



COMBERTON VILLAGE COLLEGE Literacy Development Plan

Whole School Priorities:

To prioritise coherent staff development and support	1	<p>To improve further all pupils' and pupils' behaviour and attitudes: To use 'WalkThrus' as a focus for improving relationships further. To improve consistency of delivery of personal development (pastoral) curriculum.</p> <ul style="list-style-type: none"> - To reduce variation in attendance across key pupil/pupil groups.
	2	<p>To ensure all pupils and pupils make the best possible progress: To improve further our outcomes for disadvantaged pupils and pupils and those with SEND. To develop further our effective use of IT, by ensuring all staff reach our basic IT competence. To improve pupils' and pupils' reading levels and oracy skills further.</p> <ul style="list-style-type: none"> - To challenge variation within and between subjects.

What do we intend to do?	Timescales	Outline/Success Criteria	Mid-Year Review	Staff Lead
Revise pastoral literacy program (1,2)	Autumn 2	<ul style="list-style-type: none"> •(Y7 to follow current program of word roots and origins) •Y8: Literacy leaders in KS4 and KS5 to encourage pupils to read for pleasure, groups in rotation in the library once weekly during form times (EN, MiSe) 		JaHi
	In place by start of Spring term	<ul style="list-style-type: none"> •Y9: A revised reading curriculum to be devised and implemented that the year team will be able to deliver (JaHi) 		
	In place by 2023.24	<p>KS4 and 5: In discussion with HoYs and K5 leadership, to identify ways in which reading for pleasure and literacy provision can be offered in pastoral time (JaHi)</p>		
Develop subject specific literacy (1, 2)	Across the school year	<ul style="list-style-type: none"> •To provide staff with support for the teaching of reading skills - Deliver reading training in whole school training time 		JaHi

		<ul style="list-style-type: none"> - Use Literacy Working Group to discuss curricula with HoDs/KS leads to improve further our literacy offer across the school 		
Culture of reading, writing and oracy (1-2)	Autumn 1/Summer 2	<ul style="list-style-type: none"> •Continue with transition reading project <ul style="list-style-type: none"> - Book giveaway in Y6 transition lessons and author visit in Y7 (HiSp) 		JaHi, VE, HiSp
	Autumn	<ul style="list-style-type: none"> •Pastoral literacy as above (reading is also a part form time) •Encourage staff to display door signs, submit reading recommendations to library and advertise their reading in their email footers 		JaHi
	In place by Spring	<ul style="list-style-type: none"> •Reading challenge scheme in Y7, 8 and 9 to be implemented and advertised (KaSt/IsRi, RoLa (KS3 Eng)) 		JaHi, VE
	Spring 1	<ul style="list-style-type: none"> •World Book Day 2023 to be whole school event <ul style="list-style-type: none"> - Departmental book 'treasure hunts' - Bake off in library judged by SLG 		JaHi, VE
	Autumn 2 onwards	<ul style="list-style-type: none"> •Sparx reader to be used to set KS3 English reading homeworks on a fortnightly basis. Class teachers to monitor to ensure accountable, independent reading 		RoLa
	Autumn onwards	<ul style="list-style-type: none"> •Creation of debating club to develop our pupils oracy skills 		OS, EN
	Across the school year	<ul style="list-style-type: none"> •A range of extra and super-curricular opportunities to be offered within the school day to encourage literacy skills across the ability spectrum, with specific events (such as Shakespeare workshop) targeted at SEND and disadvantaged students 		JaHi, VE, HiSp, Eng Dept.
Improved communication with, and support for, parents and carers (1-2)	Across the year	<ul style="list-style-type: none"> •Webinars and in-school events to be planned to engage parents with their child's literacy. •Initial events will focus on SEND and disadvantaged pupils with an eye to extending beyond dependent on uptake and success •Improvements to be made to the school website to ensure clarity of literacy information for parents 		JaHi, VE

		<ul style="list-style-type: none"> •A literacy roadmap to be created to explain literacy expectations (and provision across KS3 and 4) 		
Further develop the provision of targeted, specific intervention (1, 2)	Autumn 2/Spring 1	<ul style="list-style-type: none"> •Use KS2 data to identify Y7 pupils in need of literacy intervention •Immediate implementation of Reading Fluency Project 		VE, RoLa
	Autumn 2 onwards	<ul style="list-style-type: none"> •Transfer literacy interventions information from G4S to Bromcom •Oversee the implementation of the Literacy Intervention Handbook, revising where necessary •Quality assure the delivery of literacy-specific interventions through homogeneous pre- and post-testing 		VE (Eng only)
	Throughout year	<ul style="list-style-type: none"> •Phonics – MaGa in the centre to offer phonics provision as part of general literacy intervention for pupils identified by the SENDCO based on their KS2 and 3 data. VE to review the efficacy of this intervention to see if this is sufficient for our pupils’ needs or whether other alternative provision is necessary 		VE