

Rivers Education Support Centre

Literacy Action Plan 2022-2023

“By attending to the literacy demands of *their* subjects, teachers **increase** students' chance of **success** in *their* subjects. Secondary school teachers should ask not what they can do for literacy but what literacy can do for them.”

Sir Kevan Collins (Chief Executive) Education Endowment Foundation.

The 2022-23 Literacy Plan links closely with our vision for Rivers ESC. Namely:

- **All children with whom we work deserve to be happy, thrive and move on to be successful in school and beyond.**
 - Improving literacy supports this as we involve students in genuine conversations about reading, provide targeted vocabulary to help them thrive in each subject and give ample opportunities for structured talk.

- **We support students to re-engage and thrive in education.**
 - Improving literacy supports this as students gain confidence in accessing lengthy, high-quality texts, and develop the skills needed to communicate their ideas accurately and articulately in writing and speech.

- **The highly skilled and committed staff team in all our centres support pupils to remain in, or re-join, mainstream education by finding strategies to overcome their difficulties.**
- We use a variety of strategies to improve literacy (outlined below) which in turn help students overcome other academic difficulties, supporting them with their return to mainstream education / access to formal examinations.

- **A diverse curriculum helps engage students whilst giving them the confidence to take educational risks and maximise their potential.**
 - Improving literacy helps students access all areas of the curriculum with confidence as they become increasingly skilled at reading for understanding, using academic vocabulary and developing their writing stamina to maximize their potential.

- **We encourage good habits, routines, and an ambition to be successful and the best member of society possible.**
 - Improving literacy helps students access all areas of the curriculum with confidence. Students will become increasingly skilled at reading for understanding, using academic vocabulary and developing writing stamina to maximize potential.

Respect, relationships and resilience underpin all aspects of our Literacy Plan, leading to a **readiness** to move on to the next stage of life or education.

In line with recommendations from the [EEF](#) , we have outlined below our five key commitments:

1. **To provide targeted vocabulary in every subject to support writing accuracy.**
2. **To develop pupils' ability to read and access complex or academic texts.**
3. **To break down complex writing tasks to support students with writing accurately.**
4. **To provide opportunities for structured talk.**
5. **To provide high quality literacy interventions.**

The Literacy team consists of staff from a range of subject areas, at both KS3 and 4. The team meet regularly to discuss progress made with Literacy each term and next steps. It is acknowledged that the plan needs to be flexible – outlined below are the aims, but the priority is to respond to the needs of each student.

Our Literacy Action Plan Outlines:

- Our commitment to promote and enhance literacy skills for our pupils.
- Our commitment to support our dedicated teachers and highly skilled Teaching Assistants.
- Our vision for all pupils to leave Rivers Education Support Centre with the confidence to access unfamiliar texts.
- Our vision for all pupils to develop the resilience to routinely improve the quality and accuracy of their writing.

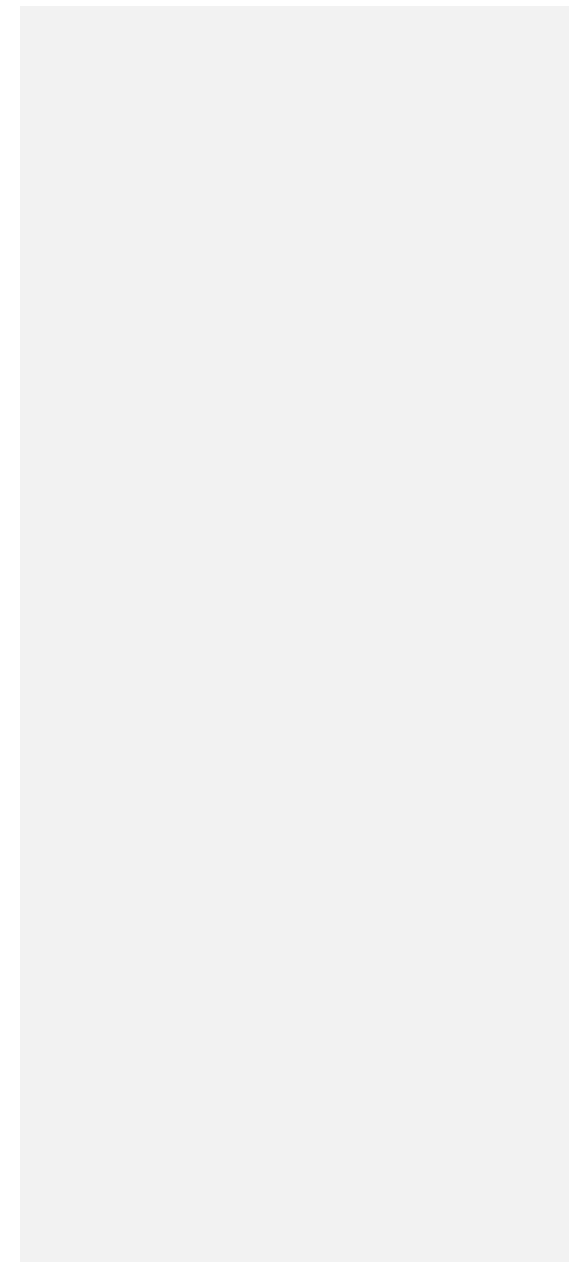
Why is Literacy Important?

- Pupils need vocabulary, expression and organisational control to cope with the demands of all subjects.
- Writing helps to sustain and order thought.
- Improved reading leads to improved self-esteem, motivation and behaviour.
- Accurate writing raises pupils' attainment in all subjects.

Commitment 1: To provide targeted vocabulary in every subject to support writing accuracy.

What we will do this year	Why we will do it	We will know we have been successful when	Specific additional budget	End of term review
<p>A. Teachers in every subject will teach explicit vocabulary which pupils are not likely to encounter in everyday speech.</p> <p>B. Every classroom will have a key word/sentence starter wall which is changed each half term.</p> <p>C. Word of the week: This will be displayed in every classroom and pupils encouraged to use it in their writing and their speaking and listening.</p> <p>D. Teachers will use sentence starters when giving feedback on work, encouraging a more academic and 'exam-ready' style.</p>	<p>To help pupils to access and use academic language.</p> <p>To broaden pupils' vocabulary.</p> <p>To broaden pupils' vocabulary and encourage discussion/engagement with literacy.</p> <p>To provide a scaffold for pupils to explain their ideas. To support them with adding more detail to their work.</p>	<p>Pupils will remember, use new words and make connections between words.</p> <p>Teachers planning includes words and phrases they are teaching as part of their curriculum planning.</p> <p>Lesson observations will highlight explicit vocabulary teaching and regular teacher modelling (written and verbal).</p> <p>Learning Walks will show displays and opportunities for deliberate practice using words in their correct context in discussion and written work.</p> <p>Work scrutinies will show teacher feedback and student engagement with this.</p>		

<p>E. <u>Bedrock</u> is regularly used in Literacy lessons at KS3. Students are exposed to - and taught - academic vocabulary through original fiction and non-fiction texts.</p>	<p>To improve written accuracy and fluency.</p>	<p>The Bedrock dashboard will show an improvement in student progress.</p>		
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Commitment 2: To develop pupils' ability to read and access complex or academic texts.

What we will do this year	Why we will do it	We will know we have been successful when	Specific additional budget	End of term review
<p>A. Every teacher will display their favourite book in their classroom, or the book they are currently reading.</p> <p>B. Reading lists for KS3 and KS4 will be available and supported by a library of reading books from the list available for pupils to borrow.</p> <p>C. To consolidate and move the reading area to Reception at KS3.</p> <p>D. To support pupils to become effective independent readers by teaching pupils to read complex texts by delivering Reading Fluency training for all staff. This will share close reading strategies to improve comprehension and student engagement.</p>	<p>A, B and C: To encourage pupils to read for pleasure. This allows all teachers to promote a love of and the importance of reading.</p> <p>To ensure that students have access to relevant and engaging reading books. To create a reading ethos that is felt as soon as students and visitors enter the centre.</p> <p>To improve pupils' accessibility to subject specific texts, engagement and understanding.</p> <p>To develop pupils as strategic readers through the use of comprehension questions that direct them to read the text closely. (<i>"Eyes on text. Pens in hands."</i>)</p>	<p>Current or Favourite Reads displayed on classroom doors.</p> <p>Arbor log added for positive reading-generated conversations.</p> <p>Arbor log above used by staff.</p> <p>Pupils are engaged in reading for pleasure.</p> <p>A list of books for each subject is on the school website.</p> <p>The 'Book Bar' at KS4 is regularly used and updated.</p> <p>Staffroom door at Key Stage 3 displays staff favourite childhood reads.</p> <p>New reading corner set up near the new Key Stage 3 solutions space.</p> <p>Engaging and diverse texts regularly rotated at KS3 and KS4.</p> <p>CGi deliver training during the November Twilight, along with DR, CW and MW.</p> <p>Teachers report increased confidence teaching pupils reading strategies in their subject. (Survey before and after.)</p>		

<p>E. Regular use of Guided Reading 2022.pdf Literacy lessons at Key Stage 3 engage students with a variety of autobiographical extracts and advanced vocabulary.</p>	<p>Consistency for students - close reading as a skill is constantly reinforced, preparing students for lengthy, reading-heavy exam papers at Key Stage 4.</p> <p>To develop Oracy skills through the discussion questions at the end of each extract.</p>	<p>Pupils read accurately, fluently and with comprehension. Pupils demonstrate engagement in Literacy lessons and discuss the Guided Reading booklet positively.</p> <p>D & E: Pupils use close reading strategies across the curriculum (highlighting and annotating texts; echo-reading, adding images). Pupils can deploy a range of reading strategies:</p> <ul style="list-style-type: none"> ● Activating prior knowledge ● Predication ● Questioning ● Clarifying ● Summarising. 		
<p>F. To provide pupils with the opportunity to read high quality texts in all applicable subjects.</p>	<p>The reading is supported, rather than the text 'dumbed-down', to prepare for the demands of the Key Stage 4 exams.</p>	<p>Observations, Learning Walks and Work Scrutiny will show students have engaged with high-quality texts (when necessary for the demands of their course).</p>		

Commitment 3: To break down complex writing tasks to support students with writing accurately.

What we will do this year	Why we will do it	We will know we have been successful when	Specific additional budget	End of term review
<p>A. Teachers in applicable subjects will break writing down by using sentence starters and/or key words, modelling first whenever possible.</p> <p>B. All teachers will display and use the Rivers ESC Marking Codes when giving feedback on student work.</p> <p>C. Students will routinely correct errors and extend their answers in red pen, using teacher feedback to support.</p>	<p>Writing is challenging and pupils in every subject will benefit from explicit teaching on how to improve.</p> <p>To support pupils to become independent writers.</p> <p>To motivate pupils to persist with challenging writing tasks and build their writing stamina.</p> <p>Marking codes will support students in writing with accurate SPG, preparing them for the demands of the exam courses and the first impression it will create in any future employment.</p> <p>To provide personalised feedback to push all students to their potential. For students to engage on feedback by correcting errors to make the corrected error memorable, accelerating learning by 6 months. (Source: EEF)</p>	<p>Teachers are using a variety of approaches to motivate pupils to write (for example collaborative writing, modelling on board, fill in the gaps).</p> <p>A, B and C: Lesson observations and work scrutinies will show teachers breaking down writing tasks (when necessary) by:</p> <ul style="list-style-type: none"> ● Providing sentence starters. ● Ensuring pupils understand subject specific key words. ● Explicitly teaching pupils planning strategies. ● Helping pupils to review their writing in red pen. <p>Pupils' work shows evidence of using and understanding subject specific key words.</p> <p>Examples are sent out and regularly updated with work across a range of subject areas.</p> <p>All staff consistently develop pupils' skill, stamina and motivation as writers.</p>		

Commitment 4: To provide opportunities for structured talk.

What we will do this year	Why we will do it	We will know we have been successful when	Specific additional budget	End of term review
<p>4A. To structure speaking and listening activities to support learning in all subject areas.</p> <p>4B. Literacy Champions will pilot SALAD days - Speaking and Listening Active Development - towards the end of each term.</p> <p>4C. Pupils will be encouraged to always speak in full sentences.</p>	<p>Talk can improve reading and writing outcomes, enhance communication skills and increase pupils' understanding across the curriculum.</p> <p>Quality talk highlights whole school expectations about conduct: Listening carefully and speaking calmly.</p> <p>The focus on respectful and accurate speaking helps students to work on their respect, relationships and readiness for the future – linking to our key aims at Rivers.</p> <p>Pupils are encouraged to use their spoken literacy skills through lessons to include speaking, debating, questioning and presenting.</p>	<p>Pupils are engaged in high quality talk which is guided by their teacher.</p> <p>Lesson drop-ins show that students speak with accurate and respectful language, appropriate for the classroom.</p> <p>Literacy Champions will evaluate how the SALAD days went – positives/negatives and suggest next steps.</p> <p>Respectful and academic language seen in lesson observations.</p>		

Commitment 5: To provide high quality literacy interventions.

What we will do this year	Why we will do it	We will know we have been successful when	Specific additional budget	End of term review
A. To use Core Plus at Key Stage 4 - additional, stand-alone lessons to support with key English skills.	To help diminish the difference for Key Stage 4 pupils.	Quality of work from student who attended Core Plus improves.		
B. To use assessment to identify pupils requiring additional support and share this Baseline data with staff.	To understand pupil's needs so that support is well targeted. To assess progress and the impact of interventions.	The implementation of structured, evidence-based interventions are supporting pupils to make progress across the curriculum. Arbor data used to show progress over time.		
C. Key Stage 3 will explore links with local primary schools to develop shared reading experiences.	C&D: To build pupils' reading confidence, giving them the opportunity to develop their respect and readiness for working collaboratively in the future.	C&D: Links forged with local primary schools. Key Stage 3 students have been to read with EYFS/KS1 pupils.		
D. Identified KS3 and KS4 pupils will have an opportunity to read with EYFS/KS1 pupils.				

Commented [CG1]: How do we measure success with Core Plus?