

Literacy Strategy 2020 – 2021

Literacy Curriculum Intent

At Causeway School we intend for our students to leave our setting in Year 11 being confident and independent writers. They will have the skills to succeed in further education and the workplace. Literacy, including reading and oracy, is central to being actively part of society, contributing positively to communities. As such Literacy is pivotal in the curriculum at Causeway School, where the students value the central role it plays within the formal and wider curriculum.

The Causeway Literacy Plan 2020 - 2021

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| Term | Strategy | Actions |
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| Term 1 2020- 2021 | Assess where the students are currently are in retrieval of information, reading skills and writing skills in year 7. | <ul style="list-style-type: none">● Use CATS to identify the groups for SEND Literacy Catch Up and those who would have been between 99 - 94 in Year 7, linking to Numeracy.● Use the NGRT reading tests for Year 7.● Analysis to be presented at SLT with the CATS scores and linked to whole school priorities.● Identify key literacy gaps as part of the recovery programme in every subject.● Provide information on how planning must focus on key words and how to use them effectively. |
| Term 2 | Have key words on every PP embedded as part of Wave 1 T&L strategy. | <p><u>KS3 Intervention Groups</u></p> <ul style="list-style-type: none">● Set up Booster classes for Literacy Year 7 and 8 - 100% SEND/PP/non-PP/SEND● Set up EXCEL classes for Literacy and Numeracy Year 7, 8 and 9 - 100% SEND (K and E).● Individual bespoke interventions for specific SEND students with 1:1 literacy.● Sounds Rights used with key students and evaluated for impact. <p><u>Cross curricular strategies.</u></p> <ul style="list-style-type: none">● Share reading ages of each year group with CLs. |

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| | | <ul style="list-style-type: none"> ● Provide training for CLs on how to use the reading ages to underpin the ordering of resources and texts in each subject linking to Tier 2 and 3 vocabulary. ● CL CPD on using CATS/SATS/Reading ages for planning. ● Training on PIXL and using the resources provided for gap analysis and on Tier 2 and 3. ● Use Blooms to differentiate the learning outcomes for every lessons along AMS. ● Year 7 whole tutor group reading of one text. ● Breakdown of the data for reading ages against the key priority groups of DA, BOYS, SEND and HPA in SLT. ● Reestablish AR at KS 3 - focus year group Year 8. |
| Term 3 | Using disciplinary literacy across the curriculum with the focus on Tier 2 and 3 vocabulary and aligned to each subject's curriculum. | <p><u>These strategies are suspended during Lockdown</u></p> <p>Literacy & reading must be anchored in the subject: "Generic literacy training can be flawed if poorly understood or not aligned with curriculum"</p> <ul style="list-style-type: none"> ● Sophisticated vocabulary - students to generate their own vocabulary as part of the sequencing. ● Assembly on sophisticated vocabulary. (Root Words) ● Part of the 100 days plan and evident in all PPs in lessons and in planning. ● Reading audit from each subject. Use the EFF template and devise the CPD based on the need from departments. ● Reestablish AR at KS 3 - focus year group Year 8. ● LWs to monitor how Tier 2 and 3 vocabulary are being used in each subject area and what the impact is on the student learning. ● LWs, LMMs, book looks to see how the training on reading ages has impacted of differentiation. Focus Year 11 and 10. ● Book looks to focus on pride in work improving due to understanding what the lesson is about. ● Student voice on whether they understand what they are learning in their lessons. ● Half Term reading challenge for KS3 with rewards. Use ipads in tutor times to film book reviews. ● Reading audit to all subject areas and student voice on how much they read - this will inform the CPD. ● Develop a strategy for classroom teaching based on the breakdown of the data for reading ages against the key priority groups of DA, BOYS, SEND and HPA. This links to the CPD for Term 4. |

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| | | <p><u>Lockdown Literacy</u></p> <ol style="list-style-type: none"> 1. CPD on Tier 2 and 3 vocabulary and using Plan, Monitor and Evaluate for Loom lessons and live lessons. 2. Focus on ‘What we are going to learn’ lists to guide students on all Loom lessons and live lessons. 3. Presentation of work for students to access. 4. Support of SEND students by LSAs in accessing materials and lessons. 5. Loom chapters of ‘The Hunger Games’ read by different staff weekly to KS3. |
| Term 4 | <p>Combining written instruction with reading in every subject. This would include:</p> <ul style="list-style-type: none"> ● To understand the importance of structure and punctuation within written work. | <p><u>These strategies are suspended during Lockdown</u></p> <p>PP for CPD Monday. The focus is.... ‘to share the curriculum intent for Literacy; link reading to writing; demonstrating how literacy is for everyone. The PP includes the 4 workshops to inform the planning of Wave 1 teaching strategies on:</p> <ol style="list-style-type: none"> 1) To understand what reading ages mean; impact on planning and differentiation. Link to key groups in the school. 2) Strategies for reading in the classroom; skim and scan; reading for understanding, how to question the text. 3) Live modelling to demonstrate techniques to combine writing instruction with reading in every subject. 4) Linking reading to Tier 2 and Tier 3 vocabulary and disciplinary literacy. <ul style="list-style-type: none"> ● Reestablish AR at KS 3 - focus year group Year 7. ● Assembly on why sentence structure and vocabulary is important. ● Literacy LWs to monitor the impact of the staff training and the consistency in the application of Tier 2 and 3 vocabulary, modelling in class, impact of reading ages (differentiation), strategies for reading being used effectively. ● Student voice to establish how much reading students do at school and at home. Focus on what would get them to read and what are the barriers? ● Students to support SNE on the choice AR books - focus boys. <p><u>Lockdown strategies and coming out of Lockdown</u></p> <ol style="list-style-type: none"> 1. CPD on linking Tier 2 and 3 vocabulary to extended writing using scaffolds. |

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| | | <ol style="list-style-type: none"> 2. CPD on extended writing techniques including I, We, You modeling strategy. 3. World Book Day celebrated including The Masked Reader competition. 4. LWs to monitor the use of Tier 2 and 3 with extended writing. 5. Book looks on presentation and extended writing. 6. Specific 1:1 literacy teaching. 7. Sound Rights targeting key students at KS3. |
| Term 5 | To focus on the skills of reading – skim and scan; reading for understanding; questioning the text. | <p><i>Reviewing the programme for Terms 5 and 6 in the light of Lockdown and the whole school priority of Extended writing.</i></p> <ul style="list-style-type: none"> ● Reciprocal reading strategies (prior knowledge, prediction, questioning, clarifying, summarising) ● Parental engagement - run a book fair after school/ send letter out/ reading diaries\choice of books are key - AR needs to be pitched carefully where students feel like they are still getting a choice ● Environment for reading - book of the week/month posters/ bean bags/ displays ● Have a tiered levelled approach to reading and support. ● All staff trained on how to question the text and to get the students to skim and scan for understanding. ● Monitor the impact through LWs, student voice and book, looks. ● AR and STAR. ● Short story competition for KS3. ● Celebrating Poetry Day. ● Literacy focused assembly and rewards. |
| Term 6 | To develop skills in proof reading and editing work. | <ul style="list-style-type: none"> ● Retesting Year 7 and 8 on their NGRT tests to compare to where they were in September and last academic year. ● Use the sequencing model from Steve Payne on Expository Essays - Use PEEL and the 5 paragraph essay. Use Twinkle resources on common sentence starters for PEEL linking to structure. Focus KS3. ● Use PEEL - editing and improving for all year groups. ● Each area to have a Learning Wall for Literacy where students have their examples on the learning wall to refer back to. ● Literacy focused assembly and rewards. |

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