

Collins

Phonics Roadshows

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RESEARCH

Pedagogy: Direct Instruction

John Hattie reviewed over 300 research studies and found that direct instruction has a much greater impact than inquiry-based learning. (Direct instruction has an impact of 0.59, whereas inquiry-based learning has an impact of 0.31. On Hattie's scale, 0.4 is above average impact, and an effect size of 0.5 is equivalent to a one-grade leap at GCSE.)

Direct instruction brings about above average gains in both surface and deep learning.

Direct instruction makes an impact on all learners.

Successful direct instruction requires:

- assessment of children's prior knowledge
- teaching of the next steps
- practice until the learning is secure
- progression as soon as it is possible.

Liem, G. & Martin, A. (2013) Direct Instruction, in Hattie, J. & Anderman, E. (Eds.) International Guide to Student Achievement, Routledge. Hattie, J. and Yates, G.B.R. (2014) Evidence for the impact of direct instruction: Visible learning and the science of how we learn, Routledge.

Cognitive Load: Working Memory

- The working memory has finite capacity.
- Children need to practise new things until they are automatic before they move on.
- If new skills are layered on top of newly acquired learning it overloads the working memory.
- But if new learning is practised it can be built upon in small steps.
- Review is vital in moving new learning into the long-term memory.

John Sweller et al: 'Cognitive Load Theory: Advances in Research on Worked Example, Animations, and Cognitive Load Measurement' Educational Psychology Review December 2010, Volume 22.

Fluency and prosody

Learning to read requires enormous effort, and we know that when children's cognitive load is overburdened they are less successful (see recent research below). Children who practise reading books with the graphemes they already know are more successful and have a more positive attitude to reading. This is why it is vital that you choose books for your children at an instructional level of at least 90% accuracy.

(D. C Parker and M K Burns, 2014).

What this research means

This means children should be able to read most of the text without hesitation and only need to work out, on average, one word in ten. Please use assessments to place children at the correct stage.

Reading fluency is not just reading quickly. Fluency combines accuracy, automaticity and reading with expression. Children reading at 90 words per minute or more are able to concentrate on these other aspects of reading and can begin to think about what they are reading as they read. Another word for this is prosody. Prosody is a vehicle for reading comprehension.

Reading with prosody needs to be taught from the very beginning, so every child feels that they have fully understood each book and that they can read each book with feeling. Each time a child reads like an expert reader they are laying down the skills that will help them fully engage with and enjoy the books they read independently later on.

Language

- A large vocabulary is crucial to reading success.
- Children need a vocabulary of 15,000 to 20,000 words to read children's literature successfully.
- New words need to be taught and used multiple times to become part of a child's vocabulary.

Teach new vocabulary:

1. Use short, child-friendly definitions:

– Exhausted means so tired that you can hardly move.

2. Contextualise the word:

– When you have been running around in the hot sun and you fall in a heap you are exhausted.

You might feel sweaty, you might be out of breath and you might lie down.

3. Use missing word activities with limited word choices:

– Use exhausted or nervous:

If you had just climbed a steep mountain you might be _____.

4. Use true or false sentences using the new words.

– A child running about is exhausted. (False)

Isabel L. Beck, Margaret G. McKeown and Linda Kucan, Bringing Words to Life, 2013.

Reading for pleasure

- For children, there is a clear link between reading frequency and reading enjoyment.
- Children who enjoy reading benefit emotionally and socially. Reading can increase empathy.

- Children who read widely often have better general knowledge.
- Stories at a level beyond children's current reading level increase their exposure to new and ambitious vocabulary. Talking about these words widens children's vocabularies.

Christina Clark and Kate Rumbold, 'Reading for Pleasure: A research overview', National Literacy Trust, 2006.

FURTHER RESEARCH

Jonathon Douglas, National Literacy Trust, and Kayte Lawton, Save the Children, 'Read On. Get On', Save the Children on behalf of the Read On. Get On. campaign, 2016: A strategy document that takes recent research looking at early language development and early reading.

Christina Clark, 'Children's and Young People's Reading in 2015', National Literacy Trust, 2016: Summarises findings from a longitudinal study about children's attitudes to reading.

Anne E. Cunningham and Keith E. Stanovich, 'What Reading Does for the Mind', Journal of Direct Instruction, 1998: Explores the further impacts of reading beyond comprehension in developing a wide range of cognitive capabilities e.g. vocabulary; specifically, rarer words, general knowledge, empathy and verbal intelligence.

Anne E. Cunningham and Keith E. Stanovich, 'Early Reading Acquisition and Its Relation to Reading Experience and Ability 10 Years Later', Developmental Psychology Vol. 33, No. 6, 1997: Discusses the effect of reading on vocabulary, reading comprehension and general knowledge. They also posit that the rapid acquisition of reading ability may well help develop a lifetime habit of reading.

Keith E. Stanovich, 'Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy', Reading Research Quarterly, 1986: Discusses the effect of reading on cognitive development. It produced the hypothesis to explore the rich-get-richer and the poor-get-poorer patterns of reading achievement as an explanation of persisting problems in reading achievement.

ORGANISATIONS

Please use this link to access the latest research about what works in Education and to see trials: [Education Endowment Foundation](#)

Use this link to LuCID find out more about early language acquisition and to access resources for parents and teachers: [LuCID](#)

These organisations support reading in schools and at home and include a wealth of resources and research: [BookTrust](#) | [National Literacy Trust](#)

This Open University has developed a reading for pleasure website with research, resources and case studies to help schools embed reading for pleasure so it is impactful: [Research Rich Pedagogies](#)