

Current English Research

Source: Ofsted Review of English Curriculum (May 2022)

Summary:

Key findings

- Strong foundational knowledge for reading, writing and spoken language are essential aspects of the early years curriculum.
- Vocabulary is fundamental to pupils' progress.
- An effective reading curriculum ensures that pupils read large amounts of text and it focuses on providing pupils with the knowledge they need for comprehension.
- A reading curriculum is supported by the careful choice of increasingly challenging texts.
- The English curriculum for novices is structured differently in many aspects from the curriculum for experts

Writing (transcription and composition)

Source: Education Endowment Foundation (2021)

Summary:

Key findings

- The teaching of the spelling rules are implemented through a range of strategies that include phonology (how it sounds), graphology (writing the word), orthography (how it looks), morphology (how your brain remembers it) and etymology (history of the word)
- In order for spelling patterns to be engrained in children's long term memory, like any learning, this must be repeated and applied in all areas of the curriculum.
- Quick write frequently misspelt words at the start of lessons
- Have these words on your English WW at all times
- Have individual spelling mats
- Have sound mats for the children still learning spelling phonetically
- Have common spelling rules e.g. + suffix and changing the root word on display all the time
- Create mnemonics for tricky words and word patterns
- Revisit and review dictations are helpful for frequent assessment

Figure 12: Types of spelling error and appropriate strategies to improve spelling

Box 7: Common types of spelling error and possible teaching strategies

Errors:	Phonological	Orthographical	Morphological
	Phonological errors are not phonologically plausible, e.g. 'frist' for 'first' or 'gaj' for 'garage'.	Orthographical errors are phonologically plausible but inaccurate e.g. 'gurd' for 'good', or 'carm' for 'calm'.	Morphological errors are due to lack of awareness of morphemes e.g. 'trapt' for 'trapped'; 'realst' for 'relation', or 'ekscuse' for 'excuse'.
	These errors suggest a child might have gaps in their knowledge of letter-sound relationships, or in their knowledge of the sound structure of a particular word.	These errors suggest a child is relying only on letter-sound rules to produce an invented spelling. The gap in their knowledge may be related to knowledge of common letter combinations or the word-specific spelling.	Morphological errors may be phonologically plausible but occur due to a lack of awareness of morphemes, for example, 'trapt' for 'trapped', 'imaginashun' for 'imagination' or 'desappear' for 'disappear'.
	These errors suggest that pupils have not learned the consistent spelling of the morphemes in the word.		
Strategies:	Phonological	Orthographical	Morphological
	<p>Explicit teaching of consonant and vowel phonemes.</p> <p>Practise sounding phonemes all the way through words.</p> <p>Focus on identification of common digraphs in words.</p> <p>Look at the common digraphs the child is struggling with, focus on lots of examples and exceptions to practise.</p>	<p>Look at the pattern of letters and syllables within words.</p> <p>Support children to know what the 'look' stage involves. 'When you look at the word, you are looking for patterns of letters and syllables. Think about what helps you remember the patterns.'</p> <p>Encourage automatic recognition of whole words in conjunction with an emphasis on careful decoding and encoding.</p> <p>Teach strategies which support this, e.g. 'Write the word and write again over the top, write the word again, write the word again, then write the word with your eyes closed.'</p> <p>Exaggerate the pronunciation or 'say it silly' (SIS) e.g. 'clim-b'.</p> <p>Chunk longer words before 'saying silly', e.g. 'be-au-ti-ful'.</p> <p>Mnemonics: Big Elephants Can Always Understand Small Elephants.</p>	<p>Focus on prefixes, suffixes, root words and learn common rules. For example, most words ending in 'f' or 'fe' change to 'ives' and 'knives' to 'knives'</p> <p>Systematically teach spelling rules—including exceptions—consistently give opportunities for retrieval practice.</p> <p>Explore the relationship between meaning and spell by looking at etymology.</p> <p>In Key Stage 1, the children are introduced to the history of a word's origin. For example, knowing the Greek 'aer' (which means 'air') to help children to remember how to spell aeroplane.</p>
	<ul style="list-style-type: none"> Explicit teaching of consonant and vowel phonemes. Practise sounding phonemes all the way through words. Focus on identification of common digraphs in words (pairs of letters used to write a single sound, for example, 'th'). <p>Look at the common digraphs the child is struggling with, focus on lots of examples and exceptions to practise.</p>	<ul style="list-style-type: none"> Look at patterns of letters and syllables within words. <p>Encourage this when teaching children to use 'look-say-cover-write-check'. Ensure children know what the 'look' stage involves. 'When you look at the word, you are looking for patterns of letters and syllables. Think about what helps you remember the patterns.'</p> <ul style="list-style-type: none"> Encourage automatic recognition of whole words in conjunction with an emphasis on careful decoding and encoding. <p>Teach strategies which support this:</p> <ul style="list-style-type: none"> Write the word and write again over the top. Write the word again. Write the word again. Write the word with your eyes closed. Exaggerate the pronunciation or 'say it silly', for example, 'spec-i-al'. Chunk longer words, for example, 'com-pe-li-tion'. Mnemonics: 'Big Elephants Can Always Understand Small Elephants'. 	<ul style="list-style-type: none"> Focus on prefixes, suffixes, and root words and learn common rules. For example, most words ending in 'f' or 'fe' change their plurals to 'ives', for example, 'half' to 'halves' and 'knives' to 'knives'. <p>Systematically teach spelling rules with regular practice consistently undertaken.</p> <ul style="list-style-type: none"> Explore the relationship between meaning and spelling by looking at etymology. <p>The history and origins of a word can be the key to making sense of a word's spelling. For example, knowing the Greek 'aer' (which means 'air') would help children to remember how to spell aeroplane, aerodynamic, aerosol, and aerobic.</p>

Source: Christina Clark, Fay Lant and Lara Riad (June 2022) Published by The National Literacy Trust

Summary:

Key findings

- It is still a concern that only just over 2 in 5 children enjoy writing and that fewer than 1 in 5 write regularly in their free time.
- It is well documented that enjoyment of writing and regular writing can help improve children's writing attainment and their wellbeing
- The findings in this report clearly outline the barriers children and young people face when writing, which can be summarised as: lacking inspiration, lacking confidence in their writing ability, prioritising different activities, not having an appropriate environment, and limited opportunities for writing on a screen.
- Increased awareness of these barriers is enormously helpful for planning the ways we can overcome them.
- Providing opportunities for a broad writing diet that includes writing for creativity, mindfulness, social connection and social change may be especially helpful in overcoming the barriers to writing outlined here.
- Children and young people receiving free school meals are consistently more likely to enjoy writing than their more affluent peers. This challenges the trend we have become familiar with in terms of the education attainment gap. We want to understand this connection better and it is heartening to see that children receiving FSMs are just as likely to enjoy creative writing as their more affluent peers and even more likely to write for their wellbeing, social connection or social change. This delivers a clear mandate to provide more opportunities for children experiencing financial disadvantage to engage with writing in these ways.

- As we continue to recover from the pandemic, it is clear that a focus on writing is required. Further, children and young people are clearly telling us why they might choose to engage in writing and some of the barriers they face when writing.

Transcription (handwriting)

Source: Oxford Health NHS Occupational Therapy (2015)

Summary:

- Teach letter formation using 'families of letters: e.g. start with the easiest first (long letters): l, t, i, u, j, y. Then go onto the next easiest letters (curly letters): c, a, g, q, o, e, f, s. Then the 'bouncing ball' letters: r, n, m, p, h, b, d. And finally the 'zig zag letters: v, w, x, k, z.
- A child will not know how to form a letter by just looking at it; so it is essential to show them how to form the letter first. Ensure that your child forms the letter correctly and does not just 'copy' a letter. Don't worry about the size of the letters formed to start with; accurate formation is all that matters at this stage.
- There are lots of fun and motivational ways to teach letter formation: you can use different materials e.g. crayons, chalks, pastels, and paint; use different paper, and surfaces (e.g. bath crayons, forming letters on steamed up windows, writing letters on someone's back, writing letters in the air and writing letters with eyes closed).
- Some children may need you to show them how to form the letters many times before they get it right for themselves. Some children may need you to help them make up simple rhymes when forming letters. However it essential not to confuse children and use different rhymes or instructions. This is important for school/teachers and teaching assistants to remember. **Consistent** letter formation instruction is essential for children who may not take to handwriting immediately.
- Offer your child specific and immediate feedback following an attempt to form a letter; help them to see where they may have made a mistake and also where they were successful.

Source: Griffin Occupational Therapy (2020)

Summary:

- Pencil grasp, like all motor skills, **develops in a sequence**. Initially the child uses a larger or gross grasp. As they get older, their pencil grasp matures. To be efficient with their pencil skills, the child also needs to be able to hold the paper steady with their other hand. There are four main stages that the child will progress through.

- To begin with, the child will use what is called a '**gross grasp**' or a '**palmer grasp**'. This is typical for a **12-18 month** year old. The child will hold their pencil with their fist. They can make large movements and their colouring is not very controlled.



- Between **2-3 years** of age a child will start to use what is called a '**digital pronate grasp**'. This is where the child will turn their palm around so their little finger faces the ceiling. They continue to hold the pencil in all of their fingers, with it resting against their palm. The child begins to have **more control** over their pencil.



- Around the age of **3 ½ to 4 years** old the child will turn their hand over so their little finger faces their paper. They start with what is called a '**static tripod grasp**'. The pencil is held in between the tips of the thumb, index and middle finger, however the child controls the movement from their wrist and elbow. This is why it is called a '**static**' tripod.



- In a '**dynamic tripod grasp**' the pencil remains held in between the tips of the thumb, index and middle finger, as shown above. The **index finger should be controlling** the movement and the thumb and middle finger help with directional control. This **finger movement** is what separates a 'dynamic tripod' or 'moving tripod' from its less mature 'static tripod' or 'still tripod'. The fingers are in the same position for both grasps, but when a child has developed dynamic control their fingers control the pencil movement.

Composition (genres, vocabulary and creativity)

Source: Clark & Douglas (2011), Graves (1983), Olighouse & Wilson (2012) and Copping (2016)

Summary:

- There is strong correlation between reading attainment and writing attainment and there is also a relationship between attainment and enjoyment in reading and writing
- Writing is a complex process, involving the coordination of many high-level cognitive and meta-cognitive skills. Seminal models of the writing process suggest that producing a quality written text requires generating and organising ideas, goalsetting, planning, drafting, revising, and continuously self-monitoring performance. Subsequently, these models have informed research investigating the importance of writing activities for producing quality writing.
- Research also has explored different elements within the actual written composition, and questioned which aspects are related to writing quality (e.g., organisation, sentence complexity, language)
- Cognitive models of writing emphasise the cognitive and linguistic resources writers need to compose quality text. One resource, long-term memory, helps explain how vocabulary may be used in the writing process. Flower and Hayes (1980) discuss long-term memory within their explanation of the translating process, a process in which a writer renders into linguistic form ideas, experiences, and sensory images that are stored in long-term memory. Vocabulary facilitates this process; without vocabulary such things cannot be expressed
- Creative integration allows for curriculum areas to be taught as individual disciplines but connections are made - 'old' knowledge used to create 'new' knowledge.

Spellings

Source: J. Gentry (Literacy expert and author of 'Spelling Connections')

Date: 2012

Summary:

- There is a direct link between poor spelling and poor reading (Reed, 2012) and there is a disconnection between the latest research and what is happening in schools. The disconnection is that research calls for explicit spelling instruction (Gentry, 2012).
- Five best strategies for teaching spelling (Gentry, 2012):
 - Construct age appropriate word lists that reflect the key patterns and rules.
 - Follow test-study-test cycle.
 - Teach children research-based word learning techniques (see below).
 - Have children self-correct after test.
 - Use spelling games and sorting activities to increase motivation.
- Five effective learning techniques (Gentry, 2012):
 - Self-testing - following a test-study-test cycle
 - Self-explanation - children explain 'how' a spelling rule or pattern works.
 - Elaborative interrogation - children explain 'why' words are spelt in certain ways, e.g. why is *hop* spelt h-o-p and *hope* spelt h-o-p-e?
 - Distributed practice - meaningful practice and application.
 - Interleaved practice - children revisit the words every day.
- Morphological development for prefixes, suffixes, Greek and Latin bases or roots and word histories and origins is key, as well as the development of sound, pattern and meaning.
- Teachers should select spelling words from their spelling textbook, students' content area reading material, students' reading literature and students' writing. Spelling words originating from the students' reading and writing would have to be individualised. Using a student-directed spelling program to complement commercially-prepared word lists would be ideal; students would be made responsible for learning words unique to their own reading and writing programs (Wallace, 2006).
- Following a literature review, Fitzsimmons and Loomer (1978) reported a number of practices that were ineffective when teaching spelling:
 - Writing words several times each to ensure retention.
 - Encouraging students to depend heavily on phonic rules.
 - Students deducing their own methods to study words.
 - Presenting words in a sentence rather than in a list to introduce the spelling words.

Reading

Source: Hattie & Oczkus (Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension)

Date: 2018

Summary:

- Research suggests that there is a need for educators to explicitly teach reading and comprehension strategies
- Four main strategies are summarising, predicting, clarifying and questioning

- Teacher should model ways to extend and deepen comprehension using these strategies
- When children are part of guided reading, the book chosen should be challenging enough that they would not be able to read fluently without adult support
- When children are reading in literature circles, the book chosen should be accessible for them so they can read without adult support

Source: Daniel Willingham (The Reading Mind)

Date: 2017

Summary:

- A classroom informed by cognitive science consists of the 'must haves' (child's states of mind) and the 'could dos' (the teacher's behaviours that alter the child's states of mind)
- Reading 'must haves': factual knowledge supports reading comprehension, proficiency is impossible without practice, progress requires feedback
- Reading 'could dos': retrieval practice, interleaving and comparing examples

Source: E.D. Hirsch Jr. (American Educator)

Date: 2003

Summary:

- Three principles that have useful implications for students' reading comprehension:
 - Fluency allows the mind to concentrate on comprehension
 - Breadth of vocabulary increases comprehension and facilitates further learning
 - Domain knowledge, the most recently understood principle, increases fluency, broadens vocabulary and enables deeper comprehension
- Fluency: if decoding does not happen quickly, the decoding material will be forgotten before it is understood
 - Experiments show that a child who can sound out nonsense words quickly and accurately has mastered the decoding process and is on the road to freeing up her working memory to concentrate on comprehension of meaning
 - Fluency is increased by domain knowledge which allows the reader to make rapid connections between new and previously learned content
 - Prior knowledge about a topic speeds up basic comprehension and leaves working memory free to make connections between new material and previously learned information, to draw inferences and to ponder implication
 - Chunking - a word used by George A. Miller to denote the way knowledgeable people concentrate multiple components into a single item that takes up just one slot in working memory
- Breadth of vocabulary: Vocabulary knowledge correlates strongly with reading and oral comprehension

- Vocabulary experts agree that adequate reading comprehension depends on a person knowing between 90 and 95% of the words in a text
- Those that know 90% of the words will understand its meaning and they will begin to learn the other 10% of the words
- Those that do not know 90% will miss opportunity to learn the content of the text and to learn more words. The prominent reading researcher Keith Stanovich termed this growing gap the 'Matthew Effect' from the passage in the Gospel of Matthew: 'Unto every one that hath shall be given, and he shall have abundance but from him that hath not shall be taken away even that which he hath'
- We need to engage in the best, most enabling kinds of vocabulary building
 - Explicit vocabulary development, especially in Early Years, and especially for children who are behind
 - Most vocabulary growth results incidentally from massive immersion in the world of language and knowledge
- Domain knowledge: domain knowledge enables readers to make sense of the word combinations and choose among multiple possible word meanings. Reading and listening require the reader to make inferences that depend on prior knowledge - not on decontextualized 'inferencing' skill
 - Once print has been decoded into words, reading comprehension, like listening comprehension, requires the active construction of inferences from utterances that are chock full of unstated premises and unexplained allusions
- Language Arts Curriculum:
 - Acquiring word knowledge and domain knowledge is a gradual and cumulative process
 - Top research suggests that 40 minutes of daily decoding instruction is plenty in first grade and for most second graders 20 minutes is ample
 - That leaves time for activities that foster vocabulary, domain knowledge and fluency. Such knowledge could be conveyed through read-alouds, well-conceived vocabulary instruction and a variety of cumulative activities that immerse children in word and world knowledge
 - Oral comprehension generally needs developing in our youngest students if we want them to be good readers. This means that instruction and practice in fluency of decoding need to be accompanied by instruction and practice in vocabulary and domain knowledge
 - An important vehicle is teacher read-alouds, in which texts selected for their interest, substance and vocabulary are read aloud to children and followed by discussion and lessons that build children's understanding of the ideas, topics and words in the story
 - One problem is the banality of the content of texts used in the curriculum and also the overwhelming amount of fiction compared to non-fiction

- Every researcher believes that there is initial value in practising comprehension strategies such as predicting, classifying etc. After the initial benefit, further conscious practice of these skills is a waste of time. These skills are better activated in the course of becoming increasingly familiar with the vocabulary and domain of what is being read
- Such immersion in a topic not only improves reading and develops vocabulary, it also develops writing skill

Source: Crandall et al. (Language Comprehension and its connections to knowledge)

Date: 2016

Summary:

Factual knowledge supports reading comprehension

- Research has shown that even with strong phonics teaching in place, children won't be strong readers if they have a limited knowledge - language/vocabulary/key subjects
- These 3 elements to language comprehension must be taught so that pupils apply them strategically when interpreting a text (not automatically applied)

a) Apply background knowledge

- Disadvantaged may be able to decode without comprehension - have less overall knowledge and this is the dominant factor driving reading comprehension
- Can't teach every aspect of knowledge covered in texts - takes years of exposure - knowledge leads to more knowledge
- Could before reading: simple statements - 'we're going to read a story about how animals camouflage themselves'
- Be brief and strategic - know the purpose of what you are going to tell them - want to activate background knowledge that is needed and nothing else that might be a distraction
- Don't reveal info that you want them to extract for themselves

b) Apply knowledge of vocab

- Often seen as the central thread in language comprehension - knowledge of vocab - strong predictor of comprehension ability
- Once in school, can learn 3000 words a year - comprehending many more
- To accomplish this rate of learning, they need to be exposed to new words every day - especially disadvantaged children who come to school knowing millions of fewer words than those not disadvantaged
- Immerse them in vocab

c) Understand language structures that exist between words and within sentences

- Knowledge of grammar
- Inference - behind the text

- Reading strategies

Proficiency is impossible without practice

- Needs to be enough time allocated to independent reading
- Needs to be distinction between academic reading and reading for pleasure
- Children need to understand the purpose of academic reading
- Reading for pleasure if done in the right way can have a positive impact of vocab knowledge/attitudes to reading and ultimately comprehension because of knowledge build up
- Research has shown that a lot of reading programmes don't actually allocate enough time to reading:
 - 20 min reading period
 - Freely choose material
 - Variety of genres
 - Opportunities for discussion

Progress requires feedback

- Same as any other subject, children need to know how to improve

Progress as language comprehenders - focus being on knowledge/vocab/language structures

Source: S.M.R. Watson et al (Evidence-Based Strategies for Improving the Reading Comprehension of Secondary Students: Implications for Students with Learning Disabilities)

Date: 2012

Summary:

- Factors essential to reading comprehension include (i) WM capacity and other executive processes, (ii) prior knowledge, (iii) motivation, (iv) vocabulary, (v) text coherence, and (vi) text structure.

Source: Rupley et al. (Reading and Writing Quarterly)

Date: 2009

Summary:

- Children need to:
 - learn to decode and encode text accurately
 - read text fluently
 - learn to comprehend and learn from text
 - learn to compose text

- One reality that makes reading instruction complicated is that no assessment blueprint spells out precisely where and how much instructional time and effort teachers should devote to each instructional task or strand or which techniques work best with individual learners
- Understanding individual differences among learners offers the answers to these questions. Then, using the right amount of direct/explicit instruction in relation to the desired outcomes is the foundation of effective reading instruction

Source: McConaughay (The relationship between reading fluency and reading comprehension for third-grade students, *Graduates Research for Education*)

Date: 2008

Summary:

- Positive relationship between reading fluency and reading comprehension
- Good comprehension skills are acquired when students have secure decoding skills, fluency skills, background knowledge, motivation and engagement (Pardo, 2004)
- Problems with fluency result/stem from poor decoding skills
- Modelling is a very important aspect of fluency instruction. Students need to hear and see what fluent reading sounds like. Modelling is the basis of all good fluency instruction. Teachers can implement daily classroom practices such as reading aloud, books on topics, partner reading (Armbruster, et al. 2001)
- Other techniques: choral, echo, phrase, punctuation reading
- Armbruster, et al. (2001): "Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.
 - Monitoring comprehension
 - Using graphic/semantic organisers
 - Answering questions
 - Generating questions
 - Recognising story structure
 - Summarising
- Nation & Angell (2006): "Predictions, drawing conclusions, making inferences, monitoring and clarifying, asking questions, connecting events to prior knowledge, visualising, summarising"
- Kolic-Vehovec & Bajanski (2006) - recent study: upper elementary children used comprehension monitoring (a strategy used by readers to monitor their understanding as they read) as they read resulted in a significant improvement in their text level comprehension

Source: Hackett, M. G. (Hierarchy of skills, Dept. Educational Research)

Date: 1970

Summary:

- Hierarchy of skills in listening and reading comprehension (grade 2 = year 3)

Skill	Skill Names	Grade 2 n = 84
1	Identifying stated main idea	5
2	Recognising examples by detail	3
3	Reinstating sequence of ideas	6
4	Inferring main idea from specifics	1
5	Identifying mood	2
6	Applying standards to judge persuasion	8
7	Predicting sequences of thought	10
8	Inferring connotative word meaning	4
9	Identifying sequence inconsistencies	11
10	Inferring speaker's purpose	7
11	Judging logical validity	9