Multimodal approaches to literacy teaching

Chancellors Conference Centre, Chancellors Way, Manchester, M14 6ZT
Friday March 15, 2013 9.30 am to 4.00 pm

Target audience: Teachers (primary and secondary), librarians, teaching assistants, literacy and ICT subject leaders, literacy and ICT consultants, advisors, heads of English, lecturers and English tutors, ASTs with an English or literacy specialism.

This insightful UKLA conference addresses various multimodal approaches for engaging children from the early years to KS3 with all aspects of literacy. It explores innovative uses of ICT to transform literacy learning and examines creative literacy teaching through different modes. It aims to demonstrate how multimodal approaches can motivate and inspire young people to engage with literacy in its many different forms in the classroom and beyond.

Participation in this conference will enable delegates to:

- Examine different approaches to literacy teaching and encourage reading for pleasure through a variety of modes
- Participate in practical, thought provoking sessions which will scaffold creative teaching
- Learn about activities which will transform literacy practice and foster enhanced motivation and enthusiasm for all students
- Consider how ICT and the use of digital and social media can contribute to literacy learning
- Discuss how innovation and best practice can be achieved through a blended learning approach

Programme

09.30 – 10.00 Coffee, registration and bookshops
10.00 – 10.45 Keynote 1: Professor Jackie Marsh, University of Sheffield, Digital futures in teacher education
10.45 – 11.45 Workshops A, B, C, D, E, F
11.45 – 12.00 Coffee and bookshops
12.00 – 12.45 Keynote 2: David Mitchell, Deputy Head Teacher, Heathfield Primary School, Bolton, Sprogs with Blogs: Linking audience to learning
12.45 – 13.45 Lunch
13.45 – 14.45 Workshops A, B, C, D, E, F
14.45 – 15.00 Coffee and bookshops
15.00 – 15.45 Keynote 3: Professor Guy Merchant, Faculty of Development & Society, Sheffield Hallam University, Moving with the times - mobile devices and New Literacies
15.45 – 16.00 Plenary with Alayne Öztürk

UKLA Members: £100  Non-Members £125  Students £60
Book and pay securely online: www.ukla.org  E: conferences@ukla.org  T: 0116 223 1664
A: Jane Bednall, Education Consultant

*Painting with words: Developing children’s oracy and writing by using multimodal texts and teaching and learning strategies*

This interactive workshop will explore how using multimodal texts and teaching and learning strategies facilitates the use of more fluent oral language and enables students to produce a high standard of written work. Children's work will be discussed, produced from working with Shaun Tan's texts, 'Mirror' by Jeanne Baker, ‘Princess Mononoke', Bengali scrolls, Jassimuddin's poem 'The Embroidered Cloth'. The workshop will model strategies that are culturally inclusive and work well for students developing their bilingualism but are equally relevant for all students. These strategies will include questioning skills, critical literacy and visual literacy and involving parents actively. There will be a particular focus on how working between word and image supports students’ ability to use figurative language and write ‘beyond the literal’.

B: Alison Binney, Head of English, The Netherhall School Cambridge, Seconded English Mentor, University of Cambridge Faculty of Education

*Talking and writing pictures: Exploring the creative possibilities of ‘The Arrival’ and other graphic novels*

Taking 'The Arrival' by Shaun Tan as a starting point, this workshop will explore ways of working with graphic novels in the English classroom. We will look at how ‘The Arrival’ can be used as a stimulus for speaking and listening as well as writing, with a particular focus on how exploration of some of the visual techniques used by graphic novelists can help students to develop their own creative writing.

C: Jo Scott, Kirklees Drama AST and Year 6 Teacher at Rowley Lane J, I and N School Huddersfield

*Turning children onto literacy using drama*

Drama is a hugely useful tool in encouraging students to become self confident, active learners with a thirst for language and literacy. Passionate about developing and using ideas for imaginative teaching and learning in literacy and actively encouraging reflection and discussion to engage children, I firmly believe drama has the power to forge a route into literacy for those children who might otherwise be turned off by reading and writing. This practical workshop will provide participants with useful tools and activities that can be used within literacy lessons and throughout the curriculum and will demonstrate how drama can be used as an inclusive, thought provoking medium for learning.

D: Martin Waller, Teacher and Educational Researcher, Holy Trinity Rosehill Primary School

*The New Literacies classroom*

The world is changing, but how do schools adapt to this change? We are faced with a multitude of theories to promote new literacies and digital technologies in classrooms but embedding these can be problematic. This workshop will therefore explore ways in which theories of New Literacy Studies, multiliteracies and multimodality can be translated into a real classroom setting. I will share research collected in my Year 2 and Year 5 classrooms where I use popular culture and digital technologies to promote a view of literacy that is consistent with the way new literacies work in the world, while still using statutory curricula.

E: Petula Bhojwani, Primary Literacy Consultant

*Embedding a multimodal approach across school to engage boys (and girls) in literacy.*

This session describes the results of a project established to address issues regarding boys' attainment in writing. Preliminary research identified target schools in Nottinghamshire in which national testing had shown a gap between boys’ and girls’ achievements in writing. The project was structured to support teachers as they moved away from a more conventional view of literacy. The theoretical framework informing the work derives from Bearne and Wolstencroft’s 2007 ‘Visual Approaches to Teaching Writing’ and the project employs the planning tool suggested by their research.

F: Althea Samuels, Literacy Consultant

*Cinema in the classroom*

Is it possible to embed film into everyday classroom practice? That was the question behind the work carried out with a Reception / Year 1 teacher over a period of two years. The workshop will explore how the project was set up, the initial stages, the children’s responses as well as the teacher’s professional development. It will also look at how the use of cinema was developed in the second year to support literacy and other subjects and how the use of web2 technology (Twitter) was incorporated.

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