UKLA

UK LITERACY ASSOCIATION

56TH INTERNATIONAL CONFERENCE

FRIDAY 2ND - SUNDAY 4TH JULY 2021

We need to talk about *Literacy*

Why spoken language matters in literacy learning and teaching.

**The 56th UKLA
International Conference
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CONTENTS

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THE UKLA 56TH INTERNATIONAL CONFERENCE

It is our pleasure to welcome you to the United Kingdom Literacy Association (UKLA)'s 56th International conference - our very first virtual International Conference!

We extend a very warm welcome to those who are attending our international conference for the first time, to our international guests, and of course to all delegates returning for another year. We pride ourselves in being a friendly and inclusive community in which all those with an interest in literacy - including teachers, researchers, librarians, students, charity representatives and consultants - can meet, exchange views and gain strength through talking and working together.

Despite the challenges and restrictions of navigating life through a pandemic, we are delighted to be able to hold this year's conference online as our first virtual International Conference.

Our 2021 conference theme is *We need to talk about Literacy: why spoken language matters in literacy learning and teaching.*

Through reflecting on research and practice, we will consider literacy in relation to spoken language. We will explore, for example, the purpose and function of spoken language; spoken language repertoires as the basis of reading and writing; its specific features as distinct from written language; its transient nature; home language and dialect, including translanguaging; and the role of language in drama, creativity and imagination.

With assessment of reading and writing, high on the political agenda, spoken language can sometimes be neglected, yet it is central to our personal, social, cultural, cognitive, creative and imaginative development. Spoken language allows us to negotiate, reason, justify, reflect, hypothesise, predict, explain, argue and create possibilities. In other words, spoken language is central not only to the development of the whole person, it is essential to processes of learning.

PRACTICAL DETAILS

Login Details for the Conference
To attend the conference you will need to log into the Bright Vision platform at this address: https://ukla.brightvisionevents.live/
Your username is the email address that you used to book your tickets with.
The password is: **UKLA2021**

Conference Helpdesk
The team at Bright Vision Events will be on hand to help you with any queries. Information will be clearly displayed online during the event should you require assistance for any reason.

Sponsors and Bookshops
Our sponsors include:
- Capita Reading Cloud
- Wiley
- Moomin Characters Ltd

You will also be able to access bookshops online during the event including:

UKLA's bookshop on the conference page - https://ukla.org/event/ukla-56th-international-conference

The Norfolk Children's Book Centre
https://www.ncbc.co.uk

Thanks:
Those who have helped to organise this conference deserve our thanks for their labours. They include: Roger McDonald, Sara Worrall, Juliette Sweeney, Madina Sattar, Ben Hull along with the team at Bright Vision Events Ltd., Janet Douglas-Gardner, and Debra Myhill.

Also thanks go to our sponsors: Capita Reading Cloud, Moomins Characters Ltd and Wiley.

Sessions Types:

Workshop An active participatory learning experience. Formal elements will be kept to a minimum.
Seminar Presentation An argument will be presented and developed; this could be based on research and will facilitate a focused seminar discussion.
Research Report A report of completed or ongoing research will be given with the theoretical perspectives unpinning this work. Discussion time will be included.
Symposium A panel of speakers, each of whom will give a short presentation on a common topic which they will then discuss, inviting audience participation.
Slam A series of multiple 'short-fuse' presentations.

KEYNOTE SPEAKERS

Michael Rosen
www.michaelrosen.co.uk

Michael Rosen is one of Britain's best loved writers and performance poets for children and adults. His first degree in English Literature and Language was from Wadham College, Oxford and he went on to study for an MA at the University of Reading and a PhD at the former University of North London, now London Metropolitian. He is currently Professor of Children's Literature at Goldsmiths, University of London where he co-devised and teaches critical approaches to reading on an MA in Children's Literature, having done the same at Birkbeck, University of London. He has taught on MA courses in universities since 1994. He was the Children's Laureate from 2007-2009 and has published over 200 books for children and adults.

Mariana Souto-Manning
www.tc.columbia.edu

Mariana Souto-Manning, Ph.D., is Professor of Early Childhood Education and Teacher Education at Teachers College, Columbia University. Professor Souto-Manning serves as Director of the Doctoral Program in Curriculum and Teaching and Director of the Early Childhood Education and Early Childhood Special Education Programs. She holds additional academic appointments at the University of Iceland and King's College London. Professor Souto-Manning is Founding Co-Director of the Center for Innovation in Teacher Education and Development (CITED). She has served as Chair of the National Council of Teachers of English (NCTE) Research Foundation and directed the federally-funded Quality Universally Inclusive Early Responsive Education (QUIERE) Project. Before becoming a university-based teacher educator, Souto-Manning was an early childhood teacher in public (pre)schools in Brazil and in the United States.

Muna Abdi
www.ma-consultancy.co.uk

Dr Muna Abdi is an internationally renowned Education and Racial Equity Consultant with over 10 years experience in antiracist research, training and development. Dr Abdi has previously worked as a University Lecturer and is now the Founder and Director of MA Education Consultancy; a Community Interest Company that works to bridge the gap between community voice, and institutional change. MA Education works with client groups in all sectors and of all sizes, to support them in developing equitable and inclusive structures and practices.

Dr Abdi currently sits on a number of influential boards and management committees, including the Joseph Rowntree Charitable Trust- Committee for Rights and Justice, and Board member of Migrant Action.

Anne Fine

www.annefine.co.uk

Anne Fine is one of Britain's most distinguished writers for children. She has twice won both the Carnegie Medal and the Whitbread Children's Book of the Year Award, as well as the Guardian Children's Fiction Prize, the Smarties Prize and numerous other regional and foreign awards. She has twice been voted Children's Author of the Year. The BBC have screened adaptations of several of her books, and her novel Madame Doubtfire became a Hollywood film.

Anne was Children's Laureate from 2001-3, during which time she set up www.myhomelibrary.org , a website that continues to offer a host of freshly designed and freely downloadable modern bookplates to enthuse young readers to form their own home libraries from the second hand books around them. She also published three classic anthologies of poetry for different ages called A Shame to Miss 1, 2 & 3.

Anne's work has been translated into forty five languages. In 2003 she was made a Fellow of the Royal Society of Literature and awarded an OBE. Anne has two daughters and four grandchildren, and lives in County Durham.

Neil Mercer

www.oracycambridge.org

Neil Mercer is Emeritus Professor of Education at the University of Cambridge and Director of the study centre Oracy Cambridge, based at the Cambridge college Hughes Hall (of which he is also a Life Fellow). He was previously Professor of Language and Communications at the Open University. He has been a consultant, visiting scholar and examiner for governments and universities in many countries. In 2019 he was given the Oevre Award for Lifetime Achievement by the European Association for Research in Learning and Instruction. His most recent book is Language and the Joint Creation of Knowledge (Routledge, 2019)

He is a psychologist with a special interest in the educational role of language in the classroom and the development of children's thinking and spoken language skills. Most of his research has been classroom based, aimed at helping teachers make the best use of talk for teaching and learning. One of the outcomes of his research has been the teaching approach called *Thinking Together*, created with Lyn Dawes and Rupert Wegerif, which has been shown to improve children's skills in collaborating, learning and reasoning. He recently (with Christine Howe and Sara Hennessy) completed the first large scale UK study of how the ways primary teachers talk with children affect learning outcomes. With Ayesha Ahmed and Paul Warwick, he created the Cambridge/Voice21 Oracy Skills Framework. As Director of Oracy Cambridge, he strongly believes that oracy should be given more direct attention in schools and regularly contributes to professional development activities for local authorities and schools to enable that to happen.

M. G. Leonard

www.mgleonard.com

M. G. Leonard is the bestselling writer of children's books such as Beetle Boy, the Adventures on Trainsseries and The Twitchers. Her books have been translated into over forty languages and Beetle Boy is currently in development as a live-action series for TV.
She burst into bookshops with her quirky debut Beetle Boy in 2016, and the success of her beetle books have led to her becoming a vice president of the insect charity Buglife. She and her beetles have appeared on Blue Peter, Springwatch Unsprung, Countryfile, Meet the Author with James Naughtie, Sky News, and featured in the BBC documentary, The Bug Couple.

Maya lives in Brighton with her husband, two sons and pet beetles. She spent her early career in the music industry running Setanta Records, an independent record label and managing bands, most notably The Divine Comedy. After leaving the music industry, she trained as an actor, dabbling in directing and producing as well as performing, before becoming a digital producer for Shakespeare's Globe, the Royal Opera House, the National Theatre and Harry Potter West End.
Maya is one of the founding authors of #Authors4Oceans, with Lauren St John, campaigning to reduce single-use plastics.

FRIDAY OVERVIEW

Time	Session
9.00	Welcome
9.15	Keynote 1 - Dr Souto-Manning
10.00	BREAK
10.15	Breakout Sessions A
10.45	BREAK
11.00	Symposium 1 - Karen Daniels
11.45	Breakout Sessions B
12.15	LUNCH BREAK
12.45	Keynote 2 - Dr Muna Abdi

Time	Session
13.30	BREAK
13.45	Breakout Sessions C
14.15	BREAK
14.30	Breakout Sessions D
15.00	BREAK
15.15	Symposium 2 - Catherine Compton-Lilly
16.00	BREAK
16.15	Breakout Sessions E
16.45	BREAK
17.00	Breakout Sessions F
17.30	CLOSE
EVENING	18.30 - Storytelling Event (Zoom) https://us02web.zoom.us/j/83064560753

SATURDAY OVERVIEW

Time	Session
9.00	Welcome
9.15	Keynote 3 - Dr Neil Mercer
10.00	BREAK
10.15	Breakout Sessions G
10.45	BREAK
11.00	Symposium 3 - Teresa Cremin
11.50	Breakout Sessions H
12.20	LUNCH BREAK
12.45	Keynote 4 - Anne Fine
13.30	BREAK
13.45	Breakout Session I
14.15	BREAK
14.30	Breakout Session J
15.00	BREAK
15.15	Keynote 5 - M.G. Leonard
16.00	BREAK
16.15	Breakout Sessions K
16.45	BREAK
17.00 EVENING	SIG Meetings - Breakout Sessions X

SUNDAY OVERVIEW

Time	Session
9.00	Welcome
9.30	Symposium 4 - Clare Dowdall
10.00	BREAK
10.15	Breakout Sessions L
10.45	BREAK
11.00	Breakout Sessions M
11.30	BREAK
11.45	Breakout Sessions N
12.15	LUNCH BREAK
12.45	Breakout Sessions O

Time	Session
13.15	BREAK
13.30	Keynote 6 - Michael Rosen
14.45	Closing remarks

UKLA AWARDS

I10 AWARDS

Brenda Eastwood Award Winner Presentation.

Janet Douglas Gardner. Su Li Chong, Winner of the Brenda Eastwood Award 2021, Universiti Teknologi PETRONAS (UTP). Kelly Grove, Highly Commended 2021, Altmore Infant School.

This Award, which recognises good practice in teaching for diversity and inclusion, invites UKLA members to nominate schools, early years practitioners, teachers, HE tutors, consultants or librarians who have shown good practice in empowering children and young people to respect and appreciate diversity.

This session will celebrate the work of Dr Su Li Chong, Senior Lecturer at the Department of Management and Humanities, Institute of Self Sustainable Building, Universiti Teknologi PETRONAS (UTP), Malasia and Head of UTP's University Social Responsibility (Education Pillar) and Kelly Grove Assistant Head teacher and Literacy Lead of Altmore Infant School in the London Borough of Newham.

Dr Su Li Chong's multilingual, multiethnic and multicultural work was in encouraging and inspiring families to read together in their heritage languages.

The work at Altmore Infant School with Kelly Grove and her team demonstrates the energy and commitment of the staff, children, parents and carers towards learning in multilingual and multicultural classrooms. The Reading Café encourages both reading for pleasure and the importance of family support in the child's reading journey.

Dr Su Li Chong and Assistant Head teacher Kelly Grove demonstrate the perseverance and professionalism of staff to continue this work in literacy despite the global pandemic.

K10 AWARDS

Awards Presentation

Literacy and Research in Reading Journals Award .

Jill McClay, University of Alberta. Laura Shapiro, Winner of the UKLA/Wiley Research in Literacy Education Award 2021, Aston University.

Laura Shapiro, The importance of English Vocabulary and Grammar for EAL learners' reading and listening comprehension
Concerns about a "disadvantage gap" in educational attainments have become heightened since Dr. Selma Babayigit and I conducted this research. At the time, we were keenly aware of a trend for learners of English as an Additional Language (EAL) to underperform in reading comprehension when compared with their monolingual peers, and when compared with their own performance on other reading skills (e.g., decoding ability). We also recognised that educational attainments were associated with family-income, ethnicity, geography and their likely interactions. The recent Education Committee report on White Working-class pupils highlighted how easily views can become polarised, and how hard it is for us to accept complex associations. Our paper highlighted that (i) many EAL learners retain a weakness in English vocabulary and grammar by end primary, which negatively impacts reading and listening comprehension. Even a subtle weakness still negatively impacts attainments, and language support for EAL learners is needed throughout primary. (ii) Monolingual children from similarly low-income families also performed relatively poorly on standard tests, yet outperformed their EAL peers on all oral language measures. This underlines the importance of basic language skills and highlights that children's needs may not be immediately obvious in a classroom context.

M9 AWARDS

Awards Presentation

UKLA Wiley Research in Literacy Education Award.

Wayne Tennent, Brunel University. Tessa Daffern, Winner of the UKLA/Wiley Research in Literacy Education Award 2021, University of Wollongong.

Tessa Daffern, Overcoming the challenges of teaching and learning spelling.
Standard English spelling is a complex word formation problem-solving process. It demands integrated awareness of speech sounds (phonology), conventional letter sequences (orthography) and word parts that signal meaning and grammar (morphology). This session synthesises practical pedagogical insights drawn from the findings of several studies examining the teaching and learning of spelling. Collectively, these insights draw on data from over 5,000 Australian students across the first seven years of school. Insights from some of these students and their teachers about the challenges of teaching and learning spelling are shared as well as evidence-based teaching strategies and error analysis tools to support teachers and their students to overcome the complexities.

N6 AWARDS

Awards Presentation

Our Class Loves This Book Award Presentation.

Chris Lockwood.

This award asks teachers to explore a book in detail with their classes and encourage children's creative responses to the chosen book. The 2021 entries are based on the books shortlisted for the 2020 UKLA Book Awards.
In this conference we are celebrating joint winners from the 2020 Award, which was postponed, and a single winner for 2021.
In this session we will appreciate a vibrant and joyful film from 2020 joint winners Class Primary 1 and their teacher Zoe Lindsay at Craigbank Primary School, Alloa, Clackmannanshire based on the picture book Bob's Blue Period by Marion Deuchars published by Laurence King.
The second joint winner for 2020, Year 6 from Ranby House School, Retford, Nottinghamshire and their teacher Elena Bezoari, is based on The Explorer by Katherine Rundell, published by Bloomsbury. Their work demonstrates a teacher's use of a quality text to drive a whole term's cross-curricular project resulting in children's work of the highest quality.
For 2021 our winner is Year 6 and their teacher Ben Harris from Dunmow St Mary's Primary School in Essex. Their entry celebrates the unadulterated joy of a teacher reading aloud to their class every day, allowing the children to respond individually and collectively. Our session will focus on the work of these gifted teachers and their wonderful classes.

Friday - Storytelling

Led by the Storytelling SIG

Join this UKLA Storytelling social event on Friday evening from 6:30pm. Storytellers from all walks of life come together to share ideas and gain inspiration!

Zoom meeting link:
https://us02web.zoom.us/j/83064560753

Alastair K Daniel
www.storytent.co.uk
Prior to entering into full-time academia in 2010, Alastair spent over a decade working in schools in the UK and the Low Countries as an educational storyteller with The Story Tent. He is currently the Principal Lecturer in Primary English at the University of Roehampton and researches educational storytelling. Alastair continues to tell stories in local storytelling clubs, as well as periodically visiting schools with The Story Tent when university commitments allow. Alastair convenes the UKLA Storytelling SIG and the Storytellers in Schools Forum.

Janet Dowling
JanetTellsStories.co.uk
Janet is a traditional oral storyteller with a background in mental health and creative writing. She has worked in hospitals and schools helping children to develop their emotional literacy through oral storytelling to enable them to express themselves when responding to trauma, bereavement and loss. She has published two books of folktales and has a chapter in Using Storytelling to Support Children and Adults with Special Needs: Transforming lives through telling tales by Nicola Grove.

David Heathfield
www.davidheathfield.co.uk
David Heathfield is a storyteller and teacher of English from Exeter. He is the author of the Teacher Development book Storytelling With Our Students: Techniques for telling tales from around the world (DELTA Publishing), he runs Creative and Engaging Storytelling for Teachers courses on Zoom and he loves celebrating cultural diversity.
Author of Storytelling With Our Students
David Heathfield's Storytelling Channel

Hannah Brailsford
www.hannahbrailsfordstoryteller.com
Hannah shas 28 years experience of sharing and creating stories through interactive performances and workshops with students of all ages - from pre-school through to post sixteen in both schools and community settings. She is passionate about inspiring the next generation of storytellers.

Katy Cawkwell
www.katycawkwell.co.uk
Katy has nearly 25 years experience of telling stories and leading storytelling workshops with all ages. Her performances are dramatic, interactive retellings of myth, folktale and legend, painting pictures in the mind and inspiring a love of story. "So vivid. She painted such wonderful, memorable images... fantastic storytelling!" Oxford Story Museum.

Jill Lamede, The Tintagel Storyteller
www.lamede.com
Jill is a storyteller, writer, actor, based in Tintagel, Cornwall but now, thanks to Zoom, recognised and acclaimed internationally. In days long gone, tiny Tintagel was an important port and excavations have found artefacts from all over the Mediterranean world and beyond. The stories told then in Tintagel would have been the ones brought in by the sailors and merchants. These are the stories Jill tells - stories from all over the world - stories that she loves.

Hannah Need, The Storyteller of Southfields
www.hannahneed.co.uk
Hannah Need is a Professional Storyteller based in London working in schools providing storytelling workshops, interventions, school storytelling events and staff training. She combines her background in Speech and Language Therapy with her expertise in storytelling throughout her work as a storyteller.

Tracy Parvin
Trace Parvin is an enthusiastic teller of tales. She developed her passions for storytelling from her experiences as a primary school teacher and university lecturer. The power that the oral tradition and the spoken word has in holding both young and old in thrall cannot be underestimated. Children of all ages need to be given the space and encouraged to share their own stories, whether these come from personal experiences, or are retellings of traditional tales.   Trace was president of UKLA 2017-19 and is currently the immediate past president.

Meenu Sivaramakrishnan
https://www.facebook.com/KathaGalatta/
Meenu Sivaramakrishnan is a performance storyteller by her passion and love for stories. She believes stories have the power to enrich as well as entertain. In an attempt to rekindle the joy of oral storytelling, she began her own initiative, KATHA GALATTA - Unleash Ur Joy Thru' Stories! Meenu has performed at schools, storytelling festivals, cultural spaces, libraries, public parks etc., and provides story sessions and story-based workshops for both adults and children.
She has her own Story Podcast (KathaPod - Once upon a story) and is a member of the Federation of Asian Storytellers (FEAST).

SATURDAY

X1

Literacy and Multilingualism SIG - Drop In Session

Sabine Little, University of Sheffield.

UKLA members convene Special Interest Groups to develop understanding about particular areas of literacy teaching and learning. All UKLA members are invited to join SIGs and participate in their activity. Please drop-in to any room at 5pm to meet the conveners and ask any questions you may have. For more information about each SIG, please see the UKLA Website https://ukla.org/sigs-networks/

X2

Critical Literacy SIG - Drop In Session

Jennifer Farrar, Navan Govender.

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X3

Early Years Literacy in Education SIG - Drop In Session

Lucy Rodriguez-Leon, Karen Daniels.

UKLA members convene Special Interest Groups to develop understanding about particular areas of literacy teaching and learning. All UKLA members are invited to join SIGs and participate in their activity. Please drop-in to any room at 5pm to meet the conveners and ask any questions you may have. For more information about each SIG, please see the UKLA Website https://ukla.org/sigs-networks/

X4

Everyday Literacies SIG - Drop In Session

Jennifer Rowsell, Clare Dowdall.

UKLA members convene Special Interest Groups to develop understanding about particular areas of literacy teaching and learning. All UKLA members are invited to join SIGs and participate in their activity. Please drop-in to any room at 5pm to meet the conveners and ask any questions you may have. For more information about each SIG, please see the UKLA Website https://ukla.org/sigs-networks/

X5

English in Initial Teacher Education SIG - Drop In Session

Teresa Cremin, Rebecca Austin.

UKLA members convene Special Interest Groups to develop understanding about particular areas of literacy teaching and learning. All UKLA members are invited to join SIGs and participate in their activity. Please drop-in to any room at 5pm to meet the conveners and ask any questions you may have. For more information about each SIG, please see the UKLA Website https://ukla.org/sigs-networks/

SATURDAY

X6

Storytelling SIG - Drop In Session

Alastair K Daniel, Tracy Parvin.

UKLA members convene Special Interest Groups to develop understanding about particular areas of literacy teaching and learning. All UKLA members are invited to join SIGs and participate in their activity. Please drop-in to any room at 5pm to meet the conveners and ask any questions you may have. For more information about each SIG, please see the UKLA Website https://ukla.org/sigs-networks/

X7

Teaching Writing SIG - Drop In Session

Ross Young, Felicity Ferguson.

UKLA members convene Special Interest Groups to develop understanding about particular areas of literacy teaching and learning. All UKLA members are invited to join SIGs and participate in their activity. Please drop-in to any room at 5pm to meet the conveners and ask any questions you may have. For more information about each SIG, please see the UKLA Website https://ukla.org/sigs-networks/

SYMPOSIA

FRIDAY SYMPOSIUM

Not just a world of words: Troubling children's talk.

Stavroula Kontovourki, University of Cyprus. Karen Daniels, Sheffield Hallam University. Abigail Hackett, Manchester Metropolitan University.

How children learn to speak and how this can best be promoted and supported is a topic of longstanding and intense interest for anyone seeking to understand the lives and experiences of young children. Conceptual understandings of talk, what talk is, what talk includes and how it comes into being, vary significantly across accounts. However, in dominant policy discourse it is the 'words' that children say that are gaining attention. With an aim of countering reductive accounts, this symposium moves away from a focus on 'words', and explores what language might be when it is seen as an embodied, affective and non-representational phenomenon. Delegates will be invited to look beyond words, consider vocalisations and bodily movements, silences and stillnesses, and think with the more-than-human soundscape.

Stavroula Kontovourki, University of Cyprus, Vibrancy and stillness in talking school discourse
This presentation examines moments of silence and liveliness in a public school literacy classroom where 7-year-olds were expected to follow particular rules that governed their bodily movement and language use. Despite expectations to be seated still and talk school discourse upon permission, time-lapse videos from classroom observations made it possible to see children's continual movement and bids to talk. Utilizing the notion of embodiment as a tool to understand children's disciplining and yet indeterminate act and action, the presentation thus discusses vibrancy and stillness as concurrent possibilities in everyday classrooms.

Karen Daniels, Sheffield Hallam University, The communicative salience of ongoing movement
Turning attention to children's activity in an early years classroom, this presentation draws on data that examined potent communicative salience of children's bodily movements during an episode of 'puppet play'. By focusing on the flows of movement and stillness of puppets and hands, and the affective quality produced by the speed and slowness of movement, this account shifts the focus from the child as an intentional producer of narrative text, and instead draws attention to the ongoing and contingent movement of bodies and materials in classroom assemblages.

Abigail Hackett, Manchester Metropolitan University, More-than-human language, children and place
L points repeatedly at the sky, where some kind of bird of prey is cruising and circling. He say "baebae". It is not clear what the word is. If anything, it sounds more like baby than bird.

Whilst children's non-linguistic vocalisations are most often ignored, or are celebrated as pre-cursors to recognizable words, this paper foregrounds the ways in which sounds arise from children's vocal chords in response to and in relationship with, a wider more-than-human soundscape. Examining the generative potential of young children's vocalisations, particularly those that seem to have an unclear or unfixed meaning, this paper offers ways to understand representational and non-representational sound in a non-hierarchical way.
Following the presentations, delegates will be invited to reflect on the differing perspectives and the challenges and complexity surrounding the concept of children's talk. How can teachers and researchers work towards resolving social difference and division in such precarious times?

FRIDAY SYMPOSIUM

Children's Language and What It Tells Us about Their Worlds.

Catherine Compton-Lilly, University of South Carolina. Annette Woods, Kerryn Dixon.

In this symposium, scholars from Australia, South Africa, and the United States share research grounded in children's words and their views of the world. For the past 35 years, sociocultural literacy research has highlighted the essential role played by language in children's becoming literate (Heath, 1983; Luke, 2018; Rymes, 2001). As Genishi and Dyson (2009) explain, children's words and stories provide insights into how they envision their worlds. While each of the three papers builds on research data, these papers highlight particular actions that teachers can take while revealing the rich funds of knowledge that children bring to literacy learning at school.

Children's Transnational literacies: Immigrant Children and Their Views of the World, Catherine Compton-Lilly explores the transnational literacy practices of children in immigrant families. Specifically, she examines children's transnational funds of knowledge as long-term effects as the children were followed the children into high school.

Young Children Naming their Worlds for Literacy and Sustainability Annette Woods discusses a project in which young children engaged in literacy practices to not only name their worlds but also to consider the sustainability of the earth and their local communities. A Transnational Literacy Adventure: Children in Rural South Africa and the Urban American South

Kerryn Dixon presents findings of a transnational project between children in rural South Africa and urban USA. She explores how digital spaces facilitate language and literacy learning as children connect with each other.

SYMPOSIA

SATURDAY SYMPOSIUM

Readers, texts and talk.

This symposium brings together scholars who are exploring talk in the context of volitional reading in the primary years. The four papers, nested within socio-cultural perspectives, individually and collectively, highlight the insights gained and the complexities involved in informally talking about texts, about reading and being a reader.

Exploring children's social motivations for reading
Teresa Cremin, The Open University and Marilyn Mottram
Motivational and behavioural characteristics of reading are now widely recognised alongside cognitive characteristics. Building on our earlier research which identified reading as relational, and linking to motivation theories, our current study is exploring children's social motivations for reading. Framed around the social dimension and Bandura's concept of self-efficacy, the work involves close observation of groups of children in four classrooms over three months. The teachers are documenting the existence of children's reading networks and the socially and culturally situated nature of these in classrooms and around school. The work affords insights into readers' motivations, and highlights the value of teachers working to notice, document and act, building on their observations and conversations in order to find ways of engaging the disengaged. However, as the evidence reveals, understanding readers' identities and practices is a complex skill, one which needs significant support within a professional learning community.

Boys and girls tell stories of reading for pleasure
Laura Scholes, Institute for Learning Science and Teacher Education, ACU, Australia
Boys are often portrayed as reluctant readers who if pushed to read prefer non-fiction. Alternatively, girls are positioned as avid consumers of fiction who read for pleasure. While these striking stereotypes are evident in Australia, this paper disrupts these normative assumptions about readers. Drawing on an Australian Research Council study that explored primary school children's enjoyment of reading, the paper illustrates the nature of children's talk about their favourite authors, books, series and desired reading materials highlighting many boys' love of fiction and some girls' aversion to it. Examples of children's narratives make visible their voices and views in relation to reading for pleasure including the specificity of reading preferences, the salience of accessing the right resources at the right time, and the seminal influence of peer group cultures on children's volition as readers.

Talking in the library: Intergenerational solidarity in reading for pleasure library practice
Jen Aggleton, The Open University
School and public libraries have considerable potential to support the development of dialogue and pleasure in reading (Clark & Teravainen-Goff, 2020; Cremin, 2014), and reading for pleasure is considered by many librarians to be core to their work (Softlink, 2018). However, a lack of funding, training, and research into reading for pleasure provision and practice within libraries, especially at the primary phase, presents significant barriers to developing effective practice (BMG Research, 2019; Teravainen & Clark, 2017). Drawing together empirical and theoretical research from a range of anglophone countries, this paper argues that intergenerational solidarity approaches to librarianship can offer a roadmap for the successful promotion of volitional reading in school and public libraries. Rather than the library being a place for quiet, encouraging meaningful talk can enable adults and children to contribute their differing funds of knowledge, have their voices heard and extend their journeys as readers.

Overcoming adversity through hope: Discussing picture fiction
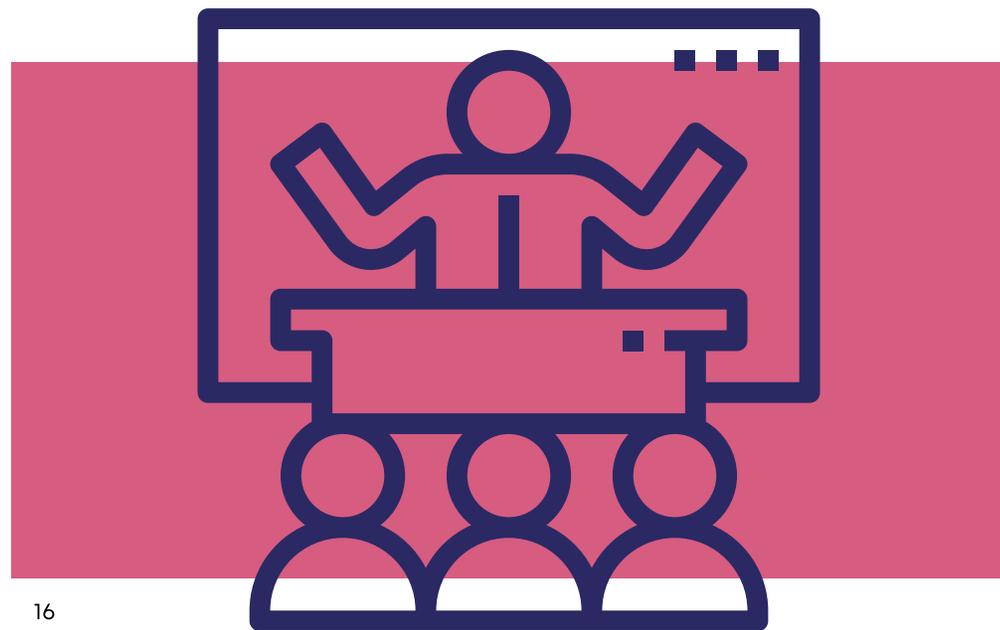**Sarah Jane Mukherjee and Teresa Cremin, The Open University**
In the context of Covid-19, this project seeks to enable parents and practitioners to support children to come to terms with and understand social and emotional challenges. Talking about these is not straightforward, although picture fiction texts offer potential. From a list of 150+ recent picture books that cover themes such as bereavement, anxiety, illness and reflect multiple diversities (e.g. colourism, diverse cultures, sexuality), 30 books were selected. Drawing on Kress and van Leeuwen (1996) & Painter (2009), these polysemic texts were subject to multimodal analysis with a dual focus on how image and text offer meanings that allow readers to connect and build relationships with characters and storylines. A framework to support practitioner and child insights into the subtle meanings in such texts is being developed, affording greater confidence in choosing and using picture fiction. Additionally, PD resources to mediate the framework and encourage in-depth dialogue are being created.

SUNDAY SYMPOSIUM

UKLA Digital Literacies Task Group: Developing a framework for digital literacies.

Jeannie Bulman, Cathy Burnett, Angela Colvert, Clare Dowdall, Becky Parry, Lucy Taylor, Louise Wheatcroft.

The UKLA Digital Literacies in Education SIG has been funded by the UKLA to produce a resource that will support teachers to plan, teach and assess children's creative and critical use of digital media. In 2018-2019, a review of existing frameworks relating to digital literacy(ies) in education was conducted by a small team of researchers. Based on this review, a provisional framework for promoting the use of digital literacies in education was compiled and shared at the UKLA International Conference in 2019. Within this framework, 12 principles for the use of Digital Literacies in Education were described. During 2019-20, the team worked with the 12 principles to explore their relevance and potential as tools to support teachers in practice. In this symposium, team members will share their findings and make recommendations for practice.

A1

PG Slam

The beauty of book blether: A Deweyian perspective on the significance of students' literary talk.

Mel Green, University of Queensland.

Book blether has been identified as a highly significant yet somewhat undervalued aspect of children's reading engagement. With appealing pastiche drawn from children's literature, this paper presents findings from a larger PhD study, which explored what teachers are doing to achieve classroom reading for enjoyment. This narrative inquiry aimed to identify how teachers understood and communicated the connections between reading enjoyment, literature, imaginative thinking and experiential fulfillment. This presentation focuses on research conducted across the 2019 school year, with a Year Three teacher and her class. I describe the design and implementation of a cumulative sequence of weekly lessons devoted entirely to the distinctive delights of book blether.
I draw on Dewey's theory of aesthetic experience to explore connections made through text talk and to attribute the significant value of literature-based dialogic interactions in terms of efficaciously improved expressions of reading preferences, literary opinions, and more meaningful human relations. Insights from the data reveal how the conversational reading experiences contributed to students' development of reading identities. I explore implications for teacher knowledge of these affects and realms of discussion. I suggest that wider enactment of aesthetically framed book blether may serve as a potent agent for more enjoyable reading experiences.

A1

PG Slam

Reading for Pleasure in the Early and Primary Years – Pre-Service Teachers' Beliefs and Intended Practices.

Elizabeth Pink, Queensland University of Technology.

Children in the early years of school engage in extensive reading instruction, primarily focused on the technicalities of learning how to read. It is known that children's attitudes towards reading, and how often they read for pleasure, can have a significant impact on their reading and spoken language development, with these factors providing a greater academic advantage for children than having well-educated parents. While a large body of research has focused on the how of reading instruction, there are few studies exploring reading for pleasure in the Australian context and how pre-service teachers intend to cover this in the classroom.
This mixed-methods study explores early childhood and primary pre-service teachers' self-reported beliefs about the importance of reading for pleasure in the early years of school, as well as the benefits and challenges they expect to experience in implementing reading for pleasure pedagogies in the classroom. Research participants include 36 pre-service teachers studying at universities around Australia, with data collection involving an anonymous online survey and follow-up interviews. The results of the study will provide evidence to inform further research and may have implications regarding potential improvements in early school reading instruction and pre-service teacher education.

A2

Research Report

(Re)seeing our teaching: Disruptive uses of video in support of preservice English teachers' learning.

Sara Kajder, University of Georgia.

This formative design project aimed at building reflective and responsive secondary English teachers who use self-recorded video in communities of practice to unpack and critically interrogate their own teaching. Where the use of video in supporting student teacher learning isn't new; use of 360 cameras to produce a different kind of interactive media offers new possibilities. Further, this work presents new opportunities for mentor teachers to prompt the (re)seeing of a moment of instruction, for mentor teachers to participate as teacher educators in this artifact of learning, and for teachers' professional knowing and expertise to be sounded in new ways. As teachers' learning follows a developmental trajectory that is both incremental and recursive (Feiman-Nemser, 2001), it follows that analysis of video artifacts of teaching should be embedded and scaffolded at multiple points across a program of teacher education in order for the novice teacher to iteratively examine their growth over time and begin to articulate the too-often invisible process of instructional decision-making. This study followed a cohort of preservice teachers who were moving through a year long instructional placement in middle or high school (U.S.) English/Language Arts classrooms, capturing mentoring, criticality, failure, and unexpected growth.

A3

Workshop

Poetry without borders.

Rebecca Simpson-Hargreaves, University of Manchester.

As authors and readers we draw from a wide range of experiences to interpret or give meaning to words (Brooks & Browne, 2012). The literary form of poetry is one that can travel across lines and borders, with choice or expression offering insight into cultures and societies other than our own. From poems shared by wandering troubadours to those created to honour the Greek Gods, this workshop will draw from global styles to support attendees in the creation of both collective and individual pieces. The purpose of the session is to both inspire as well as instruct, easily translatable into the classroom or personal practice. Forging links between literacy and other subjects it will concentrate on how the skills used to understand, create and perform poetry can underpin wider learning and help the author establish their own voice.

A4

Seminar Presentation

Towards broadening meaning-making: Talking through 'struggling' readers' literacy narratives.

Su Li Chong, Universiti Teknologi PETRONAS.

This paper presents findings from an on-going research project that explores new ways of being literate, as they are supported by notions of multiliteracy and multimodality. Located in Malaysia, this research project saw autonomy and control being handed over to 'struggling' readers so that they could fashion for themselves how they made meaning, relevant. These readers were boys and girls aged 8-years-old. Using multiple modes of meaning-making across alphabetic and non-alphabetic ways of representations, these primary school students combined visual, spoken and artistic means to present their knowledge and perspectives of a chosen interest. Mainly, this research aimed to foreground non-dominant approaches of reading as a means to mediate the students' struggle with alphabet-centric modalities of reading. Throughout this project, the mode of talk was crucial in shaping its outcomes.
This paper highlights where and how talk became an important building block for putting together new ways of being literate. Such new ways, as they are shaped and dictated by the very students who conventionally struggle with reading, provide new trajectories toward the broadening of meaning-making.

A5

Research Report

Multimodal from the first day of school.

Noella M Mackenzie , Charles Sturt University.

There is a 'strong relationship between children creating texts which incorporate both visual and written elements and their ongoing ability to create and interpret multimodal texts.' (Mackenzie & Veresov, 2013). Most children start school being able to draw and talk. If we value drawing and talking and encourage children to create multimodal texts using these two modes, we can then teach the written text mode as an additional mode. This approach is supported by considerable research which confirms that early writing develops at many levels simultaneously as children build a symbolic repertoire of which print is only one element. In addition, by recognising and building on what children already 'know and can do' and introducing conventional text writing as an additional mode of communication to add to their existing repertoire, children will remain successful meaning makers and become successful writers. In this way, written language becomes a parallel process of meaning making, rather than a replacement for the drawing and talking modes of message children use so successfully when they arrive at school (Mackenzie, 2011).

A6

Seminar Presentation

We (still) need to talk about teaching early reading: Changes to ITE accreditation standards in Australia.

Robyn Cox, University of New England.

The teaching of early reading, together with its accompanying pedagogy and knowledge base, has a long and somewhat tedious history where oftentimes those who know the least about the topic seem to have the most to say. This seminar recounts the process of some recent changes to the Australian Initial Teacher Education (ITE) program accreditation standards for the preparation of teachers for teaching early reading. These changes were in part an election promise by the conservative government built on concerns about the falling standards of reading based on international testing systems. The changes at the time of writing this abstract have been agreed upon by the Education Council (the body that oversees school-based education), however, the next steps in the process inherent in this agreement have yet to be played out. This is an important moment in the teaching of early reading in Australia.
Themes that will frame this seminar are: political imperatives; bureaucratic processes; federated education systems; expert knowledge; twitter lives; professional associations; and, knowledge about language.

A7

Seminar Presentation

Cloakroom Libraries - engaging families with reading.

Jane Carter, University of the West of England.

As part of an Erasmus Plus project, titled 'Open the Door for Reading', five European cities (Bristol, Turku, Gothenburg, Brussels and Milan) worked together to share and develop practices to engage vulnerable or marginalised families, with book sharing. Gothenburg shared their development of Cloakroom Libraries: mini, informal libraries in the 'cloakrooms' of public buildings. This idea was adopted by the City of Bristol in partnership with Dr Jane Carter (University of the West of England). This seminar focuses on two case studies from the project: one explores how a school with a large Somali community identified their community 'influencers' and, working with a community researcher began to collaborate with the influencers to develop 'community reading ambassadors' whose aim was to influence the community's use of the Cloakroom Library. The second case study centres on mum and baby groups. Often isolated and vulnerable, these new mums were brought together at local children's centres and a weekly book sharing element was added to the normal support sessions. Interested mums were then 'hooked' in to the Cloakroom Library. This is an ongoing project and additionally challenged by Covid restrictions but one that is proving to be exciting and engaging for all involved!

A8

Seminar Presentation

Developing effective oral feedback exchanges: supporting children's writing at key stage two.

Deborah Jones, Brunel University London.

This session explores the ways in which oral feedback can be developed to support the compositional aspects of children's writing and asks what constitutes quality within the feedback interaction as part of dialogic assessment. Several feedback interactions between children and teachers were filmed after which teachers watched the recordings, reflected on the process and considered key questions: How well do I listen to what the child says and build on it? Does the child understand my feedback? How do I know? Children also watched the films and reflected on how they had learned and what had helped them. This session will reflect on how understandings of feedback had developed for both children and teachers in key stage 2 classrooms.

A9

Seminar Presentation

Literacy in dominant and non-dominant trajectories in Singapore and Malaysia: Asia speaks.

Chin Ee Loh, Nanyang Technological University.

As a geopolitical, historical and sociocultural force, Asia is inherently rich with narratives of lived literacy experience, not least because it is home to some of the oldest civilizations in the world. This paper presents literacy narratives of communities located in Asia. Drawn from an upcoming edited book, the literacy narratives of 12 authors from Brunei, China, Hong Kong, Malaysia, Philippines, Singapore and Taiwan, woven together with cutting edge empirical data and theoretical-historical accounts of the authors' research will be presented. This paper will highlight research from two chapters focusing on the historical and lived experiences of literacy policies and practices in Malaysia and Singapore. The presenters will give voice to official and enacted literacy narratives from 1965 to present day by juxtaposing policy documents, speeches, newspaper articles, research and personal reflections to give voice to the official and enacted versions of dominant and non-dominant trajectories of becoming literate in these two nations. The presentation illustrates how negotiating past and present perspectives of literacy experiences can provide glimpses into the literacy futures for the region.

B1

Seminar Presentation

Creative Thinking: Process, writing and the dynamics of dystopia.

Judy Waite, University of Winchester.

Think of a town you might recognise - but not quite. Think of people you might know - but not quite. There is something wrong in this town, resentment running beneath its surface like an underground river. When the waters of unease churn too fast, and too fierce, something dangerous will flood upwards. Challenging everything. Our world, the one we do recognise, has seen a shift in the attitudes of the young. Children and teenagers are no longer trusting grown-ups to put things right. There is emerging global and environmental awareness. Through discussion and the evolution of characters, this interactive session voices the concerns of young learners through character development and dialogue, evolving story ideas through perceptions of right and wrong, whilst underpinning emotional landscapes that drive all good stories.
Pitched initially for undergraduate learners, the content is adapted to additionally have value for upper-KS2 and KS3.
Delegates will evolve ideas for a whole class literacy session, offering potential for single-sessions or ongoing topics, whilst incorporating writerly-craft elements related to assessable skills such as dialogue, character and setting in fiction.
Judy Waite has written over forty novels for children and young adults, and published non-fiction texts related to literacy and creativity. Judy is a senior lecturer in creative writing in HE with over twenty-years experience of running writing workshops and residencies in schools. Her research focus is on developing creative methodologies within a classroom context, and Judy is currently involved in OECD creative and critical-thinking projects with a particular focus on how we assess creative process and content.

B2

Research Report

Parent perceptions of the meaning of 'literacy' for children identified as having 'learning disabilities'.

Lauran Doak, Nottingham Trent University.

Literacy is a contested concept in mainstream education, with tension between (for example) the autonomous and ideological models of literacy (Street, 2000). In special education, however, the meaning of 'literacy' in the lives of children with 'learning disabilities' assumes added complexity. It is unclear whether disabled children who do not acquire reading and writing skills associated with conventional literacy should be considered illiterate, semi-literate, pre-literate, or more positively as active multimodal participants in literacy events (Flewitt et al, 2009). As Lawson et al. (2012) note, from a realist perspective some disabled children are non-literate if we subscribe to an autonomous model of literacy as skill acquisition. Conversely, from a social/ideological perspective the issue becomes instead the narrow construction of 'literacy' as certain privileged forms of meaning-making to the exclusion of others. In this paper I draw from my UKLA-funded project exploring family use of iPads for personalised story-making and story-sharing with disabled children. I report specifically on the early interviews with parents/carers, exploring their understandings of 'literacy' and the place of 'literacy' in the everyday lives of their children. I reflect on how parental discourses mobilise and re-imagine wider conceptual disagreements about 'literacy' for children in special education.

B3

Seminar Presentation

Voice Through Verse: Verse novels as a medium for developing oracy.

Sally Murphy, Curtin University.

In the past 10 years verse novels - narratives told using free verse - have appeared on publishing programmes, award lists and in classrooms and libraries in increasing numbers. Known for their ability to explore often complex or confronting issues in an accessible form suitable for readers of all abilities, they are also recognised as being well suited to oral reading. The unique reliance on dramatic first person narration dramatic makes the verse novel a versatile tool for developing oral language skills in children and teens, whilst also addressing other aspects of the literacy curriculum.
This session explores the ways verse novels can be utilised in the literacy classroom, with a special focus on oral language skills. The presenter will draw on the experiences of her dual careers as an award-winning verse novelist and as an educator. Examples of recent verse novels will be presented, with extracts read by the presenter and/or audience volunteers.

B4

Seminar Presentation

The role of imagination in education.

Caroline Hart, Miranda Dodd, University of Southampton.

Einstein said "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world." In an educational climate with a renewed focus on knowledge and pressures of funding, time and accountability, what is the role of imagination? Through discussions with children's authors and primary school teachers, this project has explored imagination in the lives and education of children and their teachers. Conversations with authors examined the interactive and connective processes between the imaginations of author and reader. Interviews with teachers, including an imaginative technique to instigate the discussion which those attending will be able to try, examined their views on the place of imagination in the primary classroom. What became clear from the project was that this is a subject which provokes deeply felt and often very concerned views from those contributing so this seminar aims to forefront their voices.
In the words of Vygotsky, "Everything that requires artistic transformation of reality, everything that is connected with interpretation and construction of something new, requires the indispensable participation of imagination." To conclude we will consider how we can promote imagination in the 21st century and explore the role of spoken language within this.

B5

Workshop

Using Discovering Children's Books - a new digital resource from the British Library.

Andrea Varney, The British Library.

This workshop introduces an inspirational resource for schools from the British Library. The free web space - Discovering Children's Books - brings together treasures from across the UK to explore the history and diversity of children's books, and prompt fresh ways of reading, writing and talking. The site has miniature and moveable books, comics, fairy tales and poems, as well as messy notebooks and sketches by iconic authors from Lewis Carroll to Roald Dahl, Judith Kerr, Axel Scheffler, Liz Pichon and Zanib Mian. This session gives you a taster of activities using such sources to inspire talk and creativity.

B6

Seminar Presentation

Storytelling Connections to Fanfiction.

Leslie Haas, Jill Tussey, Buena Vista University.

This session will develop participant understanding of the connections between oral language, written language, and the writing process through student selected popular culture fandoms. Utilizing popular culture as a spring board for storytelling and later writing, provides learners opportunities to make connections between academic and non-academic literacies. Often this concept is linked to fanfiction which are texts written about media and popular culture by fans. However, in this presentation the focus will be on storytelling. The unique needs of elementary and secondary students from diverse languages and backgrounds will be examined with an emphasis on developing written and oral communication, problem solving, and critical/creative thinking. Incorporating motivation, engagement, and technology strategies will also be highlighted. Additionally, the presenters will provide real-world examples of how popular culture as an instructional support has been implemented in an elementary setting, as well as provide time at the end of the session for follow up questions.

B7

Seminar Presentation

Critical Literacies and Awareness in Education II (CLAEII).

Julia Gillen (Chair), Diane Potts, Johnny Unger, Lancaster University. Alexandre Dessingué, David-Alexandre Wagner, University of Stavanger. Cheryl Pasquier, France. Christine Soldal Risal, Krister Staurset, Norway.

Our Erasmus+ project involves 30 secondary school teachers and teacher-librarians in 3 subjects (L1, English as a Foreign Language, and History) in France, Norway and Spain, supported by researchers at the Universities of Stavanger, Valencia and Lancaster. Although the development of critical thinking skills is often considered important in democratic societies, there is still a lack of empirical projects especially among this age group examining its enhancement in practice. As a community of inquiry we work together on: 'How can we enhance criticality among pupils (12-15 years) through the improvement of the pupils' dialogic participation in the classroom and pupils' metacognitive awareness?' The project design involved adapting tools including teachers' logs and pupils' self-evaluations of dialogic participation, originally developed in a pilot project.
Our presentation will introduce the practices developed in the project including perspectives from teachers in Norway and France. We will share some data and reflections on our challenges. We invite participants to discuss our theoretical perspectives, engage with our instruments, reflect on project activities and look towards the future with us.

B8

Seminar Presentation

'To sync or not to sync': Learner-focused decision-making about online teaching.

Helen Morris, Glen Franklin, UCL Institute of Education.

Schools moved rapidly to develop online learning opportunities for their children at the start of the pandemic, finding new and innovative ways to use technology in a time of necessity in ways hardly dreamed of just a year ago. More recently, the UK government and Ofsted have been debating the merits and values of synchronous and asychronous teaching online, arguing which is better to engage pupil learning. But is it really a case of either/or? Has a focus on the medium of delivery made us lose sight of learning and pedagogy? In this seminar, we use Koehler and Mishra's (2009) Technological Pedagogical Content Knowledge model, to consider how teaching decisions can focus on the learner rather than on technical capability and engage children in purposeful learning experiences. At the heart of our work is the importance of effective communication and feedback between teacher and learner, and how starting from the 'what' and the 'why' leads more effectively to the 'how' of online learning.

B9

Research Report

"You'll never be as good as the white kids in their language": using Young Adult fiction to exploring, describing and challenging language discrimination in schools.

Ian Cushing, Brunel University London. Anthony Carter, Bushey Meads School.

This talk reports on emerging findings from an ongoing UKLA funded study which is exploring the use of fictional texts to interrogate language discrimination in schools with young readers. We are motivated by the fact that language discrimination is embedded into the fabric of both national and local education policy in England, alongside limited UK-based research which has used fictional texts in this way. We aim to explore how fictional texts serve as one entry point to exploring how language discrimination is endemic, intersectional, institutional and systemic, with a focus on how schools can work as hostile spaces for minoritised speakers deemed to not conform with so-called 'standard' language practices. Although we emphasise that language discrimination is inherently intersectional, in this talk we pay particular attention to the role of race and racialisation as axes of stigma. We report on the initial stages of the study, based on a series of workshops in a secondary school where students were responding to Kelly Yang's 2018 novel Front Desk. We show how students used the text as an entry point in (a) discussing their own racialised language practices; (b) interrogating the listening practices of white listening subjects, and (c) exploring language stigma as intersectional and institutional.

B10

PG Slam

Using creative methods to explore children's writing experiences in Key Stage Two: findings from the Pilot Study.

Lynsey Hunter, Sheffield Hallam University.

This is session will share findings from the pilot study of my PhD research exploring creative methods to capture children's experiences of writing in the Key Stage Two classroom. It will consider the effectiveness of creative activities as a research method when working with children, and examine any initial themes about writing which have emerged in the data.
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B10

PG Slam

What is generated exploring Shakespeare through drama in an after school club?

Jemma Monkhouse, Sheffield Hallam University.

The presentation will focus on an ongoing EdD research project asking what is generated through an after school club with KS2 children using drama to explore Shakespeare's Macbeth. The research aims to investigate ways in which children engage in the club and the way understanding and meaning develop. This understanding may relate to comprehension of the play, meaning generated around the themes and characters of the play and children's personal understanding of themselves. The aims therefore relate to drama's role on a personal and social level as well as a pedagogical approach to developing understanding of a text. The presentation will report on my initial analysis and themes emerging from the data and the way this has been informed by a range of methods, including my role as a participant observer running the club (captured through a reflective journal), and recording the club from different perspectives using GoPro cameras. The challenges of attempting to explore different perspectives and the experiences of others will be explored in relation to the methods used to generate data and for analysis. It is hoped that the presentation will add further weight to the notion of drama as a valuable pedagogical approach within English teaching.
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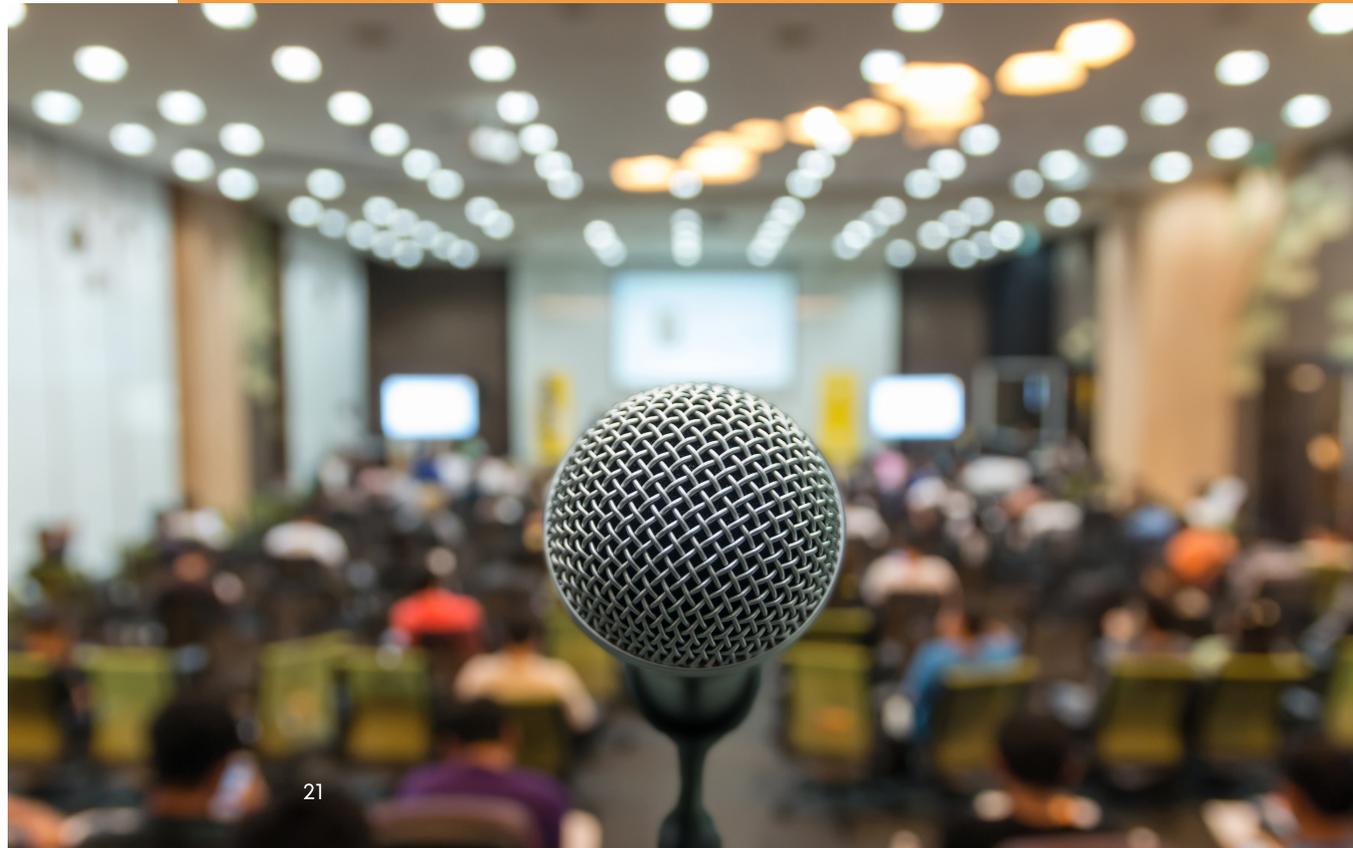
C1

Research Report.

Literacy education in Iceland in the light of bottom-up and interactive models of literacy: Comparison between the Beginning Literacy approach and non-Beginning Literacy approach.

Rannveig Oddsdóttir, University of Akureyri.

Literacy education in Iceland have a long-standing tradition of the bottom-up approach and synthetic phonics in the first years of schooling. This is changing, however, and since 2006 about 80 compulsory schools in Iceland have implemented an approach to early literacy teaching called Beginning Literacy (BL), which builds on interactive model of literacy. The aim of the current study was to investigate the possible differences in literacy education taking place in schools that have implemented BL and schools that use other methods (non-BL).
Data was obtained from a questionnaire that was sent to 571 teachers and differences in literacy education were measured with a linear regression model. The main findings revealed different teaching patterns in BL schools and non-BL schools, that were akin to the differences between the bottom-up and interactive models of literacy.
In non-BL schools, teachers devoted more time to the technical aspects of reading, while oral expression, reading for pleasure and adapted teaching was more prominent in the BL schools, especially in grade 3-4. That might demonstrate that teachers in BL schools are more aware of literacy as a long-term learning, which depend on various factors, as technical skills, language and culture.

C2

Seminar Presentation
Audience:
Room:

Phonemic Awareness: Why spoken language matters in early reading instruction.

Jennifer O'Sullivan, Marino Institute of Education.

A subset of phonological awareness, phonemic awareness plays a significant role in supporting children's later reading development. Phonemic awareness refers to a conscious awareness of the individual phonemes in spoken words (Brady, 2020).
In any alphabetic writing system, such as English, beginning readers have to first become aware of the individual phonemes (sounds) in spoken words in order to subsequently learn that those phonemes are represented by letters.
Evidence suggests that a child's socioeconomic background can affect his/her phonemic awareness levels upon entering school, which, in turn, can affect his/her future reading development.
This presentation examines the importance of explicitly teaching phonemic awareness in early years' classrooms, particularly in the context of schools serving areas of socioeconomic disadvantage, in order to help prevent future reading difficulties.
The presentation will include engaging, hands-on activities that can be implemented in classrooms to support the development of children's phonemic awareness skills. Results of a year-long collection of data in junior infant classes in a school serving an area of disadvantage in Ireland will also be presented.

C3

Seminar Presentation

Children's stories as written performances in the "At the Museum everything goes" project - between ideology and agency.

Marta Rakoczy, University of Warsaw.

My presentation will concern stories created by children, which despite the fact that they refer strongly to a spoken language are at the same time shown as multimodal texts. The examples of such stories I will attempt to analyze were presented during the exhibition of the "At the Museum everything goes".

C4

Seminar Presentation

Children's early performance in Dialect Awareness predicts later achievement in literacy learning.

Evdokia Pittas, University of Nicosia.

This longitudinal study set out to examine the connection between spoken language and literacy learning after including strict controls in the analysis. This hypothesis was examined with Greek Cypriot children aged 6 to 10 who speak Greek Cypriot in most social contexts and learn to read and write in Standard Modern Greek. The first wave of data collection showed that dialect awareness independently contributes to reading and spelling in Greek. The second wave of data collection showed that children's performance in dialect awareness predicted performance in reading and spelling eight months later, even after controlling for grade level, estimation of verbal intelligence, phonological and morphological awareness, and initial scores in reading and spelling. Empirically this study established the unique and longitudinal contribution of dialect awareness to the prediction of reading and spelling in Greek and prepared the way for testing the causal connection between dialect awareness and literacy.

C5

Research Report

Developing criticality and creativity with illustrated novels.

Jen Aggleton, The Open University.

Whilst the benefits of working with picturebooks in the classroom are well known, the affordances of illustrated novels are less familiar to educators. This paper reports on the findings of a participatory case study of five 9-10-year-old children reading three illustrated novels, which explored both the processes of reading and the potential the medium holds for readers.
 This research demonstrates that illustrated novels have affordances which invite moments of reflection that generate critical, creative, and aesthetic engagement. Multiple possibilities are opened up by both the combination of images and writing, and the impact of illustrations on the automatic picturing process, leading to 'possibility thinking' (Craft, 2000) which facilitates the exploration of complicated issues and the development of critical thinking. The illustrated novel's fractured narrative rhythm creates moments of reflection, encouraging critical evaluation, and the medium has a heightened potential for emotional and aesthetic impact which enables affective engagement and can support personal and reflective responses.
 To capitalise on these affordances, I discuss the importance of viewing illustrated novels as complete texts where illustrations and words are interdependent and of equal value, alongside a child-led approach to engagement and discussion.

C8
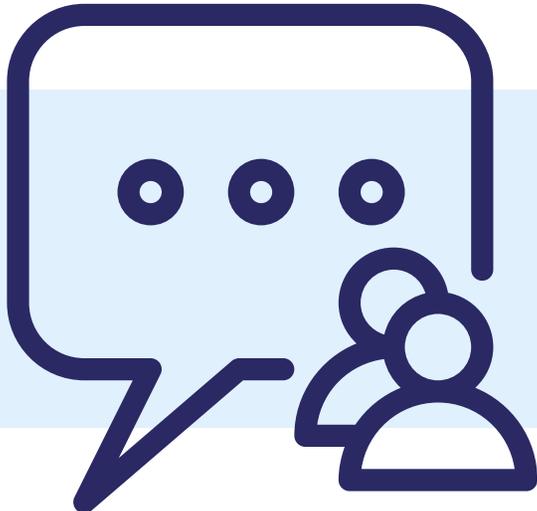
Talking the truth' about words.

Miranda Dodd, University of Southampton.

If we explore the etymology of the word "etymology" we find it originates from "etymos" meaning "true, real or actual" and "logos" meaning "study". Over the last three years, teachers in Southampton and Poole working on a research project investigating the teaching of spelling have increasingly recognised the value of discussing word origins with children and the ensuing excitement generated about words and their meaning.
This is especially relevant with increasing recognition of the importance of developing children's vocabulary, especially where previous experience of language is more limited.
This workshop will explore some of the ideas discussed in recent work with teachers from a range of schools helping children explore, discuss and make connections between the origins of words across the curriculum. As teachers and children have developed their understanding of etymology we also examine the wider implications of these investigations on children's interest in and use of words - a critical building block in their use of language - leading to a discussion on how this could develop in the future.

C9

Research Report

Storymakers – deaf children's multiliteracies in India, Ghana and Uganda.

Julia Gillen, Uta Papen, Lancaster University.

We report on the challenges and benefits encountered in a project aimed at encouraging the design of imaginative stories by deaf children across modes of signing, drawing and writing.
Our project, working with deaf children in sites in India, Ghana and Uganda, is nested within a 3 year ESRC/DFID project: Peer to peer deaf multiliteracies: research into a sustainable approach to education of deaf children and young adults.

C6

Research Report

Cancer in Children's Picturebooks: Examining Quality of Text, Accuracy of Representation and Children's Responses to Specific Texts.

Katie Doering, Ronald McDonald House Charities.

This presentation describes a research study which combined a content analysis of children's picturebooks featuring main characters with cancer with semi-structured interviews of children in active cancer treatment. Findings highlight strengths and weaknesses of the texts and suggestions for improvement, including prioritizing entertainment value and increasing diversity. A discussion of methodology illustrates the effectiveness of using children's picturebooks as a medium for accessing children's voices, and learning about their lived experiences, particularly difficult experiences. Children's voices enhanced the content analysis, revealing undiscovered inaccuracies in representation, and a desire for agency in main characters. Children's talk also revealed gaps in understanding of their diagnosis and different ways they approached cancer.
This research highlights the usefulness of triangulating content analysis findings with reader response. Furthermore, it stresses the value of these types of books in providing children with opportunities to negotiate their identities through literary talk, and in helping the general population better understand childhood illness.

C10

PG Slam

The Silence of the Lambs (Or Shhh - Don't Mention the Christians).

Anita Lawrence, University of Glasgow.

The Silence of the Lambs:

Giving a voice to children through the medium of children's literature has featured high on the agenda for some years. After all, if you can't see yourself in books, then you might ask whether you exist at all. And the publishing industry has begun to step up to the mark, accepting the challenge to produce books which are diverse, featuring protagonists of colour, different genders, disabilities, refugees and so on. All human life is there. Except, at the moment, the religious ones. The children who follow a faith as a result of their predominant culture, the choices of their parents, or their own decisions. Where are the religious children's voices, except in those books which aim to proselytise or to inform with the best of intentions? My current PhD research looks at how the publishing industry and literary reviewers are able to dictate the conversations children are allowed.

C10

PG Slam

The importance of spoken sentence recognition when improving reading comprehension in Spanish: Findings for teachers and students.

Carla Miguez, University of Vigo.

This quantitative research report studies the relationship that exists between reading comprehension and spoken sentence recognition in primary school Spanish students. Although researchers agree that there is a link between syntactic skills and reading (mainly decoding), the link between syntax and reading comprehension is still unknown, especially with read aloud tasks. For our research, 416 elementary schoolers (aged 8-12) were randomly selected from three Spanish public schools to perform several tasks from the PROLEC-R battery, a Spanish battery that evaluates the processes of reading. In the first task, the examiner read aloud 16 sentences with different structures and the participant had to point out which of the four pictures represented each sentence. In the second task, the students had to read in silence four small texts (two narrative and two expositive) and answer a series of questions. The results showed the significant correlation that exists between both tasks which implies that students with good reading comprehension scores are proficient at comprehending different types of syntactic structures. Findings support training of elementary school teachers on the importance of teaching students to use and recognize different types of syntactic structures, both in spoken and written language, to improve reading comprehension.

C10

PG Slam

Literacy and Social Media in Deaf People: Three case studies..

Danai Symeou, University of Cyprus.

The current study is a postgraduate thesis that examines and analyses deaf people's literacy practices. In particular, the study aims to document the way deaf people use written language in the context of the social media, and to study possible 'diversions' from conventional writing. According to different scholars Brueggemann and Sandler, the sign language constitutes a distinct system with its own phonological, morphological and syntactic features. Therefore, the deaf people's writing practices constitute an important site for exploring possible influences of the sign language system and diversions from conventional forms of writing.
The current study is located in the context of Cyprus, examining the written linguistic practices and choices of three deaf people in the social media, in terms of syntax, grammar and vocabulary, and at the same time their attitudes towards sign language and the spoken one- in this case the Cypriot linguistic variety - and the development of a deaf community of practice.
Thus, the research questions were formulated as follows:
1. What are the structural characteristics of deaf people's written language in terms of language choices in relation to language levels? What is the effect of sign language, on their writing?
2. What are their stands towards sign language and speech in relation to socializing and communicating with the deaf?
3. What are the literacy practices followed by the school, special or public which includes deaf people and how are they treated?
The main data collection techniques were observation, interviews and review official documents. The main finding indicates that the 'mistakes' that they make in the oral language are actually influences of their mother tongue, the sign language.

D1

Seminar Presentation

"Have you share-started yet?" An analysis on application of Share-Start approach in a foreign language classroom.

Wan-Ting (Joan) Huang, Mackay Junior College of Medicine, Nursing and Management.

The share-start approach is a pedagogy that endorse students' taking their ownership on active learning engagement and enhances students reading comprehension through group discussion with teachers' guided participation. Based on the interest of exploring how oral discussion facilitate high level of reading comprehension, this paper first aims at analyzing the key concepts and practices of the share-start teaching method through a systematic review. The empirical research suggests that potential synergies exist between flipped classroom and share-start, both of which endorse students' taking their ownership on active learning engagement but diverse in terms of learning practices. Next, the paper discusses the opportunities created by establishing share start approach that make it effective in promoting language acquisition in a classroom setting on the following aspects:
1.Efficacy for of self-regulated learning
2. Incorporation of inquiry-based learning
3. Teacher's role as a facilitator
4. Collaborative reading and discussion.
Share-start, as a newly originated approach from Taiwan, there is a limited capacity of empirical research found in English databases. Thus, this paper is expected to provide available evidence and implications for future implementation of share-start teaching model in language learning, and to make them readily accessible to other international scholars and practitioners.

D2

Workshop

Teaching Grammar, not Testing the Grammar.

Debra Myhill, University of Exeter.

This workshop will address how you can help children to understand grammatical concepts, and build their understanding of grammatical terms. Drawing on our research data, it will highlight some of the misconceptions that children have about grammatical terms, and how you can overcome them. It will also consider the idea of progression in understanding – how to begin simply and then develop a broader, more complex understanding over time. The workshop will be fully practical, modelling the strategies and activities that you could use with children in your class. Throughout, the workshop will embed these activities to learn grammatical concepts within purposeful literacy activities that build understanding of the relationship between grammar and how texts work. This will emphasise the primacy of sharing rich texts together and building children's sense of authorship as writers, and that grammar is a resource to support reading and writing, not temporary knowledge for a test.

D3

Seminar Presentation

Growing Up A Reader: Why adolescents do and do not read books.

Sarah McGeown, University of Edinburgh.

Growing up a Reader (www.growingupareader.education.ed.ac.uk) was an interdisciplinary (Education, Psychology, English Literature) research project, in collaboration with the Scottish Book Trust and Edinburgh's Museum of Childhood. Our project aimed to understand children's and adolescents' reading habits and why they choose to read different text types. In this presentation we discuss the results from our interviews with 39 adolescents (aged 15-16) on why they do and do not read books. Adolescents reported that reading books offered an opportunity to relax, learn, escape from the real world, become immersed, was exciting, developed empathy and provided a form of social capital. However, challenges to book reading were also shared. Among others, the challenges included a lack of time, that reading books was too effortful, was not encouraged, was expensive, not cool, or they had simply lost the habit. We discuss the implications of our results for secondary school classrooms and share details of a new project aimed at promoting and encouraging adolescents to re-engage with books.

D4

Research Report

Meaning-making through grammatical terminology: Models of effective practice for teaching and learning in the primary classroom.

Marie Helks, Sheffield Hallam University.

In 2013, the publication of a revised National Curriculum for England for 5-11-year-olds and the introduction of a new national grammar test for 10-11-year-olds gave new impetus to the development of effective pedagogies relating to the teaching and learning of grammar and its associated terminology.
However, in the absence of any accompanying nationally supported professional development programmes, primary school teachers have had to work their own way through teaching - and often learning - these highly technical grammatical concepts and terms. This presentation will focus upon the critical exploration of the complex phenomenon of grammatical terminology in order to inform current classroom practice. Drawing upon final data from a multiple case study involving Year 5 (aged 9-10) and Year 6 (aged 10-11) pupils and their teachers, I will present a re-conceptualisation of two established models: (i) Bloom's Taxonomy (revised by Anderson and Krathwohl 2001) and (ii) Vygotsky's Zone of Proximal Development (Vygotsky 1987), thereby proposing new ways of thinking conceptually and pedagogically about grammatical terminology. I will show how higher level thinking processes, particularly as they are undertaken spontaneously by pupils through spoken language, should be supported by mediated recall in the context of authentic texts: an approach which, in turn, will support pupils' linguistic and conceptual grammar development.

D5

Workshop

Oral literacies: when adults read out loud.

Sam Duncan, UCL Institute of Education.

"This workshop will examine when, where, how and why adults today read aloud rather than in silence. While regular attention is paid to reading aloud as a teaching tool or something done with children, far less is paid to the oral/aural reading adults do across different life domains. This paper will explore data from a two-year AHRC-funded project Reading Aloud in Britain Today: a questionnaire completed by 529 adults, a Mass Observation directive eliciting 160 responses, 49 semi-structured interviews and 44 audio-recordings of contemporary practices. An analysis of this data provides an account of the ubiquity and diversity of everyday adult oral reading largely overlooked in academic and educational discussions. This workshop will re-interrogate relationships between literacy and oracy and what these mean for conceptualisations and teaching of reading, exploring such questions as: when a person is completely alone, does she read silently because there is no one to listen or aloud because there is no one to hear? How do couples, families and groups use reading aloud as a way of being together? Why do we read aloud in languages we never speak? How does oral reading relate to recitation, chanting or storytelling? To writing or memorising?"

D6

Research Report

"Methods and means of teaching literacy to very young children in preschool classes".

Maria Kreza, University of Crete.

"In France, children are enrolled in preprimary education at the age of three. Since 2013, new school classes were created for children aged two, particularly in places where there are many families with low socio-economic status and children with diverse cultural and linguistic backgrounds, in order to reduce the school inequalities observed in primary school. The aim of this study is to examine teachers' recent practices and perceptions about teaching literacy in preschool classes attended by children aged two (who often have still not developed their oral language or speak only a little), after 7 years of operation of those classes. We also examine the factors that have influenced teachers' practices. For this presentation we rely on data collected through questionnaires answered by 40 preschool teachers in different areas of France. Qualitative and quantitative analysis was carried out. Most teachers in our sample are in line with the model of emergent literacy and they use various methods and means (new technologies are limited) for the development of literacy knowledge and skills. Teachers combine oral language with written language in their teaching practices, but written language mainly appears as a means to develop oral language."

D7

Seminar Presentation

"Costumes, Scarves and Fruit on their Heads" - missed opportunities to promote diversity and identity through spoken language.

Helen Adam, Edith Cowan University.

Educators can use children's literature to promote children's spoken language and critical thinking skills. This is particularly important when promoting oral language to extend children's knowledge and understandings of themselves, their identity and those who may differ culturally, socially or historically supporting diversity and inclusion.
This presentation reports on a study which investigated enabling and constraining factors in the use of children's books to support cultural diversity in the kindergarten rooms of four childcare centres. Interviews, video-based observations, field notes, document analysis and a book audit were the tools of this investigation. Twenty four educators were interviewed and observed and 110 children were observed with educators from four childcare centres across regional and metropolitan Western Australia.
This study found educators rarely used to books to promote children's spoken language in ways that encouraged them to use critical thinking skills, instead tending to focus on simpler language skills such labelling and naming.
Further, rather than use approaches to develop social equity and inclusion, the limited attention observed towards diversity and diverse backgrounds tended to silence rather than promote discussion about diversity and difference or tended to promote stereotypes and misconceptions resulting in missed opportunities to promote active citizenship and children's identities.

D8

Seminar Presentation

A cross-border, online biliteracy curriculum: Posthuman literacies and materiality of bilingual digital storytelling.

Zheng Zhang, Western University.

Informed by Posthuman literacies, this research enacted a cross-border, online biliteracy curriculum that connected Canadian biliteracy learners (i.e., learners in Canada who speak the heritage language of Mandarin but are more fluent in English) and Chinese biliteracy learners (i.e., learners in China who are fluent in Mandarin while learning English as a foreign language). The research combined the strengths of a netnography methodology and a diffractive methodology and attended to the materiality and emergence of bilingual digital storytelling. Findings show that biliteracy learners' digital story making materialised through intra-actions between human and non-human bodies, minds, time, and space. Data also relate ethical biliteracy education that problematizes the separateness of L1/ L2 and mind/body and nurtures embodied, syncretic meaning making across languages, modes, and media.

D9

Seminar Presentation

Strategies for promoting oral literacy in English learners.

Daniela DiGregorio, Wilson College.

This presentation focuses on how teachers can assist English learners (ELs) with oral literacy in the process of second language acquisition. Oral language development is more challenging for children whose native language is other than English. Teachers need to understand that ELs acquire receptive language (listening and reading skills) before they build up their productive language (speaking and writing skills). The informal social context of language is less demanding for ELs than formal language which triggers vocabulary, pronunciation, and grammar errors. When teaching beginning and intermediate ELs how to use informal language in social context, teachers should implement meaningful activities such as role-play, show and tell, dictating language experience stories to others, or acting out a story in a puppet show. High intermediate and advanced ELs who are immersed in mainstream content instruction need assistance with academic language development. Teachers must pre-teach new vocabulary by modeling correct pronunciation and explaining the word definition in a comprehensible manner. English learners should be encouraged to take risks and practice their productive language skills in peer discussion groups or collaborative projects. The presenter will provide specific examples and engage the audience by participating in instructional literacy activities.

26

D10

PG Slam

Silence: the unsettling, unknowable element in the language learning classroom.

Julianne Burgess, Brock University.

We need to talk about spoken language and literacy, but we need to listen to silence as well. In English language teaching (ELT), learner silence is often accepted as a necessary phase of the language acquisition process. However, silence in the classroom also can be an unwelcome surprise, signalling the failure of a teaching strategy or the students' lack of comprehension. For most teachers, periods of quiet in which students are reluctant (or refuse) to speak can feel unsettling and disruptive. While silence may be considered the absence of language, the silent classroom is alive with unnamed emotions, affects, and unexplained meanings. What exactly does silence mean? Education scholar Maggie MacLure (2010) suggests silence is resistant to interpretation and analysis. In this presentation, I propose silence, learner voices, and resistance itself are resistant to analysis in multilingual learning settings.
My paper is based on an autoethnographic study of resistance in my multiliteracies English teaching practice with young adult newcomers at a Canadian college. I advocate for paying attention to silence and sound as a way to hear difference (Wargo, 2018), and become attuned to injustice, to open a path to more equitable and imaginative teaching and learning for bi/multilingual learners.

PG Slam

Teacher Professional Learning: Supporting the Development of Noticing Teachers.

Emma Ritchie, Strathclyde University.

The National Improvement Framework shares a vision for Scottish Education to achieve Excellence and Equity for all. Since 2015, pupil attainment has been recognised as a national priority and the need for delivering impactful, sustainable solutions has been recognised across all sectors and leaders are striving to raise standards in Scottish schools.
Within this investigation, the unique combination of evidence-led practices, with the Timperley et al. (2007) model for professional learning, is explored to evaluate its effectiveness in supporting more responsive teaching. The investigation provides insight into the effectiveness of this model, with the Teacher Noticing Framework (Van Es, 2011) providing a theoretical backdrop to explore educators experiences, presented through 3 case studies.
The practices explored are reflected in the themes of this year's UKLA conference, including; teachers using discussion to promote reader response and using pupils cultural capital to promote engagement from pupils interests.
The context of this investigation is Reading Comprehension and results indicate real merit in the approach with strong implications to consider.
This session will explore preliminary findings and considerations from an EdD thesis in final write up stage. The session aims to provide a platform to discuss the methodological approach, share findings from this investigation and to consider implications for teachers, teacher educators and heads of establishment.
The session also aims to be interactive for participants and to provide space for reflection in light of the findings.
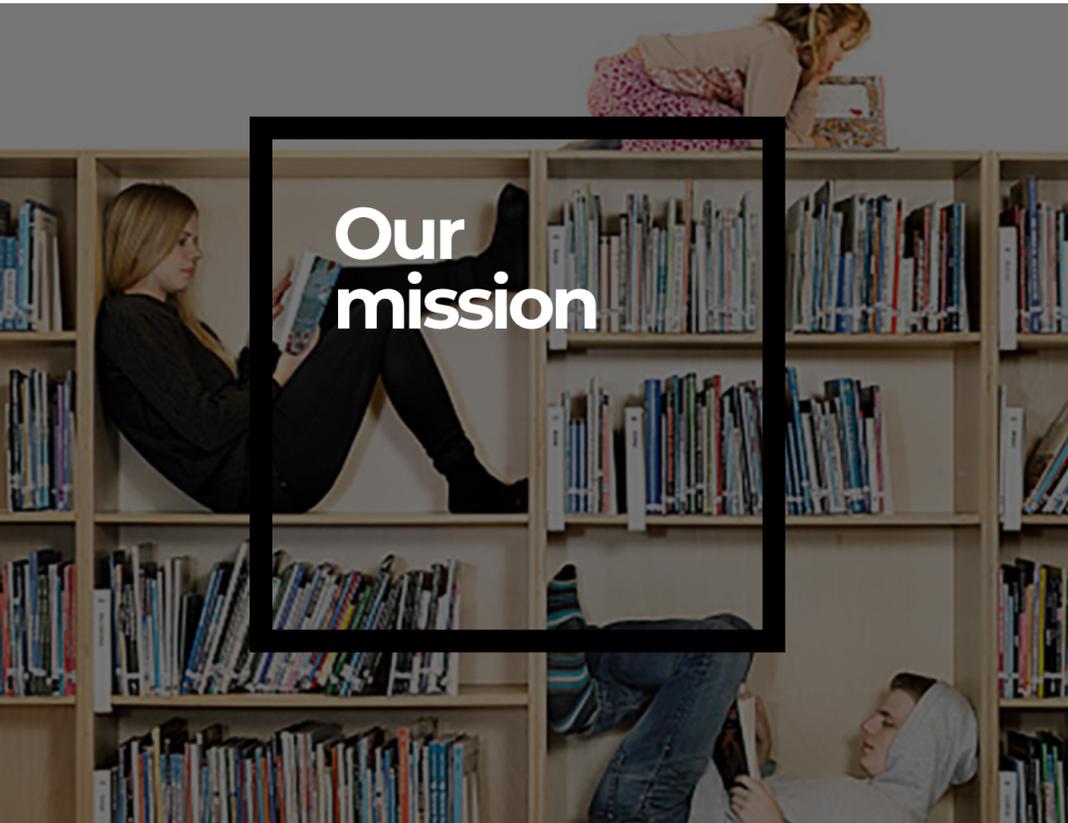
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E1

Research Report

Writing instruction in years 1-3 in Icelandic primary schools: An action research.

Rannveig Oddsdóttir, University of Akureyri.

This presentation reports an action research project to support teachers' writing instruction in years 1-3 in three Icelandic primary schools. Teachers had two short courses on writing instruction in the beginning of the project, and then access to an advisor over one school year to help them organise their writing instruction. The outcomes of the project were assessed by a questionnaire to teachers and assessment of students' text writing at the beginning and end of the school year. Their performance was then compared to a control group from a longitudinal study of Icelandic children's writing.
The main findings showed that teachers assumed that the project had a positive impact on their teaching of writing, they said they used more varied writing tasks than before, were better aware of the writing progress and allocated more time to writing. They also thought their students became more interested in writing, and showed more self-confidence when writing. Assessment of children's text writing showed good progress from autumn to spring.
In years 1-2 children's performance was comparable to the performance of children in the control group, while children in year 3 showed significantly better performance than children in the control group.

E2

Research Report

Talking to the Map: Conversations about Place and Literacy.

Margaret Mackey, University of Alberta (retired).

This session reports on a research project in which twelve very different undergraduate students composed digital maps of a location important to their literate youth, and then discussed these maps in two extended interviews. It soon became apparent that, while the maps themselves were intriguing and informative, their main function was to prime the pump for the conversations that followed. Considering the importance to their literate lives of a particular place or series of places led the participants in this research project to wide-ranging consideration of the place.

E3

Seminar Presentation

The Impact of Oral Storytelling on a Family's Literacy Identity.

Arran Purdie, Affiliated with University of Glasgow.

This presentation explores a case study that investigated oral storytelling's role in shaping a family's literacy identity. 'Literacy identity' refers to the intersection point of one's home environs, and the cultural and social practices that are participated in. Personally-recorded, oral story tapes created by a grandfather for his grandsons are the conduit of this research. Listening sessions with the family that took place thirty-plus years after the tapes were originally recorded provide its basis. Building on ideas purported by artefactual literacy, coupled with the perspective that our earliest introductions to literacy occur in the settings of our homes, it is suggested that these events are formative in terms of identity. This presentation will discuss the ways that home literacy practices, in particular, oral storytelling, can support children's speaking, emergent literacy, encourage self-exploration. It will also explore how the use of artefacts as literary tools have the potential to enhance inclusion in educational spaces. Ultimately, this work emphasises that literacy in the 21st century is increasingly complex and multifaceted.

E4

Seminar Presentation

Toward a Conceptual Framework for a New Science and Ethics of Te(chx)tuality: The ÔAction PotentialsÕ of Text Technologies and the Spoken Language They Afford.

Douglas K. Hartman, Michigan State University.

Texts have 'affordances' or 'action potentials', and particular affordances preferentially enable particular experiences, cognitive effects, and types of spoken language. This has always been the case. It was true when the codex appeared as an alternative to the continuous scroll; it's true today in our world of rapidly multiplying text formats, screen types, reading apps, annotation tools, and search engines.
The argument of this presentation is, first, that differences in text technologies are consequential. Readers who have access and know how to take advantage of particular text affordances are not reading in the same way they were yesterday or in the same way their neighbors or classmates are. New text technologies are spurring a massive pluralization and specialization of people's ways of reading, and the language used to speak about it.
In light of this, we further argue that a new science and ethics of techxtuality is needed. A science of techxtuality would illuminate the relationship between affordances, their cognitive and socio-cognitive effects, and the language used to talk about them.
An ethics of techxtuality would determine the cost to individuals and to society of not having equitable access to particular text technologies and the language to engage with them.

E5

Seminar Presentation

Bridging the Gap: Why Spoken Literacy with Older Adults Matters.

Mary Donato, Buena Vista University.

According to the United Nations, there were 962 million people worldwide over the age of 60 in 2017. This is twice as large as the older adult population in 1980 (382 million) and is expected to double again to nearly 2.1 billion by 2050. Having a drastically increasing older adult population provides many challenges for nation's infrastructures including housing, transportation, social protection, employment, and health care. As a communication studies scholar and professor with an emphasis in gerontology, I have also seen a drastic need in educating individuals of effective and pro-social communication with those in their life 60 years and older. Unfortunately, communication with older adults is infrequent and/or hindered by stereotypes and lack of personal experience. Communication Accommodation Theory as well as the Predicament of Aging Model have demonstrated for decades that individuals tend to overaccommodate or underaccommodate their communication with older adults. These stereotypes, lack of experience, and language accommodations tend to lead to conflict, disengagement with society, and improper healthcare to name a few. However, when communication with older adults is conducted appropriately, there are numerous benefits for both members of the intergenerational conversation including reinforced identity, social support, and shared family stories. In this presentation, I will discuss how I help illustrate these challenges and research-based communication solutions to students including through a class activity. Future directions for research regarding spoken literacy with our ever-growing older adult population will also be discussed.

E6

Seminar Presentation

Life without words: How newly arrived refugees to Canada can overcome preliteracy to communicate through a "literacy of the heart".

Susan Barber, Simon Fraser University. Lorna Ramsay, University of British Columbia.

Spoken language is our most forceful means of communication, not only because it allows us to convey meaning, but also because it simultaneously carries complex nuances and emotion. To be mute is to be silenced, as well as to have one's identity taken away. However, in many Canadian classrooms, newcomer refugees lack basic English, and experience invisibility on multiple levels. When writing is also not an option due to interrupted or no schooling, these refugees are considered 'preliterate'.

E7

Seminar Presentation

The role of classroom discourse in the formation of identity and knowledge during the study of literature.

Furzeen Ahmed, University of Derby.

This presentation critically examines a scenario from my doctoral thesis exploring students' formation of identities and knowledge during the study of literature in the secondary English classroom, in England. This particular scenario illustrates the importance of classroom discourse in aiding students with their learning experiences through the sharing, challenging and negotiating of differing perspectives in a public sphere. The scenario involves a student's development of understanding of his cultural and reading identity during the study of Shakespeare's Macbeth. I shall apply Conceptual Metaphor Theory as a socio-cognitive analytical framework to study the student's discussion about Macbeth's tragic fate. The framework takes into consideration how figurative language depicts the thinking behind the formation of identities and the evolvement of knowledge. This presentation explores the student's use of metaphor to make sense of the text world in Macbeth, and illustrates how the student's development of understanding coincides with his evolvement of his cultural identity and knowledge. I shall also explore how the student's understanding of the text world through a conversation with myself feeds back into his developing understanding of emerging themes, such as fate and challenging God's order, in the real world in which the reading experience takes place.

E8

Seminar Presentation

How children talk about understanding of text: a conversation analytical perspective.

Maaike Pulles, NHL Stenden University of Applied Sciences.

In modern educational contexts, based on shared knowledge building and learning in interaction, reading is also considered to be a social activity. Collaborative inquiry learning is an educational context in which pupils search answers to their own research questions, often by use of information from texts. In this interaction they discuss their understanding of text and its possible contribution to answering their question.
Studying the details of the interaction between peers while reading, talking and thinking together, may contribute to our understanding of the benefits of dialogic reading for both knowledge building and reading development. The qualitative method of Conversation Analysis (CA) provides the tools to closely examine face-to-face interactions by analyzing the turn by turn sequential ordering of talk. In this paper we present the findings of a CA-study on dialogic reading during inquiry learning in six Dutch primary schools. We present pupils practices of demonstrating understanding of text in interaction with peers, by use of specific formulations (text formulations). We found that pupils establish a shared agreement on a formulation before they further discuss the implications for their inquiry aims. We discuss how these findings deepen our insights in the role of reading in collaborative knowledge construction.

E10

PG Slam

Using Process Drama to Develop Children's Inference Skills When Reading.

Susan Rook, Leeds Beckett University.

I will outline the progress made so far on my PHD, which will incorporate a case study on how children are taught to make inferences when reading and a practitioner enquiry into how using process drama as a teaching strategy can help children to develop the inferences demanded by the National Curriculum. I propose to briefly discuss the disconnect between the research on how children make a range of inferences when reading and the definition of inference adopted by the National Curriculum and the Standardised Testing Regime in primary schools. I will then report back on my case study on how a primary school teaches children to make inferences when reading narrative texts, considering whether these teaching methods are influenced by the pressure of the Key Stage 2 Reading SAT and the Year 1 Phonics Screening Test. Finally, I will outline my proposed practitioner enquiry into whether using a range of process drama techniques enable children to infer why a character in a text acts or feels a certain way.

E10

PG Slam

Exploring interpersonal relationships: an entangled approach.

Andrie Savva, Researcher

The challenges of the 21st century enact new demands for contemporary education and literacy. A multimodal, material and posthuman era emphasises the relational, embedded, embodied, affective, and accountable nature of knowledge. Multimodal artworks are not considered as "snapshots" or "depictions", rather "traces of multiple practices of engagement" (Barad, 2007, p. 53). Drawing on a new materialist approach, this paper focuses on the ongoing engagement when exploring interpersonal relationships with children, multimodal artworks and various materials of choice. For the purposes of this project, 'multimodal artworks' refers to the popularised notion of 'wordless picturebooks' and Artistic creations with various materials. I employ Barad's (2003; 2007) agential realism and explore the performative material-discursive practice of a reading-Artistic event. Drawing on excerpts from the relevant project, 'interpersonal relationships' is explored as emerging from the intra-action of various bodies and forces during a reading-Artistic event (such as children, researcher, Artworks, materials, environment). 'Interpersonal relationships' emerges as a "multispecies assemblage" (Haraway, 2016) that decentres the human towards the ongoing flow of a wide web of connections and relations. This presentation stems from a relevant doctoral project that received ethical approval from the University of Cambridge, and is in accordance with BERA's (2018) guidelines.

F1

Seminar Presentation

Beyond the simple view of reading – Developing an alternative conceptual framework centred on dialogue.

Wayne Tennent, Brunel University.

The simple view of reading (Gough & Tunmer, 1984) is a psychologically-based framework which has influenced how reading is taught in many parts of the English-speaking world. For example, since 2006, it has provided the conceptual framework for the teaching of reading in all state primary schools in England (4 – 11 years old). The simple view suggests that reading, in its simplest form, is composed of two over-arching components: word recognition and spoken language comprehension. While reducing reading to these two components might, arguably, have relevance for teachers of early readers, this presentation questions how applicable the simple view is to older developing readers. The main reason for this that the simple view treats comprehension as a 'unitary construct' (Duke, 2010) when rather it is composed of numerous components. A second reason is that one might expect a conceptual framework for the teaching of reading to take a pedagogical stance. The simple view does not. This presentation explores the limitations of the simple view of reading. It then proposes an alternative framework which acknowledges the componential nature of the comprehension process, alongside a pedagogical framework centred around a talk. A justification for a dialogic approach is made.

F2

Seminar Presentation

Design Thinking through Multimodal Expressions of ePortfolios: A Case in an Undergraduate Preservice Teacher Preparation Course.

Hsiao-Chin Kuo, Northeastern Illinois University.

This presentation depicts a qualitative study that investigates how twenty-one undergraduate preservice teachers demonstrate design thinking in an electronic portfolio project in a literacy teacher education program. The study is mainly grounded by two theories. The notion of multimodal expressions refers that meanings are formed and communicated through multiple representations (Kress, 2010). Design thinking refers to an analytic and creative process that engages a person in opportunities to experiment, create and prototype models, gather feedback, and redesign.

F3

Seminar Presentation

Reading in multilingual settings in South Africa.

Jane Carter, University of the West of England. Karan Vickers-Hulse.

A multi-disciplinary team of University of the West of England (UWE) and University of Zululand academics have been awarded a British Academy Global Challenges research grant to support work begun by and being developed with, Project Zulu, a UWE Bristol initiative. Project Zulu has worked for many years with children and their teachers in schools in Madadeni, a township in KwaZulu-Natal, South Africa and with Uni Zulu. Based on teachers' questions and requests, the team are designing an app that will be piloted in townships and rural schools in the region, to support teachers in identifying how to use the books that are available and provide teaching advice and strategies to support the development of reading comprehension.

F4

Seminar Presentation

Pandemic Panics about Screentime: An Examination of Children's Digital Participation in School and Out-of-School Experiences.

Suzanna Wong, Linda Laidlaw, University of Alberta.

The COVID-19 pandemic has heralded an increase in children's digital participation and 'screentime' as schooling has shifted to online modes during times of lockdown or other restrictions. With adult concerns and moral panics about children's screentime common prior to COVID, not surprisingly, concerns about screentime have emerged prominently in the popular media and for parents, in a time when "the old rules" are toppled, as parents work from home and children spend hours in front of screens "doing school". We have been particularly interested in children's use of digital media to maintain social connections, for entertainment and their own interests during the pandemic, in a time when engagements with digital media for schooling may be prioritized. Our paper presentation draws from communications with teachers, parents and elementary and middle school child participants in our Canadian study of digital practices at home, using notions from post human literacies studies and Green's framing of the operational, the cultural and the critical to analyze our data. We address the varied perspectives and positions of parents, teachers, and children, looking in particular at children's desires for their own private spaces and activities competing with the more public and controlled elements of online school experiences.
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F5

Research Report

Doing data differently: postcard exchange as a method of exploring what counts for teachers in literacy classrooms.

Cathy Burnett, Sheffield Hallam University.

In England and elsewhere, the datafication of schooling has been critiqued for fuelling an over-emphasis on testing in schools with negative impacts on pupil wellbeing, teachers' professional and personal lives, and the breadth and scope of educational provision. These concerns are particularly relevant in literacy education. In this seminar I report on a British Academy funded project which explored alternative ways of putting quantitative data to work in educational research and practice, and considered how teachers' creative use of data visualisation might foreground aspects of literacy provision that are commonly disregarded when data are shared in schools. This approach was inspired by a year-long postcard exchange by Lupi and Posavec, two information designers, who documented the minutiae of their everyday lives by combining creative, hand-drawn visualisations of data with brief commentaries and reflections which they sent to one another on postcards. In this project, seven primary teachers were invited to generate quantitative data on their everyday experiences of classroom literacy provision and find ways of representing these data on postcards that were shared at half-termly meetings during one academic year. Doing data differently in this way provided valuable insights into what matters to literacy teachers and worked as a powerful prompt for teacher reflection. In this seminar I will: present examples of participating teachers' postcards; consider how they approached quantification and data visualisation; review the topics they chose to focus upon; and describe the quality of professional discussion generated when they met together with their postcards.

F6

Workshop

Speculative literacies for sustainable futures.

Christian Ehret, McGill University, Canada. Dr Mia Perry, University of Glasgow.

This workshop presents a framework for speculative literacy research and practice developed from international research across the UK and Canada on processes of speculative design in the creative arts and technology industry. Speculative design is currently employed by such diverse design practitioners as architects, engineers, media producers, urban planners, and artists to stimulate social and technological change for near-future conditions. The framework presented focuses on the literacies of speculative design as employed by these design practitioners, especially in relation to the forms of talk and multimodal text production that informs their practice. Building on the framework established in the first part of this session, a workshop will facilitate a speculative literacies design process. In small groups, participants will imagine, design, and discuss not just 'why'.

F8

Research Report

Join the Conversation: Learning With Parents about Talking with Young Children.

Janet Morris, University of Greenwich.

In this presentation I will discuss initial findings of my doctoral research study which is an exploration of parents' conversations with young children (3-5) in their homes and communities. Children's early language development influences their attainment in school and subsequent life chances. Engaging parents in talking with their children is a key focus of strategies aimed at improving children's language skills and narrowing the attainment gap between the most and least advantaged children. It is widely accepted that children acquire and develop language through their experience of language and engaging in reciprocal, responsive conversations with adults is one of the prime contexts in which this can occur.
This project has sought to avoid contributing to a deficit model of parenting which often surrounds the issue of parents talking with their children. Through collaborative ethnographic research where parents are viewed as experts in their own families and environments, the project aimed to explore together, conversation with their young children. Questions considered include: what can be learned about the environment in which sustained conversation with young children may flourish or flounder? What contexts in the home and community support interaction and conversation and what barriers may there be?

F7

Research Report

Time for Change: BAME representation in the children's literature sector.

Catherine Harris, Sheffield Hallam University. Bernadette Stiell, Sheffield Hallam University.

People from BAME backgrounds are underrepresented in the children's literature sector in the UK, in terms of the content of children's books, published authors and illustrators, and the workforce of the sector. This research, commissioned by Arts Council England, explored the factors influencing this lack of diversity. We gained feedback from individuals and organisations across the sector who may have experienced barriers and enablers, and those who are working to improve representation. These included authors and illustrators, publishers, booksellers, librarians, agents, education providers, trade bodies, and community groups.
There are a range of barriers faced by people from BAME backgrounds, including a lack of access to diverse children's books, a lack of role models in the workforce (particularly in senior positions), inequality of access to roles in the sector, experiences of racism and unconscious bias, and restrictions on creative freedom. However, there are also many examples of good practice and positive changes across the sector.
These inform our recommendations for sector-wide commitment and collaboration to ensure that improvements in diversity and representation are meaningful and long-lasting. Support and investment for schools and libraries, monitoring and research, and workforce and career development will be key to improving representation.

G1

Seminar Presentation

My Voice, Other Voices, Voices Together: a whole-school focus on developing oracy.

Laurel Smith, Sheffield Hallam University.

How can we build an oral culture within a primary school that engages pupils of all ages and supports teachers to realise the potential of oracy within their classrooms? What might be the challenges in changing teaching practices so that oracy is not merely an 'add-on', but an integral part of the way our pupils learn? This session will share details of an extended research project which sought to understand how oracy focused professional development might impact on teaching practice and teacher perceptions of oracy. The research focused on an oracy project developed by Arbourthorne and Gleadless Primary Schools Federation in Sheffield, in collaboration with the University of Exeter. The project, which will be briefly outlined during the seminar, aimed to place dialogue at the heart of teaching and learning by supporting teachers in the 'nuts and bolts' of managing purposeful dialogue in the classroom. In this seminar, participants will have the opportunity to reflect on what the research suggests the challenges and possibilities for teachers may be in truly building an oral culture and consider the role of oracy in a post-COVID world.

G2

Research Report

"Giving children the tool of talk": A story of teacher and pupil empowerment from South Yorkshire.

Roberta Taylor, Karen Daniels, Sheffield Hallam University.

This presentation reports on an analysis of teachers' perceptions of the impact of South Yorkshire wide, year-long initiative to develop their professional practice in the teaching of oracy. The project arose from informal conversations with teachers regarding what teachers perceived as successes of the oracy initiative, and which suggested there was a richer story to be told than could be captured through intervention pupil progress data alone.
We interviewed seven of the teachers involved and conducted thematic analysis of transcripts in order to investigate the perceived impacts on pupil learning, teacher development and teaching practice. We also investigated the perceived the barriers and enabling factors of putting oracy strategies into practice in the current policy context.
We bring together three areas: oracy; continual professional development; and pupil learning, and suggest that at this particular intersection produces a story of teacher and pupil empowerment. Whilst increased pupil confidence and independence was a desired outcome of the project, teacher rediscovery of vocation and professional values professionalism was an unexpected theme recurring through the transcripts.

G3

Research Report

We need to talk about literature.

Judith Kneen, Cardiff Metropolitan University. Susan Chapman, Aberystwyth University.

Literature is at the heart of what is taught in the English classroom at KS3 (11-14 years). It stimulates explorations of the imagination, the aesthetic, and what it is to be human. Literature provides young people with perspectives on many aspects of life, helping them to develop their own engagement with the world. The texts teachers choose, therefore, are very influential on young people's experiences and growth in the world. So what are we choosing to teach? This session reports on a research project conducted in England and Wales by six universities, funded by UKLA, exploring the teaching of literature at KS3. Rich dialogues with teachers reveal much about our choices, e.g. popular choices of prose, drama and poetry, popular genres, whether we teach whole text or extracts, etc. More importantly, the research shines a light on the type of literature "diet" we give to our learners aged 11 to 14 years. Is it broad and balanced, or do we provide a rather narrow menu? The results suggest the latter may be the case, particularly in terms of the representation of girls and ethnic minorities. This research challenges English departments to give serious consideration to the literature diet they serve.

G4

Seminar Presentation

Storytelling as embodied oracy - a multimodal model.

Alastair Daniel, University of Roehampton.

In recent years, in schools in which it has been a discrete feature of classroom literacy practice, storytelling has been used primarily as oral rehearsal leading to writing. Continuing influence from the National Literacy Strategy means for many teachers, particularly those in England, such storytelling is synonymous with the model of "The Three I's": Imitate, innovate and Invent (as devised by Pie Corbett). In emphasising the linguistic content of storytelling, it is framed as a literary practice, rather than one that is embedded in the multi-modality of oracy. Thus, when storytelling is seen as the performance of specific language content, non-verbal components of communication become relegated to either mnemonic strategies (such as using gestures as cues to remember specific words and phrases), or a means of giving "expression" to the words. In this presentation, Alastair will argue for a more holistic understanding of storytelling: a social and oral practice that is built on the everyday skills of spoken communication - skills which are used to co-construct a shared understanding of the world through narrative. Such an approach to storytelling which is grounded in oracy as embodied communication, Alastair will argue, starts with meaning, audience and intention - what do I want to say to these people, and why?
The verbal, vocal and gestural modes of communication are then interwoven by the teller(s) to convey meaning, which is then interpreted by the audience. By orienting his argument towards communication, Alastair will present a co-creative process model for storytelling which provides opportunities for children to draw on all of their communicative resources to organise ideas and events, and create connections between them - supporting learning across the curriculum.

G5

Seminar Presentation

Twenty Steps Towards Language Development.

Dympna Daly, West Cork Education Centre.

Vocabulary knowledge is considered a reliable indicator of early and later literacy outcomes and it is also associated with reading comprehension. It should be placed at the forefront of early literacy instruction and is an area that requires investment in instructional activities to foster it. For effective language instruction teachers need to purposefully provide rich and varied individual words and teach word learning strategies.
This involves the structuring of the activities, content and situation which will enable the pupil to extend his vocabulary and develop his skills to communicate.
In this presentation Dr. Dympna Daly discusses her book "Twenty Steps Towards Language Development" which she co-authored with Pat Scanlan.

G6

Research Report

Developing a Playful Writing Pedagogy: using talk to develop storytelling skills.

Stephanie Booth, Linton Infants School.

With the current focus on evidence and data within schools, teachers are under increasing pressure to raise the standards of literacy within their classrooms. This combined with the prescriptive nature of standardised testing and the focus on transcriptional skills, is leading to a lack of interest in writing amongst school age children.
Last year I conducted a research project which examined the impact of using a playful writing intervention with a group of six disengaged writers in Year 2. One of the overwhelming findings was the use of oral rehearsal to support the development of the children's storytelling skills, but the disparity between oral and written narrative skills was evident. The findings suggested that although the children's oral storytelling improved significantly throughout the intervention, the transcriptional focus of the curriculum remained a barrier to the children's self-efficacy of writing.
This research report will reflect on the findings of my project, with particular focus on how oral rehearsal and collaborative learning impacted the children's attitudes to writing. I will consider the potential that playful learning has for teaching writing and fostering talk within the classroom, and acknowledge the questions this raises for future practice and research.

G7

Workshop

Listening by being fully present: Learning from Australian Indigenous knowledge.

Jillian Gilbertson, Melville Primary School.

The traditional owners of the land in the Southwest region of Western Australia, the Noongar people, have an oral tradition that extends over 60 000 years. Through this oral tradition they place importance on the connectedness that comes between speaker and listener. Central to this connection is the concept of "nih", which in Noongar means "listening" by being fully present. In a world where visual media dominates, the interaction between speaker and listener has been displaced, and has caused a lack of spontaneity, energy and sincerity when students interact. At Melville Primary School this prompted us to reflect on the oral practices of the past and change our approach to oral language. In this interactive workshop we share the approaches we used with the teachers and students, promoting core values relating to creativity, connection and confidence through opportunities for spontaneous conversations and storytelling as opposed to more formal presentations and performances.
We will introduce you to some practical strategies and ways of assessing that have proven to be effective particularly with focusing on the role of the listener. As the Noongar people have always known "nih" means more than just listening. Voice means more than just speaking.

G8

Research Report

Empowering Children's Voices: ways to hear children and enable their agency.

Aimee Durning, Dr Biddulph, Luke Rolls, University of Cambridge Primary School.

In the context of Dewey's 'democracy in education' and Maxine Greene's notion of 'social imagination', the University of Cambridge Primary School was keen to develop ways in which teachers, teaching assistants and school leaders could really listen to children's experiences of learning and life. During the period of lockdown in 2021, a small scale project was started with the attempt to connect children who were in school with those who were learning remotely from home. Building on doctorate research focused on creative learning in children's homes, we created a dialogic newspaper project to understand how children engage with one another physically and in a digital way. The session will describe the process that Aimee Durning (Director of Inclusion and Community) took with the group of children, where the struggles arose and giving insight into how children engaged together, where and how they enacted their agency and the emerging new understandings to support educators to foster more listening spaces.

G9

Research Report

We need to talk about digital literacy.

Sarah Smith, University of Greenwich.

This session will explore why it is important to define what is meant by the term digital literacy so that we can more understand what is, or is not happening in the classroom and the reasons this may be so. The report will focus upon my EdD work which is a multi-case study of Primary Teacher's digital literacy. The report will reflect upon possible definitions for the term and how these definitions may be reflected in classroom practice. The importance of including critical literacy within digital literacy will also be discussed.

G10

Research Report

Meta-talk for meta-thinking in the primary classroom.

Sally Ann Jones, National Institute of Education Nanyang Technological University.

This paper is based on the secondary analysis of 24 English and 24 mathematics lessons from three Singaporean primary schools. The original project focused on participants' perceptions of the subjects of English and mathematics through a content analysis of interviews and surveys. This project seeks to answer fresh research questions through a micro-analysis of the classroom interaction.
1. What are the educationally significant functions of teachers' and pupils' talk in English lessons at primary one, primary three, and primary five?
2. How does any of this talk function as meta-talk?
The presentation is located theoretically in theories about knowledge and knowers; it draws on theories of the structure of curriculum knowledge and on theories of the development of learners' metacognitive and metalinguistic awareness.
Examples from the dataset illustrate some preliminary categories of learning-focused interaction at various phases of the lessons and levels of the primary school. The paper further aims to provide a tentative definition of meta-talk, the category of particular interest to the project for its potential in developing metacognitive and/or metalinguistic awareness, i.e. meta-thinking, in pupils with the subsequent expectation that this will enable them to transfer their learning within and across the curriculum.

H1

Seminar Presentation

Reimagining Home and Saving Anksi: An online/offline story weave with children during Covid-19.

Lisa Stephenson, Leeds Beckett University. Vicky Storey, **Artistic Director Chol Theatre**. **Alastair Daniel, University of Roehampton.**

Reimagining Home Together was our Story Makers Company response project for children ages 7-12 years during this troubled time. We wanted to create an interactive immersive online/offline story which encouraged making, creating and connecting with each other. Drawing from a notion of affirmative ethics (Braidotti, 2020), the story narrative provided an open-ended emotional landscape which moved from cave, to wasteland to future green world. From uncertainty to hope. The 'call to action' provoked via the Teacher in Role (Heathcote, 1994) strategy was embedded in a collaborative shared online platform and invited children and artists to discover spaces of possibility within the emerging story narrative.
This seminar explores the ways that children and artists negotiated these online/offline spaces as they 'lived through' these experiences and created assemblages (Barad, 2003) in playful, felt, everyday ways.
We explore these shared fragmented stories, as a critical pedagogy of place and hope considering how the multi-voiced, fragmented weave offered possibilities for creating embodied sense of community.

H2

Workshop

Multilingualism for all: supporting multilingual students in formal education contexts.

Sabine Little, University of Sheffield.

This session will use research data from two research projects to explore ways in which multilingualism can be supported within the constraints of current curricula. While multilingual pupils are highlighted in policy contexts largely from a deficit perspective (focusing on what they cannot do, rather than on what they can do), a recent study with 40 teachers (from Reception to Year 6) highlighted that most teachers feel that students' multilingualism is a strength they wish they could support better, and help students develop. This session begins by highlighting some of teachers' concerns, before moving on to exploring concrete examples and ideas that facilitate learners to draw on their full linguistic repertoire. The session will consider both the examples themselves, and feedback from teachers and pupils, and will cross multiple age groups. Both spoken and written language will feature, and participants will be encouraged to share their own experiences and ideas.

H4

Research Report

Adult–child shared book reading: How contextual affordance and repetition shape dialogue and children's narrative interpretation.

Lucy Rodriguez Leon, The Open University.

Adult–child shared book reading (SBR) is fundamental to young children's early engagement with literature. Research has evidenced the potential of SBR in promoting children's language and literacy development, and has elucidated the capacity of picture storybooks to support children as they make sense of lived experience. However, the ways in which adults mediate children's engagement with books are diverse, and critical examination of the interactive processes involved in SBR is limited. In particular, scant attention has been paid to interaction beyond the verbal mode or the ways in which distinct social contexts influence dialogue and children's narrative interpretation. This paper reports the findings of a small-scale qualitative study conducted in a preschool classroom, which examined two children's engagement in two distinct contexts; 1) teacher-led group read-alouds and 2) spontaneous child-initiated SBR in the book-corner.
The multimodal lens revealed how both children orientated toward communal participation and interpretation in the former context, and in contrast, constructed personal, multi-layered interpretations in the latter. Furthermore, analysis revealed that deeper level interpretations were also heavily shaped by children's previous experiences of the text. The paper highlights the importance of incorporating a repertoire of SBR practices in early years settings to enhance children's engagement with literature.
Examples of methods, data and resulting stories from the project will provide implications for practice in classrooms and community groups.

H5

Seminar Presentation

'This is me reporting live from the playground…': Improvisation, Imagination and Lifeworlds in children's playful talk.

John Potter, Kate Cowan, University College London Institute of Education.

As children emerge from their classrooms for morning break and head for their favourite games and spaces outside, their playground talk involves everything from storytelling and private conversation through to rhymed improvisation, negotiation, roleplay as well as imaginative re-workings of well-known games and rhymes.
In recent ethnographic research into children's play in two London primary schools, alongside children as co-researchers, we used a variety of playful, multimodal recording methods. For this presentation we will address the conference theme by focussing on the richness of child-initiated talk as a site for meaning-making which reveals much about improvisation, imagination and the influence of media culture. We have found instances of sophisticated and playful orality in our data which are neither exclusively part of the wider community nor of the school alone, but which draw on resources from children's own lifeworlds, folkloric and site-specific imagination, alongside transmitted game forms from the past, and their pleasure and affective response to contemporary media. The playground is therefore positioned as a dynamic site for making and re-making through talk and interaction, a third space which reflects the concept of 'makerspace as mindset', where creative, collaborative meaning-making occurs continuously in a range of modes.

H6

Workshop

'In what ways does Rehearsal Room Pedagogy impact on learning for both young people and educators?'

Lucy Timmons, Lucy Timmons Ltd.

During this workshop, we will briefly experience focusing on our bodies in order to get ready to 'play' then reflect on what this feels like and the potential for learning that follows. I will then share findings from applying the principles from the work done in a professional actors' rehearsal room. My paper and research is not only about the spoken word it is also about how our bodies speak. A few years ago I presented my paper on rehearsal room pedagogy at the Glasgow UKLA conference. Since then I have explored further how the model of the ensemble or company, essential to the workings of a professional, visceral and disciplined rehearsal room have a dramatic impact on the co-constructive meaning making process, interpretation, agency and authentic response that aligns with being present in our bodies: how our bodies speak as it were. We will also explore the significant impact learning through this pedagogy had, not only on depth of interpretation and experience, but also on the mental health and sense of self of the participants.

H7

Research Report

Making stories by, with and for disadvantaged children: the role of spoken language in a storytelling project.

Candice Satchwell, University of Central Lancashire.

This paper explores the uses of spoken language in a research project working with children and young people who are disabled, care-experienced or otherwise disadvantaged. Through peer-peer interviews, the young people elicited one another's narratives, which were then re-told as fictionalised stories for other young people to read or watch as short films. The interviews allowed the young people to own both the conduct and content of the conversations, and thereby revealed ways of communicating which were special to them. The meanings that the young people co-created through this method were transformed into fictional stories that emerged with the help of researchers, creative writers and illustrators. In this sense, the stories became the findings of the research project, with layers of meaning created by the different participants arguably equating to a more conventional method of data analysis. The presentation will examine the crucial role of spoken language in creating stories by, with and for children, including those with disabilities.

These stories aim to preserve and proliferate the meanings of marginalised young people and to challenge the absence or distortion of existing narratives about their lives as experienced by themselves.

Examples of methods, data and resulting stories from the project will provide implications for practice in classrooms and community groups.

H8

Seminar Presentation

Books, Babies and Bonding. The impact of parental shared reading with babies and preschoolers.

Caroline Zwierzchowska-Dod, Swansea University.

Educators are familiar with the importance of early reading to the development of literacy skills, but what do parents and carers think is important about early shared reading experiences? In this session, Caroline Zwierzchowska-Dod, a PhD researcher at Swansea University funded by Dolly Parton's Imagination Library will discuss her findings from surveying over 5000 parents and carers of children from birth to five years old about their shared reading habits and beliefs. She will discuss the interplay between bonding and attachment and the development of pre-reading skills and dispositions, as well as outlining what we know about the importance of parental talk in early shared reading experiences.

H9

Seminar Presentation

Critical Literacy: No time Like the Present.

Justine Bruyère, Vanderbilt University.

Every day another tyrannical news headline or story of power and privilege fills the media. Students are surrounded by messages of hostility and hatred. Knowing how to navigate and express oneself in this world is not a naturally acquired art, quite the opposite. In this highly politicized world, children need help imagining possibilities, questioning narratives, navigating stories of the oppressed, and acting on solutions for the future.

H10

Workshop

The Headteacher's Brain is Missing: who-dunnit, why they did it and what might happen next?

Judy Waite, University of Winchester.

Initially a Cluedo-style activity, the session explores character and story by combining character motivation within a 'who-dunnit' fictional framework. Evolved from a KS2 research project which experimented with creative approaches to literacy within education, the initial focus was on reluctant writers: pupils underperforming who either considered writing to be 'boring' or believed themselves to be bereft of ideas. The session will outline the project and invite delegates to discuss suspects in a crime scene from a futuristic scenario.

The background narrative - set in a school - offers the additional value of the school itself being adaptable. This is not a fictional setting - it happens in YOUR school, at some time in the future.

The session demonstrates the value of talking before writing, engaging learners with multiple outcomes before selecting solutions. Pupils write in scenes, rather than full stories. Research demonstrated that this inclusive approach gave context to pupils who had previously felt overwhelmed by the prospect of writing more traditional beginnings, middles and ends.

Dr Judy Waite has written over forty novels for children and young adults, and published non-fiction texts related to literacy and creativity. Judy is a senior lecturer in creative writing in HE with over twenty-years experience of running writing workshops and residencies in schools. Her research focus is on developing creative methodologies within a classroom context.

Judy is currently participating in the OECD discussions related to creative process with education, exploring rubrics for the assessment of creative and critical approaches. She is also combining the subject areas of creative writing with psychology, and in this sphere is connecting other collaborative approaches to learning,

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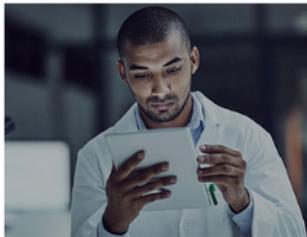|		
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I1

Research Report

The work of the UKLA Research Committee.

Sabine Little, University of Sheffield.
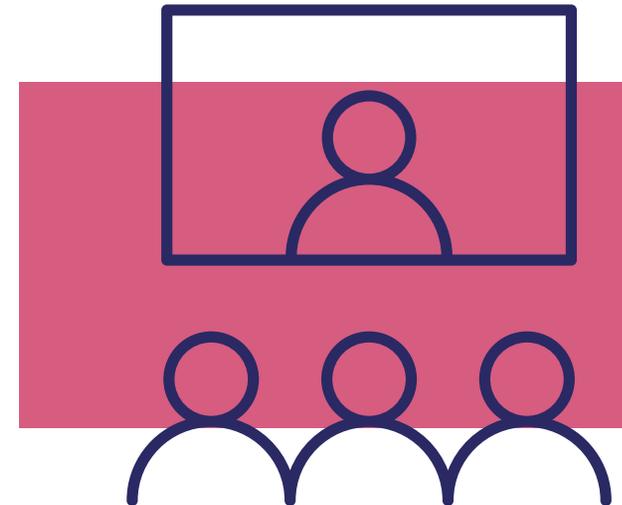
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I2

Research Report

Reciprocal reading for pleasure in online and offline reading communities.

Natalia Kucirkova, Teresa Cremin, The Open University.

Texts connect and guide us into reciprocal relationships with authors and with other readers, so the concept of reciprocity is key to reading for pleasure. This conceptual paper unites the psychological and socio-cultural research on children's reading at home and school to propose that in order to examine contemporary children's reading for pleasure, there is a need to consider how to build reciprocity in action in classrooms. It conceptualizes reciprocal reading for pleasure as a dialogic process during which readers transform the meanings of texts through the volitional exchange of ideas and perspectives and find satisfaction in so doing. This conceptualization locates reciprocity in active processes of exchanging meanings and perspectives in relation to texts, which can give rise to knowledge transformation (cf. Rosenblatt, 1978/1994). Such processes are likely to be nurtured most effectively in reading communities. We connect to research exploring Teachers as Readers and online reading communities (Goodreads) to outline the markers of reciprocity within deeply engaged reading communities. These include: spontaneous and collaborative sharing of "books in common", reader recommendations and inside-text talk.
By defining reciprocal RfP and drawing on concrete examples of existing communities, we outline opportunities for child engagement in online-offline reading communities.

I3

Research Report

Talking after lockdown! A longitudinal case study of one school's innovative, community and research-informed approach to developing talk and reading with diverse students.

Julia Sutherland, University of Sussex. Mary Reid, Director of the Bridge.

This paper explores a case study of an exceptional urban secondary school with diverse students in SE England, which has been using innovative, community-based approaches to developing both talk and reading for over ten years. We will consider a central question: how has this school developed and sustained a culture of dialogic talk and engaged reading practices over time, including the Covid-19 impacted last year? This will include considering the impact of teachers engaging with external research; becoming researchers in their classrooms as part of MAs in Education with a local university; and consolidating school ethos and practices, by conducting their own three-year, mixed-method project to develop dialogic talk and reading-for-pleasure across the whole school.
This project's focus was particularly on supporting students from disadvantaged backgrounds, with special educational needs and disabilities, and with social, emotional and mental-health needs, enabling achievement and progression. The community approach includes activities run by local library services, slam poets, parents, universities, technology experts, employers and an arts festival, led by research-informed teachers. Talk has become central to school experience, conceptualised as the primary way that students learn, develop their identity, expressive and critical voice, and the way that they learn to love reading.

I4

Research Report

Teachers' pedagogical decision making when facilitating digital text production opportunities in early years classrooms.

Mitchell Parker, University of Wollongong.

With rapid advancement in digital technologies for communication, young children are engaging in literate practices that are different to those of the past. As such, children require classroom opportunities to produce texts with digital technologies alongside and in connection with spoken and paper-based texts. In facilitating these experiences, teachers bridge children's home and school literacy practices (Gronn et al., 2014), while also increasing exposure for those children with limited access to digital technologies in their homes (Dolan, 2016; Rowsell, Morrell & Alvermann, 2017).
Drawing on findings from a doctoral study, this presentation will outline the digital text production experiences facilitated by teachers in early years classrooms (kindergarten to year 2; children aged 5-8 years) and examine the pedagogical decisions these teachers made. In particular, the tensions teachers experienced in finding spaces for digital text production within a print-centric curriculum, and the decisions they made about resources, environments and interactions with learners will be explored. The presentation will conclude by proposing a pedagogical model that emerged from the research focused on supporting learners' digital text production.

I5

Seminar Presentation

'All becoming is minoritarian': Embracing Neurodivergence and New Literacies.

Chris Bailey, Sheffield Hallam University.

In recent years the Neurodiversity Movement has worked to shift society's understanding regarding the varied nature of human minds, advocating for the rights, respect and inclusion of those who diverge from a socially constructed 'neurotypical' default. Neurodivergent individuals are positioned as offering ways of thinking, feeling, doing and being that, in contrast with deficit, medically mediated models of understanding human worth, add value to society in ways that move beyond neurotypical conceptions of the world. Nevertheless, neurodivergent people are subject to social power inequalities; what Deleuze and Guattari might call 'minoritarian' oppression in a homogenous 'majoritarian' system. These ideas of power, dominance and worth have much in common with questions raised by socio-cultural studies. In spite of these synergies, there has been little examination of the connections between work around Neurodiversity and New Literacy Studies. With this in mind, in this presentation I consider some of the ways in which these two perspectives intersect to approach co-existing concerns. To do this, I draw on autoethnographic reflection in relation to neurodivergence and identity texts. I then introducing a forthcoming UKLA funded project designed to expand on these issues, with a focus on the idea of autistic 'special interests' in relation to literacies.
This provides a starting point for thinking about how work around new literacies could benefit from a greater understanding of work around Neurodiversity.

16

Research Report

Supporting Early Language and Communication: Reviewing the Evidence.

Sinead Harmey, UCL Institute of Education.

It has been well established that language development during the early years is associated with later educational attainment. The development of communication skills is mediated by the environment in home and early years educational settings. Understanding how the quality of engagement and input that children receive during the early formative years is therefore vital in supporting positive language and literacy development. The purpose of this research report is to present findings from a study that involved a participatory systematic review to synthesise the empirical evidence about pedagogical strategies that have been associated with positive outcomes in teacher practices and children's early communication and language development. The researchers were commissioned to conduct a systematic review of the literature and to support project partners to translate the evidence to practice. In line with the conference theme and assertion that language is central to the development of the whole person, results of the review indicated that attending to children's social and emotional well-being has positive effects in promoting language and communication. A proportion of studies described how the complexity of language (in terms of vocabulary and conversation), the diversity of language (in terms of context) and the duration or time spent involved in language lessons or intervention mattered. The presenters will conclude this presentation by sharing how they used a participatory approach to engaging with stakeholders from inception to completion to focus and translate research to practice.

17

Research Report

Talk, Literacy, and Creating Empathy about Climate Change Across Cultures.

Bronwyn Williams, University of Louisville.

While weather is experienced as a local phenomenon, media and textbook descriptions can make climate change seem distant, abstract, and unlikely to lead to action. This presentation draws from an ongoing research project aimed at helping middle school age students from around the world understand climate change as both local and global through the sharing of talk, writing, and digital texts. This multidisciplinary project involves schools in the US, South Africa, the Philippines, and Australia. Students investigate the physical, social, and political impacts of climate change in their communities and share insights through video conversations, print, and multimodal texts with peers in other countries. Using a range of multimodal approaches allows students to explore the relationships between abstract ideas and lived experiences and juxtapose materials from multiple disciplines in ways that enhance the representation of the complex scientific and cultural concepts involved in climate change.
Spoken language in online conversations serves a range of key purposes, from collaborative exploration of ideas to responses to written texts. Students also gain an increased understanding of how to communicate their experiences to an audience from outside their culture and establish relationships and empathy, which can lead to long-term changes in motivation and behavior.

18

Seminar Presentation

Methodologies of the other-wise: Reading literacies diffractively in times of global crisis.

Fiona Scott, The University of Sheffield. Amélie Lemieux, **Mount Saint Vincent University. Kelly Johnston.**

In times of shifting social priorities worldwide, literacy researchers must recognize how ethnographic methods--foregrounded by New Literacy Studies researchers--may be rendered temporarily and persistently inaccessible. These conditions force us to work other-wise, employing new materialism to contemplate methodologies of the other-wise by channeling our response-abilities (Barad,2007). Our theorizing extends emerging literature of the otherwise (Kuby & Gutshall Rucker,2020; Wohlwend, 2019) to make the matter of literacy research come through the dynamics of working remotely, across time zones (the US, England and Canada).
How do diffractive methodologies help literacy researchers attune to the other-wise? How do these methodologies help us reimagine literacies in ways that support equitable and fully-lived futures? We examine these questions by diffractively reading each other's data over time—rethinking our methodologies in previous research sites, the literacies that mattered in them, and the literacies that matter now. Data includes: middleschool youths' literacies in an English Language Arts classroom; preschool children's digital literacies at home; and high school youths' stop-motion environmental literacy project. These diffractive readings extend NLS methodological principles through attention to how socio-material assemblages (Burnett & Merchant2018) and affective dimensions of literacies (Rowsell,2020) come to matter differently in the midst of unprecedented global unrest.

19

Research Report

Writing through Fear and Disappointment: Teacher Education and Mentorship as Transformational Critical Literacy Inquiry.

Lorna Ramsay, University of British Columbia.

In my blurred roles of teacher/researcher/ musician/poet /student, I mentor my pre-service teachers in the power of writing as critical literacy inquiry for self-reflective processes. There is urgency for these students to understand coping skills, emotions, and emotions of others (Poirel, 2014), significant tools missing from local teaching programs in British Columbia (BC), Canada. Today in the U.S. and in Canada, one third of teachers report experiencing significant stress. Possibly more concerning is that 35% will leave the profession within 5 years (Geving, 2007; Ingersoll & May, 2012). Over the last five years in two universities in Western Canada, instructors have noticed increases in absenteeism and requests for flexible due dates on assignments, in addition to hearing about their conflicts at work, pressure to take on extra school duties, family problems, financial worries and concerns about edging toward burnout.
Leggo (2008) writes about profound discourse and finding our place in a changing world through hope, love, and acknowledgment of fear and a need â€œ...to challenge the dominant discourses that shape my lived experiences.

110

Awards Presentation

Brenda Eastwood Award Winner Presentation.

Janet Douglas Gardner. Su Li Chong, Winner of the Brenda Eastwood Award 2021, Universiti Teknologi PETRONAS (UTP). Kelly Grove, Highly Commended 2021, Altmore Infant School.

This Award, which recognises good practice in teaching for diversity and inclusion, invites UKLA members to nominate schools, early years practitioners, teachers, HE tutors, consultants or librarians who have shown good practice in empowering children and young people to respect and appreciate diversity.
This session will celebrate the work of Dr Su Li Chong, Senior Lecturer at the Department of Management and Humanities, Institute of Self Sustainable Building, Universiti Teknologi PETRONAS (UTP), Malasia and Head of UTP's University Social Responsibility (Education Pillar) and Kelly Grove Assistant Head teacher and Literacy Lead of Altmore Infant School in the London Borough of Newham.
Dr Su Li Chong's multilingual, multiethnic and multicultural work was in encouraging and inspiring families to read together in their heritage languages.
The work at Altmore Infant School with Kelly Grove and her team demonstrates the energy and commitment of the staff, children, parents and carers towards learning in multilingual and multicultural classrooms. The Reading Café encourages both reading for pleasure and the importance of family support in the child's reading journey.
Dr Su Li Chong and Assistant Head teacher Kelly Grove demonstrate the perseverance and professionalism of staff to continue this work in literacy despite the global pandemic.

J1

Research Report

Pupil and teacher talk, thinking, imagination and empathy in primary process drama.

Libby Lee, University of Hertfordshire.

Aligned with the themes of the conference, this session will present the findings from my doctoral research on talk and primary process drama, working with two teachers and ten and eleven-year old pupils.
Findings indicate that dialogic talk was highly evident, particularly when an equal-status teacher-in-role was used or when the pupils controlled the questioning and talk. There was much teacher narration, leading into co-constructed, and improvised narration between teachers and pupils and between pupils. Teacher possibility broad questions invited pupils to speculate and imagine. However, when a high-status teacher-in-role was used, the teachers tended to dominate the talk; characterised by IRF questioning. Empathy was evoked in the pupils when a low-status teacher-in-role was used and was evident in the pupils' questions, gestures, facial-expressions and responses to the teacher-in-role. Reflective talk, both inside and outside of the drama, indicated that empathy and meaning-making were being encouraged.
Problem solving was evident in whole class and small group talk, suggesting that reasoning and creative thinking were used together to solve problems.
Findings indicate that primary process drama can develop different types of pupil talk and thinking through more use of low or equal-status teacher-in-role and careful use of questioning.

J2

Workshop

Harnessing the rhythm and rhyme of poetry to build oral language skills..

Mary E Gardner, Northern Illinois University. Beth Taylo, Oregon Elementary School.

Oral language development begins at birth and lays the groundwork for all later literacy achievement. What if children's poetry could be used to develop and enhance oral language skills in all students? Repetition, phrasing, patterns, word play, alliteration, rhythm, and rhyme along with the emotions of poetry are universal. Even reluctant readers are willing to memorize and recite a poem. Poetry levels the playing field so that every child can participate, even if reading is difficult. Using patterns or frames to rewrite poems, which can then be performed for peers, bridges all the language arts. Participants will be invited to memorize, write, and perform poems that can easily be adapted to the classroom.

J3

Seminar Presentation

Talking the poem: valuing the differential resources of voice and spoken genres in England and Jamaica.

Tim Shortis, Poetry By Heart.

The spoken resources brought to bear in reciting a poem appear to differ from those which feature in schooled genres of literary essay writing, as have primacy in assessed curricula. A poem in its spoken form appears to fuse the poem text with its speaker's embodied interpretation. This spectacle may also elicit engaged evaluations about the poem as it is realised in the details of its performance. This paper draws from a growing archive of video data from different national poetry recitation competitions. I offer a comparative analysis of British and Jamaican contestants' recitations of 'Sonny's Lettah', an epistolary poem written in a London Jamaican English by the poet and performer Linton Kwesi Johnson in 1979. These versions are considered in relation to an expert panel discussion comprising British and Jamaican poets and scholars at the University of the West Indies at Mona, Jamaica. Cross-cultural international comparisons make evident the inevitable variation in the spoken resources and repertoires of speaker of the poem, shifting attention from the poem text to the spoken resources chosen and in play in its situated public enactment.
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J4

Research Report

Grammar policy, pedagogy and the primary-secondary transition: students' perceptions and reflections.

Ian Cushing, Brunel University London. Marie Helks, Sheffield Hallam University.

This talk presents ongoing research, funded by the UKLA, critically exploring students' perceptions of grammar policy, pedagogy and assessment across the Year 6 - Year 7 divide. Although previous research has investigated teachers' perceptions of grammar within current policy, in this talk we explore a strand which has previously been overlooked: the student voice and their agency in talking about language, literacy, identity and pedagogy. We present research which took place in four schools across Year 6 - Year 7, in the form of focus groups and tasks in which students were asked about their perceptions of grammar, their experiences of learning grammar, and potential incongruities across primary and secondary school. Importantly, this research provides a platform for students' voices and experiences with grammar in schools. By triangulating previous criticisms with new policy analysis and student metalinguistic discourse, we argue that our discussion which will be of value to teachers, teacher educators, academics and policy makers. In particular, we suggest that the transitioning across primary-secondary contexts is of vital importance in developing understanding and knowledge about literacy, grammar policies and pedagogies.

J5

Workshop

How to build Word Power.

Kelly Ashley, Kelly Ashley Consultancy.

This practical session will explore strategies that will help learners make strong connections with words and language. Kelly Ashley (@kashleyenglish) will share ideas for ensuring vocabulary instruction in the primary classroom (ages 4-11) is purposeful and connected using principles outlined in her debut book, Word Power: Amplifying vocabulary instruction (2019). With the central importance of fostering pupils' language and communication as the theme of the 2021 UKLA International conference, this session aims to give teachers a range of practical tools to strengthen connections between new and known knowledge of words and the world. For more information about the Word Power approach, visit https://kellyashleyconsultancy.wordpress.com/.

J6

Workshop

Join the D.O.T.S. - We need to talk about digital literacies.

Angela Colvert, University of Roehampton.

Come and join the D.O.T.S. (www.dots.team): an agency which specialises in creating S.T.E.A.M. powered dreams - The future needs you!
This workshop will invite you to critically and creatively engage with the findings of a research project entitled 'Playful Pedagogies: Developing New Literacies in the Classroom through the Design and Play of Alternate Reality Games'.
Together we will complete missions (which were co-designed by teachers, children, artists and the researcher) in order to explore the literacy practices needed in the 21st Century, particularly those related to S.T.E.A.M. education. We will also reflect on the skills, knowledge, understandings that are needed to succeed as a D.O.T.S. agent (and as a citizen of the future planet Earth).
This study demonstrates that engaging teachers in the co-design of Alternate Reality Games develops their abilities to recognise, support and assess digital literacies in their classrooms and provides valuable opportunities to talk about and reflect on the challenges of supporting digital literacies in diverse classroom settings. It also raises important questions about how we define and discuss 'digital literacies' in education.
The findings have particular implications for policy makers and the field of teacher education, and provide a theoretical and pedagogical foundation for 21st Century curriculum design.

J7

Research Report

Let's talk! Students talking to learn and talking about talk.

Terry Anne Campbell, Nipissing University. Michelle McMartin.

Talk is like music. Your mouth is an instrument - expressing the song of your emotions. Yes, we need to talk about literacy. What do young literacy learners have to say? As two researcher-teachers, we asked students what they thought about talk, learning, and literacy. We had D.L. Rubin's quotation in mind: "Talk is like the sea… It is our medium, our atmosphere, and also our substance." Young students told us "talk is like music… expressing the song of your emotions." They understood the power of talk as it connects to deep dimensions of literacy; that is, for communicating as feeling, thinking human beings.

J8

Seminar Presentation

Poetry in Performance.

Joshua Seigal.

I am a professional poet. I visit schools all over the world where I provide inspiring poetry performances and workshops. I have several poetry collections published by Bloomsbury, and was the winner of the prestigious 2020 Laugh Out Loud Book Award. I would love to give a performance of some of my poetry, in order to provide a lightness of touch to proceedings, as well as give people a flavour of the power of poetry in both school contexts and in the context of mental health.

J9

Research Report

Reading the pictures: Co-constructing narratives from wordless texts in Y1.

Fiona Maine, University of Cambridge. Beci McCaughran, Fulbourn Primary School.

This session will explore the meaning-making processes that classes of Y1 children engage in as they make sense of short films and picturebooks together.
Whilst similar in their wordlessness, the reading pathways of films and books vary considerably, offering different affordances for the oral co-construction of narratives before, during and after the sharing of texts. From spontaneous storytelling to searching for narrative structures, Y1 children demonstrate sophisticated meaning-making as their expert teachers carefully mediate the texts, drawing out themes and questions and possibilities. Important questions arise from these whole class encounters: Is the individual experience comparable to that of the whole class outcome? How crucial is the 'language of possibility', used by teachers and children, for creative and critical thinking and as a social factor enabling intersubjectivity? Data from a series of whole class sessions are analysed to answer these questions, drawing on sociocultural discourse analysis tools to identify episodes of dialogic co-construction between teachers and children. Talk is central here, allowing the exploration of ideas and the creation of possibilities, through agreeing with and challenging each other and using talk prompts to help frame critical and creative thinking.

K1

"It is just so much fun to see the stories appear in front of me on the screen": Using tablets in writing.

Anna Rafnsdóttir, The Centre of School Development at the University of Akureyri, School of Humanities and Social Sciences. Rannveig Oddsdóttir, Assistant Professor with University of Akureyri.
The aim of the action research reported in this presentation was professional development to strengthen teachers knowledge and practice as writing teachers and assist them in implementing the use of tablets in writing lessons, aiming to support the writing and creation of students. Participants were students in third grade, teachers of the class and one social therapist. The data comprised a research journal that I wrote, to keep track of the data collection, photographs, student assignments and participant voices were recorded. Most of the students showed progress in writing with a tablet, but it was noticeable that students with good concentration took better advantage of teachers' instructions than those who had difficulty concentrating. At the beginning of this research, students were preoccupied with all the infinite technology options offered by a tablet.
When the greatest excitement of the devices had worn off, it was evident that its use increased the student's creativity and interest in writing.
The main findings of the study show that the support that teachers received over the period in the form of courses, discussions and expert advice supported their professional development in teaching writing.
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K2

An Exploration of Distinct Literacy Practices for Preschool Children and Parents in Cyprus.

Theoni Neokleous, Stavroula Kontovourki, University of Cyprus.

This presentation discusses the home literacy environment and the literacy practices performed by preschool children and their parents in the Greek-Cypriot context. The discussion revolves around digital literacy practices, including the use of social networks, as well as family activities related to different types of texts, with a focus on book reading. To do so, we utilize data from questionnaires administered to all the adult participants and semi-structured interviews by all the family members of a subset of the participants. Data analysis, which focused on key literacy practices and parents' related affective intensities, revealed that home literacy environments and parents' literacy practices do not necessarily mirror family literacy practices. For example, the observed multiplicity regarding parents' own engagement with digital devices does not coincide with their children's use of digital devices especially for watching children's media series. And, reversely, the shared book reading by children and parents remains a popular home literacy practice, talked about fondly by them all, while book reading is not frequently performed by adult participants individually.
This presentation thus allows to discuss how family literacy practices are challenged and shaped by parents' own constructions and differential valuation of literacy/ies.

K3

Language Disruption in School: Catching up with the Mediatization of the 21st century.

Hanna Hoefer-Lueck, Technical University of Dortmund. Gudrun Marci-Boehncke.

In current mediatization (Krotz 2007; 2009), meaning-making is increasingly influenced by oral and visual instead only by written communication. Media use studies of children and young people (e. g. JIM-study 2018, Anderson/Jiang 2018; Rideout/Robb 2018) confirm this trend.
However, in school certification processes and exams, writing still dominates. It is not only a written language that is based on everyday language but also a particularly elaborate language of education that is oriented towards technical language and is required for successful school completion.
The talk argues from the perspective of educational justice (Nussbaum 2007) inclusion (Bosse et al. 2019), and the theory of mediatization, why it is useful that students today are changing the mediality of discourses on the text in schools. Based on student work, we will demonstrate how motivated and sophisticated such auditory or videographic discourses may be.
The focus of our analysis is the student work in an E-learning course on theatre and digital media in university.
Here, the exercises were made possible in different text and media formats. It became clear that students are more likely choosing joint and communicative solutions and that they processed better than within individual written assignments, even when the workload was increased.
It seems that the classic heuristic functions of writing (Fix 2008 [2006], p. 41) is about to be replaced by participatory opinion-forming in fundamentally communicative text formats (ibid.) as an expression of current media development in digitality - if not yet in school curricula, then in the practice of users.
Orality thus becomes a meta-language that needs to be taken more into account.
At the same time, content-related criteria of opinion formation are highly relevant and have to be taken into account in favour of simple majorities. That applies to aesthetic judgments as well as to social and political decision-making situations. Teachers in schools and universities, therefore, profit from the PEAT model (McGarr & McDonagh, 2019) in addition to an orientation towards DigCompEdu (Redecker & Punie, 2017), in which both their positionality (attitude) and ethical perspectives are taken into account. Developing and reflecting on these ethical perspectives as criteria for joint decision-making seems to be a task for teacher training in all subjects. Using the example of a student's reflection on the content of a text on "artificial intelligence", the article makes it clear which formal and ethical competencies are challenged and considers, how these competencies can be adequately taught in teacher training.
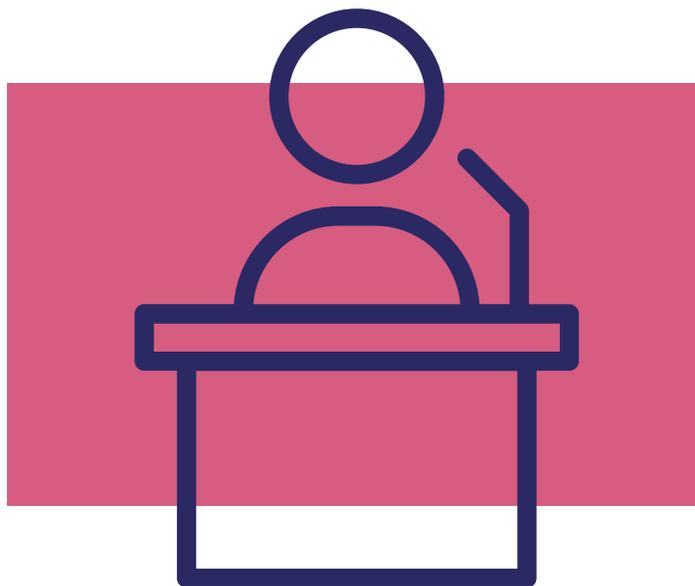
K4

Research Report

"I have the right to feel differently" Mindplay in the preschool.

Jórunn Elídóttir, Sólveig Zópaníasdóttir, University of Akureyri.

This presentation is based on two years research project; Mindplay conversation for learning. The project was a collaboration between one preschool and the University of Akureyri, Iceland.
Research has shown that to develop language and conversation skills, young children need many different opportunities to talk and have conversations with peers and adults to enhance their skills in independent thinking, reasoning, communication and collaboration. The main objective of the project was to increase the quality of conversation with the children by teaching the preschool staff different means of using conversations with children. The focus was on how to use language as a tool for thinking collectively to promote children's ability to use language effectively in every day learning processes.
Children's books, for example, were used with the children in various ways to enhance conversation and creative thinking. The results of the study show that if discussion lessons are scheduled and prepared, they are more likely to be carried out. The results gave preschool staff a reason to ponder and review their practices with the aim of promoting dialogue with children in schoolwork. The staff noticed a positive impact on the use of language among the children following the project.

K5

Workshop

Embracing the 4 C's through Poetry and Makerspaces.

Virginia Chambers, Point Park University.

The Maker Movement is becoming more prevalent in schools and classrooms across the globe.
Makerspaces encompass each individual student as a thinker and a tinker. These innovative spaces allow for communication, creativity, collaboration and critical thinking. Maker learning embodies student-led instruction and connecting with others on a common goal.
Components of Maker Education relate to elements of literacy instruction. Learning in a Maker environment includes critical reading and writing skills, including development of speaking and listening. When students are involved in lessons in a MakerSpace, there is a focus on communication skills that enable critical listening and effective presentation of ideas.
This presentation focuses on reciting and responding to poetry in a MakerSpace classroom. Specifically, the discussion addresses how pre-service teachers in a Primary Education Program are connecting poetry in a Making environments. Educators often focus on STEM in Makerspaces, instead of STEAM. However, literacy skills can be integrated and enhanced in a MakerSpace, focusing on the A (Arts) in STEAM education. Similar to Maker learning, poetry allows for students to think outside the box and represent ideas in new and different ways. It's time to use poetry to launch students' creativity in the Makerspace. The Workshop will include lesson examples and student reflections. Participants will also have the opportunity to respond to a Poem in a sample Making activity.

K6

Seminar Presentation

Rewilding curriculum through drama: Affective stories of creativity-struggle-wellbeing.

Lisa Stephenson, Leeds Beckett University.

What does it mean to be in a state of opening to the unknown? Drawing from children's perceptions, this practice-based thesis explores the kind of creative learning and dispositions that drama pedagogy could offer in response to the complexities of a changing world. Through drama workshops spanning 18 months we will also share a detailed articulation of the artist educator's role in structuring these experiences. This inquiry pays attention to the holistic experiences and cultivation of learning which is rooted in human and ecological relationships rather than individual success or achievement (Stone, 2018). It takes a view of learning which values these complex relational connections not as soft skills but as rich and relevant learning experiences as well as 'powerful knowledge' (Young, 2014).

K7

Seminar Presentation

"The new media literacy: A lost opportunity under the Trump administration to revisit the perennial aims of Western education".

Susan Barber, Simon Fraser University.

What would Plato do? When Trump came into power in 2016, much of the United States and the world found itself grappling with the concept of a "post-truth" era which requires a new set of literacy skills. Philosophy of education scholars have been revisiting the perennial ideas from ancient Greece that have been adapted through the centuries but remain essential to education, and are now being tested as they collide with the Digital Age. Children and youth may sense when something is wrong, but they may not have the language and sophistication to debate the ideas. Teachers are encouraged to promote media literacy in their classrooms to support students in confronting non-truth. It is through this lens that the author would like to examine the dichotomy between Plato/Socrates and Aristotle that offers important insights on the moral framework upon which Western educational systems are built.

K8

Seminar Presentation

Creating spaces for talk to honour children's funds of knowledge.

Melanie Brice, University of Regina.

Funds of knowledge is a term coined by Moll, Amanti, Neff, and Gonzalez, (1992) to describe the rich bodies of knowledge that are acquired through family and community connections and aid the well-being of individuals. They conceived that the learning of marginalized children could be improved if classroom teachers accessed this wealth of knowledge these children possessed. This presentation will share the results of my research with four Indigenous children, I found that they accessed funds of knowledge from their family, cultures and lived experiences to support meaning-making and identity construction. When a classroom teacher encourages talk and creates spaces for students to access their funds of knowledge, they find success in school literacy learning. This is significant because for children from minority cultures to be successful in school requires that teachers support them in building bridges between the sanctioned school literacies and the family literacies that students bring with them.
There is an abundance of research on how minority or marginalized children struggle with school literacy. This research focused on minority children who were successful with school literacy learning.

K9

Seminar Presentation

'He who loses his language loses his world' – the importance of home languages in the classroom.

Katherine Wilkinson, Caitrin Armstrong, Scottish Book Trust.

Scots is one of the three official languages of Scotland, with the 2011 census reporting that a third of adults speak Scots. The Scottish Government supports the use of Scots in the classroom, stating that 'it is expected that practitioners will build upon the diversity of language represented within the communities of Scotland, valuing the languages which children and young people bring to school'. Research and practice have demonstrated that encouraging pupils to use Scots in the classroom has a number of benefits, including increasing pupils' engagement with learning, improving their understanding of Scottish culture and supporting reluctant readers through the promotion of social equity and inclusion. This session will explore these benefits as well as the barriers encountered by advocates for its use, including its perception in some quarters as an 'incorrect' or 'slang' version of English.

K10

Awards Presentation

Literacy and Research in Reading Journals Award .

Jill McClay, University of Alberta. Laura Shapiro, Winner of the UKLA/Wiley Research in Literacy Education Award 2021, Aston University.

Laura Shapiro, The importance of English Vocabulary and Grammar for EAL learners' reading and listening comprehension
Concerns about a "disadvantage gap" in educational attainments have become heightened since Dr. Selma Babayigit and I conducted this research. At the time, we were keenly aware of a trend for learners of English as an Additional Language (EAL) to underperform in reading comprehension when compared with their monolingual peers, and when compared with their own performance on other reading skills (e.g., decoding ability). We also recognised that educational attainments were associated with family-income, ethnicity, geography and their likely interactions. The recent Education Committee report on White Working-class pupils highlighted how easily views can become polarised, and how hard it is for us to accept complex associations. Our paper highlighted that (i) many EAL learners retain a weakness in English vocabulary and grammar by end primary, which negatively impacts reading and listening comprehension. Even a subtle weakness still negatively impacts attainments, and language support for EAL learners is needed throughout primary. (ii) Monolingual children from similarly low-income families also performed relatively poorly on standard tests, yet outperformed their EAL peers on all oral language measures. This underlines the importance of basic language skills and highlights that children's needs may not be immediately obvious in a classroom context.

L1

Seminar Presentation

Toward effective meaning-making with visual data through productive classroom discussion: The Singapore perspective.

Caroline Ho, English Language Institute of Singapore, Ministry of Education.

This study in collaboration with the English Language Institute of Singapore (ELIS, 2011) focuses on how teachers support secondary (Grade 9) students in geographical data analysis and interpretation through productive classroom discussions. Learning to read, view, think, talk, and write geography as a visual discipline (Behnke, 2014) enables students to 'use and apply geographical knowledge and understanding to interpret geographical data, recognize patterns in geographical data and deduce relationships' (CPDD, 2014, p. 69) as required in the national syllabus. We focus on teachers' 'talk moves', that is, 'strategic ways of asking questions and inviting participation in classroom conversations' (Chapin, O'Connor & Anderson, 2013, p. 11) grounded in dialogic teaching principles (Alexander, 2008) for knowledge construction (Mercer, 1995) and framed by 'the questions and the imaginations that geographers bring to the task' (Roberts, 2013, p. 18).
Teachers' classroom discourse is examined to highlight specific discourse moves that support students' learning through probing and deepening students' reasoning, facilitating active learning through building on their peers' contribution and extending students' responses.
 Of specific interest is teachers' scaffolding for graphical and map data analysis and interpretation. Teachers' and students' perspectives elicited through interviews and focus group discussions provide insights on their gains and challenges. The pedagogical implications are highlighted.

L2

Workshop

Spoken Language Comprehension Instruction to Help Struggling Adolescents Conquer Complex Text.

Suzanne Carreker, Lexia: A Cambium Company. Kathleen Burnell.

This session focuses on the evaluation of texts and the design of rich spoken language comprehension lessons and conversations that prepare struggling and non-proficient adolescent readers to read and comprehend increasingly complex texts independently and proficiently. Participants will learn how to evaluate the subjective, but critical, qualitative features of a text (e.g., unique vocabulary, figurative language, signal words, knowledge demands) and determine what these features tell us about a text and how they could interfere with students' reading comprehension. Evaluating the qualitative features ensures appropriate text selection that matches students' oral language comprehension proficiencies and deficiencies. Importantly, this evaluation provides a roadmap for the language comprehension instruction that will support students' understanding of a text - without undermining their deep, independent reading of the text - and advances their critical thinking skills, social-emotional development and empathy, cultural understanding, and preparation for success in university, career, and lifelong learning. Lastly, participants will engage in hands-on activities that promote students' success in understanding the meaning of the author's language when reading increasingly complex text. Participants will leave with valuable tips and strategies to promote students' spoken language comprehension and reading success.

L3

Research Report

Closing A Book, Opening Another: The School Literacy Practices of Students in UAE High Schools.

Mona Aljanahi, United Arab Emirates University.

Literacy studies over the past few decades have focused on the out-of-school literacy practices of students to identify how knowledge is used beyond the school gates, and how these literacy practices can be consolidated with those provided in schools. Scholars, nevertheless, have warned against romanticizing out-of-school literacy practices in the process. Thus, this study aimed to shift the focus on school literacy by exploring the in-school literacy practices of a group of eight high school students enrolled in United Arab Emirates government schools to determine whether their literacy practices fall under the widely conception of school literacy as confined, rigid, and formulaic. The findings indicated that schools mainly continue to introduce convention forms of writing in English and Arabic classes. Moreover, while these conventional forms of literacy overshadow other literacy forms, there appears to be facets of openness in the form of creative writing that take place in these classes. Finally, it was found that there is a third space within which out-of-school literacy practices are practiced within the school milieu. The study presents relevant implications to help teachers balance between in-school and out-of-school practices in their classrooms.

L4

Research Report

Reading with young children matters! What has happened to early childhood language-rich adult-child shared picture book reading in the era of 'phonics first'?.

Stacey Campbell, Queensland University of Technology.

Shared picture book reading provides opportunities for young children to develop essential literacy skills including spoken language, vocabulary and code-breaking through exposing readers to visual information, orthographic print and print-image connections. However, in many early childhood contexts, more time is being dedicated towards phonics, with fewer opportunities for children to engage in sustained conversations through shared picture book reading. This study examined early childhood teachers' pedagogic methods and approaches for promoting early language and literacy across six Australian early childhood settings. The ELLCO Pre-K classroom observation tool was administered, measuring quality of language and literacy experiences, together with instructional efforts to build oral language, vocabulary, phonological awareness, phonics and writing. This study revealed spoken language and phonics occurred through a range of play-based learning and narrow literacy practices. There was little evidence of picture book reading playing an integral part of the literacy programme. Absence of oral language discussions around children's literature may be due to prioritising phonics in early childhood. ELLCO results and implications for the place of phonics and spoken language in early years literacy programmes will be presented.
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L5

Research Report

Language skills but not executive functions predict the development of reading comprehension.

Dacian Dolean, Laura Visu Petra, Babes-Bolyai University. Arne Lervag, University of Oslo.

The simple view of reading proposes that the development of reading comprehension in early elementary school is best predicted by children's decoding and language skills. Recent studies challenge this view and suggest that executive functions should be incorporated in this theoretical model, but the empirical evidence is not strong enough to clearly support or refute this new theory. In this study, we used latent variables to test whether executive functions can predict the development of reading comprehension of 184 second graders, beyond decoding and language skills. The results indicate that while reading comprehension can be strongly associated with executive functions, it was only the language skills that independently predicted its development. Our findings show that executive functions are associated with reading comprehension via their shared variance with language skills. The results suggest that reading interventions in elementary school should stress more on the development of language skills and less on the improvement of executive functions.

L6

Research Report

Being willing to engage in writing activities: empowering young children through early literacy practices.

Hiroo Matsumoto, Kagawa University. Miho M. Tsuneda, Non-Profit Organisation Wahaha-net.

Interactions mediated by play activities throughout early childhood education and care practices would facilitate young children's writing development. This study aimed to explore how to provide opportunities and resources for the initial stage of writing beyond formal literacy activities. Four-to-six-year-old kindergarten children in Japan (N = 178) and 73 undergraduate students belonging to the university department of early years and primary education participated in this research. Each child was paired with the student and given three or four one-hour trials to enjoy free play with them through the kindergarten practices. After the intervention, the students were asked to write to the paired children on their play or conversation in the kindergarten, which was intended to encourage children's engagement in writing. Case studies showed that these interventions inspired young children, especially for the children who rarely had been involved in daily writing activities, to enjoy writing and exchanging letters with not only the paired students but also other friends and practitioners of the kindergarten. These findings suggest that somebody hearing children's voices about their everyday lives could enhance young children's repertoire of communication and expression through their writing, which have implications for our understanding communicative nature of young children's writing

L7

Seminar Presentation

Get Kids Engaged with Literacy Bags!

Jill Tussey, Michelle Metzger, Buena Vista University.

Educators understand the importance of creating opportunities for students to read and write outside of the physical school environment. However, it is important to provide and support these meaningful opportunities for students as they interact with literature. Literacy Bags can provide that necessary support! Attendees will gain an understanding over how to develop and implement Literacy Bags to send home with students. Literacy Bags allow students choice over their reading, while educators provide structure and materials. Each Literacy Bag contains books and activities to promote reading and writing as well as allow students freedom to create projects inspired by books. Since this experience is taking place outside of school, there are opportunities for parents, guardians, and family members to have an active supportive role. The themes of each Literacy Bag can be altered based on the interest areas of students while also providing opportunities for exposure to popular and classic books and authors. Background information over poverty, second language learners, and parent engagement will be shared to highlight the need for Literacy Bags. In addition, a discussion will wrap up the session with time for sharing personal experiences implementing Literacy Bags and answering clarification questions.

L8

Seminar Presentation

Let's tell stories!: Storytelling as a strategy in facilitating children's literacy development in an early years classroom.

Tamara Bromley, WA/ Curtin University.

The presentation will provide a snapshot of ongoing work that focuses on use of children's storytelling in the early years classroom as a strategy to facilitate children's oral language and literacy development. Storytelling brings children's home language and literacies into the classroom and so can act as a 'bridge' for young children between home and school. Storytelling, as an opportunity to meaningfully use oral language, facilitates the development of children's emerging literacy skills. Further, scribing children's oral stories models how written language works. This values children's stories, adding to the inclusive nature of this strategy. Drama, music and drawing, utilised alongside storytelling, makes this a multimodal literacy strategy for children from different sociocultural backgrounds, quiet introverted children and children with diagnosed language delays. In a busy, curriculum-focused environment, storytelling allows space and time to stop and listen to children in meaningful and purposeful ways. Moreover, through children's storytelling, the children are respected for who they were, their ideas are valued and included and their confidence within the classroom community grew. Children have agency and a voice; they belong.

L9

Seminar Presentation

Talking about Reading for Pleasure practices in Australia.

Alyson Simpson, University of Sydney.

The promotion of positive attitudes towards reading in primary school classrooms should be a key policy directive to counterbalance student disengagement. Our study investigates knowledge about Reading for Pleasure pedagogy in Australia to establish what teachers and pre-service teachers understand about this powerful approach to the teaching of reading. In 2019 we commenced data collection using the Teachers as Readers (TaRs) survey to establish baseline data for pre-service teachers and teacher knowledge. The survey is one of a nested set of studies curated under the banner Reading for Pleasure Australia (RfPAus). Two complementary branches of the study mirror Cremin's methodology using reading autobiographies and book discussion to prompt dialogic professional development. Research suggests that iterative discussion of children's literature and deliberate 'noticing' how students talk about their reading assists teachers to learn about their students, learn from their students, and encourages them to take a more holistic view of literacy pedagogy. In this presentation overall trends from analysis of initial teacher education (ITE) survey data will be presented in comparison with findings from England and Scotland. We will also showcase some dialogic reading for pleasure teaching practices that demonstrate their potential to improve students' engagement with and enjoyment of reading.

L10

Research Report

Adebanjo Mopelola Omowumi, Adeniyi Kikelomo, Adeniran Ogunsanya College of Education.

The performance of secondary school students in English language in Nigeria is considered very important because English language is the lingua franca and the language used for almost all official (and even unofficial) proceedings even though Nigeria has almost five hundred indigenous languages. It is therefore very important utmost attention is given to the teaching and learning of English language so that all stumbling blocks to the mastery of the language are removed. This is even more important because no student can make any appreciable progress educationally without a good grade in English language. A student cannot, for example move from the junior to the senior school or proceed to the university without a good grade in English language. This paper looks at four important factors which may affect the performance of secondary school students in English language and these are : students' gender, peer group, home background and the type of English language spoken at home.

MOOMIN CHARACTERS LTD

Internationally successful literacy initiative, Read Hour, launches in the UK with support from Moomin Characters Ltd.

Read Hour is a brilliant initiative that aims to spark the joy of reading in young people and foster a lifelong appreciation for the written word. Its objective is simple, fun and accessible – motivate people to set aside just one hour on 8th September to sit down and read, whether that be a book, magazine or comic book – everything is encouraged!

Being able to express yourself is one of the most important things in the world and to express yourself, you first need to learn to read and write. That's why we at Moomin Characters Ltd are on a mission to spark a love of reading and writing – and we would love for you to join us.

After seeing the success of Read Hour in Finland first-hand, Moomin Characters Ltd wanted to help launch the initiative internationally, starting with the UK. The company will be working closely with its partners, including Macmillan Children's Books, Sort Of Books and Oxfam to help make Read Hour a new staple of the UK literary events calendar. If you would like to find out more about how your organisation can get involved in Read Hour please email: emily@riotcommunications.com

M1

Seminar Presentation

Open Hearts Open Borders.

Jo Tregenza, University of Sussex.

This session will present the outcome of a yearlong focus with Primary and Secondary PGCE students on the central theme of Open Hearts Open Boundaries. The book Migrations, Open Hearts, Open Boundaries aim was to express support for and solidarity with the hundreds and thousands of human migrants who face immense difficulties and dangers in their struggle to find a better and safer place. The project also focuses on Part 2 of the standards, inclusion, diversity and EAL. We have worked with all subjects and phases to discuss the theme of migration and refugees. Picture and story books have been the central focus for all subjects, ensuring that reading is central to each subject focus. Each subject has tackled the theme in different ways, for example primary students have produced animated films and picture books, media have produced short documentaries. We worked alongside community groups of schools to create a central resource for all of our schools with medium term plans for each subject and a resource bank.

M2

Workshop

Lives: A Dramatic Look at History.

Giselle Mafa, Curtin University. Andrew O'Connell.

Rationale for Lives workshops. Authentic learning in the arts is characterised by praxis.

M3

Seminar Presentation

Doing Critical Discourse Analysis as Critical Literacy Practice: Looking, Talking, Reading & Writing about Everyday Texts.

Navan Govender, University Of Strathclyde.

If literacy takes big-D Discourse as ways of; behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing, that are accepted as instantiations of particular identities.

M4

Workshop

Linking sounds to letters: Talking about letters and sounds with young children.

Sinead Harmey, Sue Bodman, UCL Institute of Education.

Phonics instruction involves teaching children the relationship between graphemes and phonemes and how to use this information to derive meaning from an alphabetic writing system. For young children, particularly those experiencing literacy difficulties, learning how to use this information is far more complex than simply just learning letters and sounds. The task involves learning how to look at print, how to distinguish arbitrary visual symbols like letters, to distinguish sounds, to link the visual symbols to the sounds they hear and to do this from left to right (a visual task) and from first to last (and auditory task). In this workshop, the presenters will provide a brief overview of recent research surrounding phonics instruction, particularly in terms of conceptual awareness of the functions of print and how this area of knowledge is linked to literacy development. In line with the conference theme, practical activities and discussions will focus on the reportoires of language teachers and children must use to engage in meta-linguistic conversations about print in order to support children's meaningful engagement with print.

M5

Workshop

Let's Think in English: Cognitive development through challenge, talk and metacognition.

Michael Walsh, Visiting Lecturer at King's College London and Director of Futurezone.

Let's Think in English (LTE) is a teaching programme developed at King's College London used by over 700 schools in the UK and internationally which helps primary and secondary students to develop the reasoning skills needed for success in English. The programme has been developed since 2009, closely modelled on Adey and Shayer's Cognitive Acceleration in Science Education (CASE). Cognitive Acceleration (CA) is an intervention whose effectiveness in significantly raising attainment has been repeatedly proven in international trials over 20+ years. LTE draws on research by Vygotsky and Piaget that people learn most effectively when exploring ideas together . LTE lessons are almost exclusively oral developing students reasoning and critical evaluation skills. The LTE lessons each use an authentic English text and involve the development of understanding through structured discussion (social construction), problem-solving (cognitive challenge) and structured reflection (metacognition) which makes students more aware of their thinking processes and how they think most effectively.
The lessons can lead subsequently to further related work, oral or written (bridging). In this workshop colleagues will have an opportunity to review some of the key features of LTE: the need for challenge, talk for learning and metacognition.

M7

Research Report

Young people's voice in research into depictions of social class in children's fantasy fiction

Alison Baker, University of East London.

This presentation will outline the research carried out with 10 Year 6 children in a primary school in East Sussex. The young people read a fantasy fiction novel every fortnight, then carried out creative activities to support discussion, and their discussion analysed to identify their perceptions of social class in the novels. The research demonstrated that the young people are aware of depictions of social class, and that those from working class backgrounds are aware that they do not read many books with working-class protagonists.

M8

Research Report

Linguistic phonics: work from sounds to letters, not vice versa.

Greg Brooks, University of Sheffield.

From phonics' first appearance in the 16th century till today, almost all teaching approaches work from letters/graphemes to sounds/phonemes. But for English at least this is perverse, since the complexity of the spelling system, with its nearly 300 graphemes, makes the identification/segmentation of graphemes within written words more difficult than in more regular orthographies. Linguistic phonics takes the opposite tack, working from the 44 or so phonemes in the spoken language to the graphemes in the written language. In this paper I shall trace the history of such approaches from Pestalozzi through Bloomfield to the present, including revealing the linguistic phonics underpinning Letters and Sounds.

M9

Awards Presentation

UKLA Wiley Research in Literacy Education Award.

Wayne Tennent, Brunel University. Tessa Daffern, Winner of the UKLA/Wiley Research in Literacy Education Award 2021, University of Wollongong.

Tessa Daffern, Overcoming the challenges of teaching and learning spelling.
Standard English spelling is a complex word formation problem-solving process. It demands integrated awareness of speech sounds (phonology), conventional letter sequences (orthography) and word parts that signal meaning and grammar (morphology). This session synthesises practical pedagogical insights drawn from the findings of several studies examining the teaching and learning of spelling. Collectively, these insights draw on data from over 5,000 Australian students across the first seven years of school. Insights from some of these students and their teachers about the challenges of teaching and learning spelling are shared as well as evidence-based teaching strategies and error analysis tools to support teachers and their students to overcome the complexities.

N1

Seminar Presentation

Story Makers Press: Using Drama and Creative Writing to create culturally relevant literacy practices with children.

Lisa Stephenson, Tom Dobson, Leeds Beckett University.

Creating culturally relevant literacy practices has never been more important, with many children from marginalised groups finding themselves with little or no power over their learning, when learning has little or no relevance to their life or aspirations (McInerney, 2009, p24). Our work involves co-creating stories with children from marginalised groups so that the children can see themselves in the fiction (CLPE, 2018). How do children view these learning experiences? Story Makers Press is our new University-based publishing house which uses drama and creative writing workshops to involve children in authoring and publishing processes. Here, we look at the contributions made by eight to eleven-year olds involved in our third book, a Roma and Refugee nomadic story.
Through this case study, we explore he ways in which safe spaces are created for children's voices during the drama workshops as they co create our story synopsis in multi-modal ways. We explore how these affective and embodied processes contribute to our understanding of oracy by creating authentic and meaningful opportunities for involvement in the development of the story, from workshop to published hybrid text. We also explore the role that oracy can provide for emotional literacy and states of belonging in schools.

N3

Seminar Presentation

YouTube: Advantages and Disadvantages from the Perspective of the Parents of Children Aged (3-6) Years.

Nadia Qurban, University of Sheffield and Umm Al-Qura University.

YouTube has recently reached two billion users worldwide, and the proportion of child users is also high. This widespread use may affect the behaviour of people, especially children. Given the scarcity of methods to gain parents' perspectives on the effects of YouTube on their children aged 3-6 years in Saudi Arabia, this study was conducted using an open online questionnaire with a sample of 3,773 Saudi families in the Kingdom of Saudi Arabia and Britain. This study explores parents' opinions on the impact of watching YouTube on children aged 3-6 years. From this exploration, the study found several advantages and disadvantages of YouTube from parents' perspectives: Some agreed that YouTube negatively impacts their children's health and creates risks, misconceptions, and adverse effects in relation to social issues such as bullying and violence among children. However, parents also significantly supported the website's benefits in several socio-cultural aspects, such as language education, ethical behaviour, and the acquisition of new information. Further, the study also highlights the most popular YouTube channels among children in Saudi Arabia and their favourite videos. These results may help raise awareness among parents about their children's use of YouTube, so they may supervise their children and ensure only the desired benefits are derived while avoiding potential dangers.

N4

Research Report

Spoken Language - A Talking Point for Teachers.

Christine Bridle, University of Greenwich (retired)

This paper considers spoken language's role in communicating knowledge and understanding and in exploring and expanding that knowledge and understanding, using language to represent this symbolically to oneself and others. Research has identified a prevalent teacher-dominated pattern of talk within primary education, with little time for children's talk to support their learning, a criticism generally derived from research based on classroom observations. Teachers' views have rarely been canvassed, despite primary teachers' perceptions of spoken language's role necessarily influencing its place within their teaching. My research has focused on teachers' views of the factors which influence this role, using focus groups for data collection to encourage that dialogic interaction regarded as invaluable in classroom practice. Data analysis found that participants recognised the need for opportunities for pupils' dialogic interaction, but their perceptions of providing these revealed an entanglement between their professional discourse and the organisational discourse of the school.
This research concludes that the time available within classroom practice to realise talk's role is limited by the perceived extent of the 'panoptic gaze' of the school's accountability measures.
Plus, some of these accountability measures have been absorbed into teachers' professional discourse, rendering the 'panoptic gaze' unnecessary in a 'post-panoptic' era.

N5

Seminar Presentation

Promoting oracy across the curriculum.

Hydeh Fayaz, St Matthews Teaching and Research School.

This session will define dialogic teaching and will aim to highlight the research carried out by Robin Alexander. It will show how repetoires can be used in a primary setting and will provide ideas to promote oracy across a knowledge rich curriculum. It will inform practitioners about the use of talk across 'talk continuum' e.g. how exploratory talk can work as a tool for assessing prior knowledge or to promote team work, to how presentational talk can be nurtured to deepen understanding once content has been taught. It will also draw upon the research carried out by Timothy Shanahan and Cynthia Shanahan: how subject specific vocabulary can be taught and actively practiced through talk.   The session will draw on real life examples from a primary setting and display work across a variety of subjects - from maths to geography.

N6

Awards Presentation

Our Class Loves This Book Award Presentation.

Chris Lockwood.

This award asks teachers to explore a book in detail with their classes and encourage children's creative responses to the chosen book. The 2021 entries are based on the books shortlisted for the 2020 UKLA Book Awards.

In this conference we are celebrating joint winners from the 2020 Award, which was postponed, and a single winner for 2021.

In this session we will appreciate a vibrant and joyful film from 2020 joint winners Class Primary 1 and their teacher Zoe Lindsay at Craigbank Primary School, Alloa, Clackmannanshire based on the picture book Bob's Blue Period by Marion Deuchars published by Laurence King.

The second joint winner for 2020, Year 6 from Ranby House School, Retford, Nottinghamshire and their teacher Elena Bezoari, is based on The Explorer by Katherine Rundell, published by Bloomsbury. Their work demonstrates a teacher's use of a quality text to drive a whole term's cross-curricular project resulting in children's work of the highest quality.

For 2021 our winner is Year 6 and their teacher Ben Harris from Dunmow St Mary's Primary School in Essex. Their entry celebrates the unadulterated joy of a teacher reading aloud to their class every day, allowing the children to respond individually and collectively. Our session will focus on the work of these gifted teachers and their wonderful classes.

N7

Seminar Presentation

Meaning-making and repertoire through WhatsApp stories: an analysis in a Spanish low-income context.

Eduardo García-Jiménez, Fernando Guzman-Simón, Celia Moreno-Morilla, Universidad de Sevilla.

This research has focused on the study of literacies through the use of social media. This methodology has allowed analysing the interactions children establish with social media to make new meaning and repertoire. The study involved one girl and one boy 12-year-old, and their WhatsApp's contacts. These children's schools and homes are located in neighborhoods, where structural situations of poverty and social and cultural marginality concur. The children integrated researchers in their digital community, which allowed gathering the events that the community developed through social media. WhatsApp stories were complemented to systematic observations and interviews with each of each child. The participants' multimodal linguistic and literacy practices were analysed from the Social Semiotics approach. The results of the research describe and interpret the interactions that take place between the participants when they make new repertoire. The research has identified the processes of re-contextualization, transduction and trans-contextualization of the discourses developed in the frame of a social community. In conclusion, WhatsApp stories allow children to create a sense of belonging to the community through their linguistic, social and cultural repertoire.

N8

Research Report

Pedagogy floats on a sea of talk.

Lori McKee, St. Francis Xavier University. Tara-Lynn Scheffel, Nipissing University. Rachel Heydon, Western University.

In this research presentation, we apply James Britton's familiar adage, literacy floats on a sea of talk, to explore the role of oral language in the co-production of literacy pedagogies for/with children. We share examples from two case studies of professional learning in literacy: one included five pre-service teachers designing pedagogies for a Literacy Camp and their campers (ages 4-12); the other included four in-service teachers designing classroom pedagogies and their students (ages 5-8). In this presentation, we look across studies to notice the ways that oral language was entangled in the collaborative design of literacy pedagogies, from teachers negotiating ideas in planning sessions to debriefing pedagogies after the fact. The data reveal that the teachers' talk created spaces for literacy pedagogies to live and expand. These spaces were generative, opening opportunities for crafting and sharing conceptualizations of literacy and making meaning of the children's responses to pedagogical encounters. When words failed the teachers, the artifacts they shared with one another prompted discussion, highlighting the ways oral language worked in conjunction with other modes. This presentation invites researchers and educators to (re)consider the movements that orality creates in teacher professional learning for literacy and its implications for each.

O1

Seminar Presentation

Reading to Dogs in Schools: An Exploratory Study of Teachers' Perspectives.

Jill Steel, University of Edinburgh.

This study sought to examine primary school teachers' views of Reading to Dogs (RTD) in schools, exploring perceived benefits and challenges, in addition to teachers' experience of RTD. RTD has become increasingly popular in UK primary schools, yet teachers' perspectives, which could be key in influencing the uptake of RTD, have not previously been sought. In this project, 253 UK primary school teachers (with varying knowledge and experience of RTD) completed an online questionnaire examining their perspectives of the reading, social, emotional and behavioural benefits, and challenges, associated with RTD. Teachers' were generally very positive about RTD, but cited more positive benefits to social, emotional and behavioural outcomes than reading outcomes. Teachers also felt that benefits for the emotional aspects of reading such as motivation, confidence, attitudes etc were greater than for reading frequency or skill. In general, teachers reported low concerns about the challenges associated with RTD; while challenges (e.g., paperwork, allergies) were seen as valid, they were not seen as insurmountable.
Teachers with greater knowledge and/or experience of RTD were more positive about RTD. Understanding teachers' perspectives of RTD is essential to ensure their expertise feeds into future RTD intervention design and implementation.

O2

Seminar Presentation

The Anti Script: Critical Literacy for Pre-Service Teachers.

Justine Bruyère, Vanderbilt University. Emily Pendergrass.

Creating Critical classrooms involves the re-envisioning of what lesson planning and being a successful student looks like. It involves the re-evaluation of how students might accomplish the curriculum. And, the re-imagining of what might be possible in the classroom (Thomas, 2020). For too long, school systems, administrators, and educators have planned every minute of learning, delivering too much information with too little time. In this presentation, we will share how we, as teacher educators, work with teacher candidates from the beginning of their program to embrace Critical literacy as a framework that guides all of the instruction in the classroom. We will present critical literacy as a doorway that moves in opposition to the one-right answer scripts, one that leads pre-service teachers to freedom of thought, to inquiry, and to countering hegemony.

O3

Research Report

Building new bridges between reading and writing in the primary classroom.

Martin Galway, Herts for Learning.

This research presentation explores the relationship between reading and writing as described and discussed in a range of studies designed to enhance the transfer of learning from reading into the development of writing. Drawing upon key theoretical viewpoints, as well as systematic reviews of writing research, the session will set out a range of ways by which the reciprocity between reading and writing remain underexplored. The evidence base for Grammar for Writing will be used as a means of illustrating some of the ways in which the reading act is obscured in studies that are primarily focused on the development of writing, but that draw upon the study of language elements drawn from reading. This in turn will inform a discussion around the nature and role of voice in reading and writing. From this review of a specific body of literature, the session will conclude with a discussion of some work in progress looking at ways by which reading fluency instruction techniques may be helpful as a tool for writing instruction and practice.

O4

Workshop

Talking about Adolescence in Young Adult Video Games.

Christian Ehret, McGill University, Canada. Jen Scott Curwood, University of Sydney.

This workshop highlights international research that shows how Young Adult Literature (YALit) can engage youth in critical conversations about their lives through mentored critique of cultural constructions of adolescence in the genre. Although young adult works are currently booming across media formats such as podcasts, streaming series, and films, most research and pedagogical approaches to young adult-focused narratives is limited to the novel. In order to address this gap for both researchers and practitioners, the presenters draw on their international research collaboration across sites in Australia and Canada to: (1) define the emerging genre of Young Adult Video Games (YAGames), including multiple paradigmatic games; (2) illustrate research and pedagogical frameworks for analysing and discussing, respectively, YAGames as literature through ludic and narrative-based critique of cultural constructions of adolescence; (3) engage audience members in group gameplay, analysis and academic talk over YAGames.
The workshops will conclude with future directions for research and practice in YAGames, including differences across solo and collaborative gameplay and spectatorship, Internet livestreaming, and the ludic and narrative-based literacies youth develop by discussing representations of adolescence in video games through the interaction, at least, amongst plot, sounds, music, atmosphere, dialogues, player choices and gameplay mechanics.

O5

Research Report

An instructional programme for enhancing listening comprehension in kindergarten children through narrative text reading.

Elissavet Chlapana, University of Crete.

The purpose of the study is to evaluate the impact of an instructional programme on listening comprehension of kindergarten children. The programme was implemented throughout a school year in a kindergarten classroom located in a rural area of Crete. The activities included in the proposed programme are embedded in the context of narrative text reading and aim to help children develop skills found to contribute to text comprehension. The classroom teacher was trained to read narrative texts, which were selected for needs of the present study, and implement techniques which help children develop the following comprehension skills: prediction, background knowledge activation, questioning, self-monitoring, visualization, inference-making and retelling. Children's parents had an active role in the programme by reading the same narrative texts in family environment following appropriate guidelines. The reading aloud sessions were recorded and analyzed in order to describe children's oral contribution in text processing and the development of the targeted comprehension skills. The results are anticipated to provide indications about the usefulness of techniques aiming to the development of listening comprehension of young children.

O6

Research Report

Literacy education as living well together: What literacies in the lives of thriving elder women can teach all educators.

Rachel Heydon, Roz Stooke, Western University.

Literacy education across the world is routinely organized as a series of chronological stages (e.g., this is what a child in Grade One or Key Stage 1 should be able to do) and directed toward preparation for and participation in the workforce. Yet what if education were informed, not by developmental and neoliberal logics, but by the ethics of what literacies mean for living well together? Responding to this question requires recognizing literacies in the everyday that promote flourishing across the lifespan. Our talk shares key teachings from a series of case studies that used a modified day-in-the-life approach to examine the literacies of three self-identified thriving elder women. Using a socio-material approach to literacies, we will discuss some (im)material constituents of literacies and propose ways in which literacies can invent and reinvent physical and social spaces. We will also underline the import of opportunities for people of all ages to create identity texts and engage in habits of a lifetime. In sum, this talk will bring visibility to elders' literacy practices to question some assumptions that are taken-for-granted in literacy education today and provoke thinking for collectively dreaming of what can be possible in literacy education.

07

Seminar Presentation

Inequality in Education: Young children's digital literacy practices across the home and the school spaces.

Alejandra Pacheco-Costa, Dr. Fernando Guzmán-Simón, Universidad de Sevilla.

Our research aims to analyse the digital practices of young children at school and at home, taking place in parallel to their emergent multimodal literacy development. The analysis of these practices takes account of the children's building of their identities as writers, their metacognitive reflections on the writing and reading processes, their repertoires, and the learning of the social uses of literacy.
This research applies an ethnographic approach, and is inspired by the "day in a life".

08

Research Report

Closing the word gap: can an online programme help?

Jamie Fries, ReadingWise.

Summary of findings of a pilot with 32 schools conducted between September 2020 and January 2021.

09

Seminar Presentation

Grammatical choice and the verb: children's and teachers' metalinguistic understanding of tense, aspect, modal verbs and passive voice?

Shahan Choudhury, University of Exeter.

This presentation will discuss an ongoing study on teachers' and learners' conceptualisation of four grammatical concepts: tense, aspect, modal verbs and voice in English grammar. The study also considers whether and how this conceptualisation affects children's writing. Within the L1 context, no research appears to have been undertaken in either of these areas. This presentation reports on my research findings to date, which are based on 149 students in Y2, 5/6 and 10 teachers, from three primary schools in the UK.
This study focuses on the balance between explicit and implicit knowledge of grammar. For example: To what extent can children/teachers explain what a verb is? Do they understand the difference between past tense and present perfect? How well do they understand the subtle meaning differences between the various modal verbs (eg 'should' and 'could')? These are important concepts that are covered in the English National Curriculum, but we know very little about what they actually know.
I hope that this research will lead to various outcomes, including a deeper understanding of the child writer's grammatical knowledge of tense, aspect, modal verbs and voice.