



JCT CONSULTANT
EDUCATION

Secondary Literacy Intervention: what works.

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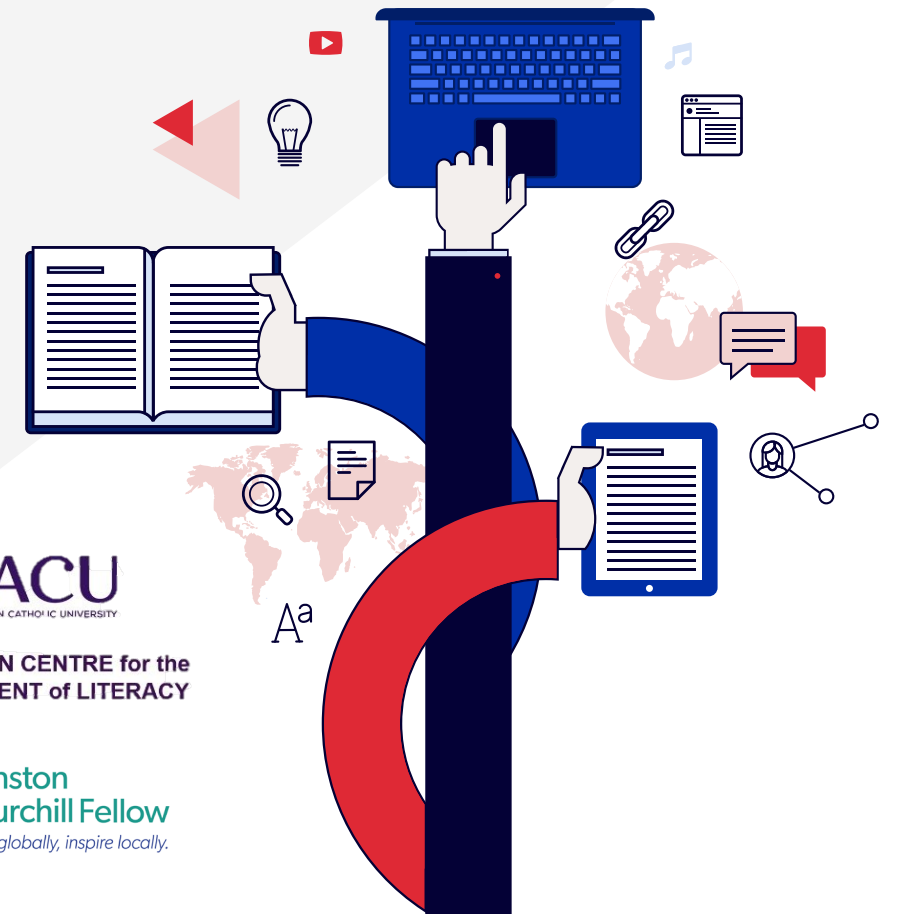
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Schools Plus

 **CATHOLIC EDUCATION**
Archdiocese of Canberra & Goulburn

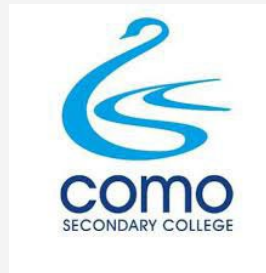
 **ACU**
AUSTRALIAN CATHOLIC UNIVERSITY
**AUSTRALIAN CENTRE for the
ADVANCEMENT of LITERACY**

 **Winston
Churchill Fellow**
Learn globally, inspire locally.



My background

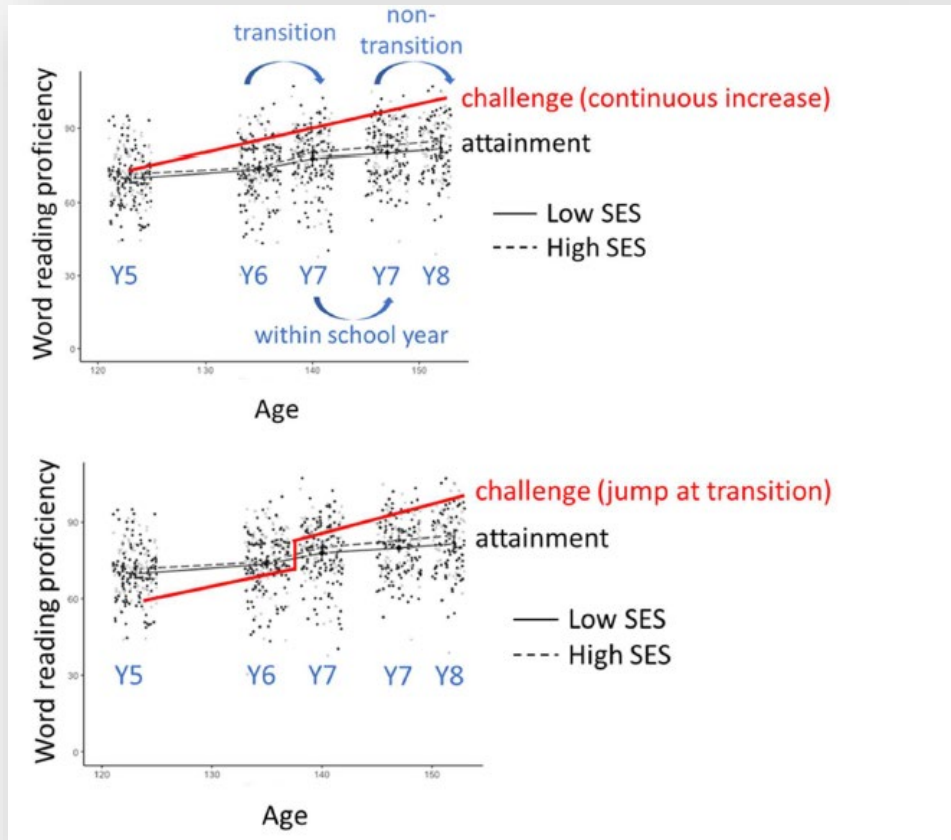
- Born & raised in France
- Secondary teacher trained
- Working with at-risk adolescents
- Leadership positions in WA, SA, NSW & ACT
- PhD candidate with Prof. Anne Castles, Prof Rauno Parrila and Dr. Danielle Colenbrander
- Churchill Fellow & Teaching Fellow



My name is Jonah, I am in Year 8.



The transition from primary to high school



Escalating demands : there is a jump in expectations and challenge.

- Homework
- Frequency & difficulty of assessment
- Content to be covered
- Subject difficulty
- Competing deadlines
- Declines in motivation & engagement

As students progress through school, the extent to which reading is required to access the curriculum increases greatly.

International case study



Blackpool: a highly deprived area

- Close to **1 in 4 children in England still cannot read** well by the age of 11. It rises to 2 in 5 among children from low-income families
- Blackpool has a long history of **poor literacy**. The disadvantage gap at GCSE level is greater in Blackpool than anywhere else in England.
- Blackpool's **unemployment rate** is 6.3% as of 2022.
- Estimated 7'700 Blackpool **children living in low-income** households



The Right to Succeed



The screenshot shows the homepage of the 'Right to Succeed' website. At the top left is the logo, which is a colorful flower-like shape made of small circles, followed by the text 'RIGHT TO SUCCEED'. To the right of the logo is a navigation menu with links for 'About us', 'Programmes', 'Impact', 'Insights', and 'Get Involved', each underlined. Further right are two buttons: 'DONATE' in a red-bordered box and 'CONTACT' in a grey-bordered box. The main content area features a large, colorful geometric background with a photo of a smiling young boy in a school uniform. Overlaid on this background is the following text:

Supporting communities to give children and young people the best start in life.

We work with communities in areas of high deprivation because every child deserves the right to succeed, no matter where they live.

No single organisation can solve complex social problems on their own but together, we can.

To improve the literacy capability of all teens



Sarah Smith, program Director
Blackpool KS3 Literacy program



x8 Literacy and Evidence Leads in each school (2 days /week)



Initial funding of £987,666 with an additional
£420,000 raised by Right to Succeed.

Building a strong network of eight secondary schools



Rebecca Warhurst (Principal) Bev Priestner (literacy coordinator)
711 students



John Woods (Principal), and Simon Blackwell, Assistant Principal
800+ students



Estelle Bellamy, Director of English at the Fylde Coast Academy Trust group of schools (FCAT)
840 students

Literacy: Make it the school priority

What matters most in raising student achievement?

Collective teacher efficacy



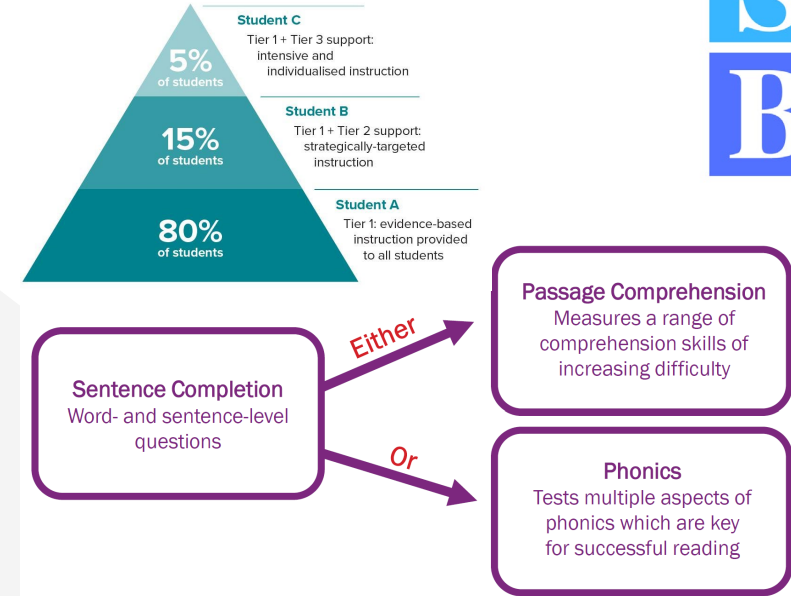


GROUP 1
those who require intervention

GROUP 2
those who do not

Universal screening

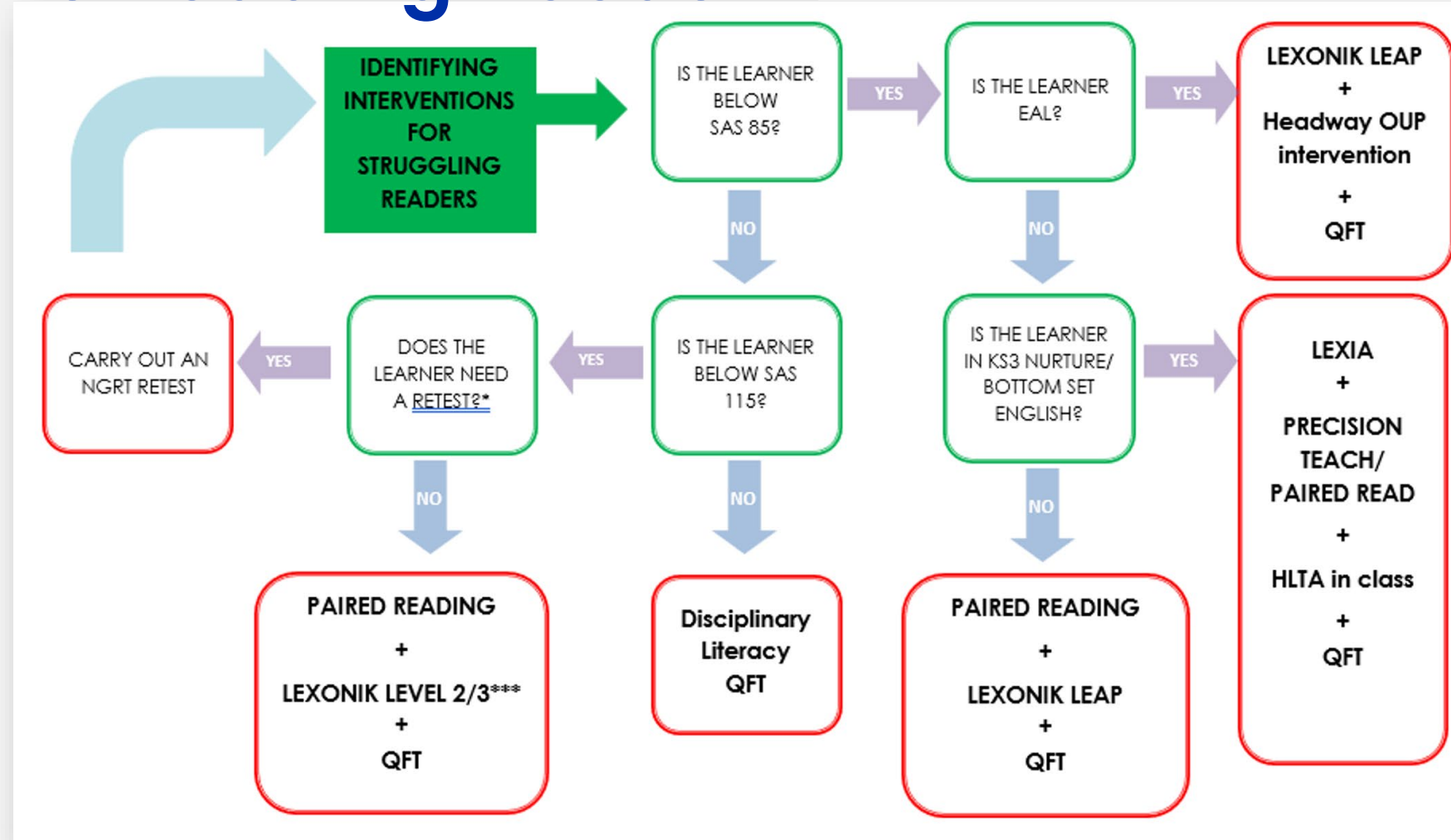
- All Yrs 7 to 9 students universally screened up to twice a year
- **New Group Reading Test (NGRT):** standardised, adaptive assessment to measure reading ability – 30 minutes



Description	Very Low			Below Average			Average			Above Average		Very High
Stanine (ST)	1	2	3	4	5	6	7	8	9			
Standard Age Score (SAS)	70	80	90	100	110	120	130					

At-risk students

Using an assessment decision tree to align students' reading needs



The WIKI Way: reading interventions on offer



Wiki Prime

For children who are struggling with basic **decoding** skills

Systematic synthetic phonics program

small groups
3-4 times / week

Wiki Build

Improve reading, spelling, and understanding of **etymology and morphology**. Teach word parts, based on a series of bookmarks which are used in a range of lessons

small groups
3-4 times / week

Wiki Flow

Improve reading **fluency** (accuracy, appropriate speed and expression)

small groups
3-4 times / week

Wiki Multi

For children for whom English is not their first language (EAL/D)

Focus on **decoding, oral language, and confidence building**

1:1 / small groups
2 times / week

Tier 2 and Tier 3 intervention being incorporated into the school timetable

Universal 'Register and Read Literary Canon' classes

- 20 to 30-minute reading up to 5 times/week.
- Clear routines for efficient distribution of books.
- Form tutor reads: crucial to model fluency
- All pupils follow the text
- Stop at appropriate points to explore vocabulary, discuss the text, ask questions
- Use previously taught reciprocal reading strategies to improve students' comprehension
- TIPS: select texts carefully with intentionality



The reading spine at South Shore Academy

	Year 7	Year 8	Year 9	Year 10	Year 11
Book 1	You Are a Champion By Marcus Rashford	A Monster Calls by Patrick Ness	Noughts and Crosses by Malorie Blackman	The Book Thief by Markus Zusak	To Kill a Mockingbird By Harper Lee
Book 2	Stone Cold by Robert Swindells	The Curious Incident of the Dog in the Night by Mark Haddon	Noughts and Crosses by Malorie Blackman (continued)	The Book Thief by Markus Zusak (continued)	Lord of the Flies By William Golding
Book 3	The Graveyard Book by Neil Gaiman	Hunger Games by Suzanne Collins	Night By Elie Wiesel	Lord of the Flies by William Golding	Things Fall Apart Chinua Achebe
Book 4	Chinese Cinderella by Adeline Yen Mah	Hunger Games by Suzanne Collins (continued)	Animal Farm by George Orwell	I am Malala By Malala Yousafzai (continued)	20th century fiction and non-fiction booklet
Book 5	The Island at the End of Everything by K.M Hargrave	My Sister Lives on the Mantelpiece by Annabel Pitcher	Blood Brothers By Willy Russel	Marta's Malala Article	
Book 6	Peter Pan by J.M Barrie	Chinese Cinderella Part II By Adeline Yen Mah	Moonrise by Sarah Crossman	Notes from a Small Island by Bill Bryson	

Whole-school literacy approach at Montgomery Academy

- The WIKI way is an approach which uses bookmarks with the most common prefixes, suffixes and root words for a range of subject areas

Bookmark sets a new standard

Teachers at schools across the Fylde Academy Trust group are turning the

tables on pupils. Instead of asking what they know, the question is, "What do you think you don't know?"

It is all part of a new initiative to improve vocabulary skills.

Once students have pondered the question of what they don't know they are given a custom made WIKI bookmarks. WIKI stands for What I Know Will Use! The bookmarks contain common prefixes, suffixes and root words to help pupils to break down words and unpick the meaning of unfamiliar words.

Estelle Bellamy, director of English for FCAT, said: "I am launching the bookmark in all school assemblies across FCAT with a consistent message that students should use pre-existing knowledge of language to work out the meaning of new words."

"Ultimately we are trying to make our young people into highly confident, highly skilled independent learners".

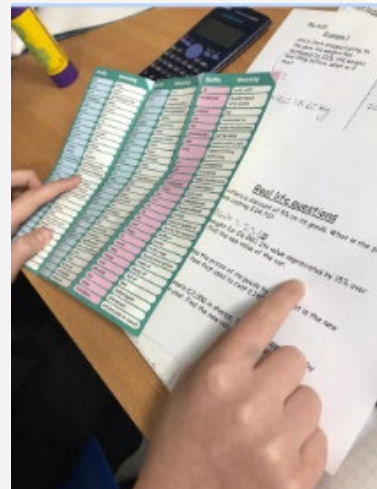
The bookmarks were



Pupils across FCAT are collecting the Wiki bookmarks, above Unity pupils and bottom in the library at Armfield



Halima Amin, nine, from Unity Academy



designed following input from staff and pupils into the key words and layout of this learning tool.

Estelle added: "All staff are being encouraged to use them in lessons and it is not uncommon to see a whole class using the bookmark so skilfully!"

Tony Nicholson, CEO of The Fylde Coast Academy Trust said "I am confident that the WIKI bookmark will assist all our young people to develop even further those very important independent learning skills".



Left to right - Jack Ashton (12), Maisie Coxhill (12), Estelle Bellamy, director of English for FCAT; Karl Moon, head of English at Armfield; Mollie Binks (13)

Prefix	Meaning
in/il/im/ir	not
in/im	in/into/ towards/within
inter	among/between
intra	within
mal/mis	bad/wrong
man	hand
meta	change of state
micro	small
misc	mixed
mono	one/single
multi	many
non	not
per	through/thoroughly
photo	light
post	after
pre	before
pro	for/forwards
quad	four
re	again/back

Suffix	Meaning
al	to do with
ance/ence	quality/result of an action
ant/ent	ing
ary	connected to
ate	make into/become
able/ible/ble	can be done
cian	person with a skill
er/or	person or thing performing
er	comparative
fer	carry/bring
fy	make into/become
graph/gram	written/drawn
ic/ical	to do with
ise	make/become
ism	a system/belief
ist	person
ity	state or quality of
ive	having the nature of

What I know I... will use

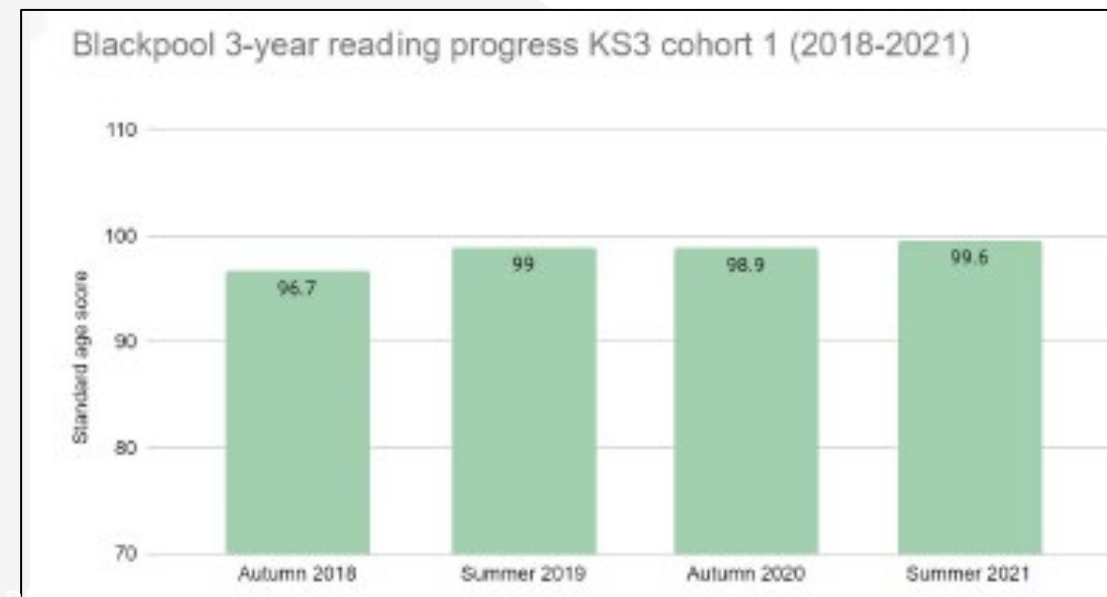
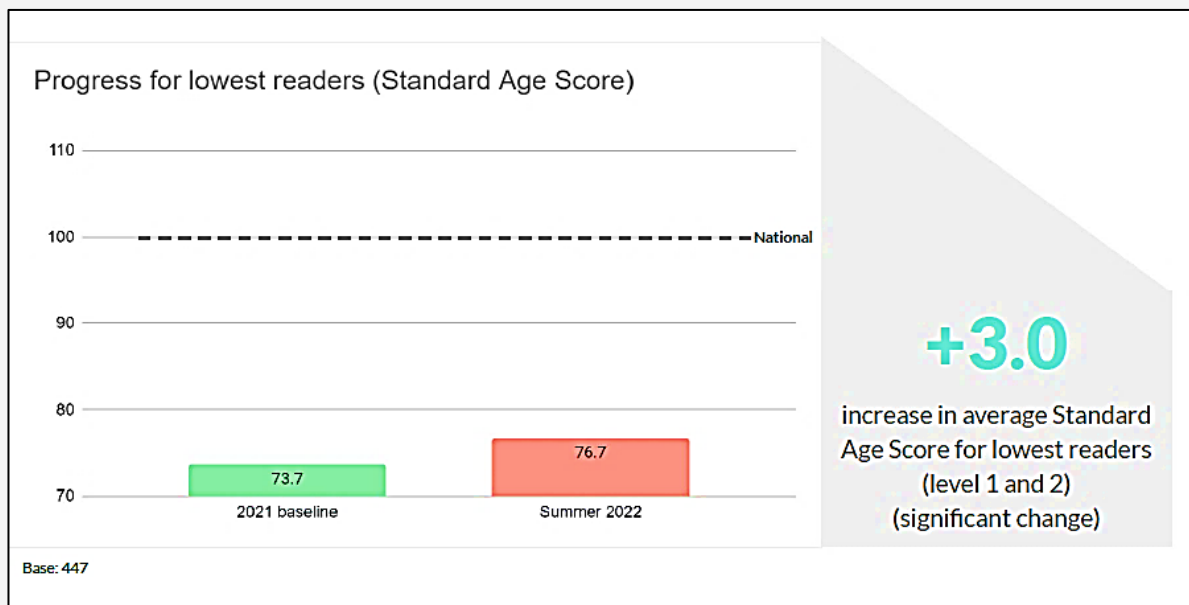
What I know I...

WIKI BOOKMARK

...will use

Literacy outcomes

- The first cohort made **greater than expected progress** in reading.
- In years 1 to 3, there was a **73% increase** in high ability readers.
- 53% reduction in days lost due to exclusions (vs – 29% nationally)
- **93% teacher confidence** in ability to deliver literacy interventions and support the literacy needs of their students



My key takeaways

Rigorous use of data to inform decision making with MTSS

The raised profile of reading across schools

Collaboration and ownership

“The Blackpool KS3 Literacy Project is a world leading example of evidence-informed implementation in schools.”

Professor Jonathan Sharples, Implementation Lead and Research Fellow at EEF

My PhD journey ...

SNEAK PEEK

Research problem

1. Increased exposure:

- Academic texts contain higher proportion of morphologically complex words (60%-80%)

2. Increasingly complex standards of expectations:

- Students must write about more abstract and subject specific concepts
- Many complex words might not have already been encountered in everyday language and previous reading experiences

3. Teaching and learning gaps:

- Limited evidence of teaching spelling and morphology in high schools
- Restricts students' access to the curriculum, impacting academic success
- The ability to spell has an influence on the quality of students' written responses

(Anglin, 1993; Dawson et al. 2023; Nagy & Anderson, 1984; Henry, 2003)



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Churchill Fellow**

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Introductory Module

Listen to me explain the purpose and the content overview of the series.



Multi-Tiered of Support System (MTSS) Framework

Implement a Multi-Tiered of Support System (MTSS) framework to better assist Years 7 to 9 students struggling with reading.



High-impact and evidence-based Tier 1 instruction for the secondary classroom

In the second series of modules, we will describe effective and evidence-based teaching and learning practices to implement in secondary

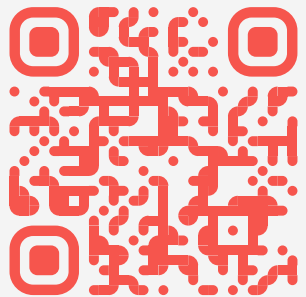




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THANK YOU



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