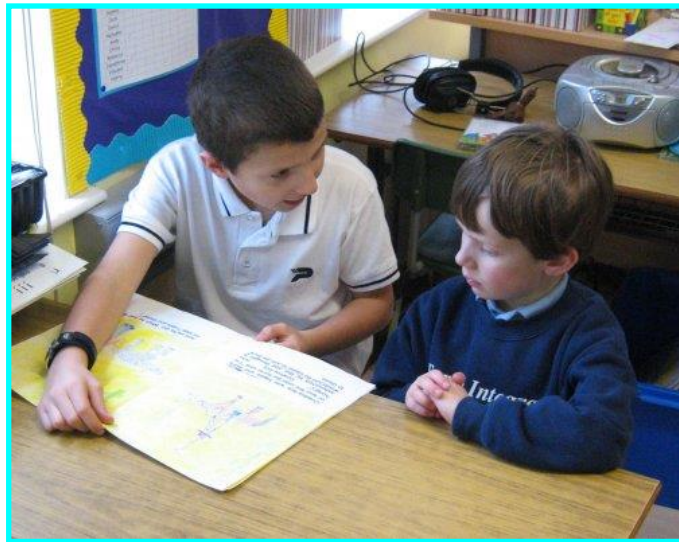


Forge Integrated Primary School



Literacy Policy

Coordinator: Mrs G. Kerr

September 2016

Introduction

Literacy underpins all areas of the curriculum. All children have an equal right to appropriate learning experience in Literacy, based on their individual needs. We believe that a stimulating and Literacy rich environment, where children are involved as active learners, will promote children's self esteem, confidence and attainment.

Aims and Objectives

- To provide consistent, effective practice and provision throughout the school to ensure continuous progress for each child according to his/her own ability
- To develop our pupils' ability to express and communicate meaning confidently and effectively through spoken and written language
- To develop children's imagination by providing a wide range of literacy experiences
- To promote independence in the use of language
- To ensure that all children achieve enjoyment and success, whatever their ability, in language based activities

Teaching Methods and Strategies

- Shared reading
- Shared writing
- Guided reading
- Independent reading
- Independent writing
- Speaking and listening
- Formal handwriting
- Linguistic Phonics

Organisation

- Whole class teaching
- Small group work
- Differentiated group work
- Individual activities
- Access to ICT
- Access to a range of appropriate resources

Resources

- Collins Focus on Literacy – Big Books & Texts
- Collins Grammar & Punctuation P4-P7
- Collins Comprehension P4-P7
- Oxford reading Tree
- Novels and a range of non fiction texts
- Linguistic Phonics Programme

Assessment and Progression

Children's ability in literacy is based on both formative and summative assessment. Specific summative tests are:

- P1 -COMET
- P1 British Picture Vocabulary
- P2 MIST Phonics Tests
- P3 – P7 GL Assessment
- End of Key Stage Assessments
- Interactive Computer Assessments (P4 – P7)
- NRIT – P3 & P5

Examples of formative assessment

- Consultation with previous teacher, passing on records – P1 – P7
- Reference to child's samples of work/Monitoring and Evaluating P1 – P7
- Assessment for Learning P1 – P7

The Literacy Coordinator liaises with the Assessment Coordinator to review and analyse data. They use standardised scores to identify underachievers and gifted pupils. These pupils are then targeted for an identified area and reviewed at end of year to assess progress.

Pupils are tracked from P1-7. This is an on-going process and a 'snap shot' of a pupil's school career and how Literacy teaching in school has improved attainment.

Outcomes of both formative and summative assessment are used in planning for progression.

A written report is sent to parents once a year. Parent/teacher Interviews are offered twice a year, once in October and again in February. Parents are also invited to an Information Evening in September to outline curriculum for the year.

Planning, Monitoring and Evaluation

Planning for the learning and teaching process is the responsibility of each teacher in the school, working in co-operation with their Key Stage colleagues, all other teachers, the Literacy Co-ordinator and the Senior Management Team.

Progression and differentiation are ensured by:

- Teachers' bi-monthly planning
- Monitoring of work samples
- Basing programme of work at appropriate level for children
- Evaluation of outcomes
- Monitoring of planning

Role of the Literacy Co-ordinator

The Literacy Co-ordinator is responsible for the development and update of an active Literacy policy in consultation with the Principal and members of teaching staff. He/she will ensure that the policy is implemented by providing relevant resources and appropriate support to colleagues.

Role of teachers

All staff should be involved in the review and implementation of the Literacy Policy. As reflective practitioners, teachers have a key role in promoting success in Literacy through the curriculum by careful planning, delivery and evaluation of outcomes.

Parental Involvement

At Forge IPS, parents are encouraged to become actively involved in the Literacy being taught in the school. We do this through inviting parents to support their children in:

- Reading and other Literacy based homework
- Home/School projects
- Parent/teacher interviews
- Involvement in school trips
- Open day
- Better Reading Partnership
- Time to Read
- Book Fairs
- Foundation Stage Linguistic Phonics Training
- Reading Training

Home Learning

The Forge IPS Home Learning policy identifies the type and amount, relevant to each year group. This policy is available to parents/cares and teachers/staff. Home Learning activities are designed to reinforce current classroom activities, and are not used to introduce new concepts.

Special Needs

The Principal has overall responsibility for the provision of targeted support for children identified as being on the Special Needs Register, in consultation with the Special Educational Needs Co-ordinator (SENCO). The

class teacher first of all identifies children experiencing learning difficulties in relation to aspects of Literacy. As an outcome of liaison between the class teacher and SENCO, additional support may be provided where appropriate. External agencies may be involved in assessment, provision and review of the needs of the children.

Equal Opportunities

We are aware that issues of gender, class and ability affect progress in literacy and seek to address these difficulties in practical terms through our planning in the areas of classroom management, the choice and use of resources and teaching styles.

Policy Due for Renewal