



Literacy in a broad and balanced curriculum: *How can research inform practice?*

INTO Consultative Conference on Education - 2019

Patrick Burke

Department of Language and Literacy Education
Mary Immaculate College

 patrick.burke@mic.ul.ie
 @patjburke

Acknowledgments



Research and Graduate School,
Mary Immaculate College



Dr Eithne Kennedy
Institute of Education, DCU

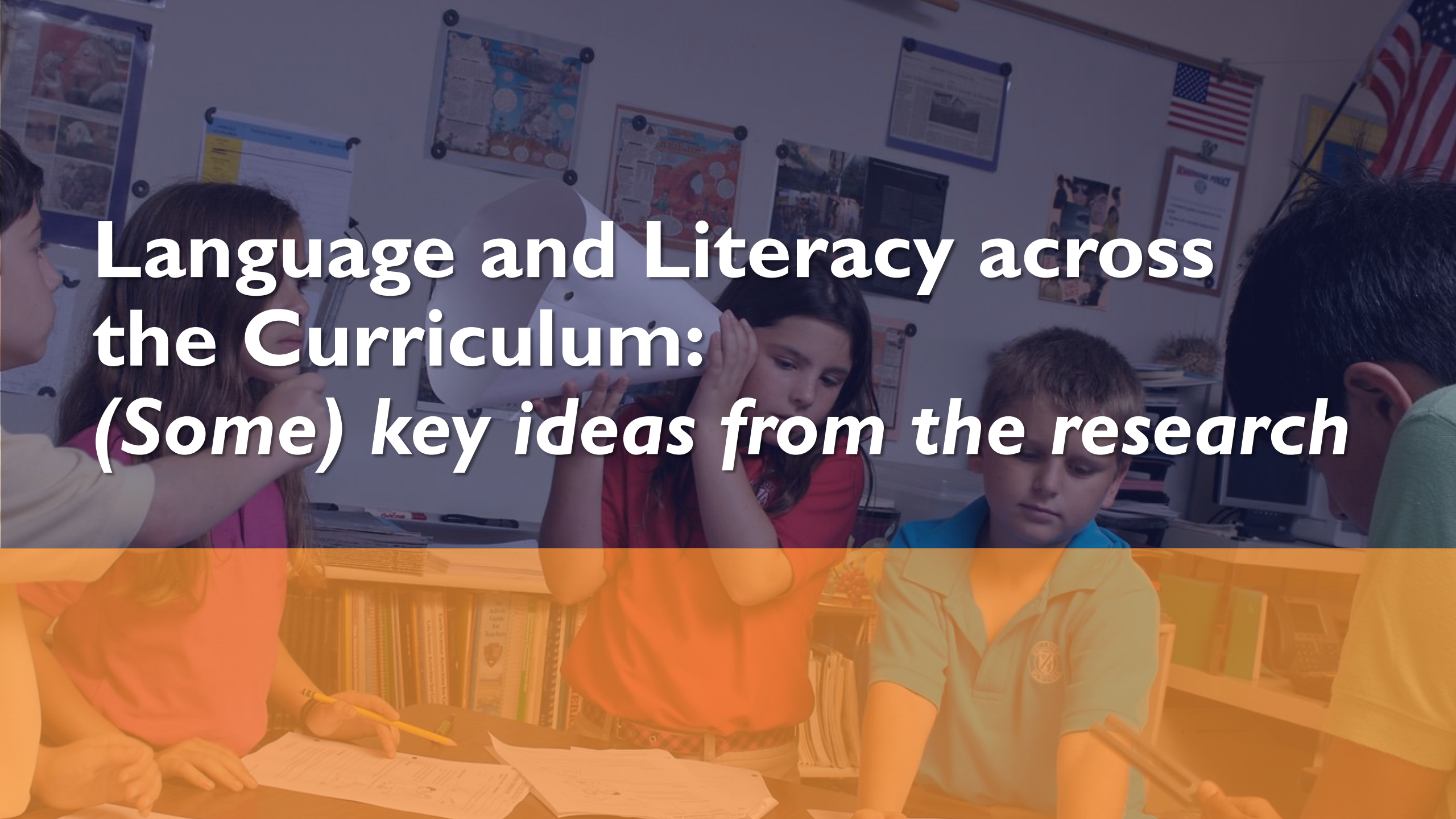
Outline of Session

- **1.** Key ideas from the research on language and literacy in the curriculum
- **2.** The Primary Language Curriculum – practical guidance on implementing LOs through other subjects
- **3.** Language/literacy in the review of the *Primary School Curriculum* – potential directions

Resources on Padlet

bit.ly/2rISJfv



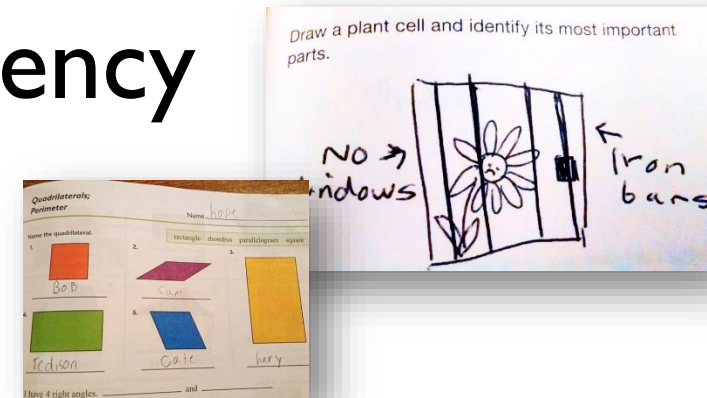
A group of students in a classroom setting. One student is holding up a paper airplane. The background shows a wall with various posters and an American flag. The foreground shows a desk with papers and a bookshelf.

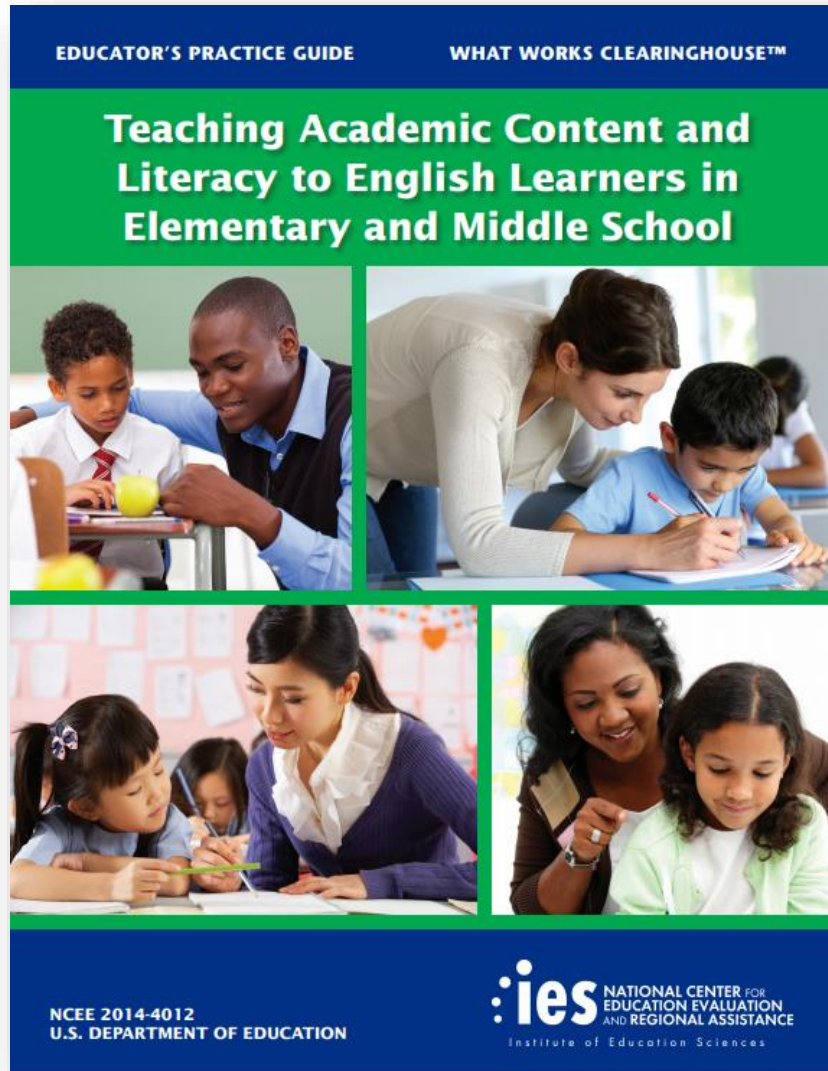
Language and Literacy across the Curriculum: (Some) *key ideas from the research*

Key Idea from the Research #1

We need to attend to academic language

- School tends to rely on a particular type of linguistic register (Schleppegrell, 2004; Cregan 2008)
- We should **support** children in accessing academic language (rather than circumventing it)
- Cognitive Academic Language Proficiency (CALP – Cummins, 1979)





Baker et al., 2014

1. Teach academic vocabulary across several days using a variety of activities
2. Integrate oral language/writing into subjects
3. Provide structured opportunities for writing
4. Provide small-group instruction for children in most need



Key Idea from the Research #2

Background knowledge is important for literacy development

- Comprehension is dependent on **background knowledge** (e.g. Willingham, 2017)
- Knowledge is built through a **broad** curriculum with learning from different subjects/areas (not through, for example, phonics activities)



Language Comprehension

Background Knowledge
(facts, concepts, and so on)

Vocabulary
(breadth, precision, links,
and so on)

Language Structures
(syntax, semantics, and so on)

Verbal Reasoning
(inference, metaphor, and so on)

Literacy Knowledge
(print concepts, genres, and so on)

Word Recognition

Phonological Awareness
(syllables, phonemes, and so on)

Decoding (alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(familiar words)

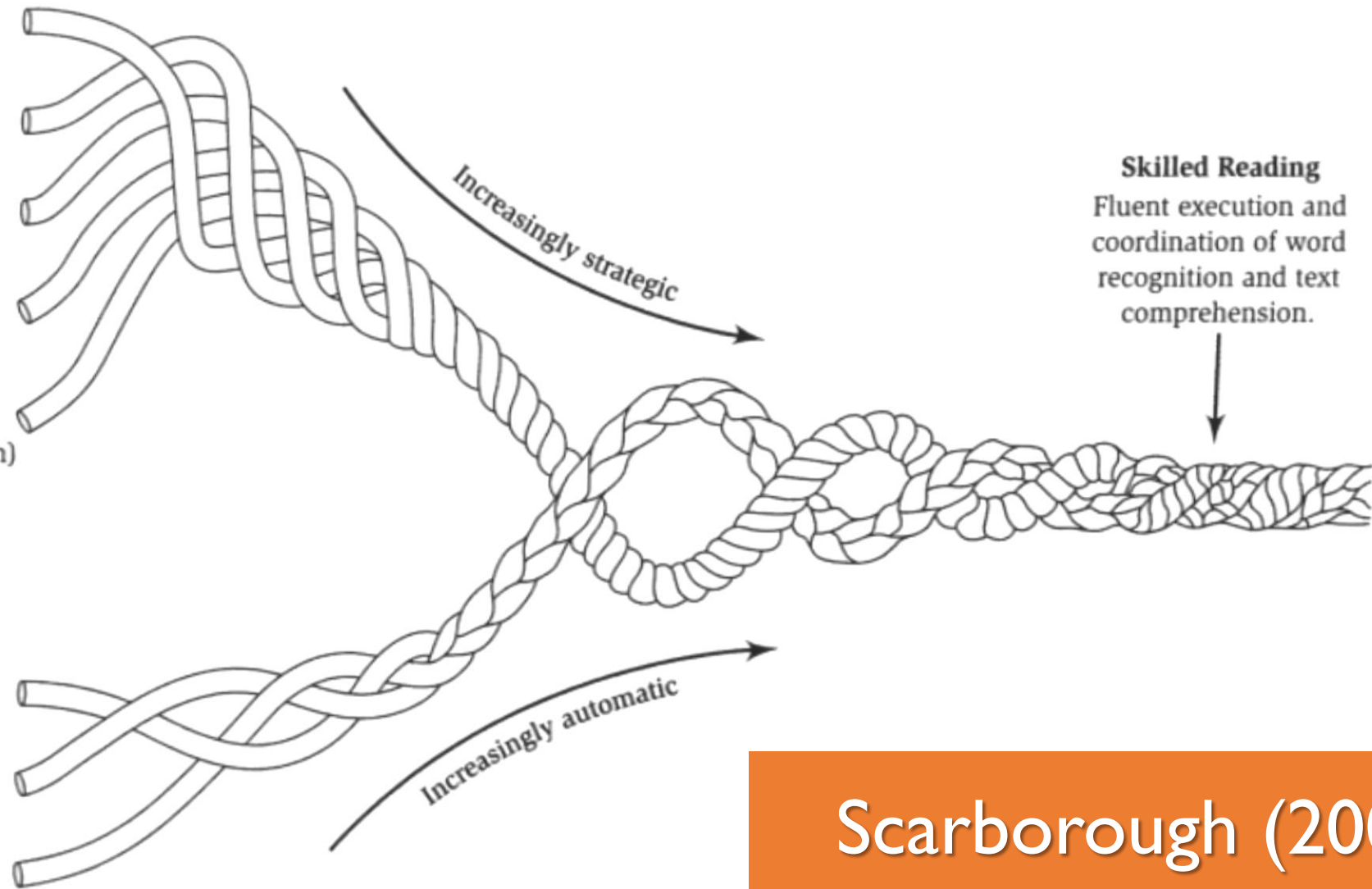


Figure 2.1. The Many Strands That Are Woven into Skilled Reading

Source: Scarborough, 2001.

Scarborough (2001)
“Reading Rope”

The procedure is actually quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one never can tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is part of life.

Bradford and Johnson (1972)

1. Tell your partner three steps involved in the process.
2. How should the materials be arranged?
Why?

Doing the laundry

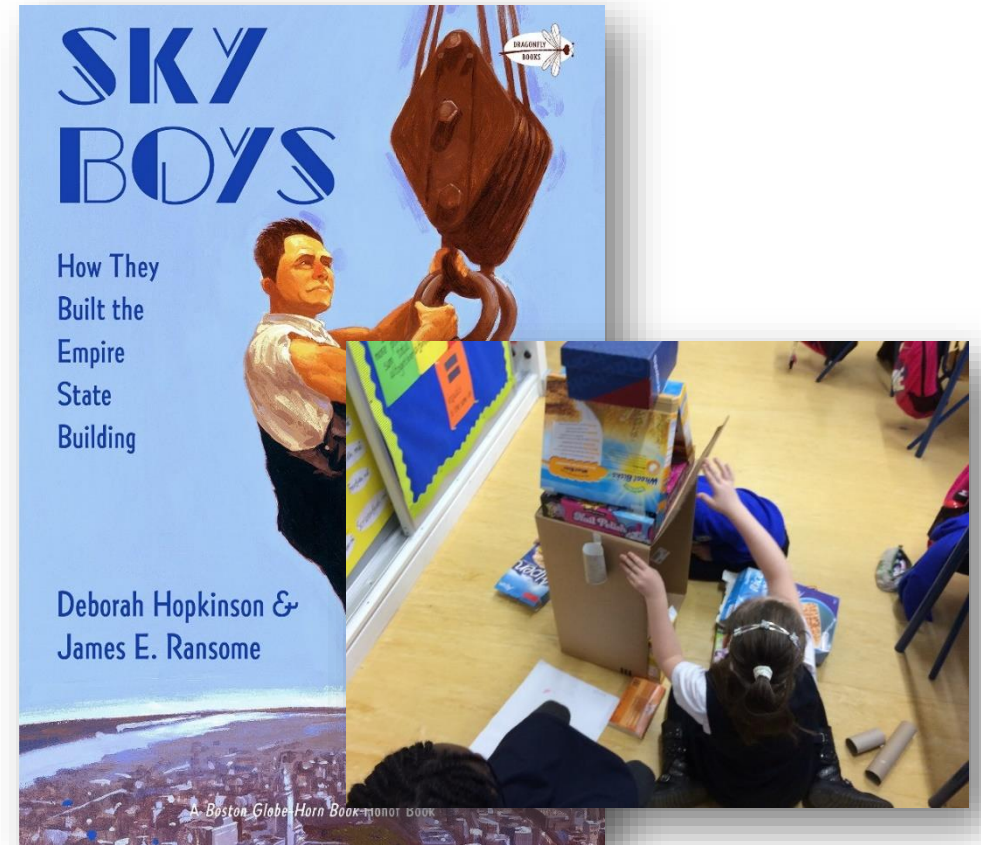
The procedure is actually quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then one never can tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is part of life.

Bradford and Johnson (1972)

Key Idea from the Research #3

*Other subjects offer a **motivating context** for literacy*

- Teaching literacy skills in the context of **other subjects** has been found to be effective in the most robust research on **reading motivation**
- Concept-Oriented Reading Instruction is a clear example of this (Guthrie et al., 1998, 2004).
- There is research evidence to support **project-based** literacy teaching (Halvorsen et al., 2018)




To sum up (so far)

The research is clear* that:


- **1:** Academic language needs to be supported in different subjects
- **2:** Developing knowledge through a broad curriculum **supports** literacy achievement
- **3:** Learning in other subjects can provide a **motivating** context for literacy development

**Insofar as it can be (!)*



**LITERACY AND NUMERACY
FOR LEARNING AND LIFE**

The National Strategy to Improve Literacy and Numeracy among
Children and Young People 2011-2020



THE IRISH TIMES

Thu, Nov 14, 2019

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Junior Cert cut to eight subjects to assist literacy and numeracy

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'We need to review the time spent on certain subjects'

© Tue, Dec 18, 2012, 00:00

RUAIRI QUINN



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Speed: 1x

03:06 / 06:32

Feedback Listen on Noa



Open Days

Open Days:
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course? Do your
homework first

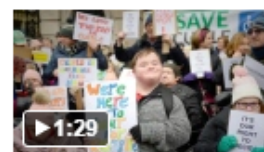
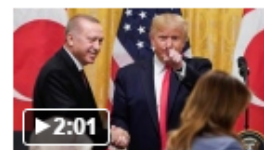
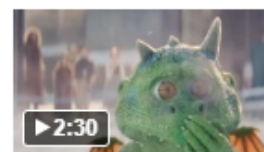


...t rather than 10 subjects
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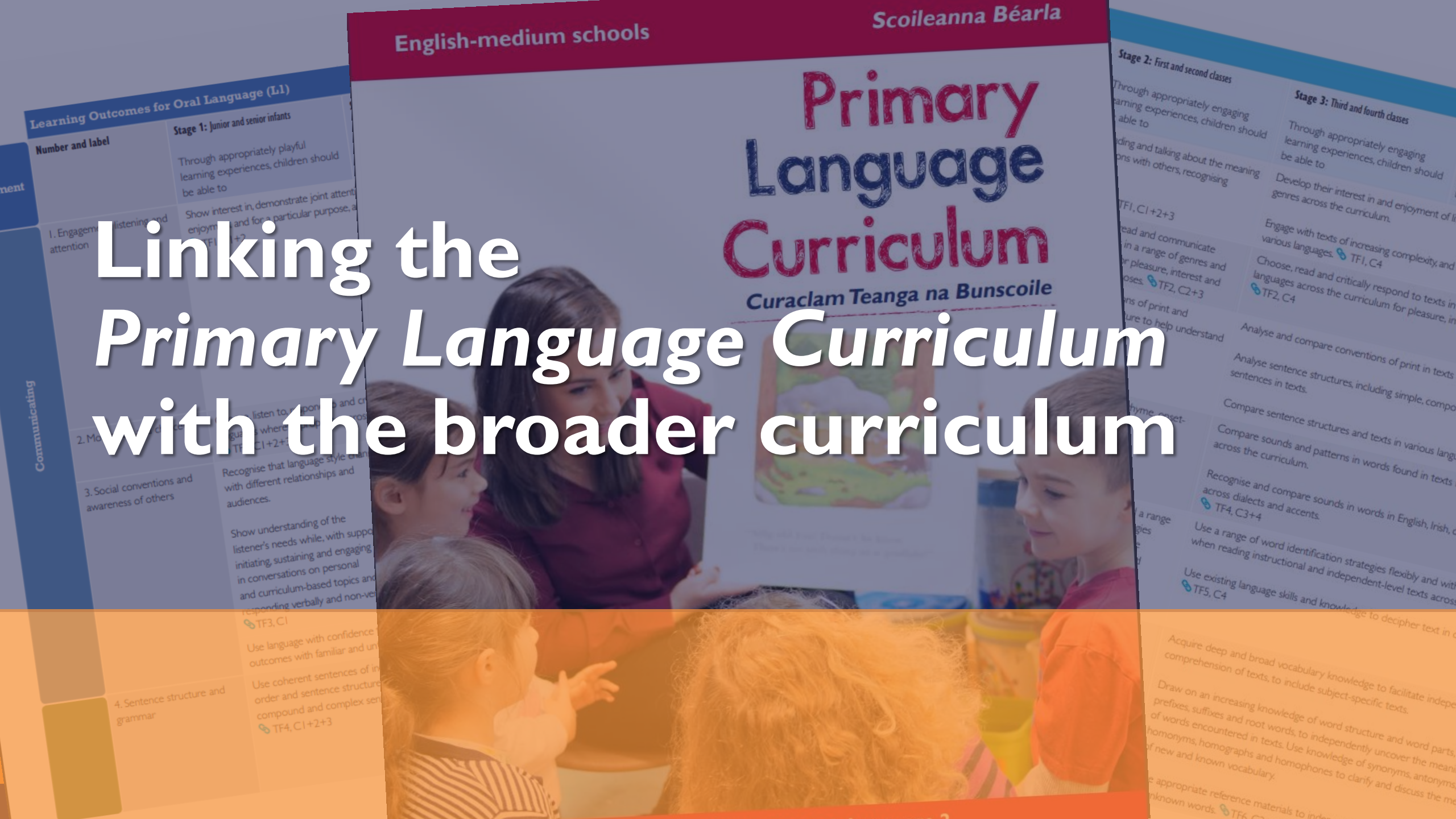
...e time spent on literacy study
...se from 36 minutes to 50

...second, fourth and sixth class
...d about how their children
...also be sent to school boards
...n to establish national

Editor's Choice



P. Burke 2019



English-medium schools

Scoileanna Béarla

Primary Language Curriculum

Curaclam Teanga na Bunscoile

Linking the Primary Language Curriculum with the broader curriculum

Learning Outcomes for Oral Language (L1)

Number and label

Stage 1: Junior and senior infants

Through appropriately playful learning experiences, children should be able to

Show interest in, demonstrate joint attention, enjoyment and for a particular purpose, a

TF1, C1+2

TF1, C1+2

TF1, C1+2

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TF1, C1+2

Stage 2: First and second classes

Through appropriately engaging learning experiences, children should be able to

Identifying and talking about the meaning of texts with others, recognising

TF1, C1+2+3

Read and communicate

in a range of genres and

for pleasure, interest and

poses. TF2, C2+3

TF2, C2+3

TF2, C2+3

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TF2, C2+3

TF2, C2+3

TF2, C2+3

Stage 3: Third and fourth classes

Through appropriately engaging learning experiences, children should be able to

Develop their interest in and enjoyment of literary genres across the curriculum.

Engage with texts of increasing complexity, and various languages. TF1, C4

Choose, read and critically respond to texts in various languages across the curriculum for pleasure, interest and

TF2, C4

Analyse and compare conventions of print in texts

Analyse sentence structures, including simple, compound and complex sentences in texts.

Compare sentence structures and texts in various languages across the curriculum.

Compare sounds and patterns in words found in texts across the curriculum.

Recognise and compare sounds in words in English, Irish, and other languages across dialects and accents. TF4, C3+4

Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.

Use existing language skills and knowledge to decipher text in other languages.

TF5, C4

TF5, C4

TF5, C4

TF5, C4

TF5, C4

TF5, C4

TF5, C4

TF5, C4

TF5, C4

TF5, C4

TF5, C4

Primary Language Curriculum

Curaclam Teanga na Bunscoile



English Language 1 and Irish Language 2
Béarla Teanga 1 agus Gaeilge Teanga 2

Curaclam Teanga na Bunscoile i bhfeidhm

The Primary Language Curriculum in practice

The Primary Language Curriculum helps teachers to support children's language learning through the process of teaching, learning and assessment in English and Irish. The curriculum and the Primary Language Toolkit work together to support teachers in providing rich learning experiences in language. This section provides guidance and support for the curriculum in practice, by presenting the big ideas that underpin language teaching and learning in the classroom. These include approaches to second language learning, linguistic and cultural diversity, as well as pedagogies for integration and for literacy.

Second language learning

Most children travel along predictable pathways to learning a second language. Irish is no exception and children learn Irish as a second language in primary school in individual, but predictable ways. The learning of English as an additional language will also broadly follow the same trajectory, but with greater exposure to the language and more opportunities to use it outside the school context. Initially, children gradually realise that communication and meaning can be made in other languages and they begin to demonstrate understanding. Once they have acquired some words in the new language, they begin to mix and use L2 words in L1 sentences giving mixed utterances. If the new language is acquired in a familiar setting, they will learn words and phrases that are regularly used throughout the day. Therefore, it is recommended that Irish be used regularly during the day outside the timetabled lesson. Irish can be used in school and the classroom as a language of communication and management. For example, to send a message, ask a question or seek help.

This way, over time, children acquire common familiar words and phrases in their second language. It is important that they have opportunities to repeat these words and to develop more creative speech. Supports for teachers which outline and illustrate developments and teaching supports for children's second language learning are published in the Primary Language Toolkit. The points below include some important considerations for children's second language learning.

Cross-curricular and disciplinary literacy

Learning, language and literacy are closely intertwined. The tools provided by language support learning in a way that extends across and beyond the school day. Looking across the curriculum, we can see that important concepts, dispositions and skills influence how we communicate in different subjects. For example, explaining a food chain in science requires vocabulary and language structures that are quite different to those used to describe the elements present in a musical composition. The texts we associate with the visual arts can be contrasted with the print-based text structures children might encounter in a novel. Comprehending a primary source in history requires skills that are different to those needed to appreciate a poem.

Disciplines communicate in different ways. Teaching language and literacy throughout the curriculum, in a manner that supports thinking and learning in different subjects, is termed disciplinary literacy. Learning in other curriculum areas offers rich potential for the meaningful and critical application of language and literacy skills. Engaging children in inquiry in another subject gives an authentic context for development in oral language, reading and writing. Planning for, and teaching language in this way supports both linguistic development and understanding of a discipline. The Primary Language Curriculum encourages the integration of language and subject-based learning across the school day, week and year.

Lítearthacht trasna an churaclaim agus litearthacht disciplín

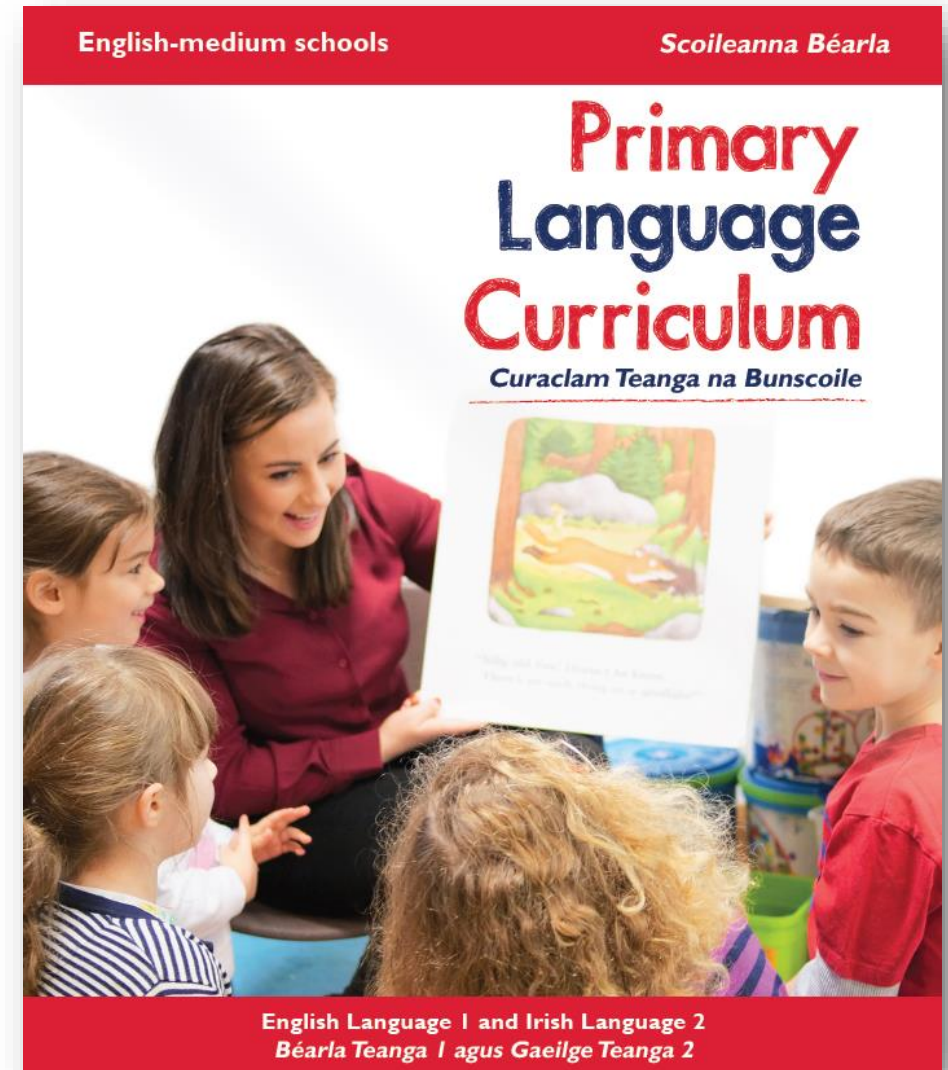
Tá dlúthbhaint ag foghlaim, teanga agus litearthacht lena chéile. Na huirilsi a chuireann teanga ar fáil, tacaíonn siad leis an bhfoghlaim an lá scoile ar fad agus ina dhiaidh. Ach féachaint ar an gcuraclaim ar fad, feicimid go dtéann coincheapa, meonta agus scileanna tábhachtacha i bhfeidhm ar an gcaoi a ndéanaimid cumarsáid in ábhair éagsúla. Mar shampla, ní hionann an stór focal agus na struchtúir teanga a theastaíonn chun biashlabhra a mhíniú san eolaíocht agus iad siúd a theastaíonn chun cur síos a dhéanamh ar na gnéithe a bhaineann le píosa ceoil. Is féidir codarsnacht a dhéanamh idir na téacsanna a bhaineann leis na hamharc-ealaíona agus na struchtúir téacs chlóbhunaithe a bhíonn le fáil in úrscéal. Ní hionann na scileanna a theastaíonn chun foinse phríomha a thuiscint sa stair agus na scileanna a theastaíonn le go mbeadh tuiscint agat do dhán.

Déanann disciplíní difriúla cumarsáid ar bhealaí difriúla. Litearthacht disciplín, nó inniúlacht disciplín, a thugtar ar theanga agus litearthacht a theagasc ar fud an churaclaim ar bhealach a thacaíonn le smaointeoireacht agus le foghlaim in ábhair éagsúla. Cuireann an fhoghlaim i réimsí eile den churaclam deis den scoth ar fáil chun scileanna teanga agus litearthachta a chur i bhfeidhm le lánbhri agus go criticiúil. Má bhíonn páistí i mbun fiosrúcháin in ábhar eile, cuireann sé sin fionchomhthéacs ar fáil chun an teanga ó bhéal, an léitheoireacht agus an scríbhneoireacht a fhorbairt. Ach pianáil le haghaidh teanga, agus i a theagasc, ar an gcaoi seo, tacaítear le forbairt teangeolaíochta agus le tuiscint ar dhisceiplín. Cothaíonn Curaclam Teanga na Bunscoile comhtháthú idir foghlaim teanga agus foghlaim atá bunaithe ar árbhar an lá scoile, an tseachtain scoile agus an bhliain scoile ar fad.

Cross-curricular and disciplinary literacy

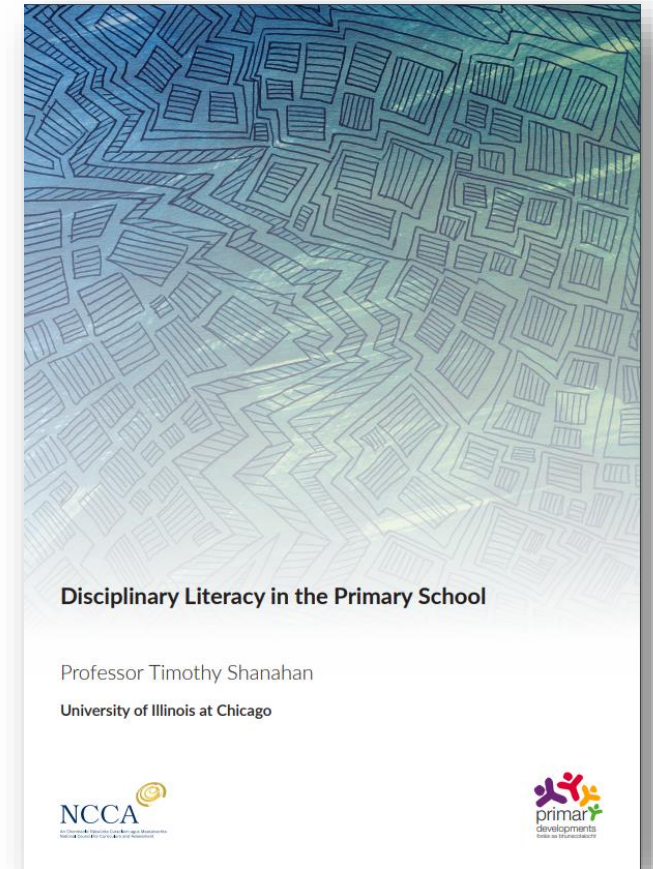
“Looking across the curriculum, we can see that important concepts, dispositions and skills influence how we communicate in different subjects.”

“Teaching language and literacy throughout the curriculum, in a manner that supports thinking and learning in different subjects, is termed ***disciplinary literacy***.”



What is disciplinary literacy?

Disciplinary literacy refers to the specialised ways reading, writing, and oral language are used in academic disciplines such as science, history, or literature.



Shanahan (2019, p.1)

Focus on one LO from each strand

- Oral Language
- Reading
- Writing

OL ► 3. Social conventions and awareness of others

Learning Outcomes for Oral Language (L1)

3. Social conventions and awareness of others

Recognise that language style changes with different relationships and audiences.

Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and non-verbally.
TF3, C1

Use language with confidence to work collaboratively with others and share outcomes with familiar and unfamiliar audiences. TF3, C1+2

Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. TF3, C2

Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics.

TF3, C3

Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres. TF3, C4

Explore how culture and identity can influence how people communicate with others, verbally and non-verbally.

Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.

Listen and speak with increasing confidence, independence and skill **in order to work collaboratively with others and share feedback**, ideas, decisions and outcomes in a range of context with familiar and unfamiliar audiences.

What does the research say?

- **Talk** is important for learning across the curriculum
- “**Dialogic teaching** harnesses the power of talk to stimulate and extend students’ thinking and advance their learning and understanding” (Alexander, n.d.)
- Jay et al. 2017 ran a large-scale evaluation of the impact of **dialogic teaching** (and associated professional development) in 76 schools in the UK
- Significant impact on learning in English, Maths and Science

Accountable Talk

(Resnick, Asterhan, & Clarke, 2018; Resnick, Michaels, & O'Connor, 2010)

- **Accountability to knowledge:**
Ensuring there are fact-based reasons to support an argument
- **Accountability to reasoning:**
Ensuring that a well thought-out line of thinking supports an argument
- **Accountability to community:**
Ensuring that respect is shown to other students' and their contributions



OL ► 3. Social conventions and awareness of others

Accountable Talk Toolkit



The Accountable Talk Toolkit provides resources for implementation, including what it looks like in the classroom, lesson examples, and scaffolds. The Toolkit entries come from a variety of sources, e.g., internet and teachers who use Accountable Talk in their classrooms.

Accountable Talk Response Stems Examples

I disagree with that, because ____ .

I agree with ____, because ____ .

I still have questions about ____ .

I want to add to what (name) said about ____.

Based on my evidence, I think ____ .

OL ➤ 3. Social conventions and awareness of others

1.	2.
3.	4.
5.	6.
7.	8.

I disagree with that,
because _____.

I agree with _____,
because _____.

I still have questions
about _____.

I want to add to what
_____ said about _____.

OL ► 3. Social conventions and awareness of others

1. There are aliens out there!	2. There should be two hours break time so that we can get exercise during the day.
3. Zoos should be banned.	4. School should be replaced with learning from a computer.
5. Sugary foods should be banned completely.	6. We shouldn't worry too much about climate change - everybody wants warmer weather!
7. Technology is bad for us.	8. Driverless cars are a good idea.

I disagree with that,
because _____.

I agree with _____,
because _____.

I still have questions
about _____.

I want to add to what
_____ said about _____.

Making this work

- Modelling
- Anchor charts
- Practice
- Teacher taking a step back
- Choosing topics worth talking about
 - Reporting v. arguing

OL ► 3. Social conventions and awareness of others



Focus on one LO from each strand

- Oral Language ✓
- **Reading**
- Writing

Reading ► 9. Comprehension

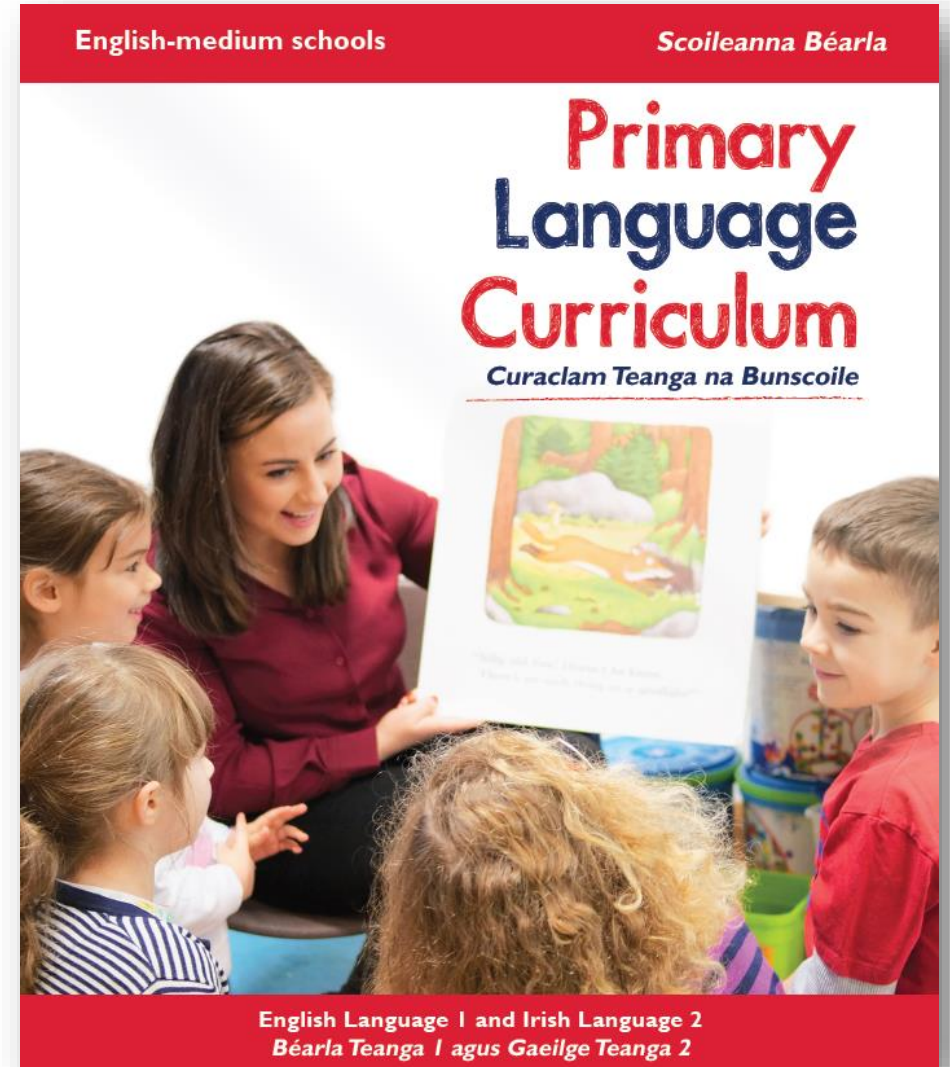
Learning Outcomes for Reading (L1)

9. Comprehension	Recall, discuss and sequence significant details and identify key points of information in text. 🔗 TF9, C1+2			
	Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. 🔗 TF9, C2	Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. 🔗 TF9, C3+4	Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.	Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge. Compare and synthesize information, thoughts, and ideas from a variety of text sources.

Compare and synthesize information, thoughts, and ideas from a variety of text sources.

Text *includes...*

... all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic and digital.



Reading ► 9. Comprehension

TEXT #1

Source:
ESB, 1955



EVENING HERALD, SATURDAY, FEBRUARY 7, 1953. 7

No New-Fangled Ideas For Him!

In the Annles district of Scots-house, Clones, which was recently electrified, an old man paid his customary weekly visit to his sister

He was amazed with the new electric light, electric iron and electric kettle. He watched his sister brewing tea with water boiled in the electric kettle.

When offered the tea he stubbornly refused to accept it.

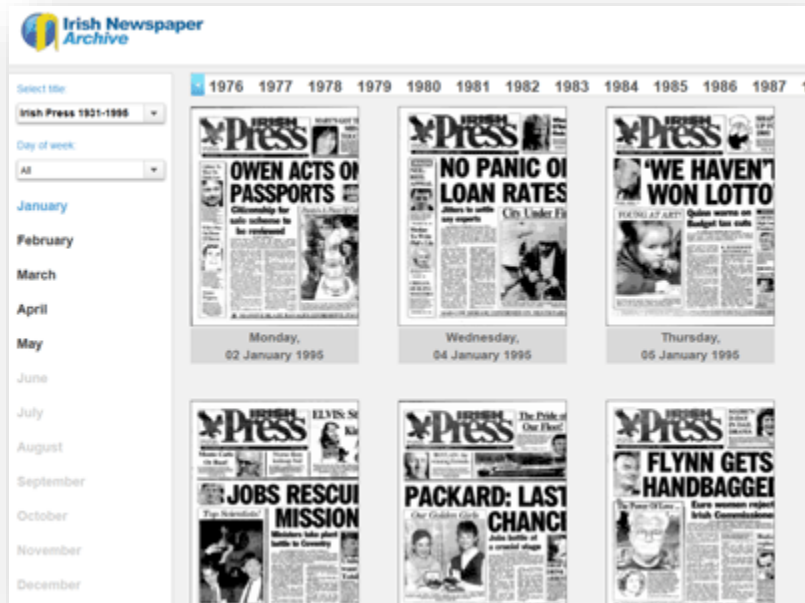
He believed the water was electrified.

His sister told him he shouldn't have such foolish notions. Nevertheless, she had to make fresh tea for him from water boiled in a kettle on the turf fire.

TEXT #2

Source:
Evening Herald
1953

Locating primary sources (I)



GO TO PRIMARY

GO TO POST-PRIMARY

Search Resources

Browse Resources

Add a Resource +

Choose a level

No options

No options

No options

Home / Scoilnet / Tools for Teachers / Irish Newspaper Archive

Irish Newspaper Archive

Schools in Ireland now have access to the Irish Newspaper Archive through the Schools Broadband Network.
www.irishnewsarchive.com/

Scoilnet is currently testing home access for teachers. The following is a [test link](#). [This is currently not working and is for test purposes only.]

The archive gives teachers and students unrivaled access to primary source documents through national and local newspapers covering hundreds of years of Irish history. Over 60 newspapers are included in the archive with some dating back as far as 1738.

Over the coming months (February to April, 2017) Scoilnet will be adding lesson suggestions and activities to make it really practical and easy to use in the classroom.

Irish Independent

THE BIG STORY: ITALY '90 AT HOME

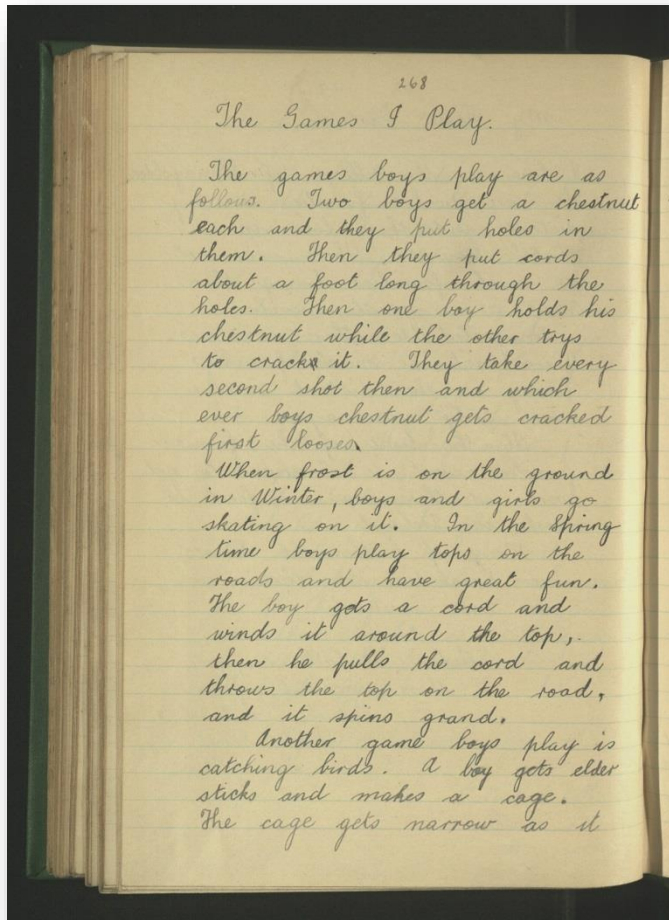
La Dolce Vita

We went mad in the summer of 1990. It was glorious, capturing life in a moment, the days of which we haven't seen since, says Liam Fay

Looking back at how the Rep. of Ireland soccer team's participation in 'Italia 90' had an impact on the entire country. (Irish Independent, November 19th, 2011)

<https://www.scoilnet.ie/scoilnet/tools-for-teachers/ina/>

Locating primary sources (2)



dúchas.ie Collections ▾ Places People Topics Resources ▾

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Meitheal Dúchas.ie Log in

The Schools' Collection

dúchas.ie » The Schools' Collection

This is a collection of folklore compiled by schoolchildren in Ireland in the 1930s. [Learn more »](#)

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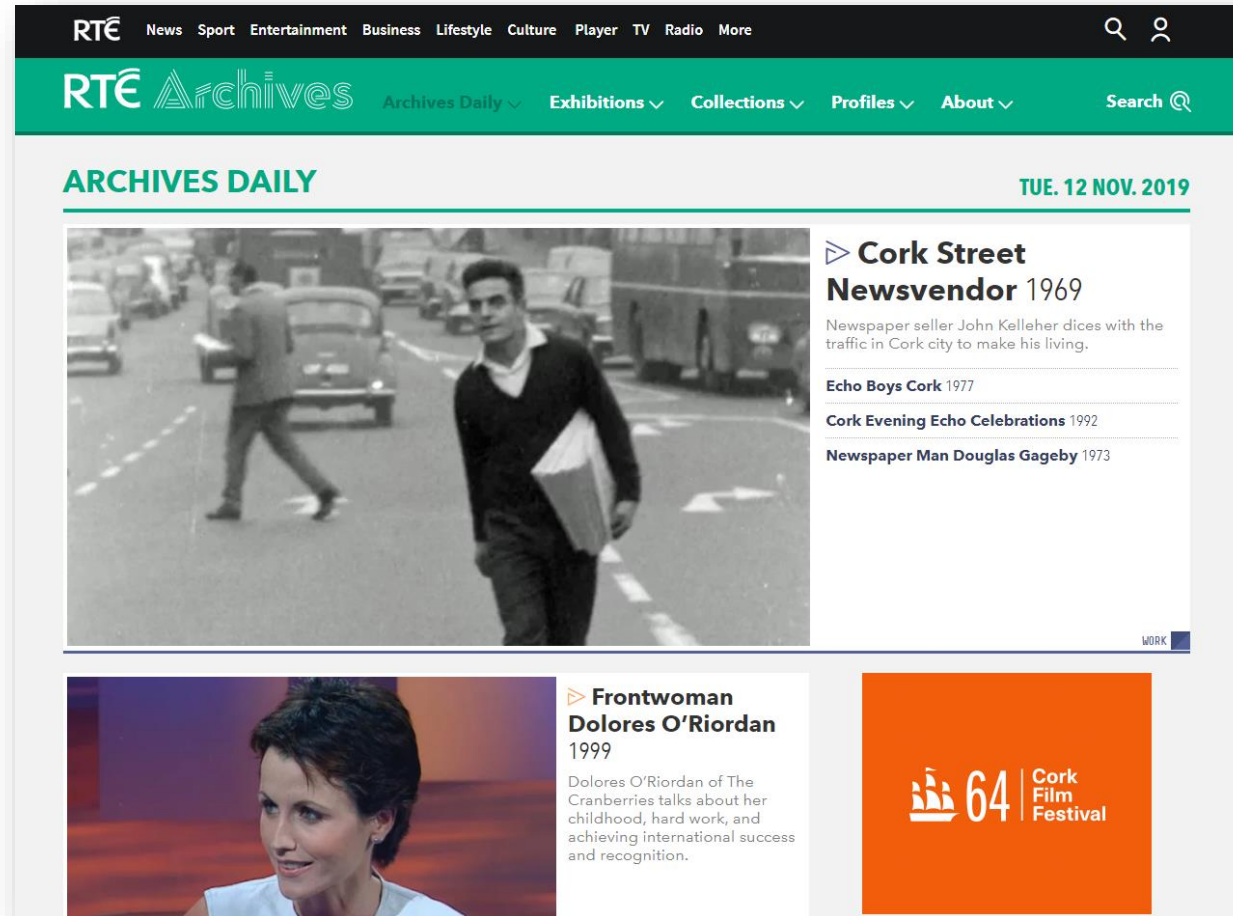
Result count: 4,484

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0002C	Inis Meáin (100% transcribed)	Inishmaan, Co. Galway
0003	Carnán (100% transcribed) An Clochar, BTÁthan Ríogh (100% transcribed) Eiscear (100% transcribed)	Carnaun, Co. Galway Athenry, Co. Galway Esker, Co. Galway
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<https://www.duchas.ie/en/cbes>

Locating primary sources (3)



<https://www.rte.ie/archives/>

Locating primary sources (4)

The screenshot shows the British Pathé website interface. At the top, there's a navigation bar with links: Home, In the News, Collections, Galleries, Footage Sales, Stills Sales, About & FAQ, Contact, and British Pathé TV. A search bar is prominently displayed with the text "220,000 historical clips" and a search button. Below the navigation bar, there's a section titled "Highlights from British Pathé and the Reuters historical collection" listing various film series like "British Paramount (1931-1957)", "Empire News Bulletin (1926-1930)", etc. The main content area features "Today's Anniversary" with a video player showing "The Sinking of the Tirpitz". To the right, there's a section for "British Passions on Film" and "Reuters Historical Collection". The footer includes a "British Pathé Blog" section with a date "5th November 2019" and a list of topics: "Armistice Day, Apollo 12, Suez Canal and more". Social media icons for Facebook, Twitter, Pinterest, Tumblr, LinkedIn, and Instagram are also present.

<https://www.britishpathe.com/>

Graphic Organisers

- Help scaffold thinking
- Need to be modelled using a think aloud
- See Padlet for examples to download

Name: _____	Date: _____
Title of Text 1:	Title of Text 2:
Subject: <i>Science / History / Art / Other</i>	Subject: <i>Science / History / Art / Other</i>
Important points	Important points
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Main idea:	Main idea:
Do you think you can trust this text? Why?	Do you think you can trust this text? Why?
How are the two texts the same?	
How are the two texts different?	
Overall, I think:	

Focus on one LO from each strand

- Oral Language ✓
- Reading ✓
- **Writing**

Writing ► 6. Purpose, genre and voice

Learning Outcomes for Writing (L1)

6. Purpose, genre, and voice

Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.

Explore and use the typical text structure and language features associated with a variety of genres.

Develop an individual voice to share their thoughts, knowledge and experiences.

🔗 TF6, CI+2+3+4

Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.

Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.

Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, showing awareness of dialect.

Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum

Writing an argument (like persuasive writing)

- A key skills in most disciplines/subjects is being able to **use evidence** to make a **convincing argument** (Pearson et al., 2018)
- This is highly reliant on having adequate **knowledge** of the topic as well as a command of linguistic/organisational features

Writing ➤ 6. Purpose, genre and voice

TREE

(Self Regulated Strategy Development - e.g. Harris et al., 2018)



T Topic sentence, Tell what you believe!

R Reasons, 3 or more, Why do I believe this?
Will my readers believe this?

E Explain each reason; Say more about each
reason that helps persuade your listener

E Ending, Wrap it up right!

Evidence for Self-Regulated Strategy Development

- Significant evidence for use of this approach, particularly for children with special educational needs/literacy difficulties (Harris et al., 2018)



A photograph of four children in a classroom setting. A girl in a red shirt is holding a large white paper cone to her mouth as if shouting or singing. A boy in a blue polo shirt is looking down at papers on a desk. Another girl in a pink shirt is also looking at the papers. A boy in a light green shirt is partially visible on the right. The background shows a classroom wall with various posters, including a map and an American flag. The text "Children's Books to support learning across the curriculum" is overlaid in white on the image.

Children's Books to support learning across the curriculum

Task

- Using the book:
 - Identify potential **subject-specific learning**
 - Identify potential **PLC Learning Outcome** links
 - Identify how **disciplinary literacy** approaches could be developed
(e.g. multi-source comprehension; adopting a critical stance; vocabulary)
- ***Be prepared to share***



Literacy in the broader curriculum – *where to from here?*

The Curriculum Bully?

- Is literacy a **subject**?
- Is literacy a cross-curricular **competence**?
- How should **time** be allocated to literacy?
- Clarifying terminology:
 - Literacy
 - Language
 - ‘English’
 - Literature

Postgraduate study in Literacy Education at Mary Immaculate College

M.Ed - 2 years
Structured PhD – 4 years

Modules include:

- Diversity in Literacy Acquisition and Development
- Promoting Effective Literacy Leadership in Educational Settings
- Inclusive Literacy Pedagogy

The screenshot shows the MIC website with the following elements:

- Header:** MIC logo (Mary Immaculate College, Colaiste Mhuire Gan Smál) on the left. Navigation links on the right: Library, MIC Portals, Teaching & Learning, Contact, News & Events, Search.
- Secondary Navigation:** Study at MIC, Current Students, Life at MIC, Faculties & Schools, Research, About MIC, Find your Programme (highlighted in orange).
- Breadcrumbs:** HOME > Faculty of Education > Structured PhD / M Ed in Literacy Education. A "GO TO RESEARCH" link is on the right.
- Page Title:** Structured PhD / M Ed in Literacy Education.
- Navigation Bar:** PROGRAMME OVERVIEW (highlighted in orange), PROGRAMME CONTENT, ENTRY REQUIREMENTS, HOW TO APPLY, ASK A QUESTION.
- Section Header:** Programme Overview.
- Text:** "The Department of Language and Literacy Education, Mary Immaculate College is pleased to announce an Structured PhD/M Ed in Literacy Education in response to recommendations for high quality professional development in effective literacy instructional practice in recent policy reports at national level including the National Strategy for Literacy and Numeracy 2011-2020, Cosán 2016, Action Plan for Education 2017 and DEIS 2017."

Planning with the Primary Language Curriculum

- Final note – I have placed a potential planning template for the Primary Language Curriculum on Padlet – feedback is welcome!

NB: Teachers/schools should use whatever plan/schema template they deem most appropriate. This is one of potentially dozens/hundreds of variations of planning templates that could be used with the Primary Language Curriculum. Some should be deleted as necessary.

Subject:	English
Date:	
Theme/Focus/Integration:	
Learning Outcomes in Focus:	
Oral Language	
Insert number and label of LO	Insert what (specifically) you are covering under this outcome
Insert number and label of LO	Insert what (specifically) you are covering under this outcome
Reading	
Insert number and label of LO	Insert what (specifically) you are covering under this outcome
Insert number and label of LO	Insert what (specifically) you are covering under this outcome
Writing	
Insert number and label of LO	Insert what (specifically) you are covering under this outcome
Insert number and label of LO	Insert what (specifically) you are covering under this outcome

Ongoing Learning Outcomes (Tick ✓): Tick any outcome that is being covered but that is not a main focus

	1. Engage in listening and speaking	2. Understand and respond to spoken language	3. Understand and respond to written language	4. Understand and respond to multimodal language	5. Understand and respond to language in context	6. Understand and respond to language for different purposes	7. Understand and respond to language for different audiences	8. Understand and respond to language for different media	9. Understand and respond to language for different purposes, audiences and media	10. Understand and respond to language for different purposes, audiences and media	11. Understand and respond to language for different purposes, audiences and media	12. Understand and respond to language for different purposes, audiences and media
Oral												
Reading												
Writing												

Key Methodologies and Learning Experiences:

- Bullet point the overall methodologies being used; these should be inclusive (i.e. differentiation is inherent in the activities – e.g. guided reading with levelled texts)

Assessment:

- Bullet point the main assessment methods

Míle buíochas!
Happy conferencing!

 **patrick.burke@mic.ul.ie**

 **@patjburke**