Literacy Across the Curriculum
The Use of Genre Pedagogy in Scotland

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With support from the Lifelong Learning Programme of the European Union
Literacy issues

Literacy in a knowledge economy – human capital
Social consequences of illiteracy – google, text, tweet and facebook

Attainment – move from ‘Does it work?’ to ‘What works, for whom, in which contexts?’. 

Big factors in illiteracy are social – SES and Gender (NOT just content issues) – need to address HOW literacy is used; time on task; Matthew Effects; social identity;

Programmes implementation– pedagogy and context.

Literacy across the curriculum – teacher capacity to deliver
Reading to understand

• Prepare your mind
• Visualise
• Hear a voice reading aloud in your head-
• Re-phrase-
• Summarize as you go-
• Hold your thoughts as you read
• Question

• If you don’t understand: Stop. Re-read.
• If you STILL don’t understand, look it up/ ask.
• Link to wider experiences
• Think about the ‘crunch’ points
• Wonder to yourself
Genre – a possible solution to some problems?

Applies to NON FICTION as much as fiction.

Applies to all types of text - spoken, written, film…

Is NOT the same as format (e.g. poster, leaflet)

Links SOCIAL PURPOSE with STRUCTURE (text and syntax) and vocabulary – because social exchanges tend follow routine forms
It is helpful to explicitly TEACH typical features of some genres

- Helps READING comprehension & recall
- Keeps writing on track
- Generates ideas – an overview of where the writing may be going (but NOT the content) which also helps reading
- Bring a prepared mind – understand purpose
- Link across text types oral, written, visual
Implementation issues and genre pedagogy

No pre-teaching: reading to extract (not confirm) meaning

• All learn to write to remember; to write more effectively; argue more convincingly; imagine worlds more powerfully

• Equity - all get opportunity to read complex texts, ideas and vocabulary

• Support - all are included

• Value of reading
Why Scotland is interested…

• Equity - all get access to complex texts, ideas and vocabulary

• understand and use a common language for talking about texts

• to read and understand from a wider subject base than before

• to write more effectively; imagine worlds more powerfully
## Types of texts

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-fiction</th>
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</thead>
<tbody>
<tr>
<td>Recount</td>
<td>Non-fiction recount</td>
</tr>
<tr>
<td>Narrative</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>Reports</td>
</tr>
<tr>
<td></td>
<td>Procedures</td>
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<tr>
<td></td>
<td>Arguments</td>
</tr>
<tr>
<td></td>
<td>Responses</td>
</tr>
<tr>
<td>Traditional pedagogy in Physics</td>
<td>Genre pedagogy approach to Physics</td>
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<td>---------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>• Introduction</td>
<td>Sequential explanations</td>
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<tr>
<td>• Practical work</td>
<td>Consequential explanations</td>
</tr>
<tr>
<td>• Discussion of practical work</td>
<td>Compositional report</td>
</tr>
<tr>
<td>• Reading to confirm information</td>
<td>Procedure (instructions)</td>
</tr>
<tr>
<td></td>
<td>Procedural recount (report)</td>
</tr>
</tbody>
</table>
A common genre in physics: Sequential Explanation

Phenomenon
Consequence
Consequence
Consequence

Phenomenon

Consequence

Consequence

Consequence
A common genre in physics: Factorial Explanation

Phenomenon
Cause
Cause
Cause
A common genre in physics: Consequential Explanation

Phenomenon
Consequences
Consequences
Consequences

Phenomenon / Event
Consequences
Consequences
Consequences
What does a lesson look like?

**Paragraph reading**

- Prepare for reading
  - Genre
  - Purpose
  - Structure
  - Content
- Text overview
  - Content of each paragraph
- Paragraph reading
  - Key terms and definitions
    - (find me the word …)
- Joint construction
  - Teacher led
- Individual / paired rewrite

**Detailed reading**

- Prepare for reading
  - Genre
  - Purpose
  - Structure
  - Content
- Detailed reading
  - This sentence tells us …
  - Read the sentence aloud
  - Key terms and definitions (find me the word …)
  - Elaborate (Explain and link)
- Joint rewrite
  - Pupil led
- Individual / paired rewrite
Which type of explanation: Sequential, factorial or consequential?

**Dive! Dive!**

Submarines can dive to great depths in the oceans. They do this by pumping sea water into large tanks on board. This increases the weight of the submarine and makes it more dense than the water surrounding it. When the downward weight of the submarine is greater than the upward buoyancy force, the submarine sinks.

(Book 3 Physical Science, p92)
## Sequential explanation

<table>
<thead>
<tr>
<th>Title</th>
<th>Dive! Dive!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequential: Phenomenon</strong></td>
<td>Submarines can dive to great depths in the oceans.</td>
</tr>
<tr>
<td>Explanation 1</td>
<td>They do this by pumping sea water into large tanks on board.</td>
</tr>
<tr>
<td>Explanation 2</td>
<td>This increases the weight of the submarine and makes it more dense than the water surrounding it.</td>
</tr>
<tr>
<td>Explanation 3</td>
<td>When the downward weight of the submarine is greater than the upward buoyancy force, the submarine sinks.</td>
</tr>
</tbody>
</table>
Writing

Joint construction (teacher led)

Individual re-write (if appropriate – but could be collaborative?)

Gradually withdraw scaffolding in a way that is appropriate for your class.
Assessment: Independent writing task

Explain how a hot air balloon can sink in the air.

Assess CONTENT understanding AND quality of writing (structure, logical connections;

Move from ‘All teachers are teachers of literacy’ to ‘This is HOW you can be a teacher of literacy’
Another common genre in physics: Procedural recount

Title: Measuring acceleration down a slope

Aim: To investigate how the acceleration of a trolley varies at different distances along a slope

Method: ...

Results: ...

(Discussion:) ...

Conclusion: Acceleration is independent of distance along the slope
Procedural Recount (a series of events)

Orientation
Event
Event
Event
Some Wider Issues…

• Teachers
• Schools
• Curricular subjects
• Pupils
• Policy
What we have found: what works, for whom, in which contexts

Teachers need support for literacy – what does a ‘teacher of literacy do? Questioning habits?

Key drivers:
- Note making
- How to use to answer exam question

Wider problems than subject-specific vocab – structure of language

Academic literacy for uni?

How much is a ‘good enough’ knowledge

Active ingredients?

Subject specific pedagogies

Impact on struggling? Gifted?

Reading-writing links

When is it useful – ITE? Practising?

Self concept and value of reading?
We quickly realised:

Choose VERY challenging texts

Think through:
  genre/ organisation
  content intro/background knowledge
  overview
  key terms to explain…

Little but often

Adapt pacing

Go with the flow
Understanding implementation….

Rolling out school reform:

• Amanda Datnow et al. – adaptation to context – buy-in, efficacy and survival

Staff development that works:

• Cynthia Coburn et al. - talk about programme and teaching responses in context of real learners, real situations.
Questions remain...

• What form might this knowledge best take, and how tailored?

• When do teachers (student teachers?) need it?

• How is it developed?

• Subject-specific pedagogies – adapted for different subjects?

• What works, for whom, in what circumstances?

• Impact on engagement? Identity?

• How much is enough?
Look at the Genre Pedagogy info on our website.

School of Education webpage, Strathclyde University - see menu banner on the left. Choose ‘Genre pedagogy – TEL4ELE’

Lesson plans available AND advice,

http://www.strath.ac.uk/humanities/schoolofeducation/ tel4ele/
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