

Literacy Plan owner Beth Hobbs Literacy Coach - supported by Anisha Taylor School Librarian.

Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.

The challenge;

Children who enjoy reading and writing are happier with their lives.

- Only 1 in 2 children in the UK enjoy reading
- Only 1 in 3 children in the UK enjoy writing
- 1 in 11 disadvantaged children in the UK say that they don't have a book of their own

Source: National Literacy Trust

The Communication Trust's 2017 report, Talking About a Generation found that children who struggle with language or have poor vocabulary at age five are:

Six times less likely to reach the expected standard in English at age 11 than children who had good language skills at five.

Ten times less likely to achieve the expected level in Maths.

More than twice as likely to be unemployed at age 34 as children with good vocabulary.

Twice as likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part.

1. Create and develop a whole school culture of reading as a positive activity to engage in

Why do we need to act?	What actions are needed?	How:
<p>Many of our students are not exposed to reading within the home. They lack the opportunity to read texts that would expose them to complex vocabulary in context as this is not prioritised or modelled by adults in their family</p> <p>Some family members may have some literacy difficulties themselves. Books brought into school are often not matched to student's abilities and some have no books at all. Children therefore do not see reading as something everyone does that could be enjoyable.</p> <p>Many students have little resilience to complete a text independently</p>	<ol style="list-style-type: none"> <li>1. Ensure students are exposed to a range of texts both fiction and non through the prep program - guided reading</li> <li>2. Ensure students are actively following the text and have opportunities to discuss language in context.</li> <li>3. Students need to see the Library as a place they wish to visit and engage with</li> <li>4. Encourage book ownership amongst students and raise the status of books as something to own</li> </ol>	<ul style="list-style-type: none"> <li>➤ Provide a reading canon for every year group and ensure enough books are available for every tutee to have their own copy.</li> <li>➤ Use reading rulers to encourage children to actively follow the text</li> <li>➤ Students can also share opinions on completing the book.</li> <li>➤ Library stock reviewed and texts regularly updated.</li> <li>➤ Years 7-9 a dedicated library lesson within their English curriculum time Providing a regular opportunity for reading so the habit of reading is reinforced and students develop greater resilience to 'stay' with a text.</li> <li>➤ Provide every Year 7 students with a new book from the Book Buzz list</li> <li>➤ Introduce a reward scheme linked to EPCS character that gives books as a reward (vending machine)</li> </ul>

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<p>Teachers are role models for our children and should model a culture of reading and be positive about the benefits of regular reading.</p> <p>Teachers are required to read the texts in the canon with fluency and nuance so that students receive a consistent experience</p> <p>Adults within school are role models and should celebrate reading opportunities</p>	<ol style="list-style-type: none"> <li>1. Build teacher confidence in delivering a fluent and authentic experience of reading</li> <li>2. Ensure the texts are available and staff have access to copies prior to delivery</li> <li>3. Promote the Staff book club with reviews on books shared</li> <li>4. Ensure teachers regularly share what they are reading (email footers) displays</li> <li>5. Provide wider opportunities for staff across all areas to be involved in reading.</li> </ol>	<ul style="list-style-type: none"> <li>➤ Staff training video and drop-ins by HOY in support of staff</li> <li>➤ Staff copies of texts available to pre-read and add notations. Glossary and review materials made available to staff</li> <li>➤ Coach less confident teachers to build confidence and support where necessary.</li> <li>➤ Train new staff and remind of expectations about Guided Reading - focus on it being an authentic experience - metacognition (hmm... What does that word mean? Oh in the context of this sentence it must mean..." Encourage pre reading of text by tutor teams</li> <li>➤ Provide access to a staff library to wider staff including Wilson Jones staff.</li> </ul>
<p>Cultural capital budgets for many families are limited and they may be large families so entertainment opportunities rather than visit to galleries and museums are prioritised. (school is often children's first experience of this type of trip)</p> <p>Consequently student's wider knowledge may be limited and their schema lack many connections many children take for granted.</p> <p>This can lead to difficulties in answering questions that require contextual knowledge for example Bracknell is land locked so students may not have come across the word 'pier'</p>	<ol style="list-style-type: none"> <li>1. Require the planned curriculum to expose students to a variety of cultures and stories opening up opportunities for reflection and empathy.</li> <li>2. Require subjects using tier 2 and tier 3 language within texts to explain in context – teachers should not assume understanding but check student's frame of reference.</li> <li>3. Work alongside the librarian to ensure that activities to engage pupils in reading are actively promoted throughout the year Specific events Pride, Black History Month, Remembrance are promoted through displays and supported by assemblies.</li> <li>4. Engage the school community in national or world events linked to</li> </ol>	<ul style="list-style-type: none"> <li>➤ Provide training for staff so that the moral purpose for promoting language acquisition is understood. <i>Literacy Trust sessions</i></li> <li>➤ Target specific students who would benefit from nurture and social opportunities within the library setting - as a safe place through offering an invite only breakfast club plus audio book sessions</li> <li>➤ Plan specific events Halloween story competition, Poetry events Literature quizzes to encourage participation and celebration of literature.</li> <li>➤ Target reluctant readers with an opportunity to develop increased engagement with reading 6th form trained as ABC reading support/ role models</li> <li>➤ Promote wider reading each department promoting books to read linked to their subjects for wider reading and awareness.</li> <li>➤ A classroom is available to be booked out for use by staff to support curriculum delivery within the library</li> <li>➤ A homework club is run in the library after school with LSA support priority attendance SENd students and</li> </ul>

	reading World Book day, National Poetry Day	those deemed vulnerable.
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2. Understanding language in context and using language in dialogue.

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<p>Student's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Some students lack the opportunity to hear language using more complex vocabulary due to literacy deficits within the home and therefore have deficits in language and comprehension in context when they enter the school. Many lack confidence to use extended vocabulary when answering questions and some are reluctant to participate at all.</p>	<ol style="list-style-type: none"> <li>1. Teachers should develop vocabulary actively, building systematically on pupils' current knowledge. They should increase students store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words.</li> <li>2. Departments to identify Tier 2 and 3 language that are critical for students understanding and support progress in their curricular schemes.</li> <li>3. Departments to identify etymology opportunities within curricular schemes</li> <li>4. Ensure language deficits in hearing spoken language are being addressed by all staff as part of QFT delivery ( as routine)</li> <li>5. Promote the sounding out of words as normalized actions by teachers and AOTTs and the use of I say we say strategies within KS3</li> </ol>	<ul style="list-style-type: none"> <li>➤ Work with the AHT T &amp; L and the coaching team to promote the unpacking of new vocabulary or vocab in context within all subjects' curricular schemes. Monitor staffs engagement;</li> <li>➤ Staff to model sounding out words and with younger students I say, you say speaking back language to encourage correct pronunciation</li> <li>➤ Teachers to use cold calling and or warm calling to encourage participation in class.</li> <li>➤ Teachers to support students to answer in full sentences and build confidence in using specific terminology Tier 2 and 3 vocab</li> <li>➤ Students in Years 7 – 9 to use Bedrock to support language acquisition set as homework in addition to time allocated within the Library lesson</li> </ul>
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<ol style="list-style-type: none"> <li>3 Provide opportunities for structured talk <ul style="list-style-type: none"> <li>● Teach the 'rules' of social interaction – taking turns; identifying who is holding the conversation and how to judge when this can change; how pairs of language work, e.g. Q and A, greeting and response; how to fix what we say or what we don't understand.</li> </ul> </li> </ol>
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- Non-verbal cues – voice; volume; intonation; eye contact; pitch; pauses; pronunciation; posture; personal space.
- How to listen.
- How to speak.

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<p>The importance of being able to communicate with one another is a key life skill.</p> <p>Students should be able to meet statutory requirements for spoken language (Years 1-6)</p> <p>Some students in our school are not secure on transition</p>	<p>1. Statutory requirements for spoken language are known and understood</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Listen and respond appropriately to adults and their peers</li> <li>● Ask relevant questions to extend their understanding and knowledge</li> <li>● Use relevant strategies to build their vocabulary</li> <li>● Articulate and justify answers, arguments and opinions</li> <li>● Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>● Speak audibly and fluently with an increasing command of Standard English</li> <li>● Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>● Gain, maintain and monitor the interest of the listener(s)</li> <li>● Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>● Select and use appropriate registers for effective communication.</li> </ul> <p>2. Introduce turn talk as a structured way of offering discussion in subject's school wide.</p>	<ul style="list-style-type: none"> <li>➤ Highlight to staff the requirements for spoken language and the need for it to be planned effectively to reap the benefits for students.</li> <li>➤ Within the classroom ensure staff are using the classroom rules of <ul style="list-style-type: none"> <li>● Meet and greet</li> <li>● Track the speaker</li> <li>● One voice- respect the speaker</li> </ul> </li> <li>➤ Teachers to use cold calling and or warm calling to encourage participation in class.</li> <li>➤ Teachers to support students to answer in full sentences and build confidence in using specific terminology Tier 2 and 3 vocab</li> <li>➤ Provide training on how to use Oracy within lessons using Voice 21 materials.</li> <li>➤ Additional training for ECTs to support their induction and follow-up coaching if required</li> <li>➤ 2 staff trained as Oracy champions 1 in Humanities and 1 in science to cascade good practice. (use video)</li> <li>➤ Monitor how well 'turn talk' is being used as a structured way of offering discussion school wide.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Training for students via an assembly</li> <li>● Training for staff stressing the importance of thinking time.</li> <li>● Pre-prepared slides to support consistent use of the structure and process</li> </ul>	
<p>4 Prioritise 'disciplinary literacy' across the curriculum</p>		

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<p>By the time students are studying at secondary school they are having to engage with texts that require reading in particular ways and, crucially, domain-specific (or tier three) vocabulary. It is at this point that the literacy demands on students become very challenging and diverse.</p> <p>Students need to be confident using spoken language to expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects.</p> <p>Older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate</p>	<ol style="list-style-type: none"> <li>1. Promote sequenced teaching of decoding questions - text concept - written examples – deliberate practice.</li> <li>2. Consult on the use of CUBE by subjects school wide (Circle command words, Underline key words (2), box subject specific words (3), Eliminate excess words) to ensure focus is made on addressing the question and vocabulary used.</li> <li>3. Use of frames or templates to scaffold instruction and build learners' confidence in writing, particularly in writing tasks and genres with which they have little prior experience.</li> </ol> <p><b>4. Subject CPD Activity;</b> Ask curriculum teams, to read the texts that students are expected to read and 'think aloud' about the reading processes that subject experts go through during this process or create explicit instructions for how to read a text in specific subjects.</p> <p>5. All subjects to have selected two specific literacy foci from the EEF – which is part of their department improvement plan and</p>	<ul style="list-style-type: none"> <li>➤ Prioritise coaching support for Humanities, Maths and Science whose staff are receiving additional CPD from the Literacy Trust.</li> <li>➤ Subject leaders in Maths and science to develop bespoke subject resources linked to curriculum schemes which provide explicit modelled examples followed by deliberate practice examples for students to try (minimum of 10 dp's opportunities per modelled example).</li> <li>➤ Humanities develop bespoke resources to support writing assessments providing modelled examples and regular opportunities for deliberate practice. By making academic literacy explicit in this way, writing frames can help learners improve their reading comprehension and begin to predict and follow the academic style of writing.</li> <li>➤ The use of a frame should <ul style="list-style-type: none"> <li>● Begin with a discussion and teacher modeling.</li> <li>● This discussion should be followed by teacher and students jointly using the frame</li> <li>● Students independently writing using the frame as a support.</li> </ul> </li> </ul> <p><b>Monitoring actions</b></p> <ul style="list-style-type: none"> <li>➤ Literacy coach to meet regularly (each half term) with each key department to ascertain progress and</li> </ul>
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<p>mathematical and scientific language. This will enable students to access GCSE papers with confidence and increase their chances of being successful.</p>	<p>focus to improve see attachment grid for summary</p>	<p>identify what further support is needed to ensure progress.</p> <ul style="list-style-type: none"> <li>➤ Literacy coach to meet with other subject HODs and or second to discuss training and steps to move forward. Coaches to support literacy coach with capacity.</li> <li>➤ Literacy coach to keep the AHT T &amp; L updated on progress so any concerns can be addressed in timely way.</li> </ul>
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Subject	Target one	Target Two	Target Three
English	2 - Provide targeted vocabulary instruction in every subject	4 - Break down complex writing tasks	5 - Combine writing instruction with reading in every subject
PSHE	6 - Provide opportunities for structured talk	2 - Provide targeted vocabulary instruction in every subject	
Humanities	4 - Break down complex writing tasks	6 - Provide opportunities for structured talk	
Science	4 - Break down complex writing tasks	6 - Provide opportunities for structured talk	
Media & Film	2 - Provide targeted vocabulary instruction in every subject	3 - Develop students ability to read complex academic texts	5 - Combine writing instruction with reading
Maths	3 - Develop students ability to read complex academic texts	5 - Combine writing instruction with reading	6 - Provide opportunities for structured talk
PE	2 - Provide targeted vocabulary instruction in every subject	6 - Provide opportunities for structured talk	
Design	2 - Provide targeted vocabulary instruction in every subject	4 - Break down complex writing tasks	6 - Provide opportunities for structured talk