

## We aim to:

- Expose students to a wide range of texts to support reading and comprehension
- Embed the delivery of the 6 step approach to reading
- Deliver BEP reading programme to targeted students.
- Increase vocabulary with a key emphasis on tier 2 and tier 3 words
- Develop oratory skills to become effective speakers.
- Develop “good writing” across all subject areas

## Re-Engage Recovery Curriculum

The 5 R’s are an essential part of our literacy teaching. Our commitment to students will be to ensure that they have secure literacy skills and are re-connected with their learning and overcome any barriers with literacy. The delivery of literacy will be through whole class and targeted intervention. Our assessment and feedback to students will play a vital role in addressing where students will benefit from re-teaching of skills.

**Routines:** using the 6 step approach to reading, decode it now activities embedded within our EEE model will allow students to revisit and develop key skills to enable them to progress. A focus is to ensure that students are exposed to a wide variety of text types that are rigorous and vocabulary rich to support them in producing and understanding academic writing.

**Relationship:** We need to take the lead in supporting students to become confident readers and writers. Our relationships with the students will allow them to flourish when given oracy opportunities in a safe and supportive environment within our classrooms.

**Retrieval:** Opportunities for retrieval practice support our literacy strategy through the use and encouragement of Do it Now activities, reading strategies and modelling of writing. The use of questioning will support students in developing their oracy skills and being able to use their academic language within the lessons.

**Review:** Through the use of our feedback in lesson we will be able to highlight key literacy areas whether it be reading, writing and vocabulary as to where development and focus is needed. We will be able to identify key gaps in skills and incorporate these within our lessons.

**Re-teach:** The use of modelling is essential in the delivery of literacy, the “I write, we write and you write” method will allow students to re-connect with written responses by using specific techniques to rebuild their understanding of structures and stamina towards writing. The opportunities for reading and oracy will support this development and using feedback will allow for misconceptions and gaps to be addressed.

1. Outcomes		
	Desired outcomes (and how they will be measured)	Success criteria
A.	<p>Students to become strategic readers.</p> <p><u>Measured through</u>: assessment of reading ages, MTPS, work scrutiny to ensure there is a wide range of exposure to texts and equipping students with the strategies to read effectively.</p>	<ul style="list-style-type: none"> <li>• CPD sessions on reading strategies to be delivered to all staff to ensure understanding and effective implementation into lessons.</li> <li>• Reading strategies shared explicitly and use of the “jigsaw” to be shared with students in all lessons and teachers to actively plan for incorporating reading strategies into lessons.</li> <li>• Teachers to model reading strategies within lessons as part of EEE strategy.</li> <li>• Teachers to select appropriate texts to support reading and exposure of a wide variety of texts that is suited to student needs.</li> <li>• Teachers to be the “expert readers” to support student schema whilst students listen only. Through the second reading teachers should develop student understanding through predicting, summarising, clarifying and questioning.</li> <li>• Dual coding to be used to decipher key ideas in the texts.</li> <li>• Students encouraged to engage in 30 minutes reading a day (school/home)</li> <li>• Teachers to deliver sessions on reading strategies through their role as form tutors</li> <li>• Use of Knowledge Organisers to support reading to develop understanding of key ideas and concepts outside of the classroom</li> </ul>
B.	Whole School Reading Strategy (BEP)	<ul style="list-style-type: none"> <li>• 6 step approach to reading is embedded into planning and teaching by all staff demonstrating and modelling to students the key aspects of exploring vocabulary to support reading</li> </ul>

	<p><u>Measured through:</u> Quality assurance of assessments and moderation of work produced by 7A2Y, learning walks and book looks to assess the implementation of all staff approach</p>	<p>through the steps of: 1. review, 2. define, 3.practise, 4.context, 5. interact and 6.reinforce.</p> <ul style="list-style-type: none"> <li>• CPD sessions to support new staff on using the 6 step approach to reading.</li> <li>• Students in targeted reading programme (7A2Y and 8A2Y) to improve reading ages through carefully planned and explicit lessons to develop their reading ability which are delivered by specialist trained teacher in the programme.</li> <li>• Strategic approaches to reading should be highlighted on the MTPs and within lessons.</li> </ul>
<p><b>C.</b></p>	<p>Increase vocabulary with a key emphasis on tier 2 and tier 3 words</p> <p><u>Measured through:</u> Quality assurance of: learning walks at form time, work scrutiny and schemes of learnings. Tracking of home learning books and knowledge organisers.</p>	<ul style="list-style-type: none"> <li>• Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language through the use of the 6 step to reading</li> <li>• Students to be able to use subject specific terminology effectively in written work, orally and in home learning books based on a topic they have studied in class</li> <li>• Form tutors to deliver planned language for learning sessions to enhance student understanding.</li> <li>• All MTPS to have key tier 2 and 3 vocabulary highlighted for each term and should be used through decode activities in DIN.</li> <li>• Staff should use effective strategies when teaching vocabulary by decoding words, using dual coding, classroom talk and retrieval.</li> <li>• Development and QA of use of vocabulary through HOF CPD to support delivery of vocabulary within faculties and the classroom.</li> </ul>
<p><b>D.</b></p>	<p>Develop oratory skills to become effective speakers.</p> <p>Measured through: Quality assurance of learning walks during lessons and form time; schemes of learning; pupil voice</p>	<ul style="list-style-type: none"> <li>• CPD sessions to support new staff on how to effectively incorporate classroom strategies to improve the quality of classroom talk and develop pupil oracy</li> <li>• Teachers in every subject should provide explicit learning opportunities to incorporate effective and extended classroom talk, using scaffolding and relevant teaching moments</li> </ul>

		<ul style="list-style-type: none"> <li>• Form tutors to deliver sessions that focus predominantly on incorporating and developing classroom talk (e.g. engaging pupils in debates, presentations, role play, non-pen/paper tasks)</li> <li>• Students should be able to use everyday speech (tier 1 and 2) and subject specific terminology (tier 2 and 3) to answer open and closed questions, and engage in extended discussion and debate based on a topic they have studied in the classroom</li> <li>• All MTPS to signpost key opportunities for oracy-related activities</li> <li>• Staff to use tier 2 and 3 vocabulary within the lesson both in written and oral forms - teaching and practising articulate communication</li> <li>• Identifying opportunities within EEE model to promote oracy eg: Questioning and Modelling</li> </ul>
E.	<p>Develop “good writing” across all subject areas</p> <p>Measured through: Quality assurance of assessments and moderation of work produced, learning walks and book looks to assess the implementation of all staff approach</p>	<ul style="list-style-type: none"> <li>• Teachers in every subject should provide explicit learning opportunities to incorporate effective strategies to engage students in writing.</li> <li>• Teachers to model “good” writing through reading by annotating and highlighting language to allow students to parallel write.</li> <li>• Teachers to model “good” writing through writing by use of a visualiser to demonstrate the processes of constructing writing.</li> <li>• Teachers should implement key strategies to ensure that students review work looking for both successes and improvements to allow students to understand the process of reviewing work with “fresh eyes”.</li> <li>• CPD sessions to support staff on how to effectively incorporate classroom strategies to improve writing skills</li> <li>• Teachers to use model answers/comparative judgement as part of subject specific CPD.</li> </ul>

Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
All students to become strategic readers, fluent readers and have an enjoyment of reading.	<p>Students to be taught to become strategic readers through explicit teaching of reading and use of the “jigsaw” approach to assist student understanding</p> <p>Students to receive reading list of books suitable to their ability to read throughout the year to receive bronze, silver and gold points.</p>	<p>Students to become confident with reading which will assist their understanding and meaning of texts. The use of the strategies will support their metacognition when processing texts and having the skills to be able to do this.</p> <p>Students to develop a love of reading and be able to confidently discuss their book when reviewing.</p> <p>Students to be able to confidently share the texts they have studied and have opportunities to read as a group.</p>	Evidence of reading strategies in LTPS/MTPS, learning walks, CPD sessions.	L Norton G Aston	Analysis half termly
Explicit teaching of vocabulary	Students to receive first quality teaching through exposure to academic language. Use of Decode it now activities, dual coding, classroom talk and	Students to engage with exam command words , academic vocabulary and tier2 and 3 words using methods to assist them specifically when responding.	CPD delivery on explicit teaching of vocabulary Book looks and learning walks	L Norton L Lockley	Half termly

	retrieval practice to support teaching of vocabulary.	Through use of EEE questioning to engage students in exam questions to develop and extend writing in deliberate practice.			
Improving the quality of classroom talk and develop student oracy.	Students should be able to use everyday speech and subject specific terminology (tier 2 and 3) to answer open and closed questions and engage in extended discussion and debate.	Students to be able use tier 2 and 3 vocabulary both orally and written. Oracy to be shared through EEE questioning and opportunities to provide quality classroom talk.	CPD delivery on explicit teaching of oracy.	C. Campbell H. Shrigley	Half termly
Developing "good" writing skills	Students to be taught specific strategies to assist their understanding of effective writing in all subject areas. Students should be able to understand the processes of writing and reviewing writing.	Modelling and questioning to demonstrate the processes of writing: using sentence stems, reviewing and constructing. Link to EEE	CPD delivery on writing. QA of schemes of learning, work scrutiny and learning walks.	L Norton G Aston	Half Termly