



Rationale

At St Matthew's we recognize that the ability to read well has a hugely positive impact on our students' life chances and their wider cultural appreciation of life. A strong reader has full access to the planned curriculum and research shows that the higher a student's reading age, the more likely they are to succeed in their studies. John 10:10 guides us to encourage all our school community to 'live life to the full', and in line with our curriculum intent statement we want our students to experience all facets of God's creation. We know that this will only be possible if a student is a capable reader.

Aims of the literacy action plan

Given the rationale above, our literacy action plan has two clear aims:

- To improve the reading ability of our students, with particular focus on those whose reading ability is below nationally recognized age expectations.
- To develop students' love of wider reading.

Strategic Priority/Action	Full Year SMART Targets	Impact measures
1. Effective implementation of Lexonik intervention programmes	Staff training completed for Lexonik programmes NGRT results analysed to identify students in need of intervention Intervention timetables organized and students start intervention Sep 2023 with initial focus on students with lowest SAS. Regular review of assessment data ensures students move up the intervention schedule as needed. As spaces	Lexonik baseline and end of step assessment data shows progress of learners following the intervention programme NGRT re-testing in June/July 2024 shows significant improvement in Standard Age Scores for students who followed intervention programme

<p>2. Develop form time guided reading programme</p>	<p>All form tutors trained on effective guided reading The St Matthew's 'Literary Canon' evaluated and new texts purchased All form groups to read 3 titles per year Quality Assurance each fortnight to check that effective guided reading is taking place, highlight strong practice and share Staff and student voice taken throughout the year to evaluate effectiveness</p>	<p>Form Time QA data to show all students accessing the Guided Reading programme QA data shows increased engagement from students Staff and student voice reports improved engagement with reading</p>
<p>3. Disciplinary literacy embedded in new KS3 curriculum</p>	<p>Each subject area to include disciplinary literacy in each Learning Focus of new KS3 curriculum. CPD programme and curriculum development programme regularly include sessions on disciplinary literacy to maintain momentum and share good practice</p>	<p>Quality Assurance (esp learning walks, work scrutiny) shows increasing focus on key words, subject-specific vocabulary, definitions and more opportunities for extended reading</p>
<p>4. Peer reading</p>	<p>Y10 students trained to read 1-1 or in small groups with younger readers who are below age-expected reading ability Trial programme to begin in Autumn Term, expanded if successful in Spring Term, leading to period of embedding in Summer Term.</p>	<p>NGRT data for students targeted for this intervention Student voice from both Y7 and Y10 students to measure perception</p>
<p>5. Effective Staff CPD around literacy</p>	<p>All staff can locate, understand and use reading data/scaled score data of students in lessons. All staff understand the literacy needs within their subject area. All staff understand how disciplinary literacy impacts all subject areas. Every department utilises every opportunity for reading in lesson using reading strategies delivered in CPD. Opportunities for reading aloud are built into the curriculum. Where appropriate LSAs support students with SEND or EAL to ensure they can participate in whole-class reading.</p>	<p>Quality Assurance (esp learning walks, work scrutiny) shows evidence of increasing confidence of staff in these areas Quality Assurance also shows increasing focus on literacy during lessons Staff voice reports increased confidence in the explicit teaching of literacy</p>
<p>6. Library development</p>	<p>Full audit of texts held in the library All out of date texts recycled New texts purchase: age-appropriate, ensuring focus on wider diversity and inclusion Before school, break and lunchtime clubs to be re-imagined to increase accessibility of the library to other students. Consider focus groups eg boys-only to encourage more students to access the library.</p>	<p>Borrowing statistics show increased library usage by end of academic year 2023-24</p>

	Trial 'mobile library' service at lunchtime to encourage reading outside of the library	
7. Increase the visibility of reading across the school	Reading is clearly visible across the school: reception area, digital signage, posters for competitions, classroom door signage, email signatures, World Book Day participation, competition leaderboards.	Harder to quantify with data, but student voice should reflect if this is being noticed and if this is having an impact
8. Parental communication	Parents/carers are aware of how to support their child with reading. Resources created to support reading at home. Parents spoken to at Achievement Evenings to outline the importance of reading. SAS/reading ages shared with home. Social media/Round Up updated regularly.	Parent Voice