

IMPROVING OUTCOMES IN KS2 ENGLISH THROUGH DEVELOPMENT OF LITERACY ACROSS THE CURRICULUM

METHOD: HOW?

English department members to be Literacy Links for every department to enhance literacy across the curriculum. 'Marking for literacy' guidance sheets created for whole school use. CPD session delivered by the HOD to all staff on literacy skills and provision. Staff observation and implementation of a writing framework to develop reading for meaning in English. Comprehension tasks for English created with a strong literature focus. Non-fiction comprehension tasks created and GCSE style exam questions for specific Year 6 SOW.

FOCUS FOR SUPPORT:

The support provided was to improve outcomes in KS2 English through development of literacy across the curriculum. Through regular sessions with the Head of English, it was evident through a needs analysis that reading and writing skills needed to be more securely embedded into the wider curriculum to ensure a consistent focus on enhancing these skills.

QUOTES:

"The sessions give me that much needed time to reflect and develop department practice. It's quite empowering"

"Amy's support has been invaluable. She's solution focused and the sessions are positive and uplifting – led by our needs as a department - a great example of guidance and leadership."

SLE PROFILE:

Amy Lane -
SLE for English - Chiltern Learning Trust based at Denbigh High School.

Amy is experienced in KS3/KS4 English Language and English Literature and in developing provision for more and most able pupils. She has external work regarding marking and assessment and has facilitated training on outstanding teaching and learning. She has developed outstanding questioning and differentiation practices, written SOW and curriculum plans and has helped with the development of trainees and NQTs.

BACKGROUND OF SCHOOL:

Marston Vale Middle School is an RI 'Coasting School' with lower than national average KS2 SATs results.

PURPOSE

AIMS

RATIONALE

WHAT + WHY

We are currently exploring avenues for further development through the use of technology with the aim of creating a platform to launch the comprehension tasks online. This aim is to improve accessibility of the tasks, develop opportunities for homework and competitions, and also to create a shared 'hub' of literacy resources across the curriculum. We are also beginning to extend this work within another Trust school in lower year groups to lay the foundation of comprehension development earlier within a pupil's school experience.

NEXT STEPS:

It would be beneficial to develop similar comprehension tasks within other curriculum areas e.g. art, sports and languages to extend the subject content within the reading tasks and breadth of tasks to complete. This would also strengthen the whole-school ethos of literacy teaching. It was challenging to research and develop the resources for other subjects prior to the creation of the tasks as it requires a solid understanding of all subjects. It would be helpful moving forwards for further extracts to be sourced by the literacy link within each department who would have subject expertise and could select appropriate sources.

IMPACT / RESULTS:

Early indications show clear progress in the reading and writing skills of pupils in Year 6 based on their mock SATs results which are a real improvement on the previous year. Writing: 74% are predicted to achieve Expected Standard. Reading: 79% are predicted to achieve Expected Standard. Learning walks from SLT evidence that marking for literacy presentation labels are in all books across the curriculum ensuring consistent practice and resources for literacy support have been shared across the school. The learning walks also evidence that the application of SCITTLES has been successfully implemented within English and is now being developed within Humanities. The comprehension tasks and writing tasks are being launched in a year 6 'competition' and the impact of these will be evident in the reading outcomes.

EVALUATION:

Although this case study is in its early stages, we are confident pupils will make even more progress in writing, as verified by moderation activities and the curriculum in place. Furthermore, due to clear strategic plans and improvements in the teaching of reading, we are also confident in the 79% figure, and believe it may improve. The strengths of this are evident also through the clear development in the collaboration of English with other departments across the curriculum whereby both subject content and comprehension skills have been incorporated. Consistency of standards and expectations for marking and literacy has also increased through clearer shared values and greater departmental collaboration.

