



Glenmoor Academy

Glenmoor & Winton Academies

High Achievement – High Standards

Part of United Learning

Literacy Policy

2019

The Academy seeks to develop an effective literacy skillset among students of all year groups, which includes speaking, listening, reading and writing. We recognise that these skills are fundamental to students' motivation, self-esteem, engagement and behaviour both within the classroom and beyond.

The curriculum at Glenmoor Academy has been developed alongside the core aims of the literacy framework, which includes:

- Embedding literacy across the curriculum
- Promoting engagement with reading in line with reading age data
- Providing access to a wide-range of texts in order to increase exposure
- Ensuring grammar, spelling and handwriting are supported in all subject areas
- Rigorous focus on subject specific key terminology across all subject areas
- Ensuring high standards of presentation in all subject areas

Measuring Impact

Below is a summary of the ways in which the impact of whole-school literacy is measured:

- Annual NGRT assessments for students in Key Stage Three in order to track and monitor reading ages. These are shared both internally and with parents and students through academic reports.
- Corrective Reading is a measured intervention strategy in which initial reading ages are compared against outcomes (for students with reading age below seven years).
- Sound Training for Reading is a measured intervention strategy in which initial reading ages are compared against outcomes (for students with below expected reading age).
- Regular assessment and feedback scrutinies are calendared with an explicit focus on literacy overseen by literacy lead each half-term.
- Inclusion of literacy focus with subject specific feedback and assessment policies.

Intervention and Strategies:

- Implementation of 100 Classics across years 7-9 to ensure rigorous exposure and engagement with credible texts via tutor-time framework.
- Bespoke reading lists shared with parents and students that are relevant to student reading ages.
- Corrective Reading delivery for students with reading ages below seven years delivered by subject specialists.
- Literacy tutor groups in years 7-10 for students that enter the Academy with below average standardised score. Movement from these groups is fluid and in relation to ROA outcomes.
- Tailored ROA literacy revision sessions in preparation for ROAs.
- Delivery of Step-Up Literacy tutor group for students that achieve below Age-Related Expectations at ROA points.

- Implementation of external Aim2Write provision for PP students with below Age Related literacy levels. Focus is on core writing skills in English and the transfer of these across subject areas.
- Whole-school CPD focus on extended writing in line with Rosenshine Principles.
- Whole-school CPD focus on literacy and presentation including optional upskilling sessions for staff delivered by literacy lead.
- Inclusion of SPAG marks across all curriculum areas in Summer 2019 ROAs. In turn, students will receive a Literacy Rank and consequent interventions will be in place for 2019-2020.
- Whole-class feedback to embed literacy marking and review across all subject areas.
- Knowledge Organisers embed subject specific terminology.
- Catch-Up Funding used for literacy support and interventions for Year 7 students where appropriate.
- KS3/4 Raising Standards agenda with specific focus on literacy progress and outcomes. This includes collaborative review with KS3 Lead, CTLs and HOY – actions include: targeted Pop-Up SLT Parents’ Evenings, review of tutor time provision, communication and support resources for parents, bespoke intervention packages for students.
- EAL support for students in relation to literacy delivered by EAL specialist.

Completed by:	Charly Barrett (Assistant Principal)
Ratified by Governors:	June 2019
Policy review:	July 2020