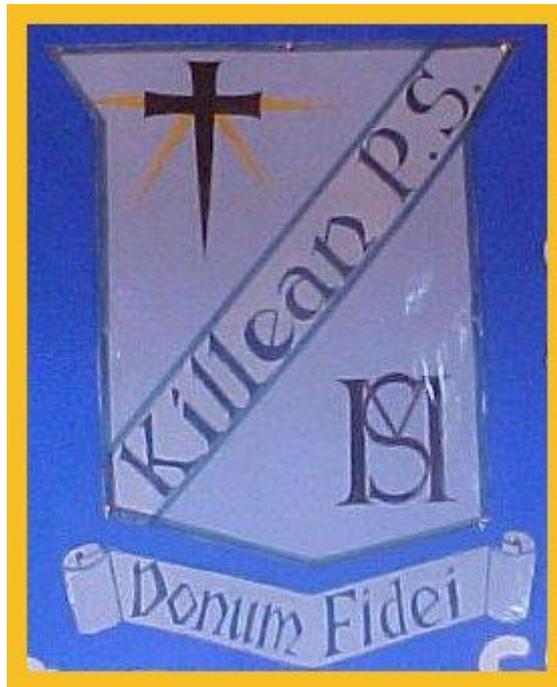


# Killean Primary School Literacy Policy



**Context:**

Killean P.S Literacy Policy has been written within the context of the most currently available legislation and guidance. Staff members are guided by the following:

- The Northern Ireland Curriculum (Primary)
- NI Literacy framework (reworked by SELB & WELB CASS team)
- DENI: Every School A Good School- A Policy for School Improvement. This has greatly impacted on the strategic plan we have for the development of Literacy in Killean P.S as referenced in the School Development Plan and Literacy action plans.
- ETI: Chief Inspector's Report 2006-2008
- ETI: Better Literacy in Primary Schools. Feb 2008

**Introduction: AIMS**

In Killean P.S, we believe that pupils' literacy skills, i.e. their ability to talk, listen, read and write effectively, for purpose and audience, is the key to educational progress, to social integration and to personal development and happiness.

This policy document will outline the strategies and approaches we support and develop in order to ensure that each child becomes equipped with the necessary language knowledge, understanding and skills. The continuity and progression in our language planning will be underpinned by the learning intentions outlined in the Primary Language Framework.

At Killean P.S, we intend that, by the end of Key Stage 2, a child will be able to:

- *speak confidently to a range of audiences with an awareness of purpose*
- *read and write with confidence, fluency and understanding,*
- *have an interest in books and read for enjoyment*
- *have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms*
- *understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation*
- *develop the powers of imagination, inventiveness and critical awareness*
- *Use a suitable vocabulary to articulate their responses.*

## **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the N Ireland Curriculum for English (CCEA, 2007) In Killean P.S children, in **the Foundation Stage** are given opportunities to:

- talk and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;

**At Key Stage One (Years 3 and 4)**, children are encouraged to speak confidently and listen to what others have to say and to read and write independently and with enthusiasm. They are encouraged to use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 5-7)**, children are encouraged to learn to change the way they talk and write to suit different situations, purposes and audiences. They have opportunities to read a range of texts and respond to different layers of meaning in them and to explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **CHILD CENTRED PROVISION:**

The following indicators from ESaGS are reflected in Killean P.S approaches:

- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.
- A clear commitment exists to promoting equality of opportunity, high quality learning, and a concern for individual pupils and a respect for diversity.
- A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.
- Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.
- There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.

## Teaching and learning-Inclusion

*We aim to provide for all children so that they reach their full potential in literacy according to their individual abilities.*

*- , The staff of Killean P.S school recognises the importance of identifying, as early as possible, those children who have special educational needs. The school follows the 5-Stage approach, as set out in the Code of practice.*

*-Children are identified initially by the class teacher who will provide support within the normal curriculum framework. The SENCO and parents are informed. I.E.P.S are written and reviewed every two months .On review, new or amended targets will be set. A small number of children who require further help will move on to the next stage.*

*-Children identified by the class teacher in P3-P5 can access reading partnership. We currently have four classroom assistants who have received reading partnership training.*

*- From P4 to P7 specialised literacy support is available for pupils who require further intervention, through tuition in small withdrawal groups and/or 1-1 by peripatetic teacher Ms Andrea Mc Parland, [2 ½ hrs per week] and support teacher Joan Hanna [9 ½ hrs per week] . A multi sensory approach is used, the focus is on phonological awareness and the reinforcement of high frequency words. All children are assessed before and after intervention .[using N..A.R.A and Phono-graphix sound test,Y.A.R.C and Spar Spelling ]*

*- Staff also use assessment tools to identify children with special educational needs and to identify foci for all teaching. [ This also takes into account our gifted and talented children and our underachieving children , as shown by any discrepancy between their standardised scores in literacy and their NRIT score.]*

*Assessment tools include*

*Base line assessment, M.I.ST -February P.2, running records, NFER end of year tests P3-7, End of key stage tests, INCAS, reading tests, Vernon spelling test, Salford reading tests, N.R.I.T. All are analysed using SIMS for planning and intervention.*

*-Class work is differentiated to meet the needs of all pupils, reading materials are banded and regular running records are carried out to ensure all children are reading at an appropriate level .*

*-Classroom assistants provide support to individual children and to small groups.*

*- Parents are kept informed through parent teacher meetings and targets set in I.E.P.S.*

*-Resources for literacy include interactive white board , class computers and programs ,book banded reading[Collins Big Cat is our main major scheme] ,linguistic phonic resources , literacy world literacy programme ,penpals for handwriting, class novels , class and school library Pupils have equal access to all resources*

### **HIGH QUALITY TEACHING AND LEARNING:**

The following indicators from ESaGS are reflected in Killean P.S approaches:

- A broad and relevant curriculum is provided for the pupils.
- An emphasis on literacy and numeracy exists across the curriculum.
- Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
- Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
- Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
- Self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.
- Teachers reflect on their own work and the outcomes of individual pupils.
- Education outcomes reflect positively on the school, when benchmarked measurement is undertaken.

### **Subject organisation**

The English Curriculum is delivered using the requirements in the N. Ireland Curriculum for Language and Literacy.

Killean P.S currently has an enrolment of 129 pupils, with five composite classes, five full time and two part time teacher and five classroom assistants

- *Lessons are differentiated to meet the needs of all pupils. This is also reflected in our planning .Children have opportunities to work in mixed and ability groups. Long term plans are on a two year basis to cater for the needs of composite class. IE rolling programme of topics over a 2 year period.*
- *Classroom assistants are used to support and guide groups and individual children*
- *Long term planning is determined by the Primary Language Framework [SELB], medium term planning is on a half termly basis [text, sentence, and word level learning intentions are out lined] and short term planning is weekly. All medium term plans are placed on RM staff and evaluated to inform future planning. Weekly planning is kept in a file in each class.*

### **Approaches to talking and listening**

Oral language is recognised as the *primary mode of language* and this is reflected in its focus in all areas of the curriculum and in the life of Killean P.S. Pupils are encouraged to listen attentively and to speak clearly, confidently, fluently and appropriately for a variety of different audiences and purposes. They are encouraged to listen to others and take turns, and to respond appropriately to what has been said and to value the opinions of others.

Emphasis on oral language is reflected in

- *The planning for talking and listening in many areas of the curriculum,*
- *Use of Speech and language lessons in the foundation stage,*
- *The promotion and extension of oral language through play, pupils are given opportunities to talk about decisions they make and to ask and answer questions on their play.*

- *Pupils are given opportunities to talk about their work ,give oral feed back and presentations .*
- *Talk is linked to writing through -think it, say it, like it, write ,read it aloud strategy and is further extended with the use of active learning strategies and effective questioning.*
- *,All children have opportunites to participate in monthly assemblies, Christmas play ,circle time etc*
- *Talking is promoted during shared and guided reading lessons.*
- *Children have opportunities to discuss ,interact and talk in pairs, small and larger groups,*

Talking and listening is promoted as a social, communicative and cognitive process.

### **Approaches to reading**

We strive to teach all our children to read and to enjoy a variety of texts so that they will become independent, readers and learners, We believe reading is a vital skill and this is reflected in the emphasis placed on the teaching of reading in our school.

*-Each classroom has a class library where books are displayed in a variety of ways. We have a central library area for ks1 and 2 where there is a wide variety of suitable texts including fiction, non-fiction, different genres and novels for the more able readers . Classes are timetabled for the use of the central library.*

*- All children experience modelled, shared, guided and independent reading. Teachers "model" good reading practice .In ks2 silent reading is part of classroom practice .*

*-Some classroom assistants are also trained in the reading partnership programme. Pupils identified by the class teacher take part in an eight week reading partnership programme. As a result classroom assistants also play a key role in daily guided reading sessions*

*-Our main reading scheme is Collins big Cat. This is supplemented by other schemes to allow for differentiation and extension . Reading resources are stored as a shared resource .*

*-Book banding is used throughout the school to allow for standardisation of communication in relation to pupils reading ability .*

*-Running records and reading ages are used to ensure children are reading at the appropriate level,*

- Comprehension skills are developed during guided reading sessions.
- Library and study and dictionary skills are developed through work on reference books and use of the class library, computer programs and the internet and through the preparation of projects.
- KS2 children have opportunities to read to and share reading with children in the foundation stage.
- The linguistic phonics scheme is used through out the school to develop phonological awareness. Spelling lists are grouped in stages and phases which allows for differentiation and extension of more able children.
- Literacy information evenings are organised to help and inform parents.
- Reading homework allows children to practice their reading skills and share their reading with their parents .
- Parent teacher meetings are used as an opportunity to share information on approaches to literacy.
- Regular book fairs are held to promote reading enjoyment and build up literacy resources. We organise activities for pupils during Book Week.
- Visits to our local library and from authors and story tellers are organised to promote a love of reading.
- The mobile library visits the school 2/3 times a year. This allows us to change our class and central library resources.

We aim to provide a classroom environment which promotes a love of books and reading.

- Lessons are differentiated to meet the needs of all pupils. This is also reflected in our planning .Children have opportunities to work in mixed and ability groups. Long term plans are on a two year basis to cater for the needs of composite class. IE rolling programme of topics over a 2 year period.
- Classroom assistants are used to support and guide groups and individual children
- Long term planning is determined by the Primary Language Framework [SELB], medium term planning is on a half termly basis [text, sentence, and word level learning intentions are out lined] and short term planning is weekly. All medium term plans are placed on RM staff and evaluated to inform future planning. Weekly planning is kept in a file in each class.

## **Writing**

Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills, we aim to equip our children to use writing across a range of curricular activities in which they are involved. We aim to develop within our children an ability to write effectively in various forms according to purpose and audience. They will be encouraged to develop as independent writers, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting.

### **Teaching Approaches to Promote Writing**

We strive to provide an environment where children are inspired to write.

- In the Foundation/Key Stage One, writing is encouraged during play, in the writing area and in the role play area.
- From P1 are encouraged to write independently, gradually developing the range and extent of their writing. Teachers develop independent writing by observing, facilitating and modelling.
- Word banks, dictionaries and thesauri are available for the children in all key stages.
- Classroom displays also contain language which children may require in their writing.
- Writing frames are also used to help children organise their writing and write for a purpose.
- Books are compiled of children's writing and these are displayed and used in library areas.
- Modelled, shared, guided and independent writing sessions take place across all age groups and all genres of writing
- Children write for themselves, for peers, for a parent, for the school and audiences outside the school, etc Children are given opportunities to and are encouraged to write in different genres for different purposes and audiences.
- Children enter writing and handwriting competitions, write for the school magazine, and take notes, edit, and make presentations to classes for Eco committee and the School council.
- Children's work is displayed in their classroom and samples of writing from all classes are displayed on a central literacy board.

- Our marking policy outlines the importance of feedback and ensures that a key part of their writing experience involves editing and reformatting their work for improvement.
- learning intentions and success criteria are shared with the children.
- Through linguistic phonics, Children are encouraged to have a go, to problem solve and use their knowledge to try and spell words for themselves. Spelling is taught through linguistic phonics. Sounds are
- Children are taught to frequently read back over their writing to make sure it makes sense.
- Feedback is consistently given to children on their writing - both verbal and written. Feedback is also given by their peers.
- The links between talking and writing are recognised and developed, e.g. reading as a writer and writing as a reader. Children are encouraged to use the think it, say it, write it and read it aloud when developing their writing.
- Samples of work are gathered in literacy from P1-7 and this is used to gauge progress.
- Word processing is promoted, wherever appropriate, to facilitate both the crafting and editing of writing and presentation of work.
- The quality of handwriting is promoted and encouraged through the introduction of Penpals for writing in KS1. Script and joined writing is taught in KS2.

### **Resources-**

*Resources for writing include Pen pals for writing, word processing programs including - Microsoft word , Activi Inspire, Writer 2 ,Clicker 5. Writing with symbols ,role play resources ,white boards and markers ,spell checker ,writing frames including skeleton books for writing genres, power point, dictionaries ,thesauri, word bank etc.[resources will be added to each year]*

### **TS and PCs/Cross Curricular Opportunities for Literacy Development**

We aim to develop Thinking Skills and Personal Capabilities and to make cross-curricular links. The pupils are given opportunities to practise and apply the skills, knowledge and understanding acquired through language lessons to other areas of the curriculum.

*-Pupils are encouraged to use their visual, auditory and kinaesthetic channels for better learning and a range of active learning strategies is used to engage children. This includes drama and role play.*

*- Pupils are given opportunities to develop good social skills, to work effectively as part of a team, to develop oral language and oral skills. Thinking Skills and Personal Capabilities are threaded through many of everyday classroom activities.*

*- Teachers make good use of effective questioning to promote thinking and reasoning skills. Children are given opportunities to ask and answer questions, to predict, give reasons and express opinions, think about similarities and differences, sequence and order events and information*

*-teachers are aware of the importance of time to listen to children, and children are encouraged to listen to each other,*

*- Teachers model thinking strategies and pupils are encouraged to reason and think and consider all options and to give reasons for answers.*

## **The Use of ICT**

We aim to make the maximum use of I.C.T. across the curriculum to promote the pupils' literacy skills, as well as developing competence in I.C.T. skills. This involves the use of computers and the Interactive White Board.

*-Pupils have opportunities to gain confidence in the use of I.C.T., for example in using word processors for drafting, using spreadsheets and databases, and using the Internet to research and communicate and to present their work.*

*- The children's work is used to enhance the school's website.*

*[www.killeanps.co.uk](http://www.killeanps.co.uk)*

*-The range of I.C.T. resources available include: Desktops and Laptops with access to C2K network, Interactive White Boards and digital cameras.*

*- The use of information and communication technology supports the teaching of Literacy at word, sentence and text level. ICT is used at whole-class, group and independent level.*

*-The interactive white board enables text to be read and shared and the writing process can be modelled effectively. Pupils have opportunities to make talking books and class books.*

*-A range of equipment such as digital cameras, digital camcorders headphones interactive white board are used to promote speaking and listening and also prepare children for writing experiences*

*The Interactive Whiteboard is used regularly to model writing as it allows children to interact and engage with the writing process.*

*- Staff development meetings are allocated to provide staff with time to research software and websites to enhance their literacy teaching.*

*-I.C.T planning is included in our half term and weekly notes using a checklist of skills in the five 'E's. I.C.T accreditation is awarded at end of ks1 and ks2.*

### **Assessment and Target-Setting**

Assessment for Learning strategies is a key component of the Teaching and Learning in Literacy. The learning intentions and success criteria are shared with the children. The marking strategies outlined in the school marking and assessment policies ensures the pupils' literacy experience involves editing and reformatting their work for improvement. Ongoing monitoring of pupils' Literacy skills is a key part of the teaching and learning in each class.

The literacy coordinator engages in book monitoring of literacy class work. Teachers gather work samples for pupil portfolio in Literacy and use this to gauge pupil progress

Use is made of data to inform classroom and whole school practice in literacy. We use P1 Baseline assessment, Running Records, Salford end of year NFERs, P2 MIST, NRIT, end of key stage assessments, Vernon/Spar spelling and INCAS to inform future planning. Teachers evaluate literacy planners on a half termly basis. Assessments and plans can be viewed on RM staff.

Teachers use the assessment tools outlined above to:

1. Identify pupils who are under achieving. Strategies for increasing their attainment are implemented and evaluated on a termly basis.
2. Identify pupils for whom extension and differentiation programmes are to be developed.
3. Identify key foci for their own teaching in the current year.
4. Consider areas of their own teaching that require training/ further development.
5. Set year on year targets for individual classes, key stages and whole school and areas for development.

### **EFFECTIVE LEADERSHIP:**

A full literacy audit will be conducted every 3 years to identify areas for improvement. At least one component of Language and Literacy features on each yearly strand of The School Development Plan. These components are determined following:

- Whole school review
- Co-ordinator training
- Analysis of current attainment/practice in literacy
- Educational change and trends

An effective school development plan is in place providing targets for improvement based on the vision of the school. Governors understand their responsibilities and provide clear strategic direction as well as support to the Principal in carrying out the process of improvement. There is a commitment to providing professional development opportunities for staff. Teachers are given the opportunity to share in the leadership of the school. The resources of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management, and working relationship. School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan.

### **Role of the Literacy Co-Ordinator**

The co-ordinator's role is responsible, in consultation with the Principal, teachers, for improving the standards of teaching and learning in Literacy.

- *The co-ordinator with the SMT evaluates the quality of learning and teaching within the area of Language and Literacy by:*
  - *setting targets in an action plan and areas of development for the whole school*
  - *Evaluating half term planners and pupils books*
  - *Annual evaluations using a variety of tools eg questionnaires, feedback from pupils, parents and teachers.*
  - *monitoring pupil progress with the SMT and analysis of data.*
  - *provision of support with literacy i.e. reading partnership*
  - *Auditing resources and supporting colleagues*
  - *Taking the lead in policy development*
  - *Purchasing and organising resources*
  - *Keeping up to date with recent Literacy developments*
  - *Maintaining contact with all concerned: Principal, Senior Management in the school, teachers, other staff, parents, and pupils*
- *Communicating with all relevant outside agencies, including DENI, the Board, CCMS, RTU, CCEA, etc.*

## **The Board of Governors**

Regular reports are made to the governors on the progress of English provision and on the standards being achieved by the school.

### A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY:

#### 1. Parental links: Parental and Community Involvement

We believe that the education of our pupils is a partnership involving teachers, parents, pupils and the wider community. Regular and positive communications will be made between teachers and parents, on a formal and informal basis.

Opportunities to promote parental and community involvement include:

- Cluster meetings with neighbouring schools*
- Parent teacher meetings*
- Links with local football clubs*
- Information/ workshop sessions (e.g. p1 intake)*
- Participation in Sure Start Projects*
- Links and meetings with local Nursery*
- School performances, e.g. Christmas show, assemblies, other religious events*
- Visitors to the school, e.g. storytellers, visiting theatre groups, poets, writers, school nurse, library*
- Participation in Writers in Schools Project*
- Literacy information evenings. These have included linguistic phonics.*
- Homework guidance on linguistic phonics and reading*
- Biannual book fair*
- Events for world book fair*
- Visit from author [Derek Kiely-2011]*
- Regular newsletters*
- School magazine*
- School trips*
- School website*

### CONCLUSION:

This policy is in line with other school policies, including:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs' Policy

- ICT Policy
- Equal Opportunities' Policy
- Health and Safety Policy

*REVIEW OF POLICY:*

*Literacy policy will be reviewed every three years [and /or in line with educational trends and developments]*