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# Whole School Literacy Policy

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## Introduction

At Newbridge School we recognise that the development of literacy is an entitlement for all students and the responsibility of the whole school community. The Literacy policy should be embedded in good learning and teaching practices.

We recognise that Literacy is a central part of the whole curriculum. All elements of the school's literacy policy should be reflected across the curriculum, build on the strengths and existing practices and procedures, and reflect the needs of every pupil.

## Rationale

Literacy underpins the whole school curriculum by developing the students' ability to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

All teachers are teachers of literacy and as such the staff at Newbridge School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum.

Here, at Newbridge, we understand the importance of reading and how it supports a healthy mental attitude.

We believe that reading:

- reduces depression,
- provides a safe way to explore emotions,
- helps students to wind down (calm the mind and relax),
- reduces stress (escape into new world – focuses mind); and
- Reading helps children and adolescents make connections.

With this in mind, the whole school literacy policy seeks to link a class read each term to a topic within the PSHE curriculum to effectively support a love for reading through the exploration of PSHE subjects linked to mental wellbeing.

## Aims of the policy

1. To recognise that all teachers are facilitators of literacy through their subject and to support staff in providing outstanding literacy teaching for their students.
2. To raise literacy attainment at every level of ability in all subject areas to ensure that we maximize the potential of every student
3. To ensure that all students have the opportunity to become active readers, writers and communicators.

## Four key strands

1. **Encourage active reading** within your subject. Pupils need to be taught how to read the texts they have to study. Do we always consider what we want our students to read in our subjects and have we given them the skills to actually do this? Skills such as skimming and scanning need to be explored and put into practice by all of us. Active reading should be modelled by us because the more 'good' reading the pupils see, the better they will become at it.

**2. Model writing for pupils.** We can involve students in this process by asking them how we can make the writing better – students will see writing as a drafting process.

As part of this modelling we can show students how to write with power e.g. by starting paragraphs with short topic sentences (too often students equate complexity with success) or rejecting the first word that comes to mind.

**3. Teach key vocabulary** and their spelling. We need to teach key subject (tier three) terminology (e.g. photosynthesis) but also key technical language (e.g. the language of analysis, conjunctions). Subject teachers should explicitly teach tier three vocabulary at the beginning of each topic to ensure each student is familiar with the technical language they will be exposed to. This is to ensure greater understanding to facilitate success.

Students in all subjects will be taught Tier three vocabulary specific to their current Scheme of Work to enable them to access the work provided.

**4. Model good talk** and expect pupils to answer in full sentences using Standard English. Students need to hear, use and be corrected in Standard English. The default for students is to write how they talk. If they are talking in Standard English then they are more likely to write in Standard English.

We want students to be listening to vocabulary they won't hear anywhere else. Teachers should use, define and repeat ambitious vocabulary when talking to students.

Questioning and critical thinking that enables are key to deeper understanding progress. At Newbridge, we use Oracy ABC to encourage group discussions to 'Add', 'Build' and 'Challenge' ideas in all subjects.