

Policy Title	Literacy Policy NA	Version No	Feb 2022
Rationale	<p><u>Introduction</u></p> <p>All teachers are teachers of literacy, and all staff have a role in promoting high standards of literacy across the curriculum.</p> <p>We recognise that:</p> <ul style="list-style-type: none"> • Students must learn to read before they can read to learn; • Literacy skills are fundamental in allowing students to access their own culture • Students need vocabulary, expression and organisational skills to cope with the cognitive demands of subjects; • Writing helps students to sustain and order thought; • Improving literacy can have a positive impact on improving students’ self-esteem, motivation, independence, and behaviour. 		
Policy Statement	<p>Our Literacy vision at Newcastle Academy</p> <p>United Endeavour Trust is committed to raising the standards of literacy of all its students. One of the key drivers at Newcastle Academy is to develop the students’ Quality First Communication Skills in all areas of the curriculum enabling students to cope confidently with the demands of further education, employment and adult life. We believe that literacy at Newcastle Academy should be applied simply, actively, and consistently thus ensuring effective communication of the curriculum. All teachers have a responsibility to develop students’ competence in reading, writing, speaking and listening in their own subjects and to ensure that students become competent users of language, and can access the curriculum effectively through Quality First Teaching methods.</p> <p>At Newcastle Academy we firmly believe that Quality First Communication is an essential skill to enable students to read and write as experts in every subject across the curriculum. These skills are vital to make sense of the world around us. We recognise that improving literacy can have an impact on students’ self-esteem, motivation, behaviour and attainment.</p> <p>We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. It has been shown to improve health and wellbeing, as well as improving compassion and empathy for others. Our aim is to develop each student’s potential to the point where they are reading at, or above, their chronological age. Baseline data will inform us of individual intervention need.</p> <ul style="list-style-type: none"> ○ All lessons in all subjects will promote the development of Quality First Communication skills. ○ Gains in literacy are dependent on consistent delivery across the curriculum ○ Staff will model the same high standards of Quality First Communication that we expect from our students. ○ Students will be interested in books and read for pleasure, and the school will be a ‘community of readers’. ○ Students will have access to frequent Literacy events to promote reading ○ Students will be monitored and regularly assessed for their progress in reading ○ Students will write accurately, fluently and with confidence, and they will develop their powers of imagination. ○ Students will be able to talk confidently and appropriately in a range of situations. <p>Our commitments in the key areas of Reading, Writing and Oracy are outlined below:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> ➤ There are regular opportunities to read aloud in class, with teachers modelling expert reading. ➤ Teachers promote ‘active’ reading strategies and make clear to students the <u>type</u> of reading required for any given reading task. E.g. skimming / scanning / close reading / reading for meaning / inferring, and promote the skills required. ➤ ‘BUG’ ing questions – understanding command words, instructions and skills to plan and communicate a response 		

- Key terms and vocabulary for the current units of study are displayed clearly and are accessed through Knowledge Organisers. New vocabulary is pre-taught
- Explicit vocabulary teaching is supported by specialised learning programs such as Bedrock with regular rewards awarded to students for progress
- Students have access to subject specific literature in every faculty through the Sora App on iPads

Writing

- The conventions of a given text type are made clear before writing.
- Teachers maintain high expectations of handwriting and presentation.
- There is a whole school Feedback Policy to facilitate consistent highlighting of writing errors.
- Teachers promote planning, drafting, proof-reading and editing skills.
- The whiteboard or visualiser is used to work through any spelling, punctuation or grammar issues that arise in a lesson.
- Posters supporting literacy are displayed in classrooms across the curriculum.
- Students are given regular opportunities to show case their writing skills through workshops and competitions

Oracy

- Teachers promote the use of Standard English and identify why and when it is important.
- Teachers correct common errors in students' speech, such as double negatives, use of 'we was...', use of 'ain't' etc.
- Students are provided with visual reminders of Quality First Communication in classrooms using S.H.A.P.E. Sentences. Hands Down. Articulation. Projection. Eye-contact.
- Teachers provide a range of opportunities in lessons for students to develop their speaking and listening skills, including individual presentations, group discussions, and role-play.

Monitoring Progress

Regular use will be made of available data to monitor students' progress in reading. Other monitoring activities will include:

- Learning walks
- Quality First Communication skills will feature on lesson observations and book trawls
- Quality First Communication Grades are reported along with progress data at regular intervals
- Student feedback via Student Voice
- Quality First Communication as a regular agenda item on Faculty Line Management
- Scrutiny of Quality First Communication development plans via Faculty TIPS