

SWANLEA SCHOOL

Every student is highly literate

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SWANLEA SCHOOL

VISION

- ❖ All students have highly effective literacy skills
- ❖ All teachers (and relevant support staff) are highly effective teachers of literacy
- ❖ All parents/carers are able to support their child's literacy development

BACKGROUND

- ❖ Reading ages for current Year 7 on entry - 44% of students entered Swanlea School with a reading age of below 10 years.
- ❖ Research suggest that that a student needs a reading age of about 13 years to fully access the KS3 curriculum.
- ❖ The more able at Swanlea were not making the progress they were capable of (Advanced Bilingual Learners)

KEY ISSUES 2010-11

Barriers

- ❖ Lacked a reading culture – staff and students at Swanlea School
- ❖ Teachers and relevant support staff were not all capable of teaching literacy explicitly
- ❖ Little work done with parents/carers on how to support their children with reading/literacy

FOCUS

Keep it simple

2010-11

- ❖ Appoint a Literacy Coordinator (not add it to a Head of English post)
- ❖ Look at good practice in other similar schools
- ❖ Develop literacy strategy
- ❖ Aim to become a school where reading is highly valued and is developed across all subjects
- ❖ Prioritise – not short term. Part of the SOP (1 year) but crucially part of the school's (and the Head's) vision and long term planning
- ❖ Allocate sufficient resources - time
- ❖ Talk to staff – **why** literacy is the key school improvement priority
- ❖ Keep talking – include parents/carer & governors

LITERACY POLICY 2011

- ❖ Develop reading skills in every subject
- ❖ A book on every table
- ❖ Speak and write in full sentences

2011-12

Priorities

- ❖ Training teaching staff
 - Culture change – reading should be delivered by all teachers – not just English & Humanities
 - Every teacher in every subject trained to explicitly teach reading
 - Promote reading and model good reading habits
- ❖ Support staff
 - Highly train a group of capable TAs to be literacy intervention tutors.
 - Pilot the literacy intervention programme with Year 7
- ❖ Parents/Carers
 - ESOL classes
 - Practical strategies to support their child's literacy particularly reading
 - Talking to parents/carers about the importance of reading
 - Celebrate reading success at every opportunity
- ❖ Ensure that the library becomes the “centre” of learning at Swanlea School

2012-13

- ❖ Keep talking to parents/carers, staff, governors and students about the importance of reading/literacy
- ❖ Remains a key whole-school priority
- ❖ Review and evaluate the literacy strategy – Literacy intervention programme Y7 & 8
- ❖ Continue to prioritise teacher CPL focussed on literacy
- ❖ Monitor and evaluate the impact of the literacy strategy
 - Tutor periods
 - Lessons
 - Library Usage
 - Students' reading ages
- ❖ OFSTED July 2013
 - “The school's provision for the teaching of literacy is outstanding.”

2013-14

- ❖ Keep talking to parents/carers, staff, governors and students about the importance of reading/literacy
- ❖ Remains a key whole-school priority but is further developed to include speaking and writing in full sentences – training on Socratic Talk (student discussion to explore deeper understanding of a particular topic/idea)
- ❖ Literacy intervention programme Y7, 8 & 9

2014-15

- ❖ Keep talking to parents/carers, staff, governors and students about the importance of reading/literacy
- ❖ Further development on literacy priorities
- ❖ Literacy intervention programme Y7, 8 , 9 & 10

2015-16 and beyond

❖ Literacy Curriculum

– Focus on extended writing in:

- Science
- Humanities
- English

❖ Whole school literacy development

– Focus on 5 (every term)

- E.g. paragraphs or verb/subject agreement

❖ Parents/Carers

– How can we ensure that all parents/carers are actively involved in developing their own and their child's literacy?

KEY LEARNING

- ❖ Prioritise - ensure that it remains the key whole school priority. Plan over a 3-5 year time period. Literacy is a long term development priority not a one-off.
- ❖ Ensure that all key stakeholders are on board – keep talking about the importance of literacy and the role of each group of stakeholders.
- ❖ Resources – ensure that sufficient resources underpin the literacy strategy, particularly time for teachers to develop and embed literacy skills in their classroom practice