



Northampton International Academy

Literacy Curriculum Overview



The Literacy Vision at NIA

Learners join our school each year with varying levels of literacy proficiency. Our vision is that all learners, no matter their starting points, will improve in literacy skill for better learning outcomes.

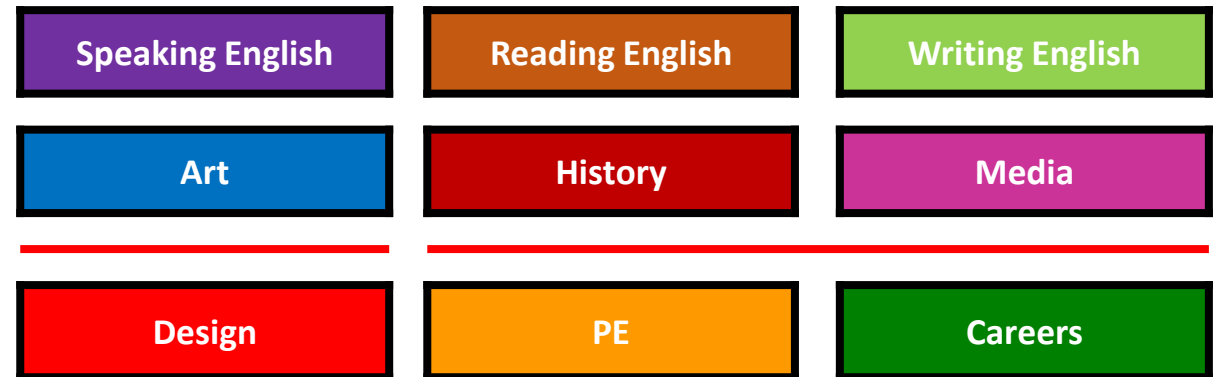
Reading, writing and communication are at the heart of our teaching. We know that students need these core skills for success in the whole curriculum. Our literacy curriculum is designed to enhance our students' understanding of the purpose of literacy. They learn how to apply reading, writing, speaking and listening skills across a range of subjects.

In year 7, students build upon the success of read to succeed, delivered in primary school. They follow a library curriculum designed to help them become more mature readers and develop a reader identity. This focus on reading continues in Y8,, alongside increasingly mature opportunities to reflect upon their reading. All year groups enjoy a class reader, chosen to be discussed and enjoyed as a group. In Y9, students also follow a bespoke curriculum, designed to get them to appreciate communication across a range of subjects that they may choose to follow at GCSE.

READING FOR PLEASURE

Each year group will share a class reader, chosen for enjoyment. As they read together, students and teachers will engage in authentic book talk to think and speak like readers. They will also take part in library lessons. Our dedicated librarian will expose them to a range of texts to open a world of literature to them.

Our curriculum's programme of study allows students to explore the purpose of reading, writing, speaking and listening across a range of STEAM subjects and beyond. Students will learn the importance of literacy and be able to read, write and communicate like an expert. Our curriculum is closely linked with students' subject specific learning, allowing them to know and feel the purpose of literacy.



Learning for Life and Careers

We aim to develop confident learners that can communicate with high levels of proficiency.

We aspire to show all learners the purpose of literacy. We want them to be able to adapt their knowledge of reading, writing, speaking and listening to new situations, including the world of work.

Qualification Pathways

[‘Improving my literacy helped me get a different job’ - BBC News](#)

“An estimated nine million UK adults have poor literacy skills, which could affect their job and pay prospects. New research has found that a worker with literacy skills classed as "very poor" would have to work an extra 18 months in their lifetime to earn the same amount as someone with basic communication skills. Around four million workers could receive an estimated £6bn national pay rise if their literacy skills improved. Those workers on average earn around £1,500 less per year than they would if they had a basic level of literacy, according to the research.”



The Literacy Department are committed to excellence in four key undertakings





	AQUIRING VOCABULARY: Our curriculum is rich in vocabulary. We know that a richer vocabulary leads to higher levels of communication.
	READING SKILLS: We teach students that reading is a skill that is required in all areas of the curriculum. We aim to develop high level readers who can adapt their skill to suit the subject need.
	WRITING SKILLS: We teach students the importance of high-quality written communication.
	CONFIDENCE TO COMMUNICATE: We teach students that spoken language is an important way to communicate across the curriculum. We teach confidence and proficiency in this skill.



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Literacy Curriculum Progression



	Year 7	Year 8	Year 9
Vocabulary 	Opportunities to develop vocabulary through communication are embedded in all literacy lessons. Students are encouraged to read, write and speak new words.	Students increase in their independence. Opportunities to develop vocabulary through communication are embedded in all literacy lessons. Students are encouraged to read, write and speak new words.	Opportunities to apply specific tier 2 and 3 vocabulary from a range of subjects are designed to ensure that this vocabulary is embedded and built upon. Students expand their vocabulary with a careers focus to their learning.
Reading 	Individual, group and whole class reading opportunities are embedded in all literacy lessons. Reading ages are tested using AR and progress is monitored by teachers.	Students improve their independence as they become more mature readers. Individual, group and whole class reading opportunities are embedded in all literacy lessons. Reading ages are tested using AR and progress is monitored by teachers.	Students continue to grow in their sophistication of “how to read across the curriculum.” Their reading skills are further challenged with a careers focus to their reading.
Writing 	Opportunities to communicate through the medium of writing are built into the literacy curriculum. Students are taught to communicate through writing.	Students improve in their independence as they become more mature writers. Opportunities to communicate through the medium of writing are built into the literacy curriculum. Students are taught to communicate through writing.	Students continue to grow in their sophistication of “how to write across the curriculum.” Their writing skills are further challenged with a careers focus to their reading.
Communication 	Opportunities to reflect upon big questions and improve their verbal communication are built into the literacy curriculum. Students are taught to be better communicators.	Students increase in their independence as they become more mature communicators. Opportunities to reflect upon big questions and improve their verbal communication are built into the literacy curriculum. Students are taught to be better communicators.	Students continue to grow in their sophistication of “how to speak and listen across the curriculum.” Their speaking and listening skills are further challenged with a careers focus to their reading.

Four Strands:

Vocabulary

Reading English

Writing English

Confidence in Communication