Glenmoor & Winton Academies
High Achievement – High Standards
Part of United Learning

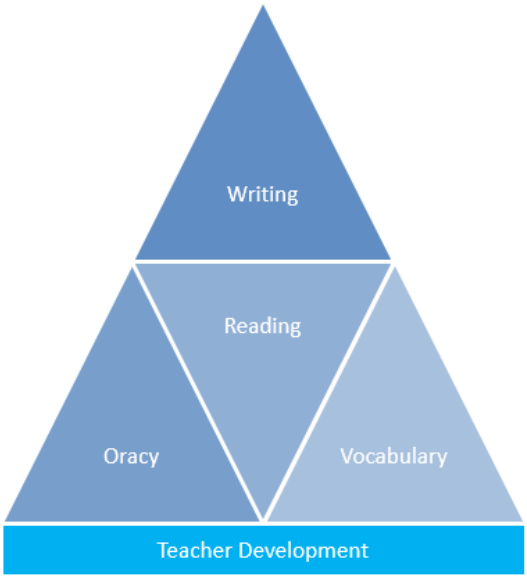
Literacy Policy

Introduction:

At GW, we recognise that for pupils to lead joyful, fulfilled lives and access a wide range of future opportunities, they must be highly literate. Literacy is fundamental to educational success and underpins pupils' ability to access the full curriculum and participate meaningfully in society. As the Department for Education emphasises, proficiency in reading, writing and spoken language is essential, as pupils who struggle with literacy are likely to face challenges across all areas of learning.

We take a broad and ambitious view of literacy. It extends beyond the basic ability to read and write to encompass the knowledge, skills, vocabulary and disposition pupils need to engage critically with the world around them. We also recognise that literacy is both general and subject-specific. Being literate in one discipline is not the same as being literate in another. Therefore, we do not adopt a 'one size fits all' approach. Instead, in line with the Education Endowment Foundation's research, we promote a disciplinary literacy model, where each subject explicitly teaches pupils how to read, write, speak and think within its domain.

Literacy is not treated as a standalone initiative but as a core, whole-school priority that is embedded within the wider Teaching and Learning aims, inputs and direction. We recognise that improving literacy is a complex, multi-faceted challenge requiring coherent curriculum design, high-quality teaching, targeted intervention and consistent, cross-curricular collaboration. Literacy at GW therefore covers:



Aim: To ensure all students have the communication skills needed to experience academic success and confidently and critically navigate and contribute to the world around them.

Objectives:

- Embed literacy across the curriculum
- Promote engagement with reading in line with reading age data
- Provide engagement with a wide range of texts to increase exposure
- Ensure grammar, spelling and handwriting are supported in all subject areas
- Develop the use of subject specific key terminology and other features of disciplinary literacy across all subject areas

- Increase oracy opportunities as part of personal development and education with character
- Develop extended writing skills across the curriculum

There are several GW Classroom Principles, a set of aspirational principles to guide our teaching practice at the academies, dedicated to the development of student literacy:

- Subject curriculums evidence high-quality resources and reading materials for students
- Well-structured talk occurs between students
- Evidence-based reading strategies support students to access subject knowledge and key vocabulary
- Oracy is planned for and used to secure confidence in content and build ideas for writing

Roles and Responsibilities:

Curriculum Team Leaders - responsible for disciplinary literacy, key subject terminology and appropriate SPaG marking

Tutor Time Reading Co-ordinator - responsible for the tutor reading programme, including selecting texts and tutor training to enable effective delivery

Tutors - read set texts with their tutor groups during morning tutor time

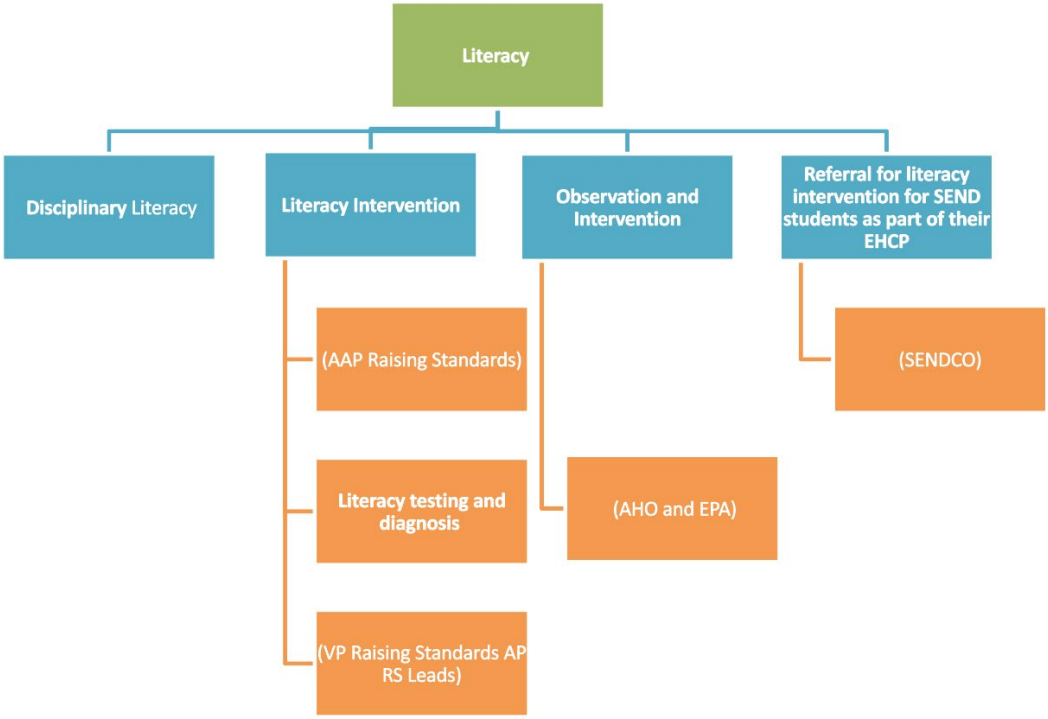
Heads of Year – monitor and support the tutor time reading programme

Librarian - promote the love of reading through: advertising and promoting new books, World Book Day, encouraging use of the library as a resource for fictional and non-fictional books

AP Teaching and Learning and AP Professional Development – to design and deliver staff training to continually drive literacy practice and to promote high-quality disciplinary literacy through teacher briefings, reference to research and the GW Principles

Literacy intervention lead and AP Raising Standards – responsible for targeted intervention to support the students with the lowest literacy levels including NGRT testing and tracking the success of interventions

SENDCO - responsible for specialist targeted intervention for SEND students as appropriate to their needs



Student literacy is captured and developed for all students through:

Teaching and Learning

At the core, we understand that the best way to promote literacy for students is through high quality teaching. The Teaching and Learning priorities are often directly related to literacy. For example, there is a long-term focus on the development of student reading, oracy and extended writing in the current Quality of Education plan that spans over 3 years. Regular briefings (T&L and Deliberate Practice), where all staff participate, are focused on these priorities.

The T&L input on literacy is well-researched and acts on the best available evidence to support this facet of students' academic and social outcomes. It covers elements of literacy such as reading to learn, tier 2 and 3 vocabulary, SPaG marking and use of seating plans, making it relevant to all subject curriculums and allowing for maximum impact for students.

Tutor Time Reading

Each Key Stage 3 tutor group read a novel or short story together with their tutor. The tutor provides exemplary reading and questions for understanding and thought. The aim is for students to experience the enjoyment and challenge of reading a whole text. We have a dedicated Tutor Time Reading Coordinator to monitor and develop staff with their delivery of the reading programme.

Assessment

Literacy levels are measured in two ways to inform student groupings and allocations of interventions:

- Annual NGRT (New Group Reading Test) assessments for students in Key Stage 3 to track and monitor reading ages. These are shared both internally and with parents and students through academic reports.
- English ROA assessments
- Lesson observations, to identify whether the student's level of literacy allows them to successfully access their lessons.

Some students' literacy may also be developed through:

Reading Tutor Group:

Some students who are identified as having reading ages below the expected level will be placed in the reading tutor group programme. Within this tutor group students will work on their ability to read and comprehend texts relevant to their ability. Specialised staff follow a structured programme using specially selected texts to support weaker readers.

Intervention:

When additional 1:1 or small group intervention is needed, we can provide the following, monitored by the Literacy Catch Up Lead.

- Reading tutor groups in years 7-9.
- Lexonic programme: This is delivered in two phases with LEAP and ADVANCED. Sessions are delivered by a full-time literacy intervention tutor.
- Fluency and Comprehension sessions delivered by the literacy intervention tutor.
- Peer reading programme.

Monitoring, Evaluation and Review:

Senior leaders monitor literacy through:

- Learning walks and feed back to the Assistant Principal (Teaching and Learning) so that areas for staff development can be identified and staff development can be put in place.
- CTL learning walks to ensure that disciplinary literacy is being delivered effectively
- Frequent review of professional development opportunities within departments
- Line Management meetings
- Curriculum Reviews
- Curriculum Book Reviews
- Analysis of summative and formative data from assessments and formal testing of literacy
- Intervention outcomes for students

Completed by:	Sally Dean
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