



Changing life stories

# THE PRIMARY LITERACY RESEARCH AND POLICY GUIDE 2018/2019

A National  
Literacy Trust  
membership  
resource

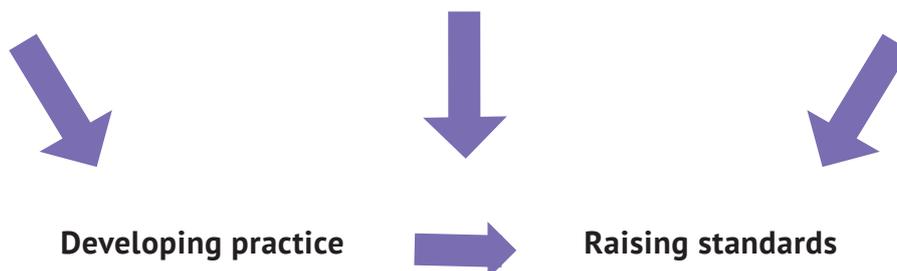
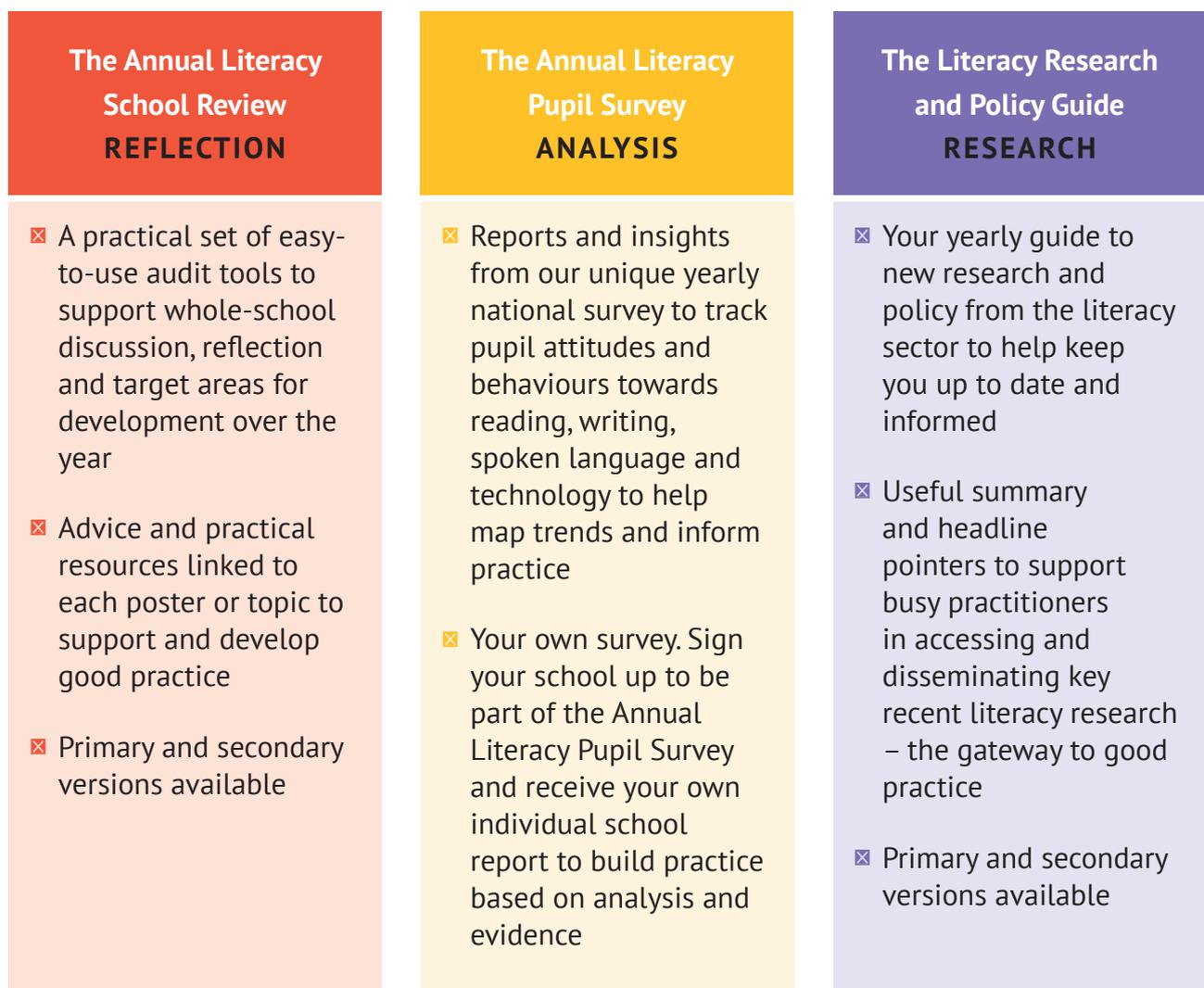


# The gateway to good practice

The Primary Literacy Research and Policy Guide is a yearly compilation of recent research and policy developments in literacy that is designed to support busy practitioners in building evidence-based practice.

## The annual literacy toolkit

The Literacy Research and Policy Guide sits alongside our Annual Literacy School Review and our Annual Literacy Pupil Survey to provide a comprehensive suite of materials to support evaluation, reflection and ongoing strategic development of whole-school literacy. Updated every year, these three essential publications can be built into your annual school improvement cycle to provide a gateway to practice that is informed by evidence, in line with policy and inspired by practical ideas.



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# Introduction

The Literacy Research and Policy Guide aims to inform and support busy teachers and leaders of literacy to bridge the gap between evidence and practice. It does this by collating and summarising key points from recent research and policy developments across all areas of the English curriculum. Our aim is to make research easily accessible to facilitate teachers and leaders making informed, professional decisions about literacy development in their schools.

This year's guide concentrates on the most recent research related to literacy published in the last academic year. A focus on these recent publications enables more detail to be included while still ensuring a digestible format is maintained.

If you missed 2017/2018's Literacy Guide for Schools and need to catch up, core research and policy publications from the previous years can be downloaded [here](#).

In addition to this headline document, more comprehensive practical guidance on how to implement both research and policy can be found by accessing our [Primary Annual Literacy School Review 2018/19](#). It has been designed to complement this research guide and help practitioners both reflect upon and implement good practice in each of the key areas of literacy. The review encompasses two distinct elements: a set of evaluation and discussion posters for whole-staff reflection and analysis, and a corresponding set of guidance and resource summaries to provide an easily accessible route to some of our key recent resources to support practice. [The Annual Literacy School Review](#) enables literacy leaders to review their school's current literacy provision and develop an action plan for moving forward.

*“Teachers have the opportunity to become an evidence based profession, in just one generation: embedding research into everyday practice; making informed decisions independently; and fighting off the odd spectacle of governments telling teachers how to teach, because teachers can use the good quality evidence that they have helped to create, to make their own informed judgements.”*

**Goldacre, 2013**

# WHAT'S NEW IN LEADERSHIP

With more autonomy, less central guidance and a seemingly never-ending agenda of change, strong, innovative and visionary leadership has never been more important. At the heart of every successful school are committed, knowledgeable, passionate and driven leaders who have high expectations, know their pupils' needs and accept no excuse for pursuing an evidence-based vision of success. Leading literacy matters.

## 1. **Metacognition and self-regulated learning** (April 2018), Education Endowment Foundation

The guidance introduces a simplified framework for self-regulated learning and metacognition. It draws on a review of the evidence about self-regulated learning and metacognition led by Professor Daniel Muijs and Dr Christian Bokhove (University of Southampton). It is not a new study in itself, but rather is intended as an accessible overview of existing research with clear, actionable guidance. Ideal for senior leaders responsible for staff development.

### Summary of recommendations:

- **Section 1:** Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.
- **Section 2:** Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.
- **Section 3:** Model your own thinking to help pupils develop their metacognitive and cognitive skills.
- **Section 4:** Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
- **Section 5:** Promote and develop metacognitive talk in the classroom.
- **Section 6:** Explicitly teach pupils how to organise and effectively manage their learning independently.
- **Section 7:** Schools should support teachers to develop their knowledge of these approaches and expect them to be applied appropriately.

Application of the recommendation with literacy is suggested in conjunction with the KS1/KS2 EEF literacy guidance documents produced last year.

## 2. **Evidence-informed teaching: evaluation of progress in England** (July 2017), Sheffield Hallam University, UCL Institute of Education and Durham University, DfE

The report examines what is currently known about evidence-informed teaching, how schools and teachers use evidence and good practice from highly evidence-engaged schools.

The study has some important messages about how schools leaders can make effective use of research evidence.

### Key points:

School leader support is crucial.

- Research evidence should be integrated into all aspects of a school's work as part of an ethos of continual improvement and reflection.
- A key step in building research use is for leaders to actively seek out research evidence to help meet school priorities.

### To make the most of evidence teachers should:

- Seek out support from others in the school and outside to help access and help with judging the quality and applicability of research.
- Consider research evidence alongside other evidence as you reflect on and develop your teaching.
- Use research evidence to inform their thinking and to experiment, test and trial new approaches in their practice.

Also available are a set of tools for schools and teachers which were developed by UCL Institute of Education, Sheffield Hallam University and Durham University based on the project findings. These are designed as practical tools to encourage teachers and school leaders to consider their engagement with research evidence, and the areas you may need to develop to deepen and embed this engagement.

### 3. Research Rich Pedagogies, Open University

This OU website seeks to build connections between education research and those supporting learning in schools, nurseries, teacher training providers and informal settings. The site highlights research which fosters creative and innovative pedagogies. The current two literacy areas of research and practice to explore are:

- Reading for pleasure
- Digital books

### 4. The Chartered College of Teaching

The Chartered College of Teaching is the independent professional body for the teaching profession. The College aims to develop as an independent, member-driven and voluntary professional body. It aims to give teachers equality of status with other professions by advancing high standards, recognising excellence and promoting evidence-based practice and policy. Membership also comes with access to a large education research database.

An essential organisation for those passionate about improving and developing our teaching profession.

If you missed last year's Literacy Research and Policy Guide for Schools on essential research in this area, you can download it [here](#)

The bigger picture...

“The UK is the only economically developed country where 16 to 24-year-olds have the lowest literacy skills of any age group in society. In England 14.9% of adults aged 16-65 lack functional literacy skills. This equates to 5.1 million people.”

The UK’s literacy gap undermines our economic competitiveness and sustainability. It creates obstacles to fairness across society. It is at the heart of economic and cultural inequalities and is creating a divided society. We can’t afford to allow this to continue. We must act now.

The challenge is intergenerational and closely linked to poverty. Up to 40% of the adult population in the UK’s most deprived wards lack the literacy skills expected of an 11-year-old.” **Vision for Literacy 2025**

In challenging times, let us support each other as schools and leaders in developing innovative, engaging and successful teaching and learning in literacy. The Literacy Research and Policy Guide is our annual starting point but join us and become part of our community of practice to put excellence in literacy at the heart of our primary schools.

## ABOUT THE NATIONAL LITERACY TRUST

The National Literacy Trust is an independent charity dedicated to raising literacy levels in the UK. We run literacy projects in deprived communities, help schools to transform teaching and campaign to make literacy a priority for politicians and parents.

We provide valuable support for teachers through our conferences, training, interventions and membership of the National Literacy Trust. Members can access a wealth of tools, resources and inspiration to improve literacy provision across their school.

Find out more at [literacytrust.org.uk/primary](http://literacytrust.org.uk/primary)



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