



Whole School Literacy

Whole-school literacy is easier said than done. The requirements for spelling, grammar, reading, writing, thinking, talking and listening can be different in different subjects. This training will bring together subject teams and support them to identify the areas of literacy which should be consistent across the whole school and which areas are most relevant to improving standards in their specific subject area.

There will be a focus on Meta-cognition and self-regulation approaches (sometimes known as learning to learn approaches) which aim to help learners think about their own learning more explicitly. These approaches have consistently high levels of impact, with pupils making an average of eight months additional progress (EEF). This course will explore strategies to get all pupils thinking and taking more responsibility for their own learning.

Oracy is another key element in developing resilient and independent learners. However, research has shown that some pupils, especially the most disadvantaged, speak only a few words each day at school. No wonder then, that they struggle to read and write, or to develop the vocabulary needed to succeed. The training session will also explore practical ways to get your students thinking and talking so that their learning is deeper and the outcomes are better.

Mark will share resources and experience of leading this area in a Secondary school and will offer subject knowledge, advice and guidance as to how to achieve whole-school literacy with impact.

Consultant: Mark MacCaughan

[To book or find out more – Contact Us](#)

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“A thought-provoking day with a lot of time spent clarifying our current situation and how to see a clear way forward”.

Plymouth Secondary School

