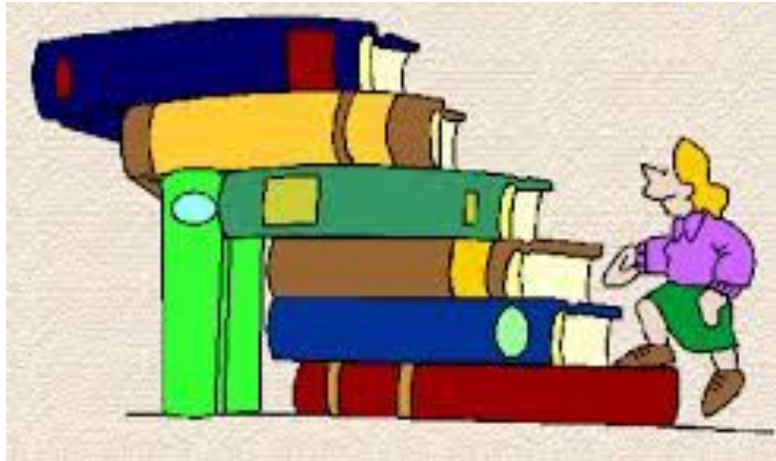


BALLYTOBER  
PRIMARY SCHOOL

POLICY

For

LITERACY



## Policy for Literacy

We aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas.

### PRINCIPLES

- Literacy is a right for all pupils.
- It is the responsibility of all teachers for the development of literacy.
- We aim to develop literacy across all areas of the curriculum.

### AIMS

1. To raise the standard of literacy;
2. To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose;
3. To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning;
4. To enable children to communicate using written language effectively, make and shape text appropriately, according to context, purpose, reader or audience.

### ROLE OF THE TEACHER

In the teaching of literacy, the teacher fulfils a number of roles in all modes of language.

- a. Model: as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards literacy;
- b. Facilitator: providing a supportive and stimulating environment, organising purposeful activities and enabling children to develop literacy skills;
- c. Initiator: providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing;
- d. Monitor: observing and recording the development of skills in literacy;
- e. Assessor: evaluating and assessing the development of skills in literacy.



## TALKING AND LISTENING

### RATIONALE

Talking and listening are fundamental skills upon which the educational development of our children depends. Through the development of oral and aural skills, they learn about language and this equips them to communicate effectively.

Our overall aim is for our children to become efficient language users. This will be achieved by devoting time, energy and resources to the development

of oral communication. Through purposeful interaction with teachers, children will be provided with experiences that develop their skills and their thinking.

#### CLASSROOM ENVIRONMENT

- Children will feel relaxed, accepted and affirmed.
- Talk will be planned for and all children's contributions valued.
- Talk is work.
- Boys and girls will be given an equal opportunity to talk.

#### TEACHING APPROACHES AND ORGANISATION OF LEARNING

- The need for planning for talk in all areas of the curriculum.
- The provision of experiences and activities to promote a wide range of types and talk.
- The value you place on Talking and Listening for social, communicative and cognitive purpose.
- Classroom organisation and management e.g. Use of pairs, small and large groups; varying composition of groups; varying roles of groups.
- The teacher's role in modelling oral language.
- Use of resources and display e.g. Interest tables, tape recorders, books displays.
- Television and radio, computer software
- Link with reading and writing.

## READING

#### RATIONALE

Our aims are that our children will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners.

#### CLASSROOM ENVIRONMENT

We aim to make the classroom/school a place where reading is given its rightful importance and where children feel inspired to read.

- Books will be displayed both in class and the Library areas.
- A range of texts and genre will be made available for the children.
- A variety of books, magazines, leaflets, CD Rom, posters etc., will be in the class library.
- Children's own work will be displayed to full advantage.

#### TEACHING APPROACHES AND ORGANISATION OF LEARNING

- Regular reading to children in all classes P1 – P7;
- Look and say;
- Paired reading;
- Developing phonological awareness through rhyme;
- Phonics;
- Language experience, combining writing and reading;
- Guided reading;
- Shared reading with Big Books;
- Uninterrupted, sustained, silent reading (USSR);
- Visits from librarian or to a local library.
- Group novels in KS 2.

## NON-FICTION/READING FOR INFORMATION

Reading for the purpose of study requires specific skills.

- ❑ Extracting information from books using the contents pages or index;
- ❑ Classifying information by alphabetical order;
- ❑ Using dictionaries;
- ❑ Using computer database;
- ❑ Using reference material such as encyclopaedias, atlases, directories, timetables, brochures, etc;
- ❑ Formulating questions which require a search for information;
- ❑ Skimming a text to get an impression of what it is about;
- ❑ Scanning a text to search for specific information;
- ❑ Making notes, selecting what is relevant and appropriate;
- ❑ Distinguishing between fact and opinion in evaluating information.



## PROGRESSION

### KEY STAGE 1

All of Foundation and Key Stage 1 Reading Books have been combined and levelled according to Reading Recovery Bench Marking System.

Children progress through from Level 1 to Level 26. They will then progress on to the Accelerated Reading System.

## KEY STAGE 2

In Key Stage 2 we use the Accelerated Reading System and a variety of group novels for reading.

This encourages independent reading and leads into advanced reading at the end of Key Stage 2. The group novels are used to recognise and discuss the elements and purposes of different texts, to reflect on and discuss issues that have emerged when reading, to justify the pupil's own interpretation of a text, to compare and contrast different points of view and to identify and discuss different authors' styles.

By the end of P7 we would aim for readers to handle new texts with confidence, respond sensitively and perceptively to books and use reading to enter worlds beyond personal experience.



## WRITING

### RATIONALE

Writing is an essential tool in the learning process. Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills we can equip our children to use writing across the range of curricular activities in which they are involved.

Our aim is that our children will develop the ability to write effectively in various forms according to purpose and audience.

### CLASSROOM ENVIRONMENT

We aim to provide a stimulating environment where children are encouraged and inspired to write.

- Writing table, writing in the house, shop etc.
- Making and writing cards/letters.
- Stimuli – dictionaries, thesauri, word banks, wall lists, word processor and wall displays.
- Children's writing displayed and opportunities given to read various pieces of writing to others.

## TEACHING APPROACHES AND ORGANISATION OF LEARNING

- Various forms of writing will be displayed and discussed so that children become familiar with the structure and language features of these forms, e.g. letters, diaries, lists, invitations, notes, etc.
- Children will write for themselves, their peers, the school and the wider community at times.
- The purpose of the writing will be made clear to children before they begin e.g. are they trying to amuse, persuade or frighten the reader?
- Teachers will show children how to approach a writing task by writing themselves, explaining what they are doing as they go along (modelled writing) or by scribing the children's ideas onto large sheets (shared writing).
- Writing sessions will generally include time for discussion and planning (we must remember that the lesson does not have to end with a writing task)
- Children are encouraged to revise and redraft.
- From time to time children will engage in collaborative writing in small groups. This encourages sharing ideas, discussion and teamwork.

## SPELLING

A variety of approaches is used to teach spelling.

Our spelling scheme P2 – 7 is “The Complete Spelling Programme” published by The Read Write Company Ltd. This is sometimes supplemented by PrimEd - My Spelling Workbook.

Magnetic letters and dry wipe boards are used for –

1. Look, visualise, say, cover, and write for learning frequency words.
2. Listen, search, select and write for learning the patterns and sequences (rhyming words).

Handwriting is taught systematically in P1 – P3.

## RESPONDING TO CHILDREN'S WRITING

Our aim will be to respond to the work in such a way that each pupil will be motivated and encouraged to produce work of improved quality. It is our opinion that our children will be best stimulated to do this by each teacher marking work in a sympathetic and positive manner where possible, yet also attempting to be realistic.

Marking of work will be carried out as soon as possible after completion and an indication will be given to each pupil on the success achieved and how they can improve some aspects of the work.

#### PARENTAL INVOLVEMENT

We will involve parents through homework diaries, reading, reports, parents' evening, P1 induction, etc.

Parents will be invited to school to help or to give talks or presentations.

All parental involvement is for the children's benefit.

Parents will be made aware of any literacy developments e.g. change of reading scheme or new teaching approaches through parents and information evenings.

#### HOMEWORK

Reading will generally be set for 4 nights per week. From P2 – 7 spelling homework will be set 4 nights per week. Written literacy homework will be given twice per week.

#### EQUAL OPPORTUNITIES

We are aware of the research that suggests boys under-achieve in literacy. We will give equal access to materials, teacher time and attention. We aim to raise standards among all children equally.

#### RESOURCES

Include video camera, digital camera, computer programs, library of fiction and non-fiction, language games, word cards, textbooks and Reading Schemes with associated material.

#### ICT

ICT is used to integrate talking and listening, reading and writing. It enhances interactive teaching and learning styles. It also extends pupils ability to exercise choice, work independently and make connections between their work in English and other subjects.

ICT enables children to communicate, edit, annotate and arrange text quickly and flexibly.

#### EXTRA-CURRICULAR ACTIVITIES

- Book Fair
- Book Club





## SPECIAL EDUCATIONAL NEEDS

Children with special needs are identified in the following ways:

- P2                      Word Testing  
                                  PIE Standardized Test  
                                  Teacher Observation
  
- P3 – P7                PIE  
                                  Single Word Reading test  
                                  Reading age and fluency.  
                                  Teacher observation  
                                  NFER Reading Test  
                                  Single Word Spelling Test  
                                  Dyslexia Screener  
                                  Dyscalculia Screener
  
- P1 – 7                 Liase with SENCO  
                                  Speak to parents

## ACTION TAKEN

Follow the Code of Practice

- Stage 1                In class support.
- Stage 2                Withdrawal support within the school – Reading Partnership Programme, SENCo Withdrawal, “Toe By Toe” Phonics Programme
- Stage 3                Referral to psychologist.
- Stage 4                Involvement of outside agencies.
- Stage 5                Statementing.

Literacy Co-ordinator and SENCO work together.

- Informal liaison
- Education plans for specific children
- Monitor and evaluate

- Follow statutory requirements
- Staff meetings, cross moderation, and work with outside agencies.

## ASSESSMENT

We assess reading, writing, comprehension and spellings.

We have formal and informal discussion with other members of staff and parents at staff meetings, parent meetings, at the school gate and at break times.

Formal tests are used to track progress throughout the school and we keep a database of scores. These scores are used to monitor and evaluate and inform planning.

They are also used to screen children with Special Needs throughout the school and as a tool for reporting to parents.

The co-ordinator monitors progress throughout the school in the following ways:

- Cross moderation in staff meetings.
- Six weekly planners.
- Formal and informal classroom visits.
- Display and children's work.
- Staff discussion of progress within classes between classes and over time.
- Children sent to co-ordinator with "good" work.
- Staff development training.

