



## **ASSUMPTION GRAMMAR SCHOOL LITERACY POLICY**

Assumption Grammar School is committed to the highest standards in all its work and the Literacy Policy provides a framework to ensure that these standards are being met. The Literacy policy is connected to other aspects of education policy and is linked to the SDP, self- evaluation, departmental SOWs and target setting, to support a cycle of continual improvement. The promotion of Literacy is underpinned by the school ethos of “Fully Alive”. In developing “the whole person through a Christian education”, we aim for a “co-ordinated and effective cross-curricular emphasis on literacy and that supports all teachers in recognising and exploiting opportunities to support the development of literacy through their teaching.”

*“A Strategy for Raising Achievement in Literacy and Numeracy – Consultation Document”*

### **Policy Aims**

- To create a shared accountability, with progress in literacy tracked to ensure improvement is achieved and maintained
- To use external and internal data, including diagnostic testing to measure and benchmark attainment in literacy.
- To ensure that the SLT and HODs expect, and set, the highest possible standards for literacy
- To ensure a lead role in literacy from the English Department and an effective contribution to literacy from other subjects
- To ensure that the central place of the class teacher in relation to literacy is recognised and supported
- To require and support any Department that is not making adequate provision for the promotion of literacy to put clear actions in place to address weaknesses.

### **Policy in Action**

- The SDP will set SMART targets for Literacy. These targets will take account of relevant benchmarking data. A rigorous and systematic approach to the use of data will be developed and appropriate training will be built into staff development. As a statutory requirement, targets will be set for Key Stage 3 and GCSE.
- Pupils’ progress in Literacy will be tracked using diagnostic testing, relevant C2k data and end of Key Stage results.
- Every Head of Department will annually review and update the schemes of work, ensuring that they address the promotion of Literacy
- All SOWs will address communication as a cross-curricular skill and designated departments will report on progress in communication
- English teachers will have a key role in helping to set standards in Literacy; however all teachers are teachers of literacy and must take responsibility for raising standards



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- Literacy will be promoted through quality whole class teaching that promotes all four interdependent strands of: language; talking; listening; reading; and writing. Any additional support for pupils will normally be provided by the subject teacher, working as necessary with colleagues within the school. Identified pupils will be supported through an IEP provided by the SENCO (These strategies are in accordance with the 3 Waves of Literacy support outlined in *ESAGS A Strategy for raising achievement in literacy and numeracy*)
- Appropriate links will be maintained between the English department, the literacy co-ordinator, the librarian, the SENCO and the pastoral care team
- The Literacy policy will be regularly reviewed
- In setting standards for the improvement of Literacy, the SLT and HODs will pay attention to the DENI policy; *ESAGS A Strategy for raising achievement in literacy and numeracy*

### **Policy in Action within the strands of Literacy**

Although talking and listening, reading and writing are not used as headings for English in the Northern Ireland Curriculum, they are central to the activities... Due to the nature of English, its skills are essentially those of communication. Talking and listening, reading and writing retain a high profile in defining the three strands of the cross-curricular skill of Communication.

*Northern Ireland Curriculum: Guidance for English with Media Education at Key Stage 3*

Literacy is the ability to read and use written information and to write appropriately and legibly for a range of purposes, within a range of contexts and for a variety of audiences. It also involves the integration of talking, listening and critical thinking with reading and writing and includes the knowledge that enables a speaker, writer and reader to recognise and use language appropriate to different social situations. Literacy permeates and develops learning in all areas of the curriculum, formal and informal, and all areas of social interaction and development.

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*ESAGS A Strategy for raising achievement in literacy and numeracy*

### **Talking and Listening**

Whole School and Departmental policy, planning and practice will provide pupils (where appropriate) with the opportunity to:

- contribute comments, ask questions and respond to others' points of view
- participate in discussion and debate through the promotion of a classroom environment where pupils' contributions are valued and high quality oral communication is seen to be an intrinsic feature of learning
- communicate meaning, feelings and viewpoints in a logical and coherent manner



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- use an expanding and subject specific vocabulary
- orally interpret, analyse and interpret information
- use standard English in oral communication and adapt ways of speaking to audience and situation while valuing their own dialects

### Reading

Whole School and Departmental policy, planning and practice will provide pupils (where appropriate) with the opportunity to:

- read a range of texts for information, ideas and enjoyment
- become independent and critical readers and make informed and appropriate choices
- use a range of strategies to read with independence
- find, select and use information from a range of sources including print, media and ICT and to evaluate those sources
- benefit from the resources and expertise offered by the school library and librarian
- understand and explore ideas, events and features in texts
- use evidence from texts to explain opinions

### Writing

Whole School and Departmental policy, planning and practice will provide pupils (where appropriate) with the opportunity to:

- talk about, plan and edit work
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes
- write in a variety of forms for different purposes e.g. to interpret
- write with increasing accuracy and proficiency, proof reading work to ensure accuracy in spelling, punctuation and grammar
- benefit from a consistent and clearly understood departmental marking policy
- use dictionaries, glossaries and lists of appropriate subject vocabulary