

UKLA

The United Kingdom Literacy Association

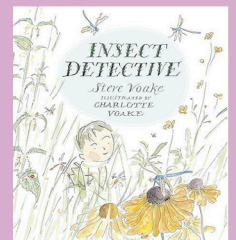
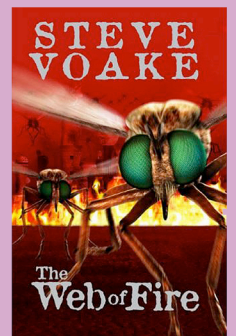
Empowering young writers: Creative approaches to the teaching of writing

Friday 11th March 2011, Maple House, Birmingham

This exciting and inspirational conference focuses on the significance of writers and teachers writing alongside pupils in schools. It will explore ways to empower young writers in creative and innovative ways, offering a wide range of practical workshops for anyone interested in supporting young writers in the classroom.

Target Audience: Teachers (F-KS2), trainee teachers, lecturers, advisers and consultants.

Provisional Programme	
09.30 - 10.00	Coffee, Registration and bookshop
10.00 - 10.45	Finding your story Steve Voake will talk about his own writing experiences and also look at some of the practical ways in which children (and adults) can begin to discover their own stories. <i>Steve Voake, Author</i>
10.45 - 11.45	Workshops (A, B, C, D)
11.45 - 12.15	Coffee, bookshop and book signing with Steve Voake
12.15 - 13.15	Workshops (C, D, E, F)
13.15 - 14.00	Lunch
14.00 - 15.00	Workshops (E, F, A, B)
15.00 - 15.45	Where are we now in the teaching of writing? This keynote will describe the outcomes of the <i>Everybody Writes</i> project which aims to offer practical support to schools in developing able, confident writers who are aware of the importance of writing skills for self-expression, attainment and good communication. The keynote will also consider the implications for classrooms and schools. <i>Liz Chamberlain, University of Winchester</i>



Book on-line at http://www.ukla.org/conferences/event/ukla_national_conference_empowering_young_writers/
Or complete this booking slip and send back to us.

I wish to attend the UKLA conference on Friday, 11th March 2011.

Cost: Non UKLA Members: £130; UKLA Members £120; Students/NQTs/Unwaged £70.

Cheques made payable to UKLA.

Name _____ School/Institution _____

Address for mailing _____

Post Code _____

Tel _____ Email _____

UKLA Membership No. _____

I enclose a cheque / please invoice address above (*delete one*) or book and pay online via www.ukla.org

Your place is booked on receipt of payment or invoicing details. Please return booking slip and payment by **February 15th 2011** to: UKLA, University of Leicester, Leicester, LE1 7RH.

Tel: 0116 223 1664 Email: conferences@ukla.org Website: www.ukla.org

A. Writers In Schools.

David Reedy,

London Borough of Barking and Dagenham

UKLA, supported by the Arts Council England has produced a CDROM resource which offers practical support for professional development focused upon planning and organising Writers In Schools programmes. This workshop will introduce the materials and participants will also have a go at one of the exciting writing workshop suggestions contained within. You will be amazed at your own ability for writing! *All participants will be given a free copy of the resources.*

B. Creativity or compliance? Finding the author's voice.

Gill Robins, Sun Hill Junior School

This workshop examines one school's approach to the creativity/compliance dichotomy. The development of a creative curriculum, with language and communication at its core, unlocked children's writing potential, as the purpose of literacy lessons suddenly became clear. Digital and web-based technologies, classic texts and multimodality are part of everyday classroom culture. Follow this journey to discover how creative, innovative approaches and rigorous English teaching are not just compatible, but necessary for each young author to discover a personal voice.

C. Working with children for who English is an additional language: Practical ways into writing.

Alayne Öztürk,

London Metropolitan University

This workshop will look at a range of practical teaching strategies, which have been observed in schools in London, and which have successfully engaged children with English as an additional language in exciting and meaningful contexts in which to write. We will discuss some ways in which teachers can establish vibrant 'language classrooms', which are full of examples of different genres of writing, varied writing activities for children, collaborative talk, and quality texts including multi-media, to encourage the enjoyment of writing.

D. Exploring and creating multimodal non-fiction texts.

Rebecca Kennedy, Independent consultant

Children's reading lives provide them with a wide repertoire of multimodal text experience including non-fiction. Increasingly, non-fiction texts feature aspects of design to convey messages to the reader (Kress and Van Leeuwen, 1996). It has been argued that 'non-fiction composition is a complex business... There are many decisions when designing multimodal non-fiction texts' (Bearne and Wolstencroft, 2007).

This workshop consists of interactive tasks to engage primary age children in the design and construction of non-fiction through multimodal approaches. We will explore a range of practical ideas which can be applied in the classroom to support children in drawing on the style, structure, layout, pictorial and typographical features of familiar texts when creating their own non-fiction compositions.

E. Writing is Primary: Teachers as writers.

Roger McDonald, Saxon Way Primary School,

Kent and Donna Mcrae, St William of Perth, Kent

This lively and interactive workshop will focus on the writing communities we are creating in our classrooms. Drawing specifically on research carried out with the 'Writing is Primary' project and subsequent research with the Open University, the workshop will work with delegates on reflecting on the issue of teachers' confidence and competence as writers and how classroom practice is influenced. Sharing examples of work from children and teachers, delegates will see how children can be empowered to write, indeed feel the need to write, when a class' writing rights are agreed and observed. Specifically the power of writing alongside children will be examined with up to date classroom references.

F. The Home-School Knowledge Exchange Project.

Dr. Mary Scanlan, University of Winchester.

This workshop will explore research carried out as part of the Home-School Knowledge Exchange Project¹. It will focus on one activity which aimed to inspire creative writing. Parents and children were asked to select artefacts from the home and talk about why they had chosen them. These artefacts were then used in the classroom in a variety of ways such as oral presentation and book making. These activities led to many children making what the class teacher described as a "breakthrough" in their writing. The research highlighted the importance of identity, oracy and popular culture in literacy learning.

¹ The Home School Knowledge Exchange (HSKE) project was funded by the ESRC (reference number L139 25 1078)