



Literacy Action Plan

September 2019- December 2020

Outcomes	Actions/Strategies	Review date	Checking & Evidence
1. Prioritise 'disciplinary literacy' across the curriculum	<ul style="list-style-type: none"> • Whole school training to take place- focusing on literacy across the curriculum, vocabulary development and PIXL Unlock resources (X2 sessions planned) • Literacy CPD session- focusing on how to teach students to read, write and communicate effectively in their specific subject disciplines (March 2020) • Bank of literacy NTT for all subjects. ME to share with staff • Whole staff awareness of the importance of literacy across the curriculum – consistent use of whole school initiatives e.g. marking policy (Staff training Oct/Nov 2019) • Interventions in place and having an impact on pupil attainment leading to excellent progress. (1-1 etc) • Literacy skills development and assessment are signposted in lesson planning and schemes of work across faculty areas. • Whole school book reviews are used to monitor impact of school literacy initiatives on pupil progress. • All Departments to ensure schemes of work include both implicit and explicit literacy opportunities. • Share resources from the OUP on closing the word gap, advertise subscription on website • MD to run project similar to thinking frames but writing frames foci • Whole staff to understand 3 strands of literacy: oracy, reading and writing - the route skill is oracy (November Training session) • Whole school updates and initiatives to be monitored and updated in whole school SLT meetings. 	<p>March 2020</p> <p>Sept 2019</p>	<ul style="list-style-type: none"> • SLT through CPD sessions, assessment reviews, learning walks. Half termly • Intervention pupil's groups identified by NC/JB • Progress monitored by JB/SEN team at least half termly. • HOFs to monitor the signposting of literacy skills development in curriculum planning, Termly
2. Provide targeted vocabulary	Whole school awareness of the importance of literacy across the curriculum	Sept 2020	<ul style="list-style-type: none"> • Minutes of meetings



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<p>instruction in every subject</p>	<ul style="list-style-type: none"> • Share Literacy Policy with staff • Map literacy skills across the curriculum – pupils make connections between skills learned • Literacy CPD – share exemplar work and criteria and Ofsted expectations <p>Increase staff awareness of how literacy skills can be assessed</p> <ul style="list-style-type: none"> • Share Reading/Writing/T&L criteria with all Faculties • Effective marking of writing <p>Developing Literacy Teaching Strategies across all Faculties</p> <ul style="list-style-type: none"> • Create and embed a bank of literacy starter activities into SOW • Use the library effectively as a centre for developing key literacy skills e.g. information retrieval <p>Monitoring the effectiveness and impact of literacy strategies</p> <ul style="list-style-type: none"> • Carry out faculty reviews and observations to focus specifically on literacy skills (use Ofsted document prompts as a basis for this). • Edit lesson observation form to include literacy specific criteria. • Whole staff training on robust vocabulary instruction • Combination of this with pixl unlock resource 		<ul style="list-style-type: none"> • HOF to map literacy skills for faculty areas • Use of PIXL Code and Unlock in curriculum lessons • Staff training sessions • Feedback from 1-1 interventions • Minutes of meetings- feedback to SLT <p>Faculties to have a bank of literacy starters (Using PIXL resources)</p>
<p>3. Develop students' ability to read complex academic texts</p>	<ul style="list-style-type: none"> • Year 8 and 9 to be given library lessons once per half term during English lessons- teacher led. Templates for different activities related to reading to be given to students as optional extras for rewards. • Encouraging reading aloud in lessons. • Year 7 Reading Journals during HT1 • Continue to promote reading through 10 minutes at start of lessons in Year 7 and 8 and through SOW. (English faculty) • Use of PIXL Unlock as a resource for decoding words and tiers of language • Essex Reading Project (MD) 	<p>December 2020</p>	<p>Review and learning walks of the Literacy lessons SISRA observe data ME feedback to NC journal progress</p>



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| | <ul style="list-style-type: none">• Library promotion. (New Library Resource Manager)• Book hunts/book exchanges (Languages COLI)• All staff (teaching and non-teaching) to use 'I am Reading Now signs' (MD)• Reading with parent homework.• Regular letters home with updates about programmes of study.• Teach subject terminology through PIXL unlock app• Prepare robust vocabulary instruction to be delivered before complex academic texts are used, words then discussed in context• Years 8 and 9 to be given library lessons once a half term so that teachers can listen to them read and monitor their progress – central spreadsheet set up – training required on what to look for / how to support• Use different reading strategies in class: echo, choral, one line each• Teachers to show which books they are reading• Book treasure hunt to continue• Jack Petchey money to be invested in books• Have book stand at every parent's evening• Display posters about how to encourage reading at home• Other posters around the school promoting reading• Perform 'cull' of non-engaging AR books from library• competitive element – Readathon• Introduce Student Librarians – to monitor texts• English Takeaway homework to include read one book per half term• Join Carnegie Shadowing Scheme• Join 'I Love Books' campaign• CPD on 'Reading for Pleasure' available from NLT – we are now registered• Continue author visits and workshops• Stock audiobooks in library | | |
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	<ul style="list-style-type: none"> Parents would appreciate lists of recommended books access by the website or given out at parent's evening Invite parents in to talk about the link between oracy, reading and writing (ME) 		
4. Break down complex writing tasks	<ul style="list-style-type: none"> Within the Lesson Cycle themes: Teachers to break writing down into planning, monitoring and evaluation, as well as supporting students by modelling each writing step. Provide writing frames (English Dept ME) 		Feedback to HOFs at Academic Board meeting Faculty Led training
5. Combine writing instruction with reading in every subject	<ul style="list-style-type: none"> Whole School awareness of need to mark for Spelling and Grammar (SPAG). Training to include literacy version of marking codes Every Classroom to have a dictionary Every English classrooms to have also c co-build dictionary Every year 7 student to be given a dictionary Whenever a piece of writing is expected students should be given a model whether that is a WaGOLL from the teacher or a piece of text (fiction or non-fiction) it must be of a high standard In English we are introducing new assessments exercise book which will have all assessments from year 7 through to year 9 with an aim of students showing extra pride in this work 	December 2020	Learning Walks undertaken Work scrutiny and book reviews
6. Provide opportunities for structured talk	<ul style="list-style-type: none"> KS3 and KS4 debate societies. Jack Petchey Speak Out Challenge for Year 10 Jack Petchey-style day for Year 8 More opportunities for oral presentations during lessons Have a whole school approach to classroom discussion and debates Continue Jack Petchey Speak Out Challenge Introduce KES Speak Out Challenge for year 8 students 	July 2020	Completion of speak out challenge in Year 8 and 10 Production of whole school approach to oracy



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	<ul style="list-style-type: none"> All staff to be aware that oracy is the key to good literacy and to model this in their everyday practice 		
<p>7. Provide high quality literacy interventions for struggling students</p>	<p>Narrow the gaps in literacy attainment</p> <ul style="list-style-type: none"> Implement interventions as needed to raise attainment: Literacy Catch Up One to One Tuition Reading Challenge- (New Library Resource Manager) Essex Reading Project Literacy Progress Units (In Literacy lessons) JB Particular focus on specific groups e.g. SEN, boys, PP (AA) Use the prompts in the Ofsted literacy document to interrogate data and identify groups. Redesign of Year 7 Literacy lessons (JB) Year 8 and 9 Additional one hour English lessons Use of PIXL phonics and CODE resources Year 7 Literacy groups – identified from the year reading tests –. Seen 3 times a fortnight rather than Spanish. – Fresh start, Lexia, Stile comprehension, spelling, sentence structures. Paired Reading – tutor times with the 6th formers run by Literacy Tutor Attack – Literacy programme for those students whose reading and spelling standard scores are below 70 Toe by Toe – 1:1 reading intervention 15 min X 3 times a week. Word wasp – teaching the skills for reading and spelling. 1:1 CLIP - (Cumulative Literacy Intervention Programme) 1:1 and small group Catch –up Literacy a structured one-to-one intervention for learners who find reading difficult. LASS – (NOT a diagnosis) Identify dyslexic tendencies and other learning needs RECALL – Evaluate the speed and efficiency of working memory 	<p>Reviewed Sept 2020 and December 2020</p>	<ul style="list-style-type: none"> Assessment and progress monitored by HOF languages and KS3 coordinator for English All 1-1 interventions reviewed by ME/JB/NC for impact and development Impact report to Governing body every term (JB)



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	<ul style="list-style-type: none"> • KS2 V CAT V GLS data to be analysed for year 7- report to Governing Body (November 2019) for feedback on literacy levels and primary school links/areas/trends for links with Primary Liaison Literacy work (NC/JB) • British Picture Vocab Scale testing- for all year 9 students- JB to feedback to class teachers and interventions in place as needed. • Continued SEN support in and out of lessons. • Adapted mark schemes in English for SEN students, so that progress can be more closely monitored • Links with feeder schools are focused on projects to raise standards of literacy and aid transition for year 6/5 pupils. KS3 co-ordinator and Kelly Jacob • Liaising with feeder schools – visits, collaboration with lessons etc. • KA to join KS2 networking meetings • In addition to the work carried out by JB this should involve paired reading with older students supporting struggling readers no reason this cannot be based in the library maybe even during 6th formers free periods • More work on transition KK an JB to continue this work 		
<p>8. Sixth Form Literacy Priorities</p>	<ul style="list-style-type: none"> • All A Level students to be given a reading list as part of their transition/induction packs • One HW per week should be directed reading (textbook, article, newspaper etc); to check completion there could be a debate or a requirement to produce a summary, thinking frame etc. • Departments to use PiXL word mats (where available) • Introduce a speed reading programme • Oracy/discussion to feature in lessons and prompt writing • No typed HW; practise writing and timed conditions work 	<p>Reviewed December 2020</p>	<p>Monitoring of this process by HOYs and GF and WL Learning walks with Sixth Form focus analysis by OE</p>



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	<ul style="list-style-type: none">• Word of the week in display in the sixth form area (separate screen)• Re-drafting of substandard written work (to meet target grade)• Second hand reading shelf in G1?• Debating part of sixth form enrichment – lead to competition		
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