

Literacy Improvement Plan

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

(National Literacy Trust 2019)

Strategy: Literacy Strategy
TRS Whole School Project: To improve the reading and literacy skills of all students; particularly boys.
SLT Accountable: VKU and KTT
Rational for the strategy: The Literacy strategy at The Regis School aims to take the basic functionality of reading, writing and speaking and listening further. It aims to engender a love of reading and develop writing skills so that they can be practically applied to formal assessment; with the aim of improving exam outcomes as well as improving all students’ ability to communicate their ideas effectively to the world. The aim of United Learning, and the Regis School, is to ensure that all students reach or exceed their chronological reading ages by the end of Year 8. The Literacy strategy will aim to foster a love of reading and target students who have historically found the development of their literacy skills challenging. The aim of the strategy is also to develop teachers’ ability to discreetly teach and develop literacy skills, inside and outside of the classroom, as well as create a culture of reading and writing within the school.
Central aims: <ul style="list-style-type: none">• Ensure all students are at, or above their chronological reading ages,• Develop a love of reading through tutor-time reading,• Develop the teaching of vocabulary and Tier 2 and 3 words,• Develop the students’ articulacy through in-class intervention and encouraging students to speak in full sentences,• Develop students’ capacity for writing through whole-school promotion of extended writing,• Develop students’ ability to write accurately through spelling lists and vocabulary development,• Develop the teaching of a knowledge-based curriculum to enable students to understand more complex concepts within the classroom,• To raise attainment in formal reading tests as well as outcomes in key stage three English.

Measurable Outcomes

While the Literacy strategy aims to have impact on the whole school, key sub-groups targeted for development include:

- Boys across key stage three and four,
- Students with special educational needs,
- Students performing below age related expectations on entry to year 7 in English,
- High ability students across key stage three and four.

Strategy 1. To develop a culture of reading within the school.					
Tactics	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
Thirty minutes of reading each day delivered by tutors. Students will track as the teacher reads aloud.	VKU KTT CBR	Project planning Learning walks to ensure delivery of excellence during sessions. Staff training to ensure readiness and that staff have an effective range of strategies available to them to deliver. Resources accessible to all teaching staff to allow for effective preparation and standardisation of delivery across the school.	September Plan a comprehensive reading list which aims to target all students and engage them in reading. Provide staff training how to effectively read aloud and support pupils with their own reading. November Resources prepared and ready for teacher to review and prepare. December See all children in assemblies to promote strategy. Inform parents about the change in the school day and begin to	January Launch scheme in January with all students. CBR to monitor books and delivery of programme.	July Assess students' enjoyment of scheme through student voice and through teacher forum. Assess reading ages of Year 7 and 8 to monitor improvement and impact of strategies.

			read with students daily.		
Tutor programme which teaches skills around morphology, etymology, morphology and syntax.	VKU CBR KTT	JTE to plan and create resources to ensure quality and clear links with English curriculum. VKU to quality assure resources and ensure they fit with the whole-school plan.	November Create resources which can be accessed by all. Inform teachers and provide reading materials to develop pedagogical understanding around reading. Promotion of reading strategies through literacy briefings bi-weekly.	January Scheme launched and so sit alongside tutor reading programme.	July Review impact on reading ages through the monitoring of NGRT reading tests and through student voice.
To celebrate World Book Day as a whole school.	VKU CBR KTT	Planning and activities on the day linked with developing writing. Communication with staff, students and parents to ensure mass engagement. Encourage students to dress as book characters and donate to charity.	February Launch whole-school writing competition with prizes attached. Competitions to encourage high-quality piece of writing to be published in the Regis News and to tie in with the focus of world book day. To plan and prepare staff and students for World Book Day with a focus on involving all subject areas.	March 5th World Book Day 5 th	March To plan WBD 2020 drawing on a range of stakeholders' opinions and involving the whole school community. Ensure there is clear opportunity for promotion and public celebration.
To ensure that the progress of readers is celebrated in	VKU Heads of Year to	Planning to encourage children, in Year 7 and 8, each assembly to use AR and celebrate word counts and lists.	November Create a running tally of words in the school- to be shown on screens	Year long To award the highest readers and numbers of words publicly and	July Review, with A-team, and tutor groups through surveys to

assemblies and through contact home.	promote in assemblies.		and around the school. Tutors to have running updates on words displayed on tutor room doors. Ranked lists should be placed on screens around the school to promote success of students engaging with the programme.	to offer prizes to promote engagement and success of students.	assess the relative success and 'buy in' from pupils.
To encourage a wider group of students to participate in reading and literacy-based book clubs/awards.	VKU CBR	VKU to ensure that we are targeting reluctant readers to ensure development of students' reading.	November Create a series of competitions, spanning throughout the year, which lead to wider participation among all readers but with a focus on high ability boys.	Year-long Encourage mass participation with prizes and public praise. Stories to be shared in the Regis News and to be endorsed by Head Teacher.	July Review with A-team and tutor groups through surveys to assess the relative success and 'buy in' from pupils.
To hold a whole- school spelling-bee to encourage the development of spelling strategies.	VKU CBR KTT	VKU English department and HOS to plan resources and logistical considerations.	February Plan with the HOS team for a spelling bee in year-wide tutor groups. Students will compete in tutor groups first, and then a 'whole school' group will participate.	April Launch interhouse spelling bee challenge, including a 'live' final. English teachers to support.	July Review literacy outcomes and collect student voice to evaluate effectiveness and potential for this to become a regular Regis School event.
To publicly promote the 'power' of books.	VKU CBR KTT	VKU to draw together departments to promote books which they would recommend. VKU to create a staff-wide book club which educates about YA fiction to promote reading in staff, as well as promote to students.	October VKU to coordinate teachers' book recommendations for students. November	November VKU to create bookmarks and videos to support the promotion of the power of books through tutor time.	July Review the amount of books being taken out on recommended reading lists.

			VKU to create book recommendation videos which will be shared in tutor time.	January VKU to launch book club.	Review the success of teacher book club through survey.
To develop teachers' understanding around the tactics used to improve students' reading.	VKU	Literacy briefings Learning walks	September Plan and research methods to share each week in order to plan an effective curriculum. Focus on oracy and vocabulary building.	January Provide teachers with a literacy box to use in lessons to develop the explicit teaching of literacy strategies.	July Review the impact of strategies of teaching and learning across the school through learning walk data and book looks.

Strategy 2. To increase the quality and frequency of extended writing within the school.					
Tactics	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
Tutors will be setting weekly spelling homework for all key stage three students as well as year 10 pupils.	VKU KTT CBR	RSL to quality assure use of Tier 2 spelling lists in tutor time. VKU to provide training on how to discreetly teach spellings.	September VKU to create spelling logs on SIMS. RSLs to oversee and check spelling lists. VKU to provide training in literacy briefing spellings to be printed and given out before the half term to prepare teachers to	December VKU to review the success of the spelling list through analysis of data to prepare lists for following terms.	December Review if an improvement in spelling has been seen through literacy book scrutiny.
To build in the teaching of explicit vocabulary into lessons school wide to improve the quality of written and verbal responses.	VKU	VKU to provide a range of strategies to members of staff to assist with the explicit teaching of vocabulary and new words.	September VKU to provide resources in literacy briefing with the aim of building up a 'Literacy tool kit' for teachers.	January VKU to provide 'literacy boxes' to all staff to develop discreet teaching of literacy skills.	July VKU to assess the impact of teaching through literacy book scrutiny and review with the students with HOF and HODs

Provide CPD for staff to ensure extended writing in each lesson, where appropriate.	VKU KTT	VKU to provide CPD at inset days which can be used to develop extended writing in lessons. Use of KS2 writing to ensure quality.	December KTT to collect writing from feeder primary schools to provide benchmarks for teachers.	January VKU to present at inset day to develop teachers' understanding of the importance of developing writing skills from Key stage two. Teachers to review benchmarked work.	July VKU to assess the impact of extended writing CPD in literacy focused book looks and scrutiny.
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Strategy 3. To develop the oracy skills of students.					
Tactics	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
To ensure that students are speaking in full sentences in the classroom and teachers are proactively developing children's' oracy skills.	VKU	Literacy briefings Learning Walks Literacy book looks. To provide CPD through Literacy briefings around how to use oracy to build Literacy in the classroom adding to the 'literacy tool kit'.	September VKU to introduce strategy of answering in full sentences to staff. VKU to introduce specifically to look at the oracy of students.	December VKU to review learning walk data and suggest this is a consideration for the leaning walk proforma to ensure it is being reviewed and considered each lesson.	July VKU to review is this strategy has been successful but collating data. To be reviewed for next academic year.

Strategy. Provide bespoke intervention for students under chronological reading age.					
Tactics	Lead	Quality Assurance	Milestone 1	Milestone 2	Milestone 3
To implement the use of direct instruction for those students tested under a reading age of 9.	VKU CBR KTT GPR	VKU to attend Direct instruction training with CBR.	September VKU to gather data from Ks2 scaled scores, NGRT test data as well as midyis data and DI reading tests. VKU to plan waves of intervention to target all pupils below AGE in reading.	October VKU to meet with all stakeholders regarding intervention, including parents to outlines waves of support. DI groups created and plans for lessons in place in December. January DI sessions begin. To be reviewed by VKU weekly through learning walks.	March VKU to review data to assess impact using NGRT testing.
To use the Library lessons within English effectively target students who are below their chronological reading age through parental engagement and work with the library.	VKU CBR CRN KWD	VKU to assess the quality of lesson provision and the use of library lessons to effectively assess the impact on students.	September VKU to meet with KWD, CRN to assess the success of previous library lessons and strategies. VKU to direct KWD to design a curriculum with CRN to target reluctant readers through engagement with the library. Groups identified and finalised curriculum quality assured by VK.	November Library lessons to be launched with a focus on improving the reading levels of all students with a focus on higher ability and on those who need support to secure basic skills. Students places on 'reading report' which will be assessed by teachers, CRN to ensure students are reading regularly. VKU to support by contacting home if necessary.	July VKU to review data to assess impact using NGRT testing. CRB to collect data regarding the effectiveness of lessons from students, staff and teachers. Reading reports reviewed to see if measurable impact is taking place.
To use 6 th form paired reading to develop the confidence of lower ability readers in Year 7.	VKU CBR CSS LTR	VKU to quality the engagement, quality and robustness of the programme. Registers to monitor quality of the	September VKU to approve registers in line with reading ages to ensure	November VKU to gather data about attendance, engagement and	July Review success of strategy using NGRT test data and star reading

		programme to be taken: data to be passed to CBR to ensure consistency.	correct students are targeted. CRB to collate registers and pass to VKU for review and quality assurance.	effectiveness of the strategy with LTR and CRB.	test data. Gather data from students and 6 th formers to assess the strength and success of programme.
To use underload teachers to complete small group reading intervention.	VKU CBR	VKU to asses where underload teachers can be used most effectively to target students who may not receive intervention elsewhere. Focus to be on underachieving boys.	October CBR to identify students using links with inclusion to ensure students are not targeted twice. Letters to be sent home to parents to advise of the intervention. Students to be placed on reading report to ensure correct books are being chosen at home.	March Meet to discuss the strength and weakness of intervention and review reading ages in-line with the strategies being used.	July Review success of strategy using NGRT test data and star reading test data. Gather data from students and 6 th formers to assess the strength and success of programme.
To ensure that there is a regular meeting of key professionals to discuss effectiveness of interventions and renew plans and actions as required to meet the needs of the year 7 and 8 cohorts.	VKU CBR GPR SGT KWD	VKU to plan regular meetings with those invested in Literacy strategies across the school. Meeting should be reviewed to asses the success and impact of interventions.	October First meeting with all teaching staff to ensure consistency of planning, implementation and success of strategies. Regular meetings to be arranged to review success of students.	March Mid-year review of reading tests to highlight success and to be used to alter intervention groups. This should be the second wave of interventions.	July To review and re-visit strategies used to improve student literacy to be reviewed when considering next academic years' intervention.