



## Rationale

At Noel-Baker Academy, every member of staff is a teacher of Literacy *before* their own subject. The delivery of curriculum content is reliant upon the spoken and written word, and we have a moral obligation to ensure that students can fully access the knowledge-rich curriculum to which they are entitled. We believe that when students are in possession of effective Literacy skills, they will be empowered to succeed, both in academic life and beyond. At Noel-Baker Academy, 'Literacy' is defined as the possession of the necessary knowledge to read for meaning and comprehension, and the possession of the necessary knowledge to communicate effectively in both spoken and written English.

## Mechanisms For Success

### i. Curriculum Design & Delivery

At NBA, we deliver a knowledge-rich curriculum. Wherever possible and appropriate, the booklets and resources which support curriculum delivery are comprised of challenging, academic text and high-level vocabulary. This puts reading truly at the heart of the Noel-Baker curriculum offer. In order to facilitate effective Literacy teaching in all subjects, our schemes of learning will include the key vocabulary which must be explicitly taught to students, including subject-specific terminology and tier 2 and tier 3 words also. Where appropriate, staff will make reference to the etymology of words when knowledge of word stems/roots will facilitate understanding of vocabulary elsewhere in the curriculum. All teachers at Noel-Baker make assessment of students' writing skills, and actively teach construction, syntax and grammar as appropriate to the work students are undertaking.

### ii. Daily Reading

All students at NBA will experience 'reading for pleasure' in our Daily Reading session. Students are read to for 20 minutes at the start of every day, from novels which staff have identified as being 'must reads' before the end of secondary education. A 2019 study published by the University of Sussex indicated that daily reading in this format has significant impact upon students' reading capabilities and vocabulary knowledge. We also believe passionately that it is the right of every student to experience powerful literature, and to have their cultural capital enhanced by reading books from a diverse and exciting range of authors across a wide range of genres. Our book selections aim to be 'both a mirror and a window' – students should all, at some point, find themselves reflected in the books that they explore, but should also experience cultures and communities from far beyond the boundaries of our local area.

Our current reading lists comprise the following texts. Please be aware that, for the academic year 2022-2023, Year 11 students' first session of the morning comprises NBA Review, a whole-cohort intervention to ensure that the gaps created by Covid-19 disruption are addressed for this examination year group.

#### Year 7

The Bone Sparrow - Zana Fraillon  
Out of My Mind - Sharon M Draper  
The Boy in the Striped Pyjamas - John Boyne  
I Was a Rat - Philip Pullman  
Secrets of a Sun King - Emma Carroll  
George - Alex Gino  
The Last Chance Hotel - Nicki Thornton  
Asha and the Spirit Bird - Jasbinder Bilan

#### Year 8

Northern Lights - Philip Pullman  
Witch Child - Celia Rees  
Private Peaceful - Michael Morpurgo  
The House with Chicken Legs - Sophie Anderson  
The Lion, The Witch and the Wardrobe – C. S. Lewis  
The Thief of Always - Clive Barker



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Year 9

The Diary of a Young Girl - Anne Frank

The Hobbit - J. R. R. Tolkien

Black and British: A Short, Essential History - David Olusoga

The Subtle Knife - Philip Pullman

A Monster Calls - Patrick Ness

Flying Lessons - Ellen Oh

Year 10

Tales of Terror from the Tunnel's Mouth - Chris Priestley

Into Thin Air - John Krakauer

Noughts and Crosses - Malorie Blackman

Uglies - Scott Westerfeld

The Curious Incident of the Dog in the Nighttime - Mark Haddon

### iii. Intervention

Where students require additional support to engage with written and/or spoken communications, appropriate support and intervention mechanisms will be put in place – these include 'Direct Instruction' and 'Thinking Reading', and these interventions are led by our SEN team.