OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT - ENGLISH IN SPORT OR SPORT IN ENGLISH?: DEVELOPING READING SKILLS VIA EMBEDDING AND CONTEXTUALISING

University College Birmingham

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CLAIRE COLLINS
consultancy

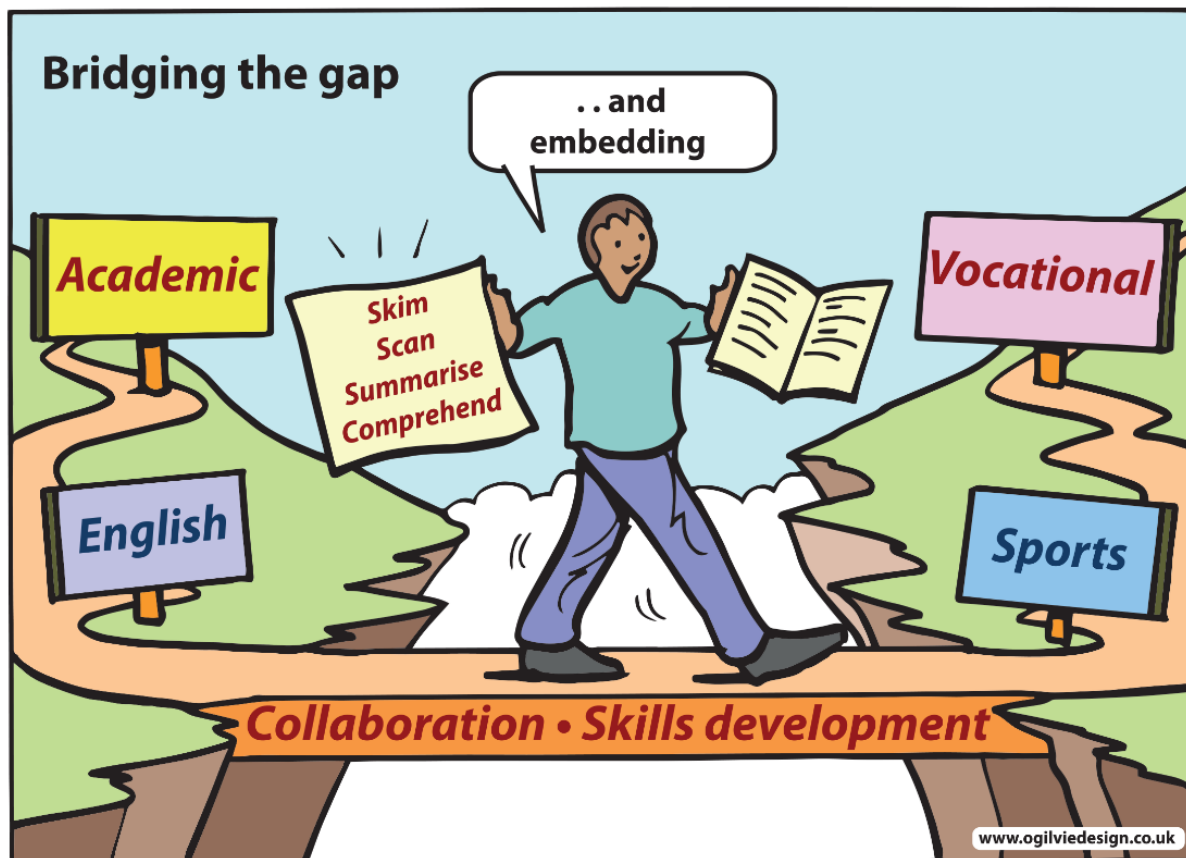# Contents

Final Report - English in Sport or Sport in English?: Developing Reading Skills Via Embedding and Contextualising

University College Birmingham

This project was designed to improve the reading skills of Post-16 Sports students who were resitting GCSE English by creating a community of shared practice comprising English and Sports lecturers.

Summary

The project created a collaborative way of sharing information about individuals' specific reading skills so that these could be targeted across their study programme. Learners engaged with vocationally relevant material in both English and Sports lessons, via contextualisation (in English) and embedding (in Sport). The main aim was to create (and evaluate) shared pedagogic DARTS approaches that English and Sports lecturers could use to help students transfer and apply skills in different contexts. A more extended aim was to investigate whether this might have a positive impact upon academic performance. In doing so, the project sought to create a strategy grounded in pedagogy that would address several challenges in the Post-16 sector (GCSE resits, the reformation of English qualifications, the EIF).

Rationale

A large number of GCSE resit students struggle with the increased rigour of the reading questions in the reformed qualifications. Further, the EIF places an emphasis

upon the development of learners' literacy skills across a study programme. This project addresses the issue of how to help students to develop and apply specific transferable reading skills by examining strategies for embedding reading skills in vocational delivery and contextualising in English lessons.

Taken separately, both embedding and contextualising can lead to generalised approaches. Vocational lecturers may not know what specific reading skills a learner might need to work on. English lecturers' attempts to contextualise can be limited by a lack of vocational expertise. This project addresses the issue of how to accurately identify an individual learner's specific reading skills and how to share this with vocational colleagues to inform planning. Also, this project investigated how established pedagogic strategies might be shared across a programme of study to differentiate and target learners' specific needs as well as establish collaboration.

Overall, the project addressed how to move from 'promoting reading' (in relation to policy) to 'promoting reading skills and strategies' (in relation to pedagogy) in order to develop reading across a study programme and improve performance in GCSE examinations.

Approach

Assistant Directors/Deans from English and Sport identified a project team who would conduct the action research (two lecturers from each area). The project was small in scale and targeted November resitters across two/three lessons.

Reading Skills Baseline Results			
Student name: _____ Date: _____			
Skill:	RED	AMBER	GREEN
Scan for explicit information			
Correctly identify implied information			
Summarise			
Identify relevant evidence/evidence is short and embedded			
Read the question and identify what is required			
Include enough evidence and range to prove point			
Relate evidence to question			
Give own opinion and back it up with evidence			
Consider how a writer has used language, tone and structure to achieve certain effects			
Synthesise information from two sources			
Compare descriptions, ideas and viewpoints from two sources			

Figure 9a-1: Baseline Assessment

An English Skills Baseline Assessment (Figure 9a-1) was created to test students' discrete literacy skills rather than their performance in exam questions (which test multiple skills simultaneously). The Baseline Assessment resulted in a 'Skills Profile'

logged on Academic Tracker (accessible by English and Sports lecturers). This evaluated each skill (e.g. scanning, summarising, identifying explicit/implicit information etc.) against a RAG-rated descriptor. It indicated which areas of reading a student needed to focus on. The baseline was used to identify which learners might participate in the study.

English and Sports lecturers collaborated to plan areas for development: skim/scam, select/retrieve and summarise. In English, scanning and summary activities were used to engender these skills. In order to contextualise, we established a vocational project on 'Doping in Sport,' drawing on the work of WADA. English lessons (after the November resit exams) were fully contextualised to see if students could transfer the skills and apply them to this vocational context. Activities included studying profiles of different sporting figures, applying scan and summary skills.

We then worked closely with vocational colleagues to embed the same strategies in tutorials (for UCAS). This gave the students the opportunity to use the same skills, in a different context, and with their vocational tutor delivering the content.

Progress was measured in lesson via AFL strategies and examination data to assess the impact of the teaching activities used in the learning episodes.

Professional learning: Evidence of changes in teaching, learning and assessment practices

Overall, changes in staff practice were evident in how planning for learning foregrounded the development of GCSE reading skills across the programme. The Skills Tracker allowed for the effective sharing of information about learners' specific areas of literacy focus. Literacy skills were made explicit in the delivery of vocational material, which resulted in greater use of scanning/summarising activities. Staff and students valued the assessment of skills development across lessons.

With regard to contextualising, English lecturers valued the guidance about 'vocational literacy' skills that students needed in their Sports course. This provided a meaningful way of making links between practice on examination-style texts and vocationally-relevant materials. The English SOW was adapted to focus upon a Doping Project in order to keep November resitters engaged while they awaited the results of their exams.

Changes in practice were seen in the use of shared strategies to ensure a consistent approach across a programme and detailed discussions about what strategies worked with individual learners. Additionally, the change to planning increased the use of AFL to provide feedback on literacy development across a learner's programme.

The project addressed several elements of the Professional Standards. Lecturers undertook action research as part of their reflective practice. The sharing of data and strategies encouraged staff to evaluate methods in the context of detailed information about learners' skills. The project recognised staff as subject specialists

as well as experts in teaching and learning. Collaboration was grounded in shared pedagogy, data and ownership, allowing for the 'gap' between subjects to be bridged.

Evidence of improved collaboration and changes in organisational practices

The sharing of learners' individual skills-data established a context in which practitioners could work collaboratively to target student needs. English and Sports lecturers formed 'Action Learning Peer Pairs' to plan strategies to meet these needs. Participants enjoyed this research and data-informed practice and how this was firmly linked to teaching strategies.

Lecturers reflected that these partnerships helped them to move from general 'tokenistic' strategies for embedding and contextualising to an evidence-based approach based upon pedagogy. They reported an increased sense of individual personal and professional growth as they felt that their contributions, skills and knowledge were recognised and valued. As a result, staff felt empowered to assume responsibility for introducing strategies within a framework of shared ownership.

Evidence of improvement in learners' achievements, retention and progression

The focus of activities was scanning for evidence and summarising it accurately. Despite being lower-order skills, these can be a significant barrier to obtaining a grade 4. They are important skills, tested explicitly in the GCSE exams and also underpinning all reading questions.

Starting Points: Data from June Exams

Across the two exam papers, three questions explicitly test the ability to scan, retrieve and summarise. In the June 2019 exams, Student A had a 45% success rate in these questions, while Student B had a 73% success rate. They were flagged as Amber on their Academic Tracker for these skills.

Contextualisation Phase

Learners were given a series of biographies of athletes and asked to scan for specific information, highlight it and summarise it in a grid. This was then assessed using a progress assessment sheet using student-friendly versions of the Skills Tracker RAG-rated descriptors. Student A made significant progress from Amber to Green in scanning and interpreting explicit information. Student B significantly improved their scanning and summarising skills, moving into Green. It became apparent that both students did not always use a highlighter for identifying important information. This was flagged to each learner as an area of improvement.

Embedding Phase

In Sport lessons, students read an article on progression to university and scanned for specific information before summarizing it. Student A again demonstrated improved levels of skill (in the Green band). Student B retained Green performance. Both learners acted on feedback from the contextualisation phase to improve their use of a highlighter. The fact that they both implemented this in the embedding

phase showed the transfer of skills across lessons. Lecturers noted a significant improvement in knowledge retention and recall.

Outcome: Data from November Exams

An analysis of the November GCSE showed the impact of the project. Student A showed a significantly improved success rate in the scan/select/summarise questions from 45% to 73% (a 28% increase). Indeed, in the second paper they scored 100% for those questions. Overall, performance had improved in both reading elements. The biggest gains were made in non-fiction. This might suggest that the use of vocationally-relevant non-fiction was effective for this learner.

Student B increased their success rate in the scan/summarise questions from 73% to 91% (an improvement of 18%), showing a clear progression in those questions on both papers (100% in the second paper). There was an improved performance in other reading questions, especially fiction texts.

Student reflection on the Project Activities

Learners' reflections on embedding and contextualising were interesting. In regards to contextualisation in English, student A stated that this task, linked to a Sports context, would help them when attempting a purely English-based piece of work. They said they would think back on this activity when doing English. They enjoyed the link being made between a sports topic and English skills. When asked about how they felt about the contextualisation phase of the project student B said: *"I'm not interested in the idea of vocational relevance – I just want to be taught well and taught the skills that are explicit to English in an English context only."* Both students said that they might have enjoyed the first phase more had they been asked what sporting topic they would like to cover.

Both student A and B said that they enjoyed the 'embedded' lesson with their vocational lecturer, and felt that it had much a stronger resonance with them. They were more motivated because the work was linked to an assignment and they could see its relevance. Despite one being more enthusiastic than the other, the perception of both was that the project has, on the whole, improved their confidence and their skills. They saw a marked improvement in the quality of the work they produced and this was reflected in the exam data.

Learning from this project

- The sharing of skills-based data was felt to be pivotal in driving collaborative change.
- Lecturers reported an increased awareness of individual literacy needs.
- Staff felt that skill-based data was central to discussing concepts of embedding and contextualising.
- Lecturers reported an increased sense of responsibility for designing tasks to promote those skills.
- Across the two teams, there was a sense of increased capacity to meet learners' individual needs.

- There was a sense of 'closing the gap' through taking shared ownership of learners' skills development and a feeling of involvement in each other's courses.
- Lecturers felt empowered to embed literacy because of clear links made between the skills, terminology and specific pedagogic strategies.
- Adopting a 'skills focus' rather than an Assessment Objective focus helped lecturers in planning for the development of skills.
- The 'skills focus' made it clear that scanning and summarising are key underpinning skills that need to be tackled explicitly using active reading strategies.
- For learners, the explicit use of terms such as 'scan' and 'summarise' and the identification of these things as 'skills' helped them to make links between different aspects of their provision.
- Combining RAG-rated skills descriptors and RAG-rated AFL progress assessment sheets helped students to see their progress in the acquisition/application of skills.
- For learners, undertaking activities based around skills in different lessons resulted in improved performance in class and in exams.
- Learners valued the consistent pedagogic approach and the tracking of skills development more than the concepts of 'embedding' or 'contextualising'.
- In the limited scope of this project, it seems that learners found the 'embedding' of literacy skills more valuable than 'contextualisation'.
- The perception of learners was that the project had improved their confidence, their retention of the skills, and that they saw a marked improvement in the quality of the work they produced.
- The project provides a model for introducing change and for creating a community of shared practice.
- The project team felt that this project provided a model for wider institutional approaches.

Appendix 1 - Baseline Test: Reading

Learners were given a Baseline reading test which sought to test their reading skills, as opposed to their performance in specific exam questions.

<p style="text-align:center; color:green;">GCSE English Language</p>

<p style="text-align:center; color:green;">Baseline Reading Skills</p>

This test will help to establish your current strengths and areas for improvement. Please complete it as carefully as possible.

Name: _____

Date: _____

- ✓ Read the instructions carefully. Write your answers on the sheet.
- ✓ Try your best with each task.

Skills: scan for explicit information/correctly identify implied information

Task 1

Read the short extract below.

- Identify three things you are told about Gatsby.
- Identify two things that are implied about Gatsby.

In his blue gardens, men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon I watched his guests diving from the tower of his raft, or taking the sun on the hot sand of his beach while his two motor-boats slit the waters of the Sound, drawing aquaplanes over cataracts of foam. On weekends, his Rolls-Royce became an omnibus, bearing parties to and from the city between nine in the morning and long past midnight, while his station wagon scampered like a brisk yellow bug to meet all trains.	
3 things you are told about Gatsby	**2 things that are implied about Gatsby**

Task 2:

What two words suggest that this piece of writing is set in the first half of the 20th Century?

What details suggest that these parties are expensive and luxurious?

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Skills: summarise/synthesise information from two sources/compare descriptions, ideas and viewpoints from two sources

Task 1:

Read the following extracts from articles on tattoos, and answer the questions that follow.

You should use a highlighter as you read to highlight key information.

Text 1

13 reasons why tattoos are awesome (and people need to get over it already)

In recent years tattoos in general have become more and more popular.

People get a tattoo for different reasons. Some people get them for the art or as a memorial. Some get them as a way to express their personality and passions. And some get them just because they look pretty.

I personally got mine as a celebration of my passions and interest in different cultures. I am obsessed with Japan and all things kawaii, so I have a lucky cat. I also have a robot and a few other pieces that represent my love of all things geek. They mean a lot to me and I can't wait to keep rocking them as I get older.

No matter what your reasoning, tattoos are a personal thing and a great way to celebrate your individuality. Here are the main reasons why I think they are great and if people want one, they should just get one.

Your body is your temple, and you can decorate it however you like.

If you're worried about dates not liking you or not taking you seriously, don't. They are a good radar for highlighting people who only care about what's on the surface and not what really matters: who you are as a person.

They are an expression of who you are on the inside…on the outside.

If you are passionate enough about who you are and what you love, you can bet your tattoos will be stunning. They can be a permanent marker of happy events and times, and will always make you smile.

> **They can act as a tribute to a loved one; a memorial for keeping someone close and a part of you forever.**
>
> Each tattoo is unique and each reasoning for getting one is different. Your tattoo can be individual to you and a great way to make you stand out from the crowd.
>
> **People have been getting tattooed for thousands of years, and it is art.**
>
> Getting a tattoo by an artist whose work you love means that you get to keep this unique piece of work created just for you, all to yourself, forever.
>
> Ultimately, having a tattoo doesn't change who you are as a person. Being tattooed doesn't make you less intelligent, less compassionate, less friendly or more aggressive. I think it means you have awesome taste.
>
> *Susie McBeth*

Questions about Text 1:

Is the writer for or against tattoos?

_____

In your own words, write down the main argument the writer is making here.

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In your own words, summarise the main reasons the writer uses to support her argument.

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Text 2

Tattoos: the good, the bad and the bumpy

- Tattoos can cause allergies, or they can prime the immune system.

- Many people use their bodies as an artistic canvas for permanently inked drawings. But the coloured pigments in them were not developed for use in tattoos and may cause harmful reactions in some people.

- However, they are more popular than ever. Researchers estimate that about four in every 10 young adults aged 18 to 29 have at least one tattoo. More than half of them have two or more. One young adult I spoke to, Annabelle Townsend, celebrated her 18th birthday with a trip to the tattoo shop. Townsend wanted the tattoo to be a collection of many things that were meaningful to her. "Every component was picked for a reason," she says, including Big Ben, musical notes and one of her favourite quotes.

- As tattoos have become more common, scientists have begun to study their health impacts.

- This body art might appeal cool, but it can pose risks. Some people react badly to the inks – substances that aren't meant to go on or in the body. Other people may have trouble getting certain medical tests after a tattoo. And many people get inked on a whim, and later want that permanent art removed. It can be done, but it's a long and painful process.

- Tattoo inks are made to be injected into the skin. But the pigments that give these inks their colour were made for printer inks or car paints, not people. This may change, as there are currently studies into the health effects of tattoo inks, as more and more people are

reporting harmful reactions to them. Some tattoos make a person's skin tender and itchy. In others, the skin around a tattoo may get bumpy or scaly, and may even indicate an infection.

- Still, research now indicates tattoos aren't bad for everyone. In people who heal well, getting a tattoo may prime their germ-fighting immune system for action, and in a good way. However, until someone gets a tattoo, there's no way to know if they will be someone who benefits or instead be harmed. It's therefore crucial to do your research, and not go for the cheapest option. After all, you get what you pay for.

Alison Pearce Stevens

Questions about Text 1 and Text 2.

According to both writers, what are the reasons that Suzie and Annabelle got their tattoos?

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Both of these texts are about tattoos.

Compare:

- What the writers say about getting a tattoo.
- The writers' viewpoints.

You must refer to the text, but you do not need to quote directly from it.

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Skill: give an opinion and back it up with evidence

The writer of Text 2 argues that, overall, tattoos can be bad for a person's health.

Based on what you have read, to what extent do you agree?

You must justify your opinion with evidence from Text 2.

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Skills: consider how a writer has used language, tone and structure to achieve certain effects

Read the following extract from a speech made by Barack Obama about climate change, and answer the questions that follow.

We, the people, still believe that our obligations as Americans are not just to ourselves, but to all prosperity. We will respond to the threat of climate change, knowing that the failure to do so will betray our children and future generations.

Some may still deny the overwhelming judgement of science, but none can avoid the devastating impact of raging fires, crippling drought or powerful storms. A path towards sustainable energy sources will be long and sometimes difficult, but America cannot resist this transition.

We must lead it! We cannot concede to other nations the technology that will power new jobs and new industries; we must claim its promise. That's how we will maintain our economic vitality and our national treasure. You and I, as citizens, have the power to set this country's course. You and I, as citizens, have the obligation to shape the debates of our time, not only with the votes we cast, but with the voices we lift in defence of our most ancient values and enduring ideas. Will you join us?

Task 1:

Who is the intended audience for this speech?

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What is the purpose of this speech?

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Give at least 3 ways the writer has tried to convince us to agree with him.

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Task 1:

Read the following extract taken from "Holes" by Louis Sachar and answer the question that follows.

Stanley Yelnats was the only passenger on the bus, not counting the driver or the guard. The guard sat next to the driver with his seat turned around facing Stanley. A rifle lay across his lap.

Stanley was sitting about ten rows back, handcuffed to his armrest. His backpack lay on the seat next to him. It contained his toothbrush, toothpaste, and a box of stationery his mother had given him. He'd promised to write to her at least once a week.

He looked out of the window, although there wasn't much to see – mostly fields of hay and cotton. He was on a long bus ride to nowhere. The bus wasn't air-conditioned, and the hot, heavy air was almost as stifling as the handcuffs.

Stanley and his parents had tried to pretend that he was just going away to camp for a while, just like rich kids do. When Stanley was younger, he used to play with stuffed animals, and pretend the animals were at a camp. Camp Fun and Games he called it. Sometimes he'd have them play soccer with a marble. Other times they'd run an obstacle course, or go bungee jumping off a table, tied to broken rubber bands. Now Stanley tried to pretend he was going to Camp Fun and Games. Maybe he'd make some friends, he thought. At least he'd get to swim in the lake.

He didn't have any friends at home. He was overweight and the kids at his middle school often teased him about his size. Even his teachers sometimes made cruel comments without realising it.

What impressions do you get of Stanley Yelnats from this extract?

- You should provide evidence from the <u>start, middle and end of the text</u>, and present your response in the order in which they come in the text.

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Reading Skills Baseline Results

Student name:_____

Date:_____

Skill:	RED	AMBER	GREEN
Scan for explicit information			
Correctly identify implied information			
Summarise			
Identify relevant evidence/evidence is short and embedded			
Read the question and identify what is required			
Include enough evidence and range to prove point			
Relate evidence to question			
Give own opinion and back it up with evidence			
Consider how a writer has used language, tone and structure to achieve certain effects			
Synthesise information from two sources			
Compare descriptions, ideas and viewpoints from two sources			

Appendix 2 - Academic Tracker (RAG-rated descriptors) – Reading

English lecturers used the information from the Baseline test (and information about performance in the June 2019 GCSE exams) in order to complete the following Academic Tracker. This tracker was revisited to measure learners' progress in their skills development.

Skill	Red	Amber	Green
Scan for explicit information C1:A Q1, 2, 3, 4, 5 C2:A Q1, 2, 3, 4, 5, 6	Slow to locate and process specific information. May only be able to identify 2-3 pieces of explicit information. Passive reader – does not use highlighter	Able to locate and process most specific information in time frame. May only be able to identify 3-4 pieces of explicit information. Active reader – uses highlighter (with prompting)	Able to quickly locate and process specific information. Able to locate 5 or more pieces of explicit information. Active reader – uses highlighter
Correctly identify implied information C1:A Q1, 2, 3, 4, 5 C2:A Q1, 2, 3, 4, 5, 6	Slow to locate and recognise implied meanings. Able to recognise straightforward implications, but struggles with more in-depth inference.	Can recognise implied meaning and beginning to consider more in-depth implications. Occasionally can consider implied meanings/connotations of individual words/phrases.	Easily recognises implied meaning and explores possible further connotations. Can consider possible implications/connotations of individual words and phrases.
Summarise C1:A Q1, 2, 3, 4, 5 C2:A Q2, 4, 5, 6	May struggle to identify main point of what is read and/or summarise key information in own words.	Can mostly identify accurately the main point of what is read. Able to summarise key information in own words mostly accurately (may include some paraphrasing). Able to start/end response with an overview.	Able to accurately identify the main point of what is read. Able to skim read to achieve this. Able to summarise key information accurately in own words. Able to start/end response with an overview and then support it.
Give own opinion and back it up with evidence C1:A Q5 C2:A Q4	Fails to include opinion in response. May not have read/processed task instructions properly. Basic opinion may be	Able to start/end response with opinion in relation to the task. May be limited in range with little sense of how the writer creates these thoughts/feelings.	Able to articulate a personal response to the viewpoint/thoughts/feelings given by the writer. May demonstrate links between evidence or how different interpretations of evidence may be possible. Has a

Skill	Red	Amber	Green
	given, but not related to specific textual details, or may not summarise or make a conclusion.	Lacks overview of the whole text or changes across the narrative.	clear overview with detail drawn from across the text, with awareness of any changes.
Consider how a writer has used language, tone and structure to achieve certain effects. C1:A Q2, 3, 4, 5 C2:A Q2, 4, 6	May not recognise the difference between the writer and the narrator/narrative perspective. May not demonstrate awareness of specific language choices made by a writer and the implications of these choices. Cannot answer the "how" part of the questions.	Uses "the writer" but may struggle with narrative perspective. Demonstrates some awareness of specific language choices made by the writer. May identify some relevant subject terminology, mostly accurately.	Fully engages with the "how" part of the question. Able to use subject terminology accurately, with clear awareness of "the writer" and the choices they have made. Able to identify narrative perspective and viewpoint.
Synthesise information from two sources. C2:A Q5	May only select information from one text. May not read the task instructions carefully enough.	Selects information from both texts, but may not be enough. Some attempt to put information in own words.	Selects relevant detail from both texts. Puts information in own words. Able to accurately synthesise the information.
Identify relevant evidence/evidence is short and embedded C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6	Some relevant evidence may be selected but may also pick evidence that is not relevant. Does not use quotation marks and/or selects large phrases/sentences. Evidence is separate from point. May not have read the question carefully enough.	Most evidence is relevant, but some is still too long. Quotation marks used to identify direct quotation from the text. Some evidence is embedded.	Evidence selected is relevant, short and embedded, with accurate use of quotation marks.

Skill	Red	Amber	Green
Include enough evidence and range to prove point C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6	Does not include enough evidence (typically only one per point). Does not include evidence from the beginning, middle and end of the text.	Addresses the "what" part of the question. Generally includes enough evidence for half marks. May fail to include evidence from beginning, middle and end of text, or make links between related pieces of evidence.	Fully addresses the "what" part of the question with extensive evidence. Evidence may be grouped and links are made where relevant. Evidence is selected from the beginning, middle and end of the text.
Relate evidence to question C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6	Unable to summarise what the evidence tells you. Struggles to explain/analyse how the evidence answers the question. May spend too much time talking about each bit of evidence rather than concisely explaining it.	Able to explain/analyse some of the evidence and relate it back to the question. Can increasingly focus on specific words and say what conclusion can be drawn.	Able to explain and analyse evidence and make accurate and specific conclusions by focusing on specific words. Can confidently make inferences about implied information.
Compare descriptions, ideas and viewpoints from two sources. C2:A Q6	Basic comparison, but may not have read the task instructions carefully enough (leading to just saying what each text is about, rather than comparing on a specific point). Limited evidence from both texts, or may just focus on one text. Lack of awareness of writer's point of view/attitude.	Tries to make an overview comment about both texts. Basic comparison of both texts, but with limited textual reference. May take into account writer's point of view, but focuses mainly on what is said. Uses at least one comparative connective.	Perceptive overview comment about both texts. Detailed comparison of writer's attitudes/points of view from both texts. Addresses both bullet points. Effective use of comparative connectives.

# Appendix 3 - Scan/Summarise Progress Assessment Sheet (PAS)

After completing a scan/summarise activity, learners' performance was RAG-rated against student-friendly versions of the descriptors used on the Academic Tracker.

Skills for success progress check

Skill:	Red:	Amber:	Green:
Scan quickly for information.	I found it difficult to find the answers in the text quickly. I found a limited number of information.	I found most of the answers in the text. I wasn't the quickest at the start, but I got better as I became more familiar with the text. I could locate at least 3 pieces of information.	I was able to quickly locate the answers in the text, using clues to help me. I could locate at least 4/5 pieces of information.
Find and interpret explicit information.	I can find obvious bits of information, but I'm not sure how to write it down in order to answer the question.	I can find explicit information ok, but I'm not always sure how to write it down in order to answer the question.	I can quickly find relevant explicit information and know how to write it down in order to answer the question.
Active reading (using my highlighter)	I haven't really done this.	I have started highlighting key information.	I highlight and annotate texts, making connections as I go.
WWW			
EBI			

Appendix 4 - Example Learning Slide (indicating literacy skills)

At the start of each lesson, the learning slide was displayed in order to show students the hierarchy of skills and how these were progressed through during the lesson (in order to foreground specific terminology and the focus upon skills development).
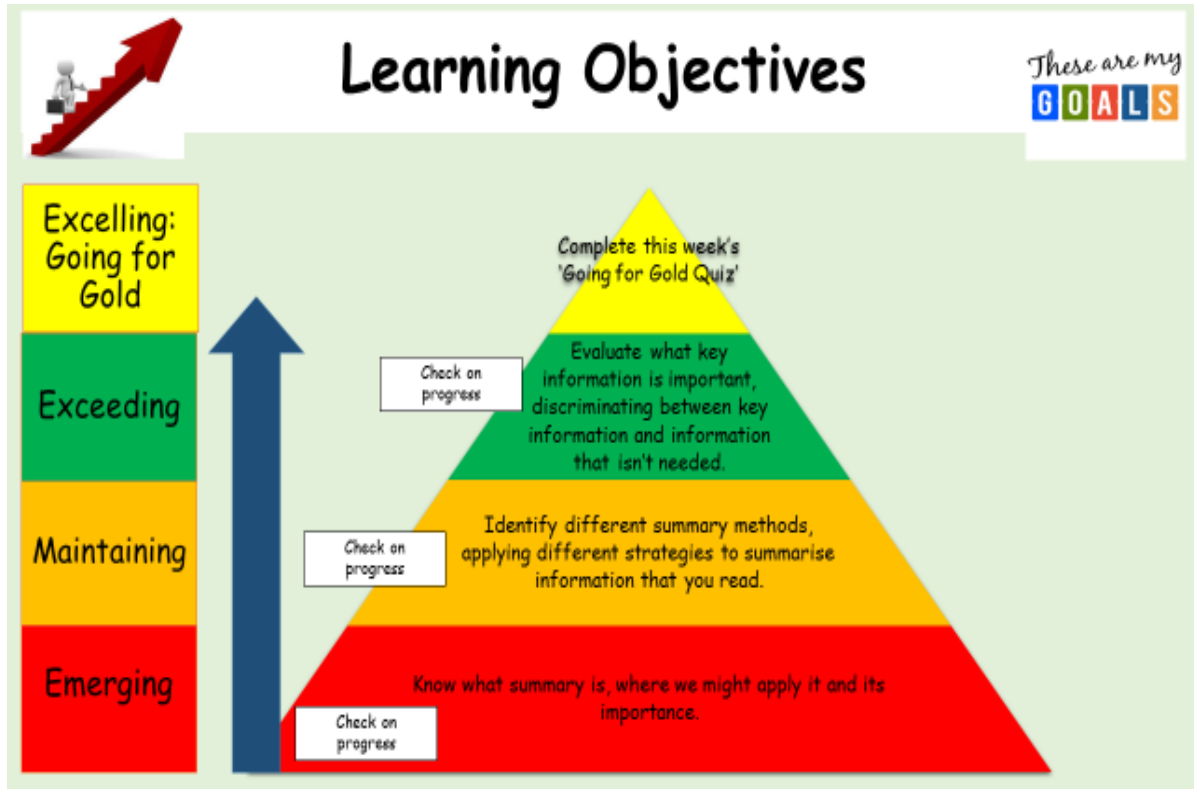
Appendix 5 – *Contextualising*: Doping Project

Example Task

The following shows an example activity that was completed by the learners (including the PAS sheet and grid). Learners had to read the different Athlete Profiles and scan for specific information. They then had to complete the grid, demonstrating that they could select and summarise the relevant information.

Dwain Chambers is a British track sprinter. He has won international medals at World and European level and is one of the fastest European sprinters in the history of athletics. His primary event is the 100 metres, in which he has the second fastest time by a British sprinter. He is the European record holder for the 60 metres and 4×100 metres relay events with 6.42 seconds and 37.73 s respectively. He received a two-year athletics ban in 2003 after testing positive for THG, a banned performance-enhancing drug. He had to pay back prize money – the only athlete to do so – to the IAAF.

What is THG, and why does it matter?

Tetrahydrogestrinone is a banned steroid which had been tweaked by chemists to make it undetectable by normal dope tests.

Why would an athlete take THG?

Anabolic steroids can improve the body's capacity to train and compete at the highest level. They reduce the fatigue associated with training and the time required to recover after physical exertion. They also promote the development of muscle tissue in the body, with an associated increase in strength and power.

Tetrahydrogestrinone, or THG, is a designer steroid whose effects are probably similar to related classes of anabolic steroids. Users become bigger and stronger, says a leading expert, but it has side effects: "Men become more ladylike and women more manlike."

Composed of 21 carbon atoms, 28 hydrogen atoms and two oxygen atoms, each molecule of THG is shaped "like a pretzel or popcorn."

But that little molecule likely can dramatically alter cell functions in the bodies of athletes who use it. "THG is a typical anabolic steroid -- it'll make you bigger and stronger.

"It'll also make hair grow on your face if you're a woman and make you balder if you're a man," Catlin said in a phone interview Thursday. "A man's testicles will shrink and his breasts will grow, while a woman's breasts will get smaller. And your blood chemistry will get out of whack in ways it would take me a long time to explain."

Appendix 6 - Student Case Studies

Student A

Contextualising: Doping Project. Example Work – Student A and PAS sheet

Student A: Background

Student A is a second-year Sports student who achieved a grade 3 during their school career. In the June 2019 exam their achieved another grade 3. They were entered for the November 2019 exam.

Baseline Academic Tracker

The following is a skills summary based upon their baseline and June 2019.

		Red	Amber	Green
Reading				
Writing				
Scan for explicit information C1:A Q1, 2, 3, 4, 5 C2:A Q1, 2, 3, 4, 5, 6		Slow to locate and process specific information. May only be able to identify 2-3 pieces of explicit information. Passive reader – does not use highlighter	Able to locate and process most specific information in time frame. May only be able to identify 3-4 pieces of explicit information. Active reader – uses highlighter (with prompting)	Able to quickly locate and process specific information. Able to locate 5 or more pieces of explicit information. Active reader – uses highlighter
Correctly identify implied information C1:A Q1, 2, 3, 4, 5 C2:A Q1, 2, 3, 4, 5, 6		Slow to locate and recognise implied meanings. Able to recognise straightforward implications, but struggles with more in-depth inference.	Can recognise implied meaning and beginning to consider more in-depth implications. Occasionally can consider implied meanings/connotations of individual words/phrases.	Easily recognises implied meaning and explores possible further connotations. Can consider possible implications/connotations of individual words and phrases.
Summarise C1:A Q1, 2, 3, 4, 5 C2:A Q2, 4, 5, 6		May struggle to identify main point of what is read and/or summarise key information in own words.	Can mostly identify accurately the main point of what is read. Able to summarise key information in own words mostly accurately (may include some paraphrasing). Able to start/end response with an overview.	Able to accurately identify the main point of what is read. Able to skim read to achieve this. Able to summarise key information accurately in own words. Able to start/end response with an overview and then support it.
Give own opinion and back it up with evidence C1:A Q5 C2:A Q4		Fails to include opinion in response. May not have read/processed task instructions properly. Basic opinion may be given, but not related to specific textual details, or may not summarise or make a conclusion.	Able to start/end response with opinion in relation to the task. May be limited in range with little sense of how the writer creates these thoughts/feelings. Lacks overview of the whole text or changes across the narrative.	Able to articulate a personal response to the viewpoint/thoughts/feelings given by the writer. May demonstrate links between evidence or how different interpretations of evidence may be possible. Has a clear overview with detail drawn from across the text, with awareness of any changes.
Consider how a writer has used language, tone and structure to achieve certain effects. C1:A Q2, 3, 4, 5 C2:A Q2, 4, 6		May not recognise the difference between the writer and the narrator/narrative perspective. May not demonstrate awareness of specific language choices made by a writer and the implications of these choices. Cannot answer the "how" part of the questions.	Uses "the writer" but may struggle with narrative perspective. Demonstrates some awareness of specific language choices made by the writer. May identify some relevant subject terminology, mostly accurately.	Fully engages with the "how" part of the question. Able to use subject terminology accurately, with clear awareness of "the writer" and the choices they have made. Able to identify narrative perspective and viewpoint.
Synthesise information from two sources. C2:A Q5		May only select information from one text. May not read the task instructions carefully enough.	Selects information from both texts, but may not be enough. Some attempt to put information in own words.	Selects relevant detail from both texts. Puts information in own words. Able to accurately synthesise the information.
Identify relevant evidence/evidence is short and embedded C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6		Some relevant evidence may be selected but may also pick evidence that is not relevant. Does not use quotation marks and/or selects large phrases/sentences. Evidence is separate from point. May not have read the question carefully enough.	Most evidence is relevant, but some is still too long. Quotation marks used to identify direct quotation from the text. Some evidence is embedded.	Evidence selected is relevant, short and embedded, with accurate use of quotation marks.
Include enough evidence and range to prove point C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6		Does not include enough evidence (typically only one per point). Does not include evidence from the beginning, middle and end of the text.	Addresses the "what" part of the question. Generally includes enough evidence for half marks. May fail to include evidence from beginning, middle and end of text, or make links between related pieces of evidence.	Fully addresses the "what" part of the question with extensive evidence. Evidence may be grouped and links are made where relevant. Evidence is selected from the beginning, middle and end of the text.
Relate evidence to question C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6		Unable to summarise what the evidence tells you. Struggles to explain/analyse how the evidence answers the question. May spend too much time talking about each bit of evidence rather than concisely explaining it.	Able to explain/analyse some of the evidence and relate it back to the question. Can increasingly focus on specific words and say what conclusion can be drawn.	Able to explain and analyse evidence and make accurate and specific conclusions by focusing on specific words. Can confidently make inferences about implied information.
Compare descriptions, ideas and viewpoints from two sources. C2:A Q6		Basic comparison, but may not have read the task instructions carefully enough (leading to just saying what each text is about, rather than comparing on a specific point). Limited evidence from both texts, or may just focus on one text. Lack of awareness of writer's point of view/attitude.	Tries to make an overview comment about both texts. Basic comparison of both texts, but with limited textual reference. May take into account writer's point of view, but focuses mainly on what is said. Uses at least one comparative connective.	Perceptive overview comment about both texts. Detailed comparison of writer's attitudes/points of view from both texts. Addresses both bullet points. Effective use of comparative connectives.

Contextualising Work:

Student A made significant progress from Amber to Green in scanning and interpreting explicit information. It became apparent that Student A did not always use a highlighter for identifying important information. This was flagged in the EBI feedback.

STUDENT A.

Skills for success progress check

Skill:	Red:	Amber:	Green:
Scan quickly for information.	I found it difficult to find the answers in the text quickly. I found a limited number of information.	I found most of the answers in the text. I wasn't the quickest at the start, but I got better as I became more familiar with the text. I could locate at least 3 pieces of information.	I was able to quickly locate the answers in the text, using clues to help me. I could locate at least 4/5 pieces of information.
Find and interpret explicit information.	I can find obvious bits of information, but I'm not sure how to write it down in order to answer the question.	I can find explicit information ok, but I'm not always sure how to write it down in order to answer the question.	I can quickly find relevant explicit information and know how to write it down in order to answer the question.
Active reading (using my highlighter)	I haven't really done this.	I have started highlighting key information.	I highlight and annotate texts, making connections as I go.

WWW *Locating key information well with a four degree of accuracy.*

EBI *Use the highlighter – this will make the filling in of the table much faster and less confusing.*

NAME:

Sports Person	What drug did they take?	What effects would this have had on their performance?	What side effects are there?	How were they punished?	Do you think this punishment was fair? Why?
Shane Warne	Hydrochlorothiazide and amiloride	used to aid weight loss and mask agents performing drugs.	can suffered suffer from dehydration and potassium deficency.	1 year ban	yes.
Lance Armstrong	Ped's	improving recovery and endurance.	weight gain mood swings cardiovascular problems	life ban	Yes
Dwane Chambers	THG	Quicer muscle growth	Became ladeylike	2 years	yes no
Bulgarian Weight Lifting Team	anabolic steroids Methandienone	increase size and strength Quick build up of mass.	Salt and water retention man boobs oily skin blood pressure	N/A	N/A
AJ Allmendinger	Speed	Quicver reaction time and keeps them awake.	blood pressure vomiting abdominal pain Dizziness	Suspended from cove zero	NO
Footballers	Anti-inflammatory drug	Don't feel pain is message area	mask pain making injury worse.	N/A	N/A

Student B: Background

Student B is a second-year Sports student who achieved a grade 3 during their school career. In the June 2019 exam their achieved another grade 3. They were entered for the November 2019 exam.

Baseline Academic Tracker

The following is a skills summary based upon their baseline and June 2019. Despite performing quite well in explicit scan/summarise questions in the June exam, the overall score in questions across the two papers showed that these skills were applied less successfully in more complex questions.

Reading
Writing

	Red	Amber	Green
Scan for explicit information C1:A Q1, 2, 3, 4, 5 C2:A Q1, 2, 3, 4, 5, 6	Slow to locate and process specific information. May only be able to identify 2-3 pieces of explicit information. Passive reader – does not use highlighter	Able to locate and process most specific information in time frame. May only be able to identify 3-4 pieces of explicit information. Active reader – uses highlighter (with prompting)	Able to quickly locate and process specific information. Able to locate 5 or more pieces of explicit information. Active reader – uses highlighter
Correctly identify implied information C1:A Q1, 2, 3, 4, 5 C2:A Q1, 2, 3, 4, 5, 6	Slow to locate and recognise implied meanings. Able to recognise straightforward implications, but struggles with more in-depth inference.	Can recognise implied meaning and beginning to consider more in-depth implications. Occasionally can consider implied meanings/connotations of individual words/phrases.	Easily recognises implied meaning and explores possible further connotations. Can consider possible implications/connotations of individual words and phrases.
Summarise C1:A Q1, 2, 3, 4, 5 C2:A Q2, 4, 5, 6	May struggle to identify main point of what is read and/or summarise key information in own words.	Can mostly identify accurately the main point of what is read. Able to summarise key information in own words mostly accurately (may include some paraphrasing). Able to start/end response with an overview.	Able to accurately identify the main point of what is read. Able to skim read to achieve this. Able to summarise key information accurately in own words. Able to start/end response with an overview and then support it.
Give own opinion and back it up with evidence C1:A Q5 C2:A Q4	Fails to include opinion in response. May not have read/processed task instructions properly. Basic opinion may be given, but not related to specific textual details, or may not summarise or make a conclusion.	Able to start/end response with opinion in relation to the task. May be limited in range with little sense of how the writer creates these thoughts/feelings. Lacks overview of the whole text or changes across the narrative.	Able to articulate a personal response to the viewpoint/thoughts/feelings given by the writer. May demonstrate links between evidence or how different interpretations of evidence may be possible. Has a clear overview with detail drawn from across the text, with awareness of any changes.
Consider how a writer has used language, tone and structure to achieve certain effects. C1:A Q2, 3, 4, 5 C2:A Q2, 4, 6	May not recognise the difference between the writer and the narrator/narrative perspective. May not demonstrate awareness of specific language choices made by a writer and the implications of these choices. Cannot answer the "how" part of the questions.	Uses "the writer" but may struggle with narrative perspective. Demonstrates some awareness of specific language choices made by the writer. May identify some relevant subject terminology, mostly accurately.	Fully engages with the "how" part of the question. Able to use subject terminology accurately, with clear awareness of "the writer" and the choices they have made. Able to identify narrative perspective and viewpoint.
Synthesise information from two sources. C2:A Q5	May only select information from one text. May not read the task instructions carefully enough.	Selects information from both texts, but may not be enough. Some attempt to put information in own words.	Selects relevant detail from both texts. Puts information in own words. Able to accurately synthesise the information.
Identify relevant evidence/evidence is short and embedded C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6	Some relevant evidence may be selected but may also pick evidence that is not relevant. Does not use quotation marks and/or selects large phrases/sentences. Evidence is separate from point. May not have read the question carefully enough.	Most evidence is relevant, but some is still too long. Quotation marks used to identify direct quotation from the text. Some evidence is embedded.	Evidence selected is relevant, short and embedded, with accurate use of quotation marks.
Include enough evidence and range to prove point C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6	Does not include enough evidence (typically only one per point). Does not include evidence from the beginning, middle and end of the text.	Addresses the "what" part of the question. Generally includes enough evidence for half marks. May fail to include evidence from beginning, middle and end of text, or make links between related pieces of evidence.	Fully addresses the "what" part of the question with extensive evidence. Evidence may be grouped and links are made where relevant. Evidence is selected from the beginning, middle and end of the text.
Relate evidence to question C1:A Q2, 3, 4, 5 C2:A Q2, 4, 5, 6	Unable to summarise what the evidence tells you. Struggles to explain/analyse how the evidence answers the question. May spend too much time talking about each bit of evidence rather than concisely explaining it.	Able to explain/analyse some of the evidence and relate it back to the question. Can increasingly focus on specific words and say what conclusion can be drawn.	Able to explain and analyse evidence and make accurate and specific conclusions by focusing on specific words. Can confidently make inferences about implied information.
Compare descriptions, ideas and viewpoints from two sources. C2:A Q6	Basic comparison, but may not have read the task instructions carefully enough (leading to just saying what each text is about, rather than comparing on a specific point). Limited evidence from both texts, or may just focus on one text. Lack of awareness of writer's point of view/attitude.	Tries to make an overview comment about both texts. Basic comparison of both texts, but with limited textual reference. May take into account writer's point of view, but focuses mainly on what is said. Uses at least one comparative connective.	Perceptive overview comment about both texts. Detailed comparison of writer's attitudes/points of view from both texts. Addresses both bullet points. Effective use of comparative connectives.

Contextualising Work:

Student B significantly improved their scanning and summarising skills, moving into Green. Like Student A, student B was inconsistent with their use of a highlighter. In this case, accuracy was an issue. This suggests that some issues of performance in more complex questions was partially a result of not being able to identify key words within a longer piece of highlighting.

STUDENT B.

Skills for success progress check

Skill:	Red:	Amber:	Green:
Scan quickly for information.	I found it difficult to find the answers in the text quickly. I found a limited number of information.	I found most of the answers in the text. I wasn't the quickest at the start, but I got better as I became more familiar with the text. I could locate at least 3 pieces of information.	I was able to quickly locate the answers in the text, using clues to help me. I could locate at least 4/5 pieces of information.
Find and interpret explicit information.	I can find obvious bits of information, but I'm not sure how to write it down in order to answer the question.	I can find explicit information ok, but I'm not always sure how to write it down in order to answer the question.	I can quickly find relevant explicit information and know how to write it down in order to answer the question.
Active reading (using my highlighter)	I haven't really done this.	I have started highlighting key information.	I highlight and annotate texts, making connections as I go.
WWW	You quickly locate key information and highlight in a really effective way! Well done!		
EBI	Just remember to only highlight just key words rather than whole sentences.		

Sports Person	What drug did they take?	What effects would this have had on their performance?	What side effects are there?	How were they punished?	Do you think this punishment was fair? Why?
Shane Warne	Hydrochlorothia-cide & Amiloride	weight loss	urinate more	one year ban from organised cricket	yes, because it gave him time to think about another cor
Lance Armstrong	Anabolic Steroids Methandienone	Increase stregth	hair loss	withdrawn from the team.	yes, because it's fair.
Dwane Chambers	Tetrahydroge-strinone (THG)	Increase streg th power Bigger Stronger	make women more manlike & Men more wome -nlike.	Two year ban athletics pay back prize money.	No because its unfair compored to others
Bulgarian Weight Lifting Team	Corticosteroids Blood Doping Testosterone	weight gain Increase Oxygen it the body.	shuts down the bodies natural Production.	life ban from competitive sport.	yes, because he done it more than once.
AJ Allmendinger	Amphetamines	Increase speed delay tiredness Increase alert-ness Increase power	vomitting Tired Dizzy Abdominal Pain Hypertension	suspended from core zero 400	Yes, because it gave him time to think and know it was wrong.
Footballers	Narcotic analgesics	Eliminate the pain from injury reduce anxiety	Further Risk problems.		

Appendix 7 – *Embedding*: Example Work (Student A and PAS sheet)

Learners undertook scan and summary work within a Sport lesson which can be seen below (focused on career progression to HE). This was assessed using the PAS sheet (see below). In this context, the literacy skill that was being used was embedded and used the same terms and approaches as what had occurred in the English sessions.

Four reasons why university is still a great life choice
Is university really worth the investment? Hannah Morrish tackles some of the common myths about student life and higher education

Going to university to study for a degree is as invaluable now as it ever has been Photo: Alamy

By Hannah Morrish
7:00AM GMT 15 Dec 2015

Many of the myths that surround **university life** are exactly that – myths. Going to university to study for a degree is as invaluable now as it ever has been.
Yes there are other paths you can follow, and it's always worth considering your options - whether that's a vocational qualification or an **apprenticeship** - but don't let anyone put you off higher education if that's where you'd like to end up.
University is like everything in life; you only get out what you put in. So inquisitive students who aren't afraid to work hard will leave fully rewarded, both in terms of personal satisfaction and employability.

Myth 1. University doesn't help people find a job

In October, new evidence revealed that, three-and-a-half years after leaving university, 96.4 per cent of graduates were in employment or undertaking further study.

Myth 2. Students are lazy

Many students will supplement their bank balances by working at the student union (SU), at the university itself, or in businesses locally - thus using their time productively.

But even if they are not picking up extra cash by working in their spare time, students are generally hardworking and committed to developing themselves through the activities offered through the SU.

Whether that's setting up new volunteering projects both locally and internationally with the support of the SU and university, or creating new societies and groups that bring like-minded people together - there is no excuse for watching endless episodes of Breaking Bad on your days off.

Student **communities are bubbling with young leaders** who are supported to cultivate their project management and leadership skills and inspire other students to do the same. Don't believe me? Just join your **university entrepreneurs society**.

Overall this article is promoting university and that this myth is not true. When you go to university you will always be busy and will always have a chance to improve your employability skills, such as volentering work locally and internationally.

STUDENTA.

Skills for success progress check

Skill:	Red:	Amber:	Green:
Scan quickly for information.	I found it difficult to find the answers in the text quickly. I found a limited number of information.	I found most of the answers in the text. I wasn't the quickest at the start, but I got better as I became more familiar with the text. I could locate at least 3 pieces of information.	I was able to quickly locate the answers in the text, using clues to help me. I could locate at least 4/5 pieces of information.
Find and interpret explicit information.	I can find obvious bits of information, but I'm not sure how to write it down in order to answer the question.	I can find explicit information ok, but I'm not always sure how to write it down in order to answer the question.	I can quickly find relevant explicit information and know how to write it down in order to answer the question.
Active reading (using my highlighter)	I haven't really done this.	I have started highlighting key information.	I highlight and annotate texts, making connections as I go.
WWW	Your effective highlighting has made the summary a much easier task. You are capturing key information quickly and with greater accuracy.		
EBI	If a word is in the text, ensure that you copy down spelling of key words accurately.		

Appendix 8 - *Embedding:* Example Work (Student B and PAS sheet)

Why university isn't the only route to a successful career

A degree is all well and good but there are other ways of building a career and making a name for yourself, argues Phil Edelston

Phil Edelston

Mon 5 Sep 2011 09.11 BSTFirst published on Mon 5 Sep 2011 09.11 BST

Simon Cowell - along with self-made businessmen Lord Alan Sugar and Sir Richard Branson - has carved out a career without a degree. Photograph: Ken Mckay/Ken McKay / Rex Features

Apart from lots of zeros on the end of their bank balance, Lord Sugar, Sir Richard Branson and Simon Cowell all have something in common: not one of them went to university, yet they have all gone on to be incredibly successful people who would probably tell you that university is not the be all and end all.

I recently saw the City & Guilds vocational rich list, which shows that the UK's top 100 "skillionaires" (people with vocational backgrounds rather than a degree) are now worth £17.6bn. This is proof that you don't have to go to university if you want to earn lots of money.

University can be a fantastic experience but having a degree is no longer a guarantee of securing a highly-paid job. With 83 graduates applying for every graduate job competition is fierce, and with increasing tuition fees and the average student debt upon leaving university currently at £25,000, I don't blame young people for reconsidering their plans to study for a degree.

For many sectors, such as law and medicine, having a university degree is a prerequisite, but there are plenty of other options. University isn't for everyone, and with competition for places so high, don't feel that it's the only option. As a business owner, I can tell you that someone who has worked in a job for three years and can demonstrate real skills while offering potential is much more employable than someone with an unrelated degree.

You also need to think about the value of your degree. Maths is relatively safe – it will always be relevant. But if you want to pursue a career in areas such as digital marketing and social media, which are developing all the time, learning in the real world will be far more beneficial.

If you think that university is not for you, or believe the barriers are insurmountable, there are alternatives and big businesses are starting to recruit more and more people at 18. For example, KPMG announced in January that it has teamed up with Durham University to offer a six-year programme for school leavers with a £20,000 starting salary, to help more people join the accountancy sector.

[handwritten margin note, right side] and also speaks about how had university is not the only way to learn new things

[handwritten note, bottom] This article talks about how university is not the only route to being successful, in the article it talks about the different ways that people can become successfull by not having a degree and also by just going to college on a vocational course.

STUDENT B.

Skills for success progress check

Skill:	Red:	Amber:	Green:
Scan quickly for information.	I found it difficult to find the answers in the text quickly. I found a limited number of information.	I found most of the answers in the text. I wasn't the quickest at the start, but I got better as I became more familiar with the text. I could locate at least 3 pieces of information.	I was able to quickly locate the answers in the text, using clues to help me. I could locate at least 4/5 pieces of information.
Find and interpret explicit information.	I can find obvious bits of information, but I'm not sure how to write it down in order to answer the question.	I can find explicit information ok, but I'm not always sure how to write it down in order to answer the question.	I can quickly find relevant explicit information and know how to write it down in order to answer the question.
Active reading (using my highlighter)	I haven't really done this.	I have started highlighting key information.	I highlight and annotate texts, making connections as I go.

WWW Your highlighting is much more focused, which has made for a focused summary. Clearly identifying key ideas at speed. Excellent!

EBI Use time to look over highlighting and ensure you pick up on all details for your summary.