

COMBERTON VILLAGE COLLEGE

Literacy Development Plan

Whole School Priorities:

To prioritise coherent staff development and support	1	To improve further our teaching to help pupils and students know more and remember more. <ul style="list-style-type: none"> - To integrate the use of technology, where beneficial - To use 'Walkthrus' as a focus for development
	2	To develop the 'whole young person' <ul style="list-style-type: none"> - To improve further our personal development curriculum and approaches to positive behaviour
	3	To develop our curriculum provision for SEND and extended disadvantaged pupils and students.
	4	To raise literacy levels for all pupils (subject specific and general).
	5	To raise attendance levels for all pupils and students.

What do we intend to do?	Timescales	Outline/Success Criteria
Embed / develop pastoral literacy programme (2, 4)	Provision in place by end of Autumn 1	<ul style="list-style-type: none"> •Y7 and 8: Focus on vocabulary through the teaching of 'root words' <ul style="list-style-type: none"> - To form part of weekly registration for Y7 and Y8 after half term. Further supported by addition to the staff and student bulletin - Y7 leaders to deliver. JaHi to meet with Hoy (DoJo) to confirm - End of term interform quizzes to test recall, create sense of fun and competition
	In place by start of 22/23 school year	<ul style="list-style-type: none"> •Y9: Practising literacy skills through reading, writing, oracy and critical thinking. Focus on diversity in literature, with a citizenship focus <ul style="list-style-type: none"> - Started from the outset of the school year - Introduced at first year group meeting. All resources shared with year group and on the shared drive
	During Autumn 2	<ul style="list-style-type: none"> •Y10: Year group completed scheme above in the last academic year. This year to capitalise through a range of non-fic reading designed by HoY (RPh) <ul style="list-style-type: none"> - Support HoY by providing structured resources for form tutors and students to ensure their reading is accountable and independent.

Develop subject specific literacy (1, 3, 4)	Autumn 1 22/23	<ul style="list-style-type: none"> •To provide staff with support for the teaching of key vocabulary <ul style="list-style-type: none"> - Deliver vocabulary training and chance for staff to share vocab lists and best practice for teaching vocab in whole staff training (18 Oct 22)
	Autumn 2 22/23	<ul style="list-style-type: none"> •Use above to map key words across school curricula to provide clear, comprehensive advice for staff and students for uploading to school website
	Spring 22/23	<ul style="list-style-type: none"> •Identify staff learning needs and provide targeted, efficacious training and support <ul style="list-style-type: none"> - Deliver training on reading for meaning and oracy in the classroom as part of January training day (each dept to be represented) - Survey undertaken for all depts to complete as a result identifying needs within dept to create training program
	Summer 1 22/23	<ul style="list-style-type: none"> •First sessions of specific staff literacy training to be delivered •Training session for all staff at post-Easter training day
Culture of reading, writing and oracy (1-4)	Autumn 1/Summer 2	<ul style="list-style-type: none"> •Transition reading project <ul style="list-style-type: none"> - Meet with library to evaluate efficacy of the Chris Edge book giveaway in Y6 and author visit in Y7 - If successful, apply for funding from NC to repeat for next cohort and build into Y7 pastoral and English curriculum
	Autumn	<ul style="list-style-type: none"> •Pastoral literacy as above (reading is also a part form time) •Resend signs for doors and place book recommendation cards into the box in the staff room
	Y7 Autumn 2 Y8&Y9 Spring onwards	<ul style="list-style-type: none"> •Reading challenge scheme at Y7 to be run again this year •Investigate extending reading scheme to Y8s and Y9
	Spring 1	<ul style="list-style-type: none"> •World Book Day 2022 to be whole school event <ul style="list-style-type: none"> - Departmental book 'treasure hunts' - Bake off in library judged by SLG - Possible dressing up
	Spring 2 (24/25/26 April)	<ul style="list-style-type: none"> •Post-world book day a focus on reading, writing and oracy – parents of disadvantaged pupils come into the library to celebrate Y8 pupils writing – success of event to be measured and possibly extended
	Autumn 2 onwards	<ul style="list-style-type: none"> •Various events to promote literacy scattered through the school year e.g. Guess the Shelfie competition

Targeted, specific intervention (1, 3, 4)	Autumn 2/Spring 1	<ul style="list-style-type: none"> •Use CATs and reading test data to identify Y7 students in need of literacy intervention •Similarly, use Autumn 1 data to identify students in Y8-10 (though funding and staff needs to be sourced (both currently scarce) •When tutors (NTP)/funding have been secured, oversee that this is in place
	Autumn 2	<ul style="list-style-type: none"> •Literacy training for staff delivering small group and one-to-one support <ul style="list-style-type: none"> - Make application to NP for catch up funding to pay TAs to attend - Gauge interest from Centre, KS3 and 4 support - Run training session after school
	Autumn 2 onwards	<ul style="list-style-type: none"> •Begin to create a database of literacy interventions across Key Stages that is comprehensive and records pupils' intervention history across their timeline •Research systems that could be used for this (G4S functionality etc.)
	Autumn 2 and ongoing	<ul style="list-style-type: none"> •Phonics – implement a program of phonics intervention for students identified as being unable to access the mainstream curricula because of poor literacy skills (to be delivered alongside other, proven intervention strategies)