

Hartwell Primary School
Subject development Plan: Literacy 2021-2022

Priority: To enhance the attainment in reading, writing and oracy across school through rigorous Quality-First teaching methods.

Success criteria

- a) All class teachers utilise debating techniques as a means in which to extend children’s confidence and skill in language choice
- b) All class teachers ensure quality writing happens across the curriculum
- c) All year groups either reduce the number of children working below or raise those working above in writing
- d) All year groups either reduce the number of children working below or raise those working above in reading
- e) There is a consistent approach to the teaching of reading and the discussion of texts.

Lead role

SMcC has overall responsibility for implementing this priority.

Specific objective	Actions	Time frame	Resources Including time and cost	Monitoring and evaluation
<p>a) To embed metacognition strategies and thinking in Literacy.</p>	<p>Carry out staff training on metacognition that enables new staff to embed in but also existing staff to examine their practice and share ideas.</p> <p>Ensure all LSA staff are confident to deliver Inference Training effectively by delivering high quality training using KS. Ensure appropriate children are selected for IT sessions</p> <p>To explore other metacognitive strategies that could be used in literacy and spread practice.</p> <p>Inform parents of metacognition and its benefits in learning</p>	<p>Autumn/Spring term 2021/22</p>	<p>Staff meetings: lesson analysis, GR sessions LSA training sessions: 1:1 reading sessions, IT sessions, guided reading sessions.</p>	<p>SMc monitor IT sessions and the progress of children in these sessions through their AR scores.</p> <p>SMc monitor the inclusion of Debate Mate activities on LT maps. Monitor it in progress via lesson observations, photos or written evidence.</p> <p>Parent feedback forms. Pupil voice</p>

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<p>b) To further develop language development: the teaching of reading and oracy.</p>	<p>Language books are an integral part of daily sessions: Use in lessons, home role, homework opportunities.</p> <p>Devise a KS1 consistent approach as a preliminary for language books.</p> <p>Examine as a staff how we value and develop language:</p> <ul style="list-style-type: none"> • Through text use • Through quality daily talk • Through peer assessment opportunities • Through display • Through the celebration and positive ethos about language which is generated as norm in class <p>Danger words bookmarks are used <i>for those who would benefit from them.</i></p> <p>KS2 agree a method for checking spellings in class to ensure consistency.</p> <p>Update LT English maps to ensure genre coverage and that quality texts and varied are used throughout the year.</p>	<p>Autumn 2020/Spring term 2021</p>	<p>Training day: recap on reading strategies for the school</p> <p>Staff meetings: lesson analysis, GR sessions</p> <p>LSA training sessions: 1:1 reading sessions, IT sessions, guided reading sessions.</p>	<p>Monitor language book use- pupil voice</p> <p>Monitor use of language books: children survey on their use.</p> <p>Literacy lesson monitoring should examine:</p> <ul style="list-style-type: none"> • Language book use • Methods for checking spellings/defining new or unknown words • Use of danger word bookmarks • How language is valued and developed.

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	<p>Develop the use of word of the week across KS2 To develop debate opportunities and strategies to prepare for these.</p> <p>Use the Weldon resources to train all staff on the pedagogy of teaching reading, GE, IT and 1:1 sessions</p>			
<p>c) To ensure that writing is of a comparably high standard across the curriculum</p>	<p>Staff use a copy of literacy targets in topic books to align standards.</p> <p>Peer assessment strategies are used more frequently in topic lessons as in literacy.</p>	<p>All year</p>	<p>Time to monitor data</p>	<p>Literacy book monitoring will examine Literacy and other topics books alongside when evaluating the effectiveness of writing.</p>
<p>d) To reduce the number of children who attain below ARE in Years 4,5 and 6 in reading.</p>	<p>Identify children who would benefit from IT training and start them in small groups from September 2021.</p> <p>Identify children who need to use SO as a support to decoding texts</p> <p>1:1 reading sessions will target below ARE children weekly. They will:</p> <ul style="list-style-type: none"> • Build reading stamina via pre-reads • Develop vocab' 	<p>Half termly</p>	<p>3x IT groups weekly</p> <p>1:1 switch on sessions</p>	<p>Compare data at the start and the end of Inference Training to check its effectiveness.</p> <p>Monitor improvements in ORF for targeted children</p> <p>Gain pupil voice at the start at at critical points to gather information on their feelings towards learning</p>

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e)To enhance the use of the library.	<p>All FS and KS1 classes use the library weekly. Non-Fiction stocks to be updated against children’s requests. New Library Guardians to be recruited. Library club for those who want to read quietly will commence. Library Guardians role to be extended and staff to be made aware of how they can be used. Texts will be purchased to ensure a cultural diversity is reflected in terms of authors and subject matter.</p>	As and when needed	AR and own laptops	Monitor usage of the library.
f).		Half termly		Monitor work via Literacy book scrutiny and half termly meetings.
Total resources required:			Time: On spending plan	
			Cost: £on spending plan	
<p>Evaluation The senior staff and members of the governors’ curriculum committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.</p>				