

# AN EXAMPLE OF A LITERACY ACTION PLAN

LITERACY ACTION PLAN (Literacy vision statement: That all students become readers)

GOAL: To raise student achievement levels in reading and develop their comprehension and critical thinking skills

	KEY TASKS	RESPONSIBILITIES	TARGET DATES	RESOURCES	PREDICTED OUTCOME
EFFECTIVE TEACHING AND LEARNING	Organise and run workshops on: <ul style="list-style-type: none"> <li>• how to take Running Records, including reasons for taking them, familiarity with the conventions, and methods for taking them</li> <li>• how to analyse Running Records, interpret comprehension, and use this information to set “next learning steps”</li> <li>• how to group in reading from this information</li> <li>• planning and assessment in reading.</li> </ul>	Literacy leader	By 28/2/02  By 10/4/02  By 10/4/02 By 10/4/02	Reading recovery teacher; “Using Running Records” kit; Probe reading assessment tool	That all staff demonstrate confidence in taking and analysing Running Records and using them to set “next steps”, i.e., planning, assessing and grouping students
	Teachers to take Running Records with all their students over a six week period, analyse the data, and demonstrate how they are addressing identified needs in their planning and assessment records. They are to particularly note students whose comprehension of text is significantly lower than their decoding skills.	Principal and literacy leader to monitor this	By 10/5/02		That all staff are able to show how they address students’ identified reading needs in their planning and assessment
	Analyse school-wide baseline achievement information, indicating strengths and challenges in oral reading, comprehension, and critical thinking.	Principal and literacy leader	By 30/5/02		That baseline school-wide achievement reading data is analysed to indicate strengths and challenges at all levels
	Teachers to be given opportunities to discuss their work on analysing Running Records at whole staff and syndicate levels and with buddy teacher.	Principal	Ongoing	Release time for staff as appropriate	That staff feel that they have discussed their work on analysing Running Records thoroughly
	Teachers required to select small number of underachieving students in their classroom who have low comprehension skills. Their progress will be carefully monitored over time by teachers.		Ongoing		That targeted or underachieving students be identified

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	Organise and run workshops on: <ul style="list-style-type: none"> <li>what constitutes sound guided reading lessons</li> <li>how to promote comprehension strategies and critical thinking skills to students through these lessons, including exploration of recall and inferential and analytical questioning in reading</li> <li>reading strategies for underachieving readers.</li> </ul>	Literacy leader	By 30/6/02	Literacy adviser or consultant; <i>The Learner as a Reader</i> ; EP module on <i>Meeting the Needs of Underachieving Readers and Writers</i> .	That all staff understand what constitutes sound guided reading lessons, some effective strategies for underachieving readers, and how to promote deep critical thinking to students through reading
	Teachers to undertake classroom initiative and set a development goal for themselves promoting comprehension strategies and critical thinking skills among students, "practise" this goal over time, and receive feedback on it through a series of peer observations.	Principal and literacy leader	By 1/7/02 – 30/11/02	Release time for staff as appropriate	That all staff set a classroom initiative goal for themselves, work on it independently, receive and reflect on feedback, and alter practice as appropriate
	Teachers to be given opportunities to discuss their work at whole staff and syndicate levels and with buddy teacher	Principal and literacy leader to monitor	By 1/7/02 – 30/11/02	Release time for staff as appropriate	That all staff be given the opportunity to work on self-selected aspects of their literacy teaching and discuss this work with others
	Running Records and comprehension assessment taken for all students at end of year so that school-wide achievement data and progress made over time can be analysed. This will include Running Records of all targeted students.	Principal; literacy leader; teachers	By 30/11/02	Literacy adviser or consultant	That all school-wide achievement data is collected and analysed so as to indicate strengths and challenges and progress made over time, particularly of targeted students
SCHOOL-WIDE LITERACY POLICY AND PRACTICE	Establish a peer tutoring scheme in reading across the school. This must include some discussion about what is being read (reciprocal reading strategies).	Literacy leader	By 30/8/02	Reading recovery teacher (to train staff)	That a peer reading scheme is running effectively across the school, and that students are able to use some reciprocal reading strategies
	New initiatives in teaching reading be decided upon as a result of school-wide analysis and teacher observations, e.g., upgrade of school library.	Principal; literacy leader; teachers	By end of school year		That new targets and initiatives for teaching of reading be decided upon for 2003
HOME-SCHOOL PARTNERSHIPS	Organise a parent curriculum evening on "how to engage your children in conversation about their reading".	Literacy leader	By 30/8/02	Literacy adviser or consultant	That parents be given a set of practical ideas on how to promote discussion and higher order thinking through reading at home