

LITERACY FRAMEWORK

- STAFF ATTITUDES: DEVELOP A CAN-DO APPROACH
- LITERACY IN ACTION: 5/6 KPI CONTENT AND EXPECTATIONS OF NEW INTAKE
- SUITABILITY OF RESOURCING (FOR RA/ SP)
- CROSS CURRICULAR LINKS AND EMBEDDING WITHIN YEAR 7 NEW CURRICULUM AND IN LINE WITH NEW GCSE EXPECTATIONS
- CROSS CURRICULAR TEACHING AND LEARNING FOCUS GROUP ON LITERACY
- THE LITERATE TEACHER- WHAT DOES IT LOOK LIKE: 1ST DAY PL SESSION (15 MINS) – GRAMMAR LISTS AND MORE

TEACHING & LEARNING PEDAGOGY

ENRICHMENT

- ADULT CLASSES
- WECOCK AND OTHER HUB OUTREACH
- PERIOD 6 ENRICHMENT – LITERACY FOCUSED CLUBS AFTER SCHOOL (ie ENGLISH MASTERCLASSES)
- PARENTAL ATTITUDES – SESSIONS TO SUPPORT PARENTS TO SUPPORT THEIR CHILD
- TRIPS AND OTHER CULTURAL CAPITAL EVENTS

DEPTH AND CONTEXTUAL UNDERSTANDING

VARIETY AND FLUENCY

YEAR 7 FOCUS

BEING LITERATE

APPLICATION AND ADAPTIVITY

CLOSING THE GAP

- NEW SCHEMES OF WORK WITH A FOCUS ON MASTERY
- REIMAGINED TUTOR TIME PROGRAMME FOR LITERACY ON KEY FOCUSES ACROSS COHORTS (1WEEKS) AND WRITING/COMPETITIVENESS
- TUTOR TIME PEER TUTORING THROUGH LS DEPT
- READING TEXTS ISSUED THROUGH ENGLISH AND AS STANDING HOMEWORK ITEMS ON INSIGHT AND OPPORTUNITIES FOR DEAR XCL
- ENGLISH CONTENT AND LITERACY LINKS, esp. HUMS/ MFL/SCIENCE TO ENSURE EMBEDDING OF LINKING SKILLS
- INCREASED LITERACY FOCUS IN ASSEMBLIES ON REWARDS AND PRAISE

- PP FOCUS FOR PEER COACHING
- TALK FOR WRITING: ENCOURAGING ORACY AND COMMUNICATION IN YEAR 7 – PL SESSIONS – LITERACY FOCUS GROUP
- BUILDING ON THIS YEAR – LITERACY SOFS IN A WIDER RANGE OF DEPTS AND FURTHER WORK ON EMBEDDING/DISSEMINATING AND FOCUS TRIADS
- CLOSE MONITORING OF GAPS THROUGH DATA DROPS/PSOF AND TARGET SETTING FOR IDENTIFIED LITERACY FOCUS PUPILS

OVERVIEW IDEAS

Enrichment	Adult Classes	Use of the business centre	
	P6	Reading and writing based clubs	
	Wecock and other outreach	Literacy based sessions at Community Centre and embedded elsewhere (Parents' evening?)	
	Parental attitudes	See Parents' evening + More invitations to author events etc	
	Trips/cultural capital	Community based Literacy such as Library and Dockyards	
Year 7 Focus	New Scheme	Mastery thinking	First 40 lessons embed KS2 skills
	Reimagined tutor times	Library based competitions	Regular Literacy skill top ups
	Tutor time peer tutoring	Year 10/Year 7 reading link continues	
	Literacy XC link	Develop Science/Art/MFL further	Move into Hums/Maths and embed practice in line with lower and upper school expectations
	Increased assembly profile	Rewards and celebrations of tutor progress and achievements regular (per HT)	
Closing the Gap	PP focus	Year 9 PP students lead tutor time intervention (as in Maths plan)	
	Monitoring of data	Use of data drops to establish PP as a permanent feature on dept data analysis and conversations with focus on individual pupil target setting	PSOF focus for HOD and HOY obs from target identification
	Building on this year	Spread Literacy SOFS wider	Use focus group to embed and disseminate through partners and Triad groups
T+L Pedagogy	Staff attitudes	PL sessions to develop staff understanding and responsibility to deliver and embed Literacy	More buy in from depts to Literacy focus group in depts or areas
	Literacy in action	Year 5/6 KPI building curriculum in Year 7	Staff understanding of student capability and level as well as XC skills
	XC teaching	See Literacy group	

The Literate Teacher

Literacy PL and informal top up sessions after school to refresh and learn

TUTOR TIME WEEKS

	Planned Activity	Expectation
Day 1	Test on key skills focus area(s)	All students to complete on own and score to be recorded on spreadsheet as overall mark with breakdowns for the different areas of the week
Day 2	Learn key facts through repetition on powerpoint - all in place	Run through the powerpoint and students record notes in Glossary books
Day 3	Learn key facts through repetition on powerpoint - answers removed	Run through the powerpoint and students record notes in Glossary books
Day 4	Re Test: tutor should take part too to encourage pupils	All students to complete on own and score to be recorded on spreadsheet as overall mark with breakdowns for comparison to start of week score
Monitoring	JSY/LVK/RLS/SLT	Monitor spreadsheet to look at pre and post intervention scores
		All members of the tutor group should show progress but if not then tutor needs monitoring for delivery and students picking up for further intervention
	Tutor	Students who complete the first test at 100% can be given English tasks for the week relating to the focus

Week 1: Punctuation		Week 2: Sentence variety and cohesion		Week 3: Spelling and homophones	
Full stops	Commas	Conjunction variety	Simple sentence	Common spellings	Homophone confusion
Question marks	Exclamation marks	Compound Sentence	Complex Sentence	Mnemonics	
Semi colons	Colons				
Ellipsis	Speech marks				
Hyphen	Brackets and dashes				
Apostrophe					

Week 4: Facts: -Vocabulary and etymology		Week 5: Reading strategies	
Suffixes	Prefixes	Active reading strategies	Comprehension
Dept key words			Inference/ deduction

Vision: To increase staff awareness and use of Literacy and build on individual dept work in 2016 to create obvious and overt links and uses

Intervention Strand	Strategy Overview	Specifics	Impact	Cost	Led by	Review 1	Review 2	Review 3	Notes
Year 7 Focus Ensure that there is increased focus on Year 7 Literacy across all areas of the school, as this is a specific cohort coming into school with a much greater understanding of grammatical and literacy content	English Curriculum - focus on mastery	Revisiting and building upon core skills, first 40 and beyond during English curriculum time.	Mastery of key/core skills Ability to use 'basic skills' with confidence when problem solving Greater engagement in learning through interest and belief that we understand the level of challenge that is appropriate	£500	RCS and English dept				1. Year 7 curriculum revisited and rewritten based upon KS2 Year 6 expectations and building Year 7 onwards KPI's 2. Run curriculum from September to first 40, check progress of students and summatively assess then build into Year 7 curriculum. Check for suitability of time and content constraints 3. Repeat process to end of year and build into Year 8 from 2017
	Increased focus on Literacy in group events such as assemblies	Work with LVK and JSY to ensure that Literacy is advertised and celebrated in assemblies for all year groups once a half term	Celebrate success Raise awareness	£300	RCS/JSY LVK and KMD				1. Ensure that LVK and JSY are communicated with and aware of the need to promote regularly 2. Plan half termly celebration/raising of awareness (use Library and KMD with her competitions through the year) 3. Monitor uptake and engagement through year (with KMD)
	English content/Literacy links	Through the XC literacy group and the work they will be doing, linking new Year 7 English curriculum to other curriculum areas through grammatical and structural links	Obvious links exploited and built upon across the curriculum for staff and students Students recognise the importance and clarity of Literacy across the curriculum	£0	NPE/SFD				1. Ensure that XC Literacy group is established as above 2. Through 1st meetings establish English curriculum links and where they are viable 3. Monitor and assess as per XC group
	Tutor time peer tutoring	Peer led reading initiative through Year 10 coaches working with low level Year 7 students (4c and below dependant on data)	Develop confidence in reading for pleasure and reading skills in both year groups (10 and 7) Older pupils take on leadership roles and can develop own skills at same time	£2000 staffing costs	RLS/LET and LS dept				1. Work with LS on their reading strategy for coaching low level readers as this has already been confirmed as happening and two schemes will overlap unnecessarily. Link to SEN/ LS as appropriate
	Reading texts issued through English	Use of the tutor texts will be issued/ re-issued through English lessons this year, as opposed to during tutor times last year.	Moving texts away from tutor time to free up space for other activities Enable English classes to use the Library on a more regular basis and establish homelinks with communication on readers	£500	RCS/KMD and English dept				1. Ensure that KMD and dept work together to book and organise appropriate time to take and exchange books 2. Use subsequent Library time for reading/Library use. Liaise with KMD 3. Encourage further reading through assembly/awards/initiatives throughout the year
	Tutor time programme	Reimagined tutor time programme as per released plans in KS3 and 4	Increased focus on coordination and well used tutor time Reinforcement of basic skills and expectations	£0	NPE				1. Produce timetable of tutor programme and areas of focus 2. Produce resources for programme and circulate to relevant tutors 3. Monitor through observations the use of and participation in the programme, ensuring that all tutors are following and engaging

ENRICHMENT

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Enrichment <i>Literacy in the real world is a gap that must be closed.</i> <i>Attitudes come from somewhere....</i>	Adult Literacy classes/help at Wecock or other local hub	Develop the levels of Literacy in the local area and support those adults in the community who may be finding a lack of Literacy a problem through drop in/specific event or parents' evening session	Changes attitudes towards Literacy and the school in general/drop the perception of fear Improved links with the community	£0	RCS/KMD/ Learning Support?				1. At first parents' evening, advertise and run a drop in or advisory table (maybe use LS to help out). Discuss with NBT best way forward that would suit the community 2. Repeat at subsequent parents' evenings 3. Investigate further whether local hubs such as The Acorn Centre can be used to hold a Literacy event or satellite author event
	Period 6 Enrichment	Possible reading/writing/English clubs on Thursday, time to further promote the enjoyment of, and participation in, English related events	Increase enjoyment and participation across cohorts in English related events	£200	RCS				1. Ensure that relevant teachers are running appropriate clubs (see predone lists) 2. Ensure that clubs are advertised and that students are aware of Thursdays and what is happening 3. Monitor and promote participation throughout the year
	Parental attitudes	Invite parents/guardians into school to work with their children in a non-threatening environment but also to develop an understanding of the methods used in school (pair up with Numeracy on this to make it a more valid experience for them)	Break down the barriers between parents and school and enable them to feel more comfortable and aware of what is happening at school and the nature of the things that we do Improved links with the community - work with NPE on this	£100	RCS/NPE				1. Work with NPE on plans for inviting parents in and how this can be successfully managed
	Trips	Promote Literacy based trips such as local library and standard English ones such as theatres, as well as working with other subjects to ensure that when students go out on trips in other curriculum areas there is a Literacy element to their work/focus	Continual re-emphasising of skills needed across the curriculum and awareness of the needs in the wider world Staff supported with Literacy in the same way that they will be through XC Literacy group EDS church based trip, and Year 11 AIC	£500	RCS and other HODs				1. Work with English depts to continue promoting and running English based trips 2. Work with KMD to see if more can be done around Library trips 3. Contact and work with other HODs on trip plans and how Literacy can be integrated into them

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Intervention Strand	Strategy Overview	Specifics	Impact	Cost	Led by	Review 1	Review 2	Review 3	Notes
Literacy-Whole School Each dept must identify where and when Literacy should be implemented and how it can be - bespoke for Years 7-11	Staff attitudes: Develop a can do attitude	Initial staff PL (Literacy in tutor time to share role of the tutor) / XC TandL group to focus on the role of the teacher in promoting Literacy as a preliminary step to departmental policy. What do you do and how do you do it. How does your dept use Literacy? How does it vary by year group and why?	Bespoke literacy strategy for each dept to support learners Increased understanding of Literacy in curriculum areas and obvious links between subjects through	£100	RLS				1. Short session in PL on first day back to introduce expectations/tutor plans and dept plans going forwards 2. Ensure that XC TandL group is established with leader in RLS absence, and has timetabled plan of approach across departments 3. Monitor and develop plan for duration of the year
	Literacy in action: 5/6 KPI content for English and understanding of expectations of new intake and explicit links with Year 7 curriculum and beyond	Staff must be aware of the grammatical content and expectations of new y7 students and the type of language they will be expecting to hear in lessons involving written content. Need for sharing of resources and or guidance on key terms and staff training on their usage	Staff better informed and confident in use and identification of terms in curriculum areas, as well as the ability to discuss and help students in lessons Better understanding of how new curriculae can integrate literacy and build on the knowledge of new Year 7s	£100	RLS				1. Following opening day, release list/documents detailing grammatical content of KS2 to staff 2. Link into TandL group above and set as dept target to identify and specify where they can use terminology effectively either individually or as a group 3. Monitor and ensure resources are created/terminology is used effectively in observations etc
	XC teaching and Learning group	Taken from subject areas (and combinations such the Arts where depts are 1 person) Develop and grow specific Literacy foci across cohorts dependant on need and specific links. Student talk and student writing only	As above. Bespoke Literacy strategy for depts Departments develop and share bespoke resources XC where appropriate. ie AQA courses...	£150	TBA w/ RLS				1. See above on TandL group. Establish as specified 2. Depts must be able to specify a Literacy strategy and approach with regards to talk/writing in dept (KS3 and 4 specific) by Christmas. See MFL/Science/Art for guidance on this as it was established last year 3. Monitor and ensure resources are created etc (again, see specific subjects for guidance on this)
	The Literate teacher: What does it look like? Grammar and more...	Establish 'the basics' and more, with useable resources across all departments on reading and writing features commonly found in all departments.	Consistency across the curriculum in terms of resourcing and approaches to basics build resilience and understanding of importance of Literacy XC, indirectly through RT	£100	RLS				1. See above on TandL group. Establish as specified 2. Use 1st meeting to establish 'the basics' and what they are. Department key spellings and key spellings overall; sentence types and conjunctions; punctuation, and paragraphing 3. Use subsequent meetings to plan and develop core resources (Mat would be ideal) for use across the school (see old Year 7 resources from 2014-15)

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Closing the Gap The gap between PP and Non PP students both academically and in terms of applicable Literacy is not closing quickly enough and continues to be maintained throughout school.	PP focussed peer coaching	Peer led reading initiative through y10 coaches working with low level y7 students (4c and below dependant on data.)	Develop confidence in reading for pleasure and reading skills in both year groups (10 and 7) Older pupils take on leadership roles and can develop own skills at same time See previous SEN linkup	£2000 staffing costs (not doubled cost)	RLS				1. Work with LS on their reading strategy for coaching low level readers as this has already been confirmed as happening and two schemes will overlap unnecessarily
	Building on this year: Literacy SOFs in a wider range of depts and further work on embedding/disseminating good practice	Through TandL XC working group, depts SOF eachother in potential triads 3x per year to establish development and embedding of Literacy initiatives over the year and potential	Wider communications and working between depts on strategies. Focus on PE, Dance, Drama , Maths Increased understanding of XC links and departmental resource sharing Clarity of development of Literacy approaches which should impact positively on PP students in depts and individual classes	£200	TBA w/ RLS and conducted by more				1. Establish dept XC group as before 2. Build SoFs into timetable of group actions
	Close data monitoring of PP gaps through data drops and PSOFs with target setting for specific pupils	Standing agenda item on post data department and HOD analyses of PP student progress and targets for identified pupils not making progress with Literacy focus	Teachers understanding barriers to student learning is more than not just using Ability to track progress of target group throughout the year and the impact of specific targets Link through PP action plan and to PSOFs?	£0	RLS led but HOD/ dept/ staff				1. Work with EZO on establishing data plan for HODs 2. Share with and implement/follow cycle of analysing data from 1st cycle 3. Request standing item at following DAT meeting to share target PP students and Literacy concerns XC

SWOT

Strengths	Weaknesses
<p>Staff/SLT support historically excellent in MFL Science</p> <p>Changes to GCSE and answer length increased comprehension/5%</p> <p>Established as a priority in the minds of staff already</p> <p>Links into greater structure of T&L</p>	<p>Lack of time to fully implement XC with other commitments</p> <p>PP Gap</p> <p>Fear of Literacy level in students</p> <p>Fear of Literacy level in staff</p> <p>Lack of staff to take on responsibility</p>
Opportunities	Threats
<p>Close PP Gap</p> <p>Literacy Working party</p> <p>Develop student skills further XC and realise links</p> <p>Value of literacy XC in the minds of the students</p> <p>Links to Numeracy</p> <p>Primary links through KPI</p> <p>Growth Mindset - losing 'boxes' thinking</p> <p>Developing mastery</p>	<p>Parental insecurity and lack of support on initiatives such as home reading</p> <p>Culture of not seeing the need or point XC</p> <p>Staff support - delivery</p> <p>Consistency through tutor and XC</p> <p>Student buy-in and apathy towards initiatives</p>