

Idea 48: Planning grid

	Literacy skills	Literacy activity for school audience	Literacy activity for other audience	External audience
WHOLE SCHOOL	Internal punctuation Spelling Handwriting Adverbs of logic	Ensuring students respond to improve their writing	Whole school commitment to marking for progress	Parents
ENGLISH	Understanding grammar terms	Teaching literacy leadership through Lit box scheme of work	A letter to Y6 describing the benefits of secondary school life.	Partner Primary School
	Using Blooms taxonomy to offer challenge and language for thinking	Analysis of fiction texts. Uploaded to VLE.	Writing descriptions of imagined time travel machines.	School creative writing website
	Improving spelling, connectives and internal punctuation	Designing teaching material for other students in the lesson and on VLE.	A letter to yourself to be opened in four months' time.	You - and if you feel ready, your family
MATHEMATICS	Reading for meaning	Teaching students to understand and write their own examination questions	How do you solve the origin of pi?	Tertiary Education Partner
SCIENCE	Using Blooms taxonomy to offer challenge and language for thinking	Introducing Blooms taxonomy language by teaching them to a peer or class	Describe a future space rocket using Blooms register.	NASA
HISTORY	Language for thinking	Use G9 higher order thinking phrases in writing	Write about a period of history in which you would most like to have lived.	Birmingham Art Gallery
GEOGRAPHY	Language for structure	Using writing frames to explain the value of rain	Ideas for improving the land on Archery Road corner.	Community Green Action group
MFL	Language for curiosity	Writing for purpose: spreading whole school signage	How do I get a job with the Brussels EU translation team?	EU translation team in Brussels, attached to the British Embassy
ART	Developing a wider vocabulary	Use word thesaurus to expand students writing vocabulary. Create a canteen word wall	Review of the most effective art in the renaissance art e-gallery.	Victoria and Albert Education Department
RE	Using Blooms taxonomy to offer challenge and language for thinking	Write in paragraphs explaining religious beliefs	A vision for the future. How should we recognize our differences?	UNESCO: Committee for the promotion of religious tolerance and understanding
PE	improving evaluative writing skills	Use Blooms taxonomy to teach evaluation	My description of the sports facilities we	Local Newspaper

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			<b>need in Middleton Cheney.</b>	
MUSIC	<b>Accurate punctuation</b>	Write sports reviews for the school newsletter	How do you cope with fame and adoration?	One Direction publicity team and agents
DRAMA	<b>Accurate punctuation</b>	Write reviews of recommended TV drama	This is my script for a ten minute dream about being who I am.	RSC education and Birthplace Trust Schools team
PHSE	<b>Writing open questions</b>	Curiosity project. Students write whole school curiosity questions	These are my values for me, my friends and my family.	Department for Education
Assemblies	<b>Paragraphing; internal punctuation; connectives</b>	6 literacy assemblies to all years groups		
Tutor times reinforced in subject teaching and weekly English spelling quizzes	<b>Core spelling accuracy</b>	Weekly teaching of seven spelling rules		

## Year 1

### Core

#### September

1. *Create a team of literacy teacher leaders. These will be your professional allies throughout the project. For the professional development of these volunteer colleagues, you may wish to offer additional INSET to remind and or refresh their awareness of the three core skills at the centre of your literacy project.*
2. *For example, a Tutor Team Year group. There are many advantages to this; amongst which are: they are cross curricular; they meet regularly in the same place; they meet frequently; they can test the effectiveness of strategies quickly.*
3. *We find that if we can't explain a strategy to a year group tutor team it's unlikely to be successful.*
  - 3.1. *There are two terms we use: 'micro-strategy' and '22/25'. The first refers to teaching ideas that can quickly lead to successful progress and the second to an acknowledgement that, for most staff, literacy is an 'add-on,' and we cannot ignore or dismiss this view. It must be built into whatever we offer. Most teachers teach twenty-two hours of a twenty-five hour lesson week.*
  - 3.2. *We use the phrase: 'assertive humility' that enables us to recommend ideas to the focus team. We are not ashamed of what we were offering. Quite the reverse. But we respect and honour the pressures colleagues have from a variety of legitimate directions. Letting colleagues know this, is more likely to secure their engagement.*
4. *Worktrawl your focus group, for example: Y11 boys at middle ability; the whole of Year 7; a vertical selection of three students' books from across the whole curriculum.*
5. *This depends on the high leverage focus you have chosen. Remember the principle of 'Occam's Razor': simplest is best. If we try to change all forms of literacy in each year groups in, say, six terms, we are unlikely to have effective outcomes.*
6. *By focusing on a high leverage student constituency and demonstrating by testimony and data, you are much more likely to have a 'ripple effect' into other curriculum and year group areas. Literacy plans that attempt to reach every student in every student group, we are setting an unreasonable goal.*
7. *If colleagues see little effective outcome, they are less likely to 'buy in' to the project.*
8. *So, we have to have chosen a constituency we can manage effectively and with whom we can demonstrate success.*

#### October

9. *Present the case for focused intervention to SMT. This should not be too difficult. In any school where standards are key, and that's most schools, literacy is recognized as central to the school's planning.*
10. *If it isn't: refer to PISA studies, UK Ofsted requirements, UK DfE priorities; exemplify the success of US KIPP approaches.*
11. *Keep the impetus alive by ensuring the professional development plan for the school, over six school terms, has literacy at its centre. Schools will usually plan their continuing professional development over a medium or long term.*
12. *Present the case for focused intervention to GB. Again, we find that most Governors are eager to see core skills improved to the highest standards, especially those Governors who have familial or business interests; and that accounts for the majority of members of a typical Governing Body.2e*

13. *Invite staff to help you with prioritizing high leverage literacy areas. This is best achieved through personal, informal contact.*
14. *As we say, raising the profile of a group of Year Team tutors, or the Learning Support Team or a single Subject Team are the most effective. You do not have invent meetings. Instead, you negotiate yourself into previously planned agendas.*
15. *Ensure that students with a reading age more than six months lower than their chronological age are offered daily reading classes to improve and fast track their progress. Schools will make an additional lesson available for this, in school time, before or after. You need at least 45 minutes a week and this should be accompanied by an invitation to parents to explain what will happen in the sessions.*
  - 15.1. *Most sessions are in three parts. The teachers models the reading. The teacher verbalizes how s/he overcomes a lack of confidence with specific letter clusters.*
  - 15.2. *Then the teacher reads with the student taking a sentence each or line each, again, verbalizing the process s/he goes through to manage difficulty.*
  - 15.3. *Finally, the student is rewarded with independent reading for, say, ten minutes. The teacher intervenes and corrects when the student is stuck. We do not want them to feel extended periods of discouragement. Sometimes this help is accompanied by an explanation of the word's structure, where else in a sentence it might be used and even its etymology and looking for words within the words, or breaking it into syllables.*

#### November

*Choose a focused year group/student profile; it is better to choose a high leverage, small scale group, for example: students stuck at level 4 in year 8; students about to take their GCSEs on the grade C/D borderline or A/A\* borderline. Choose a key standards priority for your school*

16. *Plan a series of writing interventions across the year for your focus group, for example: invite colleagues to nominate student literacy leaders from each class they teach; invite colleagues to give you one piece of writing that is an exemplar for helping students move across the D/C borderline; have the English team annotate the key features of each exemplar; re-present these exemplars to each Department; invite student literacy leaders to show the staff how they can present the exemplar materials; laminate these exemplars and/or present them on your website, VLE or intranet*

#### December

17. *Design your Literacy Box, focusing on no more than three skills that are important to the focus areas: e.g.: connectives, internal punctuation, paragraphing.*
18. *Design Literacy assemblies for use later in the project. These are discussed elsewhere in the book.*

#### January

*We find that three assemblies to each group, once a term helps build curiosity and a degrees of competence.*

19. *Have them co-delivered with students likely to be respected and listened to. You could have each one on your high leverage three key skills for that year.*

#### February

20. *Design a literacy leadership award.*

March

*Teacher the staff that building literacy skills requires, often, repetitive practice at learning, for example, seven core spelling rules such as:*

- 20.1.       ·       *The letter q is always followed by u in English words. (question, quite)*
  - 20.2.       ·       *English words do not end with the letter v. (gave, have)*
  - 20.3.       ·       *When a one-syllable word ends with a short vowel and a single consonant, double the final consonant before adding a suffix beginning with a vowel. (swim + -ing is swimming)  
In a two-syllable word, double the final consonant only if the word is accented on the last syllable. (begin + -ing is beginning but open + -ing is opening)*
  - 20.4.       ·       *When a word ends in silent e, drop the e before adding a suffix beginning with a vowel. (make + -ing is making) Keep the silent e before adding a suffix beginning with a consonant. (time + -ly is timely)*
  - 20.5.       ·       *When a word ends in a consonant and y, change the y to i before adding a suffix, unless the suffix begins with i. (happy + -ly is happily, but hurry + -ing is hurrying)  
When a word ends in a vowel and y, do not change the y to i. (play + -ed is played)*
  - 20.6.       ·       *Capitalize proper nouns.*
  - 20.7.       ·       *Write i before e except after c.*
21. *There is a virtue in intensive short sessions in tutor time, led by, for example, post-16 students who can explain each of these rules by demonstration, modeling and application. Have your Post 16 students each once a week for seven weeks, (roughly half a term) and then repeat in the second half of terms. Let your staff know (via weekly bulletin notices etc.) which rule is being taught to which year group. Invite colleagues to support this in their teaching that week.*