

# Ballycraigy Primary School

## Language & Literacy Policy

## **Rational**

In Ballycraigy we provide a supportive, stimulating and secure environment. As a Right's Respecting School children are encouraged to express themselves and their contributions are valued (UNCRC Article 12). We will provide for the language development of pupils and will develop their ability to use language to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts.

## **Principles**

At Ballycraigy Primary:

- Literacy is central to our school life.
- We strive to ensure that each pupil has the opportunity to reach their full potential.
- All staff members have the responsibility for the development of Language and Literacy.
- Language and Literacy is considered in a holistic way extending across all areas of learning.

## **Aims**

1. To raise the standards of literacy in line with the Northern Ireland targets for end of Key Stage results.
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, making and shaping text appropriately, according to context, purpose, reader or audience.
5. To develop pupils' Thinking and Problem Solving Skills.
6. To develop pupils as creative users of language.
7. To provide pupils with the opportunity to learn an additional language.
8. To promote a wide range of ICT and media texts as a medium for the further development of language across the curriculum.

## Talking and Listening

### Rationale

'Oral Language is used to communicate with people, to share and release feelings, to give and obtain information and to understand ideas and develop thoughts' (NI Curriculum)

Talking and listening are fundamental skills upon which the educational development of our children depend. Through the development of oral and aural skills, they learn about language and this equips them to demonstrate and define their learning.

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 talking and listening. Through purposeful interaction with teachers, children will be provided with experience that develops their skills and their thinking.

### Foundation Stage

The Statutory requirements for Talking and Listening in the Foundation Stage are;

- Attention and Listening Skills
  - Phonological Awareness
  - Social use of Language
  - Language and Thinking
  - An Extended Vocabulary
- ( pg 19 The Northern Ireland Curriculum)

### Key Stage 1

'Children should be given the opportunity to listen and respond appropriately and effectively to a range of stimuli, including multimedia. They should be helped to speak clearly with clear pronunciation and intonation, appropriate to the needs of their listeners. They need to learn to use language in imaginative ways. They should be helped to structure their talk, using it to develop and clarify their thinking' (pg 50 *The Northern Ireland Curriculum*).

## **Key Stage 2**

'Children should be helped to develop the ability to listen and respond in a range of contexts, thinking about what has been said and the language used, and to speak coherently and confidently for a variety of purposes and audiences. They should also be given opportunities to develop their ability to communicate and capture the interest of listeners' (pg 51 *The Northern Ireland Curriculum*).

### ***Classroom environment***

We will create a caring classroom atmosphere in which children feel motivated to interact and will encourage useful talking and listening activities. Boys and girls will be given equal opportunities to seating arrangements; this will allow children to communicate freely.

The teacher will share in and encourage the language experience of the children by showing a genuine interest in all contributions so that children feel their contributions are valued.

Displays of items of interest, samples of children's work and topic resources will lead to discussion.

Children will appreciate that talk is work and opportunities for talk will be planned for in all areas of the curriculum.

### **Teaching approaches and organisation of learning**

The teacher will enable pupils to become more versatile language users by purposeful challenges and tasks to promote talk. Active Listening strategies are employed throughout the school.

The teacher response to talk will be to:

- Give confidence
- Encourage further contributions
- Demonstrate attentive listening
- Give value to every contribution made by the children

Resources to stimulate and encourage and improve talking and listening will include:

- Listening centre
- Tape recorder

- Television and radio
- Computer software
- Pod Casts and e-mails
- Interest tables
- Book displays
- Artefacts
- Displays
- Visitors and visits
- Cross-curricular topics

Grouping children together for shared activities in an organised way will play an important role in their learning and development of language.

The composition of groups will vary pupils may be organised in pairs or large groups or as a whole class.

In group situation children will:

- Assume responsibility
- Listen to others views and opinions
- Discriminate between conflicting arguments
- Make decision
- Give and take instructions
- Discuss appropriate/inappropriate behaviours
- Promote social skill and 'rules' for talk
- Develop 'circle time' procedures

We will provide experiences and activities to promote a wide range of types of talk:

- Circle time to explore feeling and opinions
- Using children's own experiences
- Use of equipment in play based learning
- Special occasions
- Visitors
- School trips
- Active participation in school assemblies
- Open ended questions
- Show and tell activities
- Listen, discuss and respond to music
- Role play
- Cross-curricular discussions
- Discuss topical, class or school issues
- Respond to media items or news topics
- give reasons for opinions
- talk about their own work and that of others
- show an understanding of structure, sequence and grammatical corrections
- organise spoken accounts in a coherent way
- Active Learning and Drama Strategies e.g. Think Pair Share, Hot Seating, No Hands, Tableau and Freeze-Frame
- Argue logically
- Collaborative planning between pupils and teachers

Learning and Teaching activities promote the link between Reading, Writing and Talking and Listening when appropriate.

## **Reading**

### **Rationale**

‘Children should be helped to develop confidence in reading using a range of methods. They should be given opportunities to develop their confidence and independence through enjoyable reading experiences that will help them develop individual tastes and preferences and make sense of what they read.’ (NI Curriculum)

### **Aims**

We believe that our children will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners. We believe that reading is a problem-solving activity.

We aim to:

- Develop a positive reading atmosphere in the school where pupils develop attitude leading to confidence, enjoyment of books and an enthusiasm for reading.
- Teach pupils to read with fluency, understanding and accuracy, using a wide variety of texts so that they can read for a variety of purposes and audiences.

### **Classroom environment**

We will provide a classroom environment where both girls and boys feel inspired to read. We will establish an attractive and well displayed reading area where appropriate reading material is available.

Books of different genre will be displayed, taking account of the interests of both girls and boys. Fiction and non-fiction material, including big books, poetry, plays, magazines, leaflets and catalogues will be available and the listening centre and a variety of ICT resources will be used by the children. Environmental print e.g. Posters, charts, labels, lists and posters will be displayed.

Children’s own work will be celebrated with displays of book reviews, class made books, topic books and samples of work.

In Ballycraigy library we aim to provide a bright, well ordered and inviting environment. It will be effectively managed by well trained and enthusiastic staff, pupils and parent volunteers. It will be well stocked with a variety of resources for staff and pupils. It will be a lively focus for a variety of learning opportunities and social interaction.

### **Teaching approaches and organisation of learning**

The reading programme in the school will reflect the needs of the children and the requirements of the N.I. Curriculum. Our programme will include:

- Exposure to a wide range of reading materials, including print and digital media
- In Year 1 children will move from non-ability groups to emergent groups towards guided reading groups
- Books are banded from Foundation to P3 to provide a breadth of reading
- Regular reading to children in all classes P1 – P7;
- Developing phonological awareness;
- Synthetic phonic approaches;
- The use of key strategies of Modelled, Shared and Guided Reading moving towards Independent Reading
- Uninterrupted, sustained, silent reading (USSR);
- Visits from a librarian, author or to a local library;
- Group novels from P4
- Involvement of others e.g. Reading Partners, Literacy Support assistants, Reading Ladies

We recognise that our children will have varying needs and we will seek at all stages to provide appropriate, differentiated reading tasks to meet their needs and extend their understanding and increase their enjoyment of text.

### **Reading for information**

Reading for the purposes of study requires specific skills. It is linked to the skill of Managing Information (from the TS & PC framework) whereby children access, select, record and communicate information. Through modelled, shared and guided reading we will develop the following skills:

- extracting information from books using the contents pages or index;
- classifying information by alphabetical order;
- Posing questions for their research
- using dictionaries
- using a search engine on the internet
- using reference material such as encyclopaedias, atlases, directories, timetables, brochures, etc;
- formulating questions which require a search for information eg KWHL grids;

- 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.

## **Phonics**

### **Aim**

To teach children oral discrimination, phonemic awareness and rhyme awareness in order to encourage good communication skills.

### **Learning Outcomes**

- To develop phonological awareness.
- To learn the 40+ sounds of English.
- To blend and segment sounds to form words.
- To transfer these skills across the curriculum promoting independent reading and writing.

### **Teaching and Learning Styles**

Visual, auditory and kinaesthetic learning styles will be catered for in line with our Learning and Teaching Policy. Our teaching at all levels should include:

- Teacher exposition
- Whole class, group and individual work
- Tricky word vocabulary

### **Curriculum Planning**

We operate a planning procedure agreed by the whole teaching staff, based upon the Northern Ireland Curriculum. Children have a variety of phonic activities within Literacy lessons.

### **Differentiation**

We aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school.

Careful thought will be given to the provision of appropriately structured work for all children. When necessary, additional support will be provided by the Literacy Support Assistants and Reading partners. Planning attempts to ensure that the level of challenge is appropriate to each child's specific needs.

### Assessment and Reporting

Opportunities for assessment and reporting will occur in line with the school policy.

### Resources

All our classrooms have a range of resources to support the teaching of phonics appropriate to the age and ability of the children. These include:

- Jolly Phonics
- Jolly Grammar
- Rigby Star Fast Phonics
- Letterland
- Interactive Whiteboards
- Phonic games etc.

## Phonic Content

### Year One

Phonological Awareness:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Oral blending and segmenting

Phonics

- s, a, t, i, p, n
- c k, e, h, r, m, d
- g, o, u, l, f, b
- ai, j, oa, ie, ee, or
- z, w, ng, v, short oo, long oo
- y, x, ch, sh, voiced/unvoiced th
- qu, ou, oi, ue, er, ar

### Year Two

Revision and consolidation of Year One.

- s, a, t, i, p, n
- c k, e, h, r, m, d
- g, o, u, l, f, b
- j, z, w, v, y, x,
- ai, oa, ie, ee, or ng,
- short oo, long oo ch, sh, voiced/unvoiced th
- qu, ou, oi, ue, er, ar

Alternative sounds

- ow (oa), ea (ee), ay (ai)
- ir (er), ew (oo), oy (oi)

### Year Three

- sh, ch, th, ng, qu, ar
- short vowels, ff, ll, vowels
- i\_e, o\_e, u\_e, wh, ay, ea
- igh, y, ow, ew ou, ow
- oi, oy, or, al, nk
- er, ur, au, aw

### Year Four

- silent b, silent w, silent k, wh, ph, ea
- soft c, soft g, wa, ou, air, ch for k
- ai, ee, ie, oa, ue, k
- er, oi, ou, or, ey, y
- silent h, silent c, are, ear, tion, sion
- ei, eigh, o for u, ture, ie for ee, ore, le

## **Writing**

### **Rationale**

'Children should learn to communicate meaning through enjoyable writing activities, whereby they express themselves in writing both imaginatively and factually and including digital resources' (NI Curriculum).

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.

### **Aims**

- To develop the ability to write effectively in various forms according to the purpose and audience.
- To help children to write to express their emotions, convey their thoughts and feelings and present evidence of research.
- To develop experiences and to equip the children to use writing across the range of curricular activities.
- To promote conventional spelling, punctuation, grammatical organisation and handwriting.

### **Classroom Environment**

We will create a stimulating classroom environment where children see the teacher writing and sharing the process leading to the final outcome.

They are encouraged to:

- Write for themselves
- Discuss writing with the teacher and each other
- Experiment with writing

We will provide an area with a variety of paper and writing utensils. Experimental or emergent writing areas for the Key Stages will include:

- Magnetic letters
- Wordbank of keywords
- Wall lists

- Message Boards
- Try Pads
- ICT Resources
- Word Books
- Reference material – dictionaries, thesauri, interactive whiteboard
- Display samples of writing in different genres and by favourite authors and poets
- Children's own writing on display to be read and made anthologies, Big Books, plays books for younger children, project work and reports in other areas of the curriculum.

### **Teaching approaches and organisation of learning**

We adopt a structured approach to the process of teaching selected forms of writing, as follows:

- **Familiarisation** -(exposure to many samples of the genre)
- **Problem Solving**- (exploring text genre)
- **Agreeing success criteria** for the piece of writing
- **Modelled Writing** (teacher writing for children)
- **Shared Writing** -(teacher writing with the children)
- **Guided Writing** -(teacher supporting children's writing)
- **Independent Writing**- (Children writing on their own)
- **Feedback to pupil against success criteria**
- **Peer assessment using the language of the form**

Modelled, shared, guided and independent writing sessions take place across all age groups and all genres of writing.

Displays of various forms of writing so that children become familiar with the structure and language forms e.g. letters, diaries, lists, invitations, notes, menus, recipes, newspapers, reports.

Stimuli for writing e.g. artefacts, drama, visitors, competitions, first hand experience etc.

Children write for other curriculum areas, themselves, their peers, younger pupils, assemblies, parents and other adults as well as for the wider community, e.g. letters, brochures and guiders, competitions, displays in shops, library etc.

Children write in various genres, for a variety of purposes e.g. to narrate, entertain, amuse, retell events, instruct and explain, classify and describe, inform and complain and persuade or argue.

Writing sessions will include time for discussion, planning and redrafting. Not all writing sessions end with a written task. This may be with the teacher, whole class, small groups or independently.

Some writing is done completely for the individual and so no redraft is required. E.g. notes for personal information, trying out an idea or format in writing, a list, messages etc.

Children are encouraged to have a go and try to spell words for themselves.

Children engage in a range of problem solving activities to explore the structure and language features of the particular forms. At this stage they are involved in the setting of success criteria.

In actively exploring and developing a particular form of writing the children will be involved in Thinking, Problem-solving and Decision making, Being creative and working with others.

Children are involved in guided writing groups both prior to their independent writing and at the refining stage of the writing.

We will try to help children to read each others' work and to comment constructively.

Children will be encouraged to collaborate with each other as they develop their writing and during the refining of their work, This will help them to exchange ideas and will stimulate their thinking.

As is age and stage appropriate we will work with pupils to set targets for improvement.

### **Handwriting**

'From the earliest mark-making, children are showing an understanding that messages can be recorded. As they realise that print carries a constant message, they recognise the need for more conventional forms of handwriting which other people can read.' (Handwriting in the Foundation Stage)

Children progress through a variety of developmental stages before they have the necessary hand eye co-ordination, fine motor skills and visual discrimination to produce a conventional handwriting style.

At Ballycraigy Primary we aim to promote handwriting which develops from an early print to an individual writing style which is neat, swift and legible. Handwriting should demonstrate knowledge of lower and upper case letter formation, size and spacing.

## Policy for Spelling

### Rationale

At Ballycraig Primary School we strive to create an environment that allows children to develop the ability to learn spellings and to use them subsequently to produce an effective piece of writing.

### Aims

- To enable all pupils to be confident, accurate spellers
- To enrich and support learning through the use and application of spelling skills
- To give accurate spelling status in an increasingly multi media world
- To ensure continuity and progression through a consistent whole school approach to the teaching of spelling across the school
- To ensure that children develop the key skills, knowledge and understanding of spelling
- To foster progression which acknowledges the developmental nature of learning to spell

### Planning

Children should become actively involved in their own spelling development. Children need to investigate and generate rules and patterns for themselves through planned activities. In investigating words for themselves children begin to construct patterns and generate rules. Instead of having an isolated bank of words that they may or may not remember they develop an understanding of the way words work and begin to develop knowledge of a range of rules. We use **Jolly Phonics** in Year 1 and Year 2, and the **Prim Ed – My Spelling Workbooks** throughout the rest of the school. **Jolly Grammar and Fast Phonics** are used alongside the spelling scheme, to give a structured approach to teaching grammar alongside spelling patterns. The activities in these schemes use a multi-sensory approach based on four key learning styles:

- **Visual** - remembering common patterns; writing words down to check if they look right. Looking for words within words.
- **Aural and oral** – hearing and pronouncing words, emphasising or exaggerating. Pronunciation to aid learning (e.g. *Wed-nes-day*) breaking words into syllables or phonemes.
- **Kinaesthetic** – writing common patterns; tracing over words; sky writing as you say each letter; getting the feel of common handwriting joins.

- **Cognitive** – knowing rules, conventions, possible and impossible combinations; identifying word roots, suffixes and prefixes; using knowledge of grammar and using mnemonics.

By experiencing a multi-sensory teaching approach, children who learn in different ways have every chance of developing their ability to spell. Good spellers use a range of strategies. The whole class and pupil activities use a variety of approaches.

#### Homework

Lists of spellings are sent home to be learnt during the week from Year 2 to Year 7, with a test at the end of the week.

#### Learning and Teaching

- Teaching is well paced and engaging, based on clear understanding of the objectives
- There is a clear progression in the teaching of spelling
- The opportunities for spelling are based upon a variety of stimuli and experiences

Throughout the school spelling is taught in the following ways:

- **Shared Reading** – Finding patterns and examples; reminders of spelling patterns previously taught; incidental words of interest
- **Shared Writing** – Constructing words from phonemes; modelling strategies to construct unknown words
- **Word Level Work** – Learning spelling rules; investigating spelling patterns; learning spelling strategies
- **Guided Writing** – Applying strategies to unknown words; personal guidance about specific spelling problems
- **Independent Work** – Group investigations; using self-help strategies e.g. dictionaries, thesaurus etc.; spelling games and activities; peer support to learn, revise and test spellings; using the Look, Say, Cover, Write, Check method to learn spellings

In the Foundation stage spelling is closely linked to our Phonic Programme.

#### Resources

Jolly Phonics and Jolly Grammar teacher manuals

Prim Ed – My Spelling Workbook

Fast Phonics

Dictionaries

Thesauruses

Developing Literacy Word level books

Equality opportunities (Article 28 UNCRC)

We recognise the right of all children to have access to high quality spelling teaching and learning opportunities regardless of race, belief or social background. We aim to ensure that the needs of all our children are fully met within this area of the curriculum and that they are not disadvantaged in any way.

ICT Provision

When planning spelling related activities a consideration will be made to the ICT provision in school, developing resources and a shared common area for staff to share good practice.

Development of children's spelling and independence to check words will be encouraged through spell-checkers.

The use of ICT will be incorporated into the teaching of spelling for specific spelling skills and activities, accommodating all ability levels.

Children will be encouraged to develop their accuracy in spelling in order to locate information from stored files and the Internet.

Assessment

It has long been accepted that to highlight every spelling error in a child's writing can be especially damaging for the very children we want to support most. A marking focus is essential where teachers mark to the lesson objective rather than identifying all errors.

Monitoring, Evaluation and Review

Responsibility for monitoring the quality of learning and teaching of spelling rests with the Literacy Coordinator. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources.

## **Parental and Community involvement**

We believe that the education of our pupils is a collaborative enterprise 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.

We aim to harness the support of the home and to stimulate greater support in order to enhance the pupils' literacy development. Homework is seen as an integral and co-ordinated element of the school's practice. Parents are encouraged to share in Language and Literacy activities with their child following teacher guidance. (see Homework Policy)

Opportunities to promote parental and community involvement include:

- Parent meetings - Throughout all Key-Stages
- Information/workshop sessions – Annually Foundation Stage/When necessary for other Key Stages
- School performances, e.g. Christmas show, assemblies, other events
- Visitors to the school, e.g. Reading ladies, Volunteer based Homework Club, storytellers, visiting theatre groups, poets, authors, school nurse, dentist, fire service, etc.
- School trips

## **Assessment**

We employ formative, diagnostic, evaluative and summative tests throughout the school.

We provide for formal and informal discussion and meetings e.g. Annual written report to parents, discussion with parents arising from 'Open Door Policy' and discussions with parents during annual parent meetings.

We make use of the following standardised and diagnostic tests to monitor, track and plan for future learning:

- NFER Group Reading Test (P3 – P7 annually)
- Progress in English (P3 – P7 annually)
- Suffolk Reading Test (P2 annually)
- MIST (P2 annually)
- End of Key Stage Assessment (P4 and P7)

- InCAS (P4-P7, P3 optional)

Scores from the standardised tests are recorded in the SIMS Module, Assessment Manager 6. Data is used to track and monitor progress, to set individual targets and to inform future planning.

In addition we use the following class-based assessment tasks :

- Mid Year exams
- Teacher monitoring and observation
- Annual parent interviews to discuss progress (additional interviews can be requested by parents or teachers)

Assessment for Learning strategies are used throughout the school (See Assessment Policy). Literacy targets are set annually as part of the School Development Planning process and these targets are forwarded to both NEELB and Department of Education. An annual Literacy Action Plan will be drawn up in order to help raise standards.

## **Resources**

We use a wide range of resources. For more detail refer to the scheme of work.

## **ICT**

We aim to make maximum use of ICT across the curriculum to promote the pupils' literacy skills, as well as developing competence in ICT skills. This involves the use of computers, the Interactive White Board and also the possibilities offered by the wide range of audio-visual materials, graphics, radio and television broadcasts available.

Pupils will have ample opportunities to gain confidence in the use of ICT, for example in using word processors for drafting, using spreadsheets and databases, and using CD-ROM and the Internet to research and communicate, incorporating the 5 E's.

The children's work will be used to enhance the school's website.

The range of ICT resources available include:

- Desktops and Laptops with access to C2K network
- Interactive Whiteboards
- CD-ROMs
- Internet access

- Audio players with a variety of spoken texts
- T.V., video, DVD players with a variety of material

ICT will be used to enhance literacy skills, not just within the programme of study for Literacy and Language, but as an integral feature of all programmes of study.

### **Other Activities**

We offer the following activities:

- Visits to local library
- Book club
- Book Fair
- Invited story tellers/authors
- Involvement in festivals
- Film Club
- Homework club
- Young Enterprise
- Jo Jingles
- School productions
- Class and School Councils
- Eco Club
- Competitions

The school has a well stocked library. Pupils and parents are encouraged to use the library out of school hours.

### **Special Educational Needs**

The role of the class teacher is vital in the early identification of children with SEN. The class teacher will begin to gather information when it becomes apparent that a child is performing at a level below that of his/her peers which gives cause for concern.

Indicators for Identification and Assessment of Need may include:

- Social, emotional and behavioural problems – aggressive, disruptive or withdrawn behaviour which could lead to difficulty within the normal class routine.
- Delayed language development – inability to sequence events, re-tell a story or answer simple questions
- Difficulties with reading – poor sight vocabulary, poor phonic ability, difficulty with identifying and forming larger shapes.
- A significant discrepancy between chronological age and reading age as indicated by standardised reading tests

- Physical difficulties – learning and sight loss, lack of co-ordination and balance, poor hand/eye co-ordination.

The class teacher's role is central in meeting the special needs of each individual pupil. The following action will be taken to meet the needs of identified children:

- Early identification of problems reinforced by results of standardised tests
- Informing SENCO of child's problems so that details are included in the SEN Register
- Providing SEN children with access to a broad and balanced curriculum and ensuring that the provision is at an appropriate level to provide the child with some level of success through differentiated classroom teachers
- Liaising with SENCO in providing education plans for all SEN children in their class. The Education Plans should set clear, realistic targets which indicate the special educational provision required to address the needs of the pupils on the register
- Further details may be found in the Schools Special Needs Inclusion Policy

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

The literacy co-ordinator will co-ordinate the Area of Learning 'Language & Literacy' within the school, aiming to secure high quality learning and teaching, effective use of resources, and the highest standards of achievement for all pupils.

The key tasks of the Literacy coordinator include:

1. Strategic Vision
2. Monitoring & Evaluation
3. Resource Manager
4. Professional Development

### **Strategic Vision**

- Have a strategic vision for literacy development within the school
- Have a good knowledge of issues related to literacy
- Keep up to date with developments e.g. Teaching methods, resources, assessment issues and record-keeping procedures
- In consultation with the principal and staff to devise the school's literacy policy based on the statutory requirements of the NI Curriculum
- Ensure that there are schemes of work for literacy in place. The scheme should outline progression from Foundation Stage to Key Stage 2

- Encourage displays of children's work and celebrate children's achievements
- Promote opportunities for children to use their literacy skills for a range of purposes and audiences other than the teacher e.g. Involvement in competitions, writing for the school magazine
- Devise an annual action plan for the development of literacy.

#### Monitoring & Evaluation

- In consultation with the principal, monitor the implementation of the policy
- Support staff, in collaboration with the principal, in analysing all available data e.g. InCAS, PIE, to inform learning and teaching
- In consultation with the principal and staff, evaluate the effectiveness of the policy and scheme throughout the school
- Ensure that pupils' assessment records are kept up to date, in line with the school's assessment policy
- Liaise with the school's SENCO regarding pupils with literacy difficulties
- Keep records of meetings connected with the subject
- Keep the Area of Learning under review
- Present an annual report on the implementation of the action plan.

#### Resource Manager

- Be responsible for organising, maintaining and cataloguing resources and equipment
- In collaboration with the ICT co-ordinator be able to recommend ICT software to support literacy development
- Keep abreast of suitable new resources to support classroom strategies

#### Professional Development

- Identify and facilitate the professional development needs of staff
- Disseminate information from INSET and provide updates to staff
- Advise beginning teachers, lead discussion groups and represent the subject to others e.g. ETI (NI), governors
- Inform parents of the school's approaches to teaching literacy and advise on how they may support their child's literacy development

## **Monitoring & Evaluation**

Monitoring and Evaluation of Language and Literacy within the school will include:

- Classroom observation
- Book Scoops
- Class and corridor displays
- Folders/portfolios of pupils' work
- Discussion and sharing of approaches at staff meetings
- Teachers' Planners
- Home-school reading records
- Pupil target-setting process.
- Standardised tests e.g. PIE, GRT, Salford
- End of Key Stage data and Benchmarking data
- Running Records
- InCAS data
- Long term planning (scheme)
- Mid-term planning (half termly)
- Pupils' self assessment records/pupils' reading diaries
- Work samples of pupils' responses to reading
- Parent Questionnaires
- IEPs