



Literacy and Challenge

Task Force



Overall challenge

- Greater in primary Year 6 than secondary Year 7
- Poor expectations of children entering Year 7 leads to wasted time
- Spoken word focus in secondary leads to greater challenge as children move through into KS4.
- Profile of writing could be higher in primary settings



Transition

- Increased transition visits for secondary teachers prior to end of KS2 to gain understanding of expectations and ability.
- Collaborative planning (P and S) of series of lessons to be delivered to KS2 post SATs. This to produce piece of work to be shared with Year 7 teacher.
- Joint writing moderation to be carried out to ensure consistent leveling.
- Development of borough wide literature spine to reduce repetition of texts.
- Possible sharing of Mastery Skills leveling used in St G to gain consistency of assessment.



Increase challenge in KS2

- Introduction of star writer program to inspire, motivate and raise profile of writing.
- Sharing of quality writing across phases
- Celebration of writing to develop a strong writing culture
- Development of spoken word program
- Collaboration and cooperation across all settings
- My turn, our turn, your turn methodology to promote interdependence



Increase challenge KS3

- Sharing of quality writing across phases
- Collaboration and cooperation across all settings
- Work samples from primary to move with children to demonstrate ability
- Increased transition visits for all Year 7 teachers to primary setting
- Joint moderation
- Consistent approach to delivery and method across classes to prevent disengagement.



Task Force members

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