

Strategy area	Specific strategy	Success Criteria	Rationale	Evaluation	Staff lead & review
Reading and writing skills	Literacy Leaders	Improved reading / spelling age scores from online literacy assessment. Selected students assessed at the start and end of the year.	In anticipation of 'gaps' in Year 7, the online assessment should highlight any areas that need to be addressed EEF indicates that one-to-one or small group tuition is more effective. Therefore, this intervention is to be delivered by trained Year 10 Literacy Leaders working with Year 7 students, practising comprehension, and writing skills.	Student voice and parental feedback	CVF (CH)
Reading	Reading Ambassadors	Promotion of reading across the school / in different subjects. Book Club, Readathons, World Book Day, Displays, LBOY	Student-led strategies have been shown to engage and motivate peers.	Discussion / work done with Reading Ambassadors and staff.	CVF
Reading	Reading for Betterment - ' <i>Caught Read-Handed</i> ' scheme	Students rewarded with CRH merits on SIMS. At the end of each term, merits will be counted, and students will be given the chance to select a prize from the 'vending machine' displayed outside the library.	Positive reinforcement of reading for pleasure in own time (break and lunchtime etc) <i>Students should read widely and often, with fluency and comprehension.</i>	Merits to be monitored by CVF and JOA	CVF

Reading	'Register and Read'	Reading modelled in form time and lively discussion of vocabulary/events	More confident readers are still exposed to a plethora of vocabulary, sentence structures and can formulate understanding whilst at the same time struggling readers make gains in vocabulary but also fluency and pronunciation. <i>(Beck, Giffin, Gibson, Didau, Quigley, Myatt)</i> <i>A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.</i>	Feedback gathered from form tutors and HOY	CVF (FTs)
Reading	Book Club	Students from all year groups regularly attend the fortnightly club organised and run by Year 9 Reading Ambassadors Staff from various departments to lead subject-specific sessions each half-term Students read widely and are exposed to fiction and non-fiction texts	Edmodo Book Club (lockdown) indicated that students are interested in finding out what others are reading Talking about reading is more likely to engage a wider group of students and promote a culture of reading in school Students are aware of how they can and why they should read subject-specific texts	Reading Ambassador feedback	CVF (JHE)
Writing (communication)	Word Spies	Integration of tier 2 vocabulary into written and spoken work	EEF states that purposeful discussion of language can enhance accuracy and	Student voice / staff feedback	CVF

		All students have an orange vocabulary book Selected students to be spies (PP, above and below target)	sophistication of talk and writing.		(Eng Dept)
Writing (vocabulary)	Word of the Week	Vocabulary displayed in form rooms / TV screen / bulletin	Cross-curricular exposure to variety of tier 2 vocabulary	Student voice / Work scrutiny	CVF
Writing	Literacy marking key	Students will use the key to correct their work using purple pens The marking key is used across all departments	Ensure literacy marking is consistent across the curriculum Students know why/how to amend their work in all subjects	Student voice / Work scrutiny	CVF
Recovery	Year 11 school-led tutoring (<i>English Language skills</i>)	Engagement and attendance at extra-curricular lessons Data will show improvement over the year	Year 11 students will work in small groups to address specific areas of need, e.g., extended writing skills, comprehension of texts, examination of language/methods. Data has shown that English Language attainment is below standard.	Student voice / staff feedback	CVF (HoL & CSR)
Supporting Parents of Year 7 students	Year 7 Parents' Information Evening: Literacy Workshop	Parents/carers are equipped to support their son/daughter	Parents/carers often ask staff for strategies to promote accuracy of written work	Parent/carer feedback	CVF

		Advice and strategies are implemented outside school	<i>(spelling, editing, proof-reading)</i> Parents/carers often request information regarding reading, specifically enjoyment and challenge <i>(how to read with your child, where they can find recommendations)</i>		
--	--	--	--	--	--