Literacy Development – Part 1

Navigating the strands of reading

The Literacy Development Learning Hub recently held an event on 12 November 2024 that focussed on reading, a crucial aspect of literacy development. The event was based on the theoretical frameworks of the Simple View of Reading and Scarborough's Reading Rope (Gough & Tunmer, 1986; Scarborough, 2001) which provided a comprehensive understanding of the components necessary for successful reading acquisition.

Event Highlights

Schools participating in the Literacy Development Learning Hub engaged in knowledge sharing and collaboration activities.

The NET Section shared practical ideas to help schools review and enhance their reading-related teaching practices.

The Literacy Development Learning Hub team focussed on three key areas from Scarborough's Reading Rope model: word recognition, language comprehension, and reading comprehension.

Participants explored displayed resources that provided ideas and inspiration for teaching reading and fostering students' love of reading.

Action Plan and Ongoing Support

•Teachers identified specific areas of interest to explore further within their own schools based on insights gained from the Learning Hub.
•Advisory teachers were also at the event providing ongoing support to schools, helping participants to address their school needs and interests.

Through events like this, the Learning Hub aims to foster a collaborative learning community where educators can share best practices, resources, and insights, ultimately benefiting students and their reading journey.

Looking Ahead

As we move forward, schools will have the opportunity to trial and implement strategies shared at the Learning Hub. In preparation for Part 2 of our Learning Hub taking place in May 2025, schools will document their stories and prepare to share their experiences, creating valuable learning opportunities for the wider school community. This systematic approach to communities of practice ensures that our literacy initiatives remain dynamic and responsive to pupils' needs whilst building a solid foundation for sustained improvement in reading instruction across our network of schools.

References
Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7(1), 6-10.

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook of early literacy research (pp. 97-110). Guilford Press.