



The Skills Hub Literacy Strategy 2021-22

Literacy Strategy

To support and improve the attainment of all students at The Skills Hub. Below are the expected standards such that those students achieve in line with their peers at school and nationally. Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance.

Key focus areas:

- Increase students attitudes and feelings towards reading widely and for pleasure
- Build excellence in classroom practice and across the curriculum in literacy
- Empower students in their learning of literacy
- Embed a whole school focus on literacy and raising attainment and accreditation
- Early identification of students/groups needing support and targeted intervention strategies

Focus Area	Action/ Strategies
Increase students attitudes and feelings towards reading widely and for pleasure	<ul style="list-style-type: none"> • Positive reinforcement and reward incentives program linked to accreditation and classwork • Curriculum trips linked to the study of literacy and real-life contexts
Build excellence in classroom practice and across the curriculum in literacy	<ul style="list-style-type: none"> • Effective differentiation teaching of literacy to meet specific learning needs of students • Timely interventions in the classroom by the teacher and LSA to support identified students with literacy • ICT to be used in the classroom when teaching literacy concepts linked to real-life and employability/ careers • Displays to reflect literacy in real-life and student accreditation success • Build partnerships with external schools to share good practice and resources • Develop resilience and reading skills through curriculum content/ planning and progression
Empower students in their learning of literacy	<ul style="list-style-type: none"> • All students to have levels of literacy appropriate to their reading age
Embed a whole school focus on literacy and raising attainment and accreditation	<ul style="list-style-type: none"> • Accreditation for KS3 students through Entry Level Qualifications eg. Step Up to English • Revision program put in place for KS4 students before Functional Skills Qualifications at specific exam windows throughout the year • CPD opportunities for staff to support whole school literacy strategy • Fortnightly literacy focus and featured across the curriculum • Weekly assembly covering topics and concepts taught in English • Staff to liaise with SENCO regarding strategies to support learning and achievement in literacy
Early identification of students/groups needing support	<ul style="list-style-type: none"> • Use baseline assessments to identify students below age-related expectation • Baseline assessments recorded on SIMS • Pupil premium (PP) and free school meal (FSM) students identified for targeted interventions • Targeted 1:1 and small group interventions for students identified on induction

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| | <ul style="list-style-type: none">• Blanket reading tests to be administered to all students in Autumn 1 to identify starting points after Covid and school disruptions• Targeted interventions delivered over 6 weeks and tracked by Literacy Intervention Lead |
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Proposed specific activities/strategies:

- Literacy display in communal area with a weekly puzzle
- Scrabble
- Newspapers for students to read in the morning during breakfast
- Tablets/iPads with news online
- School library
- Reading during assembly
- All staff to display what they are reading in each classroom and around the school
- Quotes from famous people displayed around the school to encourage reading
- Skills audit to identify staff strengths and support the delivery of activities