



Literacy Conference SW 2019

29 November 2019, 8.30 – 3.40 | Exeter Racecourse | #Lit19SW



Putting Literacy Centre Stage in Primary & Secondary

Keynote highlights



Ruth Miskin, CBE | Ruth Miskin Training
Every Child Can Read



Daisy Christodoulou | No More Marking
Seven Myths About Education: Why Knowledge Matters



Lindsay Skinner | Author / PiXL Associate / Head Teacher
Crafting Brilliant Sentences

Workshop highlights

David Baker | Writing for GCSE English Language Paper 1 and 2 | **Donna Briggs with Nick Davies** | The Plymouth Oracy Project: Oracy at the Heart | **Daisy Christodoulou** | No More Marking: A Comparative Judgement Approach | **Michelle Dyer** | DEAR - Doing Everything Around Reading | **Julie Fossey & Claire Palmer** | Improving Literacy across the Curriculum | **Rachel Higginson** | Disruptive Innovation in Education | **Siobhan Meredith & Claire Jones** | From Learning Phonics to Developing a Love of Reading | **Katy Parkinson** | The value of explicitly teaching vocabulary | **Elinor Pepperell** | Talk Matters - language, the foundation for literacy | **Matt Pitts & Hayley Ryan** | Students' Adventures in Wonderland - Engaging learners in literacy through the ROH Create and Dance Programme | **Helen Prince** | Addressing a 'Lack of Eloquence' | **Lindsay Skinner** | Knowledge & Vocabulary | **John Stannier** | The Neuroscience Behind Emotional Literacy (or Transforming Academic Outcomes with Love) | **John Stannier** | The Power of Morphology - How the History of English can empower every pupil to decode the complex language of exam papers | **Dr Annabel Watson** | Beyond Acronyms: arguing outside a forest and forgetting to PEE | **Bronnie Williams** | From Page to Stage |

Audience

Heads & SLT; Primary or Secondary English Leads; English Teachers; University Lecturers; Trainees; Heads of Faculty or Department and Literacy Leads.

Cost

DTSA, Exeter Consortium TSA, SWTSA £95 | Other Colleagues £135

Booking

Please click [HERE](#) to book your place.

Contact

Martin Smith / Vicky Thornton / Diane Brown
msmith@teachingschools-sw.org.uk
vicky.thornton@tedwraggtrust.devon.sch.uk
diane.brown@cranbrookeducationcampus.org.uk



Conference Agenda

08.30 - 09.00	Registration
09.00 - 09.10	Welcome with Moira Marder, CEO of the Ted Wragg Trust, exploring the current educational landscape
09.10 - 09.30	Jonathan Bishop, CEO of Cornerstone Academy Trust, Broadclyst students and the Royal Opera House
09.30 - 10.30	Keynote 1: Ruth Miskin CBE
10.30 - 11.00	Break
11.00 - 11.45	Workshop A
11.45 - 12.45	Keynote 2: Daisy Christodoulou
12.45 - 13.15	LUNCH
13.15 - 14:00	Workshop B
14.00 - 14:45	Workshop C
14.45 - 15.30	Keynote 3: Lindsay Skinner
15.30 - 15.40	Martin Smith, Director of TSSW, to close



Information about Keynotes

Ruth Miskin CBE | Every Child Can Read

Ruth Miskin has many years' experience as a head teacher, teacher trainer, writer and consultant in phonics and literacy, working with primary and secondary schools.

Ruth has been an adviser to the Government on many aspects of literacy teaching since 1997. She was awarded an OBE for services to Education in 2011, and a CBE for services to reading in 2019. Her organisation now runs the English Hub Training Centre.

In this talk, Ruth will explore how children who are quick to get out of the reading gate succeed at school – even those who seem to have the odds stacked against them.

Ruth will talk about what leaders should do to make the teaching of reading their school's avowed core purpose.



Daisy Christodoulou | Seven Myths About Education: Why Knowledge Matters

Daisy Christodoulou is a published author including the incredibly well received texts, 'Seven Myths About Education' and, more recently, 'Making Good Progress.' She is the Director of Education at No More Marking, a provider of online comparative judgement. She works closely with schools on developing new approaches to assessment.

In this talk, Daisy will discuss how knowledge matters because all higher order thinking skills depend on it. The takeaways will be the most important piece of advice that cognitive science can give to teachers!



Lindsay Skinner | Crafting Brilliant Sentences

Lindsay Skinner, Head Teacher Designate, former Director of Education, author, animator and PiXL associate. She is a proven leader, a PiXL Associate and an inspirational speaker.

Her award winning book, 'Grammar for GCSE English – Crafting Brilliant Sentences Teacher Pack' was published in April 2019. She has also published a student guide to 'An Inspector Calls.'

Lindsay will explore the methodology behind her award-winning book, 'Crafting Brilliant Sentences' – providing a systematic approach to sentence grammar to help students craft successful narrative, descriptive, discursive and analytical writing across both phases. This will be aimed at both Primary and Secondary audiences.





Information about Workshops

Workshop A

Dr Annabel Watson | Senior Lecturer at University of Exeter

'Beyond Acronyms: arguing outside a forest and forgetting to PEE'

In this active session we will explore an alternative starting point for teaching writing genres (including argument and literary essays) by analysing real texts. There will be support for subject knowledge of grammar and literary devices as we unpick sources and think about how to use them as mentor texts for students' own writing, as well as consideration of the points at which acronyms may be useful, and the points at which we, as teachers, may want to break free from them. While these acronyms are perhaps more prevalent in secondary schools than primary, this session will be suitable for all teachers of writing, with source texts ranging across KS1-4. There will be some teaching resources and activities as an outcome of the session, but the real takeaway will be a principled understanding of alternative approaches to the teaching of writing argument and essays.

Daisy Christodoulou | Director of Education at No More Marking

'No More Marking – A Comparative Judgement Approach'

Daisy Christodoulou is Director of Education at No More Marking, a provider of online comparative judgement. In this workshop, she explores the benefit of this approach.

Lindsay Skinner | Headteacher, author, animator and PiXL English associate

'Knowledge & Vocabulary'

In this workshop, Lindsay will explore knowledge retention, cognitive load theory alongside the power of a vocabulary focus.

Julie Fossey & Claire Palmer | Deputy Head and Key Stage Leader at West Exe School part of the Ted Wragg Multi Academy Trust

'Improving Literacy across the Curriculum'

Deputy Head and Key Stage Lead together explore the West Exe Literacy Cannon model recently implemented at West Exe school alongside a wider consistent and robust approach to improving literacy across the curriculum.



Workshop B

Bronnie Williams | Phase Leader at Broadclyst Community Primary School

'From Page to Stage'

Due to drama not being featured as a discrete subject on the National Curriculum, its presence is often marginalised in schools. However, drama can be a highly effective and liberating tool in the teacher's toolkit, both to extend the more able and engage reluctant readers throughout the wider curriculum.

David Baker | Curriculum Manager for AQA alongside AQA Lead English Expert

'Writing for GCSE English Language Paper 1 and 2'

Development of writing skills required for the AQA GCSE English Language examination. Includes being shown a range of practical activities for the classroom as well as considering sample student responses.

Donna Briggs with Nick Davies | Deputy Director of Plymouth Teaching School Alliance

'The Plymouth Oracy Project: Oracy at the Heart'

The Plymouth Oracy Project was designed to develop theoretical and pedagogical understanding of dialogic talk for learning amongst school staff, with a particular focus on improving the Oracy development and educational outcomes of pupils falling into the 'disadvantaged' category. This session will share the significant outcomes and improvements for the pupils in the city of Plymouth and how this research project and model of delivery has produced a significant reduction in the disadvantage gap for learning. There will be a case study from a secondary school in the city, sharing specific projects and research outcomes. This was a research project for pupils aged from 2-18 and therefore would be appropriate for all primary, special school and secondary delegates.

Katy Parkinson | Founder Director of Lexonik

'The value of explicitly teaching vocabulary.'

- The effect of limited vocabulary on life outcomes: impact and research
- Effective development strategies for developing vocabulary for ALL learners
- Recommendations for implementation across departments/curriculum areas

John Stannier | Assistant Headteacher at Great Torrington School

'The Power of Morphology - How the History of English can empower every pupil to decode the complex language of exam papers'

The Power of Morphology - How the History of English can empower every pupil to decode the complex language of exam papers. The English language has had a complex and twisted past. This workshop will explore this history in order to explain why pupils, particularly disadvantaged pupils, struggle to read even the questions on exam papers. Yet all is not lost. You will leave the workshop equipped with clear strategies to dramatically improve all pupils' ability to understand complex academic language using the power of morphology.

Rachel Higginson | Creative Education Consultant

'Disruptive Innovation in Education'

The pace of education is so intense and demanding we rarely get time to sit back and 'think different'. This workshop will look at Creativity and Innovation and how we can use divergent thinking to approach barriers within our own practice and organisations. Each participant will be supported to apply these theories within the session and will not only take away some new ideas but also a new perspective...



Workshop C

Elinor Pepperell | Speech and Language Therapist at Talk Matters South West CIC

'Talk Matters - language, the foundation for literacy'

1. Exploring the essential role of language in literacy development
2. Often the role of language can be overlooked in children with literacy needs leading to poor progress and behaviour
3. How to foster language skills as a means to practically support literacy

Helen Prince | English and Literacy Advisor

'Addressing a 'Lack of Eloquence'.'

'Oracy is a moral cause'. Addressing a lack of eloquence and the inherent cultural capital gap is key to removing barriers to academic success and future well-being. Vocabulary size is the strongest predictor of academic attainment, yet 49% of Year 1 and 43% of Year 7 pupils have such limited vocabulary that it affects their learning. These children are not unimaginative. They are not without ability. They are word poor. They struggle to be heard because their vocabulary does not stretch to fit their imaginations, emotions and what ifs. This workshop will explore the 'word-gap' and leave you with strategies **and resources** to jump over it!

John Stannier | Assistant Headteacher at Great Torrington School

'The Neuroscience Behind Emotional Literacy (or Transforming Academic Outcomes with Love)'

Our pupils' brains are complex. By understanding their complexities, we can see how a safe, caring and nurturing environment can unlock academic success. This workshop will clearly and simply explain the neuroscience behind emotional literacy and learning. You will leave the workshop with both strategies to improve the emotional literacy of staff and students and a transformed understanding of what is really happening inside the brains of your pupils.

Michelle Dyer | South Coast English and Literacy Advisor at United Learning

'DEAR - Doing Everything Around Reading'

If we want an evidence-informed education system, we need to make sure that is true of inspection as well as what schools and colleges are doing. In this presentation we will look at how inspection impacts on education, and how we used evidence to inform the development of the Education Inspection Framework. We will look at how this makes for more intelligent inspection, but also at what the limitations of the evidence are for inspection.

Matt Pitts & Hayley Ryan | Deputy Head at Broadclyst Community Primary School and Create and Dance Project Manager for Royal Opera House

'Students' Adventures in Wonderland - Engaging learners in literacy through the ROH Create and Dance Programme'

How do we engage learners with classic texts like Alice's Adventures in Wonderland or the Grimm's fairy tales? Although they are considered classics, it can be a challenge to help students understand and enjoy them. Create and Dance is an innovative new approach from the Royal Opera House, which aims to achieve this through the vehicle of dance. This breakout session will explore how teachers can draw links between reading, writing and the creative arts, the way in which concepts such as motifs can be taught through choreography and also how creative arts projects can be used to enthuse hard-to-reach learner groups.

Siobhan Meredith and Claire Jones | Headteacher and Deputy Headteacher at Marine Academy Plymouth

'From Learning Phonics to Developing a Love of Reading'

Exploring the place of phonics within the Primary curriculum alongside Marine Academy Plymouth's approach to developing students' love of reading.