



Roe Valley Integrated Primary School

Literacy Policy

Rationale

Roe Valley Integrated Primary School promotes a caring and supportive environment in which:

- Self motivated young people are enthused about literacy. They find it enjoyable, relevant and stimulating;
- Literacy is our prime focus because it is fundamental to all future learning;
- Self-esteem, self confidence and independence are promoted;
- There is an understanding of what children can achieve;
- Parental involvement for the mutual benefit of child, parent and school is encouraged;
- The integrated and all-ability nature of the school is respected.

Purposes

Our policy for Literacy will:

- Promote high standards in Literacy across the ability range (and particularly among boys)
- Enhance understanding of language in both oral and written form and an understanding of the way language can be used to communicate;
- Encourage children to read widely with understanding and enjoyment;
- Enable the children, through language and literature, to accept and respect the cultural diversity of the Northern Ireland community;
- Identify specific weaknesses of pupils with literacy problems and tackle these weaknesses effectively as early as possible.

Guidelines

1. The school will create and maintain a stimulating environment for children to experience and explore literacy at their own pace with confidence and enjoyment.
2. The school will create a climate in which reading is highly valued.
3. Well- resourced, attractive and inviting classrooms will enhance literacy.
4. Each class teacher will be responsible for providing work appropriate to the child's level.
5. Teaching styles will include visual, auditory and kinaesthetic methods and materials.
6. Teachers are aware of multiple intelligences and cater for these as appropriate.
7. ICT software is used where appropriate.
8. All aspects of Literacy are taught explicitly, directly and intensively in their own right. Deliberate opportunities are created in the teaching of other subjects to extend experience and consolidate skills.
9. It is recognised that parental input and support are crucial to the achievement of real success. Parents are involved in positive and practical ways through discussions at school and work with pupils at home.

Procedures

1. Schemes of Work

The policy is to be used in conjunction with the developing Schemes of Work. Together they will provide a framework and guidance for teaching, planning and assessment.

2. Cross Curricular Themes

Literacy provides opportunities for teaching the cross curricular themes.

3. Monitoring and Evaluation(See Monitoring and Evaluation Policy)

There are systematic records of progress to monitor pupils' strengths and weaknesses, to intervene in a discriminating way and to plan for the next stage of work.

What pupils already know about language is identified. Any difficulties they are experiencing are recognised. This is followed by targeted and positive support which teaches them about the system of written language and how to recognise and correct their errors.

Each child has an achievement folder into which is entered records of his/her progress. Dated samples of writing are kept in the folder.

4. **Special Needs (See Special Needs Policy)**

Individual Literacy programmes are provided for children with Special Needs.

The school makes good use of Classroom Assistants and volunteers, briefing them on how to work with the children and record what they do. Classroom assistants are trained in specific programmes to develop underachiever's ability.

5. **Literacy Coordinator**

Literacy is coordinated by Julie Cummings.

The coordinator works closely with the principal and is responsible for the implementation of the school's policy.

She undertakes activities which promote the school's Literacy Policy eg INSET / courses.

The coordinator sources and organise literacy requisition.

6. **Resources**

Resources will tie in with areas of literacy targeted in the SDP.

Additional resources have been accessed through the statementing process and classroom assistance allocated accordingly.

Resource purchasing is in accordance with normal school procedures and is based on the Literacy budget.

7. **Budget**

The budget reflects the degree of priority given to literacy in the SDP.

Talking and Listening

Children will

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening and to appreciate that different contexts may require different linguistic responses
- Develop their oral abilities at their own levels
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions
- Gain an understanding of causality and effect, sequencing, prediction and recall, and a notion of relevance
- Develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and responses to audience, context and purpose.

Reading

Children will

- Read a varied selection of texts whilst gaining an increased level of fluency, accuracy, independence and understanding
- Use reading as a means of information gathering and retrieval
- Display an ability to describe, predict and evaluate
- Develop positive attitudes towards books so that reading is a pleasurable activity
- Develop different strategies for approaching reading. These should include phonics, picture cues, sight words and context
- Use their reading skills as an integral part of their learning throughout the entire curriculum

Writing

Children will

- Write in different contexts and for different purposes and audiences, including themselves
- Form letters correctly, leading to a fluent and legible handwriting style
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Work both individually and collaboratively on written tasks
- Become familiar and adept in the use of ICT to communicate.