

## Achievements and performance

The Trustees of the Association have judged the overall performance of the charity for this year to be good, as outlined in subsequent sections. The extensive range of the Association's activity continues to ensure that it furthers its sole objective of encouraging progress in language education in literacy, supported by the outcomes of financial decisions made by trustees in 2013-14.

Both income and expenditure finished the year favourably relative to budget, with a surplus of over £15K. The main income streams exceeded budgetary expectations.

Membership income exceeded budgetary expectations, including almost £5K recovered through Gift Aid. Conference income bucked the trend of recent years, showing a surplus of over £30K. Although the Liverpool International Conference made a surplus in excess of £10K over its two year span, improved from the previous conference, the current position directly reflects early income from the 2014 Brighton International Conference. Meanwhile, the national conferences made a surplus of about £4K, while regional conferences broke even overall. A revival in UKLA publications income contributed significantly to the surplus, in particular reflecting excellent sales of *Teaching Grammar*, while the more predictable journals income remained very healthy.

Admin expenditure ended the year on budget, while committee expenses, which have been reduced in recent years to reflect actual spending, were overall very slightly over budget. This reflects a good level of participation by committee members along with rising costs, and all concerned have done very well to keep costs down as well as they have.

2013-14 therefore proved a successful year financially, as well as in terms of actions achieved. UKLA continues its active monitoring of trends and development of strategies with a view to enhancing recruitment and retention, sales of publications and conference attendance in ways that will secure the continuing good financial health of the Association. Detailed and effective budget planning together with effective procedures for monitoring income and expenditure ensure that the Trustees are kept well informed on the Association's finances.

## How our activities deliver public benefit

The sole object of UKLA is the advancement of education in literacy. It achieves this through the following activities:

### 1 Promoting good practice in literacy and language teaching and disseminating information about literacy teaching.

The Association has continued to be very active in promoting its vision for literacy education, through a variety of activities throughout the year. This includes the following:

UKLA has collaborated with CPRT and Pearson, to present a series of conferences around the UK, based on the new English National Curriculum.

UKLA also became part of a European Network of Literacy Associations (Elinet), with 83 member associations. This is to be a continent-wide network for literacy promotion, with the key aim to strengthening cross-European collaboration between foundations and associations, Ministries and other organisations active in the field of literacy promotion in order to raise levels of literacy amongst children, young people and adults in Europe.

UKLA trustees contributed to a BBC online news article, Viewpoints: Do children need to read more books? <http://www.bbc.co.uk/news/uk-24397801>

UKLA continues to disseminate information about literacy through high quality conferences such as the international conference in Liverpool, the UKLA/BERA research symposium at the OU in March 2014, and the national conference in Cambridge, *Finding a Voice: Raising Standards in Literacy*. Our

---

regional representatives have, once again, hosted a variety of events to promote UKLA's vision of literacy in education; for example, the 'Early Careers Teachers Network' meetings, hosted at Loriston Primary School, Hackney.

UKLA has continued to work alongside other English subject associations, for example the Common English Forum, The Reading Agency, The National Literacy Trust, Partners in English, the Primary Umbrella Group and through the Association for the Study of Primary English (ASPE). In collaboration with the English Association (EA) we continue to publish the magazine *English 5 to 11*, published three times a year.

## **2 Undertaking research**

Our research profile is robust and is strengthened by the activity, writing and publication of members of the Association. This is evidenced by the range, diversity and rigour of the papers given at the annual International Conference and in the number of publications, including those in *Literacy* that feature the work of UKLA members.

The Association promotes four research projects during each financial year and these are supported by a competitive small grants scheme administered by the Research Sub-Committee. There are 2 submission dates, October 1<sup>st</sup> and March 1<sup>st</sup> and Research Sub-Committee meetings just after these dates in order to decide on which projects to support. The committee recently approved four new projects:

*Valerie Coultas*: 'The critical moment for talk'

*Kimberly Safford*: 'Circle the correct form: teaching and testing grammar.'

*Andrzej Cirocki*: 'Critical Thinking in ESL reading.'

*Shari Sabeti*: 'Reading and Writing about Art: Literacy Events in the Context of the Museum.'

Members of the committee have nominated this year's prize winner:

*Erin Spring*: "Our Torontos are different places": A qualitative, multiple case study, designed to investigate the interconnections between young adult fiction and young adult readers' constructions of place within and beyond the text.

## **3 Organising regional, national and international conferences to further understanding of the latest research, current topics in literacy education and ideas for professionals**

The association organised another very successful international conference, *Literacy Policies and Practices: Diverse perspectives in the twenty-first century*, at Liverpool Hope University from Friday 5th to Sunday 7th July, 2013. The conference once again brought together delegates from many parts of the world to participate in a wide range of keynotes, research reports, seminars and workshops. In the evenings, they also enjoyed a performance poet and poetry sharing session as well as a conference dinner in the Great Hall at Liverpool Hope's Creative Campus.

UKLA's fourth international research symposium, *Talk and Creativity*, organised in conjunction with BERA, was held in London at the Open University's Camden site in February 2014. It attracted around 70 participants, including teachers, teacher educators and higher degree students, who came together to explore recent research in reading and to discuss implications for policy, professional practice and future research. Three very thought-provoking presentations were given by Professor Ron Carter, Dr Paula Bosanquet and Professor Neil Mercer.

A very successful UKLA national conference, *Finding a Voice: Raising standards in literacy*, was held in Cambridge in March 2014, also with around 75 delegates attending. The conference addressed various approaches to engaging children from the early years to KS4 with all aspects of literacy in the classroom and beyond through innovative uses of ICT and creative literacy teaching.

In the regions, September 2013 saw a re-run of the popular *Poetry at Teatime* event with local poet Tony Mitton for Primary PGCE trainees in Cambridge, and in November a conference was organised in Derby called *Raising Standards: Powerful tools for writing*.

---

## **4 Publications, including journals and Minibooks**

Book sales this year have broken all previous records, more than doubling the turnover of the last few years. This is in part due to the success of a book on grammar, which is a focus for teachers, as there is now a grammar, spelling and punctuation test for ten-eleven year-olds. However, sales of all other books have also risen. In the Ideas in Practice series, as well as *Teaching Grammar Effectively in the Primary School*, in 2013 UKLA published *Storyline; Creative Learning Across the Curriculum* and two new books in the Minibooks series: *Reading Motivation* and *Talk for Reading*. One more Ideas in Practice book and two Minibooks will be published in 2014. Currently, the 40<sup>th</sup> UKLA Minibook is being prepared which is a history of the Association to mark UKLA's 50<sup>th</sup> anniversary. 2013 also saw the publication of a booklet in the Research and Practice series *Teaching Writing: what the evidence says*.

The availability of UKLA books online has been temporarily halted as the National Institute for Adult and Continuing Education, who hosted the ebooks, has discontinued this service. However, a new provider is currently being sought and it is hoped that ebooks will again be available from summer 2014.

Activity on the website continues to increase. Three series of resources are currently running: Case Studies of Young Readers; The Power of Children's Literature; and a new series (Jan 2014) of Author Studies. These resources are written by students and colleagues and provided free of charge. We continue to be allowed to use *Book for Keeps* book reviews as part of the POCL series. Eve Bearne edits the Author Studies and Case Studies, and we are very grateful for her time in doing this.

UKLA's two academic journals *Literacy* and the *Journal of Research in Reading* continue to be published 3 and 4 times a year respectively and reach a wide national and international audience with increasing worldwide online readership. Each journal is in the top half of the ratings in their field. The current editors of *Literacy* will be stepping down from the November 2014 issue. Their role is currently being advertised and interviews are planned for early June. The current editor of JRR will be stepping down during the year and her successor will be Dr Julia Carroll from the University of Warwick.

*English 4-11* (the magazine jointly produced by the English Association and UKLA) has a new editor. From Spring 2014, Jo Bowers of Cardiff Metropolitan University takes on this role. The magazine continues to be highly regarded by teachers and students as both practical and inspiring.

## **5 Promoting good practice in literacy and language teaching through UKLA Membership and Awards activity**

UKLA's membership has increased slightly year on year for the last three years, despite increase in membership fees. Teacher membership and school membership have both increased significantly, due largely to a series of workshops for early career teachers in the London region, to teacher and school involvement in the UKLA Book awards, and to a number of national and regional conferences primarily for teachers.

Our awards raise the profile of UKLA and contribute significantly to our sole aim of promoting the advancement of education in literacy.

The UKLA/Wiley-Blackwell Research in Literacy Education Award is a yearly award, and honours an article considered to be outstanding in each of our two journals: *Literacy* and JRR. The recognition is highly regarded by academics.

The Academic Book Award honours a publication about the teaching of literacy, for teachers and student teachers.

We also have two new awards, for teachers and for schools. The first is the John Downing: Celebrating Quality Texts Award, which encourages teachers to submit imaginative, creative whole class response to one the books recommended by the UKLA Book Awards. This award contributes

---

significantly to our aim of encouraging teachers to be avid readers of quality texts for children and young people. The second new award is our UKLA Literacy School of the Year Award, which each year honours a school, nominated by a UKLA member, considered to be an outstanding literacy school. We aim to involve our honoured schools in the work of the association, and the headteacher of the first school is now a member of NC.

Finally, the UKLA Book Awards aim to give teachers and HE tutors access to newly published, quality books for children and young people, and opportunities to discuss these books with mentors. The award continues to grow, and is beginning to be held in high esteem by teachers, schools and by publishers.

This year some 60 teacher judges from Sussex spent months in discussion with their mentor group leaders. The winners are announced in a prestigious wine reception in July each year, a reception attended by International Conference participants, local teacher judges and their group leaders, and students. These student teachers, this year from 21 universities across the UK, shadow the shortlists, and a number make the journey to the ceremony. These are our UKLA members of the future. The wine reception offers all a unique opportunity to meet with the authors, illustrators and publishers of the shortlisted

## **6 Representing the views of members on national issues which affect literacy and language education and learning.**

This year UKLA has once again been keen to ensure that the voice of members is represented in important literacy consultations. To this end the Association hosted a consultation event to gather members' views on the DfE Assessment and Accountability proposals. Feedback was collated and used to inform the Association's response to the consultation.

[http://www.ukla.org/news/uklas\\_response\\_to\\_dfe\\_consultation/](http://www.ukla.org/news/uklas_response_to_dfe_consultation/)

Subsequently a task group of interested members has been formed, and they continue to meet to discuss issues of Literacy and English assessment and to formulate UKLA principles on assessment.

UKLA completed the work with the National Curriculum Expert Group for English and have now produced their materials and resources, which are hosted on the NLT website. The English Curriculum Review and Planning Tool is one of a range that aim to support schools and providers of initial teacher training (ITT) in their continuing professional development (CPD) and the implementation of the new National Curriculum.

[http://www.literacytrust.org.uk/assets/0001/9202/Curriculum\\_Review\\_and\\_Planning\\_Tool.pdf](http://www.literacytrust.org.uk/assets/0001/9202/Curriculum_Review_and_Planning_Tool.pdf)

UKLA had representation at a consultation meeting, hosted by the DfE, with the aims of gathering feedback on the new content and assessment objectives of the draft GCSEs in English Language and English Literature and enabling stakeholders to understand the intention behind the reform in general and the content of these GCSEs in particular. UKLA was also represented at further GCSE and A Level consultation events with Ofqual and AQA, and at an AQA event at the House of Commons, 'The Future of Assessment'.

The Association continues to contribute to regular discussions with Ofsted, through meetings with the HMI responsible for English, with CFSA, with CPRT, with NLT and with the other English Associations through the Common English Forum, the Expert Group for English and Partners in English.

This year UKLA was represented at an Education Stakeholders meeting, in an advisory capacity, to support The Reading Agency's work on The Summer Reading Challenge. UKLA also acts in a consultative capacity for the 'Childhoods and Play' project, which is focused on the archival collection of Iona (1923) and Peter Opie (1918-1982) relating to the play and traditions of children. See:

<http://www.opieproject.group.shef.ac.uk/>

UKLA also maintains links with other subject associations through meetings organised by the Association for the Study of Primary Education (ASPE). A link page to Subject Associations can be seen on [http://www.aspe-uk.eu/Related\\_Sites.asp](http://www.aspe-uk.eu/Related_Sites.asp).

---

## **7 Supporting literacy development abroad**

Internationally too UKLA continues to be active as a key member of the Federation of European Literacy Associations (FELA), and also of the International Development in Europe Committee (IDEC) of the International Reading Association. UKLA is also participating in a project funded by the European Commission to establish a European Policy Network of National Literacy Organisations (EliNet)

In addition, UKLA has extended Project Connect, its Books for Africa project which uses funds raised in the UK to buy library books for primary schools directly in Zanzibar and Malawi, thus supporting local publishing initiatives and ensuring the texts purchased for schools are culturally appropriate.

**In these ways the Association has ensured its activities directly benefit the public.**

---