

Park Avenue Girls' High School

Literacy Strategy 2016 - 2017

Aims:

- To encourage the development of Literacy skills within staff and students
- To iterate that the responsibility for Literacy development lies upon ALL teaching staff
- To help and guide staff on how to implement Literacy foci within their subject area

Literacy Development Details		Responsibility	Implementation	Review / Comments July 2017
Practise				
1. Literacy Marking Strategy	<ul style="list-style-type: none"> - To be used by staff as guidance for marking - Copies to be stuck inside exercise books and explained to students - Students to be given DIRT (Dedicated Improvement and Reflection Time) to complete targets 	All staff	Sep 16 – July 17	
2. Whole-School Literacy Scheme	<ul style="list-style-type: none"> - To develop a whole-school approach to literacy - Development of Whole-School Literacy focus each week so that staff can incorporate this in their lessons - Introduction of PAGHS Literacy Non-Negotiables... in all classrooms, in student planners and books 	All staff		
3. Follow up of Planning and Schemes – to ensure Literacy targets are being incorporated in planning	<ul style="list-style-type: none"> - Whole-school Literacy targets should be incorporated in long term (whole topic) and medium term plans 	All staff		
4. Follow up of Marking – Students to implement targets set (Green Pen Work) including Literacy targets	<ul style="list-style-type: none"> - Students should correct all their spelling and grammar mistakes in green pen - Should repeat correct spellings at least 3 times 	All Staff	Sep 16 – July 17	-

5. Literacy Lessons 1 hour a week for Y7, Y8 and Y9 students	<ul style="list-style-type: none"> - In addition to English Lessons - Lessons will focus purely on literacy skills - Differentiated groups and targets to include all abilities 	S.H	Sep 16 – July 17	-
6. Homework club – KS3	<ul style="list-style-type: none"> - Inclusion of a homework club after school one day a week to help support learning 	S.H	Sep 16 – July 17	-
7. Spelling Journals – KS3	<ul style="list-style-type: none"> - Students responsible for learning one or 2 sets of spellings each week - To be tested one lesson a week - Merits awarded for 10/10 marks 	S.H	Sep 16 – July 17	-
8. Reading Test	<ul style="list-style-type: none"> - Conducted at the start of the year to determine approximate reading age of students 	S.H	Sep 16	-
9. Paired reading – KS3	<ul style="list-style-type: none"> - Instigate a paired reading programme where stronger readers are paired with weaker readers - Paired reading record to be completed and kept up to date - Specific timetable – 6 weeks on 6 weeks off – including a test to gauge progress 	S.H	Sep 16 – July 17	-
10. Regular Library Visits – KS3	<ul style="list-style-type: none"> - Students to be taken to the City Library once every month - Students to keep a reading journal that is regularly monitored 	S.H	Sep 16 – July 17	-
11. Reading Follow up Activities	<ul style="list-style-type: none"> - Y7 and Y8 to complete Reading Rewards Programme - Y9 to create a collection of Book Reviews - Y10 – Y11 to complete a nightly reading journal 	S.H	Sep 16 – July 17	-
12. Development of a school library	<ul style="list-style-type: none"> - Collate books to compile a school library - Encourage students to bring in books that they do not want - Visit book sales at local Libraries 	S.H	Sep 16 – July 17	-