

NWA Reading and Numeracy Implementation Plan

Problem:

- Only 38% of students are at or above their chronological reading ages;
- Average difference is -0.8
- Year 10 is -1.7
- Disadvantaged are further behind than their peers by one year
- LPA are -1.2 years behind
- HPA are -0.9 behind
- Numeracy levels

		IMPLEMENTATION		EVALUATION	
Focus – improve reading ages		Intervention Activities. How will it be done? Who?		What evidence indicates progress How and when will evidence be gathered?	Implementation Outcomes; Short, medium and long term
Develop a robust testing and tracking process	Jan/Feb 21 Jan 21 Nov and Jun Last week of term By Xmas each year	<ul style="list-style-type: none"> • Develop a Reading Intervention Team (Job description; Intervention area; resources) • Thinking Reading Probe 2 testing training – complete • Bi-annual testing of all KS3 students in English lessons • Termly testing of any students on an intervention programme • Second screening of red (+3 years behind) and pink (2-3 years behind) groups in years 7 and 10 		Regular Edukey reading comprehension testing Nov 21 complete	

NWA Reading and Numeracy Implementation Plan

	Constant review	<ul style="list-style-type: none"> Analyse data to inform intervention programmes 		
Develop a reading intervention programme for KS3	Nov	<ul style="list-style-type: none"> Organise ALL students into groups according to how far behind they are using Edukey tests bi-annually (red 3+, pink 2-3, yellow 1-2, green 0-1, blue 0-+): 		
	By Sept 21	<ul style="list-style-type: none"> Change LRC space into 'The Reading Room' for all small group interventions; redecorate; furnish; organise resources for reading 		
	July 21	<p><u>New Year 7:</u></p> <ul style="list-style-type: none"> New Home Learning Strategy using Bedrock Vocab and MathsWhizz- launch with parents at Transition Eve; provide log-in details in a booklet outlining the programme; 		
	Sept 1 21	<ul style="list-style-type: none"> Baseline testing en-masse in first week or during taster days in open IT areas for Edukey; MathsWhizz 		
	Sept – Oct 21 Oct 21	<ul style="list-style-type: none"> Second screen for 3+ behind (TW) Thinking Reading for 3+ years behind (TW) 		
	Sept 21	<ul style="list-style-type: none"> Corrective Reading for those 2-3 years behind (delivered by English teacher) instead of Drama and MFL? SM for timetabling 		
	March 21	<ul style="list-style-type: none"> Whole school initiatives/training re. vocabulary teaching and academic reading to target the rest 		
	March 21 April-June 21	<p><u>Current Year 7:</u></p> <ul style="list-style-type: none"> Data already gathered (Nov 20) 3+ years below (red) - Implement Thinking Reading from March 21; 		

NWA Reading and Numeracy Implementation Plan

	Sept 21	<ul style="list-style-type: none"> ➤ second screening of 41 red and 28 pink students March 21; Use IT collapsed space – do all together at once (first week back) ➤ Probe 2 testing of those left after second screening Apr –May 21; (TW) ➤ Intervention to take place May –July 21 – one to one 3 x a week 		
	Mar 21	<ul style="list-style-type: none"> ➤ 2-3 Years below (pink) – implement Corrective Reading Programme (28 students); ER to teach- take out of MFL + Music x 2 a week 		
	Sept 21	<ul style="list-style-type: none"> ➤ 1-2 years below (yellow) paired reading x 3 a week 30min (23 students) LB timetable 		
	Sept 21	<ul style="list-style-type: none"> • New home learning strategy with reading, vocab dictionary and MathsWhizz- Parent Evening in Sept to launch combined with Year 9; presentation and info guide for parents • En masse baseline testing for Edukey and MathsWhizz in first week Sept using IT space 		
	Sept 21	<p><u>Current Year 8 (Year 9) :</u></p> <ul style="list-style-type: none"> • New home learning strategy with reading and MathsWhizz- Parent Evening in Sept to launch; presentation and info guide for parents ; Provide reading ages to parents and advice sheet 		
	Sept 21	<ul style="list-style-type: none"> • Push the borrowing of books from library – 5 a year min; regular library visits during literacy lessons 		
	Jan 22	<ul style="list-style-type: none"> • Replenish physical stock of books • Corrective Reading (one group of lowest level readers 20ish) – take out of Hums? 		
	March 22	<p><u>Current Year 9 (Year 10) :</u></p> <ul style="list-style-type: none"> • Begin Thinking Reading for 3+ years behind 		
Develop a specific plan for Year 10	Dec 20	<ul style="list-style-type: none"> • Organise into groups according to how far behind they are 		
	Jan 21	<ul style="list-style-type: none"> • Re-screen all 2.5+ years behind (AP and JT From 11/1/20) 54 red; 12 pink = (66) • Direct contact with parents and students to discuss with script 		

NWA Reading and Numeracy Implementation Plan

	<p>Jan 21</p> <p>Feb 1st 21</p>	<ul style="list-style-type: none"> Probe 2 test all who remain 2.5+ behind after screen 2 from 20/1/21 during Lockdown via TEAMS) Training on TR intervention (From Feb 1st 21) <table border="1"> <thead> <tr> <th data-bbox="517 309 687 347"></th> <th data-bbox="687 309 799 347">No.</th> <th data-bbox="799 309 1688 347">Intervention</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 347 687 635">3+ years below (red)</td> <td data-bbox="687 347 799 635">56</td> <td data-bbox="799 347 1688 635"> -Thinking Reading x 3 30mins a week – set-up timetable; from Jan 21; (AP and JT) -Direct contact with parents to discuss; script provided (AP and JT) Jan 21 -Re-group in English from Mar 21 -Remove from Lit to focus on Lang; -use more accessible texts in English (CHO); - Use SM Resources ‘READERS’ (CHO) </td> </tr> <tr> <td data-bbox="517 635 687 1316">2-3 Years below (pink)</td> <td data-bbox="687 635 799 1316">23</td> <td data-bbox="799 635 1688 1316"> -Direct contact with parents to discuss -Re- grouping in English from March 21; -Remove from Lit to focus on Lang; -use more accessible texts in English (CHO); -SM Resources ‘READERS’ (CHO) -March to July – Use fortnightly Intervention lesson and whole class reading (30 min) to be supervised by option staff; IT space needed -In Sept timetable remove option (2x fortnight) into English (2x maths fortnight) and staff with English teachers with a focus on vocab and reading fluency/confidence – provide SOW including word and sentence level with regular mini relevant reading texts Tutor time programme 30 min 3 times a week; take out 3 groups – CMH (low reading ages?), MH (HPA maths), science teacher? Compulsory period 6? </td> </tr> </tbody> </table>		No.	Intervention	3+ years below (red)	56	-Thinking Reading x 3 30mins a week – set-up timetable; from Jan 21; (AP and JT) -Direct contact with parents to discuss; script provided (AP and JT) Jan 21 -Re-group in English from Mar 21 -Remove from Lit to focus on Lang; -use more accessible texts in English (CHO); - Use SM Resources ‘READERS’ (CHO)	2-3 Years below (pink)	23	-Direct contact with parents to discuss -Re- grouping in English from March 21; -Remove from Lit to focus on Lang; -use more accessible texts in English (CHO); -SM Resources ‘READERS’ (CHO) -March to July – Use fortnightly Intervention lesson and whole class reading (30 min) to be supervised by option staff; IT space needed -In Sept timetable remove option (2x fortnight) into English (2x maths fortnight) and staff with English teachers with a focus on vocab and reading fluency/confidence – provide SOW including word and sentence level with regular mini relevant reading texts Tutor time programme 30 min 3 times a week; take out 3 groups – CMH (low reading ages?), MH (HPA maths), science teacher? Compulsory period 6?		
	No.	Intervention											
3+ years below (red)	56	-Thinking Reading x 3 30mins a week – set-up timetable; from Jan 21; (AP and JT) -Direct contact with parents to discuss; script provided (AP and JT) Jan 21 -Re-group in English from Mar 21 -Remove from Lit to focus on Lang; -use more accessible texts in English (CHO); - Use SM Resources ‘READERS’ (CHO)											
2-3 Years below (pink)	23	-Direct contact with parents to discuss -Re- grouping in English from March 21; -Remove from Lit to focus on Lang; -use more accessible texts in English (CHO); -SM Resources ‘READERS’ (CHO) -March to July – Use fortnightly Intervention lesson and whole class reading (30 min) to be supervised by option staff; IT space needed -In Sept timetable remove option (2x fortnight) into English (2x maths fortnight) and staff with English teachers with a focus on vocab and reading fluency/confidence – provide SOW including word and sentence level with regular mini relevant reading texts Tutor time programme 30 min 3 times a week; take out 3 groups – CMH (low reading ages?), MH (HPA maths), science teacher? Compulsory period 6?											

NWA Reading and Numeracy Implementation Plan

		<table border="1"> <tr> <td>1-2 years below (yellow)</td> <td>35</td> <td>-Re- grouping in English from March 21; -Remove from option in March – provide Bedrock Vocab + to be supervised by option staff -In Sept timetable the option into English and staff with English teachers with a focus on vocab, reading fluency/confidence – provide SOW including word and sentence level with regular mini relevant reading texts</td> </tr> <tr> <td>0-1 years below (green)</td> <td>100</td> <td>-Training for all staff on: (initial focus for staff to use with Year 10) 1. vocabulary; (pixl unlock; morphology; etymology) 2. High Five; 3. 5-7 min reading every lesson (March 21 – May 21) -Letters to parents outlining strategies to use at home</td> </tr> </table>	1-2 years below (yellow)	35	-Re- grouping in English from March 21; -Remove from option in March – provide Bedrock Vocab + to be supervised by option staff -In Sept timetable the option into English and staff with English teachers with a focus on vocab, reading fluency/confidence – provide SOW including word and sentence level with regular mini relevant reading texts	0-1 years below (green)	100	-Training for all staff on: (initial focus for staff to use with Year 10) 1. vocabulary; (pixl unlock; morphology; etymology) 2. High Five; 3. 5-7 min reading every lesson (March 21 – May 21) -Letters to parents outlining strategies to use at home		
1-2 years below (yellow)	35	-Re- grouping in English from March 21; -Remove from option in March – provide Bedrock Vocab + to be supervised by option staff -In Sept timetable the option into English and staff with English teachers with a focus on vocab, reading fluency/confidence – provide SOW including word and sentence level with regular mini relevant reading texts								
0-1 years below (green)	100	-Training for all staff on: (initial focus for staff to use with Year 10) 1. vocabulary; (pixl unlock; morphology; etymology) 2. High Five; 3. 5-7 min reading every lesson (March 21 – May 21) -Letters to parents outlining strategies to use at home								
Develop a 'reading for pleasure' culture	Sept 2021	<p>See separate plan which includes:</p> <ul style="list-style-type: none"> • Deploying staff • Developing book borrowing through data analysis and pastoral push • Auditing and Replenishing stock • Re-distributing stock around school into hubs • Monitoring and incentivising • Reading groups 								
Develop staff expertise across the academy		<p>CPD: (see separate plan)</p> <ul style="list-style-type: none"> • Integral part of the whole academy curriculum development programme • Creating the culture – Provide Thinking Reading opening chapter for all to read • Training on reading difficulties; Why is it important? How does it feel etc.. • Provide practical strategies 'Academic Reading' – High Five • CL training – using Katharine Mortimer book; provide each CL with their chapter • Focus on Vocabulary – how to teach it everyday (Pixl Unlock; The Frayer model; morphology; etymology – why does this work?) • Exam paper activity; Map Tier 2 vocab in sow to ensure coverage 								

NWA Reading and Numeracy Implementation Plan

		<ul style="list-style-type: none"> • 5-7 minute texts • DARTS • Oracy • Sentences (TR) 		
Improve Students' Numeracy Ages				
Develop a robust testing and tracking process		<ul style="list-style-type: none"> • Use Maths Whizz; all KS3 students tested in first weeks of term and Edukey • Deploy EC to oversee testing <p>Work with MH to develop tracking process in maths – to identify key areas periodically</p>		
Develop a 'common language' for numeracy	Feb 21	<ul style="list-style-type: none"> • Work with MH and LW to establish the links; develop a common language to share • Publish a Policy Document • Training of staff via Curriculum Leads 		
Develop an intervention programme for struggling mathematicians				
Develop reading and numeracy through improved engagement in Homework	Sept 2021	<p>See separate homework strategy which includes:</p> <p>KS3 -</p> <ul style="list-style-type: none"> • Maths Whizz • Enrichment Activities <p>KS4</p> <ul style="list-style-type: none"> • Use of TEAMS Assignments to set and monitor regularly • differentiation • Exam question focus <p>Deployment of OB to monitor</p>		
Develop enrichment which promotes a love for maths				