Literacy in secondary school

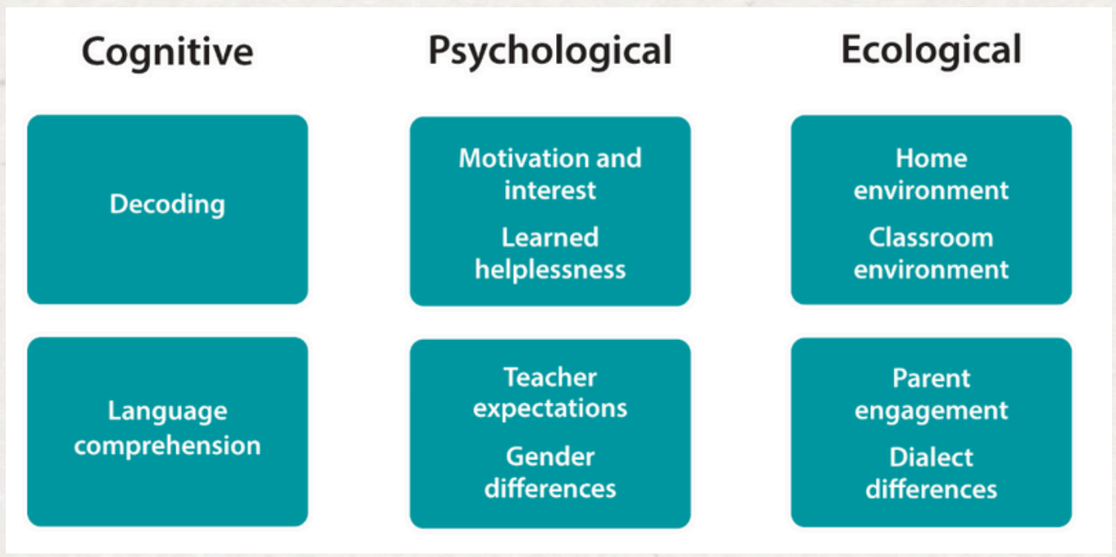
Key factors in literacy development:

Internal motivation	• Feelings about reading • Self-efficacy • Use of meta-cognitive strategies
Home environment	• Value placed on reading • Exposure to literacy • Access to books and learning support
School environment	• Enrichment of resources • Underpinnings of autonomy, competence and relatedness.

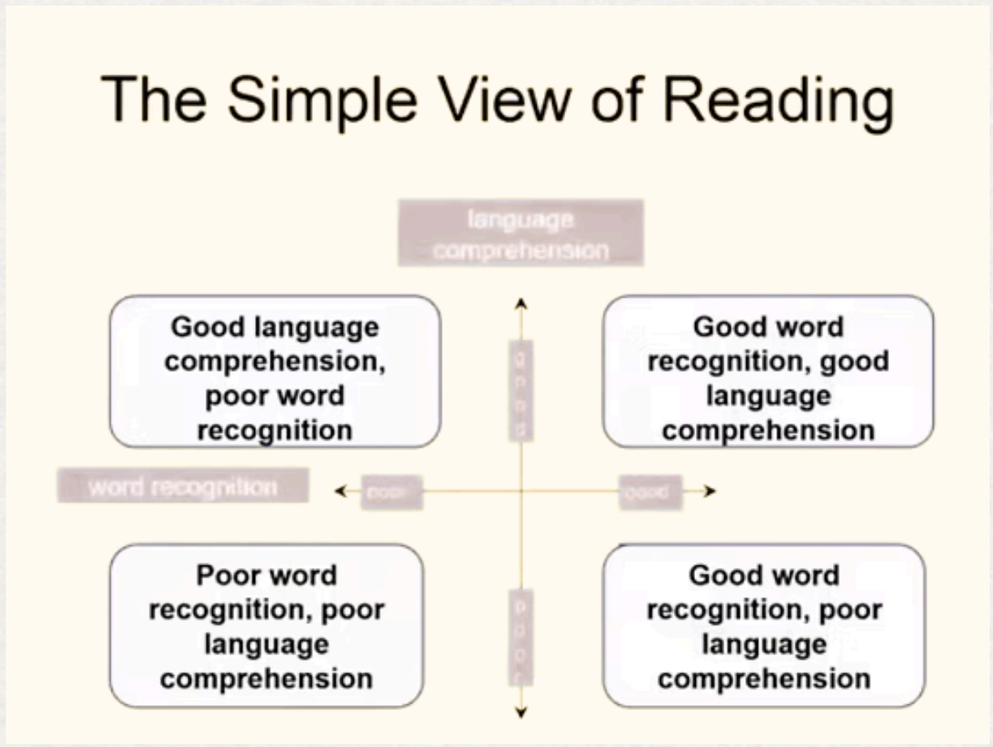




Componential model of reading:



(Aaron & Joshi, 2000)



(Gough and Tunmer, 1986)

How can literacy difficulties be assessed & identified?

- Standardised tests, e.g., mandatory reading tests
- Follow-up tests to identify literacy gaps to specify intervention and track progress
- Triangulation of assessments
- Importance of both formative and summative assessments.
- Good communication between settings when children transition from primary to secondary school
- Seeking advice from external professionals
- Students who struggle with literacy may hide their difficulties and show low motivation, so teachers need to recognise behaviours that may indicate literacy difficulties

How can students with literacy difficulties be supported?

Individual level	• Simple view of reading: identify whether language comprehension or decoding is affected • Componential model of reading: consider cognitive and ecological factors • Assistive technology
Class level	• High-quality talk • Collaborative learning. • Develop awareness of tier 1,2 and 3 vocabulary • Shift to disciplinary literacy rather than content-only teaching.
Whole school level	• Subject leads ensure literacy is embedded in all subjects. • Access to books and resources. • Continuous professional development