

Haute Vallée: Summary Literacy Action Plan

Haute Vallée has established a detailed Literacy Action Plan for 2018-19. This plan maps out actions that will be undertaken to raise Literacy skills over the next three years. The following is a summary of the full Literacy Action Plan.

Reading	
Target All students to leave Haute Vallée School with a reading age (RA) at or above their chronological age (CA)	1.1 Test all students for their reading age (RA) on an annual basis (minimum) <ul style="list-style-type: none"> For students with a RA <1 year assess RA twice a year to track progress of reading interventions For students with a RA <2 year assess RA twice a year to track progress of reading interventions Confirm four target groups based upon RA categories
	1. RA + >1 year
	2. RA <1> in line with chronological age (CA)
	3. RA <1 year and CA
	4. RA <2+ and CA
	NOTE: Targeted intervention can be planned around students within each category (Reading recovery and keep up programme to be established)
	Reading recovery and keep-up programme established to support students with reading and comprehension in category 3 and 4 <ul style="list-style-type: none"> Category 3 RA<1 year below chronological age (CA) Category 4 RA <2+ years below CA Category 4 – R/A below 9.0 Lexia Reading Strategies Package (3 years) with up to 50 licences £3850.00 Additional log-on can be purchased. Reading Plus Intervention for remainder in Category 3 and 4
	Reading recovery must be effective at KS3 for KS4 students to flourish with accessing examination reading material
	Staff INSET on the Reading Recovery and Keep-Up programme
	Develop a Horizon curriculum (Year 7) with a clear focus on Literacy including Reading
Develop an EAL2 specific Reading intervention programme for EAL2 students with no English at KS3. This will encompass initially a reduced curriculum, and at KS4, in conjunction with Highlands College, ESOL, with a reduced KS4 entitlement	
Develop a Reading to Learn engagement programme with parents / carers to promote Reading at home	
Develop a rewards system that promotes positive recognition to Readers and gains in RA	
Develop Reading Champions, student leadership to promote reading at school and in support of the Reading Recovery – Keep Up Programme	

Reading

Target
All students to leave Haute Vallée School with a reading age (RA) at or above their chronological age (CA)

Create a Volunteers Reading programme that enables members of the local community to support listening to students read

Develop a rational for how best to utilise reading resources and the current school library for 2018-19+

All students to be inducted into the main town library and given membership

Introduce the use of e-books with targeted students to address the gender gap in specific year groups as a pilot in 2018-19

Introduce a BOOK WEEK for HV in 2018-19 calendar with each year group engaging in reading and performance culminating in BOOKDAY assemblies and reward students and parents

National World Book Day is 1st March 2019

Post-school enrichment programme Mon-Thursday (3-4.00 p.m.) and Saturday morning (10.00-11.30) to include a Literacy element to extend opportunities to reinforce and further improve fluency and confidence in reading.

Establish and promote a reading list of books for students. This list will be based upon four Reading Categories based upon known RA assessments

**RA >1 CA
 RA <>1 CA
 RA <1 CA
 RA <+2CA**

Writing

<p>2 Literacy</p> <p>All students will leave Haute Vallée confident in their ability to express their thoughts and ideas, knowledge and understanding in writing in a mature and comprehensible manner</p> <p>Every students knows their individual Literacy target</p> <p>All students have a spelling age (SA) that is equal or above their chronological age (CA)</p> <p>All students are able to apply SPaG consistently when writing</p> <p>All subjects to research and create writing templates / literacy mats to support students during focused literacy-based tasks (e.eg extended writing , 6 mark questions)</p>	<p>Assess all students in Y7-9 annually for spelling and Progress in English Test (PiE) – utilising data to track progress in spelling and comprehension, identifying interventions at whole school and subject level</p>
	<p>Introduce Literacy Marking scheme with 1-12 Literacy-based targets. Develop whole school response to include marking for Literacy using Literacy marking criteria and Literacy targets</p> <p>a)</p>
	<p>Develop a whole school Literacy CPD programme based upon 45 minutes CPD sessions</p> <p>b) Creating a differentiated writing frame c) Marking extended writing for literacy d) Teaching basic SPaG e) Improving students' formal writing f) Modelling good literacy - simple ideas for feedback g) A literacy friendly classroom</p>
	<p>Staff - Exam board analysis (% / marks) of Spelling, Punctuation and Grammar (SPaG) share with all staff to raise awareness with students re importance</p>
	<p>Subject analysis of writing expectations to create writing frames that scaffold written answers</p>
	<p>All subjects establish writing frames for use with students at KS4 and KS3 to promote targeted writing for examinations</p>
	<p>All students at KS4 to undertake timed practice style training sessions (under exam conditions) in extended answer questions in Science, English, History, Geography and RE</p>
	<p>Development of subject specific literacy mats to promote extended writing and evidence of deeper understanding (Blooms Taxonomy)</p>

Writing	
Make effective use of Teaching Assistants in the classroom	All staff to fully understand how best to maximise the impact of Teaching Assistants in the classroom (MITA) to: <ul style="list-style-type: none"> • Use TAs to add value to what teachers do, not replace them • CPD required for TA's and teaching staff
Raise awareness and increase K&U of subjects specific vocabulary in the student planner	Student planner – <ol style="list-style-type: none"> 1. list of vocabulary incl. subject specific words 2. Guidance on common issues with SPaG incl. exam board summary by subject 3. Literacy targets 1-12
Improve staff confidence and K&U in use of Blooms taxonomy to develop higher order questioning	CPD and staff development on 'Blooms taxonomy' of higher order thinking skills applied to subject specific questioning and answers
Improve access to translation processes in classrooms to improve literacy	Consistent use of bilingual dictionaries in every classroom to support independence and language acquisition for non-English speaking students (EAL2)
	Utilise the on-line English spelling list for Year groups NFER Spellzone for students needing intervention EAL2 www.spellzone.com/word_lists/list.cfm?wordlist=1260

Speaking	
All students have an equal opportunity to speak and be listened to in class	CPD for all teaching staff in how to develop speaking in class to enhance learning and improve student confidence in communication e.g. cascading students answers to extend understanding, 'no-hands' up approach to encourage speaking in class
All students should be able to communicate in a formal manner	Departments should review their Schemes of Learning (SoL) to examine the potential of SALAD (Speaking and Listening Active Development Days) where learning takes place orally <ul style="list-style-type: none"> • Group discussion • Debating • Presenting
All students should be confident when speaking to others	Build in 'wait-time' as a strategy to encourage speaking in class and when teachers respond to students answers
	Encourage collaborative learning within teaching groups to promote speaking and listening skills through discussion and problem solving
	Establish debating as a whole school activity
	Establish a 'Spelling Bee' competition
	Provide opportunities for students to present in assemblies and at other school events in front of an audience

Listening	
<p>All students' have an equal opportunity to speak and be listened to in class</p>	<p>Develop a 'wait-time' in lessons to ensure students views are listened to and feedback provide by peers or teacher</p>
<p>All students need to be successful Active Listeners</p>	<p>Develop form-based activities that promote Active Listening and raise the profile and importance of listening skills</p>
<p>Students need to be able to engage with non-written communication / information and be able to develop ideas based upon others</p>	<p>Encourage departmental SALAD (Speaking and Listening Active Development Days) activities that promote group discussion, debating and presenting to an audience</p>
<p>All students should respect the different views and opinions held by others</p>	
<p>All students need to understand the social conventions n and rules of when to speak and when to listen to others</p>	