

LITERACY AND READING ACTION PLAN 2021-2022

WHAT IS THE PRIORITY?	HOW WILL THIS BE IMPLEMENTED?	WHY WILL THIS BE IMPLEMENTED?	WHEN?	WHO?	JAN 2022 UPDATE
Ensure all staff are secure in the knowledge that Literacy is everyone's responsibility.	Deliver CPD training for staff on the 4 areas of Literacy.	Teaching staff will be confident in embedding literacy in lessons.	Ongoing	OWS/SLT	<p>Literacy & reading CPD delivered whole school.</p> <p>OWS to target departments and individuals that were lacking in literacy opportunities in QA week</p>
Ensure staff know how to embed reading in all their lessons	Deliver CPD to staff on specific reading in lessons	<p>Teaching staff will embed reading in their lessons.</p> <p>Reading aloud will be apparent in lessons.</p> <p>Students will be competent and fluent readers.</p>	Ongoing	OWS/LOE/NJN	<p>Specific reading CPD delivered; lesson drop ins evidence that students are reading at every opportunity.</p> <p>Students do not refuse to read out loud!</p>
Promote the OCActions with staff and their usage.	Provide every staff member a literacy guide on strategies for embedding literacy and reading.	Staff will know how to implement the 4 strands of literacy and reading strategies into lessons.	Sept 21 & ongoing	OWS/LOE/NJN	Guides are being used in lessons; evidence in books of literacy tasks.

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<p>Make the literacy links explicit to students.</p>	<p>OCActions are signposted on the front slide of each lesson.</p> <p>OCAction stickers are in all pupils' exercise books</p>	<p>Students are aware of what literacy is and how it is used in their lessons.</p>	<p>Ongoing</p>	<p>OWS/ALL STAFF</p>	<p>Literacy pupil voice needs to be held –do the students understand by literacy?</p>
<p>Promote the reading of wider reading texts and books to all departments.</p>	<p>There is a staff section for Wider Reading books as well as pedagogical texts in the school library.</p> <p>Calendar specific weeks for wider reading and challenging/authentic articles to be embedded/be part of the lesson.</p> <p>Purchase a whole day subscription to The Day, an online news site for schools.</p> <p>Departmental subscriptions to other departmental magazines, sites and periodicals.</p>	<p>Students have a deeper and broader understanding of the subject.</p> <p>Library usage is modelled by staff to students.</p> <p>All literacy skills and subject knowledge is expanded and broadened.</p> <p>Cross curricular links are made to aid the recovery of learning.</p>	<p>Sept 21 & ongoing</p>	<p>OWS/HOD</p>	<p>Now into second reading week cycle.</p> <p>Evidence of reading weeks in books.</p> <p>Impact will be measured in March assessment weeks.</p> <p>Continue to give examples of articles to departments.</p>

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<p>Embed literacy and reading in Morning Enrichment.</p>	<p>Implement 'form books' in Morning Enrichment time to be read a morning a week.</p> <p>Each year group is to have a novel based on Personal Development and OCA values.</p> <p>Share the weekly WOW word in form time during the Literacy section of Morning Enrichment.</p> <p>Ensure the WOW word is cross curricular relevant and embedded via practice and usage.</p> <p>Year 11 who are not in intervention are given a variety of texts to read and discuss.</p>	<p>Students become familiar with the culture of reading first thing in the morning.</p> <p>All pupils' confidence in reading out loud flourishes.</p> <p>Students read challenging texts that expand vocabulary and cultural capital.</p> <p>Students become more aware and can embed the topics addressed via the fortnightly Personal Development lessons.</p> <p>Students' tier 2 and 3 vocabulary is expanded and practised.</p> <p>Reading skills, cultural capital and subject knowledge are expanded ready for</p>	<p>Sept 21 & ongoing</p>	<p>OWS/HKW/LML/RTT</p>	<p>Form books are up and running; quality of delivery has much improved. 100% of form tutors leading the reading on walk around on 31st Jan.</p> <p>All students are reading readily; we need to maintain this momentum.</p> <p>Impact on vocabulary and cultural capital will be evident in March assessment weeks.</p> <p>Reading test data indicates there is an improvement already in students' language.</p>
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	<p>Utilise Talk the Talk oracy workshop with Year 8 students.</p> <p>Provide opportunities for structured talk in Morning Enrichment via the Family Talking Point and Meet & Greet system.</p>	<p>the next stage of their education.</p> <p>Students' confidence in talking to visitors and each other about enlightening topics and their learning is improved.</p>			<p>Through walk rounds, it is evident form tutors are sharing Family Talking Point, but is it being talked about at home? How will we know?</p> <p>Staff need reminding about Meet & Greet as it's inconsistent. Why aren't they delivering it?</p>
<p>Raise and promote the profile of reading across the school.</p>	<p>Installation of book shelves in all classrooms.</p> <p>Ensure mixed ability reading books are in each classroom.</p>	<p>Books are in good order and presented in an appealing way allowing students to make appropriate choices.</p> <p>Enable students to have access to reading books at all times.</p>	<p>Ongoing</p>	<p>OWS/LOE/NJN</p>	<p>Reading is high profile. Reading is the norm.</p> <p>Students talk about books and will ask for one to read.</p> <p>WBD in March will be launched with an assembly.</p>

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	<p>Celebration of special events such as World book Day are high profile.</p> <p>Purchase a mobile library for occasions when students cannot get to the school library.</p> <p>Run a literature lunch club for Year 11 with a focus on RSE.</p> <p>Timetable fortnightly library lessons for Year 7 and 8.</p>	<p>Students are aware of the importance of reading and the opportunities it can bring.</p> <p>All students can borrow and return library books.</p> <p>Students enjoy reading in a relaxed atmosphere whilst covering RSE content.</p> <p>All students have access to books and can read at home; texts sent to remind parents/carers/</p>		<p>Activities/goodies in the library and it will have a whole school focus.</p> <p>Library theme days to continue, i.e Valentine’s Day.</p> <p>Lit lunch club is attended by 18 year 11s</p> <p>IMPACT:</p> <p>YEAR 7 46% of pupils now have a RA above or at their chronological age compared to 31% in Sept 2021.</p> <p>YEAR 8 60% of pupils now have a RA above or at their chronological age compared to 33% last time they were tested in Year 7.</p>
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					<p>YEAR 9 63% of pupils now have a RA above or at their chronological age compared to 52% last time they were tested in Year 7.</p> <p>YEAR 10 62% of pupils now have a RA above or at their chronological age compared to 48% last time they were tested in Year 8.</p>
<p>Implement Family Reading and parental engagement with reading and literacy.</p>	<p>When doing home visits, the attendance team will bring reading books for the family.</p> <p>Ask staff to donate any books they no longer read.</p> <p>Host Books for Breakfast and other events for KS3 – an opportunity for parents and students to read together over breakfast.</p> <p>Put in place a mobile library for students who are absent.</p>	<p>To give opportunities for the families of our students and the wider community to read and increase their interest and ability to read fluently.</p>	<p>Ongoing</p>	<p>OWS/HKW/LML</p> <p>All staff</p>	<p>Books delivered to 8 families last term.</p> <p>Books for breakfast attended by over 200 community members in December – had to turn some away. Planning another event nearer to Easter.</p>

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	Promote the Family Talking Point with the wider community.	Families are given ideas of topics and discussion points to aid oracy and conversation.			
Know the reading ages of pupils in years 7-10. Cascade reading age scores and strategies to staff and parents.	Test reading ages of pupils twice a year in years 7-10. Test students' reading ages twice a year using NGRT. Place all data, diagnostics and strategies in a central area for staff access. Send diagnostics and strategies to parents.	Changes are monitored and interventions can be put in place; i.e. ReadWriteInc with PFN and SPL, Reding PALS and reading ages will increase. Staff are aware of students' abilities and strategies to put in their lessons. Parents can assist their child at home using the strategies. Increase reading ages of students		OWS/PFN/SPL/CMX	<p>All students in Years 7-10 have had reading ages taken. We can now compare two lots of data.</p> <p><u>YEAR 7:</u> 46% of pupils now have a RA above or at chronological age compared to 31% in September 2021.</p> <p><u>YEAR 8:</u> 60% of pupils now have a RA above or at chronological age compared to 33% when tested in year 7.</p> <p><u>YEAR 9:</u> 73% of pupils now have a RA above or at chronological age compared to 32% when tested in year 7.</p> <p><u>YEAR 10:</u> 72% of pupils now have a RA above or at chronological age compared to 40% las time they were tested in year 8.</p> <p>INTERVENTION IMPACT: YEAR 7</p>

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					<p>100% of pupils on the intervention programme (RA below 7) increased their reading ages. Out of 29 pupils, 20% increased it by 2 years or more.</p> <p>Another 5 pupils, 18% have reached their chronological age.</p> <p>YEAR 8</p> <p>100% pupils on the intervention programme (RA below 7 in Year 7) increased their RA.</p> <p>Out of 24, 25% now have a reading age in line with their chronological age.</p> <p>1 pupil has a RA of 15.</p> <p>3 pupils who didn't score previously, now have a RA of 6:05, 08:00 (FLASH ACADEMY – EAL students) and 6:07.</p> <p>YEAR 9</p> <p>100% pupils on the intervention programme (RA below 7 in Year 7) increased their RA.</p>
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					<p>Out of 14, 50% now have a reading age in line with their chronological age. 2 pupils have a RA of over 16. 3 pupils have improved their RA by 4+ years.</p> <p>YEAR 10 100% pupils on the intervention programme (RA below 7 in Year 7) increased their RA since Jan 2020. Out of 18, 12% now have a reading age in line with their chronological age. 3 pupils have improved their RA by 3+ years.</p> <p>50% of pupils still have an RA 2 years+ below their chronological age. Further intervention needed here for this group.</p>
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