Teddington School Literacy Strategy 2020

Context

Teddington School is good at delivering literacy opportunities within the curriculum. Examples of good practices can be seen through the keywords on the learning journeys, command word posters across the school, promotion of reading on display around the school building. The Teddington cohort has good literacy, on average:

Reading ages when tested in Year 7 for each cohort:
- 105 at 15+ in Year 11
- 78 at 15+ in year 10
- 90 at 15+ in year 9
- 74 at 15+ in year 8

Intent and Implementation
- For students' understanding of tier 3 vocabulary to be secure, both within and outside of lessons
- Students have developed a love of reading
- Students are experts in reading in specific areas. They have disciplinary literacy, and a good grasp of knowledge and vocabulary that are specific to curriculum areas

Term	Intent	Implementation
3	Develop tier 3 subject specific vocabulary by embedding the 'word of the week' into form time and lessons.	- Powerpoint to tutors for students to complete activities based on word of the week - Challenge to teachers to include word of the week in all lessons - Tweeting word of the week, displayed in atrium and ICT to include on website/desktops - Monitoring through LWs and tutor time drop ins
4	Develop student's love of reading	- 'Interest inventory' students to complete questionnaire about their interests to inform the kinds of books they would choose to read - Reader on every desk in KS3 – assembly to promote this - Selection of books in classrooms (mini class library) - Library tutor time session – liaise with Juliet Hartridge - Reading in tutor time – teachers to read also - Nominated lessons or part of lessons to DEAR - Once every half term students to write a 'tweet' no more than 140 words on their chosen book they have read. 'The Day' articles in tutor time/subject homework
5 & 6	Develop the use of disciplinary literacy amongst students	- Use of 'The Day' by departments for subject specific reading and comprehension - Use of keywords in LJs for each topic and the LJ activities. - Tier 3 vocab training with staff and importance of teaching these words explicitly - Lesson specific keywords on lesson power points - FAR marking – correcting SPaG, encouraging use of subject specific keywords in writing

Impact

- Developing a reading culture in school where students realise the value of reading and follow the lead of teachers who model this.
- Students to increase their subject specific vocabulary so they can access their subject curriculum and read subject specific articles/books which are directly linked to a subject.
- Students to see cross curricular links with vocabulary.