About the Programme

This programme is correct at the time of going to press, and we will do everything we can to ensure that it remains as published. We do, however, reserve the right to alter the programme in any way should circumstances require it and hope that you will support us in this.
It is with great pleasure that I welcome you to the United Kingdom Literacy Association’s (UKLA) 52nd Annual International Conference at the Mercure Bristol Holland House Hotel. The venue is a spa hotel close to the city centre. It offers delegates the opportunities to take an early morning invigorating dip in the pool, or to enjoy late evening conversations in the bar.

I particularly want to welcome those who are new-comers to our conference as well as those who regularly attend. I am also delighted to be welcoming a large number of colleagues from overseas. We hope you all enjoy the conference and continue to seek out other events and activities organised by UKLA.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Accommodation
During the conference, your accommodation will be at the Mercure Bristol Holland House Hotel, unless you have booked accommodation separately.

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

Your conference package includes bed and full English breakfast which is available in the ground floor restaurant between 7.00 - 11.00 daily.

Internet Connection
Wifi is available in all areas of the hotel and is free of charge.

Facilities for Leisure, Recreation and Worship
If you have booked to stay at the hotel overnight, you will also be free to use the hotel’s indoor heated swimming pool and gym free of charge. The gym and pool are open between the hours of 6am and 11pm.

The Hotel Spa is kindly offering delegates a 20% discount on all spa treatments, early booking is advisable. Call the main hotel number on 0171 319 9004 to book.

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

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

Useful contacts
Mercure Holland House Hotel and Spa
Redcliffe Hill, Bristol, BS1 6SQ
Email H6698@accor.com
Telephone 0117 319 9004
V-Cars Taxi – 0117 925 2626
UKLA Mobile Number - 07896 115226
Internal hotel numbers: Reception – 0 Outside line – 9

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

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

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

Parallel Sessions Programme Codes

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

Session Codes

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

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

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

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

Thanks:
Many people have helped to organise this conference and all deserve our thanks for their labours, including: Lynda Graham, Brenda Eastwood, Rachel Gregory, Andrew Lambirth, Patricia Latorre, Alayne Öztürk, Tracy Parvin, David Reedy, and Claire Jones from the Mercure Hotel.
Also thanks go to our sponsors: Wiley Blackwell, MLS, Love Reading, NUT, Just Imagine Story Centre and MacMillan Children’s Books.
**Friday 8th July 2016**

08.30 – 09.15 Registration
Tea and coffee available and bookshops open
A welcome to first time conference attendees in conference foyer

09.15 – 09.30
Introduction to conference
Tracy Parvin, President Elect and a welcome to Bristol
Paul Jacobs, Director of Education

09.30 – 10.30 Keynote 1
(Forest Room)

Literacy as Social Practice: Academic Literacies and some recent policy debates
Brian Street

10.40 – 11.20 Parallel Session A
(Meeting rooms)

11.30 – 12.10 Parallel Session B
(Meeting rooms)

12.20 – 13.00 Parallel Session C
(Meeting rooms)

13.00 – 13.50 Lunch

13.50 – 14.50 Keynote 2
(Forest Room)

A World of Children’s Books
Daniel Hahn

14.55 – 15.35 Parallel Session D
(Meeting rooms)

15.35 – 16.10 Tea Reception and Choral Recital by the children of Horfield C of E School
(Forest Suite)
Sponsored by MacMillan Children’s Books

16.10 – 16.50 Parallel Session E
(Meeting rooms)

17.30 UKLA Book Awards
(Forest Suite)
Sponsored by MLS and Love Reading

19.30 Dinner

21.30 - late
after dinner performance
Poet Joe Coehlo

**Saturday 9th July 2016**

07.00 – 09.00 Breakfast
Digital Literacies in Education SIG
Breakfast meeting from 8am
(Ground floor restaurant)

08.30 – 09.15 Registration
(5th floor conference suite)

09.30 – 10.30 Keynote 3
(Forest Room)

Individualistic and Social Orientations to Literacy Research: Bringing Voices Together?
Dr James Cummins

10.40 – 11.20 Parallel Session F
(Meeting rooms)

11.20 – 11.40 Coffee
(Forest foyer on level 1)

ANNE SWIFT President of NU T and UK LA to meet in Phoenix room with students
(Phoenix foyer)

11.40 – 12.20 Parallel Session G
(Meeting rooms)

12.25 – 13.05 Parallel Session H
(Meeting rooms)

13.05 – 14.00 Lunch
Research Grant Drop-in look for the balloons
(Ground Floor Restaurant)

14.00 – 15.00 Keynote 4
(Forest Room)

In search of the human condition
Elizabeth Laird

15.05 – 15.45 Parallel Session I
(Meeting rooms)

15.45 – 16.10 Tea Reception and Book Launch
Guiding Readers: Layers of Meaning. A Handbook for Teaching Reading Comprehension to 7-12 Year Olds
Meet your UKLA Regional Representative
(Orchard Foyer)

16.10 – 16.50 Parallel Session J
(Meeting rooms)

16.55 – 17.45
Annual General Meeting
(Forest Room)

18.15 – Meet at ground floor reception for boat tour

18.30 Boat Tour from Ostrich Inn
With cash bar on board boat (see map page 54 for walking directions)

19.45 UKLA Awards Pre-dinner wine reception
Sponsored by Wiley Blackwell
(Forest Foyer)

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

**Sunday 10th July 2016**

07.00 – 09.00 Breakfast
(Ground Floor Restaurant)

09.15 – 09.55 Parallel Session K
(Meeting rooms)

10.05 – 10.45 Parallel Session L
(Meeting rooms)

10.45 – 11.10 Coffee
(Forest Suite)

11.10 – 11.50 Parallel Session M
(Meeting rooms)

12.00 – 13.00 Keynote 5
(Forest Room)

“How’ll tell the story?”
Why teaching and researching narratives still matters
Gabrielle Cliff-Hodges
(Harold Rosen Memorial Lecture)

13.00 Draw and Close of Conference
Brian Street
Professor Emeritus of language in education at King’s, and visiting professor of education in the Graduate School of Education, University of Pennsylvania. He has written and lectured extensively on literacy practices from both a theoretical and an applied perspective. In the 1970s, he undertook anthropological fieldwork on literacy in Iran, and taught social and cultural anthropology for over twenty years at the University of Sussex before taking up the chair of language in education at King’s. Professor Street has a longstanding commitment to linking ethnographic-style research on the cultural dimension of language and literacy, with contemporary practice in education and in development. In 2008 he received the Distinguished Scholar Lifetime Achievement Award from the National Reading Conference, USA.

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

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

Elizabeth Laird
Elizabeth Laird was born in New Zealand, but is of Scottish descent and was educated in Croydon. She spent a year teaching in Malaysia, before studying languages at Bristol and Edinburgh universities. Elizabeth has spent many years living and working abroad, including long spells in Lebanon, Ethiopia and India. She and her husband now divide their time between London and Edinburgh. Elizabeth has published many books for all ages and has won and been shortlisted for many prestigious awards. In 2008 Crusade was shortlisted for the Costa Children’s Book of the Year and the CLIP Carnegie Medal; Jake’s Tower was shortlisted for the Carnegie Medal and the Guardian Children’s Fiction Prize and in 2004 The Garbage King won the Scottish Arts Council Book Prize. Titles by Elizabeth and published by Macmillan Children’s Books: Lost Riders; A Little Piece of Ground; Crusade; Jake’s Tower; Kiss the Dust; Oranges in NO Man’s Land, Paradise End, Red Sky in the Morning; Secrets of the Fearless.

Gabrielle Cliff-Hodges
Gabrielle Cliff Hodges is a Senior Lecturer in Education at the University of Cambridge, Faculty of Education. She co-ordinates and teaches on the Secondary PGCE English course, as well as supervising Masters and PhD students. She has written widely on the subject of English teaching and in her most recent book, Researching and teaching reading: Developing pedagogy through critical enquiry (Routledge, 2016), she argues that undertaking research enriches and sustains teachers’ ongoing professional development. She is an active member of UKLA and NATE, and was Chair of NATE from 1996 to 1998 during which time she was centrally involved in national debates about the teaching of English and literacy and the future of English as a curriculum subject. She is also a Fellow of the English Association.
avid readers of quality texts for children and young people. The UKLA Book Award is a national award, chosen by teachers. This year teachers from schools in the South West are judges for the unique Award.

Come and:

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

Our Class Loves This Book: the John Downing Award

12.25 – 13.05

Sponsored by Just Imagine

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

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

All highly commended entries will be recognised alongside Alice at the awards wine reception on Saturday July 9th.

Saturday 9th July

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

11.40 – 12.20

The 2015-2016 recipient of our prestigious award for schools is St. Peter’s CofE Primary, Bristol. The award will be presented at the wine reception before the gala dinner on Saturday. In the meantime, this is an opportunity to find out a little about the school. In this session (introduced by Chris Lockwood of UKLA), the headteacher Livvy Sinclair Gieben and her colleagues share their creative, inspirational teaching of literacy at St. Peter’s. If you are interested in hearing how St. Peter’s approaches the teaching of literacy, do come along. You’ll be most welcome.

Seminar presentation

Our Class Loves This Book: the UKLA John Downing Award 2016

12.25 – 13.05

Sponsored by Just Imagine

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

Sunday 10th July

UKLA /Wiley-Blackwell Research in Literacy Education Award 2016

10.05 – 10.45

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


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

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

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

UKLA would like to thank the panel very much for their work on selecting these papers

Panel: Colin Harrison (Chair), Rosic Flewitt, Lynda Graham, Clare Kelly, Becky Parry, Wayne Tennent, Carole Torgerson.

UKLA Student Research Prizes

10.05 – 10.45

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

Catch the brilliant new book from Julia Donaldson & Sara Ogilvie

Inspire Your Pupils to Read for Pleasure

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

That’s where LoveReading4kids and LoveReading4schools, with book selections by Julia Eccleshare, can help.

LoveReading4kids is the leading book recommendation site for Children’s Books from toddlers to teens.

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

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

Visit the websites LoveReading4kids.co.uk and LoveReading4schools.co.uk and make choosing books for children a joy!

‘an essential tool for professionals as it tells us what children are becoming excited by in terms of titles, authors and the issues they cover.’ - Clare Ryder, Assistant Head Teacher and Literacy ASAT, Wandsworth.

LoveReading4kids
10.00 – 10.30 Literacy as social practice
• Literacy as social practice
• Academic Literacies
• Recent Policy Debates.

10.40 – 11.20 Parallel Session A
(Meeting rooms)

Symposium
Audience: CT, LC, LA, R, TT, S
Room: Phoenix

Grammatical Reasoning:
How Learners Conceptualise Grammatical Metalanguage

Susan Jones, Debra Myhill and Helen Lines, University of Exeter, Rosie Saunders, Okehampton College, Jason Stephens, Sidmouth Primary

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

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

With this in mind, Bialystok’s work with bilingual children is useful: she argues that metalinguistic understanding involves two related components of language processing, analysis and control, which are responsible for language learning and use (e.g. fluent reading, writing coherent texts). She refers to analysis as the ability to represent explicit and conscious knowledge about language. It will underline the importance of creating spaces for dialogic talk in the writing classroom which facilitates and encourages learners to reason about their growing metalinguistic understanding. It will also highlight how the act of thinking aloud gives learners the chance to reflect on and review their understanding ‘in the moment’.

**Presentation 2: Shaping Grammatical Reasoning**

This presentation will explore the nature and quality of student grammatical explanations; both moments of clarity and some of the common misconceptions that children acquire and how these misunderstandings sometimes derive from teacher explanations.

**Presentation 3: Critical Moments in Grammatical Reasoning**

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

**Discussion:**

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

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**A3 Seminar Presentation**

**Audience:** CT, R, TT

**Room:** Aspen

**Connecting community through film in ITE English**

Joanna McIntyre and Susan Jones, University of Nottingham

This presentation offers a critical exploration of the work of beginning teachers of English at the University of Nottingham, who have been involved, alongside their own pupils, in a series of film-making projects which have taken place annually since 2010. During these projects, beginning teachers are mentored by creative practitioners to support their pupils in the creation of short films about their schools and communities. Pupils are supported to develop films from original screenplay through to final production, and beginning teachers learn about what is involved in managing such projects, from practical media skills through to the potential of creative collaboration with community.

Pupils’ teachers and families attend a screening of their completed films at a local arts cinema. These projects engage beginning teachers of English with the creative potential of their subject at a time when it has been increasingly framed according to prescriptive models of literacy as a measurable skill set and when changes to the curriculum have further marginalised non-dominant voices. Through examination of the processes and products of these projects as collaborative constructions of place and identity, we show the significant potential of community-based educational partnership. We also argue for the importance of ITE which remains committed to close engagement with the resources of young people and their communities. We explore the power of this for critical literacy learning in current classrooms and as a means of developing beginning teachers’ critical capacity to respond to challenges in the classrooms of the future.
This presentation asks the question “what does it mean to participate?” The focus of this presentation is Connecting community through film with others online across differences in social network called Write4Change, where youth share their multilingual, multimodal writing to take social action and catalyze change in and beyond their local communities.

The presenters will discuss the findings from the global youth literacy project that asked the following questions: 1) How do youth from diverse cultural and linguistic backgrounds collaborate with one another online? 2) How do they use their collaborative ideas to address issues of inequality in and across their communities? The presenters draw from data including interviews, surveys, and youth writing collected from eight teachers and 120 students in the U.K., U.S., Canada, India, Pakistan, and South Korea. By employing thematic and content analysis, the presenters will discuss the role socially networked communities can play in bringing together youthful voices for social change. The audience will be invited to participate in a discussion about how fostering cross-cultural communication and collaboration online can support the goal of bringing voices together to address global inequalities.

A6
Research Report
Audience: AL, R, S
Room: Rowan

I thought I know how to read: Learner Voices in ESL Reading
Esther Jawing, Malaysia Ministry of Higher Education, David Wray, University of Warwick

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

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

We hope that the paper will be of particular interest to English language education policy makers and to ESL teachers as well as advancing theoretical understanding in the area and making a strong case for the importance of taking account of the voices of learners.

A7
Seminar Presentation
Audience: AL, CT, LC, LA, R, S
Room: Maple

Literacy Leaders: Student participation in the design and evaluation of an innovative literacy project in London

Clemence Pabion and Hannah Howard, National Literacy Trust

The National Literacy Trust is piloting an exciting literacy project in five London schools: Literacy Leaders. Aimed at students in Years 7 to 12, Literacy Leaders aims to improve young people’s awareness, attitudes, enjoyment and behaviours around reading, writing, speaking, and listening. For older students, the project will also promote social action according to the Step Up To Serve principles.

Children and young people often find themselves subjected to research rather than actively partaking in it. This project is highly innovative because it gives students the freedom to design and deliver their own literacy intervention. Equality and diversity are therefore at the heart of Literacy Leaders. Young mentors are introduced to a range of well-tested strategies to promote literacy and receive support from their teachers and from the National Literacy Trust to develop and deliver a bespoke literacy intervention in their school. Literacy Leaders will therefore reflect the diversity
of participating schools and students. Similarly, the evaluation design puts the focus on student participation. The evaluation of Literacy Leaders gives students the responsibility for data collection, analysis, and dissemination of findings. While the National Literacy Trust will administer a pre and post survey across the schools, students will collect qualitative data from fellow students, and teachers. They will analyse the data with support and guidance from the National Literacy Trust and disseminate their findings across a range of audiences. We will present the results of this evaluation, as well as the challenges and successes we discovered in the process.

11.30 – 12.10 Parallel Session B
(Meeting rooms)

B1 Symposium
Audience: CT, LC, LA, R, TT
Room: Forest
Prospero’s Island: an Immersive Approach to Literacy at Key Stage 3
Teresa Cremin, The Open University, Angela Colvert, Roehampton University, Pete Higgin, Punchdrunk Enrichment, Sophie Holdforth, Hackney Learning Trust
This symposium centres on an experiential theatre project which was created in response to concerns about the pressures of the performative culture in contemporary education, the introduction of exam skills in Key Stage 3 and the side-lining of the arts in policy and practice. The reduction in school arts activities represents a particular risk for socially-disadvantaged students who have little or no access to such experience outside school (The Warwick Commission, 2015). Prospero’s Island was designed to bring immersive theatre directly into the English curriculum, providing a creative approach to teaching and learning. Based on The Tempest, the project also supported teachers in developing interactive approaches to teaching Shakespeare: bringing his work to life, overcoming students’ fear and resistance, and promoting their active engagement with plot, characters and themes in order to support long-term understanding (see Salvatore, 2010).

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

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

B2 Symposium (cont’d)
Audience: CT, LC, LA, R, TT, S
Room: Phoenix
Grammatical Reasoning: How Learners Conceptualise Grammatical Metalanguage
Susan Jones, Debra Myhill and Helen Lines, University of Exeter, Rosie Saunders, Okehampton College, Jason Stephens, Sidmouth Primary
Research Report
Audience: CT, R, S
Room: Willow

Writers’ Club: A means to improve students’ writing and attitude towards writing?
Helen Barnes, Independent Scholar

In the U.S.A, at national, state, and local level, 75% of students in Grades 4, 8 and 12 have been determined to be writing at the basic or below basic level. In 2012, the writing standards were made more stringent, students’ writing scores plummeted. Hispanic students scored more poorly than White students. Earlier studies indicated that students’ attitude towards writing declines as they progress through the grades. The purpose of the study was to examine the effect of extra writing on 60 fourth-grade, Hispanic students’ writing, and their attitude towards writing through participation in a Writers’ Club versus an At Home Writing Group or a group with no extra writing.

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

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

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

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

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

Symposium
Audience: AL, CT, LC, LA, R, TT
Room: Birch

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

In this symposium, four papers that explore changing conceptualisations of literacies and their associated practices in a range of school and everyday settings in the 21st century are presented. This symposium aims to stimulate discussion about understandings of literacy practices in the 21st century, and what this means for educators and scholars working in this area.

This symposium will also launch the UKLA Digital Literacies in Education SIG. This new SIG aims to provide an opportunity for UKLA members to explore how digital literacies are being utilised in formal educational contexts, and contribute to the development of frameworks for working within and beyond current curriculum constraints.

21st Century Literacies: where next for curriculum and practice?
Cathy Burnett and Guy Merchant

Everyday literacy practices are changing rapidly in the face of new socio-technical arrangements. These changes impact on students and schools in surprising and often unpredictable ways imbricated, as they are, with wider social, cultural and economic change. This paper offers an explanatory framework for how specific instances of practice are situated in broader cultural frameworks. It emphasises how crucially important context is, but also how context is a slippery construct. Based on this we will illustrate what we think are significant themes that seem to be reflected in different ways in different settings and appear to capture the essence of emerging literacies around the globe. These are brought together as principles to inform a Charter for 21st Century Literacies which we suggest could usefully inform debates related to literacy in educational contexts.
**Children’s ‘writing’ in the 21st century: curriculum, crafting and design**

Clare Dowdall

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

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

Victoria Carrington

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

**Maintaining the dissonance in HE**

Julia Davies

Young people's everyday uses of technology have been widely documented; while assumptions about 'the digital native' have been critiqued, nevertheless technology is so embedded in people's lives that some have suggested they live 'in' media, and that simultaneous presence on/off line is commonplace. It has consequently been argued that using 'Web 2.0' applications can positively and actively engage learners in formal school settings. This paper focuses on an HE setting and considers the apparent resistance amongst HE students to extend the permeable boundaries created by vernacular practices with technology, to their formal learning spaces. I consider the implications of this resistance and consider what it suggests about commonplace learning preferences of many HE students. I conclude with suggestions for practice in the HE sector.
The National Foundation for Educational Research will survey key stage two teachers, asking them to share their experiences of the teaching and learning of grammar under the new national curriculum.

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

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

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

B8 Research Report
Audience: CT, LC, R, TT
Room: Rowan

What can literacy teachers learn about teaching from artists?
Christine Hall and Pat Thomson, University of Nottingham

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

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

B9 Seminar Presentation
Audience: CT, R, TT, S
Room: Maple

Voices and Voicing - roles, rights and identities in classroom talk
Hilary Westlake and Lottie Moore, University of Brighton

This seminar will highlight the opportunities that literature circles offer for children to engage in exploratory talk, (King and Briggs 2005), and the role of the adult in facilitating participation, (Corden 2000, Barnes 1996, Mercer and Littleton 2007 and 2013, Wells 2009). Hilary Westlake and Lottie Moore come together as lecturer and student teacher to make specific connections between research carried out in a Y4 primary classroom and English specialist teaching and learning experiences on the four year primary ITE course at the University of Brighton.

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

The seminar will focus on the changing nature of roles and relationships within the ebb and flow of classroom talk. It will consider how teachers retain dual identities as both teachers and readers when facilitating learning and how children engage and respond as both pupils and readers. It will be argued that regular reflection by teachers on their own identities as readers equips them to adjust their participation from inside the process to develop talk offering equal access for all voices.

B10 Research Report
Audience: CT, L, LC, LA, R, TT
Room: Hornbeam

Children’s attitude towards reading and adolescent boys’ reading motivation. “I CAN read, but I’m not into it”
Ragnheidur Lilja Bjarnadottir and Holmfridur Arnadottir, The Centre of School Development - University of Akureyri - Iceland

This session reports the findings of two separate studies, with a shared focus on children’s motivation and attitudes about reading. The first the attitudes of seven and a nine year old primary students in 8 Icelandic primary schools towards reading, and teacher’s dispositions and teaching practices likely to foster positive attitudes. The findings are expected to shed light on these issues and support the hypothesis that teachers who are well informed and enthusiastic about reading and expose children to a variety of reading material are likely to nurture their positive attitudes towards reading.

The second study examined the reading preferences of teenage boys with good reading ability but limited motivation for reading in order to get to the reasons behind these preferences. The main findings revealed that despite low general motivation for reading they engaged in reading when they believe it has any purpose. They enjoyed school sessions when they were allowed reading for pleasure, but thought that repetitive teaching methods and strong adherence to textbooks discouraged their motivation. The boys were also well aware of the rhetoric of the literacy discourse in Iceland, that boys
are not expected to be active and successful readers.

Both studies relate to the current emphasis on literacy in Icelandic compulsory education and the alleged lack of “useful literacy skills” among boys. They inform conclusions about developing teaching and nurturing motivation as preconditions for improved literacy education.

Research Report

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

Andrew Whelan, Hibernia College Dublin

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

12.20 – 13.00 Parallel Session C
(Meeting rooms)

Workshop

Positively, playful approaches to literacy in the Early Years

Catherine Gilliland,
St Mary’s University College

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

C2

Seminar Presentation

Audience: CT, LC, LA, R, TT, S
Room: Willow

Oxfordshire Gaining Momentum: Improving literacy teaching for more equality in schools

Anne Teravainen and Clemence Pabion,
National Literacy Trust

The Oxfordshire Gaining Momentum (OGM) programme is a new two-year programme run by the National Literacy Trust, now in its second year, that aims to improve attitudes towards literacy and overall academic attainment in 16 secondary schools in Oxfordshire. As the attainment gap between disadvantaged and other students in Oxfordshire is above the national average, this programme targets Pupil Premium students in particular.

The programme aims to bring about change by equipping teachers with the skills and confidence to teach reading, writing and oracy, helping them see themselves as teachers of literacy, and helping literacy leaders take a strategic and consistent approach to developing whole school literacy.

This seminar presents the evaluation of the programme with a particular focus on Pupil Premium students. Both quantitative and qualitative methods were employed to explore the gap between disadvantaged and other students’ reading and writing attitudes, behaviours and attainment as well as literacy coordinators’ strategies on minimizing the gap between students. Data will be presented from three attitudinal surveys, and from several sets of attainment data collected during the programme to monitor progress. In addition, the seminar will present schools’ responses to promote equality and diversity in the teaching of literacy collected via interviews and group discussions with teachers and other
staff members in five case study schools in Oxfordshire. Finally, the seminar will invite comments and participation from the audience on the efficacy of strategies to address the gap between disadvantaged and other students in order to achieve equality in the classroom.

**C3**

Symposium (cont’d)

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

**Room:** Forest

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

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

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

**C4**

Seminar Presentation

**Audience:** CT, R

**Room:** Hornbeam

**Adolescents reading poetry for personal meaning**

Jane Speare, University of Greenwich

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

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

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

**C5**

Research Report

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

**Room:** Aspen

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

Allyson Simpson, University of Sydney

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

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

**C6**

Research Report

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

**Room:** Oak

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

Alex Kendall and Dr Tom Hopkins, Birmingham City University

In this paper we share emerging findings from a national evaluation of Shannon Trust’s Turning Pages programme. Turning Pages is a new programme specifically designed to support adult beginner readers studying in peer learning contexts. This mixed method longitudinal study, incorporates focus groups and individual semi-structured interviews with male and female adult prisoners situated within varying category prisons across England and Wales. The study explores readers’ accounts of learning to read with Turning Pages as well as mentors’ experiences of supporting and scaffolding the learning process and aims to achieve a holistic understanding of peer led literacy interventions, their value to adult education generally and within the prison context specifically. We also reflect on the complex nature of undertaking mixed method literacies research with adult beginner readers and the experience of researching in multi-disciplinary teams within the context of secure environments.
C7
Seminar Presentation
Audience: CT, LC, LA, TT, S
Room: Maple

Morpheme discovery
John Mountford

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

C8
Research Report
Audience: CT, LC, LA, R, TT
Room: Rowan

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

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

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

C9
Symposium (cont’d)
Audience: AL, CT, LC, LS, R, TT
Room: Birch

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

Very young children love interacting with books both as physical artefacts and as holders of the pleasure of story and sources of information. When they start formal teaching in reading more emphasis is put on decoding and the texts children are asked to read can lack the richness and depth of books they have previously enjoyed. This seminar reports the work of an early years teacher who wanted the five year old children in her class to be given real opportunity to respond to books in different ways. She wanted to see if using wordless picture books would allow them to learn inference while maintaining engagement with the text. She worked with twelve children in her class using the Mosaic approach (Clark 2007) as a means of gaining access to the views and understandings of the young children; data was gathered through observations, videos, role play,
drawings and photographs. Analysis of the data identified four key themes which will inform this teacher’s future practice: the place of words in comprehension, the power of the imagination, the pleasure of reading and prior experience as part of the reading process. The proposed seminar will share the findings and also, in sharing the process a practitioner went through in order to improve practice, create opportunities for researchers and practitioners to discuss the place of wordless picture books in the development of early reading, giving space for the many voices in the reading process to be heard.

**C11**

Research Report  
**Audience:** AL, CT, LC, TT  
**Room:** Hawthorn  
**The Camouflage Dojo Piranha Tornado: A Creative Approach to Teaching Literacy in The Early Years by Engaging Boys in Reading at the Intersection of Key Vocabularies and Explicit Prosody Instruction Through Readers Theater**  
James Nageldinger, Elmira College

Both the Language Experience Approach (LEA) and Readers Theater have been shown to be effective components of reading instruction. Language Experience is not new and has been in use since the early decades of the 20th century. Additionally, repeated reading has been shown to increase both oral fluency and comprehension. Readers Theater is an effective means of incorporating repeated reading into the classroom. Besides being able to read accurately at the appropriate rate, fluent readers read with proper expression, or prosody. Recent studies have linked prosody with silent reading. Struggling readers especially benefit from opportunities to read repeatedly and with proper expression.

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

**13.00 – 13.50 Lunch**

**13.50 – 14.50 Keynote 2 Room: Forest**  
**A World of Children’s Books**  
Daniel Hahn

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

**14.55 – 15.35 Parallel Session D**  
(Meeting rooms)

**D1**

Research Report  
**Audience:** CT, LC, R, TT, S  
**Room:** Willow  
**What Works for Literacy Difficulties? How the field is re-shaping and expanding**  
Greg Brooks, University of Sheffield

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

**D2**

Symposium  
**Audience:** AL, CT, I, LC, LA, R, TT, S  
**Room:** Phoenix  
**Whole School Improvement through Language and Literacy**  
Susan Aykin, Alex Bousoulengas and Amber Finch, National Literacy Trust

**Schools which ‘turn the dial’ on language and communication are able to turn the dial on a number of key School Improvement priorities, from raising attainment to narrowing the gap and improving behaviour**.


‘Advantaged students who arrive in the classroom with background knowledge and vocabulary will understand what a textbook or teacher is saying and will therefore learn more; disadvantaged students who lack such prior knowledge will fail to understand and thus fall even further behind, relative to their fellow students’
The link between language, cognitive and academic development is well documented and yet too many of our most disadvantaged students are not provided with the linguistic tools to succeed at school. Placing language and literacy at the heart of a school curriculum empowers students to gain the academic language skills required for reading, writing and oracy. Supporting teachers to make explicit the language and literacy requirements of their subject raises the profile of academic English as one of the most important tools in any classroom.

The National Literacy Trust’s Literacy for Life programme explores the role of two complementary approaches to school improvement: academic language acquisition and development and intrinsic motivation to read for pleasure. Many of our students, particularly the most disadvantaged, do not have the code of English appropriate for the school curriculum. The 2010 DfE report, Investigating the Role of Language in Children’s Early Educational Outcomes emphasises the ‘weaker language and communication skills’ of disadvantaged children. Restricted vocabularies and grammars for many students result in an inability to access the curriculum: they become disengaged and under attain. Providing teachers with theoretical frameworks about how students develop reading, writing and oracy skills alongside a repertoire of explicit teaching and learning tools has begun to have a profound impact. Research in the USA, New Zealand and Australia has informed the work of the programme: challenging subject specific teachers with ways in which they can enhance student exam performance through an explicit focus on language development in the form of reading, writing and oracy strategies.

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

This session reports research conducted as part of a UKLA funded study to investigate the inferences and story-worlds that children generate when they encounter digital narrative games. It specifically explores the connections (inter-textual, domain specific, personal) and elaborative inferences that the children generate as they navigate a digital narrative app game in a series of after-school sessions. A collaborative and dialogic paired-talk setting enables children’s inter-thinking as they make meanings together. The study then analyses the narrative responses that the children create after engaging in the story-world of the game to explore further the inter-textual links and inferences that they have made.

Interview, video and written/oral response data is analysed drawing on existing gaming literacy frameworks which include ludic, textual, social, critical and functional dimensions, and a heuristic for understanding gaming literacy. Taking a socio-cultural approach, the research provides an innovation to the existing fields of study around reading and gaming literacy. It extends previous research exploring children’s approaches to making meaning from visual texts and how reading strategies can be transferred across modes. The study captures a picture of 11 year old children as ludic and creative problem-solving readers in the early 21st century, and considers how their literacy approaches might be shaped by their contextual experiences. Importantly it highlights the potential for the use of a variety of text forms within the primary English curriculum and the affordance of collaboration in reading/problem-solving activities.
**D4**

**Seminar Presentation**

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

**Room:** Hawthorn

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

Lindsey Thomas, LT Education

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

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

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

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

**D5**

**Seminar Presentation**

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

**Room:** Cedar

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

Helen Hendry, Bishop Grosseteste University

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

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

**D6**

**Seminar Presentation**

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

**Room:** Rowan

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

Lina Iordanaki, University of Cambridge (UK)

Traditional fairytales have always been a topic of discussion in the field of education. What is remarkable is that they offer a common ground for pleasure and discussion among different generations and cultures. Adults encounter them when they are children, young children get to know them from their parents and later they read them on their own; researchers consistently explore the affordances of the genre and educators often use them in their classrooms.

People from all over the world enjoy numerous fairytales in various versions and multiple adaptations. But do children recognise them when they are only depicted visually and not verbally? And how do groups from different countries engage with wordless versions of the same story? In my talk, I will present how groups of Greek and British 11-year-old students approached the story of Little Red Riding Hood as it is narrated in two wordless picturebooks, i.e. only through the power of illustration. Since they abolish any linguistic restrictions, wordless picturebooks are ideal for an international readership. It is interesting to see the way the children grappled with the challenge of the absent text, their creative interpretations, as well as their different or similar responses which are bound to their cultural background. I have adopted a socio-cultural perspective, using reader-response theories; in my study the active role of each reader is highly important, while they are trying to answer any of the indeterminacies of the story, drawing upon their culturally oriented prior knowledge and experiences.

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

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

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

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

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

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

Jo Westbrook and Julia Sutherland, University of Sussex

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

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

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

15.35 – 16.10 Tea sponsored by MacMillan Children’s Books

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

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

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

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

When discussing reading and writing acquisition, often there is a focus on the reading and writing techniques and abilities, such as letters and sounds recognition, reading and writing words or sentences and so on. When it comes to writing a text, children have to cope with far more than just putting one word next to the other. Similar issues occur when reading more complex texts.

There is a specific register for written language, particularly that used in the more formal context of school. Some children acquire this register long before going to school. Other children, such as children who speak the school language as a foreign language or children from disadvantaged backgrounds have not acquired this register prior to going to school and, therefore, struggle more when they have to write stories or essays. With regards to these issues in this session, three main questions will be discussed:

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

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

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

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

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

This presentation will explore the themes that emerged from data we collected in November and December 2015 and how these compare to those highlighted in previous years. Since we believe that literacy is an issue of social justice, we will also focus on the learnings for certain sub-groups of pupils, such as boys and those who receive free school meals.
E6
Research Report
Audience: CT, L, LC, LA, R, S
Room: Oak
Adolescents’ Perceptions of Digital Reading in the UK and China
Xiaofan He and David Wray, Centre for Education Studies, University of Warwick
Studies of adolescents’ literacy practices have helped us to understand what and how students read in the digital reading environments which permeate their daily living and learning. However, what students think about on-screen reading and how they perceive this new medium still remain under-researched. There has been significant debate about the impacts of technology use on adolescents’ reading, but we are uncertain about how adolescents perceive digital reading and the influence upon these perceptions of purpose, preference or age.

The study reported in this paper has taken a comparative perspective to explore the perceptions of UK and Chinese students (aged 12-16) in terms of their reading of digital texts. The study has examined what adolescent students think about reading for academic and enjoyment purposes, in both print and digital format, in school and out of school. Mixed methods were used in the study, including focus groups, questionnaires and individual interviews. Some key findings will be presented, in an attempt to deepen our understanding of the way adolescents respond to digital reading and the place they see for this new medium in the current and future lives.

E7
Workshop
Audience: CT, LA, TT, S
Room: Cedar
Do children from working class backgrounds recognise their worlds in the books they meet? An exploration into ways the worlds represented in children’s literature can enter children’s real worlds
Deborah Nicholson, Bath Spa University
Can the places, people and issues in children’s texts enter the real world and enrich it? Can this happen for all children and their realities? We will focus on books that represent children from different social classes, and consider how they and their worlds are represented. The workshop will look at particular books for children across the primary age range, and will engage participants in activities that aim to explore and interpret text. We will talk about our responses to texts – and how that gives us insights into the ways we choose and share books with children. Particular areas to discuss will include:
Is it important that all children can see themselves, or those like them, in books?
How can all child readers be helped to respond to, create and interpret the stories they read?
What sorts of books, and experiences, are important if we want to enable all children to read for pleasure?

E8
Seminar Presentation
Audience: CT, LC, R, S
Room: Maple
Reading with young children; exploring the factors that influence shared reading practices in homes
Rachael Levy and Jenny Preece, University of Sheffield
There is a substantial body of literature indicating that shared book reading is beneficial for young children (Bus et al, 1995; Mol et al, 2006). There is also evidence that families living on lower incomes engage in this activity less frequently than their more affluent counterparts (Britto et al, 2002; Karrass et al, 2003). The research presented here focuses on families living in low-income neighbourhoods, using in-depth interviews to explore their experiences. It forms part of a collaborative ESRC-funded project to promote language development through shared reading. This specific study is designed to understand how parents feel about sharing books with their three or four-year-old children, and any difficulties they may encounter in doing this. It seeks to challenge the ‘deficit model’ of ‘hard-to-reach’ families by highlighting the many ways in which parents encourage early literacy development, the variety of their beliefs about reading with young children, and the different barriers that parents perceive to shared reading at home. Early findings suggest that the factors influencing shared reading activity are complex and relate to family context, experiences and relationships. Parents’ own relationship with reading, their perception of their child’s interest in books, and the age at which they are seen to benefit from this interaction are important emerging themes. Preliminary implications for programmes that seek to support shared reading are discussed.
Reluctant and low-achieving readers often lack ability to create pictures in their minds while engaged in reading. They tend to focus on decoding words rather than connecting ideas, which is not unexpected given the issues faced by many students with limited vocabulary, little background knowledge about many topics, lack of understanding of concepts or relationships represented in the language of the texts or awareness that attempting to visualize ideas might be useful. Although students are confronted with continuous multimedia images that create visual representations of actions, ideas, time, and space; gaining meaning from an action sequence differs from concrete external experiences when one creates their own internal visual images that support comprehension. Talk-Drawings are meaning-making strategies that aim to appreciate how students make sense of reading texts through drawing visual representations pictorially as in mind maps, storyboards, or cartoons and talking about their ideas with classmates. Talk-Drawings help students to realize there is more agency in the reading process than passing one’s eyes over words. Picturing involves “drawing” mental images that take shape according to the reader’s developing and personal understanding of visual and verbal modes, which embrace distinctive features. Such crossover of modalities increases students’ capacity to use many forms of representational thinking and to mentally manipulate and organize images, ideas and feelings. It offers a reading strategy that explores written texts and connects to the texts of the students’ lived realities which makes reading fair game for all.
Setting the Scene: The visual backdrop to fictional writing

Judy Waite, University of Winchester

For overnight guests
Bookshops and Exhibitions open
Meet and Greet at Registration desk

Restaurant, Ground Floor
F1 7.00 – 9.00 breakfast
for overnight guests

5th Floor Conference Suite
Tea and Coffee available
Bookshops and Exhibitions open
Meet and Greet at Registration desk

F3 Saturday 9th July 2016

Room: Birch

08.30 – 09.15 Registration

Individualistic and Social Orientations to Literacy Research: Bringing Voices Together?
James Cummins

The presentation will examine how the “standards agenda” implemented in both UK and US educational systems has exacerbated a pedagogical divide whereby very different orientations to literacy instruction characterize the schooling of students from different socioeconomic strata. In both contexts, nationally implemented educational policies have resulted in low teacher morale in schools serving low-income students and looming teacher shortages. A significant contributor to this situation is the adoption of literacy policies, and associated assessments, that draw primarily from individualistic orientations to literacy research to the exclusion of research reflecting social orientations to literacy. The presentation will articulate the kinds of policies and instructional practices that have been, and can be, implemented when the balance between individualistic and social orientations to literacy research is restored.

Room: Forest

09.30 – 10.30 Keynote 3

08.30 – 09.15 Registration

09.30 – 10.30 Keynote 3

Room: Forest

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10.40 – 11.20 Parallel Session F

Meeting rooms

F1 Workshop

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

Room: Birch

Setting the Scene: The visual backdrop to fictional writing

Judy Waite, University of Winchester

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

F2 Seminar Presentation

Audience: CT, LA, R, TT, S

Room: Aspen

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

Janet Evans, Independent Scholar

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

F3 Seminar Presentation

Audience: CT, L, R, TT, S

Room: Willow

What do children learn about literacy from books in books? The cultural positioning of books and reading in picturebooks

Evelyn Arizpe, University of Glasgow, Vivienne Smith, University of Strathclyde

This paper will discuss both the presence and absence of books and the portrayal of reading in picturebooks for young children, published both before and after the arrival of digital technologies. Surprisingly, despite (or perhaps as a result of) dire predictions about the changes in reading, there is a plethora of recent picturebooks that continue to promote and celebrate books. Although some scholars have addressed the topic of books and reading in contemporary picturebooks (Serafini, F. Images of reading and the reader, 2004; Goga, N. Learn to read. Learn to live, 2014; Styles, M. and Wolpert, M.A. “What else can this book do?” 2016), there has been little work so far that explores the significance of ways in which images of books and reading have positioned, and continue to position, reading in children’s thinking.

In this paper, we analyse ‘book’ elements in a group of these picturebooks, such
as the reading environment (libraries, schools or homes) and the use of literate (or in some cases, illiterate) animal characters and we look in particular at the ways in which the books are culturally situated and what acts of reading reveal about Western societies’ expectations and beliefs about literacy practices. The paper extends the work both authors carried out for the project ‘œReading Fiction’ (funded by the British Academy) which resulted in the edited book, Children as Readers in Children’s Literature: The power of text and the importance of reading (Arizpe & Smith, eds, Routledge 2016).

F4
Seminar Presentation
Audience: CT, LC, LA, R, TT, S
Room: Hawthorn
Peeling the SPAG Onion
Jane Borgeaud, Deborah Falconer, Simon Rees and Alastair Daniel, University of Winchester

Spelling, Punctuation and Grammar have been the focus of increasing attention in schools and from policy makers. The implementation of discrete testing of SPAG at KS2 means this focus is unlikely to diminish. These are vital skills for primary teachers, both in equipping their pupils with these skills and in writing for professional purposes. It is, however, an area in which many ITT students feel they are ill-equipped by their own schooling for the subject knowledge needed to be secure in these areas. Following the well-attended seminar led by Alastair K. Daniel at last year’s UKLA conference, looking at the development of an online course for student teachers, this seminar provides an update on how these materials have been blended with face to face teaching of SPAG, both in curriculum English sessions and in a short module teaching SPAG discretely for professional purposes. This seminar reviews the rationale for this three-pronged approach and provides an evaluation of impact based on feedback from students and tutors.

F5
Research Report
Audience: AL, R, TT, S
Room: Rowan
Developing Student Teachers’ Academic Writing
Rebecca Austin, Tracy Parvin and Viv Wilson, Canterbury Christ Church University

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

F6
Workshop
Audience: CT, R, TT, S
Room: Maple
When you just can't stop reading' 'Getting to level 27. Imagining yourself actually in the book.
When you get all the words right. Exploring reading for pleasure in a diverse context
Rebecca Thomson, Bannerman Road Community Academy

For the last few years I have been enthused and inspired by quality children’s literature and convinced of the importance of reading for pleasure through shadowing UKLA book awards as a student, attending UKLA conferences and being a teacher judge this year. These experiences have greatly influenced my practice and having recently completed my NQT year I am now looking at my practice and considering the curriculum choices I make for my class. My school is incredibly diverse; over 80% of children have EAL and 30+ languages spoken across the school. Additionally, the area is as renowned as being socio-economically deprived. It is my ‘gut instinct’ that reading for pleasure is critically important and this is supported by research and recent government policy. However, with other curriculum demands and accountabilities I find time exploring literature often, despite my best intentions, becomes replaced. This creates a great deal of professional tension for me and so through my MA studies I am attempting to reconcile this by exploring reading for pleasure in a diverse context. I am beginning my research by exploring what reading for pleasure means for the children I teach; considering children’s personal preferences, the influence of community, popular culture and advances in technology. I am exploring whether my class’s experiences of reading for pleasure are different to my own and crucially, different to the policy view and government rhetoric of what reading for pleasure is. In this workshop participants will explore what reading for pleasure is and the implications this has for the children we teach.
Reading is an essential life skill and an important component of learning. Optimal reading instruction encourages and sustains children's desire to read and influences children's future learning potential. Effective teachers restructure teaching and learning activities to meet student variance towards the provision of achievable goals and meaningful learning. Recent policy initiatives have renewed focus on literacy approaches that promote literacy in diverse cultural contexts. Differentiated reading is one instructional model that is compatible with these literacy strategies and responds to learner variance.

This research investigated teachers' understanding of differentiated reading in relation to Vygotsky's Zone of Proximal Development and examined teachers' implementation through context, content, process and product. It explored the transitions made by learners in the social-interactions of learner-responsive, teacher-facilitated activities. Shared learning can occur from exploring and reading in different cultural contexts. Two case studies in diverse cultural contexts - one Irish city and one Texan city provided data from questionnaires, lesson-plan evaluations and interviews from 645 teachers located in 62 schools.

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

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

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

This workshop will revolve around awareness raising of key historical children's literature and how we can fully exploit its potential for the development of children's knowledge, skills, vocabulary and empathy. Participants will engage in a series of activities that teach self-regulated comprehension strategies and a copy of all materials used will be provided.
Is Competition Healthy for Reading?

Nikki Gamble, Just Imagine..., Claire Williams, St Andrew's Primary School

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

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

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

11.40 – 12.20 Parallel Session G
(Meeting Rooms)

**G1**

**Seminar Presentation**

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

**Room: Willow**

**Children Responding to Picturebooks: 15 years on**

Morag Styles, Cambridge University,
Evelyn Arizpe, Glasgow University

One of the most rewarding characteristics of picturebooks is that they offer equality of access to a diverse group of readers, such as those who do not yet read print or whose mother tongue is not English. Our new edition of *Children Reading Picturebooks* (2016) is based on fifteen years of our own research, that of countless students we have taught at Cambridge and Glasgow universities, and a review of the best published work on the topic since since 2003. As well as making reference to some of the most exciting recent developments in the field, this session will focus on lessons learned from our original research project, and an examination of new case studies of children responding to picturebooks by illustrators such as Maurice Sendak and Polly Dunbar. We will be drawing attention to the way picturebooks can open doors to understanding for autistic children, as well as probing how young readers use a variety of sophisticated cognitive, affective, aesthetic and social skills to make sense of visual texts that engage them.
Some findings following a day with Year 4 children in a Hampshire wood, during which they co-created and presented narratives that were situated within the environment itself.

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

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

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

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

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

A multidisciplinary group of academics are working with a diverse group of young people who access services provided by a UK charity that supports vulnerable children. The young people, who have a range of (dis)abilities and/or are in care, are collecting stories from other young people like themselves. Drawing on their informal literacy practices, we are exploring methods and modes for telling stories using voice, art, and drama as well as writing. Once the stories are gathered, we are working with well-known children’s authors to fictionalize and assemble the stories in different ways. In the final phase of the project, the young people will collaborate in the design of phygital (physical-digital) artefacts, such as a life-size tree or a dragon, which will tell the stories through interaction with the public in community venues: a shopping centre, a school, or a community hall. The project’s progress to date will be presented, with a focus on different configurations of multimodal and digital literacies for collecting and telling stories.

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

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

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

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

G8
Research Report
Audience: AL, CT, L, LC, LA, R, TT, S
Room: Birch

Can a rhythm-based reading intervention support literacy development in a special school for children with ADHD and SEMH issues?
Marion Long, Rhythm for Reading

Prior to registering in our conscious awareness, the smallest sounds of language are rapidly processed for acoustical attributes and rhythmical frequency. We are constantly exposed to sound, even during sleep and very young infants recognise familiar patterns and voices. Language acquisition has been described as a statistical process: highly frequent utterances are processed as highly relevant, easily recognisable rhythmic and acoustic patterns. These are reinforced by the infant’s own unique babbling patterns and early articulation of language, for example in playful exchanges with caregivers when the infant is alert and calm, though fewer social interactions of this type take place with fussy infants.

Rhythm plays an important role in the development of communication skills, language development and reading ability. This report discusses whether a rhythm-based group reading intervention can support the teaching of reading in a special school setting. Twelve adolescent boys (mean age 11.56 years) identified with ADHD or SEMH with low levels of literacy development (mean reading age 6.58 years) agreed to take part (December 2015-January 2016). This report will consider the impact of the intervention on attainment in phonological awareness, reading fluency and reading comprehension and will discuss perceptions of the students and their teachers.
In the centenary year of Ireland’s Easter Rising, this study of literary reading in secondary phase education examines the role of cultural knowledge in students’ interpretation of and response to Yeats’ ‘Easter, 1916’.

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

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

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

Across the Anglophile world acquisition of literacy in the early years is dominated by top-down directives that emphasise an atomised approach in which the smallest units of language are privileged. This work has implications for the way we approach literacy in the early years and contributes a counter discourse to the hegemonic view currently espoused.
Writing is an activity which always requires choices, indeed Kellogg argues that writing is always an act of decision-making. This includes choices we make about decisions about the communicative content, about the medium, about the audience, about text structure, about word choice and so on. Whilst many of these choices are either implicit, ie not consciously accessible, or internalised ie they were once explicit but have become automated, there is a powerful role for explicitness in the teaching of writing. This paper draws on a body of research which has explored the teaching of writing through explicit attention to the relationship between grammar and meaning in texts, and the inter-relationship between what we say and how we say it. Explicit teaching which focuses on how language choices shape and create meanings brings into consciousness new knowledge about writing, or surfaces implicit knowledge from reading, which is then available as a resource for writers to inform their decision-making about writing.

This presentation will focus upon how to support young writers in how to develop characters in narrative through explicit teaching. Drawing on linguistic analysis of children’s literature and classroom examples from our recent research studies, we will illustrate how the use of rich, authentic texts as mentor texts can make visible the repertoire of choices available to young writers in developing character. In particular, it will spotlight how noun phrases and lexical verb choices are powerful tools for ‘showing, not telling’ readers about narrative characters.

In the wake of a White Paper on Education Reform published 2014 by the Icelandic Ministry of Education, Science and Culture, the minister launched a national initiative, in September 2015, to improve reading skills in Icelandic compulsory schools. The minister has affirmed that both the White Paper and the reading initiative are reaction to the rather disappointing performance of fifteen-year-olds on the PISA survey 2012, where around 30% of boys and 12% of girls did not reach performance level two. These students are referred to in the White Paper as “having no useful reading skills”. The main aim of the White Paper, regarding literacy, is that the proportion of students with “no useful readings skills” be lowered to 10% in the PISA survey 2018.

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

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

This workshop focuses on action research taking place in two primary schools over the course of a year. Initiated by work with the University of Greenwich the English subject leaders within the schools highlighted areas of intended development together with the executive head and information within the school improvement plan. The data showed that a specific group of children within each school was underperforming. Initial discussions highlighted the issue of motivation. It was clear that the children did not have any difficulty in the process of reading and writing but there was an issue of the motivation to read and write.

Within this workshop the subject leaders will outline the process of action research carried out in the two schools and share their findings to date. In addition issues surrounding the implications of carrying out action research as practitioners will be explored including any barriers to research met over the course of the year. Within the theme of the conference of equality and diversity the workshop will explore the impact of the action research to the needs of the children within the schools.

Presented by Roger McDonald from the University of Greenwich, Rachel Priddle from Kidbrooke Park Primary School and Alex Smith from Buxgrove Primary School
Japanese kindergarten and nursery teachers’ beliefs regarding emergent literacy instruction for young children

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

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

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

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

Chris Bailey, Sheffield Hallam University

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

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

Communication and Connections; exploring the value of storytelling in an Early Years’ setting

Gill Johnson, University of Nottingham, Rachel Feneley, Nottingham Lakeside Arts, Mark Curwood, freelance storyteller and actor

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

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

**H9**

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

Navigating New Digital Divides in Early Literacy Instruction

Linda Laidlaw and Suzanna Wong,
University of Alberta, Joanne O’Mara,
Deakin University

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

**H10**

Award
Audience: All
Room: Phoenix

Our Class Loves this Book

This year our winner is Alice Manning and her Starters (Y1) class, The Bylingual School, Sevilla. Their winning entry is for her work on The Crocodile Who Didn't Like Water by Gemma Merino. Alice was a student shadower at UWE several years ago and now teaches in Spain. The award will be presented at the wine reception before the gala dinner on Saturday. In the meantime, this is an opportunity to find out a little about Alice’s imaginative class responses to their chosen book.

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

14.00 – 15.00 Keynote 4
Room: Forest

In Search of the Human Condition

Elizabeth Laird

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

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

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

15.05 – 15.45 Parallel Session I
(Meeting Rooms)

**I1**

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

Bringing voices together on Human Rights

Prue Goodwin

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

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

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

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

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

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

I2

Research Report
Audience: CT, R
Room: Aspen

H/home(s) as They Range: The Digital and Cultural Worlds of Globally Mobile Children
Jeanette Hannaford, Griffith University, Australia

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

I3

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

Teachers and researchers exploring effective literacy practice for EAL learners through an online learning space’
Naomi Flynn, University of Reading

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

I4

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

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

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

37
Saturday 9th July 2016

Research Report
Audience: CT, I, LC, R, TT
Room: Cedar

Bringing Teachers’ and Students’ Voices Together Through Children’s Literature for Social Justice

Lynne Wiltse, University of Alberta, Canada

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

Symposium
Audience: CT, LA, R, TT, S
Room: Phoenix

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

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

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

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

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

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

This seminar draws on recent research, which focuses on primary age children's writing practices across the domains of home and school. In particular, it will draw on children's writing examples to illustrate the study's metaphor of children as active and experienced travellers with personal backpacks of writing practices and skills. The research was framed within a sociocultural perspective underpinned by Bronfenbrenner's (1979) ecological systems theory framework, as one key aim was to reconceptualise the role of the mesosystem in abstracting the notion of domain exchange, across, and within, the microsystems of school and home. The study posits the view that children create passageways of practice across domain crossing points that reveal the variety and portability of practices.

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

**An investigation examining ways to develop children’s critical response to reading poetry**  
Anne Bradley, University of St. Mark and St. John  

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

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

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

**16.10 – 16.50 Parallel Session J** (Meeting Rooms)  

**J1**  
**Workshop**  
**Audience:** CT, LC, LA, TT, S  
**Room:** Birch  

**Curiosity in the Classroom**  
Jane Branson, Jane Branson Learning, Emma Dwyer, Standards and Learning Effectiveness Service, East Sussex County Council  

This workshop will explore the value of curiosity in the classroom. Allowing children to build creative and critical thinking skills is central to their holistic development, and promotes inclusion and equality by giving all learners a voice. But how can we ensure our classrooms are thinking spaces which prioritise reflection and metacognition? Through a range of practical activities, we will demonstrate ways to create authentic puzzlement to enhance learning. We will focus on using quality picture books and other texts, which appeal to learners of all ages and also provide a purposeful context for literacy. By the end of the workshop, delegates will have had their curiosity kindled, and will leave with an improved understanding of how to stimulate and inspire learning.

**J2**  
**Workshop**  
**Audience:** CT, L, LC, LA, TT, S  
**Room:** Aspen  

**Bringing Voices and Minds Together: Developing Children’s Critical Thinking through Picturebooks**  
Mary Roche, St Patrick’s College Thurles, Ireland  

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

Secure partnerships between York St John University and our schools have proved to be valuable in supporting our students to develop strong pedagogical skills, particularly in relation to teaching systematic synthetic phonics. This strength of provision was highlighted during the university’s last Ofsted inspection (2012) where the teaching of phonics as described as a ‘most noticeable enhancement and a key strength is the outstanding centre-based training in phonics and early reading and writing.’

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

This research report will outline initial findings relating to applying an existing partnership model to the current focus on grammar. Taking into account all stakeholders, it will explore both the transferable advantages of this approach but also highlight the inherent difficulties in applying a ‘one size fits all’ model to very different areas of subject knowledge.
Saturday 9th July 2016

J6
Research Report
Audience: CT, LC, R, TT, S
Room: Rowan
Judging the effectiveness of writing: building students’ skills as evaluators and editors
Helen Lines, University of Exeter, Sarah Besley, Gipsy Hill Federation of Primary Schools, Julie Fossey, West Exe School

The current National Curriculum places an increased emphasis on learners’ ability to evaluate and edit their own and others’ writing in order to effect its improvement, including the use of grammatical terminology to discuss writing. However, research suggests a number of potential difficulties: effectiveness in writing can be difficult to describe, and progression in writing hard to delineate; judgements of effectiveness can be subjective and changeable; teachers and students may have different writing goals to each other, and writing targets may remain unachievable because of a lack of linguistic understanding.

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

J7
Workshop
Audience: CT, L, LC, IA, TT, S
Room: Maple
Diversity and Inclusion in the Primary Classroom: dealing with issues of sexual orientation and representation
Branwen Bingle, University of Worcester, Gemma Bagnall, Hartlebury Primary School

This workshop aims to explore how recognising the politics and issues of representation in literature can help tackle prejudice-based bullying, in particular that which is homophobic, biphobic and transphobic in nature. As part of the DfE guidance for teaching about Social, Moral, Spiritual and Cultural (SMSC) development, maintained schools have an obligation to promote these aspects within the curriculum alongside the mental and physical development of pupils at the school and in wider society. This, combined with the Equalities Act 2010, means that sexual orientation is a protected characteristic which must not be used to discriminate. However it is not enough simply to confront discrimination; within a tolerant and mutually respectful society, schools have a duty to lead the way in recognising and celebrating diversity.

Nationally it has been identified that tackling bullying (in particular that which is homophobic in nature), along with other issues of inclusion and diversity, is an area that trainee and newly qualified teachers develop practical and non-confrontational approaches to address the issue.

J8
Symposium (cont’d)
Audience: CT, LA, R, TT, S
Room: Phoenix
The pedagogies of mashed-up theories: Explorations for literacy teacher education and professional development
Stavroula Kontovourki, University of Cyprus, Marjorie Siegel, Columbia University, USA, Elisabeth Johnson, Aós University, USA, Cathy Burnett and Guy Merchant, Sheffield Hallam University

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

While the effectiveness of using children’s literature to support the development of children’s mathematical understanding has already been explored, virtually no studies have been conducted to examine the portrayal of girls and women in such literature, particularly in relation to mathematics. The investigation into such portrayal is imperative, particularly when a recent study of over 5,000 non-mathematics picture books found that male characters are represented nearly twice as often as female characters, highlighting the existing symbolic annihilation where female characters are either under-represented or not represented at all. In the context of mathematics, this is concerning, particularly when it has been found that young girls are more likely than their male counterparts to experience anxiety and have lower perceived competence level in mathematics. Subsequently, the objective of this study is to explore gender representation in mathematics-specific
7.00 – 9.00 breakfast  
for overnight guests  
(Restaurant, Ground Floor)

09.15 – 09.55 Parallel Session K  
(Meeting rooms)

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

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

K2  
Research Report  
Audience: CT, LA, R, TT  
Room: Hawthorn  
Teachers as mediators and designers of text use for minority students  
Judy Parr, University of Auckland  
Acknowledging the potential of text to afford ‘reach’ within an enacted curriculum, we explore teachers’ beliefs regarding effective text for minority Pasifika students in New Zealand, a group most at risk of underachieving, as shown through national and international measures. Pasifika is a general term for students whose cultural and linguistic heritage draws from any of a number of islands in the south Pacific; the largest groups are from Tonga and Samoa. Primary teachers (N = 11) were purposively selected for their demonstrated effectiveness in supporting Pasifika students’ progress and achievement in literacy. Teacher nominations and explanations of effective and less effective texts were presented at small focus group discussions. Subsequently, a sample of text nominations was independently analysed and the results considered alongside reported beliefs about the texts. The teacher’s role is conceived of as both mediator and designer at the complex interface of text properties and a matrix of needs (student, curriculum and teacher). Findings suggest teachers have sound reasons for their text selections and, in terms of the notion of pedagogical design capacity, evidence suggests teachers constrain the instructional potentialities of text for Pasifika students, to create controlled conditions for a tight focus on the learning of target skills. The benefits and costs of such an approach are discussed.

Sunday 10th July 2016

16.45 – 17.45  
UKLA Annual General Meeting  
Room: Forest

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

19.30 Return to Hotel

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

20.30 - 23.00 Conference Dinner  
(Forest Room)  
Bars open until 1am
**K3**

**Workshop / Research Report**

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

**Room:** Birch

**EAL pupils and classroom teachers' attitudes to class withdrawal vs mainstreaming**

Kamil Trzebiatowski, Newland School for Girls

In the 1980s, teaching of English to EAL learners in England moved from the provision of separate programmes to providing language support in mainstream settings. Both The Swann Report (1985) and The Calderdale Report (1986) considered teaching EAL students away from schools as racial segregation. Nowadays, the English government policy in England expects EAL learners to be included in the mainstream as quickly as possible, requiring subject teachers to teach both language and content in their classes. However, many schools still provide some withdrawal-based support to EAL learners. Whilst, over the years, there have been numerous research papers debating the advantages and drawbacks of EAL withdrawal and mainstreaming, this debate has almost never included EAL children’s opinions themselves.

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

Ainscow and Booth’s Index for inclusion insists that schools should make sure that less powerful learners’ voices “are not lost amongst schools’ other priorities. Were EAL pupils’ and their teachers’ views very different, an assertion could be made that schools do not serve this group very well and act directly against their needs. Taking into consideration factors likely to influence the opinions held by the two parties, I provide conclusions, recommendations and appropriate EAL strategies.

**K4**

**Workshop**

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

**Room:** Aspen

**Literacy Orientated Pre-schoolers: an Effective Early Literacy Intervention**

Sarah Kingham, Hertfordshire

Based upon current research involving pre-school and Nursery aged children, this workshop will share the journeys of a couple of children (in receipt of the Early Years Pupil Premium) from age 2 - 4 as they develop an emotional bond with books and reading which it hopes will be a useful tool in their future learning and life. Its main aim is to enable all children to enter school as reading equals, with the necessary pre-literacy skills to learn to read when starting formal school. This presentation will explore young children’s developing understanding of story and books and the impact of reading the same stories repetitively. Video footage of the children from when they were in pre-school to the end of Nursery will be shared. Evidence from educational theorists with an interest in both developing early literacy and child development will be shared and discussed.

**K5**

**Symposium**

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

**Room:** Phoenix

**Bringing Together New Potentials for Picture Books**

James Nageldinger, Elmira College, Dr. Rochelle Berndt, Baldwin Wallace University, Dr. William Bintz, Kent State University, Dr. Lisa Cicerski, Edinboro University, Dr. Sara Moore, ETA Hand2Mind

Historically, the picture book has been used with young children to enjoy and learn to read. Recently, there has been an introduction of exciting new genres in picture books. Two new genres include the post-modern picture book and hybrid picture books. In addition to language and illustration, the post-modern picture book offers design features such as strategic text placement, differentiated font, varied dimensionality of illustrations, a non-traditional plot structure, and using pictures and/or text to position the reader to read the text in a particular way, e.g. through a character’s eyes or point of view. Additionally, hybrid picture books integrate literary and informational text, verse and prose, multiple sources of information, mixtures of styles, and multiple functions.

This symposium is entitled Bringing Together New Potentials for Picture Books. The goals are three-fold: 1) review the evolving and transformative nature of the picture book, 2) discuss new potentials for the picture book including post-modern picture books, hybrid picture books, wordless picture books, banned picture books, picture books related to Science, Technology, Engineering, & Mathematics (STEM); culturally relevant picture books, and picture books to teach fluency and content area information across the curriculum, and 3) involve participants in an active, reflective discussion on lessons learned, instructional implications, and future research questions for new potentials for picture books.

The chair will open the symposium by presenting the overarching theme and introducing the presenters and discussant. Each presenter will discuss a new potential in sequential 15-minute time slots, followed by the discussant’s comments.

Wordless Picture Books have historically been used by parents and teachers alike for shared reading and to support the creative imagination of young children. Today, wordless picture books can be used not only by primary teachers, but also K-12 teachers to support focused inquiry and inferential thinking, as well as teach important content area material across the curriculum. In addition, post-modern wordless books add exciting and innovative new design features to the reading experience.

The Use Of Challenged Or Banned Picture Books In The Classroom is an effective way for educators to address relevant social justice issues from the past and present with their students. Providing opportunities for students to read and discuss picture books that focus on issues of racism, classism, sexism, or able-ism
can help them view texts through a critical lens that challenge the norms of society. Through powerful picture books, students can analyze the power relationships and social inequities conveyed by the author. Additionally, students can use these texts to evaluate whose knowledge is being privileged in the text, and look at texts from other perspectives including the standpoint of marginalized groups.

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

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

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

**K6**

**Workshop**

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

**Room:** Rowan

**New voices, new literacy practices: combining empathy, literacy and social change**

Miranda McKeeney OBE, EmpathyLab; Jon Biddle, Moorlands Primary Academy

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

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

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

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

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

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

**K7**

**Workshop**

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

**Room:** Cedar

**The Virtuous Circle of the Fluent Reader**

Louise Naiddoo, Oxford University Press

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

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

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

**K8**

**Research Report**

**Audience:** R  
**Room:** Maple

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

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

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

**K9**

**Research Report**

**Audience:** CT, LC, LA, R, TT  
**Room:** Willow

**Issues in assessing reading motivation and self belief**

Julia Carroll, Emma Vardy, Sam Waldron, Coventry University

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

**Part 1:**

**Coventry Reading Attitudes survey**

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

**Part 2:**

**The Fox and Carroll Self-Efficacy Scale**

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

**Conclusions**

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

**L1**

**Research Report**

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

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

Andrew Lambirth and Dr Ana Cabral, University of Greenwich

While the engagement of teachers in research about practice is becoming a prevalent feature of professional learning and career development in England, there is still a lack of research about the challenges of teachers raising questions in the current school-led setting.

Drawing on the principles of teacher research, this paper reports on a small-scale study based on the experience of primary and secondary teachers conducting action research as part of a development project promoted by a school alliance with university researchers working as facilitators.

Interviews about their motivations, experience and perceived outcomes revealed a singular interplay of variables influencing the way they engage in, use, share literacy research and see themselves as researchers.
We argue that management directives and contextual factors are influencing the teachers’ engagement with attitudes oscillating between their commitment to deal with assigned projects and pursuing issues emerging from practice. Moreover, entering a research community with its agreed practices and approaches was received with reluctance, with teachers struggling to embody an enquiring approach within their demanding professional lives.

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

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

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

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

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

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

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

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

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

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

**L6**

**Seminar Presentation**

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

**Room:** Cedar

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

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

Research on the ways in which children respond to picturebooks and the opportunities they offer in the classroom has flourished over the last couple of decades. More recently this has been complemented by studies examining the more interactive features of picturebook apps.

This presentation brings together research conducted on analogue and digital picturebooks to explore the affordances of analogue interactive picturebooks.

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

**L7**

**Seminar Presentation / Research Report**

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

**Room:** Rowan

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

Athanasia Papastergiou, Bangor University

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

**L8**

**Award**

**Audience:** All

**Room:** Maple

**Wiley Blackwell Award**

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

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

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

*Journal of Research in Reading*


Colin Harrison, chair of the Awards Panel, writes: “Duff and her colleagues broke new ground in addressing an important and controversial issue in England - the national phonics screening check - and asked three crucial questions. Is it valid? Is it sensitive? And is it necessary? Their answers, delivered via some interesting and innovative methodology and analysis, were: yes, it’s valid; yes, it’s reasonably sensitive; and no, it isn’t necessary - not only does it add little to predictive validity of teacher judgment, the time and money spent on the testing would be better spent on resources to continue to train and support teachers in the knowledge, assessment and teaching of early literacy skills.”
Within this role, I took part in the ‘Reframing Literacy’ project (Bearne and Bazalgette, 2010) which was the starting point for this research, through which I aim to empirically test their findings. One of my main intentions for the outcomes of this research is to provide an accessible study for primary teachers, in order to support them in their consideration of film as a text within the curriculum.

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

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

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

10.45 – 11.10 Coffee
(5th Floor Conference Suite)

11.10 – 11.50 Parallel Session M
(Meeting Rooms)
Sunday 10th July 2016

M2
Seminar Presentation
Audience: R
Room: Oak

The multilingual literacy practices of Saudi youth
Maram Almansour, Independent Researcher

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

Amelie Lemieux, McGill University

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

Linda Saunders, St. Mary’s University

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

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

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

Fostering Equality through Aesthetic Mapping in Secondary Literacy Learning

Anne Harding, Independent Trainer

This will be a practical, hands-on workshop. We will start by examining the role of inclusive books in developing young children’s personal, social and emotional development, their knowledge and understanding, their literacy skills and creativity, and their engagement in books and reading. We will explore a wide range of inspiring titles, and analyse the components of effective inclusive books. We will investigate ways to integrate inclusive books into

M4
Research Report
Audience: CT, R
Room: Cedar

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

Linda Saunders, St. Mary’s University

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literacy and topic teaching, identifying successful methods for using and promoting them in the classroom and beyond, to stimulate learning and enjoyment. There will be opportunities throughout to share titles, ideas and good practice.

M6
Research Report
Audience: CT, LC, LA, R, TT, S
Room: Aspen
Finding a methodology to co-research the purposes of literacy at home and at school with children achieving at below age-related expectations in national statutory tests
Joy Mower, Canterbury Christ Church University
The introduction of grammar tests for seven year olds in English primary schools demonstrates a conceptualisation of literacy that prioritises traditional knowledge about language over socio-cultural pedagogies of language development for meaning-making. Yet socio-cultural differences are often blamed for low attainment while existing initiatives to ‘narrow the gap’ rely on distilled versions of the same pedagogies that children experience in mainstream lessons. The proposed research considers instead, the possibility of ‘building bridges’ between children’s own literacies and the literacy required by the curriculum, for those children who are identified within education policy and classroom cultures as having ‘literacy difficulties’. This study seeks the views of Year 3 children who did not reach age-related expectations in English national statutory tests at the end of Year 2, on the purpose of literacy as experienced and personal literacy practices at home and within their families. This study explores ethical and methodological issues in facilitating children, to record and present views of their own personal literacy. The children will make texts collaboratively with the researcher which will provide a joint attention frame through which their meanings and purposes for literacy can be analysed and interpreted.

M7
Seminar
Audience: AL, LC, R, TT
Room: Willow
Writing across the school/university transition: the experience and strategies of UK students of English
John Hodgson, UWE Bristol, Ann Harris, University of Huddersfield
How can we support students as they practise academic writing in the transition from pre-university studies to higher education? Many students find the expectations of writing at university level very challenging, if only because their coursework essays comprise a large part, if not the totality, of the assessment regime. Moreover, concern about the preparedness of students for higher education frequently surfaces in various media and (at least in the UK) in political statements. This session will address this question by a multifaceted investigation of the experience of students as they move from the writing demands of their pre-university studies and face the challenges of writing in higher education. We shall focus on students of English studies within the UK, but much of what we say will resonate in other contexts. The discussion will draw on the theoretical insights offered by Academic Literacy Studies and Actor Network Theory; it will convey the detail of student experience by detailed analysis of interviews with students of English in eight UK universities; and it will offer an analysis of student writing strategies by comparing essays written by joint honours students in each of their joint subjects. We shall argue that writing practices in the majority of humanities and social science subjects are heavily influenced by the epistemology of cultural studies, and that tutorial intervention based on an epistemological understanding of academic literacy may prove helpful to many students.

12.00 – 13.00 Keynote 5
Room: Forest
“Who’ll tell the story?”
Why teaching and researching narratives still matters
Gabrielle Cliff Hodges
Harold Rosen Memorial Lecture
This presentation will re-visit some of Harold Rosen’s powerful arguments in The Dramatic Mode (1980) and Stories and Meanings (1985) about why it matters that young people both create their own narratives in the classroom and engage with other people’s narratives as well. There will be a focus on narrative texts within and beyond the school – oral and written stories, improvised drama, novels and films – including those created, chosen, told and read by young people themselves and within their families. The presentation will also suggest arguments for teachers researching their own practice, especially through critically reflecting on and analysing rich data generated by what students draw, say or write about the role of narratives in their lives (e.g. in rivers of reading, small-group interviews and reading journals). Adopting some of the complex approaches afforded by qualitative research, for example those which theorise stories and reading from multiple perspectives such as the social, cultural, historical and spatial, can enable teacher-researchers to expand their pedagogies and help students to deepen their understanding. Finally, the talk will anticipate reasons why narratives – whether crafted in new or conventional media – might prove to be of ongoing value as the twenty-first century continues, considering in particular their potential contribution to sustainable futures for both young people and the teachers who educate them.

13.00 Draw and Close of Conference
The **Reading Cloud** is a fantastic new online reading community designed to engage **students, parents, teachers & librarians** in reading for enjoyment.

The Reading Cloud will use the very latest technologies to really capture the imagination of students, linking real and virtual reading experiences to drive up literacy standards and develop core reading skills.

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**for teachers & librarians...**

**for parents ...**

> I have never talked to my friends about the book I am reading after school before. Reading cloud has helped me to share my love of reading with my friends... I think it is brilliant!

Chloe pupil

Find out more by visiting [www.microlib.co.uk](http://www.microlib.co.uk)
UKLA’s Project Connect Books for Africa programme supplies library books for children to read for pleasure. Where possible the books are in local languages and are bought locally.

This is certainly the case in Zanzibar, where 14 primary schools are involved in the Project Connect Books for Africa programme. Our work in Zanzibar is heavily dependent on the prize-winning Tanzanian organisation, The Children’s Book Project (CBP), based in Dar-es-Salaam. As well as being the source of locally written and produced books of high quality, CBP has carried out some sessions for teachers in the Project Connect schools on productive ways of using the books.

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

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

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

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The Phoenix Room can be found by taking the Forest Foyer Lift to level 1

How to get to the Boat Tour from Ostrich Inn
This substantial Handbook offers practical guidance to those wishing to provide a full rich reading curriculum for children whilst ensuring that they meet the statutory requirements of the national curriculum for English. The material goes well beyond the confines of the curriculum, taking a holistic view of what becoming a reader involves. In the opening section, each aspect of the reading curriculum is examined including Shared, Guided and Independent Reading.

Section Two begins with early print concepts and moves into the sources of information, strategies and behaviours children need to acquire in order to be effective, independent readers. The role of phonics is comprehensively covered but there is also an emphasis on teaching reading strategies.

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

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

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

#### Friday 8th July

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| 14.00 - 15.00 | Keynote 4  
Elizabeth Laird |
| 15.05 - 15.45 | Parallel session I                |
| 15.45 - 16.10 | Tea                                |
| 16.10 - 16.50 | Parallel session J                |
| 16.55 - 17.45 | UKLA AGM                           |
| 18.30       | Boat tour                          |
| 19.45       | Pre dinner wine reception          |
| 20.30       | Conference Dinner                 |
Language, Literacy and Class: Connections and Contradictions

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

Keynote Speaker Shirley Brice-Heath with more to be confirmed

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

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