



St Louise's

Comprehensive College, Belfast

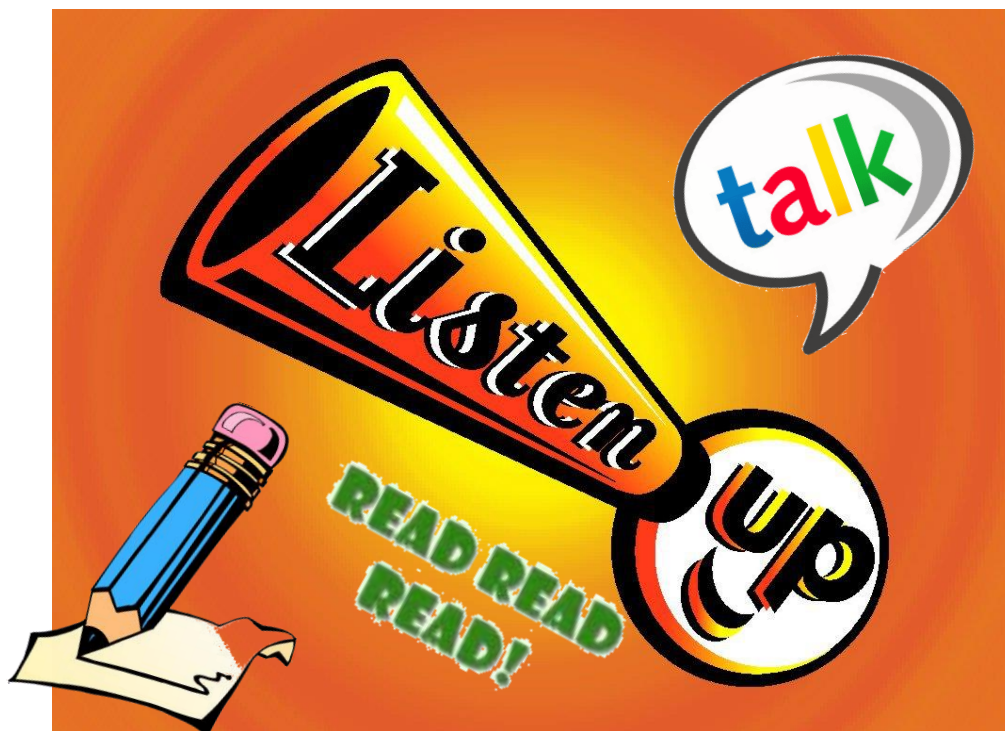
A Specialist College

LITERACY POLICY

**Read, Write, Talk and Listen
and we will Succeed!**

'Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding'

(QCA Use of Language across the Curriculum)



ST LOUISE'S MISSION STATEMENT

*"In partnership with parents, guardians, staff, governors and students
St Louise's promotes excellence in learning and teaching
within a Catholic, Vincentian, Comprehensive ethos"*

CONTENTS

1.0 OVERVIEW

- 1.1 Rationale
- 1.2 Definition of Literacy

2.0 OVERALL AIMS OF THE POLICY

- 2.1 Development of Literacy
 - Reading
 - Writing
 - Talking
 - Listening

3.0 OUR LITERACY POLICY AND STRATEGY – THE THREE WAVE APPROACH

- 3.1 Whole Class Teaching
- 3.2 Quality teaching plus additional support
- 3.3 Quality teaching plus personalized support

4.0 IMPLEMENTATION OF POLICY AND STRATEGY

- 4.1 Roles and Responsibilities
- 4.2 Wave 1 Whole Class Teaching
 - 4.2.1 The English Department
 - 4.2.2 Outline of Skills
 - 4.2.3 Development of skills in Our Students
 - 4.2.4 Strategies used within the English Department
 - 4.2.5 Curriculum Planning and the Classroom Environment
- 4.3 Development of Literacy Across the Curriculum Role of the Library
- 4.4 Using Communication in all Areas of Learning
- 4.5 Whole School Development of Cross-Curricular Skills Classroom Practice – Learning and Teaching

4.5.1 Development of Reading, Writing, Talking and Listening in all Subjects

4.6 Wave 2 – Quality teaching plus additional support

4.7 Wave 3 – Quality teaching plus personalized support

5.0 MONITORING AND EVALUATION

Why monitor and evaluate our Literacy Policy?

What will we monitor and evaluate?

How will we monitor and evaluate

6.0 ADDITIONAL MEASURE TO IMPROVE LITERACY

Our Literacy Policy is seen as a key policy within St Louise's, reflecting the priority Literacy has on the School Development Plan. This policy is written in line with the Count, Read: Succeed Policy.

SECTION 1

1.0 OVERVIEW

As a staff we are fully committed to developing literacy skills in all our Students, in the belief that it will support their learning and raise standards across the curriculum because:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on Students' self esteem, on motivation and behaviour. It allows them to learn independently and is empowering.

1.1 Rationale

The information and technological revolution of the late 20th century and the almost limitless access to knowledge on the internet at the beginning of the 21st century has placed a renewed emphasis upon the importance of transferable skills and the primacy of literacy and numeracy as gate-ways to learning. In response to this, the new NI curriculum places a renewed emphasis on the cross-curricular development of literacy and numeracy by defining the skills of Communication, and Using Maths as a cross-curricular responsibility, (alongside the existing cross-curricular skill of ICT).

Count, Read: Succeed in Every School a Good School leads the way with a strategy to improve Literacy and Numeracy by recognising the importance of “joined up thinking” in schools.

“The skills of Literacy and Numeracy are so essential to delivering the curriculum that helping children and young people to develop and improve them can never be seen as something additional, rather it is at the heart of what good teachers do every day.” (C. Ruane MLA)

“Literacy is about people’s ability to function in society as private individuals, active citizens, employees or parents . . . Literacy is about people’s self-esteem, their interaction with others, their health and employability. Ultimately, literacy is about whether a society is fit for the future.”

EU High Level Group Experts on Literacy 2012

It is therefore through the revision of our School Literacy Policy and Strategy that we in St Louise’s take account of Count, Read: Succeed along side the new NI Curriculum which has, at its core, a strong emphasis on the fundamental skills of speaking, listening, reading and writing. This is clearly supported by a framework of assessment for and of learning, building on the prior knowledge, skills and understanding established in the primary phase of a child’s education and developed throughout their post primary schooling at Key Stages 3, 4 and 5.

1.2 Definition of Literacy

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 speaking, 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.

In addition fundamental to 21st century digital learner is the ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material. Literacy permeates and develops learning in all areas of the curriculum, formal and informal, and all areas of social interaction and development.

SECTION 2

2.0 AIMS OF THE POLICY

“PISA defines reading literacy as understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential and to participate in society.”

PISA 2012 Results: What Students Know and Can DO

A literacy policy is a learning policy. To consider carefully the ways which our Students learn the subjects and skills we offer them, we find that language i.e. communication is at the heart of the learning process in each of the subjects, even, or especially, in the apparently non linguistic subjects like mathematics. To plan ways in which we can effectively improve our students’ learning is inevitably to consider how we use language, the language environment of our school, the language expectations we have of our Students, and the tuition and encouragement we give in language. If we all do this, that is if we establish a whole school literacy policy, we shall not only have helped the subject learning of our Students, we shall also have helped them with their own language for life (Marland 1989).

The overall aims of our policy are:

“to ensure that every learner fulfils her or his full potential at each stage of their development.” Fulfilling this vision is underpinned by the emphasis placed on the five pillars identified as priorities by DE:

- a. raising standards for all;*
- b. closing the performance gap, increasing access and equity;*
- c. developing the education workforce;*
- d. improving the learning environment; and*
- e. transforming education management.*

(Count, Read: Succeed)

- To raise literacy levels across the curriculum by employing a range of strategies that will enable students to access the curriculum with increasing confidence
- To increase motivation and enthusiasm by providing challenging lessons and opportunities for our Students
- To enable our students to develop as individuals, contributors to society and economy
- To ensure that all our Students will leave school having acquired the skills of reading, writing, speaking and listening
- To develop a better co-ordinated and more cross curricular emphasis on literacy that supports all teachers in recognising and exploiting opportunities to support the development of literacy through their teaching
- To support the development of communication through assessment for learning processes
- To provide a clear framework of accountability, with progress in literacy much more closely tracked at class and school level to ensure that improvement is achieved and maintained
- To improve linkages between school and home, with better information for parents and carers about how they can help and support their children to enjoy and do well in literacy

- To provide INSET that is relevant, up to date and meaningful
- To provide continuity across the curriculum

Overall success criteria

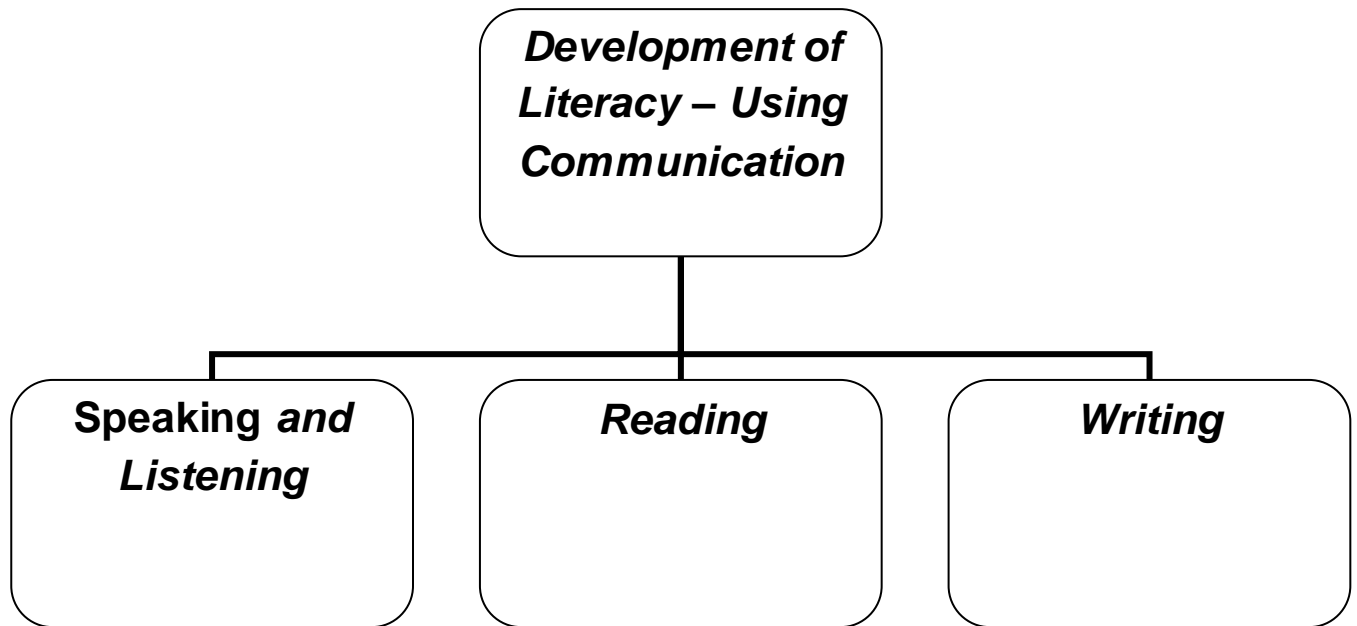
The measure of the success of this and other associated policies will be whether the numbers of young people who reach or exceed the expected standards in language and literacy at St. Louise's at Key Stage 3 (from our current baseline of 80% level 5 and above) and, ultimately, at GCSE grades A*-C increase over the coming years (from a baseline of 50% 5A*-C including English and Mathematics).

2.1 Development of Literacy – Development of Communication Skills in Our Students

Communication is central to the whole curriculum. Students should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society. Students are given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real life, meaningful contexts across the curriculum.

The modes of communication include Speaking and Listening, Reading and Writing. However, effective communication includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Students are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

Across the curriculum, at a level appropriate to their ability, Students should be enabled to develop skills in:



Speaking and Listening

Students should be enabled to:

- Listen to and take part in discussions, explanations, role plays and presentations;
- Contribute comments, ask questions and respond to others' points of view
- Communicate information, ideas, opinions, feelings and imaginings using an expanding vocabulary
- Structure talk so that ideas can be understood by others;
- Speak clearly and adapt ways of speaking to audience and situation;

- Use non-verbal methods to express ideas and engage with the listener.

Reading

Students should be enabled to:

- Read a range of texts* for information, ideas and enjoyment;
- Use a range of strategies to read with increasing independence;
- Find, select and use information from a range of sources;
- Understand and explore ideas, events and features in texts*;
- Use evidence from texts* to explain opinions.

*Note on texts: texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Writing

Students should be enabled 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 with accuracy and proficiency.

SECTION 3

3.0 OUR LITERACY POLICY AND STRATEGY

Our Literacy Policy and Strategy are clearly defined under the **three wave approach**:

3.1 Quality Whole Class Teaching

The starting point in raising standards of literacy for all within St Louise's is through high quality whole class teaching linked to our Learning, Teaching and Assessment Policy and our Outstanding Lesson Framework. There are rich, challenging, learning opportunities for speaking, listening, reading and writing. This involves planning for literacy, not only in language and literacy within the English Classroom but across the curriculum as we are all teachers of literacy through Communication. The mapping out of the curriculum at Key Stage 3 and the development of high quality learning opportunities through effective assessment ensures that all students develop the knowledge, understanding and skills specified in the statutory requirements.

3.2 Quality teaching plus additional support for identified Students

Through baseline data (CATS and PTE (Progress Testing in English)) and within the well developed framework based on the tracking of progress as defined within our assessment policy, students are identified for additional support. This enhanced provision at Key Stage 3 is delivered through the Literacy Assistant with a well-structured programme of literacy support and development. The Literacy assistant liaises with the SENCO and Literacy Co-ordinator in

identification, assessment and provision. At Key Stage 4 students are taught in smaller groups and for an extended period of time.

3.3 Quality teaching plus personalised support to meet the needs of individual Students

More personalised support is initiated by the Literacy Co-ordinator in liaison with the AEN Team and SENCO when assessment procedures and observation, indicate that a student has not made significant progress and is not benefiting from the additional support outlined in wave 2. This involves students working one to one and in small group situations with the Learning Support Assistant. This is supplemented by the support received from St Gerard's Outreach for Students at Stage 3 of the Code of Practice.

SECTION 4

4.0 IMPLEMENTATION OF POLICY AND STRATEGY

4.1 Roles and Responsibilities

English Department – provide students with knowledge, skills and understanding they need to read, write and speak and listen effectively;

In English classes we strive to promote enjoyment and appreciation of language and literature within a supportive environment which enables pupils to achieve their potential and develop skills for life.

Literacy Co-ordinator

- To support the development of Literacy, at individual, departmental year team and whole school level, linked to meeting the needs of students based on the use of data to inform strategy and promote achievement,
- To be a member of the AEN Team,
- To develop with teaching colleagues a school wide literacy skills continuum,
- To play a key role in the implementation of the Whole School Library policy and develop the use of Eclipse library system,
- To play a key role in the promotion of Literacy activities and leadership opportunities for students,
- To promote Accelerated Reader with students at KS3 and work with teacher in order to set targets for students and track and review their progress;

Core Curriculum Team: supports departments in the implementation of strategies and encourages departments to learn from each other's practice and share ideas;

Teachers across the curriculum: contribute to students' development of language since talking, listening, writing and reading are, to varying degrees, integral to all lessons;

Parents: encourage their children to use the range of strategies they have learnt to improve their levels of literacy through the paired reading scheme. "A recognition of parental literacy must also be taken into account" (DENI 2008:38)

SENCO: works closely with class teachers and the learning support teachers to ensure that intervention is put in place where required;

SLT: provides effective leadership focusing on strategic planning for Literacy across the Curriculum.

4.2 Wave 1 Whole Class Teaching

4.2.1 The English Department

In the teaching of English, the main aim is to enable Students to read, write, speak and listen effectively, thereby gaining understanding of and control over language.

Speaking and Listening

Students are encouraged to recognise the power of talk as a means of exploring language and ideas, persuading others and gaining confidence. They have opportunities in the classroom to talk in pairs, in small groups, to contribute to whole class discussions and participate in role-play situations. An important aim of our oral work is to teach students to be good listeners, able to appreciate the views of others as well as express their own opinions with fluency and confidence.

Reading

Students are encouraged to become fluent, independent and critical readers of all kinds of texts. They are encouraged to question and reflect on what they read and to enjoy reading for pleasure. We aim to provide them with opportunities to experience a wide variety of texts (prose, drama, poetry, non-fiction and media) to explore language and meaning, to acquire information, to gain insight into their own and other cultures and to extend their personal and social awareness.

Writing

Students are encouraged to become confident in their own writing and recognise how it contributes to their learning by helping them shape and explore ideas and express their feelings. They learn how to match their writing to a variety of purposes and a range of audiences and to appreciate the benefits of drafting, redrafting and proof-reading.

The curriculum statutory requirements form the basis of student experiences at Key Stage 3. Students are encouraged to examine the structures and functions of language, reflecting upon the use of language by other

writers in different contexts before making choices to match their own audience and purpose. They are encouraged to consider how and why language varies across distance and time.

4.2.3 Development of skills in Our Students

How do we develop speaking and listening skills in English?

We strive to develop talking and listening skills through a range of talking and listening activities which train Students to be good listeners, able to appreciate the views of others as well as to express their own with confidence. These activities include paired work, group work, role play, individual presentations and class discussions, interviews, debates, hot seating.

What do we read in English and how do we develop reading skills?

We read novels, short stories, poetry and plays as well as a wide range of non fiction. Students have library visits which provide opportunity to browse through books and borrow some to take home. We also promote the use of Accelerated Reader to promote and monitor students' reading habits. Every year we have a Book Week when we focus on a range of activities to promote reading. We invite writers to visit whenever possible. Through all of our activities we strive to make our students fluent, independent and critical readers of all kinds of texts which they read for pleasure as well as for learning.

What kind of writing tasks do we do in English?

The tasks include stories, essays, letters, diaries, play scripts, debate speeches, articles, poems, projects, designing leaflets and advertisements. We also enter writing competitions whenever possible. We seek to develop writing skills by providing stimulating activities that will show Students how to match their writing to audience and purpose as well as to appreciate the stages involved in the writing process.

4.2.4 Strategies used within English/Literacy and in the Development of Communication across the curriculum

Reading

It is important to allow Students opportunities to engage in the following activities:

- Listening to the teacher or others reading aloud
- Role – play a scene from the text
- Watch the film of the text (if available)
- Choose a favourite extract/poem to read aloud with meaning
- Explain reasons for choice of favourite extract/poem with reference to words, phrases, sentences etc.
- Create a drama script based on a section of narrative
- Discuss film/stage adaptation of the text.
- Create a flow-chart to represent the sequence of events in a chapter/whole novel
- Predict what might happen later in the novel in the light of what is already known or what might have happened if circumstances had been different.

- Prepare oral/written review of the text – reasons for recommending it to others
- Use appropriate vocabulary to express views on the text e.g. plot, setting, characterisation etc in oral and written work
- Describe how the character changes in the light of earlier impressions.
- Discussion of themes and writing about them using a spider diagram
- Analyse a range of poems on different themes
- Creative responses: create extra scene
 - Alternative ending
 - Letter to author about the text
 - Letter to a character
 - Newspaper article about an event/ incident.
- How the writer arouses feelings in the reader - what they are - how he arouses them e.g how the writer creates tension, atmosphere, humour etc.
- Text – marking an excerpt to identify devices a writer uses e.g. strong adjectives, similes, metaphors etc.
- Research into the context of the novel e.g. World War 2, the Famine, life in Victorian times etc
- Examine a range of non-fiction texts – posters, newspapers magazines, leaflets, brochures

Writing

It is important to allow Students opportunities to engage in the following activities:

- Flow chart to sequence the events in a chapter or the whole novel
- Tracking a character across chapters – use of TOADS
- Character studies using PETAL and TOADS

- Comparison of characters within a text – use of spider diagrams
- Reconstruction of scenes in the text from a different point of view or in a different format; e.g. prose to drama script.
- Creation of missing scenes referred to by the characters but not described in any detail in the text
- Continuation of episodes or chapters
- Extracts from a character’s diary, memoirs or autobiography – use of empathy
- Exchange of letters between characters – correct letter conventions
- A letter to the author – awareness of audience
- Newspaper report on scenes from the text: non-fiction writing, use of AFOREST in article
- Reviews of theatre, film or television adaptations of text – awareness of audience and purpose
- Interview with a character from the text – open ended questions
- Scene from a text about the past translated into a modern context
- Book review
- Write a poem
- Creative writing based on personal experience
- Write a letter of complaint/appreciation
- Create a story board based on extract/scene/poem/non fiction text
- Design a persuasive /informative poster/leaflet/information sheet using appropriate elements of AFOREST/SLAPP
- Write a persuasive speech/essay letter using appropriate elements of AFOREST

- Create an advertisement for a product/service using appropriate elements of SLAPP/AFOREST

Speaking and Listening

It is important to allow Students opportunities to engage in the following activities:

- Listen carefully to reading of the novel aloud by the teacher/ individual students
- Listen to a significant extract of the novel/short story/poem being read and discuss its main points
- Choose a character you like best and explain why
- Choose an event in the novel/short story/poem and say why you found it most appealing
- Prepare and improvise a scene that reveals awareness of character and themes
- Hot seat a character
- Role play scenes
- Tell a group or whole class about a personal experience similar to what happens to a character in the novel
- Talk to class about a personal hobby or interest/desire/guilty secret or greatest wish in relation to what a character reveals in the novel
- Listen to other Students read their own writing about the novel and respond to it
- Prepare questions on an issue or theme raised in the novel and interview or seek the views of others in the family/community
- Imagine you were a character and explain why you would have reacted in a particular situation
- Hold a discussion/debate on a topical issue
- Learn about and use partner voice, group voice and class voice

- Working collaboratively to produce a piece of work e.g. poster advertising a product
- Signpost when you want students to listen at key moments e.g. "at the end of this I want you to tell me....."
- Predict what is going to happen next

4.2.5 Curriculum Planning and the Classroom Environment within the English Department:

- Schemes of Work clearly identify opportunities for the development of Speaking, Listening, Reading and Writing;
- Strategies are made explicit on schemes and units of work;
- High quality standardized stepped learning opportunities and learning opportunities are drawn up in line with the levels of progression defined in the Key Stage 3 curriculum framework and assessment procedures at Key Stage 4 and Post 16;
- "Keeping parents and Students informed about the progress that is being made, particularly at important Key Stage transitions." (Count, Read: Succeed);
- Key words are displayed in all English Classrooms;
- Strategies are displayed in all classrooms;
- Learning and Assessment Calendars and Topic Models identify for students their learning intentions and the development of the cross curricular skill of communication;
- WALT and success criteria are displayed in all rooms; and
- Opportunities are made explicit within the schemes of work for the development of literacy and thinking skills.

4.3 Development of Literacy across the Curriculum

The Role of the Library

The School Library plays a key role in the enhancement of our students' skills through information skills and reader development programmes. To support this, the school library:

- provides all members of the school community with access to a supportive, welcoming and learner-friendly environment.
- encourages the development of reading, writing, speaking and listening skills and provides experiences that expand and reinforce classroom reading.
- promotes life-long learning through information literacy lessons that are integrated with classroom content
- promotes critical thinking, accessing information in all of its forms and the use of technology to enhance learning.
- contains a good collection of materials in different formats - both print and electronic - to meet the teaching and learning needs of the school curriculum and reflect diversity of students throughout the school.
- Uses the Eclipse programme to issue, track and monitor library book loan system.

4.4 Development of Literacy across the Curriculum/ Using Communication

As described in section 4.2 within the English Classroom, students acquire and develop knowledge, understanding and skills. Within the introduction of the new curriculum there is a strong focus on using the skill in a range of contexts across the curriculum. Students have opportunities to demonstrate, apply

and transfer their knowledge, understanding and skills in a variety of contexts across the curriculum and this is fully embedded within St. Louise's curriculum planning.

Acquisition

Students are taught both the 'what' and 'how' of communication before they can demonstrate their learning in a wide range of different situations. This acquisition may occur naturally in English, but will also be acquired in other relevant contexts across the curriculum.

Development

Students are given opportunities to demonstrate, apply and transfer their communication knowledge, understanding and skills in a variety of contexts across the curriculum.

All subjects have a role to play in developing Students' communication skills by providing opportunities for them to demonstrate, practice, apply and transfer these skills.

All teachers will contribute to the ongoing formative assessment of Communication through high quality formative feedback with identification of strengths and LPs for students. Students responding to their LPs after each piece of work through completing their 'corrections' and following up their LPs with Action Points (APs). Regular peer and self assessment on an ongoing basis contributes to the assessment of Communication.

4.5 Whole School Development of Cross Curricular Skills Classroom Practice – Learning and Teaching

Across the curriculum opportunities must be given for the development of Communication skills and these clearly built into the assessment for learning process. All departments ensure that there are opportunities for the development of knowledge, understanding, thinking skills and communication as detailed:

Subject Knowledge & Understanding	Thinking Skills (including aspects of Talking & Listening & Reading)	Written Communication	ICT (research aspect moved to Thinking Skills column)
<i>Contextual challenge</i> <i>conceptual difficulty & interaction</i> Structure of learning	Research, <i>managing information</i> Range of options, developing arguments solutions & justification	<i>format for task & audience,</i> Structure & sequence Quality of vocabulary Impact/effect	Use of digital resources to manipulate and present work.
<i>Level 7</i>			
<i>Level 6</i>			
<i>Level 5</i>	The progression statements within each of these segments were drawn from the new levels of progression for Communication		
<i>Level 4</i>			
<i>Level 3</i>			
<i>Level 2</i>			
<i>Level 1</i>			

column 1 was either left blank or some broad generic statements were suggested re: possible progression in conceptual difficulty at subject level

All departments ensure that:

- the cross curricular skills of Using Mathematics, Using Communication and ICT are clearly signposted on all schemes and units of work
- concepts maps for the connected curriculum at subject level clearly specify the opportunities for the development of speaking, listening, reading and writing
- there is a consistent approach to the execution of group work within the all classrooms i.e. roles and responsibilities
- WALT and success criteria are displayed for all students taking account of the development of communication as a key cross curricular skill
- resources are adapted to accommodate literacy strategies in liaison with the Literacy Co-ordinator
- Effective speaking and listening are clearly aligned to a consistent approach to Behaviour for Learning in the classroom i.e. classroom voice, table voice, group voice
- Ground Rules for positive behaviour are displayed in all rooms
- Learning Opportunities take into account the development of knowledge, understanding, thinking skills and communication as stated in the levels of progression at Key Stage 3. Students will be given opportunities to progress throughout Key Stage 3
- Topic models clearly signpost opportunities for the development of using communication

- The cross curricular skill of communication is formatively assessed. The identified departments will report on the cross curricular skill of using communication.
- ICT is used to support students learning will make use of ICT to support students' learning.

4.5.1 Writing

All departments give students 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 with accuracy and proficiency.

In all classes students should be given the opportunity to communicate through the written word. Each department will (where applicable):

- construct high quality assessment tasks that will allow for the development and exploration of written communication in a variety of forms aligned to the levels of progression.
- teach students how to write in ways that are special to that department's subject needs
- use the conventions for writing stated in the Literacy and Learning Booklet
- ensure that through the construction of high quality standardised tasks students are given the opportunity to complete extended pieces of writing at least once within every assessment cycle. Writing frames can be used as an aid to literacy development.

Spelling

Each Department will:

- Identify and display key vocabulary
- List key words on cycle ahead models
- Concentrate on the marking of high frequency and key subject words taking into account the differing abilities of students
- Revise key vocabulary
- Teach agreed learning strategies which will help Students to learn subject specific vocabulary (Look, Say, Trace, Cover)

Speaking and Listening

All departments will give students the opportunity to:

- Listen to and take part in discussions, explanations, role plays and presentations;
- Contribute comments, ask questions and respond to others' points of view
- Communicate information, ideas, opinions, feelings and imaginings using an expanding vocabulary
- Structure talk so that ideas can be understood by others;
- Speak clearly and adapt ways of speaking to audience and situation;
- Use non-verbal methods to express ideas and engage with the listener

All departments will identify key strategies that they will employ for the development of talking and listening which will enable the students to use language precisely and coherently. They should be able to listen to others and respond and build on their ideas and views constructively.

We will develop and share strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying main points to arise from the discussion; listening for a specific purpose; discussion and evaluation.

Reading

All departments will give students the opportunity to:

- Read a range of texts* for information, ideas and enjoyment;
- Use a range of strategies to read with increasing independence;
- Find, select and use information from a range of sources;
- Understand and explore ideas, events and features in texts*;
- Use evidence from texts* to explain opinions.

*Note on texts: texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

We aim to give students the level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly to the area of reading (including from screen) as texts become more demanding.

We build on and share existing good practice. We teach strategies with the support of the English Department to help them to: read with understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

4.6 Wave 2 – Quality teaching plus additional support for identified Students

In order to identify the students that require additional support information is collected through end of key stage levels, CAT testing, PTE, and qualitative data from the primary school teachers, writing baseline and Accelerated Reader. The use of PTE testing at the beginning offers further opportunities to profile student strengths and areas for improvement. Action plans are created and implemented for priority students identified through the tracking of PTE. A Linguistic Phonics Programme is delivered to students in Years 8 and 9 supported through the delivery of an extensive spelling, corrective reading and library programme by our Literacy Assistant.

In Year 10 the programme prepares the students for Key Stage 3 examinations as well as promoting literacy skills. They also provide curriculum support at whole school level.

The AEN Team and Literacy Co-ordinator play a key role in the acquisition and development of students' talking, listening, reading and writing skills. In summary, they:

- maintain the Key Stage 3 Learning Register in liaison SENCO
- engage in diagnostic testing of students and tracking through SRA corrective reading programmes and NFER testing
- deliver a Linguistic Phonics Programme in Years 8 and 9
- deliver the SRA Corrective Reading Programme

- co-ordinate a buddy/peer reading programme in liaison with library staff
- compile and implement precise, cross-curricular targets for inclusion on all differentiated learning plans and to support departments in delivering the targets.
- compile PLPs for all Stage 2 Students with learning difficulties at Key Stage 3.
- provide curriculum support at whole school level
- support parents in a Paired Reading scheme and a Spelling Programme in Year 8.
- manage reviews for Stage 1 and 2 Students in LSP classes.
- provide targeted supported for Students outside LSP in areas like handwriting and spelling
- manage literacy resources effectively and ensure access for all departments.
- develop and use appropriate ICT packages
- liaise with the SENCO in meeting the needs of students.

4.7 Wave 3 – Quality teaching plus personalized support to meet the specific needs of individual Students

Through observation, teacher concerns and assessment procedures – students are identified as requiring individual or smaller group support. This support is monitored on an on-going basis by the SENCO and is time bound. This support is provided by the learning support assistant and by Outreach Support (St Gerard’s).

Learning Support Assistant supports students in a variety of ways including those students with English as an Additional

Language. These students are at Key Stage 3, 4 and Post 16 and are supported through:

1. Linguistic Phonics
2. Reading and writing
3. Practising spellings
4. Basic literacy and comprehension skills
5. Completion of coursework and assignments
6. Speaking and listening

St Gerard's Outreach Support is targeted at Students experiencing literacy difficulties. Identification of need:

1. Students are identified in Year 8 through screening tests
2. The SENCO makes a referral for Outreach Support based on scores
3. The Outreach Teacher tests the Students, support is put in place and an individual education plan is developed.
4. Students receive two sessions per week. These sessions support the Students reading, phonics and writing activities.
5. The needs of the student are constantly monitored and reviewed

SECTION 5

5.0 MONITORING AND EVALUATION

A successful outcome is when monitoring and evaluation of progress shows that the student is performing at a level consistent with her or his potential. *Count, Read: Succeed.*

Why monitor and evaluate our Literacy Policy?	What will we monitor and evaluate?
<p>To promote quality learning and teaching</p> <p>To promote an ethos of reflection and self evaluation within the school</p> <p>To clarify why and how we do things?</p> <p>To identify obstacles to progress</p> <p>To check consistency and progression</p> <p>To check that planning is consistent with the requirements of the Northern Ireland Curriculum</p> <p>To check planning is effective within the classroom</p> <p>To check children are learning effectively</p> <p>To assist further planning</p> <p>To keep abreast of current Department of Education policies</p>	<p>Plan</p> <ul style="list-style-type: none"> ➤ Action plan ➤ Units of work ➤ Topic models ➤ Assessment for learning opportunities – quality of S.L.O. and L.O. ➤ Classroom Practice <p>Learning Environment</p> <p>Use of Learning Support Staff</p> <p>Student Progress</p> <p>Level of Achievement as measured by GL Assessment and external results at KS4 and KS5</p>

5.1 How will we monitor and evaluate?

➤ Achievement Data

Quantitative

1. Internal assessment data related to progress updates
2. Key Stage 3 Assessment Data – use of CATS Data (value added measure) and PTE Data (Progressing in English) against FSM
3. Levels of progression related to communication
4. GCSE Results
 - % A* -C in English against FSM;
 - % A* - E in English against FSM;
 - % A* - G in English against FSM; and
 - 5A* - C including English and Mathematics against FSM.

Qualitative

5.2.1 The Senior Leadership Team monitor and evaluate the quality of student experience and student outcome through:

- Examination of student work through Book Looks using well defined success criteria based on assessment for learning criteria for learning opportunities;
- Whole school audit of speaking, listening, writing and reading opportunities throughout the curriculum;
- Monitoring the quality of departmental planning through evaluation of Learning and Assessment Calendars and Topic Models;
- Engaging in regular classroom visits;
- Monitoring the quality of the learning environment using quality indicators; and

- Monitoring the quality of student experience through student voice based on classroom strategy.

5.2.2 Heads of Department will monitor and evaluate the quality of student experience and student outcome through:

- Regular Book Looks;
- Examination of Departmental Documentation and Performance Data;
- Sharing of Good Practice identified in high quality student outcomes;
- Surveying the learning environment based on quality indicators;
- Trusted Colleague Networking (TCN);
- Cross moderation of student work through portfolio outcomes; and
- Student voice examining student experience.

The Head of Department will support the Senior Leadership Team in areas stated in 5.2.1 above

SECTION 6
**Role of the Transition Co-ordinator and
Literacy Co-ordinator**

- 1. Improve linkages between St. Louise's and feeder primary schools** with the intention of improving communication and planning on literacy issues between schools when students transfer phase by continuing to;
 - improve inter-school communication and planning on literacy issues
 - improve the transfer of data

- 2. Improve linkages between school and home, by developing**
 - better information for parents and carers about how they can help and support their children to enjoy and do well in literacy.
 - in Count, Read: Succeed the Parents' Consultation highlights parents' wanted support in being involved at all levels in their children's learning

- 3. Improve staff development and performance review (PRSD) that** reflects the progress of individual teachers in the development of literacy

- 4. Provide relevant, up to date and meaningful school-based INSET** for colleagues focused on the improvement of literacy:

- 5. Improve our school self-evaluation and self-assessment, to critically evaluate**

- the impact of learning and teaching strategies on literacy development **through Trusted Colleague Networking and Book Looks**
- literacy interventions we use particularly in relation to developing the Students' literacy skills, for example,
- targeted phonics programmes
- encouraging reading for pleasure in the wider school
- reviewing and refreshing our school library

6. Improve the connections between the schools and relevant groups for example:

- local statutory and voluntary youth services and
- Traveller Support Groups