sheffield</td>
</tr>
<tr>
<td></td>
<td>Opening Address</td>
</tr>
<tr>
<td></td>
<td>Cathy Burnett, President Elect, UKLA</td>
</tr>
<tr>
<td>14.05 – 15.00</td>
<td>Keynote 3</td>
</tr>
<tr>
<td></td>
<td>Chris Riddell</td>
</tr>
<tr>
<td></td>
<td><em>The Power of the Pencil – How using illustration can create new readers</em> (Lecture Theatre CH.12.0.06)</td>
</tr>
<tr>
<td>15.05 – 15.45</td>
<td>Parallel Session I</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>16.10 – 16.50</td>
<td>Parallel Session J</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>17.00 – 17.45</td>
<td>UKLA Annual General Meeting</td>
</tr>
<tr>
<td></td>
<td>(Lecture Theatre CH.12.0.06)</td>
</tr>
<tr>
<td>18.30 – 19.15</td>
<td>Drinks reception</td>
</tr>
<tr>
<td></td>
<td>(Winter Garden and Millennium Gallery)</td>
</tr>
<tr>
<td>19.30 – 23.00</td>
<td>Awards and dinner</td>
</tr>
<tr>
<td></td>
<td>(Mercure Sheffield St Paul’s Hotel and Spa)</td>
</tr>
<tr>
<td><strong>Saturday 13th July</strong></td>
<td></td>
</tr>
<tr>
<td>08.30 – 09.30</td>
<td>Registration (Charles Street Building, Level 0)</td>
</tr>
<tr>
<td></td>
<td>Exhibitors, Lightning Talks and Bookshops Hosted by Roger McDonald, UKLA Vice President</td>
</tr>
<tr>
<td>09.30 – 10.30</td>
<td>Keynote 2</td>
</tr>
<tr>
<td></td>
<td>Anne Haas Dyson</td>
</tr>
<tr>
<td></td>
<td><em>‘We’re playing sisters, on paper!’: Children composing on graphic playgrounds</em> (Lecture Theatre CH.0.06)</td>
</tr>
<tr>
<td>10.40 – 11.20</td>
<td>Parallel Session F</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>11.20 – 11.40</td>
<td>Tea</td>
</tr>
<tr>
<td></td>
<td>(Charles Street Building, Level 0)</td>
</tr>
<tr>
<td></td>
<td>Student Shadowers tea break with NEU in room 12.01.01</td>
</tr>
<tr>
<td>11.40 – 12.20</td>
<td>Parallel Session G</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>12.25 – 13.05</td>
<td>Parallel Session H</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>13.05 – 14.00</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>(Charles Street Building Café, Level 0)</td>
</tr>
<tr>
<td></td>
<td>Research Sub-committee Meeting</td>
</tr>
<tr>
<td></td>
<td>(Table with balloons, Charles Street Building Café, Level 0)</td>
</tr>
<tr>
<td>14.05 – 15.00</td>
<td>Keynote 3</td>
</tr>
<tr>
<td></td>
<td>Chris Riddell</td>
</tr>
<tr>
<td></td>
<td><em>The Power of the Pencil – How using illustration can create new readers</em> (Lecture Theatre CH.12.0.06)</td>
</tr>
<tr>
<td><strong>Sunday 14th July</strong></td>
<td></td>
</tr>
<tr>
<td>08.30 – 09.15</td>
<td>Exhibitors and Bookshops</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>08.30 – 09.15</td>
<td>Storytelling SIG Meeting</td>
</tr>
<tr>
<td></td>
<td>(Room 12.01.01)</td>
</tr>
<tr>
<td>09.15 – 09.55</td>
<td>Parallel Session K</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>10.05 – 10.45</td>
<td>Parallel Session L</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>10.45 – 11.10</td>
<td>Tea</td>
</tr>
<tr>
<td></td>
<td>(Charles Street Building, Level 0)</td>
</tr>
<tr>
<td>11.10 – 11.50</td>
<td>Parallel Session M</td>
</tr>
<tr>
<td></td>
<td>(Breakout rooms)</td>
</tr>
<tr>
<td>12.00 – 13.00</td>
<td>Keynote 4</td>
</tr>
<tr>
<td></td>
<td>Andrew Burn</td>
</tr>
<tr>
<td></td>
<td><em>Harold Rosen Memorial Lecture</em></td>
</tr>
<tr>
<td></td>
<td><em>Play: From the archive to the playground and back again</em></td>
</tr>
<tr>
<td></td>
<td>(Lecture Theatre CH.12.0.06)</td>
</tr>
<tr>
<td>13.00 – 13.05</td>
<td>Close of Conference</td>
</tr>
</tbody>
</table>

**Outline Programme UKLA International Conference 2019**

Sheffield Institute of Education, Charles Street Building, Sheffield Hallam University

**Friday 12th July**

08.30 – 09.15 Registration (Charles Street Building, Level 0)
Exhibitors, Lightning Talks and Bookshops Hosted by Roger McDonald, UKLA Vice President

09.15 – 10.30 Welcome
Tony Downing, Lord Mayor of Sheffield
Opening Address
Cathy Burnett, President Elect, UKLA

**Keynote 1**
Lalitha Vasudevan
*Dangerous* Play Manifesto: A Provocation for Educators and Researchers (Lecture Theatre CH.12.0.06)

12.00 – 13.00 Parallel Session C (Breakout rooms)

13.00 – 13.50 Lunch
(Charles Street Building Café, Level 0)

**Postgraduate Student Research Network Meeting** (Table with balloons)

13.50 – 14.50 Panel
Creativity, play and digital media (Lecture Theatre CH.12.0.06)

14.55 – 15.35 Parallel Session D (Breakout rooms)

15.35 – 16.10 Tea & Book signing with Sharna Jackson
(Charles Street Building, Level 0)

16.10 – 16.50 Parallel Session E (Breakout rooms)

17.30 – 18.00 UKLA Book Awards Wine Reception
(Charles Hallam Central, Owen Building)

18.00 – 19.45 Book Award ceremony, and book signing
(Charles Hallam Central, Owen Building)

20.00 – 21.00 Dinner
(Charles Hallam Central, Owen Building)

There will be a table top quiz to test your knowledge of children’s literature during dinner. Answers will be announced before the raffle.

21.00 – late Books for Africa Raffle, Quiz and Storytelling
The UKLA Books for Africa Raffle and Quiz results in Chef Hallam Central.

**Saturday 13th July**

08.30 – 09.30 Registration (Charles Street Building, Level 0)
Exhibitors, Lightning Talks and Bookshops Hosted by Roger McDonald, UKLA Vice President

08.30 – 09.15 Early Years Literacy in Education SIG Launch Meeting (Room 12.01.01)

09.30 – 10.30 Keynote 2
Anne Haas Dyson
*‘We’re playing sisters, on paper!’: Children composing on graphic playgrounds* (Lecture Theatre CH.0.06)

10.40 – 11.20 Parallel Session F (Breakout rooms)

11.20 – 11.40 Tea
(Charles Street Building, Level 0)

Student Shadowers tea break with NEU in room 12.01.01

11.40 – 12.20 Parallel Session G (Breakout rooms)

12.25 – 13.05 Parallel Session H (Breakout rooms)

13.05 – 14.00 Lunch
(Charles Street Building Café, Level 0)

**Research Sub-committee Meeting** (Table with balloons, Charles Street Building Café, Level 0)

14.05 – 15.00 Keynote 3
Chris Riddell
*The Power of the Pencil – How using illustration can create new readers* (Lecture Theatre CH.12.0.06)

15.05 – 15.45 Parallel Session I (Breakout rooms)

**Multilingualism SIG Meeting**
Session 18 (Room: 12.5.13)

15.45 – 16.05 Tea
(Charles Street Building, Level 0)

Book signing with Chris Riddell

16.10 – 16.50 Parallel Session J (Breakout rooms)

17.00 – 17.45 UKLA Annual General Meeting (Lecture Theatre CH.12.0.06)

18.30 – 19.15 Drinks reception
(Winter Garden and Millennium Gallery)

19.30 – 23.00 Awards and dinner
(Mercure Sheffield St Paul’s Hotel and Spa)

**Sunday 14th July**

08.30 – 09.15 Exhibitors and Bookshops
(Breakout rooms)

08.30 – 09.15 Storytelling SIG Meeting (Room 12.01.01)

09.15 – 09.55 Parallel Session K (Breakout rooms)

10.05 – 10.45 Parallel Session L (Breakout rooms)

10.45 – 11.10 Tea
(Charles Street Building, Level 0)

11.10 – 11.50 Parallel Session M (Breakout rooms)

12.00 – 13.00 Keynote 4
Andrew Burn
*Harold Rosen Memorial Lecture*  
*Play: From the archive to the playground and back again* (Lecture Theatre CH.12.0.06)

13.00 – 13.05 Close of Conference
Friday morning
Lalitha Vasuvedan

Lalitha is Professor of Technology and Education and Director of the Media and Social Change Lab (MASCLab) at Teachers College, Columbia University. She also serves as Vice Chair for the Department of Mathematics, Science, and Technology, is affiliated faculty in the Programs in Anthropology at Teachers College, and has held appointments at the University of Pennsylvania and the Institute of Education at the University College London. Her work examines literacy, communicative, and media practices of youth across a variety of settings and brings attention to the role of technology in their educational trajectories and wellbeing. She has done research with adolescents in classrooms, afterschool programs, detention facilities, and in the context of social service organisations; conducted professional development with K-12 teachers about the integration of technology and media into their pedagogy; and maintains long-term research-practice partnerships with organisations that are committed to improving the life chances for youth.

Friday afternoon Panel

The panel is chaired by Becky Parry and Fiona Scott, Centre for the Study of Literacies, School of Education, University of Sheffield with Sharna Jackson, Leigh Hodgkinson, Chris Lindgren and Iain Simons.

Sharna Jackson is the Artistic Director at Site Gallery, Sheffield’s leading international contemporary art space, specialising in moving image, new media and performance. She is also a children’s author. Her debut novel HighRise Mystery was published in April 2019. She is on the board of Sheffield Doc/Fest and a member of BAFTA’s Children’s and Learning and New Talent committees and the Children’s Media Conference advisory board.

Leigh Hodgkinson is an animation director, illustrator and author. Her films include Moo(n) for Channel 4 and Stalk for Film London. Her awards include a BAFTA (for CBBC Newsround On Poverty) and Annecy Crystal (for Channel 4 comedy Fonejacker). She was also the art director for the first series of Charlie & Lola. Leigh has written and illustrated 11 books, and illustrated many more. She is co-creator and art director of Cbeebies’ animated pre-school series Olabob Top which she makes with her co-creator husband, director/producer Steve Smith. They have made 2 series to date. Olabob Top has been distributed to many countries worldwide with a range of board and activity books being published by Bloomsbury.

Chris Lindgren is a UX Researcher and Play Designer in the field of digital children’s culture. She spent the last eight years making children’s apps at the award-winning play studio Toca Boca and is now pursuing her mission in her own company. She has shaped the way Toca Boca includes children in the design process to make sure their perspectives are taken into account in every little detail and is the designer of nine app titles such as Toca Pet Doctor, Toca Boo and Toca Tea Party. She has also created children’s content for the Swedish Public Service TV and Radio websites. Chris is an advocate for inclusive and ethical design for children.

Iain Simons is the cultural director of the British Games Institute, a new institute set up to support videogame culture in the UK. He has written extensively about videogames in culture for both the popular and academic press as well as for broadcast. In 2005 he instigated and curated the first videogames festival at London’s Southbank Centre, which led to the creation of GameCity, the pioneering videogame arts festival in Nottingham in 2006. His most recent book (with James Newman), A History of Videogames, was published by Carlton books in 2018. In 2015 he co-founded the National Videogame Arcade, the acclaimed cultural centre for games, which recently relaunched in Sheffield as the National Videogame Museum.

Saturday morning
Anne Haas Dyson

Anne is a former teacher of young children and a fellow of the American Educational Research Association. Among her previous appointments was as a longtime professor at the University of California, Berkeley, where she received the campus-wide Distinguished Teaching Award. She has spent over 35 years studying the childhood cultures and literacy learning of young schoolchildren, for which she has received numerous awards.

Dyson aims, first, to bring respect and intellectual attention to childhood cultures and their relationship to school learning. Young children do not participate in school because they are concerned about the national economy, international competition, or climbing a ladder to academic accolades from a grateful nation. They desire to make sense of their world and to gain companionship in what can be a confusing world. Second, she aims to document the diversity of resources (languages, popular culture texts, semiotic tools, everyday experiences) our diverse school children bring with them with which to participate intellectually and socially in school, especially in written language development. Her newest publications are both Spencer-funded: ReWRITING the basics: Literacy learning in children’s cultures (2013) and, published in 2016, Child cultures, schooling, and literacy: Global perspectives on children composing their lives.
Saturday afternoon
Chris Riddell

Chris, the 2015-2017 UK Children’s Laureate, is an accomplished artist and the political cartoonist for the Observer. He has enjoyed great acclaim for his books for children which have won a number of major prizes, including the 2001, 2004 and 2016 CILIP Kate Greenaway Medals. Goth Girl and the Ghost of a Mouse won the Costa Children’s Book Award 2013. His work for Macmillan also includes the bestselling Ottoline books, The Emperor of Absurdia, and, with Paul Stewart, the Muddle Earth books, the Scavenger series and the Blobheads series. Chris lives in Brighton with his family.

Sunday
Andrew Burn (Harold Rosen Lecture)

Andrew is Professor of English, Media and Drama at the UCL Institute of Education, and director of the DARE research centre (Digital|Arts|Research|Education) www.darecollaborative.net. He was for 24 years a secondary teacher of English, Media and Drama. He has researched and published work on many aspects of the media arts, including young people’s production of digital media such as computer games, digital video and animation. He has directed two large projects on children’s playground games with the University of Sheffield, the British Library and the Bodleian Library.

He has spoken on media education, arts education, literacy and games at conferences throughout Europe as well as elsewhere in the world. His books include Making New Media: creative production and digital literacies (New York: Peter Lang); Media Literacy in Schools: Practice, Production, Progress (London: Sage); and Children’s Games in the New Media Age (Farnham: Ashgate).
UKLA Awards

Friday July 12

UKLA Book Awards Wine Reception and Book Award ceremony

Introduction by Daniel Hahn, author translator

Sponsored by Capita Reading Cloud and Love Reading

All delegates are warmly invited to the award ceremony of the prestigious UKLA Book Awards.

We warmly welcome the shortlisted authors, illustrators, teacher judges and group leaders from this year’s Book Awards. During the session we will have the chance to see films featuring some of the schools which have taken part in the awards this year and make the presentation of the 2019 awards chosen by teacher judges from Sheffield, Lincoln, Nottinghamshire and Derbyshire.

We also welcome the student shadowers, sponsored by the NEU, from our HE partners around the UK, who will announce the winners of their own vote.

17.30 – 18.00
UKLA Book Awards Wine Reception
(Chef Hallam Central, Owen Building)

18.00 – 19.45
Book Award ceremony, and book signing
(Hallam Hall, Owen Building)

Saturday July 13

UKLA Literacy School of the Year
sponsored by Nosy Crow
Chair: Chris Lockwood

Saturday July 13
10.40 – 11.20 Parallel Session F
16.10 – 16.50 Parallel Session J

There are joint winners of the award this prestigious award this year. Each school will make a presentation about its work, “where literacy thrives”.

Humberstone Junior Academy, Leicester
Linton Mead Primary School, Greenwich

UKLA President Tracy Parvin, said “This award recognises those schools which place literacy and literature right at the heart of children’s learning. It is more than a celebration of creative, enthusiastic and engaging teaching; it is a kite mark for excellence.”

The awards will be presented at the wine reception before the Gala Dinner on Saturday. In the meantime, this is an opportunity to find out a little about the schools. In these sessions, teachers from both schools share their inspirational teaching of literacy.

Do come along - you’ll be most welcome.

Saturday July 13

Parallel Session I, 16.10-16.50

UKLA Our Class Loves this Book:
The Just Imagine Award
Nikki Gamble, Just Imagine

The prestigious UKLA Award celebrates a class response to one of the books shortlisted for the UKLA Book Awards. Previous winners have demonstrated just how inspiring it can be to work creatively with a high quality text.

Join this session to consider the potential of this year’s shortlisted books and find out how you can take part in next year’s award.

Sunday July 14

09.15 – 09.55 Parallel Session K

UKLA Wiley Research in Literacy Education Award 2019
sponsored by Wiley
Chair: Kat Vallee

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

The Literacy winner is for the following paper by Bobbie Kabuto:
Family narratives of biliteracy.
Volume 52 Issue 3.

Wayne Tennent, chair, writes: This paper presents a study of how two bilingual mothers construct bilingualism in the context of their families, and how this impacts upon the way they perceive their children’s learning to read in two languages. Data were collected from discussions following authentic oral reading events and analysed by way of discourse analysis. Differences were noted between the two participants whereby certain language practices were given prominence, and other practices were less valued. The paper is methodologically strong, and discourse analysis is used effectively in the context of Home Literacy. The study is well conceptualised, easily replicable, and findings are treated cautiously. This paper contributes to the discussion on how bilingualism is conceptualised, and the extent to which Home Literacy is acknowledged. By bringing together these two elements this paper provides a lens through which educators can question their assumptions towards the teaching of bilingual learners.

The Journal of Research in Reading (JRR) winner is for the following paper:
Suzan Nouwens, Margriet A. Groen, Tijs Kleemans, and Ludo Verhoeven –
The role of semantic retrieval in children’s reading comprehension development in the upper primary grades.
Volume 41 Number 3.

Wayne Tennent, chair, writes: This paper presents a longitudinal study which investigated the role of semantic retrieval in children’s reading comprehension.
This describes the process whereby readers retrieve the meaning of words from their mental lexicon during and after reading. It tracked a group of 119 Dutch children from 4th Grade (9 – 10 year olds) to 6th Grade (11 – 12 year olds) on their decoding, vocabulary, verbal fluency tasks and reading comprehension. The findings in the study supported the lexical quality hypothesis which suggests that automatic retrieval is likely to improve across this age range as processes such as decoding become more automatic. However it also found that controlled semantic retrieval in Grade 5 accounted for differences in reading comprehension in Year 6. While acknowledging the limitations of this study and treating these findings cautiously, this study has implications for educators. It shows the important role of domain specific knowledge for older comprehenders, which may be replicated beyond Dutch speakers.

**Sunday July 14**

9.15-9.55 Parallel Session K

**The Brenda Eastwood Award 2019**

Chair: Janet Douglas Gardner

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

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

Do join the nominees for what will be an invigorating session on Sunday morning in Parallel session L2, 10.00 – 10.45.

Listen to their voices as they share their knowledge, experience and expertise of inclusion and diversity in practice.

The Chair of the panel of judges, Janet Douglas Gardner writes: The panel was challenged in deciding the winners for this award. Each nominee demonstrated commitment and the impact of inclusion and diversity in practice. This was reflected in learning and teaching in the classroom, partnerships established between libraries, schools and higher education institutions, community involvement, publication and research. Multilingualism, literacy development, representation of Black and Minority Ethnic characters in books, race, culture, disability and gender were some of the aspects addressed in the stellar work of the nominees.

**Sunday July 14**

10.00 – 10.45 Parallel Session L

**The UKLA Student Research Prize 2018**

Chair: Clare Dowdall

Overall Award Winner: Helen Bradford
Special Commendation: Georgina Tarling

The Association’s Student Research Prize is awarded to high quality research conducted by student members, who are nominated by their supervisors. This year, the UKLA Research Sub-Committee received a good number of very high quality applications, and the discussion about each submission was robust and enjoyable. Two submissions stood out, and following much discussion, the Research Sub-Committee have agreed that along with the award for an overall prize winner, another thesis should be celebrated for its contribution to literacy scholarship. Two awards will therefore be made: The Student Research Prize, and a Special Commendation.

The award will be presented at the wine reception before the gala dinner on Saturday. There is an opportunity to hear Helen present her research at this seminar: **Sunday 11.10 – 11.50 Parallel Session M**.
READING CLOUD IS MORE THAN A LIBRARY MANAGEMENT SYSTEM

We work with educators, teachers and librarians to support them in raising literacy standards, encouraging reading for pleasure and helping children develop positive attitudes to reading.

We’ve been supporting schools for over three decades and today we’re proud to be the system of choice for over 8000 schools!

Come and see us at the exhibition to find out how Reading Cloud can help you and your students.

www.capita-readingcloud.co.uk
0161 449 9357
info@capita-readingcloud.co.uk

Proud Sponsors of the UKLA Book Awards!
ENCOURAGE READING FOR PLEASURE IN YOUR SCHOOL WITH LOVE READING4SCHOOLS

Save time. We regularly create tailored book lists for every year group.
Ease of use. Select books and purchase them with our Browns partnership.
Tools to tailor your lists. Use our book lists or create your own easily with our list tool.
Share. With your colleagues, parents and students.

LoveReading is the UK’s leading portfolio of book recommendation websites. Our mission is to promote a love of books and reading to all by offering the tools, advice and information needed to help our members and browsers to find their next favourite book.

Already supporting over 10,000 practitioners across the UK, LoveReading4Schools is the one stop shop for teachers and school librarians looking to keep up-to-date with the best books for children to encourage reading for pleasure.

LoveReading4Schools is a critical part of the LoveReading family and one we take very seriously. As a community we believe we have a social responsibility to support time-strapped teachers and librarians in schools to help engender a life-long love of reading in their students.

The new website relaunched in February 2019 and comes with tons of added functionality and a fully updated set of reading recommendation lists for every year group from Early Years to Year 11.

The site is complemented by half-termly newsletters, so sign up to support literacy in your school.

www.lovereading4schools.co.uk

Exclusive partnership with Browns Books for Students, the UK’s leading supplier of books for Schools and Colleges. This ensures the books on the site can be bought easily and cost effectively by our school members.
Friday 12th July

08.30 – 9.15 Registration
Charles Street Building foyer on Level 0
Tea and Coffee available
Exhibitors’ ‘Lightning Talks’
Bookshops open on Level 5

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

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

Head to the Charles Street Building foyer on Level 0 to grab a hot drink and join in the session.

Hosted by Roger McDonald, UKLA Vice President

09.15 – 10.30 Welcome:
Tony Downing,
Lord Mayor of Sheffield

Opening Address
Cathy Burnett, President Elect
(Lecture Theatre CH 12.0.06)

Keynote 1
(Dangerous) Play Manifesto:
A Provocation for Educators and Researchers
Lalitha Vasuvedan,
Columbia University, New York

Introduced by Jackie Marsh,
University of Sheffield
(Lecture Theatre CH.12.0.06)

As the play of young children has come under increased scrutiny, the play of adolescents has all but completely been obliterated from the landscape of acceptable youth practice, particularly in schools, but in many after-school and out-of-school spaces as well. The acceptable forms seem to be colonized by tropes of organized creativity, forms of computational literacy and coding, and genres of writing that are recognized as legitimate arenas for exploration. Play that falls outside of these and other sanctioned parameters can result in unpleased and, sometimes, dangerous consequences for young people. Educators and researchers can play a role in changing this reality.

Drawing from research with adolescents in a variety of settings, this talk presents examples of unlettered, unscripted, and often unpredictable instances of play as a way of understanding the role of play in shaping the contexts in which they occurred. Analysis of these moments of play focuses on relationships, materiality, literacies, and the embodied nature of play: what does the body at play look like? Sound like? Move like? And where are the spaces for young people to engage in such play that is free from reprimand or remediation?

The audience will be invited to help flesh out a manifesto by imagining spaces for adolescents to engage in play – that are free from outcomes, measures, and adult-driven scripts – across settings.

10.40 – 11.20 Parallel Session A
(Breakout rooms)

A1
Symposium
Audience: AL, CT, L, LC, LA, R, TT, S
Room: (Lecture Theatre CH.12.0.06)

Discourses of the digital in globalised every day literacies:
Imagining innovation in research

Mia Perry, Elizabeth Nelson and Lavinia Hirsu, University of Glasgow,
Diane Collier and Jennifer Rowsell, Brock University

In this symposium, we work to address the role of global and material (particularly digital) literacies and methodologies in our work across disciplines and geographies. We are imagining and enacting new work with and across arts-informed research, with concepts of digital and post-digital literacies, and language learning. The four presenters come from a range of places and specialisations. A common thread of these papers is the limitations of current discourses of the digital, and how we have been re-thinking and innovating new ways to work with the digital. We are interested in thinking about how to better articulate how our daily lives and practices are mediated by - and mediate - globalisation, technologies, and ecologies, and more importantly, how arts and literacy pedagogies can and must imagine and invent new responses to this contemporary condition.

Paper 1 - Diane Collier: Going in circles and making community: Unpredictable collaborations with artists, youth, and researchers in postdigital inquiries.

Sharing from arts-informed research on youths’ everyday digital engagement in Hamilton, Canada, Collier discusses the bumpy, improvisational path of video artist and researcher working together to create responsive, productive research activities with and for youth. The artist's video response to engaging in the research, youth responses to the artist's video, youths’ processes and products, and conversations between researcher and artist form the data discussed. Insights about creativity, communication, improvisation, and research goals in a postdigital world are shared.

Paper 2 - Mia Perry: Rethinking literacy in the digital pluriverse.

Youth occupy an ontological and discursive space that is mediated in part through the digital - time and space, engagement with differences, certainty of knowledge - not differentiated by the digital. Despite the plurality of the world, digital space (albeit engaged in very different ways) is one of the most widespread components of young lives across geography, economic status, politics, and culture. Accepting the digital as inevitably present, this paper argues for an approach to literacy that does not divide literacies into digital or not; but rather, that harnesses the digital to address the entanglement of the human and the technological, the social and the ecological, the material and the immaterial.
Paper 3 - Elizabeth Nelson: *Theorising offliness: ‘Get off your phone!’ and other such meaningless statements.*

This paper addresses the gap in the language used to construct understandings of online and offline interactions by young people. Drawing on vignettes from the Glasgow, Scotland, site of the arts-based study mentioned above, this presentation will demonstrate that the language we currently use does not adequately describe young people’s relationship to the digital world. While existing terminology usefully departs from online/offline binaries, it does not adequately describe the nature of these young people’s interactions. The concept of ‘offliness’ is a way to begin thinking about how and where young people exist in the world today.

Paper 4 - Lavinia Hirsu: *Post-digital literacies in precarious global mobilities.*

Using lifelogging data, this presentation challenges common assumptions about how we can inquire into ‘digital practices’. The presenter offers two propositions: (1) a redefinition of literacies in post-digital environments and (2) a methodological call for new ways of collecting evidence in order to capture and understand current practices deployed across media and technologies. These propositions are called for by current bodies and literacies in motion where the potential for differential access to knowledge resides not in the digital vs. non-digital divide, but within the post-digital configurations of knowledge-making and practice.

Discussant: Jennifer Rowsell.

Jennifer is Professor and Canada Research Chair at Brock University in Canada. Her research focuses on multimodality, artifactual and material literacies and the role of technologies in literacies.

A2

**Seminar**

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

**Room:** 12.4.12

**The assessment of reading: Raising the issue of validity**

Wayne Tennent, Brunel University

The assessment of reading has a high profile in schools currently. The PIRLS assessment is used to make international comparisons, and judgements are made as to the success (or otherwise) of a country’s education system (Gibb, 2015). At a national level in England, the results of the Key Stage 2 Reading Standard Assessment Test (SATS), taken by all 11 year olds in state schools, are used to hold schools accountable for pupil performance. In the field of reading research the political basis for the prevalence of these types of reading assessments has been noted (Moss, 2017), and more useful ways of interpreting their results have been developed (Smith & Ellis, 2017). Less attention, however, has been paid to the validity of reading assessments themselves. Building upon the work of key theorists in the field of educational assessment (Newton, 2009; Harlen, 2007), this seminar presents a conceptual framework which views assessment as a generic staged process. The framework highlights specific issues related to validity at each stage of the assessment process which must be considered. This framework is then applied to the assessment of reading. Specific approaches to the assessment of reading are considered and their limitations exposed when viewed from the perspective of validity. Implications for the assessment of reading are explored in the light of this.

A3

**Research Report**

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

**Room:** 12.5.14

**Grassroots multiliteracy: Sheffield’s Multilingual Children’s Library**

Sabine Little, University of Sheffield

In the current curriculum, not only play is ‘squeezed out’: with no policy in England specifically addressing multilingualism, multilingual families are often struggling by themselves to support bi- or multiliteracy. During a UKLA-funded research project, multilingual families indicated that the lack of resources was a key issue for them, leading to Sheffield’s multilingual children’s library section, in collaboration with Sheffield Libraries, and supported by authors, publishers, illustrators, Sheffield’s heritage language schools, and the general public. This talk tells the story of how a UKLA small research grant led to a community-wide project with international impact, a multilingual reading scheme, and further research (now funded by the Arts and Humanities Research Council). As well as providing research findings from the multilingual children’s library’s first 7 months, there will be hands-on tips for those seeking to support multiliteracy and multilingual reading for pleasure in the classroom, the school context, the library, or in the community.

A4

**Research Report**

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

**Room:** 12.5.01

**Themed session: Digital media in higher education**

Chair: Eve Bearne

**The craft of writing a multimodal text**

Roberta Taylor, Josiah Lenton & Chris Bailey, Sheffield Institute of Education, Sheffield Hallam University

This research report examines what it means to ‘write’ a digital text from the perspective of learners creating a
In this talk we share lessons learnt from training and working with primary school student researchers, how the qualities young children can bring to the research process have the potential to be wonderful, yet lost, if they assume a more adult-like demeanour is more appropriate.

**Growing up a Reader: Children's perceptions of being 'a reader' in childhood and adolescence**

Sarah McGeown, University of Edinburgh, Katherine Wilkinson, Scottish Book Trust

New literacies are shaping children’s reading experiences. However, we lack a current understanding of what attracts children to different text types or what it means to ‘be a reader’ from children’s perspectives. In our project, Growing up a Reader (www.growingupareader.education.ed.ac.uk), thirty-six primary school students (aged 10-11) were interviewed by members of our research team (n = 12) or their peers (n = 24). Interviews focused on students’ perceptions of ‘a reader’, their own autonomous reading activities, reasons for engaging in these activities and their perceptions of the differences between children’s and adolescents’ reading activities. Children were most vocal and animated when sharing their perceptions of the differences between children and adolescents. While children were perceived to read and prefer books, adolescents were reported to prefer digital texts. Furthermore, children felt they had more freedom over their reading activities, but that stronger social sanctions existed for adolescents’ reading activities. Despite stereotypical descriptions of adolescents’ reading attitudes and activities, children often shared counterexamples, for example, of their older siblings who loved books. We consider the extent to which reports of adolescents’ disengagement with books and engagement of digital texts dominates public discourse and how this potentially shapes children’s perceptions of teenage readers.

---

**Whatsapp as a tool for Content Learning and Development of Interaction Skills in Small Group Discussion**

Shamala Paramasivam, Universiti Putra Malaysia

The research adopts a case study design to examine the potential of Whatsapp as an innovative technological tool for classroom activity in the teaching and learning of a content-based course in an undergraduate program in a public university in Malaysia. Whatsapp was used as a tool for small group discussion to get students to talk about core concepts and to do simple text analysis. The research presents how Whatsapp was used as a tool for small group discussion and how it functioned as a tool for content learning and developing interaction skills among a group of undergraduate students in Malaysia. The study draws insights from Howard and Das’ (2018) design for competitive group discussions. In order to capture group dynamics of the whatsapp interactions, speech act and adjacency pair analysis was done using CMC acts taxonomy (Herring, Das and Penumarthi, 2005) and analysis of adjacency pairs (Seedhouse, 2004). The findings show that Whatsapp can potentially promote content learning and the development of interaction skills in small group work among undergraduate learners. The study draws implications for interaction as literate behaviour and mobile learning via smartphone as a device for outdoor learning, personalised learning and group learning.
Seclusion and risk-taking: Designing and observing a playful space for reading in the primary classroom

Emma Dyer, AfC Virtual School

During her doctoral study, the researcher collaborated with an architect and a furniture manufacturer to design reading spaces or nooks that were installed in the Year 1 classrooms of two London primary schools. These nooks offered a different kind of space in which to read and play where children could settle in physical comfort, in seclusion or with their peers, without their reading prowess being monitored and assessed by teaching staff. Secondary objectives were to provide display shelves for cherished books, a role-play area and a calm-down space for children feeling overwhelmed by their experience of school.

This paper is presented as a case study with a phenomenological perspective. The affordances and constraints of the design, such as acoustics and materials, are discussed alongside the wider questions of how literacies are performed in the classroom. Findings about the ways in which children and teachers responded to this new space in their classroom are themed around the playfulness of the language used by children inside the nook; the challenge to power relations and the policing and monitoring of the nook by teachers and children; the significance of seclusion for beginner readers; and risk-taking when reading and playing in the classroom.

An example of the full-sized reading nook used in the study has been kindly provided by Jenx, a manufacturer of postural support furniture for children based in Sheffield. This will give all delegates to the conference an opportunity to enjoy exploring a playful, restful space designed for young readers and to experience a more secluded, relaxed place for reading in a classroom setting.

Orature as a veritable tool for entrepreneurial development: Insight from teachers and students

Foluso Okebukola, Lagos State University, Abiodun Kolade, Lighthouse British International School, Lagos

A study of the communication process is important because it is an integral part of the people’s language. The mastery of the art form improves all the different aspects of a speaker’s language be it L1 or L2. Oral literature has continued to attract the interest of researchers and scholars because of its enduring aesthetic relevance to oral tradition as an instrument for the development of entrepreneurial skills. It is therefore imperative for education providers to take oral literature with every seriousness required of it, but this can only be achieved when teachers’ interest, perception and attitude has been well stimulated towards oral tradition as a part of our existence, irrespective of the eurocentric views of some Africans. This paper attempts to visualise the perceptions of teachers and pupils with respect to the inclusion of oral tradition in the basic school curriculum in Nigeria. It concludes on the note that schools should inculcate traditional values into the eurocentric view of some Africans. This is of importance here in several respects: it is the original form of mirror neuronal learning processes, and it is gratifyingly connected to current media formats in particular. Thus, it can also perform essential functions for the establishment of inclusive digital media practice. In this respect, theatre pedagogy represents content and form in equal measure - as well as digital media and inclusion. All three areas are hardly reflected upon by prospective teachers. In order to quickly enable sustainable focal points to be set within the framework of the Bologna Teaching Admissions Study Programme, we work with certificate study programmes as a Diploma Supplement. The lecture presents the theoretical concept of the new theatre pedagogical certificate ISOLOE of the TU Dortmund and thus builds a bridge from traditional theatre pedagogical theories to digital-media, and also to neuroscientifically considered teaching-learning research.
In a neoliberal educational policy environment, playful engagement with pedagogy is somehow peripheral to the ‘business of teaching’. Teachers in primary schools, a domain where creativity and imagination once reigned, increasingly forego planning for artistic, visual, visceral and physical expressions of learning. Instead, their mantra has become ‘efficient, direct and explicit instruction that yields results’ with the result being that the joy and playfulness of learning is marginalised (if not eliminated). In this presentation, I want to propose that these two are not in direct opposition, but can, in fact, be complementary and synergistic. Evidence for explicit teaching of literacy and playful pedagogies as simpatico is drawn from the research literature, as well as a research project investigating the literacy practices of five primary schools in Western Australia. The data reveals how effective and explicit literacy teaching can be a rich, nuanced experience for both teacher and student, leading to deep engagement rather than mere preparation for the next standardised assessment.

11.30 – 12.10 Parallel Session B
(Breakout rooms)

B1
Symposium (continued)
Audience: AL, CT, L, LC, LA, R, TT, S
Room: (Lecture Theatre CH.12.0.06)
Discourses of the digital in globalised every day literacies: Imagining innovation in research
Mia Perry, Elizabeth Nelson and Lavinia Hirsu, University of Glasgow, Diane Collier and Jennifer Rowsell, Brock University

B2
Symposium
Audience: LC, R, TT
Room: 12.4.12
Cross-Nation Perspectives on Collaboration and Community
Jan Lacina, Texas Christian University; William Bintz, Kent State University, Paul Gardner, Curtin University, Zeiti Hamid, Universiti Brunei Darussalam

In this symposium, UKLA Country Ambassadors will describe unique, and meaningful forms of collaboration and community engagement within their communities in such countries as Australia, Brunei, New Zealand, and the U.S.A among others.

B3
Workshop
Audience: CT, L, LC, LA, R, TT, S
Room: 12.5.14
Mapping immersive play in and across school spaces: Exploring the relationship between intensity (affect) and engagement (effect)
Angela Colvert, University of Roehampton

In this workshop, participants will have the opportunity to actively engage with a new pedagogical model of immersive play which emerged from a research project undertaken by the University of Roehampton for Punchdrunk, an immersive theatre company.

The research investigated the experiences of artists, children and teachers in a range of school settings as they played a game, The Oracles, and sought to understand how gaming pedagogies might be combined with immersive theatre principles to provide a range of learning opportunities for children as they played within and across a range of virtual and physical spaces. As new pieces of the model are
introduced we will physically construct it together, drawing on examples of children's immersive play, taken from data collected during the research project. In doing so we will examine how the participants' affective experiences of play (cognitive, physical and emotional) shaped their engagements. Once completed, we will then use the model to critically discuss and understand 'moments' of immersive play in virtual, theatrical and classroom environments, and explore ways that the model could be used in a range of educational settings (for analytical, evaluative and planning purposes) drawing on the shared experiences and expertise in the room.

**B4**

**Seminar Presentation**  
**Audience:** CT, LC, R, TT  
**Room:** 12.5.01  
**Resourceful Children and Disruptive Technologies: Child and Adult Perspectives on Literacy, Play and Technology**  
**Suzanna Wong and Linda Laidlaw, University of Alberta, Dennis Sumara, University of Calgary**

Contemporary children are growing up in an era where digital devices and texts are increasingly present, and may be taken up as frequently, or even more often, than traditional typographic texts and writing. Boundaries between digital and ‘offline’ realms are blurring, following Carrington (2017) who suggests that the metaphors for online/offline may no longer be valid. For parents and teachers, such shifts into new digital literacy practices can create a sense of uncertainty and introduce new challenges, as well as compelling attempts to restrict children’s activities or provide surveillance of them. As our study reveals, children are resourceful, and at times are able to anticipate and evade such adult controls, demonstrating creative problem-solving abilities with the aim of pursuing digital interests and activities. Our paper shares findings from qualitative longitudinal interviews of primary-aged children, juxtaposed with surveys and interviews of parents and teachers, looking at Canadian and Australian research participants. In our analysis, informed by theories of multimodality, multidimensional literacy perspectives and frames from complexity thinking, we examine points of tension as well as a number of common threads across child and adult participant groups, addressing implications for teaching, learning and children's identities within in and out-of-school contexts.

**B5**

**Research Report**  
**Audience:** AL, CT, L, LC, R  
**Room:** 12.5.13  
**Teaching the Way Children Learn Best**  
**Linda Ellam, University of Saskatchewan**

Interactive multimedia learning environments are intrinsically motivating and pleasurable. Integrating play and imitation are natural learning strategies when children engage in puzzle making, board games, photography, or role playing a story. Imitation and play are literacy strategies that allow children to explore, identify, predict, negotiate, and create meaning. Children who engage in quality play experiences are likely to have well-developed memory skills and a richer language development leading to enhanced academic learning. Through active learning, children grow in key areas of development. The physicality of play develops children's fine motor skills, while peer collaboration nurtures social, linguistic, and communication skills. Collaborative work is learned as children play in groups and construct understanding from the interactions, abilities, and personalities with others. Therefore, an environment of play allows children to reinforce what they already know and encourages them to construct new knowledge as children interact with a world around them by investigating and experiencing novel encounters. As the child is emerged in deep learning, ranging with ever-changing themes or to the technological zone, play can launch a good story. A puppet play allows children to expand their horizons and, as they develop characters, provides a pathway to reading about and writing characters.
The role of imaginative play for biliteracy development in minority home environment: An ethnographic study of bilingual children

Fatimah Alghamdi, University of Southampton

There are various pathways to develop biliteracy within home environment. Of these, imaginative play and role-play have vital roles in learning literacy. Through engaging in fantasy play, both social activities and their rules are learned which affect children’s cognitive development (Vygotsky 1978, Gregory, 2001). When bilingual children play at home, they can practise what they have learned at school to create their own forms of meaning, reform their understanding of languages and transfer their messages to others confidently.

This study aims to explore the biliteracy development of Arab bilingual children through their interactions in a natural context, to investigate their awareness of Arabic and English language systems and to know how they can develop their biliteracy through play events. Moreover, it adapts a sociocultural approach to learning and development as a theoretical framework. The investigation employs an ethnographic study of bilingual school-age children and their family living temporarily in UK. The qualitative data were collected through multiple resources, including participants’ observation, audio recording, and participants’ digital photographs through their interactions of play events. Analysis involved qualitative content analysis and narrative analysis to investigate the effect of imaginative play on biliteracy development in home context.

Exploring young children’s drawing and writing on touchscreen tablets

Michelle Neumann, Griffith University

The use of touchscreen tablets is increasing in preschool classrooms. Young children are using tablets and apps in diverse ways to learn about literacy. Little is known about how young children use tablets for mark making, drawing, and writing to create and represent their ideas. Early writing is important because it is strongly linked to future reading and writing abilities. In this study, young children were asked to use a drawing app on an iPad to freely create their own drawings and writing. Samples of drawings and writing from young children (aged 2 to 5 years) were collected from preschool classrooms in south east Queensland, Australia. The types of marks created by children were analysed and found to include a wide range of marks such as ‘scribble marks’, ‘invented marks’, ‘invented letters’, ‘conventional letters’, and ‘word writing’. Children also selected multiple colours via the app’s colour pallet and combined writing and drawing together, demonstrating their creativity. Gaining a deeper understanding of what types of marks young children make on tablets and how they are using tablets to communicate, express, and create their ideas through playful exploration, will help early childhood educators further support young children’s early learning.

Playing with family photos: Using arts-informed methodologies to see making as a collective process

Diane Collier and Jennifer Rowsell, Brock University

In this research, children worked together with materials in ways that defy notions of children as individual textmakers. Feminist new materialist theories enable us to attend to the complexities of literacies as they unfold. In addition, Dyson’s concepts, ‘located som ebodies’ and ‘children-in-relationships’ become starting points for bridging critical/semiotic and posthuman/new materialist perspectives. Children in a low income, mid-sized Canadian town shared their family photos and told stories that emerged from their encounters with iPad apps, arts materials, the photos, their peers, research tools, and researchers. We discuss three framed instances of ‘children-in-relationships’ that cut across configurations of events, people, materials, and time. It is only by working in this way that we see more complex and sometimes more gendered and classed stories about families than the neat final products suggest. The first example involves family friends who co-created extended family collages, the second describes a boy who animates sticky notes pencils, iPads, and family photos, and the third revolves around two girls who created more conventional family representations of everyday events. Viewed as communal productions across events, stories became more textured and demystified or debunked classed and gendered stereotypes about families.
The University of the West of England works in collaboration with schools, Reading Recovery (RR) Teachers and the Local Authority to train student teachers in using the Boosting Reading at Primary intervention (BRP). The data gathered have consistently shown the accelerated progress of children working with students in this one to one intervention (on average 4 months progress in reading age in 10, twenty minute sessions over 5 weeks). RR teachers are involved with assessing student BRP presentations where students identify critical moments in children’s learning.

They reported that student interactions with children seemed to be of a different qualitative nature than others using BRP. This session will focus on some of the findings of a small scale study that focused on the qualitative nature of student and Teaching Assistant interactions with children during BRP. Students and TAs completed initial questionnaires about what they felt was important in the teaching of reading and these were followed by the recording and observation of sessions and interviews with participants, including the children they worked with. The findings will support the training of TAs and student teachers and help to reflect on the importance of the reading relationships formed between the apprentice reader and their mentor.

This presentation will summarise Neef’s phonetic system, phonic method and regularised spelling, and suggest why he has been almost entirely forgotten.

What is it that we say and do that helps a child develop as a reader? A small scale impact study of student teachers’ and teaching assistants’ interactions with children as part of the Boosting Reading at Primary intervention programme

Jane Carter, University of the West of England

The University of the West of England works in collaboration with schools, Reading Recovery (RR) Teachers and the Local Authority to train student teachers in using the Boosting Reading at Primary intervention (BRP). The data gathered have consistently shown the accelerated progress of children working with students in this one to one intervention (on average 4 months progress in reading age in 10, twenty minute sessions over 5 weeks). RR teachers are involved with assessing student BRP presentations where students identify critical moments in children’s learning.

They reported that student interactions with children seemed to be of a different qualitative nature than others using BRP. This session will focus on some of the findings of a small scale study that focused on the qualitative nature of student and Teaching Assistant interactions with children during BRP. Students and TAs completed initial questionnaires about what they felt was important in the teaching of reading and these were followed by the recording and observation of sessions and interviews with participants, including the children they worked with. The findings will support the training of TAs and student teachers and help to reflect on the importance of the reading relationships formed between the apprentice reader and their mentor.

This presentation will summarise Neef’s phonetic system, phonic method and regularised spelling, and suggest why he has been almost entirely forgotten.

What is it that we say and do that helps a child develop as a reader? A small scale impact study of student teachers’ and teaching assistants’ interactions with children as part of the Boosting Reading at Primary intervention programme

Jane Carter, University of the West of England

The University of the West of England works in collaboration with schools, Reading Recovery (RR) Teachers and the Local Authority to train student teachers in using the Boosting Reading at Primary intervention (BRP). The data gathered have consistently shown the accelerated progress of children working with students in this one to one intervention (on average 4 months progress in reading age in 10, twenty minute sessions over 5 weeks). RR teachers are involved with assessing student BRP presentations where students identify critical moments in children’s learning.

They reported that student interactions with children seemed to be of a different qualitative nature than others using BRP. This session will focus on some of the findings of a small scale study that focused on the qualitative nature of student and Teaching Assistant interactions with children during BRP. Students and TAs completed initial questionnaires about what they felt was important in the teaching of reading and these were followed by the recording and observation of sessions and interviews with participants, including the children they worked with. The findings will support the training of TAs and student teachers and help to reflect on the importance of the reading relationships formed between the apprentice reader and their mentor.

This presentation will summarise Neef’s phonetic system, phonic method and regularised spelling, and suggest why he has been almost entirely forgotten.

What is it that we say and do that helps a child develop as a reader? A small scale impact study of student teachers’ and teaching assistants’ interactions with children as part of the Boosting Reading at Primary intervention programme

Jane Carter, University of the West of England

The University of the West of England works in collaboration with schools, Reading Recovery (RR) Teachers and the Local Authority to train student teachers in using the Boosting Reading at Primary intervention (BRP). The data gathered have consistently shown the accelerated progress of children working with students in this one to one intervention (on average 4 months progress in reading age in 10, twenty minute sessions over 5 weeks). RR teachers are involved with assessing student BRP presentations where students identify critical moments in children’s learning.

They reported that student interactions with children seemed to be of a different qualitative nature than others using BRP. This session will focus on some of the findings of a small scale study that focused on the qualitative nature of student and Teaching Assistant interactions with children during BRP. Students and TAs completed initial questionnaires about what they felt was important in the teaching of reading and these were followed by the recording and observation of sessions and interviews with participants, including the children they worked with. The findings will support the training of TAs and student teachers and help to reflect on the importance of the reading relationships formed between the apprentice reader and their mentor.

This presentation will summarise Neef’s phonetic system, phonic method and regularised spelling, and suggest why he has been almost entirely forgotten.
to multimodal storytelling. This is followed by a critical multimodal discourse analysis of students’ visual narratives at the end of the course. By analysing both the course and students’ work, I explore how critical transmodality enabled some student teachers to imagine beyond traditional narrative structures, reimagine the relationship between word and image, and explore multimodal semiotic resources in innovative ways that are relevant to the secondary English classroom. I conclude by considering the implications of multimodal semiotic play for both research and classroom practice in language and literacy education.

C7 Research Report
Audience: CT, LC, LA, R, TT, S
Room: 12.5.12

Themed session: Playful pedagogies
Chair: Angela Colvert

What is the structure of ‘play-based’ pedagogies in the literacy practices for four-to-six-year-old children?

Hiroo Matsumoto, Associate Professor, Miho Tsuneda, Childcare coordinator, Non-profit organisation Wahaha-net, Japan

In England, practices of early childhood education and care (ECEC) have inherited an early educational tradition of promoting literacy from an early age (OECD, 2006). Moreover, primary schooling begins at age five, earlier than in other countries. These may raise the issue about the structure of play-based pedagogies in early literacy whilst there are references to the importance of play in learning to read and write in the kindergarten curriculum of Europe, including England (Tafa, 2008). This research aimed to explore ‘play-based’ early literacy pedagogies to enhance young children’s repertoire of communication and expression. A longitudinal ethnographic study of literacy lessons and other related activities was conducted in five Early Years and Year 1 classes of two primary schools in England. The results were compared with case studies on Japanese ECEC practices for four-to-six-year-olds, which generally adopt the play-based approach and pay rather less attention to early literacy development. These results suggest how teachers can enhance and enrich children’s experiences of ‘play as play’, not play as tools for learning, through the sophisticated curriculum for early literacy development. These findings have implications for our understanding of ‘play-based’, which enhance children’s repertoire of communication and expression beyond teachers’ prior expectations.

Playful pedagogies: Planned opportunities and spontaneous play in the kindergarten classroom

Stavroula Kontovourki, University of Cyprus, Christina Panayi, Kindergarten Teacher, Cyprus

This presentation explores playful literacy learning as it was planned and performed in a kindergarten classroom in the Republic of Cyprus. Doing so, we - a researcher/teacher educator and a kindergarten teacher - pair up to share examples of practice where play was made central to children’s learning and to also identify the pedagogical value of moments when children playfully engaged with artifacts, knowledge, and one another. Upon the introduction of a play-based curriculum in 2010 and its reification in 2016, different notions of play, including structured and unstructured, were promoted as key to young children’s development as literacy learners. In this presentation, we each read this context through our distinct identities and roles, as we engage in policy analysis and critical reflection to draw connections among theory, policy, and practice. Our discussion centres on play that was deliberately planned by the teacher in a unit of study focusing on dragons, as well as on literacy events where children spontaneously designed, built, and played games during unstructured time and activities. Providing examples of teachers’ and children’s improvisation, we invite researchers and educators to consider the potentials of playful pedagogies in early childhood classrooms.

Friday 12th July

C8 Workshop
Audience: CT, L, LC, LA, R, TT, S
Room: 12.5.07

Picture books: A model for play
Tracy Cooper, Scottish Book Trust

Books can be an entirely playful experience. They’re powerful and engaging for all ages: you’re never too old to share a picture book. Sharing books as play helps children to connect with the transformative power of stories. How we read a story aloud is integral to children’s experience and subsequently, their literacy development. Our voice is our most important tool, and how we use it can influence children’s engagement, interpretation of the story and inspire play. Hearing stories influences children’s use of playful language, their love of language and their ability to manipulate language. This practical workshop will share approaches and techniques for using voice to encourage play and movement when reading aloud through vocal exercises and games. It will reference current research highlighting the value of reading approaches and the role of stories, songs and rhymes in supporting children’s literacy. We will explore how the way we read aloud can affect movement (linking to free play), understanding (including literacy and vocabulary) and shaping children’s world views and imagination. Although picture books are generally associated with younger readers, the techniques, discussions and reflections of this workshop will challenge this view and show how these techniques also work for older pupils.
Integrating vocabulary and technology for second grade students’ vocabulary learning

Suhua Huang, Midwestern State University, Texas, USA

The mixed-method embedded research design was employed to investigate the effectiveness of the integration of technology for second grade students’ vocabulary development and learning. Two second grade classes with a total of 40 students (21 boys and 19 girls) were randomly selected to participate in this study for the course of a semester. One of the two classes was an experimental group and the other was a control group. All participants were given both pre-and post-tests to provide the quantitative data. Semi-structured interviews and classroom observational notes were used for collecting the qualitative data. The quantitative results suggest that the experimental group’s post-test scores were significantly higher than pre-test scores, while the control group’s results indicated no significant change. The qualitative results showed that students in the experimental group were more engaged in class activities, and also enjoyed playing word activities in and outside of the classroom. The qualitative findings also indicated that the vocabulary-technology strategies and the use of the intervention program effectively provided meaningful, purpose-driven literacy instruction and engagement in the learning environment. This new type of teaching approach also created more opportunities for peer social interactions and collaboration.

Mothers’ role in enhancing children’s emergent writing through play: A Vygotskian perspective

Oluwaseun Aina, Clemson University, South Carolina, USA

During children’s emergent years (2.6 years), awakening their interest in writing through play - especially in the home setting - prepares them for writing when they start formal schooling. This is based on research that assesses the role of mothers in supporting their children’s emergent writing. There is a strong link between what mothers do with their children at home prior to formal schooling and in children’s interest, motivation towards writing, and progress as they grow. In addition, mothers who understand the developmental progression of writing are better able to scaffold writing within their children’s zone of proximal development. Research indicates that children who are encouraged to write at their potential level, while their mothers use play methods to scaffold this process, make significant progress in writing, and are excited about participating in writing activities with or without the support of a More Knowledgeable Other. Attendees of this presentation will become aware of current research on emergent writing, of play methods to employ in supporting children’s emergent writing, and of relevant information to disseminate to parents as they support their children.

Creativity, Play and Digital Media

Chaired by Becky Parry and Fiona Scott, Centre for the Study of Literacies, School of Education, University of Sheffield

In this panel we will discuss important new opportunities provided by digital media to enable children and young people to be creative and playful in the way they read, talk, play and make. Our speakers have extensive experience of making or curating content for children and the session will invite them to share their ideas about what makes a digital, print or online text or experience creative and playful for children. We will also invite our speakers to share their recommendations for ways to keep up with the many new digital tools, games, films and programmes with which children and young people are engaging.
Symposium
Audience: CT, L, LC, R, TT
Room: 12.4.12
The pedagogical and moral imperatives of new literacies: Be mindful, be productive, be critical
Douglas K. Hartman, Michigan State University, Blaine E. Smith, University of Arizona, Colin Harrison, University of Nottingham
Discussant: Andrew Burn, Institute of Education UCL
The Internet offers hitherto unimagined possibilities for education, democratisation and communication. But it also offers serious threats to all three of these opportunities, and thus implies a response that is informed by morality as well as pedagogy. This classroom-focused symposium addresses three moral imperatives of the new literacies:
• New literacies require mindfulness of the medium.
• New literacies necessitate deep understanding of multimodality.
• New literacies demand high levels of criticality.

While the professional literature has highlighted these imperatives and proposed strategies for addressing them, evidence indicates that there has been limited awareness and uptake. This symposium focuses on three current approaches for teachers, librarians, consultants and teacher trainers to address these imperatives.

In the first presentation, Dr. Hartman will give a short talk on what it means to be ‘mindfully aware’ of a medium’s affordances and constraints and how to develop such awareness when reading and writing with digital technologies. For instance, he will show how the affordance of ‘juxtaposability’ (which is the capacity to put side by side selected elements of a text, or of two or more texts, so that particular aspects or ideas or features are brought to light or simply ‘made available’ for reflection) is turbocharged for readers and writers by digital software and hardware. To demonstrate, he will show how a wall-sized multimodal touchscreen (16’ wide x 8’ high) makes possible the display of all 32 pages of a children’s book side-by-side within one eyespan, or, the juxtaposition of a dozen pages from a 30-chapter YA novel. The effects of such an affordance on literacy teaching and learning will be highlighted. Three other affordances and constraints will be presented, complete with classroom-focused examples.

Dr. Smith will then make a brief presentation on what constitutes a deep understanding of multimodality and how to develop it when reading and composing with digital technologies. After presenting key concepts of multimodality, she will share specific scaffolding strategies to support students when analyzing multimedia and effectively communicating their own multimodal messages. For example, she will demonstrate strategies for helping students to understand the affordances of different modalities (e.g., visuals, sound, movement, and text) and how they can be combined for distinctive communicative effects. Drawing from classroom examples, she will present a variety of multimodal projects - including hypertexts, soundscapes, and videos - that demonstrate different ways students can intentionally and effectively orchestrate multiple modes for unique purposes and audiences.

Finally, Dr. Harrison’s presentation will identify the high-level demands for critical Internet literacies and how to develop them when reading with digital technologies. Based on recent challenges faced by literacy learners, he will outline and provide practical examples of nine strategies for enhancing critical Internet literacies. For example, the strategy to Be Alert! Be Suspicious! induces readers to be circumspect of web material by asking questions, raising doubts, noticing discordant details, and making it challenging to be convinced. The strategy to Integrate Information Across Sources directs readers to think laterally and vertically among the many modes of information, remaining open to more than one possible meaning or interpretation for the task or challenge they are addressing. In all, seven other strategies will be presented with classroom-focused examples.

Audience participation will be invited after each brief presentation and then again during the final discussion section of the symposium.

Seminar Presentation
Audience: LC, LA, R
Room: 12.5.01
The Capaciousness of ‘No’: Affective refusals as literacy practices
Kate Pahl and Abigail Hackett, Manchester Metropolitan University, Sarah Truman, University of Melbourne/Manchester Metropolitan University
This paper engages with the disruptive potential of play through a consideration of the capacious potential of young people’s refusal within literacy events. We are inspired by understandings of play as unsettling, disruptive, excessive and refusing to fit within educational usefulness. As such, it operates beyond reason, and opens up a space for some other way of being. The paper will weave exemplifications of the refusal from three different research sites including: 1. A urban secondary school English class; 2. A phonics lesson for 2-year-olds in an early childhood centre; 3. Projects with young people in Rotherham drawing on poetry, film and artistic methods. Drawing from Leanne Simpson’s (2016) notion of refusal as a way of moving away from ‘resistance’ and Truman’s (forthcoming) conceptualization of ‘affective refusal,’ we consider the capaciousness of saying ‘no’ as a literacy practice. These moments can hold open a space, can halt or interrupt the erasure of the ordinary (Stewart, 2007), messy everyday-ness of literacy practices (Hackett, 2018). This an open, and less fixed space for more speculative literacies to surface as an ‘affirmative investment in another possibility’ (Weiss, 2016, p. 352)
This presentation will explore the development of critical literacy as a pedagogic imperative. This session reports on ‘The Children’s Literature Book Club’, a professional development initiative in Western Australia in which teachers discussed, trialled and evaluated children’s literature, designed to challenge political tyranny, develop children’s literacies and perspectives. Amongst the ‘transparent’ texts chosen were Armin Greder’s, ‘The Island’ and Ian McEwan’s, ‘Rose Blanche’. How did teachers respond to the texts on first reading and, more importantly, how did their students respond? How were the texts introduced to students and how were they used in class? What impact did they have on students and how effective was the ‘book club’ as a means of empowering teachers to engage with students around ‘sensitive’ issues in literature and society? The findings of this short study will be of interest to classroom practitioners, librarians and teacher educators. It demonstrates the power of multimodal texts to engage students cognitively and affectively, inspiring hope for the future.

This session will share details of a whole-school focus on teaching non-fiction explanation texts, developed by The Arbourthorne and Gleadless Primary Schools Federation in Sheffield, in collaboration with the University of Exeter. Libby Walden’s In Focus: Close-ups, Cutaways and Cross-sections was chosen as a common core text across the school, and was used both as an information source and a model for shaping explanatory talk and writing, moving from establishing the bigger picture to providing closer detail. Resources from the TED-Ed website were used in a similar way, providing models for children’s own explorations and explanations of interesting ideas. Acknowledging that staff subject knowledge of grammar was a key area for development, CPD provided support for planning and teaching, with a particular focus on sentence grammar and how explanations might be developed across the key stages. In this interactive seminar we will explore the pedagogy and share and reflect on student outcomes.

Playing with procedures
Therese Lovett, University of South Australia

5-years-olds; digital technology; play; procedural texts - elements that do not go together, or do they? Writing procedural texts is a familiar activity in junior primary classes; however, the use of digital tools to compose multimodal procedural texts derived from playful experiences is less familiar. This paper describes the experiences of a group of five-year-old children and their teacher, as they play with materials and mobile devices to produce digital texts. There is a focus on the way the teacher experimented with new ways of engaging the children in learning about the genre of procedure. Children were engaged in the playful process of making and trying out paper planes while at the same time experimenting with digital devices to record their attempts. Observations of the children were recorded on video as part of a research project, which aimed to showcase innovative practice in digital literacy teaching. The video recordings were made as the researcher followed the children out of the class and into
the outdoor space. Analysis of the data was conducted by the research team using a series of stills from the video. This allowed for an in-depth analysis of the embodied and affective aspects of learning through play with materials and digital tools. It shows that the use of digital tools to compose multimodal procedural texts is enhanced through opportunities to experiment, try things out, and, most of all, enjoy the process.

**D6**

**Seminar Presentation**

**Audience:** AL, CT, R

**Room:** 12.5.13

**Playing with literature in Viquilletra: a wiki-based project to enhance the literary competence in secondary education**

Cristina Aliagas, Universitat Autònoma de Barcelona, Teresa Ferriz, Director of LletrA, Universitat Oberta de Catalunya

La Viquilletra is a wiki set up for secondary school students to share and develop their interpretations and understandings of literature; this is an arts-based digital enterprise which encourages personal, narrative and multisensory responses to literary work. The project has run since 2010 under the auspices of Departament d’Ensenyament de la Generalitat de Catalunya and Universitat Oberta de Catalunya, and integrates digital literacies in the teaching/learning of Catalan Literature, a subject that has otherwise long-resisted the digital turn. Students have contributed a broad spectrum of multimodal objects (e.g. texts, audio, video), illustrating many responses to literature – interviewing characters; writing letters to characters; dramatisations; advertisements; multimedia posters – thus playing with literary meanings, forms, genres and resources. Viquilletra has become a popular teaching resource in Catalonia, with 2761 digital multimedia artefacts. In this paper we argue that the success of this collaborative educational project dwells in the possibilities that “playing with literature” offers to make literature personally meaningful by acknowledging digital creativity as a valid resource for interpreting literary texts. We examine the dynamics between play, literary interpretation and digital creativity, and show how the articulation of these elements position students as legitimate readers, with their own literary aesthetics, sensibilities and literacies.

http://www.viquilletra.cat/Què_és_la_Viquilletra

**D7**

**Research Report**

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

**Room:** 12.5.12

**The de/valueing of play and peer interaction in special schools for minimally verbal children**

Lauran Doak, Nottingham Trent University

This paper explores the role of play and peer interaction for disabled children, drawing from the author’s ethnographic study of the everyday classroom lives of five children in a UK special school. Data from this study suggest that all five children demonstrably took pleasure in fleeting moments of peer interaction, yet the school day was typically characterised by long periods of solitary or parallel play punctuated by one-to-one interactions with staff. In this paper I reflect on two key factors which may mitigate against the valuing of peer interaction and play in specialist settings. Firstly, the staff/student ratio in special school classrooms (3:5 in this case) could be said to instantaneously create a culture of deficit remediation which must be primarily driven by specially trained adults working closely with children. Secondly, the grouping of five children with similar levels of disability means that they cannot draw upon the more developed communication skills of other classmates as an interactional resource to scaffold the possibility of play. The influence of these two factors is illustrated with excerpts of multimodal classroom interaction data from the study, and possibilities of scaffolding peer interaction in special settings are explored.
**Spaces and places for everyone: Findings from a nursery residency in a museum and garden**

Kate Noble, The Fitzwilliam Museum, University of Cambridge Museums

The University of Cambridge Museums ‘Nursery In Residence’ explored the creative possibilities afforded through extended engagement with cultural spaces documenting the experiences of a group of children visiting a museum and botanic garden every day for a week. The practitioner-led research project was inspired by ‘My Primary School is at the Museum’ (2017) which highlighted the potential of residencies to engage children with museums. In our role as specialist educators we are in a unique position to support, witness and document the complex, multi-dimensional meaning making that takes place within our settings as ‘enquiry through practice’ (Pringle, 2018). We collected photographs, artwork, field notes, interviews and video data to compile a series of case studies. These demonstrate how adults and children work together to create knowledge about places and collections, and highlight the need to provide opportunities for playful, embodied meaning making through movement, sound, touch and dialogue. The project has enabled us to reflect on some of the opportunities and challenges inherent in a more playful and child-led approach to cultural programming for young children to enable them to use a range of different modes of engagement and take a more active and participatory role within our shared spaces.

**Promise into practice: Supporting and exciting preservice secondary English teachers’ teaching with digital tools and social media through tinkering and play**

Sara Kajder, University of Georgia

This mixed methods study explores the impact of a new course focused on developing preservice English teachers’ pedagogical imagination (Rish, 2016) and digital knowing (Kajder, 2018) through a sequence of scaffolded tasks steeped in models of play and inquiry. What preservice teachers do and experience when learning to teach sets the patterns and practices for what they will bring into their first years as teachers (Lernke, Coughlin & Reifsneider, 2009). If they lack efficacy in using technology to engage and amplify student literacy learning, they are far less likely to value such pedagogy as a practicing teacher (Kist & Pytash, 2015; Ortega, 2013). Despite having grown-up with digital tools in their classrooms as learners, our current preservice students rarely come from having learned from an English teacher who meaningfully integrated digital tools or new literacy practices in their literacy learning (Hutchison & Reinking, 2011). Data were collected across two sequential semesters, including preservice teachers’ coursework but also reaching into the subsequent student teaching term in order to examine the early potential transfer of coursework into practice. Findings discussed will include ideas about play, disruption, failure, connection and innovation. Further, significant implications for the next preparation of preservice teachers will be shared.

**15.35 – 16.10 Tea**

(Charles Street Buidling, Café, Level 0 and Level 5)
The pedagogical and moral imperatives of new literacies: Be mindful, be productive, be critical

Douglas K. Hartman, Michigan State University, Blaine E. Smith, University of Arizona, Colin Harrison, University of Nottingham

This presentation explores embodied practices in time and space as a window into children’s identities and ways of making sense of places and the structured relations they entail. Lefebvre’s (1991) trilectic of perceived, conceived and lived space is used as a lens to examine the data alongside the work of Foucault because, by making space visible, power is made visible (Foucault, 1977) and the possibilities for imagining the transformative possibilities of space emerge (Foucault, 2000). Two case studies of critical literacy lessons in a kindergarten class and a grade three class are analysed. The former is a lesson on litter; the latter critical readings on school spaces children inhabit. This theoretical lens enables the disruption of the commonplace (Vasquez et al., 2013) in educational contexts by placing the focus on children. Working with this trilectic provides insights into the workings of real, imagined and redesigned space, a range of time scales through history and in the here and now, as well as real and imagined social relations. It deepens our understanding of the ways children manage, negotiate, and play with real and possible identities to re-imagine themselves and the spaces they inhabit.

Literacy research and the politics of participation

Guy Merchant, Sheffield Hallam University, Michelle Neumann, Griffith University

As researchers we always intervene in the settings we research, even when we collect data at a distance or adopt a non-participative stance. Furthermore, in research publications we produce particular versions of those settings, regardless of how assiduously we adhere to notions of truth or reality, or how rigorously we check our representations of participants with them. Open-ended studies that set out to look at the complexities of classroom literacies raise additional complications, particularly when what they report proves to be controversial or hard to summarise, and yet we still have an ethical responsibility to our participants. In this paper we explore some of these challenges and how they played into the process of providing feedback to teachers and classroom assistants who participated in a small-scale research project that looked at the integration of iPads in an early years setting. We explore how perceptions of literacies and digital media in young children’s lives can connect with or disrupt dominant professional discourses and practices, and how research and new ways of thinking about technology might make a difference to those who we work with.
E5  
Seminar Presentation  
Audience: CT, LC, LA, R, TT  
Room: 12.4.18  
The Wonky Wheel, A Partial Knowledge of Children’s Literacies  
Yvonne Sawers, Curtin University

Current literacies pedagogy is data driven with an over reliance on testing and standardised assessment. These partial data, if viewed in isolation of students’ wider literacy practices, prevent an holistic view of children’s capabilities and potential. Ethnographic studies demonstrate how positive acknowledgement of funds of knowledge and out of school literacies benefit students’ in-class literacy development. A study of five schools in Western Australia, identified for their exemplary literacy practices, investigated the extent to which children’s funds of knowledge were utilised in the construction of effective literacies pedagogy. This presentation explores how innovative and playful strategies can be used to elicit children’s home literacies, knowledge and practices thereby providing the teacher with a more comprehensive data set for each child.

E6  
Workshop  
Audience: AL, CT, L, LC, LA, R, TT, S  
Room: 12.4.17  
Maps of the Mind: a creative journey using world-building, visualisation and meditation as approaches for developing stories  
Judy Waite, Children’s & YA author and University of Winchester

This workshop draws from a mix of writer-practice and school-based research. Many published authors use maps as starting points for ideas. With Tolkien as, perhaps, the first to explore story in this way, contemporary writers such as Philip Pullman, Abi Elphinstone and Cressida Cowell have all used maps as inspirations. Plots can unfold through visual prompts that pinpoint spaces and places. Characters move between fantastic possibilities. The research demonstrating these techniques as viable within mainstream class-based settings was initially pitched for reluctant writers; developed with both Key Stage 2 and Key Stage 3 learners. Beyond this, the techniques have also been used with Higher Education students up to Masters-level. The workshop will initially outline the school-based research. Delegates will then work together developing a typical quest narrative, starting with character and evolving ideas through collaborative world-building techniques. Be prepared to work with big sheets, big pens... and big ideas. (Sheets and pens supplied, just bring your imagination.)

E7  
Research Report  
Audience: CT, L, LC, LA, R, TT, S  
Room: 12.5.12  
How is immigration, emigration, and migration portrayed in selected picture books, K-8: A content analysis  
William Bintz, Kent State University

This session shares a research report that used content analysis as the methodology to investigate how immigration, emigration, and migration is portrayed in selected picture books, K-8. Content analysis is a qualitative research methodology that focuses on describing and interpreting written artifacts. In this investigation the artifacts were picture books, K-8. The data set represented a sample of convenience and consisted of a total of 169 picture books. Data collection focused on a number of a-priori categories found in earlier research on this topic, as well as categories that reflected the personal interests of the researcher. Among others, these categories included immigration, emigration, migration, movement, time, educational level, support networks, and surprises. Data analysis was qualitative and focused on describing numerical findings and interpretive patterns. Some preliminary findings include: based on 169 books: a total of 103 of 169 picture books focused as a realistic portrayal of immigration, and migration, and 10 unrealistic; a total of 93 involved males as a main character, 76 female; a total of 45 involved Asian as the ethnicity of the main character, 31 Caucasian, 30 Hispanic, 63 other; a total of 29 described movement to North America, 27 to Asia, 25 to Europe, 61 other. The session will conclude with discussion and implications of findings, as well as questions for future research.

E8  
Research Report  
Audience: LC, LA, R, Student  
Room: 12.5.07  
Literacy Experiences: Exploring young children’s identities, intentions and affective engagement  
Lucy Rodriguez Leon, The Open University

Tension exists between the play-based ethos of the early years sector and the pressures of the school readiness agenda. Increasingly prescriptive early literacy curricula are infiltrating early childhood settings, potentially influencing young children’s experience and understandings of literacy. This paper draws on analysis of a single case from a broader doctoral study exploring children’s intentionality, identities and affective engagement in literacy. I focus on the experiences of 3-year-old Elijah, whose intense interest in dinosaurs underpinned his participation across numerous literacy events. Video data and fieldnotes gathered over six months captured Elijah successfully weaving his dinosaur expertise through dynamic social, material and textual relations at home and in an early childhood setting, as he moved seamlessly between media to construct meaning, relationships and identities with multi-modal texts. Drawing on Vygotsky’s notion of ‘perezhivanie’, and Hedegaard’s concept of ‘activity settings’, the study captured the ‘interface’ of child and environment. Analysis uncovered the ways in which conditions for participation in text-based literacy are continually shaped and reshaped in complex assemblages of children, caregivers, materials, media and cultural practices.
Developing effective oral feedback exchanges: Supporting children’s writing at key stage two

Deborah Jones, Brunel University

This seminar presents UKLA funded research, which enabled teachers and children to reflect upon what constitutes effective oral feedback on compositional aspects of writing. It aimed to explore the nature of interaction and develop high quality dialogue within feedback exchanges. Video elicitation facilitated reflection on practice making thinking about learning and teaching explicit. Feedback exchanges between four pairs of teachers and children were filmed, watched and reflected upon by participants, exploring the alignment of views regarding what was needed to improve.

Teachers used protocols to analyse transcripts focusing on language interactions (Mercer, 2018), feedback processes (Black & William 1998; Hattie, 2017) and the learning environment, including dialogic approaches (Alexander, 2010). Subsequently semi-structured focus group interviews, with children and teachers separately, ascertained how understandings of feedback developed. The elements of high quality exchanges were identified and key findings acknowledged the importance of development through modelling. Furthermore, teachers and children recognised that quality verbal feedback interactions impacted learning to a greater degree than either brief oral exchanges or written feedback. Significantly, teachers’ understanding of what feedback was needed changed and deepened considerably through dialogue within the quality verbal feedback interaction itself, facilitating a richer, more meaningful experience of learning and teaching.

UKLA

Classroom Action Research in Literacy: a Guide to Practice

Eve Bearne, Lynda Graham and Jackie Marsh

Over recent years there has been increasing emphasis on research projects where teachers and practitioners look carefully at their own practice in order to make changes. Action research means gathering evidence of what is currently happening in your own setting and evaluating and adjusting approaches in the light of reflection. This book aims to support the process of investigating – and changing – practice in literacy teaching, offering guidance, formats for recording and analysing information and providing case study examples of teachers’ action projects.

Price: £9.00 (members) • £10.00 (non-members) • £7.00 (e-book)

ISBN 978 1 912912 00 1 • ISBN EPUB 978 1 912912 01 8 • ISBN MOBI 978 1 912912 02 5 • ISBN PDF 978 1 912912 03 2 • UKLA 2019
LITERACY AND MULTILINGUALISM SPECIAL INTEREST GROUP LAUNCH

Session I9
Saturday 15.05-15.45
Room 12.5.13

SIG AIMS

Join the launch of the Literacy and Multilingualism Special Interest Group at the UKLA Conference, to share expertise, express your ideas, and help shape the future work of this exciting new group.

The Literacy and Multilingualism SIG explores both challenges and opportunities linked to multilingualism and literacy development, including translanguaging and plurilingualism, seeking to develop pedagogy, maximise the potential of literacy resources, and engaging our multilingual learners.

The SIG is convened by Sabine Little: s.little@sheffield.ac.uk

Illustrations by Lucy Fleming
Embrace Your Inner Silly Billy
By Chae Strathie

I was listening to a podcast recently when I heard it.

The line was brief but powerful and it hit me like a bolt of lightning zapping through my cheap headphones directly into my brainbox.

“Anyone who doesn’t believe entertainment is a teaching machine is full of . . .” (As this piece is broadly about imagination, I’ll leave it to yours to finish the sentence in whatever way you see fit).

It was spoken by American academic and author Henry Giroux and had an immediate impact on me because it perfectly encapsulated something I believe deeply: that the best way to inform, educate and allow our children to develop is to entertain them.

In terms of literacy that means using play, imagination and humour to form a connection in the minds of children between reading and fun. When young children experience joy, laughter and creative fulfilment in the realm of books or any other form of written or oral literacy, it builds a psychological bond that is powerful and effective. One that can last a lifetime.

In the podcast (Russell Brand’s Under The Skin, if you’re interested), Giroux, who is best known for his work in critical pedagogy and youth studies, also said, “entertainment isn’t just about entertainment, it’s about education”.

While I’m a huge believer in reading – or being read to – simply for pleasure, I also have a passion for promoting literacy and development through helping children engage with books in a creative and entertaining way.

My recent series for Nosy Crow, in collaboration with the British Museum, is a case in point. The series is called So You Think You’ve Got It Bad: A Kid’s Life In . . . (insert ancient civilization here, from Egypt to Greece and beyond), and uses irreverent humour and funny, vibrant illustrations by Marisa Morea to deliver a wealth of facts to primary age children.

I believe the children who read the books shouldn’t feel they’re being overtly educated. They should simply feel entertained and, through laughter and fun, be more open to the factual elements within. In this sense I like to think of humour as a stealth delivery system for facts. Ninja education, if you will.

When it comes to engaging with children directly in a live setting, whether in schools, libraries or at festivals, I also make sure laughter, creativity and, most importantly, interactivity, are at the heart of what I do.

That means combining readings with songs, dance, imaginative drawing sections, puppets and, depending on the age group, a smattering of falling over and having smelly socks thrown at my head by a monkey/dinosaur/crocodile. Just a normal day for a children’s author, in other words!

I always make sure the children feel involved in the events, that they are an integral part of the celebration of books through creativity and play. I’m not just there to tell them to listen or to learn, it’s incumbent on me – on any adult, in fact – to allow children to engage with books, reading and literacy in a way that they feel they have a stake in the process. They should engage because they want to, because they feel entertained.

The serious point to the silliness and playfulness is that it relaxes children, hits their happiness buttons and therefore makes them much more receptive to learning and forging a love of reading and words that is deep and, hopefully, permanent.

Books and reading can be the foundation for a myriad other creative and imaginative activities. They can be the source of games and play that give children and adults alike a huge amount of joy. They can spark adventures, both real and imagined.

We ignore the role of play, humour and imagination in engaging young children in reading and promoting literacy at our peril. It may sometimes seem a tad silly, often downright bonkers, but that doesn’t mean it isn’t utterly essential.

And if it takes a toy monkey throwing a stinky sock at a man’s face in front of 300 children to achieve the necessary results, then so be it.
Currently there is no UK group representing the Early Years sector with a specific focus on early literacy. A strong collective voice that promotes research-informed practices, advocating broad and balanced approaches to early literacy education is needed.

Join us at the UKLA International Conference for an exploratory discussion of the aims, scope and proposed activities of the new Early Years Literacy in Education SIG

Proposed SIG Activities:

• To develop key principles for early literacy pedagogy that recognise and celebrate the experiences and literacy practices children bring to the classroom.

• To explore how policy is shaping literacy in EY classrooms.

• To collaborate with Early Years organisations to strengthen engagement with policy makers and effectively promote broad conceptualisations of early literacy.

SIG Conveners:
Karen Daniels - K.Daniels@shu.ac.uk
Lucy Rodriguez Leon – lucy.Rodriguez-leon@open.ac.uk
08.30 – 09.15 Registration
Charles Street Building foyer on Level 0
Tea and Coffee available.
Exhibitors’ ‘Lightning Talks’
Bookshops open on Level 5

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

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

Head to the Charles Street Building foyer on Level 0 to grab a hot drink and join in the session.

Hosted by Roger McDonald, UKLA Vice President

08.30 – 09.15 Early Years Literacy in Education SIG Launch Meeting
(Room 12.01.01)

08.30 – 09.15 Primary English in ITE SIG Meeting
(Table with balloons, Charles Street Building, Café, Level 0)

09.30 – 10.30 Keynote 2
Room: Lecture Theatre CH.12.0.06

“We’re playing sisters, on paper!”: Children composing on graphic playgrounds
Anne Haas Dyson, University of Illinois

Introduced by Karen Daniels, Sheffield Hallam University

In this talk Anne Haas Dyson draws on recent childhood ethnographies to ask two basic questions. The first question is, where does writing come from in young children’s lives? Answering this question will lead Dyson to delve into the importance of play in the development of symbolic use and meaning making. The second question is, what sort of classroom culture furthers young children’s composing? To address this question, Dyson will examine the importance, first, of an inclusive culture in a racially and culturally diverse classroom; child players need companions. Second, she will consider the importance of time and space for children’s intentions and agency as composers. And finally, she will stress the importance of observant teachers, curious about children’s experiences, resources, and interests, which helps us to support strong child voices with which they reach out to each other. The spirit of the talk should encourage all to find joy in children’s playful and voice-filled composing.

10.40 – 11.20 Parallel Session F
(Breakout rooms)

F1 Symposium
Audience: AL, CT, L, LC, LA, R, TT, S
Room: Lecture Theatre 12.0.06

Playing the Archive: Possibilities, performance and palimpsest in children’s oral and media cultures, past and present
Andrew Burn, John Potter and Kate Cowan, Institute of Education UCL, Jackie Marsh and Julia Bishop, University of Sheffield, Andy Hudson-Smith, UCL, Valerio Signorelli, Research Associate

This symposium applies the conference themes of ‘Literacy and Play for All: Improvisation, possibility and imagination’ to the ‘Playing the Archive’ (PTA) project (University of Sheffield and UCL Institute of Education, the UCL Centre for Advanced Spatial Analysis (CASA), the Bodleian Libraries and others. There are five papers:

Researching children’s media-related play using participatory and multimodal methodologies
Kate Cowan and John Potter

In their studies of children’s play (1950s-1990s), folklorists Iona and Peter Opie aimed to capture the ‘kaleidoscopic vitality’ of UK playgrounds through written observations, surveys and audio recordings (Opie, 1993). The ethnography strand of ‘PTA’ builds on this work, exploring contemporary play alongside children as co-researchers. The presentation will consider the use of digital tools, including wearable GoPro cameras, 360 degree video and iPads, to investigate the ephemeral and multimodal nature of children’s play from new perspectives.

Children’s contemporary play practices: Remediating digital culture in the third space of the playground
John Potter, Kate Cowan and Jackie Marsh

This paper will explore how the methods in the project focus closely on details of the lived experience of the children and to analyse data which is rich and redolent with the changed ways in which meaning is made in the digital age. We will discuss how the children’s games remediate popular cultural reference points, particularly from YouTube which is arguably emerging as a hub for digitally mediated meaning and play, as a central part of a media ecosystem.

Meshwork, playlines and palimpsests: A tracing of play over time
Jackie Marsh, Julia Bishop, Andrew Burn and John Potter

This paper presents an analysis of children’s play over time in one primary school playground. Drawing from data collected in two separate studies over a nine-year period, an account is presented of the continuities and discontinuities of play as it is instantiated across space and time. It is argued that these two areas are inseparable in any study of children’s play, and that theories derived from social anthropology and new materialism can inform an understanding of the dynamic between children and their playground environments across both dimensions.

Experience imagined worlds: Co-creation and interpretation of play’s memories by the means of tangible and digital technologies
Andrew Burn, Valerio Signorelli and Andy Hudson-Smith

Virtual, Mixed and Augmented reality is opening up new ways to experience archive materials, both in museum contexts and in the wild. This presentation explores tangible and digital interfaces as means to communicate the co-creation of historical play’s memories. It delves into the use of auditory stimuli and playful digital activities as creative process for interacting with and taking part in games from the past in the present time and space. It presents a collection of imaginary environments and experiences aimed at preserving the ephemeral condition of the intangible cultural heritage.
In and out the dusty archive: 
Literacy and play in the collection of Iona and Peter Opie

Julia Bishop, Catherine Bannister and Alison Somerset-Ward

The research underlying Iona and Peter Opies’ now classic works on children’s lore, language and play (1959, 1969, 1985, 1997) was pioneering in its engagement with young people as informants. Their contributions were mostly written ones, submitted to the Opies by an ‘army’ of school teachers from locations throughout Britain. Now deposited at the Bodleian Libraries, Oxford, these have been digitised and catalogued in detail, and are being made available as part of the PTA project. In this paper, we will describe what the archive reveals about the role of teachers as intermediaries in the collecting process, reflecting on the literacies which shape the students’ responses, and sharing the responses of young people today to these documents.

Paper 2: Choosing to read: engaging with literacy through literature
Alyson Simpson

Studies have found that allowing students to make choices about their reading material encourages personal agency, supports the emergence of critical appreciation, seeds literary behaviours, and improves literacy skills. Choice is associated with greater engagement with learning, increased confidence in reading, and better learning outcomes. Children’s Choice awards are one time when children are given the opportunity to share their opinions about books with a purposeful result. In Australia, the nominating and voting schemes in the KOALA (Kids Own Australian Literature Awards) are designed to prompt critical thinking. This paper uses evidence drawn from online surveys and from classroom samples of children’s discussion and writing to demonstrate the power of self-reflective practice. It demonstrates the power of challenging children to justify their views about thought provoking literacy texts.

Paper 3: Navigating the literacy curriculum
Martin Galway

The introduction of England’s Primary National Curriculum (2014), together with a decentralisation of support and resourcing, ushered in a period of significant change and uncertainty. A series of annual changes to the statutory frameworks for teacher assessment have presented teachers and school leaders with further challenges. As local curricula are adapted or redesigned to account for changing priorities, this paper sets out a case study of long term, local curriculum design and enactment, coupled with collaborative, continuous professional development that has explicitly addressed the heightened prescription for the technical aspects of literacy, alongside the Reading for Pleasure agenda. It describes the complex decisions needed when dealing with contested policy.

Conclusion
Each of the three papers provides insights to mindfully disruptive teaching practices. As we acknowledge the great work of teachers working against the odds in circumstances where performance is measured through high stakes tests, we celebrate those who encourage their students to learn about literacy through critical engagement with children’s literature.
shortlisted authors from a book’s inception to publication, how author visits can impact upon young writers and readers and what makes a successful school author visit.

**F4**

**Workshop**

**Audience:** All

**Room:** 12.4.19

**Authors Alive- secondary focus**

**Chair:** Joy Court

Join this session-chaired by Joy Court to discover more about the creative journey of the UKLA Book Awards shortlisted authors from a book’s inception to publication, how author visits can impact upon young writers and readers and what makes a successful school author visit.

**F5**

**Seminar Presentation**

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

**Room:** 12.5.14

**Themed session: Children as writers**

**Chair:** Clare Dowdall

*Seeing themselves in books: Involving children in the writing and publishing of children’s literature*

Tom Dobson, Lisa Stephenson and Ana Sanches De Arede, Leeds Beckett University

Children’s literature is written by adults for children and this means that literary criticism focuses upon power in children’s literature - the ways in which the child reader is positioned, manipulated and controlled by the text. As a counterpoint, literary critics use reader response theory to view the child reader as an individual with a culturally specific history, which means they will always construct their own meaning from the text. But what if children themselves were included in the authoring and publishing of children’s literature? Would this not enable the text to represent children’s lived experiences without adult control? Would this not also mean that child readers would enjoy different reading experiences? Story Makers Press (SMP) is our new University-based publishing house which uses drama and creative writing workshops to involve children in authoring and publishing processes. Here, we look at the contributions made by 16 eight to eleven year olds in the development of SMP’s first publication which explores mental health and gaming. In doing so, we explore how children’s involvement in the development of the story provides different perspectives on these issues as well as what the impact this involvement had upon the children as writers and readers.

*Teachers as students: Creative collaboration*

Alice Penfold, Paddington Academy

As a secondary school English teacher at a diverse academy in London, I am always looking for ways to promote a love of creative writing and its potential to engage students with self-expression. When students have the chance to play with words without the fear of the ‘red pen’, given time for tasks that are not directly linked to exam requirements and assessments, students can begin to let their imaginations run free - and, in turn, improve their literacy and writing skills. I am also a long-standing volunteer with the Ministry of Stories, a creative writing charity in East London, and I aim to bring the playfulness and joy of writing outside of the classroom into the school setting, where there is the challenge of ensuring that writing is not reduced to just a tick box exercise and students are still actively encouraged to write for writing’s sake, not always for assessment purposes. My presentation will focus on the positive impact of teachers taking part in tasks together. This includes live modelling, demonstrating the creative process of editing and changing, and sharing self and student work. By ‘becoming’ one of the students, tasks often seem more engaging and students no longer fear the scrutiny of a teacher hovering behind their work, checking how many words they have written. It turns the tasks into games, encouraging collaboration and making writing a safe space, where changing ideas is encouraged and SPaG is not the primary focus. I will argue that the power of having writing tasks where students are deliberately encouraged to make mistakes and engage with word play cannot be under-estimated.

**F6**

**Seminar Presentations**

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

**Room:** 12.4.17

**Themed session: Perspectives on phonics and phonological awareness**

**Chair:** Janet Douglas Gardner

*Phonological awareness in context: A playful approach to an essential early literacy skill*

Tara Concannon-Gibney, Dublin City University

Phonological awareness supports children’s ability to notice, think about, and work with individual sounds in spoken language. Before children learn to read they must have developed a sensitivity to the sounds of language. Sound awareness must precede and accompany symbol awareness so that a child can learn to read with ease (Adams, 1990). Phonological awareness is generally ‘taught not caught’, that is, children do not tend to acquire this skill-set spontaneously (Invernizzi & Tortorelli, 2013). Hence, it should be part of regular instruction in the early years. However, it is essential that phonological awareness instruction remains meaningful, enjoyable and playful in order to engage young learners. This presentation will describe how to embed a playful approach to phonological awareness activities in shared reading lessons in the early years’ classroom. It will outline a range of activities related to the phonological awareness developmental continuum that can be adapted and used in different classroom contexts.

*We know phonics is important, but we want our kids to play! Parental perceptions of phonics programmes and play-literacy in early childhood*

Stacey Campbell, Queensland University of Technology, Australia

This mixed-methods research investigated parental perceptions about phonics instruction, code-related literacy learning
and play-literacy pedagogies in early childhood. Previous research which identified parental pressure to include more formalised ‘school type’ literacy lessons was a factor influencing the types of phonics teaching practices young children encountered. This study draws on theories defining parental beliefs about early literacy and current phonics literacy research. A Likert-scale survey study (n = 62) and in-depth interviews (n = 15) were employed across six kindergarten contexts in Australia. The data revealed parents perceived both play and phonics as important. They were divided in their views on the level of emphasis placed on explicit systematic phonics instruction, including phonics worksheets and commercial phonics program use. The majority of parents in this study viewed child-centred phonics practices through play-based learning, oral language and shared picture book reading as paramount for children’s code-related teaching. The aim of this session is to expand knowledge of what types of poetry you can use with children and to develop your own knowledge beyond the realms of the commonly used classroom poetry, such as an acrostic or haiku. With a focus on modern word play techniques and those stemming from artistic movements it may challenge your perception of what a poem should or can be. Embedding structure into practice within the workshop will counter common placed fears around the complexities of teaching poetry, offering a supportive and nurturing environment to rehearse these forms. Using these strategies you can take your children’s (or your own) poetry writing to previously undiscovered places.

**F8**

**Workshop**

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

**Room:** 12.5.12

**Playing with the past - Interpreting old treasures with new tools**

Petula Bhojwani, Literacy Consultant, Craig Wilkie, ICT consultant, Dayle Green, Harley Gallery

‘Playing with ideas from the past’ has been a theme of the research that continues the discourse from the UKLA, *Power-Up Literacy* 2018, publication. This ongoing action research in Nottinghamshire is aimed at engaging vulnerable groups, to improve outcomes in Literacy (ages 4 years - 14 years). Using the theme of ‘treasures’, this workshop presents two projects from Nottinghamshire which engage ‘Looked After Children’ with internationally recognised artwork. The workshop allows delegates the opportunity to explore digital activities linked to the project, inspired by treasures from The Portland Collection at the Harley Gallery (Welbeck estate) and the Minster Cathedral in Southwell, Nottinghamshire. The session will explore the multimodal concepts put forward by Kress to question how imagination can be explored through art and play. Kress proposes the question; ‘does imagination have different form, shape or characteristics with different modes?’ (2006:170). We explore how the artefacts (framed portrait miniatures and elaborate stone carvings) have been used to inspire multimodal texts that support engagement with and re-imagining of the past. We believe that the concept of ambiguity, caused by the passage of time, has led to grand opportunities for literacy engagement and open creativity. We will raise questions for discussion: How can teachers support children to make meaningful interactions by playing with historical artefacts in a digital space? Can historical artefacts be interpreted through different modes? Why is the multimodal interpretation of history important for wider society? This session seeks to explore how vulnerable children make meaning from the past through play. It will be argued that cultural treasures open opportunities to reflect on and connect with a child’s own fragile life experiences.

**F9**

**Research Report**

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

**Room:** 12.5.13

**Teachers’ explorations of pedagogic approaches for oracy: Insights from a Community of Inquiry project**

Roberta Taylor & Karen Daniels, Sheffield Hallam University

This session reports on a Teacher Community of Inquiry (CoI) project developing creative approaches to support oracy within the curriculum at 18 South Yorkshire primary and secondary schools. The purpose of the project was to enhance teachers’ understanding of oracy in the classroom and to support teachers in exploring possibilities for an oracy-rich curriculum. The CoI approach facilitated the extension and development of teachers’ professional classroom practice based upon empirically-informed understandings of their own practice, through ‘collaborative analytic dialogues’ (Edwards-Groves 2003). The project involved the development of peer-supported critical reflection on oracy opportunities intended to extend children’s communicative repertoires. It included activities such as workshops and school visits to support the design and implementation of small-scale inquiries, whereby teacher-researchers observed and videoed classroom talk.
UKLA President Tracy Parvin, said “This award recognises those schools which of the Year heart of children’s learning. It is more and engaging teaching; it is a kite mark this prestigious award this year. Each school will make a presentation about it’s work, “where literacy thrives”.

Humberstone Junior Academy, Leicester
Linton Mead Primary School, Greenwich

UKLA President Tracy Parvin, said “This award recognises those schools which place literacy and literature right at the heart of children’s learning. It is more than a celebration of creative, enthusiastic pupil engagement and growth teaching; it is a kite mark for excellence.”

The awards will be presented at the wine reception before the Gala Dinner on Saturday. In the meantime, this is an opportunity to find out a little about the school. In this session teachers from Humberstone Junior Academy, Leicester, share their inspirational teaching of literacy.

Do come along, you’ll be most welcome.

11.20 – 11.40 Tea (Charles Street Building, Café, Level 0 and Level 5)

11.40 – 12.20 Parallel Session G (Breakout rooms)

G1
Symposium (cont’d)
Audience: AL, CT, LC, LA, R, TT, S
Room: Lecture Theatre 12.0.06

Playing the Archive: Possibilities, performance and palimpsest in children’s oral and media cultures, past and present
Andrew Burn, John Potter and Kate Cowan, Institute of Education UCL, Jackie Marsh and Julia Bishop, University of Sheffield, Andy Hudson-Smith, UCL, Valerio Signorelli, Research Associate

G2
Symposium (cont’d)
Audience: CT, L, LC, LA, R, TT, S
Room: 12.5.01

Critical approaches to teaching literacy with children’s literature
Alison Simpson, University of Sydney, Mary Roche, St. Patrick’s College Ireland, Martin Galway, Herts for Learning Ltd

G3
Symposium
Audience: CT, LC, LA, R, TT, S
Room: 12.4.12

The Craft of Writing
Alison Twiner and Teresa Cremin, The Open University, Debra Myhill and Sara Venner, University of Exeter

This symposium will explore the complex relationships between teachers’ own experiences and identities as writers, and their classroom practices in teaching writing. It reports on a project, The Craft of Writing, which builds on empirical evidence from a previous study, Teachers as Writers. Both projects have been collaborations between the creative writing organisation, Arvon, and the Open University and Exeter University.

Presentation 1: The project in context
Debra Myhill
This presentation will introduce the research project, The Craft of Writing, to contextualise the following papers.

Firstly, it will explain its genesis as the evolution of an earlier study, Teachers as Writers, which investigated the impact of a writers’ residential on teachers’ sense of identity as writers and on classroom practice. The results highlighted the significant positive benefit of the residential experience on teachers’ attitude to writing and children’s motivation and engagement with writing, and also some of the challenges of translating this positive experience into practice which impacts on students’ written outcomes. In the light of these challenges identified, The Craft of Writing study is looking in a focused way at supporting transfer of personal learning into pedagogical practice through professional development which is structured around the conceptualisation of writing as a craft. Secondly, this presentation will outline the theoretical thinking underpinning the study, and the use of a mixed methods approach, involving both an RCT and rich qualitative data collection.

Presentation 2: The Craft of Writing Framework
Teresa Cremin
This presentation will examine the research base and nature of the Craft of Writing Framework which underpins the project. Initially, it will share the data collection and analysis of the interviews, tutorials and post-lesson reflections of the professional writers involved in Teachers as Writers in order to discern their understanding of the craft knowledge of writing. This craft knowledge arguably represents substantive content knowledge for writing, yet whilst it is shared with those with ambitions for a career in writing, it has not been considered a resource for the writing classroom. The nine published authors, who included poets, novelists and playwrights, were engaged in two distinct ways in Teachers as Writers: as tutors during a week-long Arvon residential writing course and/or as co-mentors with partner teachers during classroom-based work on narrative fiction. Secondly, the presentation will share the five core strands and 32 sub-strands of the Craft of Writing Framework, exploring the coding definitions, frequencies of reference and distribution in response to data sources. Limitations and potentialities will also be addressed.
Presentation 3: The Craft of Writing Framework in action
Sara Venner and Alison Twiner

In this presentation we will offer insights and early findings from thematic analysis of observations and reflections from case study teachers working with the Craft of Writing Framework. We will explore how the Framework can be developed in the creative writing classroom as a ‘playful pedagogy’, whilst also challenging convention around how creative writing should be done, what it should look like, and who ultimately ‘owns’ the written work. We will use examples from observed lessons and reflective discussion with teachers to show how case study teachers are bringing the Framework to life in planning and in practice. Through the data and analysis presented we argue that where teachers make the space and opportunity for pupils to understand what it means be a writer (rather than just to write at the request of the teacher, curriculum or assessment criteria), pupils can experience creative writing lessons as writers with craft knowledge so enabling them to assert their authorial agency, make genuine choices and create work that engages them, and connects with their readers.

G5
Research Report
Audience: CT, LC, LA, R, TT
Room: 12.4.17
Re-Imagining the classroom: the literacies of the everyday
Kate Pahl and Andrew McMillan, Manchester Metropolitan University, Vicky Ward

This paper describes a research project in which two poets, a visual artist and a musician together with a co-producing research team of young people (aged 12-13), explored the relationship between artistic methods and social cohesion, in a secondary school. Our discussion in the paper moves into wider issues of the school community and our feelings in the school. We became aware that the ordinary seeped into the project and infected our thinking. The school was keen to keep the world at bay to protect its students, and by letting us in we were risking infecting it with the everyday. However, in this article we explore the process of re-imagining everyday literacies within the classroom. We argue for the importance of recognising the affective and emotional experience of working in schools that are under pressure and work in challenging circumstances. Our argument is that co-production can open up a space where emergent ways of knowing and students’ knowledge production practices are valued, and this then lets the ordinary into the classroom, and re-humanizes the school. We argue that this enables a more improvisatory space to open up for poetic literacies that are complex, felt, and located in the everyday.

G6
Research Report
Audience: CT, R
Room: 12.4.18
"Go big or go home:" Fandoms, affinity spaces, multiliteracies, and the negotiation of identity
Mona Aljanahi, Najwa Alhousani, United Arab Emirates University

This session aims to report the results of a qualitative research study that explored the literacy journeys of three adolescent male Emirati high schoolers. In particular, the study aimed to zero in on the youths’ participation in various forms of fandoms and affinity spaces, both on- and offline. By narrating their literacy journeys, light was shed on how Arab youth, millennials in particular, assume identities with these spaces. Using conceptualization of the pedagogy of multiplicities and that of Gee (2004)’s affinity spaces, the results of the study showed that, unlike formal educational settings, the affinity spaces that the participating youth ascribed themselves to provided them with varying degrees of participation. The results also illustrated the participants’ range of membership, their varied heights of mastery and leadership as well as their active participation in producing and reproducing content within these spaces. Finally, the results also suggested that despite the omnipresence of the Internet in the lived experiences of the participants, offline affinity spaces remained as important to them as online spaces.
G7
Seminar Presentation
Audience: CT, LC, LA, R, TT, S
Room: 12.5.13

A Spoonful of Sugar - Embedding texts and creative contexts in the primary classroom

Martin Waller, Wynyard Church of England Primary School

The curriculum for English in the United Kingdom includes a multitude of spelling, punctuation and grammar objectives with little emphasis on creativity in the reading and writing process. During this seminar presentation I will present ongoing research and projects from my Year 5 classroom which has an ethos of "texts teach what readers learn" (Meek, 1987) through theories such as multiliteracies (New London Group, 1996). These extended projects are cross-curricular and blur the boundaries between subjects to engage children in learning across the curriculum. However, at the heart they aim to develop a love for reading and writing through exciting and engaging texts. These projects include work based on Mary Poppins by P.L. Travers, Harry Potter by J.K. Rowling and Jurassic Park.

G8
Research Report
Audience: CT, R, TT, S
Room: 12.4.03

Digital literacy games: Situating agentive potentials in primary classrooms

Stavroula Kontovourki and Evie Poyiadji, University of Cyprus

This presentation examines the agentive potentials of gamified literacy in school by foregrounding practices where digital play was deliberately incorporated in literacy teaching in different primary public school classrooms in the Republic of Cyprus. It thus provides examples of in-school digital play as a space where conventional meanings of literacy and pedagogy were potentially challenged and yet possibly confirmed. This examination of in-school digital play is grounded in post-structural notions of embodied performance that allow the understanding of school classrooms as complex social spaces where both restriction and possibility exist. The presentation utilizes data from two research studies that relied on case-study methodology to examine the enactment of literacy curricula in primary classrooms where technology was differentially integrated. Thematic analysis of classroom observations, teacher interviews, and artifacts made evident the complexity of embodied learning and identity performance through digital play and gamified literacy. Across and within cases, playing with digital tools and applications opened up spaces for teachers’ and children’s reconstitution as literate subjects, while concurrently risking the reification of established meanings of literacy in school. This presentation thus contributes to critically discussing how play in institutional contexts may unsettle and be morphed by sedimented notions of literacy and pedagogy.

How do children view the relevance and value of these learning experiences? Drawing from our recent research with 16 primary aged children, this practical workshop will offer some concrete examples of the ways in which Story Makers artists and Story Makers Press (our University based creative hub and publishing house) are using drama and creative processes to develop stories and story guides with children. The workshop will also share the use of specialist drama techniques, developed through our guide, to support in depth exploration and development of emotional literacy, both through and beyond the text. Could this work offer learning possibilities which move beyond an outcome-based understanding of the curriculum, by offering a legitimate space for children to explore their values and develop competencies which are crucial for wellbeing in the 21st Century?

G9
Workshop
Audience: AL, CT, L, LC, LA, R, TT, S
Room: 12.5.14

Children’s voices on creativity, capability and mental wellbeing

Lisa Stephenson, Tom Dobson and Ana Sanches De Arede, Leeds Beckett University

With increasing concerns in the UK about the positive mental wellbeing and flourishing of children, our research uses drama and creative writing with primary school teachers, mental health experts, artists and children, to look at the links between creative processes and children’s wellbeing. Our work involves making stories with children in which they can see themselves. This pedagogy applies ‘a capability approach’ (Sens, 2009) to learning; which means that we position children as active and moral agents within our stories. In other words, they have capacity to make, influence and change the narratives within the process of story making, working alongside teachers and artists.

How do children view the relevance and value of these learning experiences? Drawing from our recent research with 16 primary aged children, this practical workshop will offer some concrete examples of the ways in which Story Makers artists and Story Makers Press (our University based creative hub and publishing house) are using drama and creative processes to develop stories and story guides with children. The workshop will also share the use of specialist drama techniques, developed through our guide, to support in depth exploration and development of emotional literacy, both through and beyond the text. Could this work offer learning possibilities which move beyond an outcome-based understanding of the curriculum, by offering a legitimate space for children to explore their values and develop competencies which are crucial for wellbeing in the 21st Century?

G10
Seminar Presentation
Audience: AL, CT, L, LC, LA, R, TT
Room: 12.5.12

The First Minister’s Reading Challenge: Engaging teens’ imaginations with the possibilities of reading

Katherine Wilkinson and Ruth Grindley, Scottish Book Trust

Reading for pleasure has transformational benefits for children and young people across mental health, confidence, empathy, educational attainment, and positive destinations. However, the research overwhelming tells us that young people stop reading for pleasure in their early teens, especially those from marginalised backgrounds. The First Minister’s Reading Challenge supports schools to put imagination, creativity, pupil voice and community collaboration at the heart of their literacy work to encourage young people to develop intrinsic drivers by making reading fun and social, and by providing books and texts that interest them. In this session, we will present our work with secondary schools over the past two years, alongside current evidence and independent
evaluation of the Reading Challenge. This will include examples of the kinds of imaginative approaches that have worked across a wide range of contexts in Scotland, and the effects these have had on pupils. We will also discuss the app we have co-produced with a group of teenagers from across Scotland; the app aims to meet teens where they are by using digital technologies, popular culture and peer networks to show reading in a more playful, less ‘high stakes’ light than they may have experienced in curriculum settings.

12.25 – 13.05 Parallel Session H (Breakout rooms)

H1
Auditance: NEU sponsored students, early career teachers, HE tutors, other interested teachers
Room: 12.4.17

Early Career teachers support group (NEU sponsored students)

Led by Claire Williams
Chair: Lynda Graham

This session is for all the NEU sponsored students who have been invited to this year’s International Conference as guests of the Association, and also for other early career teachers and their HE tutors.

During their years as Early Career Teachers, sponsored students (and other volunteer early career UKLA members) will be given the opportunity to join an online group, through UKLA, which will be led by Claire Williams.

Having joined the UKLA as a Student Shadoer six years ago, Claire’s first years as a teacher quite simply wouldn’t have been the same without the myriad of opportunities that the UKLA has brought. She is now passionate about supporting NQTs and other Early Career Teachers to make the most of all that the UKLA has to offer.

During this session, we will explore the difference that the UKLA can make at the start of your journey as a teacher, with a particular focus on developing professional confidence and a principled understanding of literacy pedagogies, underpinned by research. In addition, we will look at how being involved with the Association as an Early Career Teacher can inspire an intellectual curiosity and passion for the teaching and learning of literacy. There will also be opportunities to ask questions and we would really value your ideas and thoughts about how our online group can be shaped to support your growth as reflective practitioners beyond your training year.

H2
Workshop
Audience: CT, LC, TT
Room: 12.5.01

Fiction feeds the imagination

Enrique A. Puig and Elsie L. Olan, University of Central Florida

Literacy acquisition is a complex process involving a variety of in-the-head working systems. Engineering a critical and creative learning environment is about empowering learning within a theoretical framework of literacy acquisition that accounts for language diversity and fosters the imagination. Educators are the catalyst and conduit that help link sound instructional practices and meaningful reflection to prepare students with the 21st century skills of: Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation.

During this interactive multimedia workshop, participants will engage by reflecting on instructional practices that nourish the imagination. Reading is addressed and defined as the transaction between the reader, the text, and the interaction. During the session we’ll explore storytelling, poetry, and text sets as instructional practices that nourish the imagination. The workshop promotes the concept of socially constructed knowledge and distributed cognition to support the learning of everyone. On-line professional resources will be shared.

Grounded in the seminal work of Lev Vygotsky, Marie Clay and Brian Cambourne, throughout the presentation participants’ conversations will be guided to assist in acknowledging and utilizing resources to develop plans that promote forward shifts in understanding language diversity, learning, engagement, pedagogy, humanities and practice.

H3
Symposium (cont’d)
Audience: CT, LC, LA, R, TT, S
Room: 12.5.12

The Craft of Writing Symposium

Alison Twiner and Teresa Cremin, The Open University, Debra Myhill and Sara Venner, University of Exeter

H4
Workshop
Audience: CT, L, LC, LA, TT, S
Room: 12.4.18

What If? The power of playing with story

Cynthia Gerwin, Judson University

‘The strongest words in play are I wonder, imagine and what if...’ (Cordi, 2014, p. 34). What if — we play with the power of storytelling in the classroom? Humans are hard-wired to experience life through the tradition of telling stories. The oral storytelling tradition began as a mainstay of literacy education. Today, the power of storytelling remains relevant in our current literacy practices, not only to help students meet the demands of reading and writing instruction, but also to enhance speaking and listening skills. The simple, yet powerful, act of playing with stories invites imagination, reflection, revision and ‘dancing’ with ideas and language. In this workshop, we will begin by taking a pledge giving ourselves ‘permission to play’, to take risks, and to explore. During the session, we will slow down and linger with our curiosity – to play with the art of storytelling. We will also explore how oral storytelling can benefit written personal narratives, improve reading fluency, help build authentic classroom libraries, and strengthen literacy communities.
Saturday 13th July

H5
Research Report
Audience: CT, L, LC, R, TT, S
Room: 12.4.03

Seeing Readers: Building reading identities and practices with digital tools and social media
Sara Kajder, The University of Georgia

This formative design project aimed at building immersive field-based experiences for preservice second-year English teachers to develop their identities and pedagogies as Teachers who Read AND Teachers who Write. This work is situated in the belief that teachers must actively and playfully embody the very identities that they wish to impart to students, intentionally and actively modelling for students what it means to be a reader and writer in pedagogy and practice. Program entrance assessments repeatedly demonstrated to faculty that we were admitting skilled and engaged students of the English Language Arts, but that few, if any, were engaged in that work outside of what formal schooling required. In response, our programmatic formative design study attended to leveraging digital tools, social media, a broad range of text forms, and multiple field-based collaborations in area high-poverty public school contexts to disrupt, engage, reignite and grow preservice teachers’ practices, habits, and skills as active, visible and playful teacher readers and writers. Through this work, digital reading and writing was about visibility, creativity, and connection both within the community of preservice teachers and the secondary students they worked to learn alongside.

H6
Research Report
Audience: CT, LC, R, TT
Room: 12.5.14

Revealing playful explorations: How an analytical framework provided deep understandings of risk taking and interpretive competence during classroom reading events
Sue Wilson, Monash University

When researching reading events, the depth to which we understand the student experience is all-important. Much insight has come from exploring sociocultural understandings, yet taking this further by focusing upon critical sociocultural elements of identity, agency and power relationships allows us to understand differently the moment-to-moment negotiations that students undertake when asked to do this work. Sometimes, the insights that develop through this kind of research can contrast quite strongly against what we thought we understood before probing at this deeper level. This research presentation reports on the analytical process involved within a study that investigated how four small groups of diverse students aged ten and eleven from two Melbourne schools experienced reading events around two social-issues picturebooks. By exploring the identity work, agency and power relationships more closely, insights were revealed around shifts in student identity portrayals, degrees of agency and individual students’ abilities to take some control in this, as well as how these negotiations can be beneficial yet somewhat unsettling at times. The framework itself was key to revealing these machinations and their effects, and as such, will be explored closely with session attendees.

H7
Workshop
Audience: CT, R, TT, S
Room: 12.4.19

Are we playing in the real world? How do we know?
Sara Stanley, EYFS PhilosophicalPlay Consultant

This workshop offers an opportunity to examine the philosophical concepts that emerge through playful investigation of picturebooks. Research from cognitive science tells us that young children have the capacity to engage in the work of the philosopher. What is less clear is how this capacity to philosophise can be supported in the early years setting and this is the cue to examine PhilosophicalPlay. Children play with unfamiliar concepts with an underlying sense of puzzlement. The philosophy is present but needs a skilled facilitator to recognise it and make it visible. Drawing on the work of Vivian Gussin Paley we will explore how an environment saturated in imaginative and fantasy play empowers child voice and an adult pedagogy of noticing, imagining and engaging with young children. At the heart of the process is the projection into the consciousnesses of characters to create and co-experience events with them and at the same time, to reason and empathise. When we play out concepts such as reality, truth, power, friendship and equality in our interactions with each other, we engage with the age-old question: what is it to live a good life in a world where bad also exists? And what does it even mean?

H8
Seminar Presentation
Audience: CT, LC, LA, R, TT, S
Room: 12.5.13

Investigating 21st century literacy in primary classrooms: Children's and student teachers’ experience of collaborative writing in digital spaces
Emma Rogers, Bishop Grosseteste University

In this project, writing sessions were planned whereby young writers in three primary classrooms would collaborate within a digital space. In particular, the sessions focused on a set of principles included in a Charter for Literacy Education in the 21st Century (Burnett and Merchant, 2015), with a particular aim to ‘provide opportunities for children to work on texts together and to play with and re-work the texts others create, and to review and respond to what others have created’. The seminar will present the findings of this small-scale research project. In analysing children’s playful and purposeful interactions key themes emerged. These will be presented in the seminar through drawing on the multi-layered narratives created by the young writers, their digital audience and their peers. Researchers also authored their own stories. Through these, we intended to capture our own versions of events as well as recording our responses,
impressions and sentiments. The seminar will raise the issue of the provision of digital literacy in the primary curriculum, explore the barriers encountered in creating digital environments and offer tentative solutions for student teachers entering the teaching profession in 2020.

**H9**
Research Report  
**Audience:** CT, LC, R, TT, S  
**Room:** 12.5.12  
**The Teaching and learning of grammatical terminology through the perspectives and practices of Year 5 & 6 pupils and their teachers**  
Marie Helks, Sheffield Hallam University

It’s hard to get it all into your head.’ Year 5 pupil

In 2013, the introduction of a new primary National Curriculum for English (DfE 2013) and the Key Stage 2 ‘Grammar, Punctuation and Spelling’ Test (SPaG test) (DfE 2013) re-ignited debates around the teaching of grammar and its associated terminology. This session reports on a study of grammatical terminology through the perspectives and practices of Year 5 & 6 pupils and their teachers in two English primary schools. Its aim is to contribute to a meaning-oriented theorisation of grammatical terminology which might inform others about what form effective pedagogical practice might take. Methodologically, this research used a multiple case study design (Stake 2006), drawing upon a wide range of qualitative data collection methods (including video elicitation) to stimulate and support the verbalisation of pupils’ thinking and ideas. Theorically, the findings were examined through a social constructivist lens and, principally, through the ideas of Vygotsky (1896-1934) around the nature and significance of word meanings. This research also made use of the work of Halliday (2002) who perceives grammar as a meaning-making resource and as a tool with which to think. Based on this research, this session presents: (i) a conceptual model and (ii) a pedagogical model for the teaching and learning of grammatical terminology.

**H10**
Research Report  
**Audience:** All  
**Room:** 12.5.07  
**“Can I see myself in this book?”**  
Manjit Bassi, Dan Mackintosh, Georgie Lowe, John Gulson Primary School

Chair: Chris Lockwood

The UKLA Diversity Bursary is a new initiative for 2019. The bursary is offered to a group of practitioners (and/or student practitioners) to support them in presenting their work at the UKLA International Conference. The work presented will show commitment to an inclusive literacy/English curriculum which may:

- reflect the ethnic and linguistic experience of the children/students and take account of their home cultures;
- respond positively to diversity and represent the social and cultural composition not only of the school but of society more generally;
- raise awareness of different cultures and challenge prejudice and stereotypes;
- highlight shared values across cultures and welcome difference;
- work with parents and the community to include their skills, experiences and expertise.
- develop a sense of inclusion and value.

Manjit Bassi and her team will describe a project they have been working on in this academic year with Nursery and Reception pupils and their parents. John Gulson Primary serves a very diverse and economically disadvantaged community in Coventry, and the project aimed to:

- widen the range of picture books to reflect the lives, families and cultures of children at John Gulson Primary School;
- celebrate the diversity of ethnicity and faiths of the school community, within and beyond the school;
- engage parents and carers in sharing their culture and traditions through stories;
- create a set of picture books featuring the children and their families, at school and at home.

**13.05 – 14.00 Lunch**  
(Charles Street Buidling Café, Level 0)

**Research Sub-committee Meeting**  
(Table with balloons, Charles Street Building Café, Level 0)

**International Sub-committee Meeting**  
(Room 12.01.01)

**14.05 – 15.00 Keynote3**  
Room: Lecture Theatre CH 12.0.06  
**The Power of the Pencil – How Using Illustration Can Create New Readers**  
Chris Riddell, author and illustrator

Introduced by Janet Douglas Gardner, London Metropolitan University and UKLA Conference Committee Co-Chair

When I’m asked where I get my ideas from, I think of my sketchbooks. Pages and pages of strange animals, odd-looking people, towering castles or terrifying woodlands.

There is not always a reason for these doodles and sketches. They often just pop into my head, when I’m on a train or listening to the radio. They don’t have to have meaning, and they don’t have to have context. They are just the product of my imagination. Often they just remain in my sketchbook – but sometimes they spark the idea for a story, and sometimes that story can become a book.

During my speech at the UKLA Conference 2019 I will be talking about how the freedom to explore your imagination is as important for the children enjoying the books as it is for the author and illustrator writing or drawing them. I will discuss how freedom to draw creatively is linked to the enjoyment of reading for pleasure, if children are given the space and time to do so, and without criticism or the fear of the red pen. I believe that harnessing and encouraging imagination will create a love of words and pictures, and, ultimately, readers of the future.
11 Awards Presentation
Audience: All
Room: 12.5.07
UKLA Our Class Loves this Book: The Just Imagine Award
Nikki Gamble, Just Imagine
The prestigious UKLA Award celebrates a class response to one of the books shortlisted for the UKLA Book Awards. Previous winners have demonstrated just how inspiring it can be to work creatively with a high quality text. Join this session to consider the potential of this year’s shortlisted books and find out how you can take part in next year’s award.

12 Research Reports
Audience: CT, R, TT, S, AL, LC, LA
Room: Lecture Theatre CH 12.0.06
Postgraduate Student Research Slam Part 1
Chaired by Cara Doxey and Lucy Taylor
This session features multiple short presentations from those currently engaged in Masters and doctoral research degrees. It is an opportunity to gain insights into ongoing, cutting edge research in progress.

In what ways can Maker Education boost children’s mental health and wellbeing?
Claire Garside,
Foundation for Digital Creativity
In this presentation I will discuss preliminary findings of my doctoral research study which focuses on maker education and children’s mental health and well-being. It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning. The aim of this research is to explore how a ‘learning by making’ approach incorporating digital literacies can boost the wellbeing of children as an outcome of a formal curriculum environment, in contrast to health and wellbeing seen as prerequisites to learning. The impact of constructionism and relevance through ‘maker education’ is fundamental to this research, recognising previously documented studies that mental wellbeing is enhanced when an individual has a clear sense of their own purpose and value within their own society. It seems logical that relevant outputs will support the wellbeing of children through the development of social learning alongside non-cognitive skills and skills for 21st-century life. The theory of constructionism stems from Piaget’s constructivist learning theory, and recognises the importance of individual meaning making and positions it as a central aspect of pedagogical practice. Applied to maker education, children take ownership and apply what they understand to a real-world context, accentuating learner-centric constructionism and the child’s critical role in a creative learning process. Initial investigation for this proposal suggests that the socio-material quality of digital making presents an opportunity to build cross-curricular connections and boost wellbeing of children in school settings.

Reimagining family literacy: Exploring the experiences of migrating mothers in third sector spaces
Mary-Rose Puttick,
Birmingham City University
Mothers from diverse migration contexts are potentially excluded from family literacy provision in England due to funding restrictions and strict achievement criteria. The third sector, distinct from formalised educational contexts, opens new potentialities, providing holistic support to families from the outset of their arrival. With a social and humanistic learning approach at its roots, family literacy is an emerging educational provision in the sector. This two-year pedagogical ethnographic study took place in two community organisations in the West Midlands and is set within a postcolonial feminist framework. Three perspectives were explored: the researcher/teacher; third sector practitioners; and mothers who have had little formal literacy input in their home language. Findings from the mothers are focused on in this presentation, drawing on visual, sensory, and oral methods to represent their socially and historically situated experiences of migrancy and literacies. The research aims to understand the experiences of migrating mothers in third sector spaces. Furthermore, the study aims to consider the third sector as a third space for alternative and collaborative language and literacy pedagogies.

Playful Pathways to Critical Literacy in Digital Fan Spaces
Parinita Shetty, University of Leeds
Advances in digital technology allow an increasing number of young people from diverse backgrounds unprecedented access to new information, tools and social networks. This provides them with opportunities to shape and contribute to their own culture. Participation in an authentic and engaged interest-driven community allows them to collaborate with members, share interpretations and ideas, and exposes them to diverse perspectives and opinions. This interdisciplinary project aims to study young people’s innovative practices in the online fan communities of Doctor Who and the Harry Potter series by J. K. Rowling. In order to explore the ways in which participation in such spaces can develop critical literacy, the researcher seeks to draw on her own experiences as a ‘scholar-fan’ and use digital ethnography supplemented by online interviews with fans. In fan spaces on social media websites, intertextual and multimodal texts flourish. The playful and experimental conversations and texts in such spaces reorient traditional notions of learning, creativity and communication. The project suggests that the fictional status of texts in fan communities offers a safe space to discuss potentially contentious topics and help challenge one-sided convictions people hold about the real world. Additionally, the project
proposes that fan texts in online fan communities offer room for complex portrayals of those cultures which are often underrepresented or stereotyped in mainstream popular media. This exposure to diverse perspectives and unfamiliar cultures may not have otherwise encountered can allow fans from both marginalised and dominant cultures to think critically about the media they consume. It also has the potential to complicate the ‘us’ versus ‘them’ narratives one finds in current mainstream media, counter stereotypes, encourage reflection on the lives of others, and promote respect, understanding and empathy for diverse experiences.

A posthuman reading of "The King and the Sea"
Elli Papadopoulou, University of Manchester

Constructed upon naturalist childhood discourses, children's literature is often more didactic than experimental or a vehicle of flexibility and humour. Attempting to argue for a more playful and humorous literature that is constituted through linguistic techniques rather than its content, my paper presents an analysis of the function of linguistics, from clever wordplays to advanced vocabulary, which in turn enables possible person-hoods. In addition I show how the book's illustration adds to the general playfulness of the story, despite its exacting and strict diction.

Data visualisation literacy: What is it, and how is it acquired in the workplace?
Lulu Pinney, University of Sheffield

Literacy is a concept frequently and usefully associated with children and young people's education and the acquisition of the skills and awareness they need to critically interpret and create the texts they come across in everyday life. However, the concept of literacy is also useful beyond educational settings. For example, I am using literacy as the framework to research adults' acquisition of the skills and awareness they need to critically interpret and create the data visualisations (datavis) they come across in the course of their work. Examples of datavis in the workplace include the graphs and charts used to gain insight, report, promote and campaign. Taking an action research approach, I am collaborating with community organisations to design and deliver datavis projects that are useful to them. While this participatory approach cannot be framed as 'play', it does share the benefits that this conference proposes play brings: to 'experiment, take risks, explore meanings and negotiate our relationships with others and the world around us'. With community organisations also feeling the impact of this 'age of accountability' in addition to being under-resourced, the importance of understanding how they can make room to learn new and critical skills has parallels with making room for play in an educational setting.

This presentation explores stop-frame-animation as a liberating pedagogy that fosters self-exploration and helps learners to locate and articulate their linguistic and non-linguistic expressive potential to overcome existing barriers for communication and learning. The approach engages students in exploring material culture (Pahl & Rowsell 2010), notably personally meaningful objects (Budach et al. 2015), which they animate creating short movies using an app on an iPad. I draw on five years of ethnographic fieldwork conducted in Luxembourg with learners from multilingual and culturally diverse backgrounds, including primary school classes and university students. The talk investigates animation making as creative play and interaction between humans and objects (Barad 2007), a process that is both open and framed: by the imaginative exploration of materials, the setting, the 'camera eye' and the stories embedded in the human-object relationships. I argue that 'animating objects' helps reframing learning as experienced based (Barrett 2007), affective (Ehret & Hollet 2014) and anchored in movement (Sheets-Johnstone 2010), thus strengthening the connection between both people and the curriculum. The power of play here lies in that it leads to the unlearning of 'guided doings' (Goffman 1974) that have proven to be exclusionary for numerous students in the current educational system.
Far too often, the rich learning experiences that arise out of children's fantasy play go unnoticed by adults. We may catch glimpses of these stories, fantasies and make-believe as they happen, but usually away from the structure of the classroom. Trisha Lee, director of MakeBelieve Arts and author of Princesses, Dragons and Helicopter Stories, has developed Helicopter Stories, an accessible way to share Storytelling and Story Acting. Based on the work of American educationalist Vivian Gussin Paley, Trisha and her colleague, Isla Hill, have trained teachers across the country. Their approach offers a way to give the fantasy play of children centre stage within the EYFS classroom. This seminar session will investigate what this method indicates about the interplay between play and storymaking. Over the last two years, funded projects have allowed us to work with the same children regularly, from the start of Reception to the end of Y1. What happens when children are engaged in Helicopter Stories for an extended period? How has the children's story language developed and what are the implications for language and literacy when children are given agency to tell the stories they choose and allow us to witness their imaginations at play?

"I didn't think I had any stories to tell" Encouraging parents to play with storytelling beginning with Roald Dahl's BFG's 'twitch tickling' problem with words

Ann Alston and Jane Carter, UWE

This collaborative paper between English Literature and Education at UWE focuses on the importance of children and parents playing with narrative. The wider project began, with Ann Alston taking her research on Dahl and children's literature to schools via assemblies and class sessions, focusing on the playfulness of language and storytelling in Dahl. In line with research suggesting the power of parental reading at home, Alston and Jane Carter then established parent reading groups with 'hard to reach' parents in Bristol schools. It became apparent that many parents lacked the confidence to read or even to tell stories with their children. Using Dahl as a starting point, with reference to Danny the Champion of the World's father who had barely read any books but was a marvellous storyteller, this project seeks to reach out to those familiar and unfamiliar with literature to experiment with storytelling. The delight of the BFG is his wordplay, his 'twitch tickling problem' with words is, we assert, not really a problem at all, but a 'tickling' perk that adds humour, rebellion, and spark to parental relationships all founded on stories and words. This paper charts our journey and experiences setting up these groups and taking our research to schools and wider communities.
Valuing young children’s signs of learning: Observation and digital documentation of play in early years classrooms

Kate Cowan & Rosie Flewitt, UCL Institute of Education

In early childhood education, observations of play have typically been documented in paper-based formats (e.g. scrapbooks, written notes, printed photographs) as part of assessment. However, there is a growing trend towards the use of commercial software to record learning in digital formats, where video, audio, photographs and writing are combined to create multimedia ‘digital documentation’. This presentation reports the findings of a project funded by the Froebel Trust, working with educators to recognise and value how children express their learning through play in subtle ways, through silent actions and interactions as well as through language. Fieldwork included case studies of children aged 3-5 in three diverse multicultural nurseries in London. Video recordings, examples of documentation, educator interviews, parent questionnaires and video-prompted discussions with children provided rich insights into day-to-day documentation practices. We found that when used effectively, digital documentation enables children’s subtle yet significant signs of learning to be documented and valued. However, we found shortfalls in currently available commercial apps for assessment, and identified new possibilities for what gets represented and to what effect. We argue for respectful use of digital documentation which involves children themselves and values all children’s subtle signs of learning through play.

Literacy and Multilingualism Special Interest Group Launch

Sabine Little, University of Sheffield

The new Literacy and Multilingualism SIG explores both challenges and opportunities linked to multilingualism and literacy development, including translanguaging and plurilingualism, seeking to develop pedagogy, maximise the potential of literacy resources, and engaging our multilingual learners. We are hoping to bring together teachers, authors, illustrators, publishers, translators, academics, charities, policy makers and all others interested in exploring the potential of literacy development for our multilingual learners. At this event, we will look forward to the SIG’s first year, outlining and discussing possible activities and events.

Trainee teachers’ use of the philosophy for children pedagogy to enhance and deepen pupil engagement in authentic texts

Fufy Demissie and Cara Doxey, Sheffield Hallam University

In recent years there have been increasing concerns about the impact of a testing culture on the promotion of reading for meaning in primary schools. In this presentation we focus on trainee teachers’ use of the philosophy for children pedagogy to enhance and deepen pupil engagement in authentic texts and the issues they raise. We will argue that P4C offers a timely counter-balance to the technicist approaches to literature that dominate reading in the primary school. In exploring these issues, in this presentation we will focus on the reflections of a small group of trainee teachers’ use of the P4C pedagogy with picturebooks in primary classrooms. Drawing on reflective diaries and focus group discussion, we will examine how the P4C pedagogy enables trainees to facilitate interpretation, perspective taking, reasoning and engagement.

We need to talk: Using Socratic seminar to scaffold student discourse

Eric Junco, Harlem High School, Corrine Wickens, Northern Illinois University

In this workshop, we will describe an effective tool known as Socratic seminars, which can work to disrupt traditional reading and writing models of ELA instruction (Walsh-Moorman, 2016). Socratic seminars are a discussion-based approach in which students respond to an open-ended questions related to an assigned text. Students are expected to employ speaking and listening skills, critical thinking, and collaboration to reach a richer understanding of the text (Parker & Hess, 2001). Rather than focusing on the tests and quizzes, Socratic seminars can help educators emphasize the learning process as we teach students to evaluate, analyze, and synthesize texts through conversation (Grafwallner, 2017, p. 3-9). Following the conference theme, we understand Socratic seminars as opportunities for students to ‘take risks, explore meanings and negotiate [their] relationships with others’ (UKLA, 2019). We will first discuss specific elements of Socratic Seminar and contrast this approach to traditional instructional approaches. We will then describe and model specific techniques educators can use to stimulate disciplinary reading, academic discourse, and self-directed inquiry during Socratic seminar. We will conclude by modeling a Socratic discussion that asks teachers to apply what they have learned to their classroom contexts.

15.45 – 16.05 Tea
(Charles Street Buidling, Café, Level 0 and Level 5)
16.10 – 16.50 Parallel Session J
(Breakout rooms)

**J1**

**Presentation**

**Audience:** All

**Room:** 12.4.12

**UKLA Literacy School of the Year**

**sponsored by Nosy Crow**

**Chair:** Chris Lockwood

**Joint Winner:**

Linton Mead Primary School, Greenwich

There are joint winners of the award this prestigious award this year. Each school will make a presentation about its work, “where literacy thrives”.

Humberstone Junior Academy, Leicester

UKLA President Tracy Parvin, said “This award recognises those schools which place literacy and literature right at the heart of children’s learning. It is more than a celebration of creative, enthusiastic and engaging teaching; it is a kite mark for excellence.”

The awards will be presented at the wine reception before the Gala Dinner on Saturday. In the meantime, this is an opportunity to find out a little about the school. In this session teachers from Linton Mead Primary School, Greenwich, share their inspirational teaching of literacy. Do come along, you’ll be most welcome.

---

**J2**

**Research Reports**

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

**Room:** Lecture Theatre 12.0.06

**Postgraduate Research Student Slam Part 1 (continued)**

Chaired by Cara Doxey and Lucy Taylor

This session features multiple short presentations from those currently engaged in Masters and doctoral research degrees. It is an opportunity to gain insights into ongoing, cutting edge research in progress.

---

**Stories from an empty space**

**Sara Stanley, EYFS Philosophical Play Consultant**

I am currently in year one of a two year part time Masters degree at the University of Cambridge. My research area is an exploration of sustained imaginative play with vulnerable talkers and language users in a reception class. I am interested to discover whether pedagogical shifts are possible when joint attention becomes the dominant pedagogy. The research aims to make sense of what a responsive and reactive pedagogy might look like and how an empty storyroom space can become a place where the ‘Walls become the world all around.’

The action research is undertaken in a completely empty space which the children fill with their own stories, pictures and play resources. Over several weeks a ‘storyworld’ environment is created through shared narrative and facilitation.

This involves exploring a joint attention model of listening to and observing children’s play and how this may help bring ‘storying’ into being. I seek to discover not just what joint attention might be, but also what it looks like when adults and children, engage with and pay attention to playful story creation. A further pedagogical issue I aim to identify is, what do adults and children hear, see, and perceive that needs attention in order to empower children’s voices through individual stories and the creation of a shared narrative?

**Talk, communication and empathy in primary process drama**

**Elisabeth Lee, University of Hertfordshire**

Much has been claimed about the power of process drama to develop effective talk and empathy in children. However, it is hard to find much empirical data to support many of these claims. This presentation will develop my initial findings from my doctoral research, which were presented last year at the UKLA conference. My data came from working with two skilled primary teachers, who used a wide range of process drama strategies, which were audio and visually recorded. The findings reveal that process drama can indeed support children’s use of playful, imaginative, creative thinking, as well as reasoning. The use of Teacher in Role revealed that the teachers also developed their imagination and creativity. Furthermore, there were examples of both teachers and pupils thinking and behaving in an empathetic way. However, at times the teachers also used more teacher dominated talk, which closed-down the pupils’ talk, thinking and creativity. The same drama strategy used by the same teachers in different lessons, produced very different types of talk. Teachers therefore need to be careful of assuming that process drama will automatically develop effective talk and empathy and to be aware of how they use talk within process drama.

**What is generated exploring Shakespeare through drama in an after school club?**

**Jemima Monkhouse, Sheffield Hallam University**

The presentation will focus on progress so far with an EdD research project asking what is generated through an after school club with KS2 children using drama to explore a Shakespearean play. The research aims to investigate ways in which children engage in the club and the way understanding and meaning develop. This understanding may relate to comprehension of the play, meaning generated around the themes and characters of the play and children’s personal understanding of themselves. The aims therefore relate to drama’s role on a personal and social level as well as a pedagogical approach to developing understanding of a text. The presentation will report on my role as a participant observer running the club and use of a range of methods, including video, interview and storying, to enable perspectives from both researcher and participant points of view to be generated. Approaches to analysis will also be explored, building on recent work using rhizoanalysis and storying within the poststructuralist paradigm. It is hoped that such an approach will enable a contribution to debates on drama’s potential as an open ended approach to literacy pedagogy while also adding to nascent work applying Deleuzo-Guattarian philosophy to literacy studies.
possibilities for literacy learning and the kinds of opportunities provided in the playful methodologies of ‘school readiness’? Much attention has been drawn to the way we work with children in the early years, particularly given pressures to ‘ready’ children for year one. Indeed, many conceptualisations of ‘school readiness’ emphasise children’s academic abilities, including in the current Early Years Foundation Stage Framework (DfE, 2017), which describes the knowledge and skills considered important for children’s future success. Within the framework, a simple model of early literacy is communicated, with children expected to be able to use their phonic knowledge to read and write simple sentences, by the end of the Reception year. This proposal draws upon the data of a 6-week after-school ‘Ideas Club’, an open-ended research space in which play materials were used with different groups of Reception children. By delighting in the meaning making of these young children, I examine their aptitude for developing narratives, during experimentation and play. I also consider how the imaginative story of one particular child, dubbed ‘The Pearl and the Platform’, might sit uneasily with simple models of early literacy. This research, and the playful methodology applied, have implications for how we perceive Reception children’s intelligence, and the kinds of opportunities provided for these children beyond the early years.

Research Report

A play on words: Extending dialogic possibilities for literacy learning through metatalk

Christine Edwards-Groves and Christina Davidson, Charles Sturt University, Australia

Metatalk opens up lesson talk that extends possibilities for literacy learning. Indeed, developing a shared language and collective understandings about classroom talk and interaction largely remains taken-for-granted in practice and an under-addressed field of study. Drawing on data from a nationally funded Australian study examining dialogic pedagogies, this paper contributes understandings about the role and utility of metatalk for learning in literacy lessons in primary schools. Fine-grained analysis of lessons from individual teachers’ year-long action research projects, shows how metatalk forms a necessary feature of a dialogic classroom, one where ‘the talk is the work’, as put by one of the teachers in the study. Examples will show how metatalk in dialogic classrooms shifts seamlessly between talk about talk and interaction and exploring ideas and meanings about texts. Specifically, we show how dialogic discussions are comprised of a distinct interflow between meaning making (talk about text), interaction (the talk and interaction required to participate and contribute) and metatalk (talk about talk). We argue that arriving at dialogic classroom required metatalk that enabled the development of a shared language among students and their teachers for coordinating, managing and contributing to lessons.

Research Report

‘Let me play the lion too’: facilitating playful immersion in Shakespeare’s texts

Kerenza Ghosh, Alastair Daniel and Steph Laird, University of Roehampton

In this seminar, we will present findings from the third year of a project in which Year 5 children explored both the world of Shakespeare and his language. Through a combination of dialogic storytelling, drama activities, and writing play scripts, the children explored the texts of A Midsummer Night’s Dream and Macbeth. This culminated in the children recording their own modern-day language versions as radio plays. Preliminary findings indicate that, through a series of engagement strategies, the children developed confidence and ownership of Shakespeare’s language, making choices to include aspects of the original text in their own reworking. An unexpected outcome has been the class teachers’ observations that children had developed linguistic resilience, and were more prepared to take risks with language, following the Shakespeare project. The outcomes of the project have implications for teacher confidence and subject knowledge when introducing Shakespeare (and, perhaps, other classic texts) in the primary classroom. Similarly, student teachers need both the knowledge base and skills set to support children’s exploration of, what may be perceived as, challenging texts. In considering the age appropriateness of texts, we will draw upon the experiences of a second year undergraduate student teacher at the University of Roehampton who incorporated original language in a storytelling/drama based approach to teaching A Midsummer Night’s Dream in a Reception class.

Research Report

Pluriversal literacies: affect and relationality in vulnerable times

Mia Perry, University of Glasgow

Pluriversality is a concept that emerges from decolonial theory and provides a counter-narrative to ‘a hegemony of modernity’s one-world ontology’ (Escobar, 2018, np). This presentation addresses the work of literacies in a plural and interrelated world. I will offer a commentary on dominant interpretations of literacy, including instrumental, socio-cultural, and situated literacies and trace them to international and policy discourses that hold sway today. I will relate this background to a euro-centric and neo-colonial pedagogy that normalises certain practices and people (Patel, 2016). The focus of this presentation is to highlight the contingency and contentious aspects of socio-cultural and human-centred approaches to literacy. In doing so, I aim to describe and illustrate the role of affect and
relationship in literacy as part of a bigger movement towards an emergent and decolonial practice of sustainability. I introduce and analyse examples of literacy practice that can ‘travel, integrate, and endure’ (Brant & Clinton, 2002, p. 338) across local and global spaces, and in this way, support the local-global, physical-material, ideological spaces of literacy in a world that urgently needs new approaches to sense- and decision-making.

J6 Seminar Presentation
Audience: AL, CT, LC, LA, TT, S
Room: 12.5.07
Reading in 3D: three takes on three approaches to developing reading in the classroom
Martin Galway, Herts for Learning, Sinead Gaffney, Lydgate Infants, Megan Dixon, Aspirer Research School
In this presentation, three primary practitioners consider and critique recent trends in reading instruction. Together we will interrogate the research evidence, and how this translates into practice. We will share what research evidence suggests with regard to teaching comprehension and word reading and will consider how it looks in the classroom. We will explore three different approaches to developing reading in the classroom - whole class, small group, individual - and draw out the strengths and limitations of each, identifying possible implications for the organisation of teaching and learning. Touching on the importance of modelling, scaffolding and independent activity, and triangulated against the research into how children learn to read, we will explore how the growing skills and knowledge of the children might be reflected in the pedagogy used. We will unpick the challenges presented by the evidence from our various educational perspectives: as a class-teacher/senior leader, a subject adviser, and a MAT/Research School director. A range of evidence will be discussed; in particular, we will consider the recent work of Cain and Oakhill, Nation, Castle and Rastle, Stuart and Stainthorp, alongside landmark studies, and consider the various effects of secondary, high profile reporting of research.

J7 Seminar Presentation
Audience: CT, L, LC, TT, S
Room: 12.4.19
Powerful play through visual images
Barbara Band, School Library, Reading and Literacy Consultant
We live in a visual world. Images are powerful, drawing out a range of emotions from humour through to sadness, wonder and awe, and can help to cultivate a wider, richer vocabulary, develop empathy and support us in understanding difficult circumstances. Yet, too often, we try to encourage pupils to enter this world of imagination with just words. This presentation will explore why picture books should be used with older pupils. It will investigate the benefits of using picture books, look at how we can engage pupils to re-discover their pleasures and detail practical examples that have been used in the KS2 and KS3 classroom. Delegates will have an opportunity to discuss the use of visual images within their own situations.

J8 Workshop
Audience: CT, L, LC, LA, TT, S
Room: 12.4.17
The play’s the thing: Children’s books for playing and participating
Prue Goodwin, Lecturer
‘The play’s the thing’: models of play in children’s books.
In tune with the themes of the conference, this session will consider the images of play offered to children, teachers, their parents and carers in the books they share. It will focus on children playing, books that play with the reader and playing with the book. A broader knowledge of children’s books provides learning opportunities no matter what age the learners, so books mentioned can also be very valuable to provide students with a focus on the purposes of play. This workshop should be of interest to all participants but especially EY & primary teachers, student teachers, ITE lecturers and school librarians.

J9 Research Report
Audience: CT, L, LC, R, TT, S
Room: 12.5.12
‘It is awesome and you get to swap fun, funny and fantasy!’ How a comic lending library impacted on the reading habits of Y3 pupils
Helen Jones, Institute of Education, University College London
This short research project was set up to investigate how one underused medium, comics, would impact on Y3 children’s reading habits inside and outside of school, through the establishment of a comic lending library. Would children engage, and read the texts for pleasure? Would the children, their teachers, and parents see the value of reading comics? How do children read comics? This research builds on the work of Millard and Marsh (2001) who studied the reaction to a home-school lending library, and examines whether comics are still relevant reading material almost 20 years later. A key theme to emerge from the evidence collected during the project is the collaborative and playful nature of reading comics. The research will demonstrate that, while reading comics, children engage in informal talk and are able to switch voice regularly from peer, to teacher, to clowning around, to character in the text. It examines how children tackle taboo through playing with language and text. Finally, the pedagogical possibilities of comics will be explored.

17.00 – 17.45
UKLA Annual General Meeting
(Lecture Theatre CH.12.0.06)
18.30 -19.15 Drinks reception
(Winter Garden and Millennium Gallery)
19.30 – 23.00 Awards and dinner
(Mercure Sheffield St Paul’s Hotel and Spa)
A flexible, literature based framework for teaching English and wider learning.

- **Coming in September 2019**
  a brand new Interactive planning framework.

- Structured to develop deeper reading for all children.

- Customise your planning, using thoughtfully devised building blocks.

- A rigorously curated collection of fiction, nonfiction, poetry and picture books.

- Test case studies written by teachers.

- Download the full sequence in PDF format.

- Visit takeonebook.org

FREE Exemplar Unit available to download on our website takeonebook.org
LoveReading4Kids and LoveReading4Schools are delighted to again be supporting the UKLA Book Awards for 2019 to further celebrate books for children.

It is LoveReading’s mission to get more people reading by getting them excited about books. LoveReading4Schools and LoveReading4Kids is a critical part of this and one they take very seriously.

As their Managing Director Deborah Maclaren comments: “As a community we believe we have a social responsibility to support time-strapped teachers and librarians in schools to help engender a life-long love of learning in students.”

LoveReading4Schools was relaunched in February and the new website comes with tons of added functionality and has a fully updated set of reading recommendation lists for every year group from Early Years to Key Stage 4.

In addition, they regularly publish other recommended reading lists of great relevance and importance for schools today including lists of Inspirational Books, Cultural Books, Reluctant Readers Recommendations and Mental Health and Wellbeing.

It also houses every book they read, review and recommend on their sister site www.lovereading4kids.co.uk which was relaunched last October. Their goals include finding and recommending the best books for the school environment.

They also relaunched with an exclusive partnership with Browns Books for Students, the UK’s leading supplier of books for Schools and Colleges. This ensures the books on the site can be bought easily and cost effectively by their school members.

Already supporting over 10,000 practitioners across the UK, LoveReading4Schools is the one stop shop for teachers and school librarians looking to keep up-to-date with the best books for children to encourage reading for pleasure.

Here are 7 reasons why you should sign your school up today:

1. They are the UK’s leading book recommendation website for schools and their mission is to engender that lifelong love of reading in kids
2. They curate the book recommendations based on age groups, genres, areas of key relevance so you don’t have to
3. You can read reviews from the best book experts around
4. You can create your own school’s page, use their own year group reading lists or tailor them to create your own. These can then be shared with colleagues and parents
5. You can enter their dozens of competitions and give aways to win free books and bookish goodies
6. You can order their reading lists at the click of a button via their partnership with Browns Books for Students. Or get a price at the click of a button for any book on the site.
7. They even have a Teachers’ Bookshelf curating a list of must-reads for you

The site is complemented by half-termdly newsletters, so sign up today to support literacy in your school www.lovereading4schools.co.uk

CALLING ALL YOUNG POETS

LoveReading is also thrilled to announce the launch of The LoveReading4Kids Poetry Prize in association with National Poetry Day.

National Poetry Day is the biggest annual celebration of poetry in the UK, bringing people together to enjoy, discover and share words that matter. Together, this year we are launching a poetry competition for children aged 7-11 from across the UK – on the theme of “In School, Truth”, the winner of which will be announced on National Poetry Day itself.

The winning poet will win a physical award, plus a visit to their school from National Poetry Day ambassador and award-winning poet James Carter - and £250 of books for their school. They will also win an annual subscription to the gorgeous magazine Scoop www.scoopthemag.co.uk

The winning and commended poems will also be published on the LoveReading, LoveReading4Kids and LoveReading4Schools websites. Don’t delay, you have until the end of your Summer term to create your masterpieces. We cannot wait to read your aspiring young poets’ creations!

Find out more here www.lovereading4kids.co.uk/submit-poem-entry

KEY DATES

Submissions for the Award will be accepted from 3rd June 2019.

The deadline for submissions is 5.30pm GMT on 17th July 2019.

The Shortlist will be announced on 4th September 2019.

The winning poet will be announced on National Poetry Day 2019 – 3rd October.
Writing for Pleasure
a UKLA National Conference

28th March 2020
9am-4pm

David Almond
Best-selling author

Writing Rocks
Authors of A Writing for Pleasure Manifesto

Full day £95
Students £45
UKLA Members £75
Further details on how to book coming soon!

Following the highly successful 2018 Regional Conference on Writing for Pleasure, the 2020 National Conference hosted at Canterbury Christ Church University will include keynote speeches from David Almond and Writing Rocks, as well as a selection of workshops led by professionals from across the writing community.

Our Writing For Pleasure conference seeks to explore:

- How writing is taught effectively.
- How to attend to children’s affective needs.
- Creating communities of writers.
- Children’s enjoyment in the craft of writing.
- The role of publishing in creating a sense of satisfaction.

UKLA
UK LITERACY ASSOCIATION

Old Sessions House, North Holmes Road,
Canterbury, CT1 1NX
Please note that parking is not available on-site but there are a number of nearby car parks.
Park and Ride car parks are also available at Sturry Rd, WINCHEAP AND NEW DOVER ROAD.
Join us: together we’ll shape the future of education

Join the National Education Union: more than 450,000 teachers and education professionals shaping the future of education

Join us today

www.neu.org.uk
0345 811 8111

*Terms and conditions at www.neu.org.uk/terms

FREE membership for trainees or just £1 if you are newly qualified.
LET STUDENTS READ ON THEIR OWN!

- Increases independence & confidence
- Multiple built in dictionaries including Primary
- Enhances comprehension & literacy skills
- Curriculum is made available to all
- No more time stretched parents or teachers

£200.00 ex VAT

FREE 30-DAY TRIAL
AVAILABLE TO SCHOOLS AND EDUCATION PROFESSIONALS

JOIN OUR WEBINARS
Sign up for a FREE webinar

Scan here for more information!

CHRISTOBEL COUSINS, HEADTEACHER, LILLESHELL PRIMARY SCHOOL
"Harley has been using one of your reading pens. He said: it has helped me a lot and meant that I can be more independent; I can do tests faster; I am getting higher marks and it makes me feel better about myself. I would definitely recommend that other children who struggle to read have one, as it makes you feel so much more confident."

www.scanningpens.com | www.readerpen.com

GREAT FOR USE AT HOME & SCHOOL

ExamReader® No dictionary or storage, making it ideal for exams and testing. See examreader.com for more information Can be used in SATs®
Wayne Tennent, chair, writes: This paper presents a longitudinal study which investigated the role of semantic retrieval in children’s reading comprehension. This describes the process whereby readers retrieve the meaning of words from their mental lexicon during and after reading. It tracked a group of 119 Dutch children from 4th Grade (9–10 year olds) to 6th Grade (11–12 year olds) on their decoding, vocabulary, verbal fluency tasks and reading comprehension. The findings in the study supported the lexical quality hypothesis which suggests that automatic retrieval is likely to improve across this age range as processes such as decoding become more automatic. However it also found that controlled semantic retrieval in Grade 5 accounted for differences in reading comprehension in Year 6. While acknowledging the limitations of this study and treating these findings cautiously, this study has implications for educators. It shows the important role of domain specific knowledge for older comprehenders, which may be replicated beyond Dutch speakers.

Sunday 14th July

08.30 – 09.15 Storytelling SIG Meeting (Room 12.01.01)

9.15 – 9.55 Parallel Session K (Breakout rooms)

UKLA Wiley Research in Literacy Education Award 2019 sponsored by Wiley

K1 Awards Presentation
Audience: All
Room: 12.4.12

Chair: Kat Vallely

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

Wayne Tennent, chair, writes: This paper presents a study of how two bilingual mothers construct bilingualism in the context of their families, and how this impacts upon the way they perceive their children’s learning to read in two languages. Data were collected from discussions following authentic oral reading events and analysed by way of discourse analysis. Differences were noted between the two participants whereby certain language practices were given prominence, and other practices were less valued. The paper is methodologically strong, and discourse analysis is used effectively in the context of Home Literacy. The study is well conceptualised, easily replicable, and findings are treated cautiously. This paper contributes to the discussion on how bilingualism is conceptualised, and the extent to which Home Literacy is acknowledged. By bringing together these two elements this paper provides a lens through which educators can question their assumptions towards the teaching of bilingual learners.

The Journal of Research in Reading (JRR) winner is for the following paper: Suzan Nouwen, Margriet A. Groen, Tjits Kleemans, and Ludo Verhoeven – The role of semantic retrieval in children’s reading comprehension development in the upper primary grades. Volume 41 Number 3.

Wayne Tennent, chair, writes: This paper presents a study of how two bilingual mothers construct bilingualism in the context of their families, and how this impacts upon the way they perceive their children’s learning to read in two languages. Data were collected from discussions following authentic oral reading events and analysed by way of discourse analysis. Differences were noted between the two participants whereby certain language practices were given prominence, and other practices were less valued. The paper is methodologically strong, and discourse analysis is used effectively in the context of Home Literacy. The study is well conceptualised, easily replicable, and findings are treated cautiously. This paper contributes to the discussion on how bilingualism is conceptualised, and the extent to which Home Literacy is acknowledged. By bringing together these two elements this paper provides a lens through which educators can question their assumptions towards the teaching of bilingual learners.

The Journal of Research in Reading (JRR) winner is for the following paper: Suzan Nouwen, Margriet A. Groen, Tjits Kleemans, and Ludo Verhoeven – The role of semantic retrieval in children’s reading comprehension development in the upper primary grades. Volume 41 Number 3.

K2 Seminar Presentation
Audience: CT, LC, LA, TT, S
Room: 12.5.01

Playing with the fourth wall: Storytelling as a social practice
Alastair Daniel, University of Roehampton

Since the Primary National Strategies’ promotion of an ‘imitation, innovation, invention’ sequence within the talk for writing approach, storytelling has been seen in many English schools as a particular, and monologic, practice. Thus, storytelling has been limited to this procedure in many primary classrooms, and has been valued for its perceived impact on children’s writing alone. By contrast, the starting point for this session will be that storytelling is a fundamental aspect of oracy, through which children and adults make sense of their own lives and the lives of others, and it has an important role in the whole of children’s language development. This session will explore an alternative formulation of storytelling that is dialogic, and which breaks down the barrier between teller and audience and examine the role that, in Vivian Gussin Paley’s words ‘the social art of language’ can play in literacy development. Starting with the range of practices that are classed as storytelling, from fixed recitation to improvisational forms, the discussion will be framed by the relationship between oracy and literacy, and will focus on four lines of enquiry that investigate storytelling: as language play; as a social practice; as cultural engagement; and the development of critical literacy.

K3 Research Reports
Audience: CT, R, TT, S, AL, LC, LA
Room: Lecture Theatre CH 12.0.06

Postgraduate Research Student Slam Part 2

Chaired by Cara Doxey and Lucy Taylor

This session features multiple short presentations from those currently engaged in Masters and doctoral research degrees. It is an opportunity to gain insights into ongoing, cutting edge research in progress.

What does it mean to be a writer in a primary classroom?

Lynsey Hunter, Sheffield Hallam University

In this session, I will present my initial PhD research proposal which involves a phenomenological exploration of children’s lived experience of writing in school through a range of creative methods, including creating models out of Lego, taking photographs and creating visual scrapbooks to represent what writing at school means to the participants in the study. I will gather data over the course of a school year, to investigate children’s experiences of writing and the writing process, exploring their responses to a variety of creative tasks and co-create meaning from the things that they produce. I hope to gather a range of rich data including physical artefacts, and hope through my analysis of these and a series of semi-structured interviews, to establish significant
themes and as a result, discover the ‘essence’ of the phenomenon of writing in school, as well as considering the impact of externally imposed curriculum and assessment regime on the experiences of the children. Through my research, I aim to answer the following research questions:

• How do children conceptualise writing?
• What are children’s experiences of writing at school?
• What are the discourses surrounding writing at school?
• How are children ‘positioned’ through their writing experiences?
• Do children’s experiences of writing in the same class differ?
• What can we learn that will help inform practice?

The use of oral discussions to improve written complex comprehension answers

Helen Wrightson, Assistant Principal, Dixons Marchbank

The purpose of this action research paper is to identify if pupils in a year 3 class are able to improve written inference answers in test conditions through oral discussions of different age appropriate texts. Due to the consistent low number of pupils achieving Age Related Expectations in reading in Key Stage 2 for the past three years it was evident that a new approach was required as what was happening in school was not equipping pupils to answer complex comprehension questions. The oral discussions were based upon an age appropriate text separate from reading and English lessons. Question stems were introduced and explicitly taught during reading lessons, and explored orally three times a week. Pupils added and clarified each other’s points. The calibre of pupils’ oral answers has dramatically improved within a short time. This is evidenced in the recordings of the sessions. Within reading lessons pupils’ written answers to more complex questioning has also improved. In the next assessment cycle the class will be compared to a control Year 3 class.

Developing an effective writing pedagogy: Motivating young writers through play

Stephanie Booth, Linton CoE Infants

With the current focus on evidence and data within schools, teachers are under increasing pressure to raise the standards of literacy within their classrooms. This, combined with the prescriptive nature of standardised testing and the focus on transcriptional skills, is leading to a lack of interest in writing amongst school age children. My research is exploring how a play based literacy intervention can impact children’s writing outcomes alongside their motivation, and the implications this may have for developing an effective writing pedagogy. Taking place over an 8 week term, the project will involve a small group intervention with six Year 2 students, using LEGO as a stimulus for writing. The intervention will consist of four sessions a week throughout the spring term with children who report being disengaged with writing and are not meeting the curriculum objectives. Using LEGO as a medium for exploration, the intervention will build on narrative skills to produce several pieces of writing. Through analysis of assessment data, observation and participant perception interviews, my research is seeking to develop a greater understanding of how play can be integrated into the curriculum in a fun and effective way.

‘Oh you believe in ghosts like who?’: The role of interaction in students’ developing knowledges of the supernatural in A Christmas Carol using Text World Theory

Furzeen Ahmed, Aston University

Recent changes to the national curriculum in the UK have resulted in a shift of focus to studying texts originating from western canonical literature. The selection of these texts has to some extent restricted students’ freedom in exploring the texts, since they do not depict the students’ rich array of experiences and backgrounds in the present day English classroom. This presentation draws on findings from my doctoral research study, looking at how students construct knowledge of these spatially, temporally and culturally distinct texts using their experiences in the real world. The research study addresses the conference’s theme by examining the students’ conceptual playfulness by trialling novel concepts through interaction, such as examining the students’ distinct notions of the supernatural during a group discussion exploring the ghosts’ role in Dickens’ A Christmas Carol. Using Text World Theory, the presentation delves into the students’ sharing of their understandings influenced by their cultural, social or religious affiliations, and how their contributions impact each other’s perceptions through interactions. In particular, the presentation explores the students’ expressions of their perspectives, at a linguistic level, and how their verbal responses depict their developing knowledges about the supernatural not only in the text world, but also the real world.

K4
Seminar Presentation
Audience: CT, L, LC, LA, R, TT, S
Room: 12.4.03

The wonders of the wordless: Exploring the potential of non-verbal picturebooks and short films

Fiona Maine and Victoria Cook, University of Cambridge

Wordless/non-verbal picturebooks and films offer rich opportunities for classroom dialogue where children can experiment with ideas, be creative in their responses, take risks through co-constructing narratives and generate meanings collaboratively. This session will explore the potential of these multimodal texts as the stimuli for discussing cultural heritages, identities and values as emergent themes. As part of a large, nine-country project investigating what it means for young people to be feel European in the 21st century, a bibliography of cultural texts has been created that highlights the key features of cultural literacy: living together, social responsibility, and dispositions of tolerance, empathy and inclusion. As part of the project, groups of primary and secondary-aged children have been consulted to share their opinions on which texts should form the bibliography: those they rated most highly and why they
felt they would offer good food for discussion. The children were remarkably candid in their responses, causing the researchers to reconsider some disregarded texts and question some of their own 'top' choices for inclusion. In the session we will explore this exciting corpus and the wonder of these resources as springboards for playful meaning-making and imagination.

**K5**

**Seminar Presentation**  
**Audience:** CT, LC, LA, R, TT, S  
**Room:** 12.5.13

**What is it ‘Writing For Pleasure’ teachers do that makes the difference?**

Ross Young, Primary School Teacher, Phil Ferguson, WritingRocks

This seminar will be presented by Phil Ferguson and Ross Young who are national and writing representatives for the UKLA. This year they undertook research in which they observed six exceptional Writing For Pleasure teachers in their primary school classrooms to see what these teachers were doing that was making a significant difference to their apprentice writers. Writing For Pleasure teachers teach in a way that not only has a positive effect on children’s academic outcomes but also on their affective attitudes towards being a playful writer. In this seminar, they will share their findings and therefore what Writing For Pleasure teachers do that makes the difference, so that you can too!

**K6**

**Research Report**  
**Audience:** CT, LC, LA, R, TT, S  
**Room:** 12.4.18

**Leveling the Playing Field**

Cynthia Gerwin, Judson University

Reading shouldn’t be a game where only the most proficient readers can ‘play,’ leaving readers who struggle on the sidelines or benched. All readers deserve playing time with a coach who supports their growth. However, misuse of leveling practices to address the cognitive needs of readers ignores their affective domain. The purpose of this year-long descriptive multiple-case study, conducted from an ethnographic perspective, was to describe the influences of leveling on a transitional reader’s identity, self-efficacy, and self-perceptions of growth towards becoming an independent reader. Data was triangulated from two fifth-grade classrooms (n=34) and nine subjects through the following sources: (a) interest survey, (b) motivational questionnaire, (c) semi-structured interviews, (d) observations; (e) artifacts, and (f) field notes. Two cycles of data analysis uncovered overarching themes: hierarchical structures and didacticism. Findings, discussed through the contextual lens of the theoretical framework, support how leveling practices label and categorize students creating hierarchical structures predicated on value-laden language that can be internalized. Teacher-dependent short-term goals of moving-up a level reinforced the didactic nature of reading and obstructed long-term growth. Readers who develop a positive identity and sense of efficacy approach literacy with a winning attitude creating independent readers who play for life.

**K7**

**Research Report**  
**Audience:** R, TT, CT, L, LC, LA, S  
**Room:** 12.4.19

**Themed session: Reading and identity**

Chair: Doreen Challen

**The Power of Me in the Curriculum: in what ways does my identity as a reading teacher educator influence the teacher training students with whom I engage and help develop them into reading teachers and lovers of reading?**

Eleanor Power, Nottingham Trent University

This is an ongoing piece of research. It is an autoethnographical study which represents me ‘throwing my cap into the ring’ to explore whether the explicit sharing of my identity as a reader will result in a positive influence on the reading identities of my BA Year 1 Initial Teacher Training students. This was motivated by a realisation that students starting the course often have a negative attitude towards reading. As an autoethnography, it is primarily epistemological as it is about how I position myself and then look at my relationships with the students through the lens of my reading identity. My study takes a constructivist approach, placing emphasis on creating a shared experience with the students to develop a common understanding. To establish thick description in my data, it is being collected in a variety of ways. I am using my reflective journal and reading rivers created both myself and the students. I am also interviewing colleagues, family members and former pupils to establish whether their perceptions of me as a reader tally with my own. Coding will then lead to the defining of emergent themes to establish what, if any, my reading identity has on the students.

**Children’s identity construction as ‘engaged’ and/or ‘learner’ readers through reflections on early childhood**

Sally Ann Jones, National Institute of Education, Nanyang Technological University, Singapore

Drawing on interviews with 76 children, this paper is about the reading identities children constructed as they remembered learning to read. Now nine years old, the children are avid readers and successful academically in their neighbourhood primary schools in Singapore. The data show the children constructing identities as ‘engaged’ or ‘learner’ readers and consequently formulating theories and beliefs about the process of learning to read in a multilingual society. ‘Engaged’ readers believe in reading widely for interest’s sake and for pleasure while ‘learners’ came to reading through a more staged process and believe that mastery of the technical aspects of the process is important. In a few cases, children adopt both positions. The paper seeks to explain these data by showing how children’s early experiences were motivated and mediated by their family’s home circumstances, for example, home language use, financial situation,
and parents’ employment. Since all the children are now habitual readers, I conclude that there are many pathways to learning in diverse societies and families. As a result, educators and policy makers should beware of using one single, dominant approach to teaching reading and of offering this approach as advice to parents supporting their children.

K8 Research Report
Audience: CT, R, L, LC, LA, TT, S
Room: 12.4.17

Achieving agency: Developing adaptive expertise in the teaching of reading through coaching
Danielle Dennis, University of South Florida, Chris Hemmings, Cottenham Primary School

In this session, we share Phase III of a research project focused on developing a Year 1/2 teacher’s ability to use adaptive teaching strategies in order to meet the needs of children in a transitional stage of literacy acquisition. Using the coaching model developed in early project phases, we examined weekly videos of the teacher’s instruction. Three approaches to data analysis inform our findings: first, inductive analysis of the coaching sessions to generate themes related to the teacher’s use of adaptive teaching strategies, and how those developed over time. Then, conversation analysis to highlight the coaching moves that supported or hindered the developing adaptive teaching strategies. Finally, discourse analysis to underscore the emergence of instructional language as evidence of adaptive teaching. In this presentation, we share evidence from these stages of analysis through our Framework of Agentive Literacy Teaching. We will present the framework alongside evidence of the framework in use during the teaching sequences. In connection to this year’s theme, we offer that by developing teachers’ agency we open their classroom to increased, and thoughtful, improvisation allowing teachers to adaptively play with their approach to teaching young children in more purposeful and creative ways.

K9 Workshop
Audience: AL, CT, LC, LA, R, TT, S
Room: 12.5.07

Making words stick for story writing: A playful approach for young second language learners
Jasen Booton, Teacher Adviser; Instructional Coach

This interactive workshop has two primary aims:
(1) To highlight the importance of vocabulary development in supporting young pupils from diverse ethnic backgrounds to integrate and succeed academically in society.
(2) to share playful strategies for word learning aligning to international research and the findings of the presenter’s post-graduate ‘words into writing’ study.

Literacy education comprises learning to read and write. Despite much second language research focusing on the development of reading comprehension, there is far less research focusing on pupils’ writing skills (Murphy, 2014). Murphy (2014) posits that the active teaching of vocabulary depth is necessary for second language learner pupils to enhance the linguistic skills necessary for production of written text. This is corroborated by a recent study by Castillo & Tolchinsky (2017), suggesting that vocabulary depth supports text structure, text quality and writing proficiency. Delegates will participate in a range of hands-on practical activities, referencing performance reading, drama techniques and the innovative use of emojis. The workshop will engage in dialogue about the pedagogy and practice supporting second language learners’ vocabulary and writing development in the primary school setting.

L1 Symposium
Audience: AL, CT, L, LC, LA, R, TT, S
Room: 12.4.12

Turning to affect to imagine socially just pedagogies for reading for pleasure
Natalia Kucirkova, University of Stavanger, Norway, Teresa Cremin, The Open University, Margaret Mackey, University of Alberta, Anezka Kuzmicova, Stockholm University

This symposium brings together international scholars to advance the theoretical and analytical understanding of affect in reading for pleasure. The three papers, nested within a socio-cultural framework on affect, collectively push the boundaries of reading research toward conceptual innovation.

Sheer sharing: the gratifications of not talking about books
Anezka Kuzmicova, Stockholm University, Sweden

Social sharing is a known prerequisite to fostering a love of reading and literature, both in the home and in formal educational settings. In this context, current research and discourse tend to emphasize the importance of book talk. Introducing its various forms in formal education, however, we walk a thin line between enriching individual students’ literary experiences and spoiling some of the more intimate aesthetic effects for them by the very act of talking and analyzing. Referring to findings from varied disciplines as well as to practical examples, this paper will make a case for the distinct forms and gratifications of sheer sharing, that is, of having a text in common but not talking about it. I will argue that sheer sharing can be just as formative to literacy as book talk proper, and that while certain types of literature thrive on purposeful book talk, others may in fact exert more power if they are shared tacitly. The mechanisms in focus here are readers’ mental imagery and experiences of personal resonance.
The ‘personal’ and the ‘affective’: two driving forces for reading for pleasure
Natalia Kucirkova, University of Stavanger, Norway, Teresa Cremin, The Open University, United Kingdom

This paper mobilises the theoretical concepts of personal resonance and Vygotsky’s ‘perezhivanie’ (1935/1994) to argue for greater critical attention to readers’ personal identities in building and understanding children’s affective responses to texts in the digital age. Seilman and Larsen’s (1989) personal resonance theory is complemented by the lived and shared experience of affect (perezhivanie). These conceptualisations stand in direct opposition to generic and somewhat routinized practices that may play out in formal instructional contexts and when reading e-books. By drawing on diverse empirical examples, we seek to argue and demonstrate that the methodologies and pedagogies for reading for pleasure need to stem from the theoretical premise that readers’ affective responses to texts are deeply personal and relational in nature.

Maps of Literary Play: Reading and the World
Margaret Mackey, University of Alberta, Canada

Two men create digital maps of a landscape important to their literate youth. One develops a map of a real place, an urban ravine, where, as children, he and his brother played games based on what they were reading. The second maps the imaginary territory of Hogwarts, taking great care to assemble realistic details. One fantasy reader starts from a real-world site; the other starts with the text and works to ensure accuracy in relation to both the books and his own life experience. These maps and interviews with their creators provide the launchpad for an exploration of how readers ‘play’ differently with the books they read. Such differences manifest themselves even when, as in this case, the readers have many demographic elements in common: two men in their early 20s, born in Canada of European descent, and studying industrial design as undergraduates. Yet they bring their fictions to mental life very differently.

This presentation explores the implications of this variability for a playful literacy.

L2
Award Presentation Audience:
Room: 12.5.01
The Brenda Eastwood Award 2019
Chair: Janet Douglas Gardner, Shortlisted nominees

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

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

Investigating the lived experiences of student teachers as readers and the shifting identity of student teachers who teach reading
Emma Rogers, Bishop Grosseteste University

My research aims to explore the reading identities of student teachers and their existing knowledge of children’s literature. The links between teachers who engage in reading as a pleasurable activity and the reading for pleasure pedagogies within their classrooms has been recognised in numerous studies (Cremin et al., 2007; Cremin, 2009; Dreher, 2003; Moss, 2000). However, a teacher’s ability to inspire young readers is bound to the teacher’s identity as a reader and her/his knowledge of children’s authors (Cremin et al., 2014; Hall, 2008). Moss (2000) and Nathanson et al. (2008) identify groups of teachers that are able to read but choose not to: ‘can but don’t’ or ‘aliterate teachers. Research previously undertaken with student teachers recognises that the majority are ‘aliterate’ or ‘unenthusiastic’ readers with little knowledge of authors and poets (Applegate et al., 2014; Sulentic-Dowell et al., 2006; Nathanson et al., 2008; Collins and Stafford, 2008). This affords ITT providers with both an opportunity and a challenge. How can student teachers’ reshape and reconstruct their identities as readers whilst simultaneously building their identity as teachers of reading?

L3
Research Reports Audience: CT, R, TT, S, AL, LC, LA Room: Lecture Theatre CH 12.0.06
Postgraduate Research Student Slam Part 2 (continued)
Chaired by Cara Doxey and Lucy Taylor

This session features multiple short presentations from those currently engaged in Masters and doctoral research degrees. It is an opportunity to gain insights into ongoing, cutting edge research in progress.

What is Reading?
Cara Doxey, Sheffield Hallam University

This paper reports on a doctoral study which set out to explore what constitutes literacy, and more specifically, reading, for children in school: how they experience, feel and think about reading. The study drew on ethnographic methods including observations, interviews and photography in order to explore the experiences and views of children in a primary classroom. Against the background of a prescriptive curriculum and accountability culture, I was interested in the positioning of children according to their performance in standardised assessments and the construction of ‘struggling’ readers. I share a number of emerging themes from initial analysis of the data, and consider the implications of these for the current curriculum which places emphasis on literacy as individual cognitive skills that can be tested, measured and improved.
Grammatical choice and tense: Children's metalinguistic understanding of tense and auxiliary verbs in reading and writing

Shahan Choudhury, University of Exeter

This presentation aims to problematise the use of various grammatical patterns, and how they may be conceptualised by L1 or near-L1 users. To illustrate, a piece of writing may 'appear' to be 'grammatically competent' through the inclusion of 'correct' grammatical forms, however, ambiguities and misrepresentations in the writing and/or comprehension may occur. But to reduce such ambiguities, the perspective of writers and/or readers may be sought. For instance, when a language learner writes using, for example, a perfect ('The girls have eaten the sponge cake') or a progressive form ('The girls have been eating the sponge cake'), to what extent has the learner truly developed and displayed grammatical pattern appropriate and use of the grammatical form? Did the learner give due consideration to the meaning and use of the grammatical form? Is the grammatical pattern appropriate and does it convey the intended meaning that the writer, the "encoder", wishes the decoder, the "reader" to understand? These are complex questions, although, if addressed, they may begin to contribute to developing learners' conceptual understanding of grammatical forms, and thus teaching pedagogy. Within the L1 context, however, no research appears to have been undertaken in this area. After problematizing the research issue, attendees will be engaged in the 'exploration, playfulness, and experimentation' (Myhill, Jones, Watson, & Lines, 2013, p. 110) of various grammatical patterns with a view to establishing possible form-meaning relationships.

What is the experience of children from BAME backgrounds of Reading for Pleasure in Primary School?

Sarah Brownsword, University of East Anglia

I am in my first year of EdD study, looking at the experiences of children from Black, Asian and Minority Ethnic (BAME) backgrounds of Reading for Pleasure in primary school. I am interested in how children from different backgrounds are perceived as readers by their teachers and how inclusive the reading curriculum is in primary classrooms. Are children's textual lives across cultures and languages valued by teachers? Do teachers have knowledge of books which act as both windows and mirrors for children of all backgrounds? I would like to share my very early thoughts on these questions, and the opportunities and challenges of attempting to give a voice to children from BAME backgrounds in a predominantly White area.

World Turned Right-Way Up: Anti-carnival encounters with the Oxford Reading Tree

Jasmine Simms, Teaching Assistant (Key Stage 1) and Postgraduate Student of Children's Literature

More than 80% of UK Primary Schools use the Oxford Reading Tree series. For over thirty years they have counted amongst the first stories UK children read independently. I read them myself aged 5, and now use them in my practice as a Teaching Assistant. In The Magic Key (ORT, 1986) our child protagonists encounter one of the best known vehicles for Carnival: a magic object with the potential to take us on transformative adventures; adventures which could (perhaps should) involve a radical encounter with the Other. Yet this magic key serves only unmagical destinations - a world turned right-way up. This research draws heavily on Bakhtin’s (1965) theory of Carnival as ‘world upside-down’. Although predominantly a literary idiom, Carnival has often been used to theorise an openness to imaginative and heteroglossic possibilities in pedagogical contexts (Manyaκ, 2001; Lensmire, 2011). From a reader-response perspective, Carnival may also represent the playful nature of reading as a meaning-making activity (Chambers, 1990). Through a reader-response informed analysis of Year 1 pupils’ reactions to the texts, I argue that the series constructs a world which is distinctly anti-carnival. I will discuss: narrative predictability, the implied reader (active vs passive), and some implications for current practice.

Hugh Escott, Sheffield Hallam University, Emily Thew, Artist, Grimm and Co., Charlotte Pritchard-Brennan, Astrea Academy, Sarah Christie, Creative Learning Manager

Grimm and Co is a literacy charity situated in a magical apothecary on Rotherham High Street. They help children and young people develop their literacy and creativity skills, build their resilience, and raise their aspirations. Central to their workshops is their focus on a child-led approach to writing and a commitment to creating safe, imaginative spaces. Astrea Academy Sheffield is a new presumption-free academy-school in Burngreave, Sheffield. The school trust’s motto is ‘inspiring beyond measure’, and the school itself aims to embed opportunities for extra-curricular activities, that encourage personal development, within regular school provision. Over the past year Grimm and Co and Escott have been delivering weekly creative writing workshops at Astrea Academy Sheffield as part of the school’s elective scheme. In this workshop conference attendees will have the opportunity to participate in some of the creative writing activities that have been run during these sessions, and to explore writing and exhibition resources produced by students from the academy. These activities will help facilitate discussion reflecting on the complexities of encouraging improvisation and playfulness in educational contexts that privilege preferred responses or examination-orientated answers, and will consider the tensions involved in ‘broadening’ curricula to address the future needs of children.

'An anti-carnival': Using life writing to encourage improvisation, unpredictability and playfulness

Audience: AL, CT, L, LC, LA, R, TT, S

Room: 12.4.17

L4 Workshop
Research highlights the numerous benefits for young people when they discuss a range of literature. When young people come together to discuss picturebooks that engage with challenging real-world issues such as difference and disability, the diverse experiences they draw upon when developing their ways of knowing can influence these discussions in many ways. This can be quite surprising. This research presentation reports on the development of a project investigating the experiences of young children throughout England who have been diagnosed with a genetic condition. Additionally, we observe diverse student groups in London and Melbourne when reading a book about difference. During the project, young people across England read the book, *Avery*, with their family and community members (such as medical staff, school community members or other groups). The book portrays how children with a diagnosis may feel and gives a window into understanding about difference. The presentation will share literature and initial understandings of how different people who do and do not have personal experiences of this genetic condition encounter the book and how their understandings of the world and their place in it develops through these book discussions.

The role of literacy and play techniques in relation to the development of social emotional learning and social emotional imagination will be explored in this session. Activating the power of storytelling and play invites children and young people to navigate their own dilemmas and challenges in a safe space with a trusted adult. In this interactive session, participants will have the opportunity to explore the practical application of storytelling and play in diverse educational settings, share examples and relate to their own occupational environment. Join us for a discussion of this topic and consider current research in this growing field.

This workshop will shed light on these questions through exploration of a unit of study that foregrounds the critical imagination. The analysis of empirical data attempts to answer the following research questions:

- How can critical writing pedagogy be extended to include a focus on the critical imagination?
- How might the juxtaposition of creative and analytic writing enable the realisation of an embodied, imaginative critical writing pedagogy?

The data is drawn from a first year Sociolinguistics course for pre-service teachers in Johannesburg. The data consists of thirty dialogues and critical
commentaries which display verbal play, creativity and different levels of criticality. Findings indicate that embodied literacy work across different modes and genres, can play a significant role in facilitating the critical imagination by enabling students to enact, perform and immerse themselves in different discourses, ultimately generating new insights.

**L9 Workshop**
*Audience: AL, CT, L, LC, LA, R, TT, S*
*Room: 12.4.03*

**Developing children as authors using an authentic writing process in the classroom: Lessons from the Power of Pictures project**

Charlotte Hacking, CLPE

The Power of Pictures is a teacher development programme, co-written by The Centre for Literacy in Primary Education (CLPE) and author Ed Vere. The programme gives in-service teachers specialist training from published author-illustrators and CLPE expert teachers, helping them develop their understanding of the craft of picturebook creation as a way of raising children’s achievement in literacy. Teachers attend training days, working directly with author-illustrators and learning related techniques to use in their own teaching. The project was developed over the first three years with support from Arts Council England and is now part of the Education Endowment Foundation’s Learning About Culture Trial. This workshop will share practical strategies developed through the project as well as data collected from the evaluation, including impact on teacher’s subject knowledge and attitudes to reading and writing picturebooks with older children and, in turn, those of their children. Central to this will be the exploration of a model for an authentic writing process created during the project, drawn from processes used by authors which can be replicated in the classroom, giving time and space for children to play with ideas prior to creating, reflecting on and publishing writing using words and pictures.

**10.45 – 11.10 Coffee**
(Charles Street Building, Café, Level 0 and Level 5)

**11.10 – 11.50 Parallel Session M**
(Breakout rooms)

**M1 Symposium (cont’d)**
*Audience: AL, CT, L, LC, LA, R, TT, S*
*Room: 12.4.12*

**Turning to affect to imagine socially just pedagogies for reading for pleasure**

Natalia Kucirkova, University of Stavanger, Norway, Teresa Cremin, The Open University, Margaret Mackey, University of Alberta, Anezka Kuzmicova, Stockholm University

**M2 Award Presentation**
*Audience: All*
*Room: 12.5.01*

**The UKLA Student Research Award 2019**

Chair: Clare Dowdall, Co-convener, UKLA Research Committee

Overall Award Winner: Helen Bradford

Special Commendation: Georgina Tarling

Helen’s thesis was nominated by Dominic Wyse, who stated: in my view this research is highly original. Its focus on the writing of two-year-old children, in early years and home settings is new. The application of Foucauldian theory to very young children’s writing is unlikely to have been done before. Ultimately the challenge to the use of the term ‘mark-making’ should be removed from practice and policy discourse.

Research Sub-Committee members thought the thesis to be an impressive example of scholarship. We agreed that its focus on early writing was timely, and that the questions raised and implications
noted were of real value to the literacy community, offering a valid contribution within the context of current debates. We also all agreed that the thesis is extremely well-constructed and structured, and that the use of data to inform discussion was a real strength.

The Research Sub-Committee Special Commendation is awarded to: Georgina Tarling for her PhD thesis, Developing reflective engagement in the use of online digital devices: A multiple case study of seven year olds and their home-school contexts.

The study was initially informed by learning ecology perspectives that situate children’s practices within a set of different contexts. Using this as a heuristic framing device the study explored the shaping of children’s engagement through a number of different lenses: material, socio-emotional, pedagogical and cultural. Using a case study approach I spent time with seven children, their families and their peers across home and school settings. In so doing I sought to generate rich qualitative data about practices, the aspects of context shaping them and the emergent understanding and reflection arising around them from both children’s and adults’ perspectives. Thematic analysis of this data brought insights that built on the tentative characterisation of reflective engagement I began with. However, the findings also revealed some challenges and ‘entry points’ in terms of reflective engagement that hadn’t been anticipated. Synthesising these entry points under the notions of context shaping them and the practices, spaces, resources and roles I

Research Sub-Committee members found the thesis to be an impressive example of scholarship. We agreed that it provided a powerful account of the need to understand how to nurture reflective and critical engagement amongst young users of digital technologies, and that the contribution offered was of real value. The account was comprehensive, well-written and well-informed. The research design had integrity, and ethical considerations informed the work at all stages.

**M4**

**Seminar Presentation**

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

**Room:** 12.5.07

‘No-one would sleep if we didn’t have books’: Understanding the barriers and motivators to shared reading in families

Rachael Levy, Institute of Education, University College London

There is a substantial body of literature providing evidence that shared reading between parents and their young children has a range of positive impacts (Bus and Ijzendoorn, 1995; Mol et al., 2008). Yet not all young children are read to, or engage in, shared reading practices in the home. It is therefore important to understand what both motivates and discourages parents from reading with their children. In particular, this paper focuses on the extent to which parents’ own relationships with reading and reading practices with their pre-school children. The research presented here draws on in-depth interviews with 29 parents of pre-school children to understand home reading practices within a socio-economically and culturally mixed sample, exploring the links between parents’ own relationships with reading and the shared reading activity they carry out with their children. Findings suggest that parents who have had negative experiences with reading themselves can, and do, still go on to develop and enjoy...
positive shared reading experiences with their own children. This appears to be because ‘reading’, within the context of shared reading activity, is perceived very differently from reading within other contexts. The implications of these findings for intervention will be discussed.

M5
Research Report
Audience: CT, LC, R, S
Room: 12.4.17
Playing with language to conceptualize adolescent wellness
Erin Spring and Nadia Delanoy, University of Calgary
This presentation draws on case study research with a class of middle-school aged students living in rural Alberta, Canada. Our study seeks to understand the ways in which students articulate their conceptualization of wellness in relation to their identities through a range of literacy practices. Students have engaged in a series of lessons including interactive and reflective activities that serve to elicit their voices and empower them to ruminate on their life experiences as young people living in this specific place. In doing so, our work foregrounds the voices of young people and reaffirms the ways in which they negotiate their identities and overall sense of wellbeing through experiential and collaborative literacy practices. Students have engaged in a series of lessons including interactive and reflective activities that serve to elicit their voices and empower them to ruminate on their life experiences as young people living in this specific place. In doing so, our work foregrounds the voices of young people and reaffirms the ways in which they negotiate their identities and overall sense of wellbeing through experiential and collaborative literacy practices. This presentation focuses on a particular classroom interchange, late in our lesson series, wherein students engaged in mentorship and dialogical interchanges with their peers. They produced written and visual narratives wherein they ‘played’ with language, ideas, expression, and various other forms of representation to reflect on the theme of failing forward in relation to wellness. While there is a wealth of scholarship on the intersections of identity and literacy, we know very little about how young people conceptualize wellness, especially those living in a rural place. Our hope is to consider how offering adolescents opportunities to ‘play’ and take risks with language can provide spaces for the foundational cultivation of adolescent agency and the development of wellness.

M6
Research Report
Audience: CT, L, R, TT, S
Room: 12.4.18
New avenues for playing with identity: An exploration of the YA novel Every Day and its challenges to LGBTQ identities
Corrine Wickens, Northern Illinois University, Eric Junco, Harlem School
In this presentation, we explore traditional framings of identity construction in young adult fiction through the lens of David Levithan’s novel Every Day. In the book, the protagonist, who is known simply as ‘A’, wakes up inhabiting a new body: each day. A must navigate the life of another 16-year-old with a different racial/ethnic, gender, and sexual identity. We analyse the text from a ‘post-postmodernist’ framework, which attends to shifts in traits common to postmodern literature, i.e., self-referential intertextuality, use of ‘play’ to disrupt traditional narratives, and attention to multiple and fractured identities. In the post-postmodern text, however, all these aspects are taken-for-granted, but the literature seeks to reconnect the reader to the real and material world underneath (McLaughlin, 2004; Nealon, 2012). In this presentation, we examine how Levithan continues recent trends in young adult literature to increasingly accept LGBTQ identities, but also challenges the focus upon common identity categories that displaces attention to potentially more true selves underneath. Texts like Every Day present researchers new opportunities to investigate shifts in ongoing discourses around gender and sexualities and teachers new avenues to encourage students to develop empathy and imagine the world from different perspectives.

M7
Workshop
Audience: CT, TT, S
Room: 12.5.14
Exploring shared writing: Teacher and pupil perspectives
Daniel Hughes, University of Worcester
This session will focus on shared writing and how it can impact on both teachers and pupils. Shared writing is a pedagogical approach that takes time and practice to develop yet can be beneficial in supporting the progress of pupils with their writing. Writing is a deeply personal and emotional process which can often be forgotten when teachers are expected to model writing in front of pupils. The conference is exploring possibilities and imagination - these concepts lie at the very heart of shared writing. This workshop will actively engage participants in shared writing, looking at the challenges and issues for teachers, as well as considering the impact on pupils. By the end of the workshop, the participants will have a greater sense of what constitutes effective shared writing, the issues that need to be addressed and they will have reflected on the writing process for both themselves and pupils.

M8
Research Report
Audience: CT, LC, R, TT, S
Room: 12.4.03
‘Every kid wants to meet a unicorn, I do as well’: Play with language, culture and identity in children’s volitional writing
Lucy Taylor, University of Leeds
This paper examines part of a larger data set of children’s volitional writing, focusing in particular on children’s texts which demonstrate playful experimentation with form, language and content. Thirty eight participants used free-choice writing journals as part of the data collection for a doctoral research project, in total contributing 178 pieces of text. The playful texts, such as lists of favourites, interpretations of popular songs, acrostics,
puzzles and jokes made up one third of the texts in the journals. These texts were particularly interesting in the ways that the writers used language to engage with their culture and to position their identities within their culture. Using Text World Theory as a lens through which to view the ways children position themselves through their use of language, I explore ways of engaging with and interpreting children's playful texts. I argue that it is important for teachers and researchers to find new ways to think about all forms of children’s writing. By doing so it is possible to gain insights into children as writers and the value of volitional writing.

M9
Research Report
Audience: CT, LA, R, TT, S
Room: 12.5.13
Grammar policy and pedagogy from primary to secondary school
Ian Cushing, UCL
Grammar is a key focus of current UK national curriculum policy, at both primary and secondary school level. But grammar policy across these levels is incongruous: at primary level, policy is largely prescriptive, framing language as a system of constraints and rules, whereas at secondary level, policy is much more geared towards descriptive, functional linguistics. Using data acquired from a survey with 275 secondary English teachers and interviews with 24 secondary English teachers, I critically explore how the incongruity of primary-secondary level grammar policy is impacting upon grammar pedagogy at secondary level. Using a combination of thematique and metaphor analysis, I show how many teachers report secondary students conceptualising grammar as a list of technical terms, with little idea or experience of how to use this knowledge in applications such as critical reading or creative writing. I also show how some secondary teachers were aiming to integrate grammar into their teaching, looking to build and develop on the grammatical knowledge students have from primary level. The data show that teacher and student conceptualisations of grammar are shaped by curriculum policy, and I call for a more coherent and coordinated vision of grammar across primary and secondary level.

12.00 – 1.00 Keynote 4
Harold Rosen Memorial Lecture
Room: Lecture Theatre CH.0.06
Play: From the archive to the playground and back again
Andrew Burn, Institute of Education, UCL
Introduced by Angela Colvert, University of Roehampton
From the child’s point of view, play is a thing of the moment: cheeky, witty, subversive, antagonistic to the strictures of adult systems, whether of the curriculum or the archive. Despite this, the value of the archive is its reminder that the words, actions, tunes, myth-making, superstition and ritual of 21st century playground games are echoes of the play of previous generations, fragments of cultural memory, rehearsals of older ludic practices. At the same time, they are intensely responsive to their own cultural moment, to the tropes of “old media”, but also those of “new media” – the micro-narratives of Youtube, the combat systems and dance moves of videogames, the technocultural ecology of smart phones. This talk will draw on the research project Playing the Archive, which links the manuscript archive of Iona and Peter Opie to the dynamic play practices of today’s primary school children. It will ask how we can think about play, memory, media and literacies, and what lessons educators might learn from connecting the archive and the playground.
Toddler Time

Stuck for things to do with a tetchy toddler? Here are some tried-and-tested tricks to distract them from their boredom and keep them entertained!

Brilliant books!
Books with an interactive element, like Ingela P. Arrhenius’ Felt Flaps board book series, engage and entertain the very youngest of children. Toddlers will love finding the animals hiding under zingy felt flaps, and there’s even a surprise mirror behind the last flap – certain to be a hit with little ones!

I spy...
It’s an old favourite but a game of ‘I spy’ can keep little ones happy for... well, at least half an hour! Stick with the classic ‘I can see something beginning with...’ or try a variation like ‘I can see something bright red.’

Sing-along songs
A funny song can keep the whole family amused, especially the ones that can be extended, like Old MacDonald Had a Farm.

What noise?
Very little children love to make animal sounds, so try asking them what noises these animals make – or suggest some of your own!

Spot the difference
There are five differences to spot in these pictures – can you help your toddler find them?

Find your favourite!

£6.99 each • Board Book • 6 months + • Available from all good bookshops and online

Ingela P. Arrhenius

www.nosycrow.com
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
- Journal of Reading Research Quarterly
- The Reading Teacher

Edited by Jill McClay and Clare Dowdall
wileyonlinelibrary.com/journal/lit

Edited by Julia Carroll
wileyonlinelibrary.com/journal/jrir

For more information visit: www.wiley.com/go/education
‘I know what to write now!’
Engaging Boys (and Girls) through a Multimodal Approach

Petula Bhojwani, Bill Lord and Cath Wilkes

At the heart of this publication is the aim to engage reluctant writers in text production and the recognition that children’s experiences are shaped by a new media age.

With accompanying website resources, this innovative publication provides guidance for school-based development as well as many useful tips to help teachers introduce multimodal strategies into teaching and learning about literacy including:
- frameworks to support professional development
- guidance on using a range of digital technologies
- case study examples and teaching sequences from Foundation Stage to Year 6
- links to film and resource websites.

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

UKLA Publications are available from
UKLA, Room 9, VAL, 9 Newarke Street, Leicester LE1 5SN
www.ukla.org

Project Connect Books for Africa

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

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

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

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

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

Please note that the room numbers follow a pattern - with the middle number representing the floor, e.g. Rm 12.4.5 would be on the fourth floor and 12.5.7 would be on the fifth floor.

Once you reach the right floor, room numbers are on doors.
Fifth floor

City Campus

See www.shu.ac.uk/maps for the most up-to-date information.
<table>
<thead>
<tr>
<th>First name</th>
<th>Surname</th>
<th>Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furzeen</td>
<td>Ahmed</td>
<td>K3d</td>
</tr>
<tr>
<td>Oluwaseun</td>
<td>Aina</td>
<td>C10</td>
</tr>
<tr>
<td>Fatimah</td>
<td>Alghamdi</td>
<td>B7</td>
</tr>
<tr>
<td>Najwa</td>
<td>Alhousani</td>
<td>G6</td>
</tr>
<tr>
<td>Cristina</td>
<td>Aliagas</td>
<td>D6</td>
</tr>
<tr>
<td>Mona</td>
<td>Aljanahi</td>
<td>G6</td>
</tr>
<tr>
<td>Ann</td>
<td>Alston</td>
<td>I6b</td>
</tr>
<tr>
<td>Christine</td>
<td>Amiss</td>
<td>L6</td>
</tr>
<tr>
<td>Valentina</td>
<td>Andries</td>
<td>A5a</td>
</tr>
<tr>
<td>Chris</td>
<td>Bailey</td>
<td>A4a, D4</td>
</tr>
<tr>
<td>Barbara</td>
<td>Band</td>
<td>J7</td>
</tr>
<tr>
<td>Catherine</td>
<td>Bannister</td>
<td>F1, G1</td>
</tr>
<tr>
<td>Manjit</td>
<td>Bassi</td>
<td>H10</td>
</tr>
<tr>
<td>Crystal L.</td>
<td>Beach</td>
<td>D10a</td>
</tr>
<tr>
<td>Eve</td>
<td>Bearne</td>
<td>A4</td>
</tr>
<tr>
<td>Petula</td>
<td>Bhojwani</td>
<td>F8</td>
</tr>
<tr>
<td>William</td>
<td>Bintz</td>
<td>B2, C2, E7</td>
</tr>
<tr>
<td>Julia</td>
<td>Bishop</td>
<td>F1, G1</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Booth</td>
<td>K3c</td>
</tr>
<tr>
<td>Jasen</td>
<td>Booton</td>
<td>K9</td>
</tr>
<tr>
<td>Liz</td>
<td>Broad</td>
<td>D10</td>
</tr>
<tr>
<td>Greg</td>
<td>Brooks</td>
<td>C3</td>
</tr>
<tr>
<td>Sarah</td>
<td>Brownsword</td>
<td>L3c</td>
</tr>
<tr>
<td>Gabrielle</td>
<td>Budach</td>
<td>I4</td>
</tr>
<tr>
<td>Andrew</td>
<td>Burn</td>
<td>C1, D1, F1, G1</td>
</tr>
<tr>
<td>Stacey</td>
<td>Campbell</td>
<td>F6b</td>
</tr>
<tr>
<td>Jane</td>
<td>Carter</td>
<td>C4a, I6b</td>
</tr>
<tr>
<td>Doreen</td>
<td>Challen</td>
<td>K7</td>
</tr>
<tr>
<td>Shahan</td>
<td>Choudhury</td>
<td>L3c</td>
</tr>
<tr>
<td>Sarah</td>
<td>Christie</td>
<td>L4</td>
</tr>
<tr>
<td>Gabrielle</td>
<td>Cliff Hodges</td>
<td>A5, M3</td>
</tr>
<tr>
<td>Deborah</td>
<td>Cogan Thacker</td>
<td>I5</td>
</tr>
<tr>
<td>Diane</td>
<td>Collier</td>
<td>A1, B1, C1</td>
</tr>
<tr>
<td>Angela</td>
<td>Colvert</td>
<td>B3, C5, C7</td>
</tr>
<tr>
<td>Tara</td>
<td>Concannon-Gibney</td>
<td>F6a</td>
</tr>
<tr>
<td>Victoria</td>
<td>Cook</td>
<td>K4</td>
</tr>
<tr>
<td>Tracy</td>
<td>Cooper</td>
<td>C8</td>
</tr>
<tr>
<td>Joy</td>
<td>Court</td>
<td>F4</td>
</tr>
<tr>
<td>Kate</td>
<td>Cowan</td>
<td>F1, G1, I8</td>
</tr>
<tr>
<td>Teresa</td>
<td>Cremin</td>
<td>G3, H3, L1, M1</td>
</tr>
<tr>
<td>lan</td>
<td>Cushing</td>
<td>M9</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Cutri</td>
<td>L5</td>
</tr>
<tr>
<td>Alastair</td>
<td>Daniel</td>
<td>J5, K2</td>
</tr>
<tr>
<td>Karen</td>
<td>Daniels</td>
<td>D8, F9</td>
</tr>
<tr>
<td>Christina</td>
<td>Davidson</td>
<td>J4</td>
</tr>
<tr>
<td>Tamara</td>
<td>Davis</td>
<td>L7</td>
</tr>
<tr>
<td>Nadia</td>
<td>Delanoy</td>
<td>M5</td>
</tr>
<tr>
<td>Fufy</td>
<td>Demissie</td>
<td>I9</td>
</tr>
<tr>
<td>Danielle</td>
<td>Dennis</td>
<td>K8</td>
</tr>
<tr>
<td>Kerryn</td>
<td>Dixon</td>
<td>E2</td>
</tr>
<tr>
<td>Megan</td>
<td>Dixon</td>
<td>J6</td>
</tr>
<tr>
<td>Lauran</td>
<td>Doak</td>
<td>D7</td>
</tr>
<tr>
<td>Tom</td>
<td>Dobson</td>
<td>F5a, G9</td>
</tr>
<tr>
<td>Miranda</td>
<td>Dodd</td>
<td>I7</td>
</tr>
<tr>
<td>Janet</td>
<td>Douglas Gardner</td>
<td>L2</td>
</tr>
<tr>
<td>Clare</td>
<td>Dowdall</td>
<td>C5, F5, M2</td>
</tr>
<tr>
<td>Cara</td>
<td>Doye</td>
<td>I9, J2, K3, L3a</td>
</tr>
<tr>
<td>Emma</td>
<td>Dyer</td>
<td>A6</td>
</tr>
<tr>
<td>Christine</td>
<td>Edwards-Groves</td>
<td>J4</td>
</tr>
<tr>
<td>Linda</td>
<td>Ellam</td>
<td>B5</td>
</tr>
<tr>
<td>Hugh</td>
<td>Escott</td>
<td>L4</td>
</tr>
<tr>
<td>Teresa</td>
<td>Ferriz</td>
<td>D6</td>
</tr>
<tr>
<td>Phil</td>
<td>Ferguson</td>
<td>K5</td>
</tr>
<tr>
<td>Rosie</td>
<td>Flewitt</td>
<td>I8</td>
</tr>
<tr>
<td>Sinead</td>
<td>Gaffney</td>
<td>J6</td>
</tr>
<tr>
<td>Martin</td>
<td>Galway</td>
<td>F2, G2, J6</td>
</tr>
<tr>
<td>Paul</td>
<td>Gardner</td>
<td>B2, C2, D3</td>
</tr>
<tr>
<td>Claire</td>
<td>Garside</td>
<td>I2a</td>
</tr>
<tr>
<td>Cynthia</td>
<td>Gerwin</td>
<td>H4, K6</td>
</tr>
<tr>
<td>Kerenza</td>
<td>Ghosh</td>
<td>J5</td>
</tr>
<tr>
<td>Prue</td>
<td>Goodwin</td>
<td>F3, J8</td>
</tr>
<tr>
<td>Navan</td>
<td>Govender</td>
<td>C6</td>
</tr>
<tr>
<td>Dayle</td>
<td>Green</td>
<td>F8</td>
</tr>
<tr>
<td>Ruth</td>
<td>Grindley</td>
<td>G10</td>
</tr>
<tr>
<td>Nicole</td>
<td>Gurvidi</td>
<td>G4</td>
</tr>
<tr>
<td>Abigail</td>
<td>Hackett</td>
<td>D2</td>
</tr>
<tr>
<td>Charlotte</td>
<td>Hacking</td>
<td>L9</td>
</tr>
<tr>
<td>Zeiti</td>
<td>Hamid</td>
<td>B2, C2</td>
</tr>
<tr>
<td>Colin</td>
<td>Harrison</td>
<td>D1, E1</td>
</tr>
<tr>
<td>Douglas K.</td>
<td>Hartman</td>
<td>D1, E1</td>
</tr>
<tr>
<td>Laura</td>
<td>Heads</td>
<td>J2d</td>
</tr>
<tr>
<td>Marie</td>
<td>Helks</td>
<td>H9</td>
</tr>
<tr>
<td>Chris</td>
<td>Hemmings</td>
<td>K8</td>
</tr>
<tr>
<td>Isla</td>
<td>Hill</td>
<td>I5</td>
</tr>
<tr>
<td>Lavinia</td>
<td>Hirsu</td>
<td>A1, B1</td>
</tr>
<tr>
<td>Hanna</td>
<td>Höfer-Lück</td>
<td>A8</td>
</tr>
<tr>
<td>Pingping</td>
<td>Huang</td>
<td>E4</td>
</tr>
<tr>
<td>Suhua</td>
<td>Huang</td>
<td>C9</td>
</tr>
<tr>
<td>Andy</td>
<td>Hudson-Smith</td>
<td>F1, G1</td>
</tr>
<tr>
<td>Daniel</td>
<td>Hughes</td>
<td>M7</td>
</tr>
<tr>
<td>Lynsey</td>
<td>Hunter</td>
<td>K3a</td>
</tr>
<tr>
<td>Sara</td>
<td>Jenkins</td>
<td>L6</td>
</tr>
<tr>
<td>Deborah</td>
<td>Jones</td>
<td>E9</td>
</tr>
<tr>
<td>Helen</td>
<td>Jones</td>
<td>J9</td>
</tr>
<tr>
<td>Sally Ann</td>
<td>Jones</td>
<td>K7b</td>
</tr>
<tr>
<td>Eric</td>
<td>Junco</td>
<td>I9, M6</td>
</tr>
<tr>
<td>Sara</td>
<td>Kajder</td>
<td>D10b, H5</td>
</tr>
<tr>
<td>Abiodun</td>
<td>Kolade</td>
<td>A7</td>
</tr>
<tr>
<td>First name</td>
<td>Surname</td>
<td>Slot</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Stavroula</td>
<td>Kontovourki</td>
<td>C7b, G8</td>
</tr>
<tr>
<td>Natalia</td>
<td>Kucirkova</td>
<td>L1, M1</td>
</tr>
<tr>
<td>Sonja</td>
<td>Kuzich</td>
<td>A9</td>
</tr>
<tr>
<td>Anezhka</td>
<td>Kuzmicova</td>
<td>L1, M1</td>
</tr>
<tr>
<td>Jan</td>
<td>Lacina</td>
<td>B2, C2</td>
</tr>
<tr>
<td>Linda</td>
<td>Laidlaw</td>
<td>B4</td>
</tr>
<tr>
<td>Steph</td>
<td>Laird</td>
<td>J5</td>
</tr>
<tr>
<td>Elisabeth</td>
<td>Lee</td>
<td>J2b</td>
</tr>
<tr>
<td>Trisha</td>
<td>Lee</td>
<td>I5</td>
</tr>
<tr>
<td>Josiah</td>
<td>Lenton</td>
<td>A4a</td>
</tr>
<tr>
<td>Rachael</td>
<td>Levy</td>
<td>M4</td>
</tr>
<tr>
<td>Helen</td>
<td>Lines</td>
<td>D5a</td>
</tr>
<tr>
<td>Sabine</td>
<td>Little</td>
<td>A3, I8</td>
</tr>
<tr>
<td>Christine</td>
<td>Lockwood</td>
<td>J1</td>
</tr>
<tr>
<td>Therese</td>
<td>Lovett</td>
<td>D5b</td>
</tr>
<tr>
<td>Georgie</td>
<td>Lowe</td>
<td>H10</td>
</tr>
<tr>
<td>Margaret</td>
<td>Mackey</td>
<td>L1, M1</td>
</tr>
<tr>
<td>Dan</td>
<td>Mackintosh</td>
<td>H10</td>
</tr>
<tr>
<td>Fiona</td>
<td>Maine</td>
<td>K4</td>
</tr>
<tr>
<td>Guadrun</td>
<td>Marci-Boehncke</td>
<td>A8</td>
</tr>
<tr>
<td>Jackie</td>
<td>Marsh</td>
<td>F1, G1</td>
</tr>
<tr>
<td>Hiroo</td>
<td>Matsumoto</td>
<td>C7a</td>
</tr>
<tr>
<td>Jill</td>
<td>McClay</td>
<td>I6</td>
</tr>
<tr>
<td>Roger</td>
<td>McDonald</td>
<td>I9</td>
</tr>
<tr>
<td>Sarah</td>
<td>McGeown</td>
<td>A5a, A5b</td>
</tr>
<tr>
<td>Sue</td>
<td>McGonigle</td>
<td>I6a</td>
</tr>
<tr>
<td>Andrew</td>
<td>McMillan</td>
<td>G5</td>
</tr>
<tr>
<td>Belinda</td>
<td>Mendelowitz</td>
<td>L8</td>
</tr>
<tr>
<td>Guy</td>
<td>Merchant</td>
<td>E3</td>
</tr>
<tr>
<td>Julia</td>
<td>Miller</td>
<td>B6</td>
</tr>
<tr>
<td>Jemma</td>
<td>Monkhouse</td>
<td>J2c</td>
</tr>
<tr>
<td>Debra</td>
<td>Myhill</td>
<td>G3, H3, L1, M1</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Nelson</td>
<td>A1, B1</td>
</tr>
<tr>
<td>Michelle</td>
<td>Neumann</td>
<td>B8, E3</td>
</tr>
<tr>
<td>Kate</td>
<td>Noble</td>
<td>D9</td>
</tr>
<tr>
<td>Folsuo</td>
<td>Okebukola</td>
<td>A7</td>
</tr>
<tr>
<td>Elsie L</td>
<td>Olan</td>
<td>H2</td>
</tr>
<tr>
<td>Kate</td>
<td>Pahl</td>
<td>D2, G5</td>
</tr>
<tr>
<td>Christina</td>
<td>Panayi</td>
<td>C7b</td>
</tr>
<tr>
<td>Elli</td>
<td>Papadopoulou</td>
<td>I2d</td>
</tr>
<tr>
<td>Shamala</td>
<td>Paramasivam</td>
<td>A4b</td>
</tr>
<tr>
<td>Becky</td>
<td>Parry</td>
<td>C5</td>
</tr>
<tr>
<td>Tracy</td>
<td>Parvin</td>
<td>D5</td>
</tr>
<tr>
<td>Alice</td>
<td>Penfold</td>
<td>F5b</td>
</tr>
<tr>
<td>Mia</td>
<td>Perry</td>
<td>A1, B1, J5</td>
</tr>
<tr>
<td>Lulu</td>
<td>Pinney</td>
<td>I2e</td>
</tr>
<tr>
<td>John</td>
<td>Potter</td>
<td>F1, G1</td>
</tr>
<tr>
<td>Eleanor</td>
<td>Power</td>
<td>K7a</td>
</tr>
<tr>
<td>Evie</td>
<td>Poyiadji</td>
<td>G8</td>
</tr>
<tr>
<td>Charlotte</td>
<td>Pritchard-Brennan</td>
<td>L4</td>
</tr>
<tr>
<td>Enrique A</td>
<td>Puig</td>
<td>H2</td>
</tr>
<tr>
<td>Mary Rose</td>
<td>Puttick</td>
<td>I2b</td>
</tr>
<tr>
<td>David</td>
<td>Reedy</td>
<td>G4</td>
</tr>
<tr>
<td>Mary</td>
<td>Roche</td>
<td>F2, G2</td>
</tr>
<tr>
<td>Lucy</td>
<td>Rodriguez Leon</td>
<td>E8</td>
</tr>
<tr>
<td>Emma</td>
<td>Rogers</td>
<td>H8, L3b</td>
</tr>
<tr>
<td>Chris</td>
<td>Routh</td>
<td>B6</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Rowsell</td>
<td>A1, B1, C1</td>
</tr>
<tr>
<td>Ana</td>
<td>Sanches De Arede</td>
<td>F5a, G9</td>
</tr>
<tr>
<td>Yvonne (Von)</td>
<td>Sawers</td>
<td>E5</td>
</tr>
<tr>
<td>Parinita</td>
<td>Shetty</td>
<td>I2c</td>
</tr>
<tr>
<td>Valerio</td>
<td>Signorelli</td>
<td>F1, G1</td>
</tr>
<tr>
<td>Jasmine</td>
<td>Simms</td>
<td>L3d</td>
</tr>
<tr>
<td>Alyson</td>
<td>Simpson</td>
<td>F2, G2</td>
</tr>
<tr>
<td>Rebecca</td>
<td>Simpson-Hargreaves</td>
<td>F7</td>
</tr>
<tr>
<td>Blaine E.</td>
<td>Smith</td>
<td>D1, E1</td>
</tr>
<tr>
<td>Laurel</td>
<td>Smith</td>
<td>D5a</td>
</tr>
<tr>
<td>Alison</td>
<td>Somerset-Ward</td>
<td>F1, G1</td>
</tr>
<tr>
<td>Erin</td>
<td>Spring</td>
<td>M5</td>
</tr>
<tr>
<td>Sara</td>
<td>Stanley</td>
<td>H7, J2a</td>
</tr>
<tr>
<td>Lisa</td>
<td>Stephenson</td>
<td>F5a, G9</td>
</tr>
<tr>
<td>Dennis</td>
<td>Sumara</td>
<td>B4</td>
</tr>
<tr>
<td>Roberta</td>
<td>Taylor</td>
<td>A4a, F9</td>
</tr>
<tr>
<td>Lucy</td>
<td>Taylor</td>
<td>I2, J2, K3, L3, M8</td>
</tr>
<tr>
<td>Wayne</td>
<td>Tennent</td>
<td>A2</td>
</tr>
<tr>
<td>Emily</td>
<td>Thew</td>
<td>L4</td>
</tr>
<tr>
<td>Sarah</td>
<td>Truman</td>
<td>D2</td>
</tr>
<tr>
<td>Miho</td>
<td>Tsuneda</td>
<td>C7a</td>
</tr>
<tr>
<td>Alison</td>
<td>Twiner</td>
<td>G3, H3</td>
</tr>
<tr>
<td>Kat</td>
<td>Valley</td>
<td>K1</td>
</tr>
<tr>
<td>Sara</td>
<td>Venner</td>
<td>G3, H3</td>
</tr>
<tr>
<td>Judy</td>
<td>Waite</td>
<td>E6</td>
</tr>
<tr>
<td>Martin</td>
<td>Waller</td>
<td>G7</td>
</tr>
<tr>
<td>Vicky</td>
<td>Ward</td>
<td>G5</td>
</tr>
<tr>
<td>Louise</td>
<td>Wheatcroft</td>
<td>C5</td>
</tr>
<tr>
<td>Corrine</td>
<td>Wickens</td>
<td>I9, M6</td>
</tr>
<tr>
<td>Natalie</td>
<td>Wilcox</td>
<td>I7</td>
</tr>
<tr>
<td>Craig</td>
<td>Wilkie</td>
<td>F8</td>
</tr>
<tr>
<td>Katherine</td>
<td>Wilkinson</td>
<td>A5b, G10</td>
</tr>
<tr>
<td>Sue</td>
<td>Wilson</td>
<td>H6, L5</td>
</tr>
<tr>
<td>Mary Anne</td>
<td>Wolpert</td>
<td>M3</td>
</tr>
<tr>
<td>Suzanna</td>
<td>Wong</td>
<td>B4</td>
</tr>
<tr>
<td>Helen</td>
<td>Wrightson</td>
<td>K3b</td>
</tr>
<tr>
<td>Ross</td>
<td>Young</td>
<td>K5</td>
</tr>
</tbody>
</table>
"We need to talk about literacy": Why spoken language matters in literacy learning and teaching

will take place next year at
Jury’s Inn, Oxford, England
July 2020

With assessment of reading and writing high on the political agenda, spoken language can sometimes be neglected, yet it is central to our personal, social, cultural, cognitive, creative and imaginative development. Spoken language allows us to negotiate, reason, justify, reflect, hypothesise, predict, explain, argue and create possibilities. In other words, spoken language is central not only to the development of the whole person, it is essential to processes of learning.

In this conference, through reflecting on research and practice, we will consider literacy in relation to spoken language. We will explore, for example, the purpose and function of spoken language; spoken language repertoires as the basis of reading and writing; its specific features as distinct from written language; its transient nature; home language and dialect, including translanguaging; and the role of language in drama, creativity and imagination. In addition the conference will include contributions from educators who work with learners for whom spoken language is not the first medium of communication, and will explore how talk can be characterised as a spontaneous exchange of ideas through multiple modes and media including, but not exclusively, language.

By reclaiming talk as the basis of literacy, this conference will invite delegates to consider the relationships between talk, language and literacy. It will explore how, as teachers, researchers and literacy advocates, we consider the contribution of language to learning as well as recognising its unique and distinct place in the development of identity. The conference will also make space for delegates themselves to enjoy spoken language - through poetry, storytelling and, crucially, through the rich conversations generated by gathering together to talk about literacy.

Confirmed speakers:

Neil Mercer - Emeritus Professor of Education at the University of Cambridge
Dr Muna Abdi - Lecturer, researcher and poet at Sheffield Hallam University
M. G. Leonard - Multi-award winning, bestselling, children’s author who loves invertebrates

The Call for Papers will be circulated in Autumn 2019 and we look forward to seeing you all there!