

Literacy Strategy 2019-2021

At Auchenharvie Academy we recognise the importance of good literacy skills. We strive to develop these skills by explicitly teaching them in all subject areas and by giving pupils opportunities to practise these skills on a daily basis. We value good literacy skills because we know that poor literacy skills can hold pupils back at every stage of their life. As a child they will struggle at school, as a young adult they will be denied access to the job market, and as a parent they won't be able to support their own child's learning. This intergenerational cycle is one of the key factors in creating the attainment gap and in order to close it we must improve all pupils’ literacy – it really is the young person’s life chances we are trying to improve and the life chances of their children! Low levels of literacy lead to low self-esteem and lack of confidence in written work and reading which inhibits their ability to access the curriculum. Therefore, we all agree that improving literacy levels is a high priority for all.

Key priorities:

* Improving staff awareness and confidence in planning for, teaching and assessing literacy
* Developing a reading culture across the community
* Working with our partners at cluster level, across the authority and nationally.

Improving Staff Confidence in Literacy

The first priority will be met by the delivery of 3 half-day in-service sessions which will upskill staff in writing, reading and talking and listening. Each session will focus on one of the strands of literacy:

* Writing
* Reading
* Talking and Listening

Writing workshops will develop teachers’ knowledge and understanding of writing, including:

* Topic sentences
* Tiptop paragraphs
* Linkage

We will also moderate pupils’ work to come to a shared understanding of levels 2,3 and 4 in writing.

Reading workshop will develop the staff’s knowledge of:

* How pupils learn to read
* The challenges faced by those with low reading ages
* How to check teaching materials for reading age
* How to adapt teaching materials for different reading ages
* Strategies to improve reading in the classroom e.g. co-operative reading
* How to use context clues to build vocabulary

Talking and Listening workshop will develop the staff’s knowledge of:

* Tools for listening and talking – what makes a good listener
* Listening for awareness of audience and purpose – becoming a critical thinker
* Listening for information
* Talking for different purposes

Departments will then select an area from these strands of literacy to assess in BGE. FH will develop and share success criteria based on the literacy benchmarks to support staff in assessing pupils’ work. Literacy group will support delivery and assessment and final in-service will be moderating some examples of pupils’ work.

The aim of these days is to ensure a consistent approach to literacy across the school. This should help pupils to see literacy as a skill that they develop across the curriculum and not merely in the English department.

Developing a Reading Culture

Reading is beneficial to pupils in multifarious ways. Reading for just 20 minutes each day has been shown to:

* Reduce stress levels​​
* Improve your memory​​
* Improve your relationships ​
* Improve your self-confidence​​
* Improve your academic success​
* Boost your future earnings​​
* Develops your brain

Therefore, we believe that developing a love of reading will not only help our pupils with their learning, but also improve their social and emotional well being and it is therefore vital that we work tirelessly to achieve this.

In S1, all pupils will attend an assembly outlining the importance of regular reading. Pupils will be given a login for Accelerated Reader and a reading score identified. This will allow pupils to read books at the correct level (not too hard, not too easy). When finished a reading book, pupils will take a quiz to check their understanding. This quiz will help pupils see if the books they are reading are at the correct stage. FH literacy will monitor this both online and through a reading log held in pupils’ good work folders. Parents can access this through Accelerated Reader Home Connect. Logins are issued in term 1 of S1.

We will take part in the First Minister’s Reading Challenge (FMRC) and other reading initiatives such as National Book Week and World Book. We will create a ‘free library’ in the waiting area and staff room for staff, parents and visitors to take a book from when required.

Working with others

We understand that learning does not happen in a vacuum and that we can learn from and strengthen our skills and knowledge through working with others. Once we have developed a sound understanding of literacy in our own context, we will work with others to develop a shared understanding. This will involve both moderation across the cluster and sharing good practice with colleagues.

We will work closely with PT Transitions to foster even stronger links with our primary colleagues and support the continuation of pupils’ literacy skills as seamlessly as possible from primary to secondary.

We will also work with other secondary schools, again to moderate and share good practice of literacy with the English department and across the curriculum.

We will also work with schools and departments outwith North Ayrshire to ensure we have a range of input and are aware of and influencing sector-leading practice.

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| Driver | Actions | Resources | Impact | Evidence of impact | To be completed by  | Other comments |
| NIFRecognising the importance of early intervention in supporting young children'slearning journeys (Assessment of Children’s Progress). | Improve reading ages across the school | * Staff training
* Purchase of materials
* Time to cascade training
* Flexibility in timetable to support delivery
 | * Increase reading age of pupils
* Increase pupil confidence and self-esteem
* Improved qualifications leading to improved life chances
 | * STAR reader tests
* Pupil focus groups
* SSNA data
* SQA data
 | 2020 – 3 staff trained and delivered to approximately 30 pupils2021 – 6 staff trained including sfl staff and delivered to approximately 60 pupils  | Liaise with primary staff to support improving reading ages across the cluster.  |
| NIFImproving the pace and challenge for learners through consistency in the professional judgement of teachers. This should be supported by continuous staff development, including strengthening assessment and moderation, and sharing good pedagogical strategies (School Leadership, and Teacher Professionalism). | Improve staff’s confidence delivering and assess literacyImprove pupil literacy levels across the curriculum Support for learning staff to attain National 5 literacy where appropriate | * In-service day training led by literacy group
* Moderation led by English Dept
* 3 x 0.5 day in-service
 | * Staff feel more confident delivering and assessing literacy
* Pupils have a consistent approach to literacy across the school
 | * Follow up survey for staff to be compared to baseline survey
* Pupil voice activities eg forum groups, surveys
* SSNA data
* SQA data
 | 2019-20 In-service training to support listening and talking skills (MMcDade) Reading skills – context clues, word families, EEF Literacy across the Secondary. In-service to support writing skills (L.Kelman) |  |
| NIFStrengthening family engagement, to enable successful prevention and earlyintervention (Parental Engagement). | Developing a reading culture within the school | * Continue to celebrate World Book Day and National Book Week
* Promote and grow staff reading group
* Create a parent reading group – ‘book and a blether’
* Free libraries – free books in reception, staff room and PIP room
 | * Reading valued and good reading skills modelled to pupils
* Increased health and well being
* Increased attainment
 | * School walk rounds
* Staff attendance levels
* Engagement of parents measured through focus groups
 | Ongoing* Staff involved:M McDade
* S.Walker (school librarian)
* A Hopton (PT family learning)

All teaching and support staff |  |
|  Collaboration between teachers and practitioners across local authorities to develop skills to support professional learning, and drive innovation and improvement in learning and teaching (Professionalism). | Create local authority and across authority learning groups to moderate literacy plans and outcomes | * Time to visit other schools
 | * Ensures pupils have access to most effective and impactful learning strategies
* Ensures assessment is thorough and robust
 | * SSNA data
* SQA data
* Pupil voice activities
 | Ongoing2019/20 Develop link with Aran Academy as authority link2019/20 Establish link with other authority eg South Ayrshire2020/21 Develop link with other authority  |  |

References:

<https://education.gov.scot/improvement/documents/literacyenglishbenchmarks.pdf>

<https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf>

<https://readingagency.org.uk/about/impact/002-reading-facts-1/>

<https://www.readingchallenge.scot>