

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
DROP EVERYTHING AND READ AND WRITE (DEAR)**

London South East Colleges

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Final Report - Drop Everything and Read and Write (DEAR)

London South East Colleges



The London South East Colleges (LSEC) Drop Everything & Read, Drop Everything & Write (DEAR) Project, inspired by the National Literacy Trust national scheme to boost reading for pleasure, was devised in response to a need identified in our GCSE English and Functional Skills learners for a scaffolded approach to reading and writing.

Summary

A skills gap in comprehension, identified earlier by teachers, was impacting upon successful achievement. Summative/ formative assessments showed that learners were routinely mis-reading texts and failing to understand or confusing the basic foundations of any given text, leading to a 'de-railing' in understanding and, therefore, lower level answers. This gap between becoming "efficient decoders" to "strategic readers" (Vacca, 2002) is identified as the pivotal point at which implied meanings and inferences can be deconstructed. The DEAR Project, we felt, could address such key issues by implementing appropriate interventions to skill up our learners.

At LSEC we felt that to support our learners to make this shift a three-pronged approach was necessary. In the transition from secondary to FE, learners we observed required a new incentive to read and re-discover the magic and pleasure of reading. The DEAR Project, partnering up with The Reading Agency and their Quick Reads Scheme would provide access to easy readers to help bridge the gap between

“reading frequency” and “reading attainment” and drive a renewed pleasure in reading and hence motivation.

Secondly, scaffolds, via a guided reading programme, would be required to support learners with comprehension and critical analysis reasoning and critical questioning. Further, “increasing students’ reasoning skills, metacognition and structured reflection was vital to develop confidence, resilience and skills of inference, deduction and analysis” (Laurie Smith, 2018).

By supporting learners through a guided weekly programme of close reading and analyses with scaffolds, an incremental process and ladder of questioning would equip learners with the art of deconstruction, key to deep close reading.

The first and most common reason for not being a fluent reader is that the learner does not yet know how to decode well. Decoding accuracy is the first pre-requisite to fluency.

(Wolf, 2008)

Thirdly, it would be insufficient for learners to be merely “efficient decoders” and “strategic readers”: to attain well, they must also become skilled writers. We therefore felt that the DEAR Project must also equip learners with the scaffold to support them to make the deep connections between the writer’s methods and the application of these in their creative writing tasks. By becoming more conscious writers fully aware of their “art and craft”, learners can take full command of their own “authorial intentions” and skilfully “craft” their writings to greater effect, (Myhill, 2014).

Informed by these research findings in metacognition, critical analysis reasoning and questioning and the art and craft of conscious writing, the DEAR Project at LSEC was born and launched in September 2019.

Rationale

Teachers reported that learners experienced malaise, inertia and a sense of defeat at the prospect of GCSE English resits, reading comprehension and successive analyses of unseen texts. Further, in the transition from primary to secondary and on into FE, learners often appeared to have lost that sense of excitement and the magic and ‘buzz’ that reading can inspire.

Learners also often appeared to ‘be getting the wrong end of the stick’, failing to understand the simple aspects of texts such as: Who the text was actually about; Who the narrator was; Setting of the text and the importance of context and period to the themes and pre-occupations of the writer.

Similar mis-understandings were observed in reading tasks completed by Functional Skills learners, leading to erroneous answers and successive failures in GCSE and Functional Skills exams for some learners. Furthermore, via DEAR learner engagement surveys, learners reported difficulties in comprehension due to

complexity and obliqueness of language leading to barriers in their understanding and wider engagement in class.

Additionally, learners were struggling to apply with skill the language and structural devices they had been studying in texts, failing to make connections between analyses of writers' language methods and their applications in their own writings. This weakness in demonstrating structure and cohesion and a secure application of language methods in their own writing was impacting on grades. Given that writing responses carry most weight in terms of marks, this, we felt, needed to be addressed.

In response to these skills gaps, we reasoned that a dove-tailed programme of scaffolds for reading comprehension and creative writing tasks would provide a way forward. To support learners to move from efficient decoders to strategic readers would require some innovative incentives, and scaffolds would need to be implemented throughout the project.

The DEAR Approach in practice

Therefore, a new programme of incentives was devised. In partnership with *The Reading Agency*, their *Quick Reads* Scheme was swiftly launched to re-engage despondent learners. *Quick Reads*, it was hoped would serve a dual purpose:

1. To help tackle feelings of dis-engagement
2. To boost appetites for reading by creating an exciting 'buzz' during English induction and during classroom warm ups.

Running parallel to this reading the *Quick Reads* Scheme, scaffolded approaches to reading comprehension and writing were harnessed in the classroom. A tiered approach to questioning with conscious use of metacognitive theories via CARs (critical analysis reasoning) and CAQ (critical analysis questioning) was applied weekly with each unseen text.

These reading comprehension resources were designed to embed strategies informed by cognitive load theories to support with re-engagement. Using the DEAR 5 W's (Who, What, Why, Where, When and How), matrices were devised for critical analysis reasoning (CARs) and critical analysis questioning (CAQs).

The aim was to break down unseen texts into more bite-sized chunks, so providing a clear focus for each question, helping to clarify meanings for learners initially and avoiding cognitive overloads (Appendix 2).

Learners, via a ladder approach, would then apply these 5 W's questioning scaffolds to unseen texts. The intention, via a graduated questioning approach, was to help them to grasp the basic facets and context of each text prior to any deeper language or structural analyses. It was envisaged that by conducting these primary excavations of each unseen text and before any deeper excavations, potential mis-readings and confusions could be ironed out together during DEAR Reading Circles and group analyses prior to independent study in reading and writing tasks (See Appendix 2).

Secondly, during our DEAR Writing Workshops, learners were furnished with DEAR check lists for each writing task. Using these DEAR scaffolds, it was envisaged that learners would gradually develop a discipline and rigour via which to more consciously apply craft, cohesion and structure to their own writing tasks (see Appendix 3).

The DEAR Project was designed with a six-fold intention:

1. To widen access and raise the active engagement of our learners in reading and writing.
2. To roll-out the Quick Reads initiative to stimulate renewed appetites for reading both inside and outside the classroom.
3. To equip learners with a scaffolded approach to reading comprehension.
4. To support learners to develop a more rigorous approach to the cognitive processing and analyses of texts and make connections with their own writing.
5. To furnish learners with a creative writing checklist and map to guide them through their writing tasks.
6. To nurture a greater desire, motivation, confidence and self-belief.

The DEAR Project in Practice: Reading Comprehension:

Themed lessons on texts were devised to escort learners through a series of questioning and cognitive processes from basic and key foundation questions (CARs & 5 Q W's: Who, What, Why, Where, When and How) to more complex questions. This reading comprehension matrix was intended to help learners gain confidence in their grasp and basic understanding of the foundations of any text. The intention was also to equip learners to steer themselves up through these basic questions, establishing a fool-proof foundation and compass via which to secure accurate understandings of the text they were reading. As learners escalated through these scaled (CARs) questions, each reading comprehension would then graduate to questions devised to challenge their critical analysis questioning skills (CAQs). DEAR Reading Circles were used to further scaffold learners via the mutual support of group / peer debates and discussions (Appendix 2).

Through DEAR Reading Circles it was acknowledged that readers learn via teacher / peer modelling *"how to activate prior knowledge, to ask questions, to decide what is important in texts, to synthesise information, to draw inferences and to repair faulty comprehension"* (Wolf, 2008).

Evidence of improvement in learners' achievements, retention and progression

Feedback from learners was collated via a number of strategies. Learners contributed their feedback on the DEAR Project via a Post It Learner Wall. After each DEAR lesson, learners were invited to post-it their responses to the DEAR lesson strategies utilised. Learner response was generally positive: learners reported that they found the mutual and collaborative reading comprehension strategies very helpful for breaking down both barriers in class and also in reading comprehensions.

The progress of two particular learners was monitored throughout the project. These were both adults, returning to the classroom after a period away due to employment and motherhood. Both initially expressed a deep anxiety about returning to the

classroom and their skills in reading comprehension and in writing. However, over the course of the DEAR Project, the confidence of both grew steadily, as did their reading abilities, language and narrative analyses, and above all, their self-esteem.

Learner A demonstrated a great progression both in reading comprehension and, most interestingly, in her creative writing. Having entered the GCSE Course at a Level 1 she is now scoring consistently Grade 5 and above (Appendix 9).

Learner B found the DEAR Reading Circles and collaborative approaches to reading and language analyses supportive prior to any independent study. Learner B has now moved from Level 2 and consistently scores Grade 4/5 (Appendix 9).

It was observed, via marking and assessment processes and feedback from learners, that both the DEAR Reading Comprehension Questioning Strategies (CARs and CAQs) and the DEAR Writing Checklists and scaffolded writing resources had led to marked progress in learners' work (Appendix 8).

Evidence of improved collaboration and changes in organisational practices

Through the launch of the DEAR Project at LSEC greater collaboration has been seen between the English department and LRCs. In addition to our work in the classrooms, *The Reading Agency Quick Reads* initiative was publicised in our LRCs and greatly supported by their teams giving rise to far wider dissemination cross-college. As a result, loans on the *Quick Reads* rose significantly and learners enjoyed swapping *Quick Reads*, sharing and supporting each other with their reading and participating in reading circles and writing workshops.

Feedback from both LRC staff and from learners on the DEAR Project and The Reading Agency *Quick Reads* has been positive and both the envisaged widening access to reading and boosts in active engagement in reading and writing have been evident in learners' renewed engagement (Appendix 2).

Professional Learning from this project

The DEAR Project was successful at several levels. Firstly, the active manner in which learners embraced the project and engaged in the *The Reading Agency Quick Reads* initiative was refreshing and unexpected. Learners in FE, it would seem, when offered the right texts and a guided framework and structure via a Reading Scheme like *Quick Reads* will engage in reading enthusiastically.

Key to the successful roll out of the *Quick Reads* Scheme was the support of The Reading Agency and our LRC Team Leaders, Carole Burd and Karen Oliver. The DEAR Project was given a lively and highly visible launch in the LRCs, which, we believe greatly contributed to learners feeling a sense of ownership and desire to engage.

Further, it was intriguing to discover that our Post-16 learners really enjoyed a structured approach to reading comprehension. They found the laddered approach to questioning and the bite-sized and graduated sign-posted ways into text via CARs and CAQs helpful for illuminating their way through what, on first reading, appeared dark and dense texts.

A further discovery was the enjoyment learners gained from reading together in Reading Circles and teasing out meanings collaboratively via the graduated questions. It was pleasing to see learners offering peer support and probing one another's responses to text, answering questions, formulating their own ideas and developing the courage to read aloud to each other, to question the text, the writer and one another and also to read aloud their written responses, particularly in our DEAR Writing Workshops (Appendices 6 and 8).

From a professional perspective, a key learning point for future planning will be to map into the design of our teaching resources the key connections between the unseen text, the language methods used by the writer, and the dove-tailing of writing tasks that can mirror these for our learners. The fusing and synergies of the approaches applied by Laurie Smith (King's College) and Debra Myhill (University of Exeter) have had a transformative effect on the design of teaching resources for my learners. For the future then, as well as scaffolding reading comprehension, we will be supporting our learners in a deeper, more metacognitive approach to their own creative writing and the production of their personal narratives.

One of the most powerful outcomes has been the cross synergy of ideas and their applications through digital technologies. During the DEAR Project and in our classroom delivery here at LSEC many of these e-learning strategies as Audible, Padlet, Mentimeter, Tricider, Google Classroom and IntoFilm have been trialled and found to be highly effective. These, along with the DEAR reading and writing strategies will continue to inform our practice.

Appendix 1 – DEAR Learner Engagement Surveys

A pilot group of 80 learners (16s – 18s) from a variety of vocational areas and a group of Adult learners engaged in the DEAR Project. At induction this pilot group completed an engagement survey to help us identify some of the barriers and challenges they faced when engaging in English.

DEAR Learner Engagement Survey 2019/2020

Learners' responses included statements on the following:

- Majority of learners reported a high engagement with digital / social media
- High proportion of learners stated they experienced little engagement with reading fiction, newspapers, magazines post-secondary/primary school
- Learners experienced difficulties in reading comprehension and how to approach texts
- Learners reported finding vocabulary complex and obscure.
- Learners reported stumbling over complex vocabulary and finding these a real obstacle to their understandings and hence engagement and focus.
- Learners fed back they were unsure about how to understand the contexts of text and its importance for understanding meanings of vocabulary but also wider analyses e.g. Themes

DIGITAL MEDIA & LEARNING STYLES:
Do you have access to a PC/iPad or Digital Media to support your learning at home? Yes / No

Tick if you use and believe the following digital media and Apps to support your learning.

Mobile Phone	PC/iPad	Kindle	Student Intranet	BBC Bitesize	GCSE i	Audio Pi
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What other Apps and Digital Media do you use to support your learning: *not so much learning but I like to do puzzles to help my brain improve*

Was your experience of GCSE English at school positive or negative – give some examples to support your points. *negative - I didn't get any help. And I tried to do it on my own.*

Did you receive any additional support for learning in English at school? Yes/ No
If so what for? *Dyslexic*

What changes would you like to see in the delivery of your GCSE English in order to improve your engagement and attainment here at LSEC? *more discussion work but as a whole class.*

DIGITAL MEDIA & LEARNING STYLES:
Do you have access to a PC/iPad or Digital Media to support your learning at home? Yes / No

Tick if you use and believe the following digital media and Apps to support your learning.

Mobile Phone	PC/iPad	Kindle	Student Intranet	BBC Bitesize	GCSE i	Audio Pi
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What other Apps and Digital Media do you use to support your learning: *BBC Bitesize / Audiopi*

Was your experience of GCSE English at school positive or negative – give some examples to support your points. *Negative - I find reading really impossible - words swim - I get stuck - don't understand what its about.*

Did you receive any additional support for learning in English at school? Yes/ No
If so what for? *learner supports - My reading is poor*

What changes would you like to see in the delivery of your GCSE English in order to improve your engagement and attainment here at LSEC? *Better books + easier to understand*

DIGITAL MEDIA & LEARNING STYLES:
Do you have access to a PC/iPad or Digital Media to support your learning at home? Yes / No

Tick if you use and believe the following digital media and Apps to support your learning.

Mobile Phone	PC/iPad	Kindle	Student Intranet	BBC Bitesize	GCSE i	Audio Pi
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What other Apps and Digital Media do you use to support your learning: *BBC Bitesize*

Was your experience of GCSE English at school positive or negative – give some examples to support your points. *Negative - my reading is very poor so I struggled with GCSE English*

Did you receive any additional support for learning in English at school? Yes/ No
If so what for? *I need help to find my way in Reading*

What changes would you like to see in the delivery of your GCSE English in order to improve your engagement and attainment here at LSEC? *More interesting texts and help to read & write well*

DIGITAL MEDIA & LEARNING STYLES:
Do you have access to a PC/iPad or Digital Media to support your learning at home? Yes / No

Tick if you use and believe the following digital media and Apps to support your learning.

Mobile Phone	PC/iPad	Kindle	Student Intranet	BBC Bitesize	GCSE i	Audio Pi
--------------	---------	--------	------------------	--------------	--------	----------

What other Apps and Digital Media do you use to support your learning: *YouTube & Pinterest*

Was your experience of GCSE English at school positive or negative – give some examples to support your points. *Reading fiction was hard - I couldn't understand - didn't know where to start - kept failing - too difficult*

Did you receive any additional support for learning in English at school? Yes/ No
If so what for? *yes - with literacy - help with vocab*

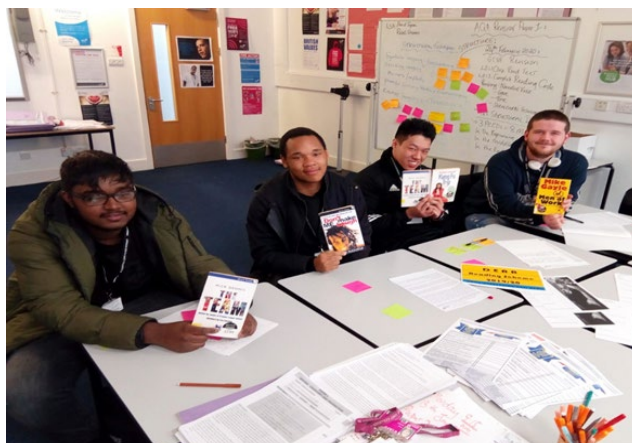
What changes would you like to see in the delivery of your GCSE English in order to improve your engagement and attainment here at LSEC? *make it more fun - make it simpler to read & understand*

Learners' responses included statements on the following:

- Finding texts difficult to engage with –
- Finding it difficult to traverse large blocks of dense text
- Experiencing some confusions as to who the protagonists were, the genre, the setting, the themes leading to mis-understandings and erroneous answers
- Requesting texts be far more engaging & clearer in their formatting
- Requesting greater supports like scaffolded resources to help them step by step through the text
- Response for specific learning resources to help with reading unseen texts and writing tasks

Appendix 2 - Launch of The Reading Agency *Quick Reads*

Developing a reading culture – creating a buzz about reading at LSEC



LEARNERS ENJOYED *QUICK READS* & LINKED TEXTS FOR CLASSROOM DISCUSSIONS AND DEBATES

***QUICK READS* SUPPORTED LEARNERS TO RE-ENGAGE WITH READING**

LEARNERS ENJOYED SHARING STORIES AND RESPONSES WITH ANOTHER

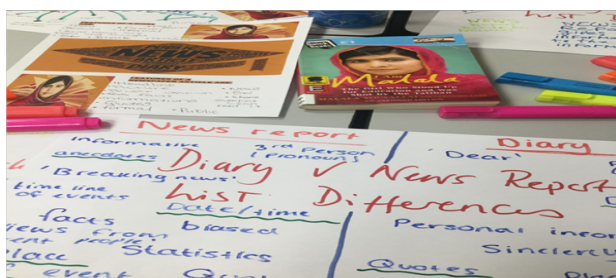
LEARNERS ENJOYED CLASSROOM TEXTS LINKED TO INSPIRATIONAL LEADERS OR CONTEMPORARY / CONTROVERSIAL ISSUES



Drop Everything and Read

WHAT WE DID

Drop Everything and Write



- ✓ DEAR Reading Circles
- ✓ DEAR CARS & CAQs Questioning Strategies
- ✓ DEAR Writing Workshops
- ✓ DEAR Book Reviews
- ✓ DEAR LRC Displays
- ✓ Writing Diaries & Speeches
- ✓ Writing Letters
- ✓ Using DEAR Writing Checklists

Launch of Quick Reads to create a “buzz” about reading!

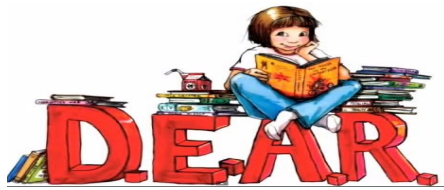
Using Quick Reads on inspirational leaders to inspire & make English relevant! (Malala, Greta Thunberg, Barack Obama, Anne Frank, Rosa Parks).

Using Quick Reads to make English topical and relevant to real life issues like equality, diversity, race, democracy, climate change, education.

Appendix 3 - DEAR: Developing Close Reading Strategies: 5 W's

Use of CARs (Critical Analysis Reasoning) & CAQs (Critical Analysis Questioning)

Drop Everything and Read: Close Reading Strategy for Unseen Texts



We Always Start with the 5 W's? Close Read the Context Box & Text

TASK 1: Now Ask yourself or partner the following Questions

Who? Who is the text about? What are we told about them? How are they described? What does it reveal? Why is this important?

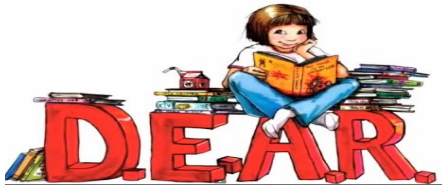
What? What is the text about? What is the genre? What are the themes do you think? What information are we given in the context box? Why is this important?

Why? Why are we introduced to story, character, settings in this way? Why is this important? Why might this topic be important to the writer?

Where? Where is the story set? How is it described? What period in history is this? Why is this important?

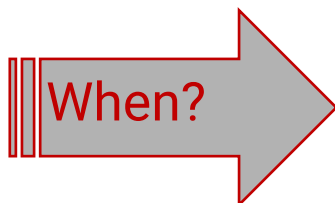
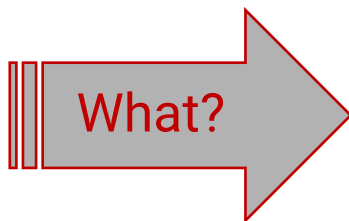
When? When is story set? What year was it written? How does this influence the themes? Why is this important?

Drop Everything and Read: Close Reading Strategy for Unseen Texts



We Always Start with the 5 W's?
Close Read the Context Box & Text

TASK 1: ANSWER SHEET





Drop Everything and Read:
 Close Reading Strategy for Unseen Texts

Now let's ZOOM in on the
 Writer's Language Techniques & Imagery

ACTIVITY 2: DEVELOPING CLOSE TEXTUAL/ LANGUAGE ANALYSIS SKILLS:

What Language Choices has the writer made & why & to what effects?

	<p>Who has the writer introduced us to in the beginning? What LANGUAGE TECHNIQUES /WORD PHRASES have they used to describe the character? What does this reveal about them?</p> <p style="text-align: right;">JOT YOUR NOTES BELOW:</p>
--	--

WHO? = WORDS/PHRASES used to DESCRIBE THEM =	LANGUAGE TECHNIQUES USED =
---	----------------------------

NOW LET'S ZOOM IN ON THE WORDS/PHRASES/IMAGERY/QUOTES you have picked out:

Write them here _____

ZOOM IN now on specific phrases that are striking to you:

Now explain/analyse in detail what those specific words SUGGEST/SHOW:



TEXT: Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a **bear** drags his paws. His arms did not swing at his sides, but hung loosely.

EXEMPLAR MODEL ANSWER: GRADE 4/5

WE'RE USING D.E.A.R TO ZOOM IN ON LANGUAGE & EFFECTS

PEED: The writer describes Lennie as a bear *"he walked heavily, dragging his feet a little, the way a bear drags his paws"* combining the use of the adverb "heavily" with the active verb "dragging" to convey **a sense of weight, heaviness and bulk**. The use of the metaphor to compare Lennie to a bear *"the way a bear drags his paws"* suggests that Lennie is both powerful and strong but is unaware of his inner and savage strength. Lennie's **"paws"** are capable of savage violence but he is described as *"swinging them loosely"* as if he is carefree and unaware of his own power.

Appendix 4 – DEAR Reading Circles

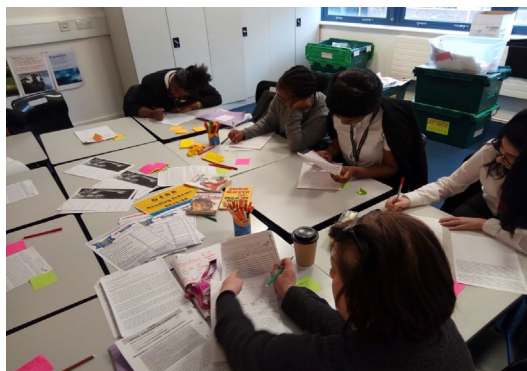
Developing Reading Comprehension & Language Analysis Skills through use of CARs (Critical Analysis Reasoning) & CAQs (Critical Analysis Questioning)



Drop Everything and Read READING

CIRCLES

Learners Drop Everything and Write



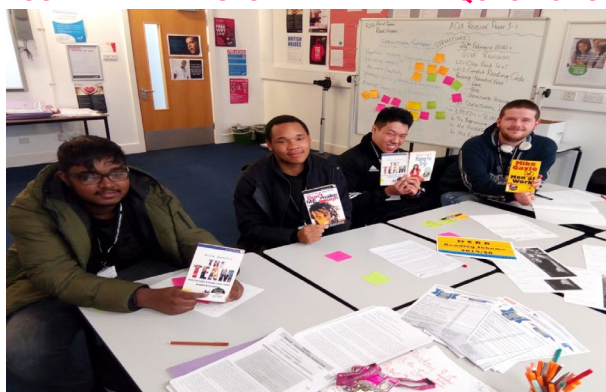
**DEAR READING CIRCLES –
CLOSE READING SUPPORT**
We're finding the answers together



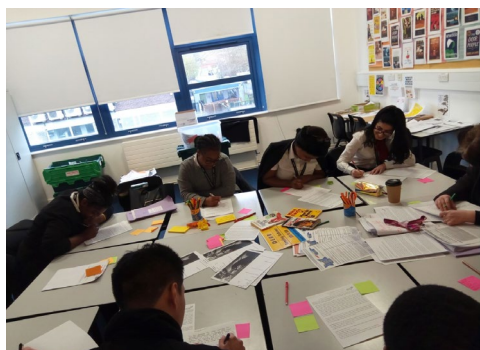
**CARS (Critical Analysis Reasoning Questions)
5 W's (Who, What, Why, Where, When and How)
GUIDED READING: STEP LADDERED QUESTIONS**



**QUICK READS – Sharing Stories
Swopping Stories**

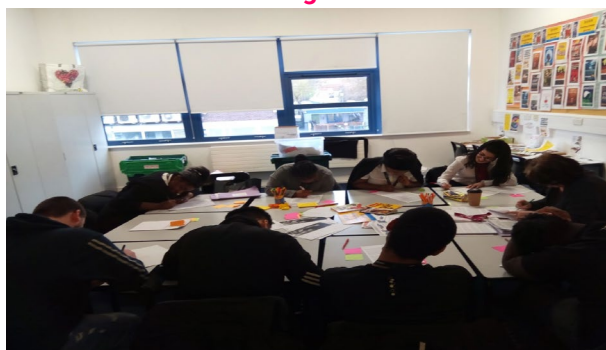


**QUICK READS –
Finding a love of reading again!
Finding time to read and share!**



**DEAR Writing Workshops
Sharing our Writing**

**Breaking Writing Tasks down using DEAR
Templates & Checklists & Wordbanks**



**Using our DEAR Checklists
to Improve Quality of our Writing
Use of MULTI MEDIA, FILM, TV, Audible to
inspire learners prior to approaching their writing
tasks. Using Audio and Visual Stimulus to kick
start creative writing processes.**

Appendix 5 - CARs and CAQs Laddered Approach to Questioning



D.E.A.R Six Step Questioning Checklist (CARS & CAQS)	
1.	What is the GENRE?
2.	What is the TITLE? What does the TITLE imply the story could or may be about?
3.	When is it set? What period? What time in history? What does this tell us? What might it indicate about the themes the novel/extract might focus on? Why is it important that we are told this and understand this before reading the extract?
4.	Who is the story about? Who are we introduced to first? What are we told about the child? What does this imply? What does this suggest about the child and her world and the setting initially?
5.	What are we told about the location / the setting? What things are we introduced to in the setting? What might these things / descriptions indicate about the themes?
6.	What are we told the child does? What do we see her do in the setting – her homestead – her habitat? What does this imply about how the child feels about herself, her world, her life, and her physical self?
7.	What mood/atmosphere is created in the opening of the extract? How is this mood / atmosphere created? How does it link to the themes that may be emerging?
8.	What other actions do we see the little girl take? What is she doing? Is she alone or is she with others? What might this tell us about her and her world?
9.	In the middle section at around line 11 – what starts to happen to the girl and her world? What is described as happening all around in the girl's familiar world? How do we think the girl may start to feel now? How does she react – How does she feel? Which words/phrases might indicate or convey or imply how she might be feeling?

10.	Now in the middle section of the extract – how does the plot now begin to develop – what is happening now? What things are happening in the story – what atmosphere do they now create? How is the girl reacting?
11.	From whose POV is this story being told? What is the NARRATIVE VOICE? What PERSON is the story told in? Do you think the POV changes and shifts at all through the story?
12.	What words / phrases are used to describe what is happening – list them? What are these word types that describe the actions – what are they describing? Is there a pattern to them – are phrases or actions repeated in different guises – do actions develop and grow and become more powerful?
13.	On line 23 – towards the end – what major ACTION happens? How does the girl react? How are her reactions described? What phrases are used? What type of language is used here to describe the reactions of the girl? What atmosphere does it create now?
14.	What type of language is being applied now to describe what is happening in this landscape? How does it make us feel towards the little girl and the earthquake?
15.	What happens in the end of the story – what language is used here to describe the dramatic action? What mood does it create? What does the writer end the story on? What questions are we the reader left with?
16.	So, what do we think this story might really be about? What are the key themes? Are there any ideas/themes/motifs/imagery/phrases that are repeated? How does the writer use contrast/comparison and juxtaposition in this story? How are we left feeling for the girl? In the end, what key questions, are we the reader left with?

Appendix 7 - Learner Feedback on *Quick Reads*

**D
E
A
R**



Drop Everything and Read

HOW DEAR HAS HELPED ME!

Drop Everything and Write



"Interesting Texts made English fun!"

"I NEVER KNEW WHAT TO EXPECT - THIS MADE ENGLISH EXCITING AND CHALLENGING!"



"Quick Reads about inspirational people made English matter!"

"IT MADE ME WANT TO LEARN ABOUT THEIR WORLDS AND IT TAUGHT ME HOW I CAN WRITE ABOUT MY WORLD AND HOW I CAN CHANGE IT!"



"HAVING DIFFERENT TEXTS EVERY WEEK MADE LESSONS INTERESTING, FUN AND DIVERSE!"

"READING ABOUT PEOPLE WHO CHANGED THE WORLD THROUGH ENGLISH —MADE ENGLISH RESONATE FOR ME!"

I REALLY LOOKED FORWARD TO ENGLISH BECAUSE EACH WEEK THE TEXTS WERE DIFFERENT AND THIS CHALLENGED ME!

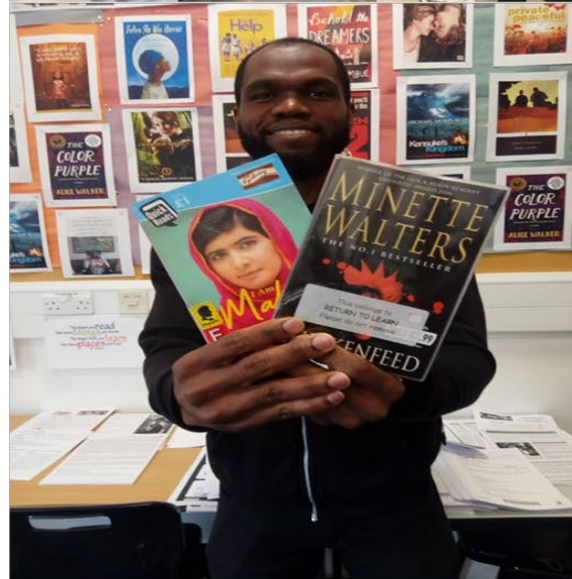


"HAVING DIFFERENT TEXTS EVERY WEEK MADE LESSONS INTERESTING, FUN AND DIVERSE!"

"QUICK READS REALLY HELP ME TO READ IN ENGLISH. ENGLISH IS NOT MY FIRST LANGUAGE BUT QUICK READS MADE IT EASY AND MADE ME WANT TO MAKE THAT EXTRA EFFORT! I COULD SEE I WAS IMPROVING EACH WEEK!"



Reading Together was a lot of fun and finding the answers to probing questions really got me thinking each week!



Quick Reads are an easy way to pick up and put down a book whenever you feel like without the pressure to read cover to cover for each lesson! It is a great way to build a Reading Culture in Colleges!

OTLA Learner Feedback Collated via Tricider 2019/2020



Dear Project had really helped me to understand and identify techniques of answering questions
by Bukunola Adeola



Being part of the DEAR Project at LSEC has helped to build my confidence speaking and discussing in English.
by Irina



Discussing in groups on DEAR made our stories come alive. Sometimes when you have to read alone it is a struggle. Working together on a step ladder of questions made it fun! We helped each other out.



DEAR Project has gave me some idea how to answer the question in a better way. It helps me more understand to use the structural technique wisely.
by Kit Varca

by Jared



Sharing stories and what we have read that week on the DEAR Project has been nice. Now I actually want to pick up a book and read. Quick Reads made it so much easier. We all laughed alot as we shared.



On the DEAR Project we have covered some great topics - Malala, Rosa Parks, Greta Thunberg, Barack Obama, Martin Luther King. We have written great speeches and diaries and having DEAR models

by Farid

and chek lists have helpeded us all so much!
by Shannon



Descriptive Writing Tasks are so much easier using the DEAR Writing Checklist - its so easy on this question to get carried



DEAR Tick List has helped me improve my Q 5s. Now I remember to use SPAMROD & 5 Senses. I always forgot before - now my writing is far more colourful & richer. I am proud of

away and forget to structure or to use figurative techniques in an interesting way. The DEAR Checklist has helped us. Now it comes more easily. I enjoy writing descriptions ... [more](#)
by Isabel

it!
by Aldina



The DEAR Process - encouraging us to close read and ask each other questions has given me alot of support. I feel better able to tackle more difficult texts now.



Dear Project had really helped me to understand and identify techniques of answering questions
by Bukunola Adeola

by Princess Vasha




Working on the DEAR Project has been fun. I have enjoyed taking photos of our Reading Circles and DEAR Discussions. It has given me some great experience for the future!

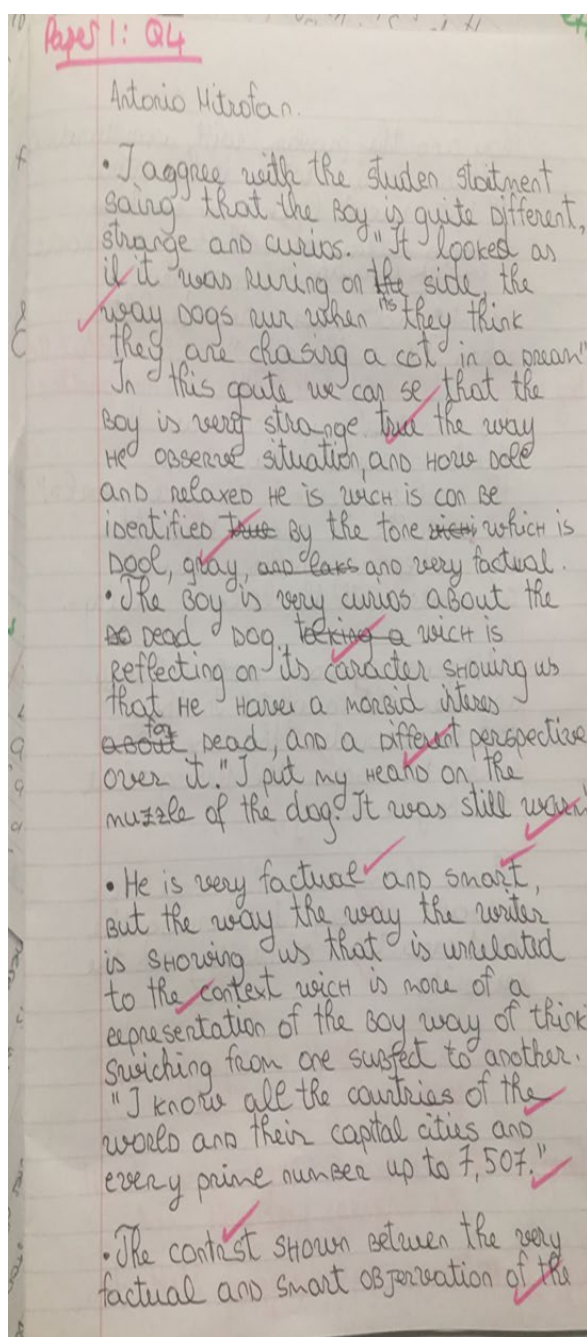


by Jared

Discussing in groups on DEAR made our stories come alive. Sometimes when you have to read alone it is a struggle. Working together on a step ladder of questions made it fun! We helped each other out.

Appendix 8 - Learner writing samples

D E A R		<h3>Drop Everything & Write</h3> <h2>Learner Progress Samples</h2>
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DEAR CLOSE READING Questioning Approach

USE OF 5 W's Starter Strategy

(Who, What, Why, Where, When & How) to support a GUIDED Reading Strategy

Use of CARS

Critical Analysis Reasoning (5 W's) to help learners tackle unseen texts & give rise to more accurate reading comprehension and analyses of texts

DEAR Reading Scaffolds:

Use of DEAR Reading Comprehension Scaffolds & Questionnaires as a starter into texts

Use of DEAR Predictive Reading Strategies

to support learners to grasp basics of Genre, Themes, Conflict, Characterisation, Settings

Use of DEAR DEEP DIVE CLOSE READING

Use of CAQs (Critical Analysis Questioning) for deeper analyses of Writer's Methods, Language Techniques & Figurative Language

Use of CAQs (Critical Analyses Questioning)

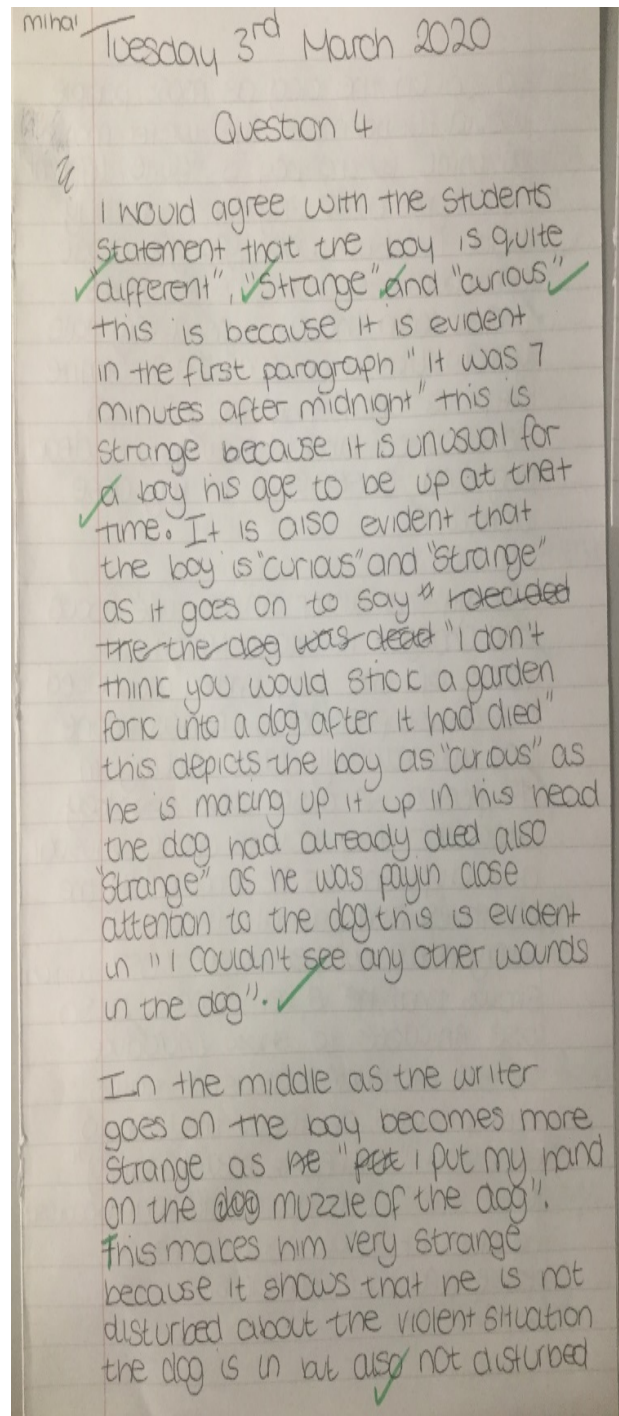
to support learners with Writer's Methods & Structural Techniques

Use of Reading Circles & Round Table

Discussions to offer a collaborative and scaffolded "whole class" approach to textual analyses prior to independent study or writing.

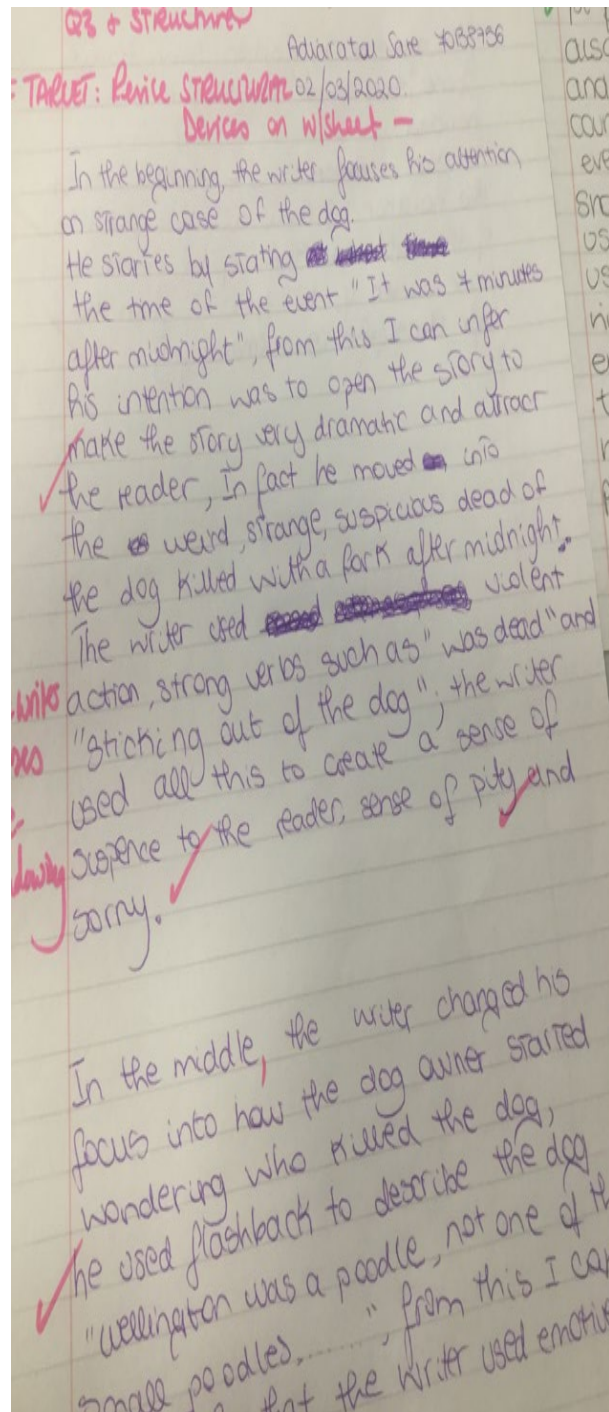
DEAR Skills for Writing Methods:

- ✓ Developing a more developed awareness and skill in applying the writer's methods in our own creative writing:
- ✓ Use of DEAR TAP Writing Prompts: To support learners in identifying the Type/Genre/Audience & Purpose
- ✓ Supporting learners to make the connections between writer's choices of language techniques and the manner it matches their TAP = Genre, Audience and Purpose
- ✓ Equipping learners with the ability and skills to see that they too can make empowered choices about the creative writing methods they choose to apply in their own writing so that they become more conscious writers.
- ✓ Supporting learners to see the EFFECTS of Language Figurative Techniques & Imagery. Equipping them to use these regularly and effectively in their own writing.
- ✓ Equipping learners with a DEAR Creative Writing Checklist to scaffold their creative writing.
- ✓ Equipping learners with Sentence Starters, Topic Sentences & Topic Paragraphs
- ✓ Equipping learners with Word Banks to build and develop their range of vocabulary
- ✓ Equipping learners with Formatting & Structural Devices Checklist to scaffold creative writing tasks and lead to sounder structure and cohesion & a more creative approaches to structure in their own writing.
- ✓ DEAR Creative Writing Checklists for all Writing Tasks to develop creative writing skills that over a period of time become a rigour, discipline and second nature.



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17th To: Greta Thunberg → Your Name
 Swedish Parliament From: || Terrace house
 Stockholm London
 Sweden SE1 9Zx
 United Kingdom

17th September 2019 ✓
 Dear Greta Thunberg,

I am writing to you today, to say how inspired I was with your speech in Poland and even your boat trip you are currently doing and the protest outside the White House. You are literally the embodiment of what age doesn't is just a number. I find it so amazing that you have had the courage to do what most of us don't do.

I've always been concerned with global warming but haven't really acted upon it. I have done the little things like reusing bags and fixing clothes to reuse, and donate my clothes to charity. I am slowly changing my ways to benefit the environment and contribute less to global warming.

I am going to try to join protests for climate change or like Extinction Rebellion and eventually turn vegetarian or reduce my meat intake. If you ever come London and I organize a protest I will try to come and help.

Yours Sincerely, Shakin' Parsons

www Well done -
 a) You have used the DEAR checklist to structure a passionate letter.

Tionne Tuesday 25th February 2020
 Prndergast How does the writer structure the text to interest the reader?
 70134628

In the beginning writer introduces the character of Alexander cold "Alexander cold awakened at dawn, startled by a nightmare". He had been dreaming that an enormous bird had crashed against the window". The writer uses the bird as a foreshadowing to Alex's dilemma. The writer also introduces a dream to show that bird did not really take his mum and it was all a dream. This shows that Alex is feeling terrified ~~in the text~~ ~~in the reader's~~ and also very traumatised about the loss of his mother.

"He layed listening to the storm and thinking about the black bird and about his mother". This shows that this foreshadowing to Alex that something may of or happened to his mum. This makes the reader feel very sympathetic for Alex "He was still tangled in the images of his bad dream". This shows the dream that Alex had was terrifying. The writer has now shifted the story the writer uses pathetic fallacy of Alex being terrified to show the weather of the storm. This hooks the reader in ~~the~~ of the theme of sadness and sympathy and empathy this shows Alex is traumatised of that fact his mother is ill and he wants for his mum to get better.

The writer has now shifted the story again back to Alex as he looked at the clock "it was 6:30 as Alex says ~~before~~ "Outside it was beginning to get light outside" this he decided it was going to be a terrible day"


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MALALA
MY STORY & MY FIGHT
FOR ALL GIRLS TO HAVE
AN EDUCATION!



- Now write your **OPINIONS** on Malala here. Remember you can use phrases like :
 - I believe - In my opinion - I think that - It is my view that - I would argue that -
- You can describe in detail what you think of Malala, what happened to her, what you think about her struggles and her fight, her campaigns, her protests and her speeches.
- You can describe her personal skills and qualities that you admire.
- You can express your views on education and human rights and why you think it might be important in the 21st Century. Why is education so important to you? Why is it important that young women should have access to education.
- Remember use strong **TOPIC SENTENCES** and use **PARAGRAPHS** and **Capital Letters**, commas and full stops.

Dear Diary,
 Today is the day is the first day I met my best friend Monika since I came from the hospital, I was really happy to see her but at the same time I started crying cause it reminds me of what happens earlier when I almost died but death didn't want me yet, now my mind transports me back to my school. A little corrugated tin hat, but such a place I cannot tell you. Then I remember rings out Bang, bang, bang. I fall. Pain like I have never felt in my life before pieces my brain pitch black darkness descends. The last thing I hear is a Taliban laugh

DEAR
Reading Scheme
2019/20
DROP EVERYTHING AND READ



SPEAKING & LISTENING
LET'S ASK QUESTIONS

"I am those 66 million girls who are deprived of education."

WE ARE ALL MALALA
COULD ONE A SHOT THAT CHANGED THE WORLD


STUDENT A'S QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the term 'education for girls'?
- How equal is education in your country?
- What do you know about Malala?
- What do you think of what happened to her?
- What do you think she will win her campaign to get education for all girls happening in Pakistan?
- Has her story increased the likelihood of education for all girls happening in Pakistan?
- How would the world be different if all children in the world went to school?

STUDENT B'S QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- How good or bad was your school?
- Do you ever think how lucky you are to have had an education?
- If access to education is a basic human right, why do so many children not have an education?
- Should sanctions be placed on countries that do not provide education for all?
- Why is education for girls non-existent in many countries?
- Why is education for girls non-existent in many countries?
- How many people will you share the "I am Malala" link with on Facebook, Twitter, etc?
- What do you see Malala doing ten years from now?

DEAR
Reading Scheme
2019/20
DROP EVERYTHING AND READ



SPEAKING & LISTENING
LET'S ASK QUESTIONS

"I am those 66 million girls who are deprived of education."

WE ARE ALL MALALA
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STUDENT B'S QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- How good or bad was your school?
- Do you ever think how lucky you are to have had an education?
- If access to education is a basic human right, why do so many children not have an education?
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MALALA
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- Now write your **OPINIONS** on Malala here. Remember you can use phrases like :
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- You can describe her personal skills and qualities that you admire.
- You can express your views on education and human rights and why you think it might be important in the 21st Century. Why is education so important to you? Why is it important that young women should have access to education.
- Remember use strong **TOPIC SENTENCES** and use **PARAGRAPHS** and **Capital Letters**, commas and full stops.

Dear Diary,
 One a very cold morning in swat valley. As I was walking to school, some people say I will never return home but I believe firmly in my heart that I will. It was just after midday, Ribas shot by a Taliban bullet and was flown out of Pakistan unconscious.
 On my way from school on the bus, A shot rings out. Bang, bang, bang. I fall. pain like I have never felt in my life before pierces my brain. Pitch black darkness descends. The last thing I hear is a Taliban laugh.

Appendix 9 – Case Studies

Learner A:

Learner A commenced her study with LSEC – September 7, 2019. She is currently studying for her GCSE English AQA and Mathematics Level 2 Functional Skills whilst also concurrently completing her Level 2 Teaching and Learning Support Award. Gemma is 37 years, Caucasian – White British – married and the Mother of two young boys both secondary school age.

Learner A, a ‘Return to Learn’ student, sat English GCSE over twenty-two years ago and at the time received a D Grade. Naturally, she felt very nervous and anxious moving from her home and domestic setting back into a formal classroom setting. Indeed, Learner A self-declared that she suffered terribly from anxiety, low mood and also suffered a severe lack of confidence and self-esteem. She hoped that by returning to learn at London South East Colleges she could successfully gain a Grade 4/5 in English and Maths and complete her Teaching and Learning Support Award Level 2 successfully. It is her hope, if she gains these passes this year that she can progress to her Level 3 Teaching and Learning Award in September 2020.

Learner A Background and Context:

Learner A’s journey at LSEC this year has been a challenging one. Whilst undertaking her studies she also faced the trauma of working with her family to decide for the social care of her Nan, who was fast deteriorating due to Dementia/Alzheimer’s. Learner A found this situation hugely pressurising and deeply distressing both emotionally and from a familial point of view. She confided she had enjoyed a very deep and intimate bond of friendship with her Grandmother who had represented the “heart and soul” of her family and had acted as a secure anchor for her. Losing her Nan to dementia / Alzheimer’s and having to make, what she considered to be deeply distressing arrangements for her social care, caused both emotional turmoil for Learner A, but also presented a series of severe barriers to her learning as it disrupted her attendance at college. After an exhausting period of working hard to pull her family together and to support the transition of her Nan into the social care home setting, fatigued and exhausted, Learner A then suffered a serious toll on her health which resulted in a collapse due to laryngitis.

Learner A Barriers and Challenges:

Despite these challenges and the emotional trauma, Learner A demonstrated huge ‘resilience and grit’ and was determined to continue with her studies this year, come what may. From the outset despite feeling a lack of confidence being back in the classroom, Learner A proved herself to be a very able student. She stated that she found the structured and scaffolded approach to Reading Comprehension and the D.E.A.R ‘step by step’ approach to be very reassuring, especially initially as she settled into the new classroom setting and the demands of the AQA GCSE Programme.

Learner A's Experience of DEAR and Resources:

Overall, Learner A found the D.E.A.R 'signposted' approach to reading comprehension a wonderful scaffold. She argued that they had supported both her and her peers and had given her a sound strategy with which to approach what are often complex and obscure and sometimes confusing texts on the AQA GCSE Qualification.

In addition, to the laddered approach to Reading Comprehension, Learner A confided that she had found the 'step by step' D.E.A.R Checklist for Creative Writing as a profound tool by which to improve weekly the depth, content and structure of her writing tasks. Having a quick shorthand checklist and 'aide-memoire' via the D.E.A.R Writing Prompts and D.E.A.R Laminate Mats, she stated, helped weekly to build her skills and confidence as she applied ever more figurative and language techniques into her writing. The content of Learner A's writing improved considerably and she produced some outstanding work as part of the D.E.A.R Project: i.e.: Malala Journal, Diary of an Unknown Soldier, Letter from Rosa Parks to the President, Speech about Charitable Giving and Homelessness and articles on Democracy, Brexit and Climate Change.

One aspect of the D.E.A.R Project Learner A found deeply inspiring was the use of the Reading Agency 'Quick Reads' and the accompanied Reading Circles in class. Learner A explained that she found 'reading together in a circle, questioning each other on the texts, exploring, discussing and debating' the texts a refreshing strategy through which to tackle reading comprehension in a fun way. Learner A explained that the use of the Reading Agency Quick Reads had not just inspired her but it had also inspired her son who, previous to sharing these 'Quick Reads' with his Mum, had been a reluctant reader.

Learner A Feedback:

Learner A writes:

"I have really enjoyed the D.E.A.R (CARs & CAQs) approaches to reading and writing. I have loved the creative writing side of the lessons, learning how to apply figurative language and persuasive techniques for impact. It has been wonderful to see my creative writing improve so much – I never thought I could ever write well and certainly never thought I could write speeches and articles. Now when I look back at my portfolio of work on the D.E.A.R Project I can see how my writing has improved becoming far more colourful, emotional and symbolic. I feel very proud of some the writing I have produced, especially my Diary Entry from and Unknown WW1 Soldier.

The D.E.A.R Project has totally changed the way I think about English. English now excites me, reading is fun and is something I can share with everyone, not least my son. When I brought my Reading Agency 'Quick Read' home my son picked it up and I was astonished to see, that despite his previous reluctance to read, he too enjoyed it and from then on devoured the 'Quick Read' titles I brought home. 'Quick Reads' have given us an activity to share which has greatly improved both our literacy and reading comprehension and it has been so enjoyable too.

Despite everything I have been through this year, I know my Nan would be proud, because as she always said “I stuck at it”. The D.E.A.R Project has boosted my confidence and self-esteem. It has really developed my literacy and writing skills and has helped to change the way I view myself, the world and the challenges I face! Through the D.E.A.R Project I have developed a real love of English but also much needed ‘resilience and grit’.

Studying here at LSEC has been life changing! I hope now to go on, to achieve successfully my GCSE English, Maths Level 2 Functional Skills and my Level 2 & 3 Teaching Award. It is my hope, now, that I too can go on to support other learners and give back to them the confidence and joy of learning. D.E.A.R is a sound and powerful approach to literacy and one which can help learners like me to find their feet in literacy and in life beyond.

When I look back to my first day in the classroom and to where I am now, having been part of the D.E.A.R Project, I am a completely different person. I have grown so much in my confidence and my literacy and I have loved every minute at LSEC and, in particular, on this D.E.A.R Project.

Learner B

Learner B Biography:

Learner B is a ‘Return to Learn’, Adult Learner, enrolled on GCSE English and Mathematics, hoping to successfully secure a GCSE Pass Grade 4 in August 2020. Learner B is in her late 20’s, engaged and the mother of a young infant. She currently works as Learner Support Worker in a secondary school in Bexley supporting learners with complex special needs as Progress Coach. Learner B is a BAME Adult learner returning to the classroom after 15+ years and wishing not only to secure pass grades in English and Maths but also to build her confidence and self-belief with a real focus on literacy. In her current role as Progress Coach, she is required to support her learners and their academic needs on their GCSE Programmes. She hopes that by enrolling on the GCSE English and Maths qualifications at LSEC, that she can not only secure her own achievements in these subjects but acquire the ‘expert’ skills to support her own learners and their progression.

Learner B Background and Context:

Learner B is an adult BAME learner with vast life experience having worked in a variety of roles in Education, Youth Services and Health. As a mature adult, a mother and a professional with diverse experience of working with learners with complex learning needs Learner B brings a maturity and innate wisdom to her studies and her analysis of literary texts. Despite this rich and diverse experience, as an Adult BAME woman returning to the classroom after 15+ years, Learner B admitted to feeling quite some trepidation, anxiety and lack of confidence when it came to her literacy.

Learner B Barriers and Challenges:

During the GCSE Programme Learner B experienced continual pressures due to extreme work load and the psychological and emotional burdens this placed upon working with, what she described as ‘more often than not, extremely challenging

learners both behaviourally and emotionally'. This took a toll on Learner B throughout her studies, but despite this she was determined to 'push ahead' and 'stay on track to achieve'. Admirably, Learner B has given 100% attendance, punctuality and effort and has proved herself to be a very able English learner with a real love, flair and passion for the subject. So much so, that during the course of her studies she has decided to transfer from her long-term career goals of becoming a paediatric nurse to becoming an English Teacher and is hoping to pursue her studies, from September 2020, here at LSEC. Her experience on her English and Maths courses at LSEC she states have made a "profound and positive impact upon her and have helped her to identify her future career goals".

Learner B Experience of DEAR and Resources:

Learner B has proved herself to be a dedicated learner and has produced some beautiful, poignant and very well-crafted creative writing samples. One of the key outcomes for Learner B is that she has now moved from being a learner who doubted her ability in creative writing to a learner who now takes great joy in creative writing and expressing herself through figurative language. Learner B explained that she found the D.E.A.R Creative Writing Check Lists and Laminated Mats (of Figurative Language Techniques, Glossaries and Examples) to be a powerful tool which helped her, week on week, to build her skills and craft in applying, with powerful effect, figurative language techniques.

Over the course of the D.E.A.R Project Learner B moved from initially writing the bare bones or skeletal outline of a descriptive paragraph applying very little structure, cohesion, planning or application of figurative language to producing some very sophisticated and poignant pieces of writing.

Learner B has been a real asset to the D.E.A.R Project. From the outset she took great joy in reading our literary texts aloud in class, in acting as a 'chair' during our D.E.A.R Reading Circles. From week to week, she seemed to thrive in classroom debates and discussions helping greatly to support other learners through the CARs and the CAQs 'stepping stones' approach to Reading Comprehension. Learner B shared her enthusiasm for the D.E.A.R Project with her peers and took delight in sharing experiences of the weekly Reading Agency Quick Reads sharing and swapping titles, stories and experiences. Invariably, Learner B brought a real warmth and humour to the classroom and encouraged other learners to share her delights during the D.E.A.R Project in the same ways.

Along with her peers, Learner B produced beautiful work as a result of D.E.A.R Project encompassing topics like Malala – Our Stories, Our Journals, Remembrance Day – Diary of an Unknown Soldier, Memoir Writing – Anne Frank WW11 Journals in Occupation, HeForShe – Gender Equality Speeches, Letters from a Suffragette, Articles on Climate Change, Democracy, Environmental Change, Charity: To Give or Not to Give.

Learner B Feedback:

"Since enrolling on English at LSEC and being part of the D.E.A.R Project I have grown immeasurably in confidence. I came to the classroom feeling unsure

particularly about my literacy and certainly about returning as a grown woman to the classroom. I had no idea what to expect and was very unsure if I would stay the course. Being part of the D.E.A.R Project has been wonderful. We have explored such lovely topics, important topics and topics that are so relevant and deeply moving particularly in our current political climate in education and in the UK today and on the global world platform in the 21st Century. Being able to make parallels through the 21st to 20th and to 19th Century has been phenomenal and an unforgettable experience.

Being part of the D.E.A.R Project and writing about topics like Malala, Anne Frank, Remembrance and Equality has enabled me to find my 'voice'. Through studying English at LSEC I have discovered that there is so much more to English than meets the eye. My studies here have not just been 'going through the motions to secure a GCSE Pass' but they have challenged me to read 'well', to analyse deeply 'what I am reading', to question the 'context, purpose and motives' of writers. The D.E.A.R Project equipped me and my peers with a 'stepping stone' and 'ladder' approach to ask these questions of every text. It encouraged us to question the very nature, purpose and voice of a text/writer even before we had read it through and to question one another deeply too as we questioned the writer. This helped to steer us securely through texts and give us a foundation platform for understandings. It also gave rise to some lovely D.E.A.R Reading Circles discussions and I loved the fact that I was able to grow in confidence and to 'read aloud' and take sheer joy in the pleasure of reading through the D.E.A.R Project.

Learning English at LSEC and being a central part of the D.E.A.R Project has allowed me to communicate well with others, not by using 'big words or complex language' in order to feel 'smart' or 'intelligent' but because I have found that I actually really love the language. I now love puzzling out, through the D.E.A.R approach, what the intentions of writers are, what techniques they use and what are the effects for me and others as the reader. The D.E.A.R approach and the 'ladder & stepped approach' has really helped me to find 'my way through a text and to stay on track and **not get lost**'. It is a very effective tool and the D.E.A.R resources have been colourful, accessible and user friendly.

I hope now, if I pass my GCSE English and Maths at LSEC to return and maybe enrol on a Teaching Course. I would love to become an English teacher and share my joy for the language, for great stories and texts with learners too. Being part of the D.E.A.R Reading Circles, taking home my Reading Agency 'Quick Reads' weekly, building the confidence to Read Aloud to and share so much with others is an experience I did not expect to gain as I walked through the doors of the classroom."

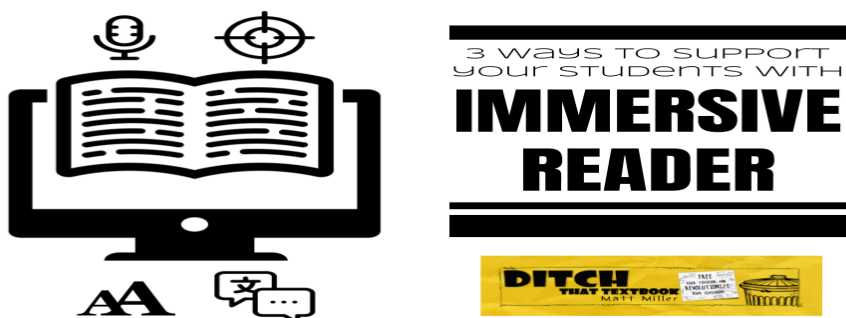
Appendix 10 – Sample Digital Resources

D E A R		Sample DIGITAL Resources Drop Everything and Read & Write
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A Range of **Digital Resources** were used in the Classroom Delivery to accompany each weeks themed Texts:

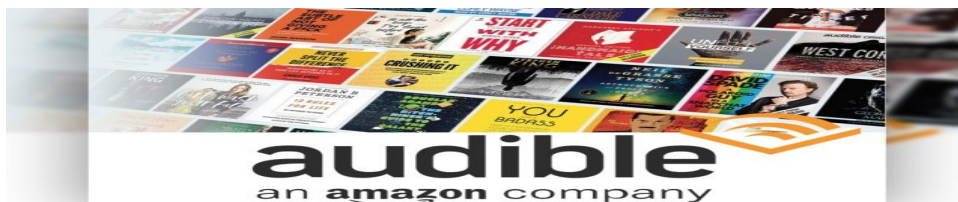
1 **Google Immersive Reader**

Text dropped into to Word Google Immersive Reader
Use of coloured fonts/backgrounds to highlight parts of speech
Use of Audio Voice Over to assist readers to CLOSE READ Texts



2 **Use of Audible to develop ACTIVE LISTENING SKILLS**

Audible Texts twinned/paired with Multi Media Film & TV Texts tie ins to build and develop engagement



3 **Use of Film/TV/Documentaries/Music/News via You Tube to build and develop a high engagement and to support with maintained focus. Using a variety of multi- media texts.**



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