

St Paul's Way Community School Single Integrated Plan
Subsection 14.1.1 – Literacy across the Curriculum – draft

At St Paul's Way Community School we recognise that good learning is always related to good literacy. We aim to teach children how to learn and think, and how to develop the independence that will empower them to fulfil their potential throughout their lives.

The production and reception of text – spoken and written – is central to cognition in all subject areas. We start from a very exciting context in which a majority of students are already bilingual learners. The aim of this plan is to set out the strategic direction for improving our provision in Literacy across the Curriculum.

Objective	Actions including CPD	Person responsible	Start and finish dates	Resources	Success criteria	MER
1. Clarify expectations and responsibilities of all staff relating to the literacy development of all students.	<ul style="list-style-type: none"> Write a policy for 'Good Teaching' and 'Assessment and Marking' which lays out clear expectations for teachers. Develop a clear shared nomenclature for marking for literacy. Develop clarity around the criteria for good teaching which includes effective literacy provision including opportunities for extended writing, reading of quality texts and opportunities for student talk. Include analysis of literacy provision in new lesson observation form. 	NJ	Dec 09	Staff meeting Dec 9 th	<p>Whole school policies adopted and understood.</p> <p>Policy becomes practice in increasing no. of lessons observed and work scrutiny exercises.</p> <p>Extended writing is fundamental part of each half termly MTP at KS3:</p> <ul style="list-style-type: none"> ➤ Jan '10 60% ➤ Apr '10 70% ➤ July '10 80% ➤ Nov '10 90% 	<p>Lesson observation cycle</p> <p>MTP Scrutiny cycle</p> <p>Internal Faculty MER</p>
2. Improve curriculum planning at KS3 and 4 to ensure that lessons give students access to quality text and opportunities for extended writing.	<ul style="list-style-type: none"> Continue to monitor and improve KS3 MTPs, following MER cycle. Use MTP feedback form to give constructive next steps to SLs and SDs on how to improve literacy provision in their subject areas. Adopt a more strategic approach to the purchase of texts to support individual units of work. Audit reading materials used at KS3 and 4. 	NJ SLs SDs	MER cycle runs Sept 09 to Dec 10 Jan 10	Curriculum fund	<p>KS3 Scheme of work is complete and meets criteria for literacy:</p> <ul style="list-style-type: none"> ➤ Y7 – Jan '10 ➤ Y8 – June '10 ➤ Y9 – Oct '10 	<p>MTP scrutiny exercises and feedback</p> <p>HoF/ SLT LM overview of process</p>

	<ul style="list-style-type: none"> • Audit writing and speaking opportunities given to students at KS3 and 4. • Purchase quality sets of reading materials to support literacy based units of work. • Build requirement for extended writing into criteria for MTPs. 					
3. Put in place intervention strategies to improve reading of students who arrive in KS3 below L4b.	<ul style="list-style-type: none"> • Access KS3 1:1 Tuition from the National Strategy. • Appoint SL L&L to take responsibility for development of literacy of bilingual learners. • New HoF AEN to oversee strategy for 'reading Recovery' project for students not accessing KS3 sufficiently. • English SL to liaise effectively with all intervention projects to ensure close collaboration between class teachers and intervention providers. • Reading and writing levels of all KS3 students to be carefully monitored with intervention put in place for students who fall behind. 	RS NJ SP John Bradley Jo Burdon HoF Eng/Hums	Jan '10 Apr '10 From Jan '10	NS funding	Students make progress in their reading	Eng levels and test results
4. Improve quality of literacy teaching by all staff in order to improve teaching to 'good' and make impact on student progress.	<ul style="list-style-type: none"> • Put in place programme of CPD at whole school, Faculty and individual teacher level which will improve teacher skills and student outcomes. • NS Modules on Supporting the Progress of Advanced Bilingual Learners including: <ol style="list-style-type: none"> 1. 2 S&L modules in Faculty meetings throughout the year 2. 3rd Feb whole staff – Reading as a Writer 3. 2nd Mar twilight INSET – Writing as a Reader • 12th February INSET day workshop on oracy and EAL modules for LSAs. • L&T Meeting focus from MTP to Literacy – esp planning for extended writing. • Thursday L&T INSET sessions Spring term '10 to include sessions on Literacy, Reading and Writing. • ASTs to renew focus on Literacy. • Use AST English from St Angela's to support literacy work across Faculties. • Use Staff Briefing to develop discussion on modelling writing, writing frames, key words, audience and purpose, inference and 	NJ HoFs Int Com, Eng/Hum, AEN. ASTs	Jan – June '10	LA Cnslt SPW staff NS Modules	Lesson observations show improvement in no. of lessons observed with good teaching including provision for students' literacy.	

	deduction, skimming and scanning.					
5. Use opportunities to improve student awareness and engagement with reading and literacy as a vital key to their academic and personal development	<ul style="list-style-type: none"> • Form tutors to plan use of form time to promote literacy and private reading. • Librarian to spend budget to link purchase of stock with KS4 revision to encourage use of library for private study. • Use Book Clubs to promote reading. • Plan assemblies to promote literacy and reading. • Link library use with rewards. • Use display across the school to improve understanding and awareness of literacy issues. • Access student views and ideas about books and reading to incorporate student voice in plans. • Audit student reading habits. 	<p>KSMs YTLs FTs</p> <p>Librarian</p> <p>School council</p>	From Jan '10			