

Evaluation Report on the Literacy Strategy – June 2019

ACTIONS

1. Four members of staff are trained to administer the WIAT 2 single word reading and spelling tests and YARC Single Word Reading Tests, used to baseline students and monitor progress. Reading and Spelling tests are carried out at least annually on every student. (Spelling tests were last completed April 2019 and Reading tests completed last term Nov 2018).
2. Pupils perceived to have specific literacy difficulties receive input from Literacy Department staff, using a combination of the Read Write Inc 1:1 Tutoring programme, Hickey Multi-sensory programme and the Turning Pages Literacy programme.
3. All secondary students have been assigned an adult Reading Partner, who listens to them read a chosen book for at least 10 minutes a week. (All have book bags and reading records).
4. All secondary students are assigned Literacy targets (every other term), which are printed on labels and stuck into the front cover of all subject area exercise books. Staff to refer to these explicitly in marking, across the curriculum.
5. 'High-five' visual prompts are displayed in all curriculum areas, either in students' books, on students' tables and/or on the walls, to promote high standards in written work (using 5 short reminders for self-checking work).
6. All students have an internet subscription to Literacy Planet (accessible from any PC/tablet). Specific tasks can be assigned by staff or students can complete activities at their own pace. This resource has also been used to set targeted work for students on fixed-term exclusions or those being tutored offsite. The annual Xmas Challenge again proved motivating, with students racing up the leader board for the chance to win small Amazon voucher prizes.
7. In the Spring Term, all students participated in the '200 million minutes challenge' through 'Achievement For All' and did a sponsored 10 minutes Silent Reading on World Book Day. The students collectively achieved over 12,000 minutes of reading during the 4 week period.
8. An extensive resource base for Literacy has been established, with a wide range of books and materials available to all staff, stored on the R:Drive and in the Literacy classroom and office.
9. The school library is well stocked with a range of modern and classic story books, non-fiction and topical reference books and these are made available to students to take home whenever they choose. Students are also encouraged to request specific books/authors, for purchase for the school library.
10. Students are encouraged to read for pleasure through regular reading initiatives, challenges and celebrations, such as World Book Day/Roald Dahl day.
11. Students have Handwriting booklets that they are encouraged to complete during AM and PM tutor periods.
12. Visual resources from RWI and others produced by the Literacy department are displayed throughout the school, to aid phonic decoding and written letter formation.
13. A colour-coded 'literacy based' marking scheme is used across the school to better highlight areas of written-weakness.
14. Literacy focused marking labels have been introduced to support marking across the curriculum and provide staff with a visually effective way to highlight Literacy errors/successes.

15. A weekly WOW word and EWOW (Extra/Extension WOW) - is set and displayed on the school timetable, rolling registers and around the school building, to be discussed by tutors/teaching staff, with the intention of furthering the students' vocabulary and spelling of key words. The WOW words link with topics covered in the SMSC programme, including national celebrations/calendar themes. The students' and staff members' learning of these words is tested using an enjoyable relay-race style challenge, usually in the final week of term.
16. All students receive regular (termly) Subject Key Word spelling lists, containing approximately 50 words, targeted at their individual ability, covering all current curriculum topics. These are also shared with the SALT professionals.
17. The Staff Book Pool continues to be popular, enabling staff to borrow/donate books and recommend to others, in the hope of promoting reading for pleasure across the whole school community.
18. All staff have been given their own copy of a pocket 'Guide to Literacy' and Staff Literacy sessions have commenced to support all adults in the school with their own understanding of SPaG rules/best practice. It is hoped this will improve staff confidence with unfamiliar terms and enable them to better support students with their work.

OUTCOMES

1. Pupils are becoming accustomed to the new routines - no child feels singled out as different because the whole school is involved.
2. Existing Literacy resources have been re-organised and made more widely available to use across the entire curriculum.
3. Reading has a higher profile throughout the school and students are proud to be improving readers.
4. Improving the students' Literacy has become the responsibility of all curriculum areas and members of staff, and is not restricted to one person/department.
5. Students are more aware of their own Literacy abilities and areas of weakness and are provided with clearer paths for progression. (Via 1:1, tasks set on Literacy Planet, Literacy Target stickers and spelling homework).
6. Staff are demonstrating enjoyment of reading, through active participation in the Staff book pool.
7. Staff are gaining greater confidence with their own literacy skills, better enabling them to support students with their work.

Test used to assess Single Word Reading -

Quantitative Data Analysis – YARC (York Assessment of Reading Comprehension – Single Word)

Test used to assess Single Word Spelling -

Quantitative Data Analysis – WIAT 2 (Single Word Spelling)

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