



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

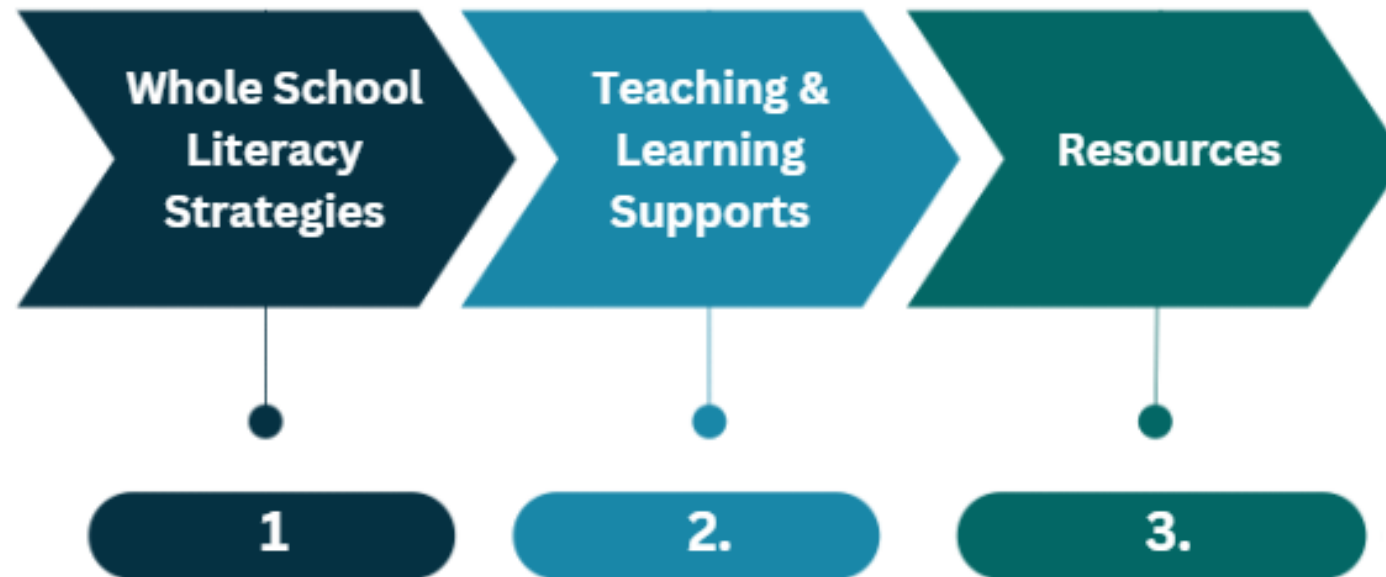
# Supporting Literacy Across The Curriculum



# Our Focus for this Session is...

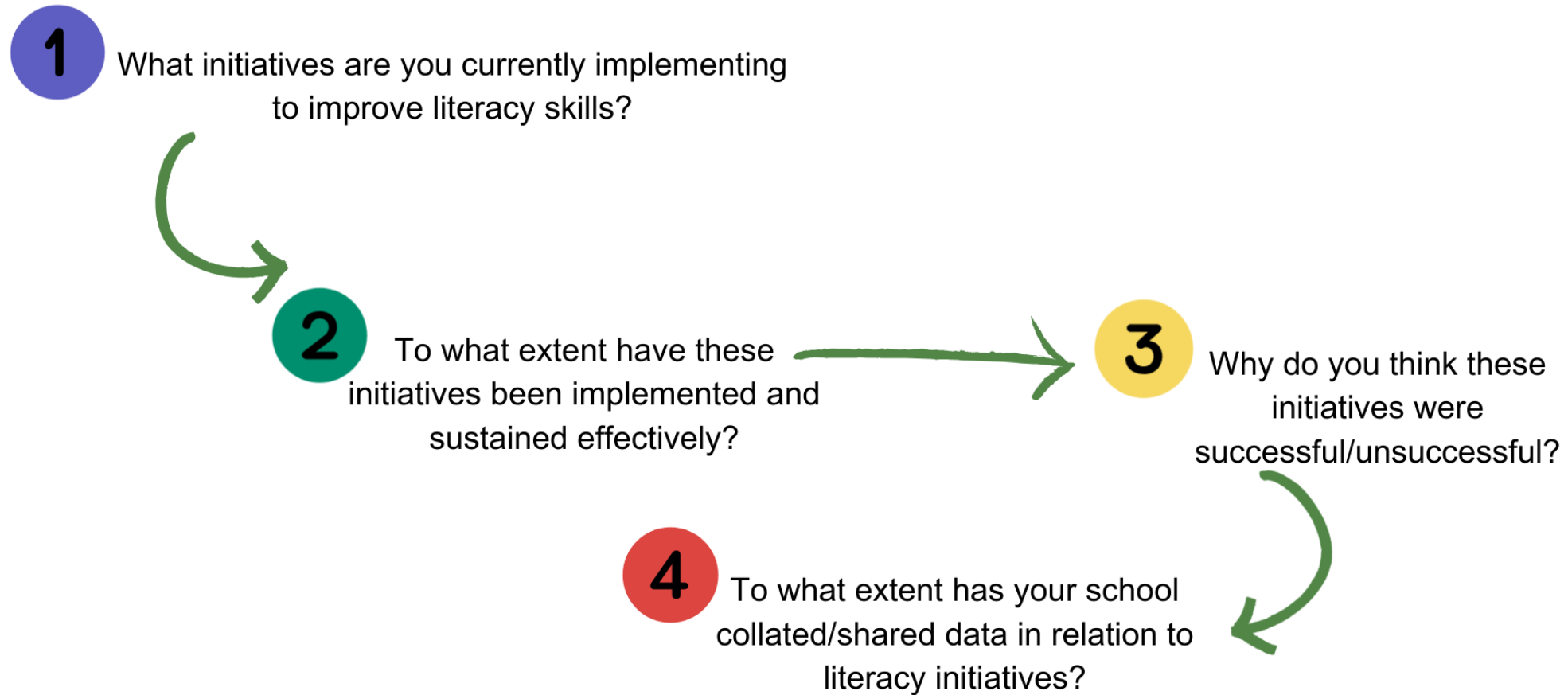
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- to consider how literacy can be supported across the curriculum
- to reflect on a variety of approaches for supporting meaningful literacy experiences for students





# Reflection





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## Whole School Strategies





# Literacy and Digital Literacy

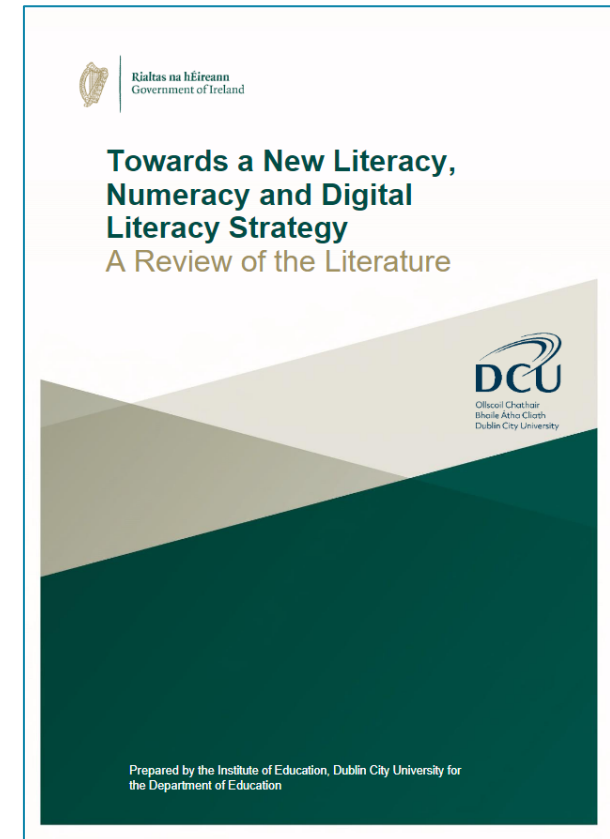
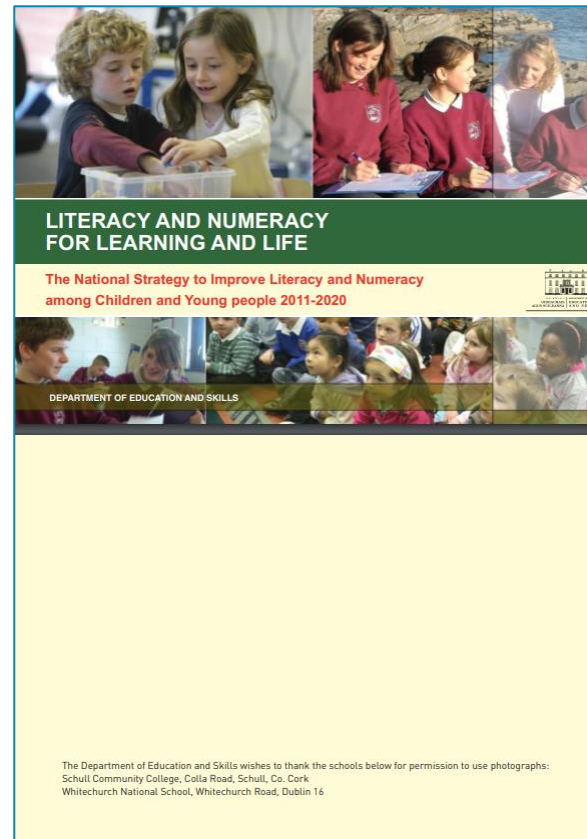
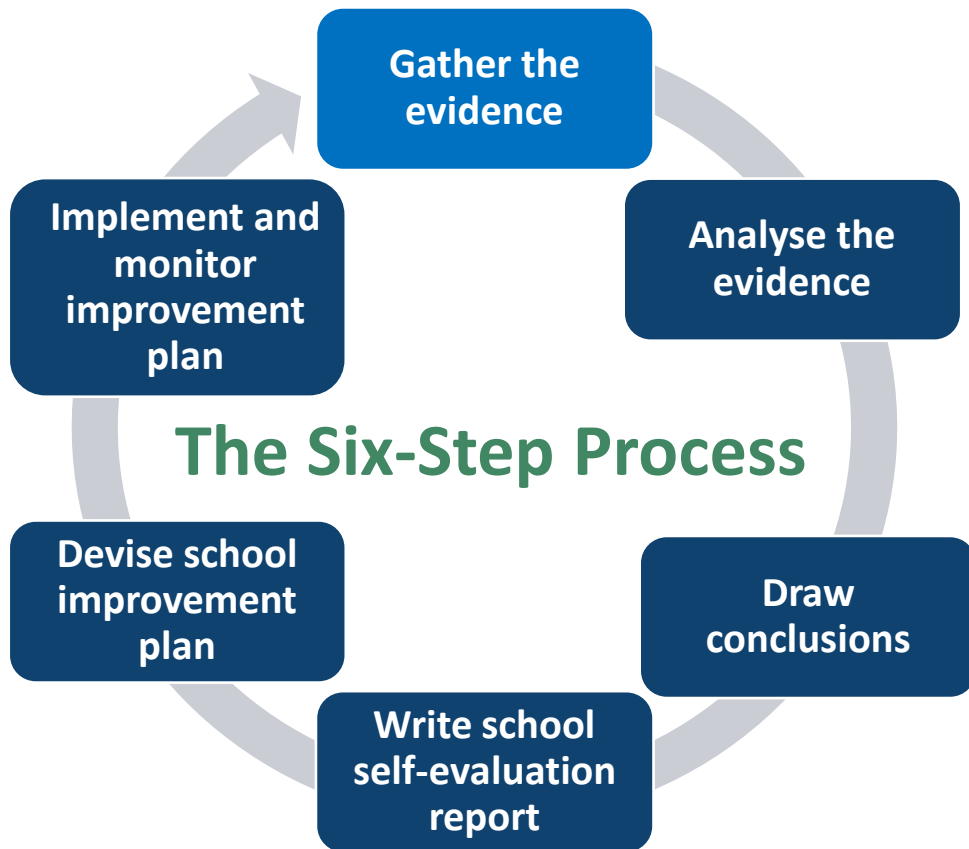
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- What is literacy?
- Literacy includes the capacity to read, understand and critically appreciate various forms of communication including
  - spoken language,
  - printed text,
  - broadcast media, and digital media.

*Literacy & Numeracy for Learning and Life (2011), p.5*



# Literacy as a part of the SSE Process





# Looking at our School (2022)

| Learner outcomes   | Learning experiences   | Teachers' practice   |
|--|--|--|
| Students' overall attainment, with regard to knowledge, understanding and skills in subjects and programmes, has improved significantly in line with targets; and expected outcomes have been achieved | Learning settings are safe, well maintained, visually stimulating and supportive of literacy and numeracy                    | Teachers prepare thoroughly for lessons; expected learning outcomes including literacy and numeracy development are clearly stated; and appropriate resources are in place |
| Students enjoy learning and have developed appropriate attitudes and dispositions  | Students have access to appropriate materials, including ICT, to support learning  | Expected learning outcomes are clearly communicated; lessons are suitably paced to enable progression in development of knowledge and skills                               |
| Students can meet the literacy and numeracy challenges of the subject  | Students are enabled to engage actively in a range of suitably challenging, relevant, and interesting learning opportunities | Teaching is focused, stimulating and relevant. All aspects of the subject, including subject-specific language, are thoroughly taught                                      |
| Students at risk of underachieving have made good progress   | Students are given support as needed   | All students are respected; high but realistic expectations are communicated; and efforts and achievements are affirmed  |
| Students' uptake levels and performance in state examinations compare favourably with national norms, within the school context.   | Students are equipped with tools and skills for learning now and in the future.  | A range of assessment methods is used effectively to assess progress.  |

## Statements of Effective Practice

Teachers purposefully develop relevant literacy and numeracy skills during lessons.

## Statements of Highly Effective Practice

Teachers **integrate** relevant literacy and numeracy skills **into the fabric of the lesson.**

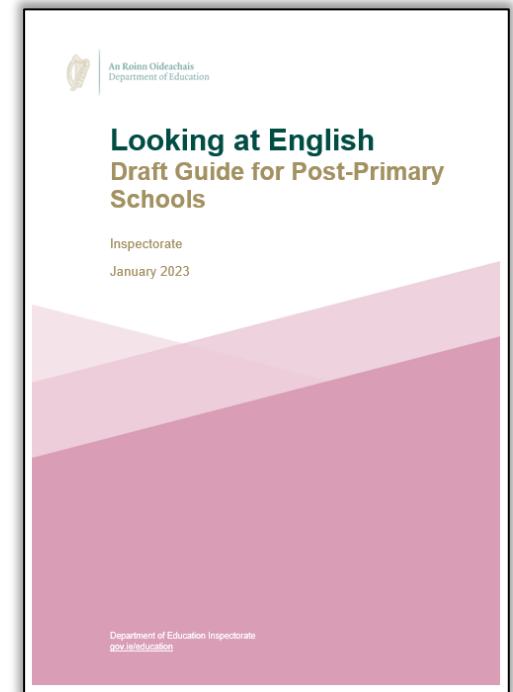


# Looking at English: Draft Guide (2023)

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"Students engage in **purposeful tasks** that link texts to their **real-world experience**. They participate in a **dialogic classroom** environment...The **personal reading** and study that students engage in stem from their own interests and **excite their aesthetic and critical responses**".

(Looking at English Draft Guide for Post-Primary Schools, p.5, 2023)



Available online at  
[www.gov.ie](http://www.gov.ie)





# A Whole-School Approach

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Literacy is a whole-school responsibility and not just the remit of the English and Language Departments.

Today we will discuss the following whole school approaches to literacy:

1. The Wellread National Award
2. DEAR / DEAW
3. Vocabulary Expansion / Tiered Vocabulary / Enrichment Programmes
4. Digital Library Supports
5. Student Publications & Competitions



## Developing Literacy Skills Can...

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- have an impact on pupils' self-esteem, motivation and behaviour
- supports students' learning and raise standards across the curriculum
- enable students to learn independently
- empower students to unlock their potential





## Considerations before we begin...

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- Do students meet the subjects' literacy demands?
- Do students competently and confidently use and apply the literacy skills that are necessary to develop their learning?
- Do subject-specific plans reflect the school's literacy strategy and action plans?
- Is monitoring of the implementation of subject-specific literacy action plans undertaken as part of the subject department's developmental planning process?



# A Whole-School Approach - Possible Initiatives





# 1. Wellread National Award

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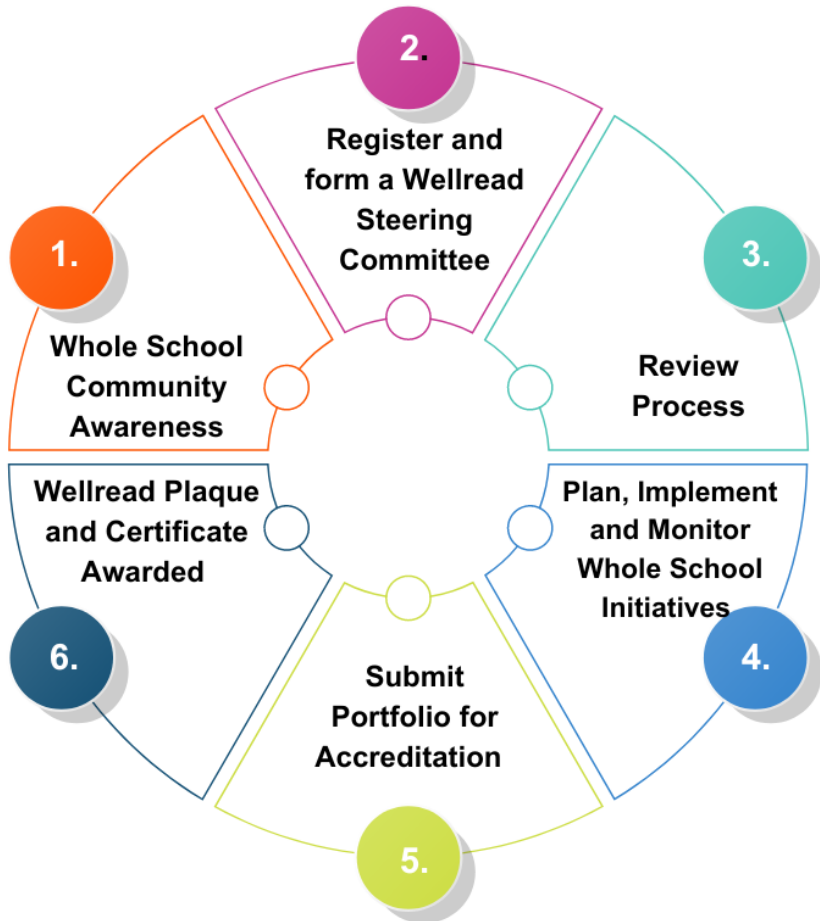
- It is envisaged that the Wellread National Award will explicitly foster and nurture a reading culture in your school over a period of 1-3 years.
- The steering committee with the help of the whole school community will drive this initiative.
- The steering committee should comprise of **all stakeholders**; teachers, students, management and parents/guardians.



**Email:** [wellread@oide.ie](mailto:wellread@oide.ie)



# What does it involve?



Schools commit to promoting reading for pleasure with **four** different groups:

- students
  - teachers
  - parents/guardians
  - the wider community over the course of at least **one year to a maximum of three years.**
- **Schools must produce a portfolio of their work to evidence this.** Schools can submit their portfolio for accreditation after one year, if they have satisfied the criteria across **all four** categories.



## Student Initiatives

- Reading Shelves in Classroom
- Drop Everything And Read
- Library membership drive
- MS Readathon
- Book in a bag initiative

## Wider Community Initiatives

- Inter-school speed reading
- Student readings in local care homes
- Bring in local storytellers/authors
- Link with local library
- One County One Book Initiative

## Teacher Initiatives

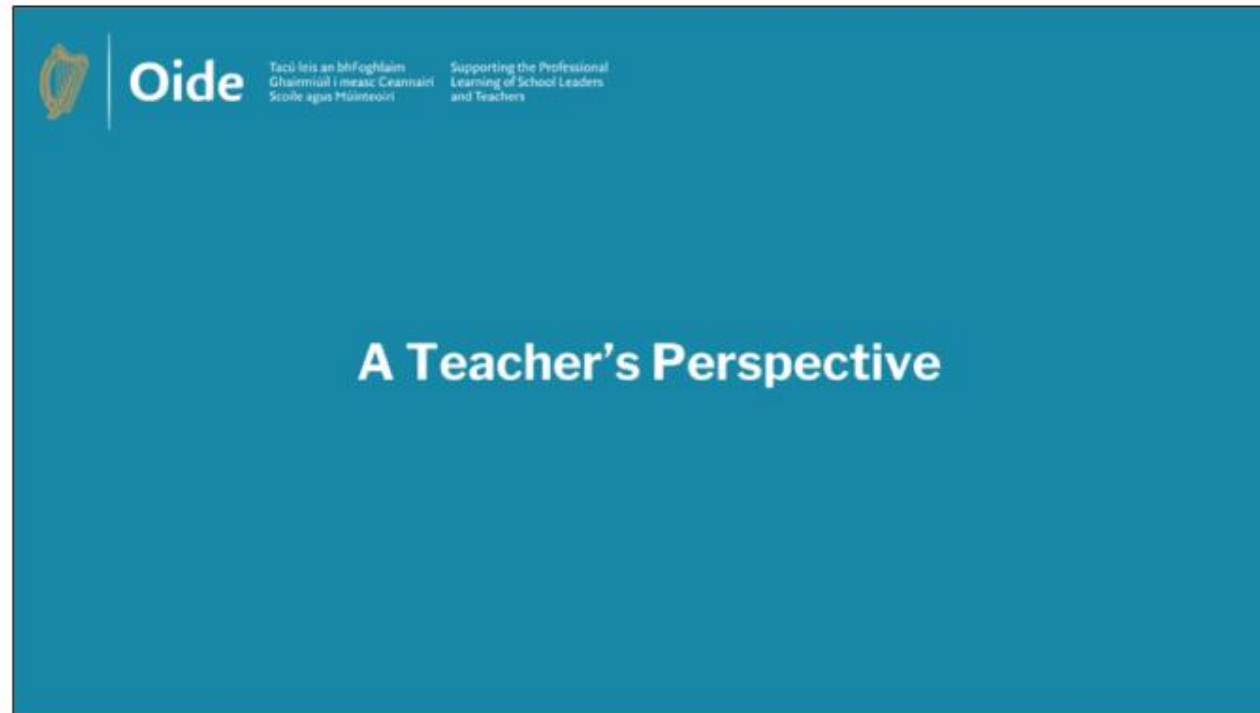
- Reading Shelves in Staffroom
- Staff book club
- Guess the book shelf/Shelfie Selfie
- Book swap
- Staff Readathon

## Parent Initiatives

- Book drives/ donations
- Reading lists for parents and students
- Parent's book club
- Parental involvement on steering committee
- Parent ambassadors for the school library



# A Teacher's Perspective



<https://tinyurl.com/Wellread2023>

One Teacher's Perspective  
Click to play





## 2. DEAR / DEAW

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- When the teaching of literacy is combined with the teaching of other subjects, progress is made in both subjects.

(Literacy and Numeracy for Learning and Life: 2011 – 2020)

- Literacy experiences need to be developed within a broad, balanced, and enjoyable curricular experience...

(Towards a New Literacy, Numeracy and Digital Literacy Strategy, 2023)

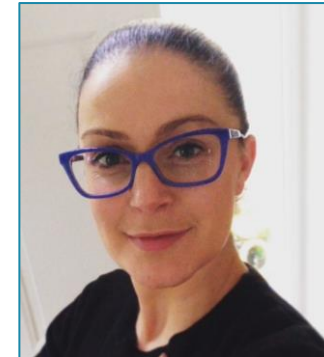
- Having DEAR for at least 30 minutes a week can boost the students' habits of reading for pleasure.

(Drop everything and read as a means of increasing students' reading habit, 2020)

# Engaging Students in Writing - One Teacher's Approach



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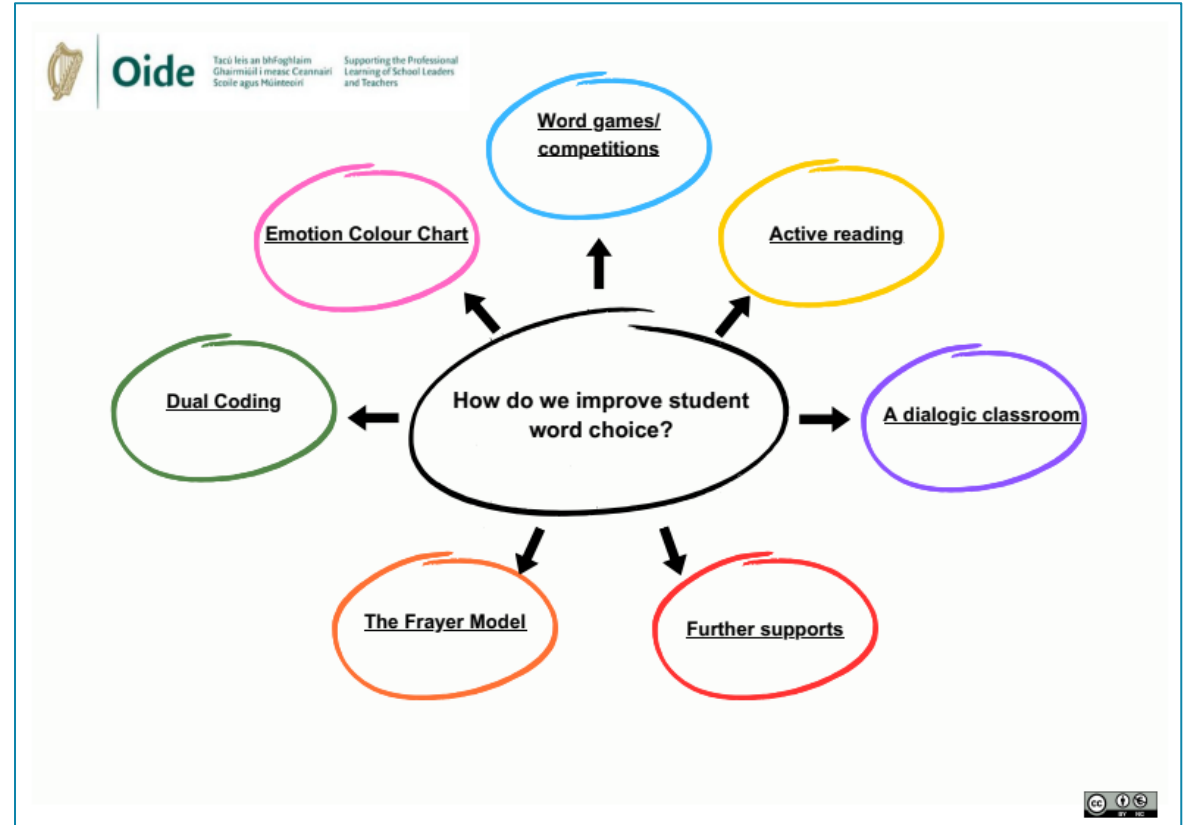
...we tend to keep it a little bit less about correcting and drafting and more about just writing and trying to work on being descriptive...

Patricia Carlos,  
English Teacher  
[Click to play](#)



# 3. Vocabulary Expansion / Tiered Vocabulary / Enrichment Programmes

- Word of the week
- Tiered vocabulary
- Vocabulary programs
- And many more...

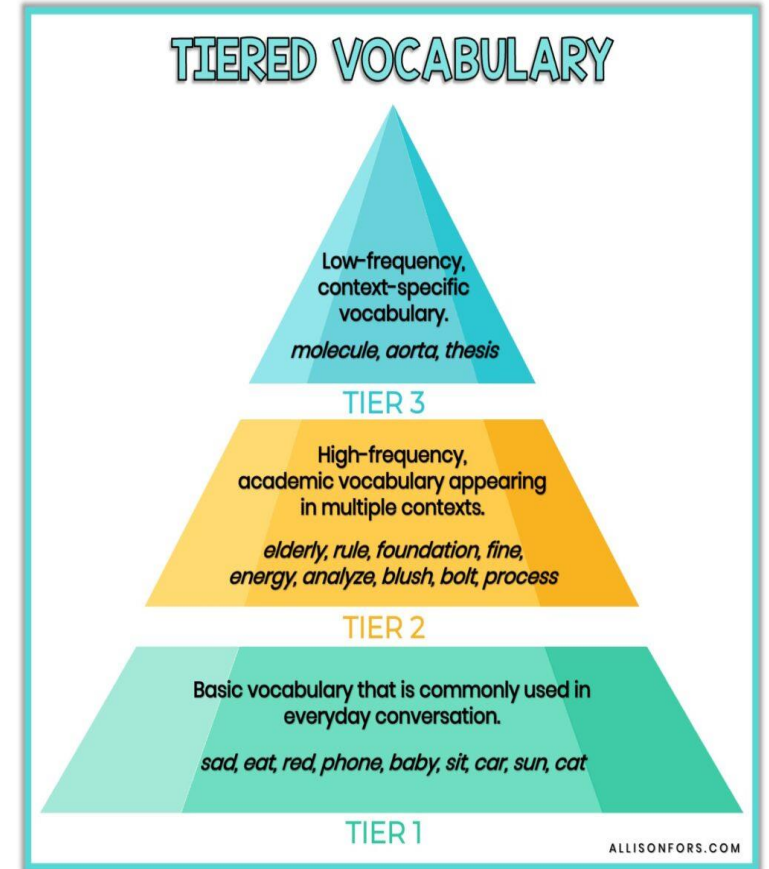


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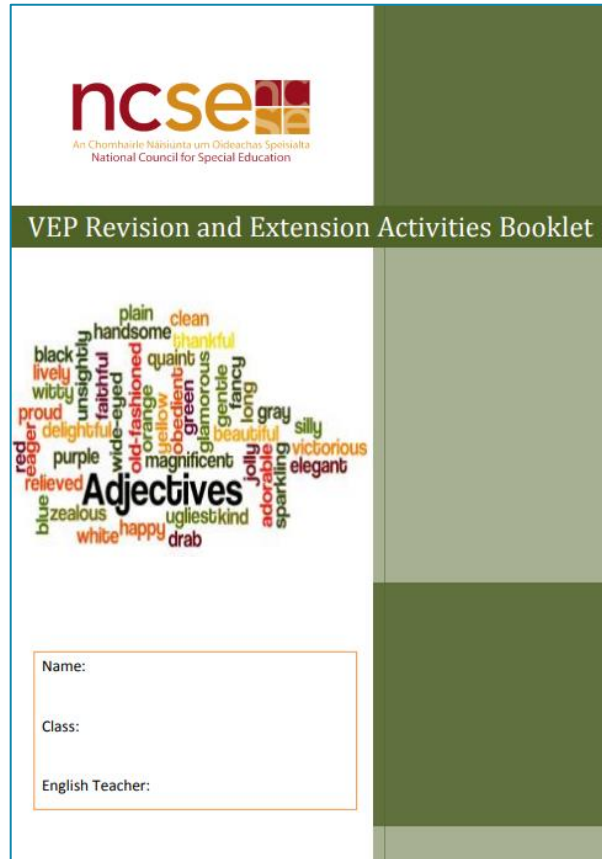
# Teaching Critical Words

- Tier 1 words are words in our **everyday language**
- Tier 2 words are **common academic words** which are likely to require explicit teaching. They may have multiple meanings and appear in a variety of subjects
- Tier 3 vocabulary are **subject-specific words** which are typically foregrounded in textbooks in a helpful manner.





# Vocabulary Enrichment Program



The VEP from the NCSE is one example of some of the wonderful whole school-based programs that support development of oral vocabulary skills in adolescents.

Some of the initiative focused on include:

- Essential Words Routine
- Frayer Model
- Semantic Mapping
- Vocabulary Review Activities

For more information, contact the NCSE.



## 4. Digital Library Supports

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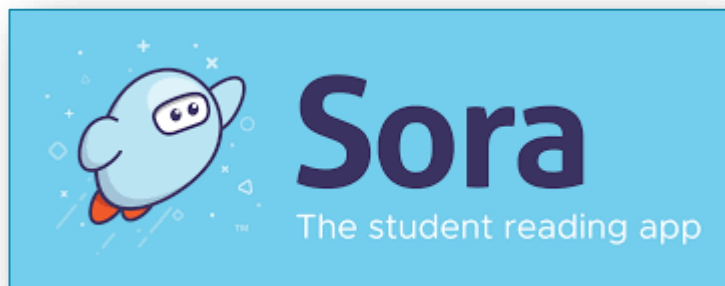


<https://www.librariesireland.ie>



# JCSP Library Project Digital Library

- Our Digital Library is a centrally managed **online eBook and eAudiobook** lending library.
- The collection consists of a **wide range of teenage and young adult titles** to suit all year groups, interests and ability levels. In addition, the library hosts a collection of titles to support teacher CPD.
- Membership is free for all **JCSP/DEIS schools**.





## 5. Student publications/competitions

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- Encouraging student participation in various competitions and events can lead to greater participation with literacy within the curriculum.







# Celebrating literacy

- It's vitally important to celebrate literacy in your schools, including the many initiatives you are already running. Students' efforts should be recognised and rewarded where possible.



Suggested summer reading



Encouraging a print rich environment



1<sup>st</sup> year poetry competition

CBA 2 – The Collection of the Student's Texts 'offers **students a chance to celebrate their achievements as creators of texts** by compiling a collection of their texts in a variety of genres...'

(Junior Cycle English Specification, p. 18)



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## Teaching and Learning Supports





## Vocabulary Expansion in Action:

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- Vocabulary should be taught by both direct and indirect instruction.
- Provide repeated exposure to and use of new vocabulary
- Learning in rich context is valuable for vocabulary learning.
- Teachers should not be dependent on a single vocabulary learning strategy



# Effective Literacy Strategies in Post Primary DEIS Schools

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Some of the topics discussed include:

- Children's Books Ireland
- Intervention strategies
- Accelerated reader
- Libraries Ireland
- National Competitions/Initiatives
- NCSE Resources
- Focus on collaboration
- EAL Supports




<https://www.youtube.com/watch?v=4Oh8rjZ2Wm8>

Click to play



# Reading and writing strategies

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**Cornell Note Taking**  
Reading Comprehension Strategy

The Cornell or the Two Column Note Taking strategy (Pauk 2001) helps students determine importance and to self-question as they read. It is quite a sophisticated note taking strategy that originated in Cornell University and students would need to be familiar with comprehension strategies such as 'skimming' and 'scanning' to use it effectively. It involves reading comprehension strategies that effective readers use to make sense of text.

**Why use Cornell Note Taking?** The strategy provides students with a system for organising information in a useful format. Students identify the main ideas and important information in a text, a prerequisite to developing insight. It can promote active reading, improve concentration and helps students to retain key points in a text.

|   |  |
|---|--|
| <p><b>Suggested Learning Outcomes</b></p> <p>R2. Read for a variety of purposes: learning, pleasure, research, comparison</p> <p>R3. Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question... synthesise evaluate and analyse</p> | <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Being Literate</li> <li>• Managing Myself</li> <li>• Managing Information and Thinking</li> </ul> <p><b>Preparation</b></p> <p>You may wish to share a photocopiable resource if students are completing the Cornell Note Taking activity. Alternatively, you could use a board, visualiser or a large page to demonstrate how students divide up a page and encourage them to create their own note-taking pages.</p> |
|---|--|

**Instructions**


Explain that Cornell or Two Column Note Taking is a useful tool for recording notes and key information while reading a text. Demonstrate how a page is ruled or divided into three parts;

- The left margin (1/3 of the page) captures the main ideas or questions after reading
- The right margin (2/3 of the page) is used to record details while reading
- The bottom of the page leaves space for a brief summary.

This can be demonstrated for students on a board, using a large sheet of paper or using a visualiser.

Select a text and model how to skim the text to note any formal headings or subheadings, or any natural breaks in the text. Discuss how subheadings and paragraphs often point to the main idea of the passage/chapter. You might then model reading the text, and underlining or highlighting information. Proceed to make note of important details on the right side of the board or ruled page. Only write words and phrases, not sentences or word-for-word copying. Also explain that the first and last sentences of a paragraph can point to the main idea.

Read back over these notes and pick out main ideas and keywords/concepts. Note these on the left side of the board/page. This column can be used for main ideas, key concepts, key words, steps, etc. but also for questions that a student may have in relation to what they have read.

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**Reading Aloud**  
Reading Comprehension Strategy

**Why promote reading aloud?** Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps students recognise what reading for pleasure is all about. Reading aloud demonstrates the relationship between the printed word and meaning. It helps students make meaning of the texts they read. Students can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes students to vocabulary and language patterns that are not part of everyday speech thereby supporting independent reading. It is particularly helpful for EAL students. It also exposes less able readers to the same rich and engaging books that fluent readers read on their own and entices them to become better readers. Students of any age benefit from hearing an experienced reading of a text. It is important to note, however, that reading aloud is just one strategy and should form part of a balanced approach to engaging with a text.

|  |  |
|--|--|
| <p><b>Suggested Learning Outcomes</b></p> <p>OL4: Listen actively in order to get the gist of an account or presentation, noting its main points and purpose</p> <p>OL11: Engage with the world of oral language as a pleasurable and purposeful activity</p> <p>OL13: Develop their spoken language proficiency by... stimulating appropriate responses relative to context and purpose</p> <p>R1: Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words</p> <p>R2: Read for a variety of purposes: learning, pleasure, research, comparison</p> <p>R5: Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading.</p> | <p><b>Possible Key Skills</b></p> <ul style="list-style-type: none"> <li>• Communicating</li> <li>• Being Literate</li> <li>• Working with Others</li> </ul> |
|--|--|

**Instructions**

While most texts are appropriate to read as a read-aloud, it can be challenging to hold some students' attention for texts longer than two pages. Use your knowledge of your students, coupled with the appeal of the text, to select a reading of appropriate length. When doing a read-aloud, it is best if all students have a copy of the text so that they can follow along, usually taking notes as they listen. The teacher might begin reading the text, reading a few lines or a whole paragraph. There are many ways to structure a read-aloud:

- Read-alouds can be structured "popcorn style." As soon as one student stops reading, another student can begin.
- Teachers can assign students a section of the text to read. Often teachers give students the assignment the night before, so that they can practice reading for homework.
- Students are assigned or volunteer to take on parts/characters, including the part/role of narrator. Parts/roles should be rotated frequently.
- Students can read in the order in which they are sitting continuing around the room until the text is finished. Sometimes teachers encourage students to say "pass" if they prefer not to read. Knowing students' competence and confidence as readers is crucial for this approach.

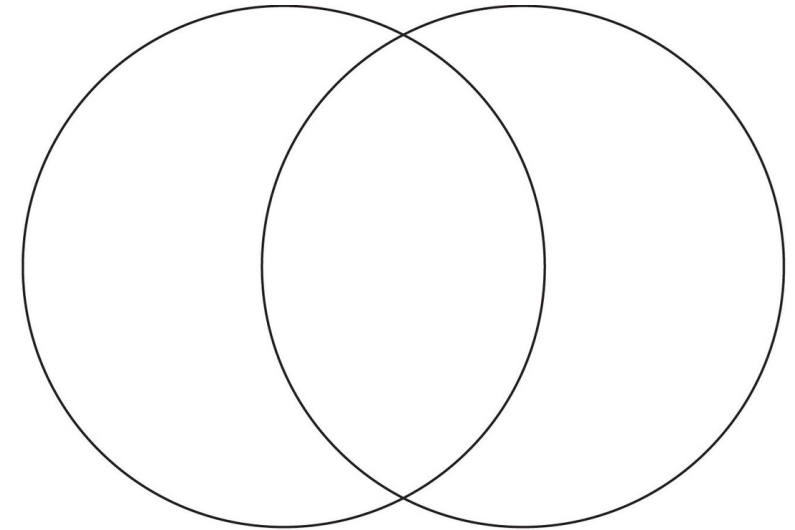
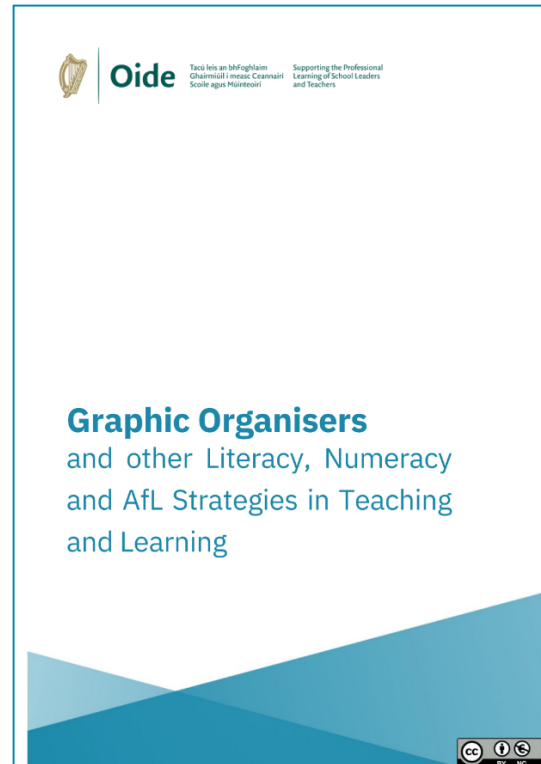
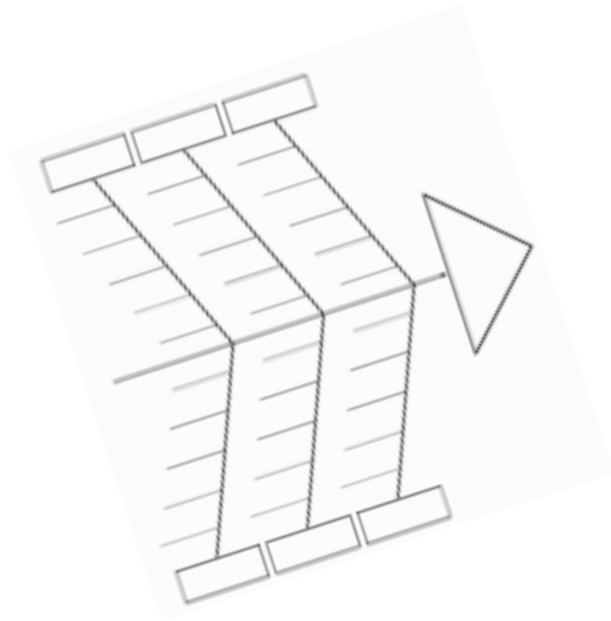
As the text is read, students might annotate their own text or take notes on a graphic organiser. Many teachers have students underline or highlight important words or phrases in the text and write questions in the margins of the page. Sometimes teachers give students questions that they should answer as they listen to the text being read.

Depending on the length of the reading, you may want to pause after each paragraph to check for understanding, clarify misconceptions, and ask students to make predictions.

# Connect Word Meanings Using Graphic Organisers



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# No hands up - speaking

- With “No Hands Up”, the teacher poses questions to the whole class rather than to individuals. Once a question is set, children have time to think through their answers and/or discuss their ideas with a partner.
- No Hands Up refers only to children's **answering**, children raise their hands whenever they like to ask questions.
- For a downloadable PDF of the strategy, click [here](#).

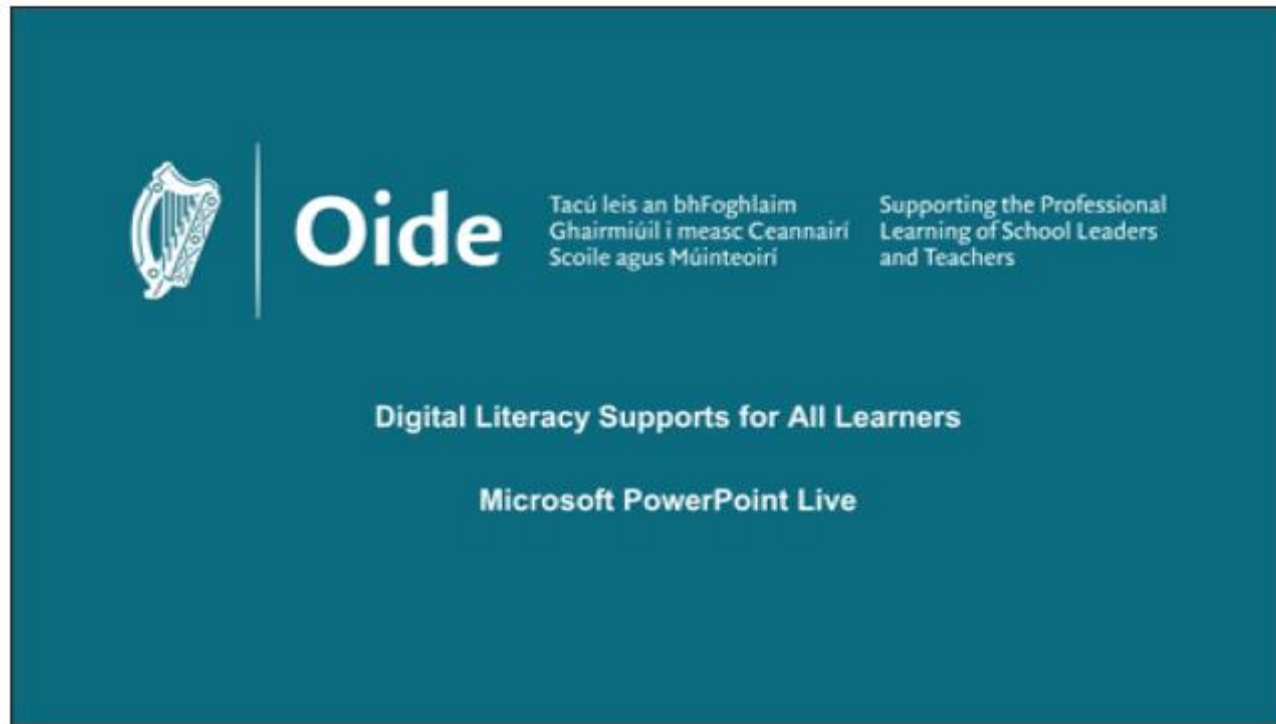


Randomiser strategy in action,  
courtesy of the staff of  
Coláiste Bhaile Chlair

Click to play



# Subtitles and Live Captioning in PowerPoint



Click to play



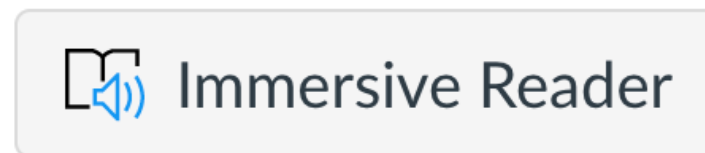




# Immersive Reader

The screenshot shows the Oide website interface. On the left is the harp logo. To its right is the word "Oide" in a large, bold, white font. Further right, there are two columns of text: "Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí" and "Supporting the Professional Learning of School Leaders and Teachers". Below this, the text "Digital Literacy Supports for All Learners" is centered. At the bottom of the screenshot, the text "Immersive Reader" is displayed in a white box.


Click to play



# Word Hippo, Power Thesaurus, Reverse Dictionary



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Digital Literacy Supports for All Learners

Word Hippo, Power Thesaurus & Reverse Dictionary

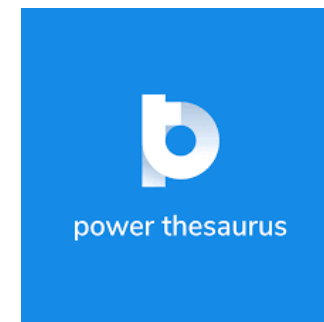
Click to play



word **hippo**



**Reverse  
Dictionary**



# To Develop **Oracy** In Your Classroom You Could:



- Model good speaking and listening
- Provide opportunities for open, extended discussion
- Use clear lines of questioning including lower and higher order questions to stimulate students' responses
- Set speaking and listening tasks for homework
- Engage in appropriate use of 'wait time'
- Provide students with helpful feedback which supports the development of speaking and listening
- Provide opportunities for peer and self-evaluation of listening and speaking tasks
- Provide opportunities to use varying degrees of formality appropriate to purpose and audience
- Create opportunities for oral assessment at the end of chapters, topics and tasks.



## To Develop Writing, Students Need:

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- Regular, meaningful opportunities to practice writing in subject-specific contexts
- Teachers who model the writing process
- Opportunities to talk about their writing
- Knowledge of different writing forms and their characteristics
- Strategies to become independent writers in any context
- Feedback that is constructive and formative.



# To Develop Reading, Students Need:

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- Explicit vocabulary instruction
- Direct and explicit teaching of comprehension strategies
- Provision of opportunities for extended discussion of texts
- Increased opportunities for reading for pleasure.



## Possible **Spelling** Strategies Include:

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- Look – Say – Cover – Write – Check
- Repetition and reinforcement of keywords
- Pre-teach a small number of key words
- Spend time discussing etymology and linking words
- Refer to root meanings, e.g. quad means four
- Refer to a word in the same word root family, e.g. multiply, multiple, multiplication
- Display keywords and students work in the classroom
- Help students write a keyword list.



# Padlet – Resources (Digital/Vocab only)

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<https://tinyurl.com/LiteracyPadletOide>



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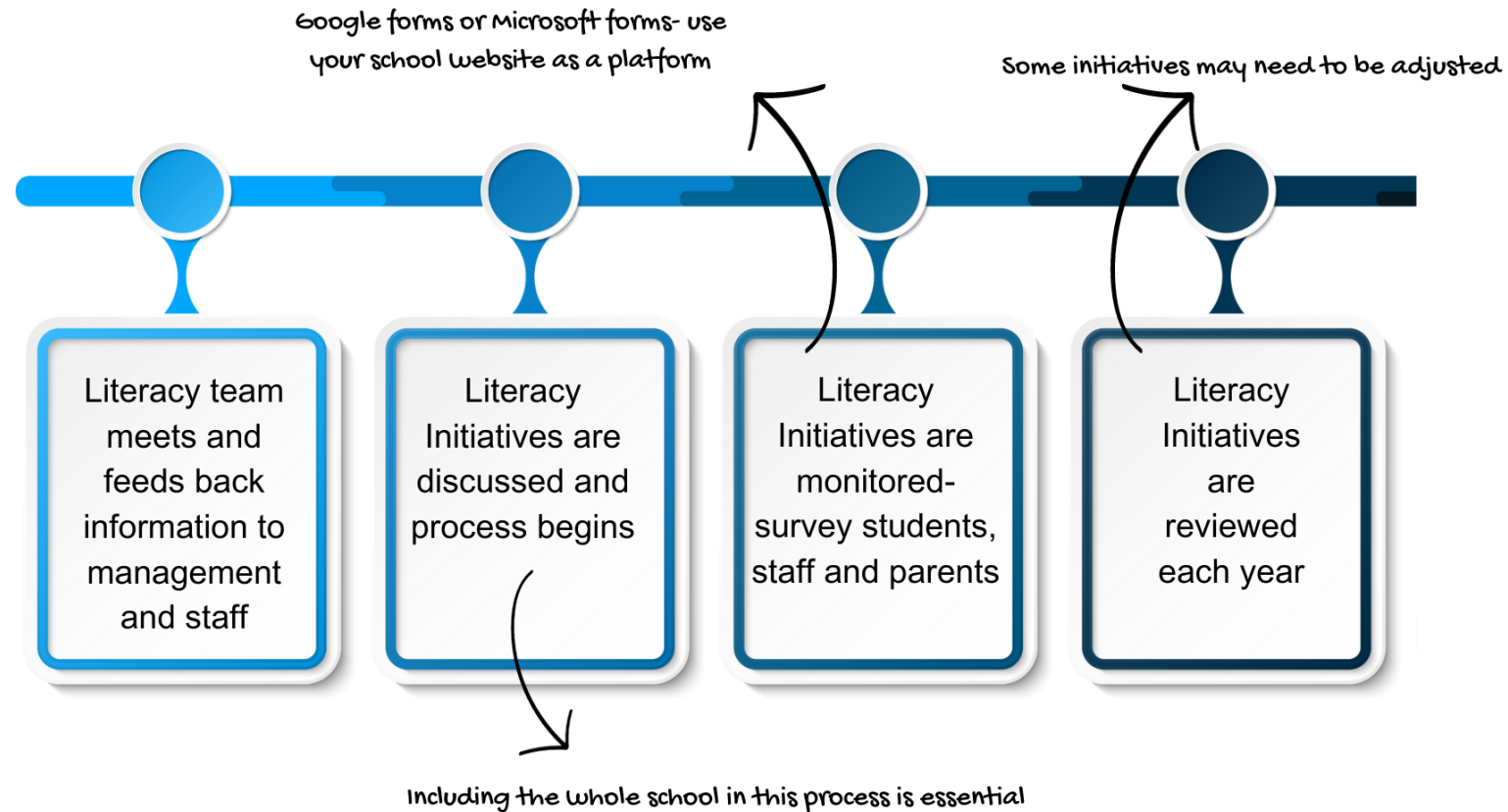
## Where next?







# Next Steps

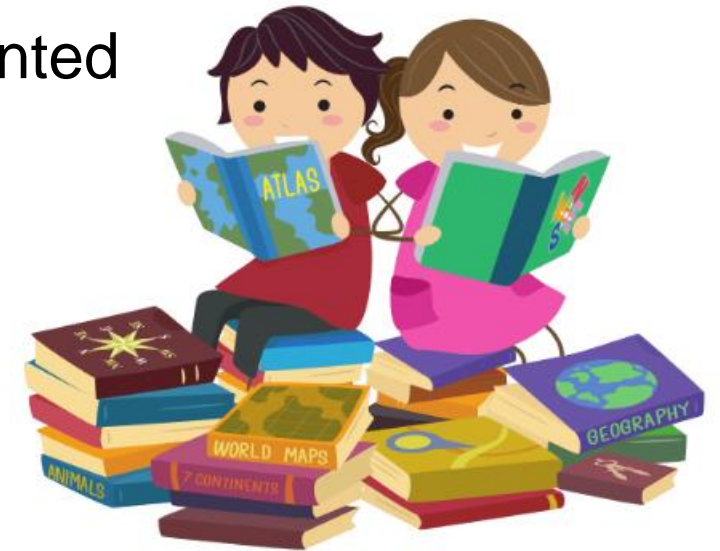




# Key Considerations

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1. Whole school involvement
2. Set a clear goal(s)
3. Collect literacy data at the beginning of the process and then use to compare when literacy initiatives have been implemented
4. Keep everyone updated and informed
5. Highlight and celebrate the successes
6. Review and set new targets each year



# Additional Supports



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Visit our website [www.oide.ie](http://www.oide.ie)

Contact: [info@oide.ie](mailto:info@oide.ie)

scoilnet

Find further resources on

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[www.elsp.ie](http://www.elsp.ie)

English Language Support  
Programme



[www.ncca.ie](http://www.ncca.ie)



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Many thanks!

*Míle buíochas*



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