

**McKinney Primary School**

**Literacy Policy**

**June 2021**

**June 2018**

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**INTRODUCTION**

This policy sets out the agreed key principles and practices for the promotion and development of Literacy, both across the curriculum and within the Area of Learning of Language and Literacy in McKinney Primary School.

It clarifies the responsibilities for all stakeholders in ensuring the support and development of language skills. It reflects classroom practice in relation to the statutory learning experiences within the Northern Ireland Curriculum.

At McKinney Primary School we embrace the definition of literacy as outlined by Count Read: Succeed document para 1.7 (Mar 2011) which is:

‘Literacy is the ability to read and use written information and to write appropriately and legibly, taking account of different purposes, contexts, conventions and audiences. It involves the development of:

1. an integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum;
2. knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;
3. formal and informal language across all areas of social interaction; and
4. the ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material’.

This policy is based on the following assumptions:

* literacy enables the young person to develop as an individual, and as a contributor to society and to the economy;
* all young people, other than those with very significant and complex learning needs, will leave school having acquired the skills of reading, writing, talking and listening;
* the development of literacy will enhance an individual’s learning in all other areas of the curriculum, self-esteem, employability and life chances and help break the cycle of social and economic disadvantage;
* literacy is integral to the learning process, accessing and using information and interacting in an appropriate way with others, in a variety of contexts.

At McKinney Primary School we aim for a child to be able to:

* read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
* have an interest in books and read for enjoyment:
* have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms;
* understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
* be developing the powers of imagination, inventiveness and critical awareness;
* have a suitable technical vocabulary to articulate their responses.

**CONTEXT / STATUTORY REQUIREMENTS**

The detailed statutory content requirements for Literacy are set out in the NI Curriculum (Primary) document (CCEA 2007) and together with ‘The Language Framework – Primary’ informs our Schemes of Work for Literacy.

The stated vision of the Department of Education for N Ireland (DENI) is ‘To ensure that every learner fulfils his or her potential at each stage of his or her development.’ (DENI 2010).

The School Improvement policy document, ‘Every School a Good School,’ (DENI 2009) has outlined indicators of what will be recognised as effective performance under four headings:

* Child centred provision
* High quality teaching and learning
* Effective leadership
* A school connected to its local community.

McKinney Primary School aims to fulfil these four characteristics of effectiveness, as outlined in **Every School a Good School,** and also the requirements of **Count, Read: Succeed** in the provision of Literacy throughout the school.

1. **CHILD CENTRED PROVISION**

The following ESaGS indicators will be reflected in our provision for Literacy:

* Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school
* A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity
* A school culture of achievement, improvement and ambition exists - with clear expectations that all pupils can and will achieve to the very best of their ability
* Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning
* There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views

1. Planning (to include differentiation)
2. Culture of improvement
3. Effective / early intervention to support all learners
4. Involvement of pupils in school life – both curricular and extra-curricular

**Planning (including differentiation)**

Literacy planning in McKinney PS involves three main aspects namely long term, medium term and short term planning.

Long Term Planning

The long term planning provides a yearly overview of what is to be taught in talking and listening, reading and writing in each term from P1 to P7. Long term planning is based on The Language Framework – Primary. It is also split up into text, sentence and word level Knowledge, Understanding and Skills. Detailed schemes of work for Linguistic Phonics, grammar and punctuation also specify what is to be taught throughout the school.

Medium Term Planning

The medium term planning covers a period of half a term. Learning intentions, success criteria and teaching approaches are outlined for talking and listening, reading, writing, grammar, punctuation and phonics. Differentiation and resources are also included. Planning currently varies across the key stages to meet the different needs of the pupils.

Short Term Planning

Short Term Planning covers a period of one week. It outlines what knowledge and skills are being taught on a daily basis. Learning intentions, teaching approaches, follow-up activities with reference to differentiation are recorded as well as relevant home learning activities.

Evaluating planning

Medium and short term planners are evaluated by teachers on a half termly and weekly basis. They record if intended learning intentions were achieved and any observations made. This information is then used to inform future planning.

Differentiation

Teachers take into account the specific needs of the children in their class, to cater for both the less able and more able child. Differentiated work is planned and provided for those children who require additional support. This may be in the form of alternative / adapted activities, questioning, provision of resources to assist or extend learning.

Pupil involvement in Literacy Planning / Cross-Curricular planning

At the beginning of each new World Around Us topic the pupils have an active input into the planning process. A KWL (Know, Would like to know and Learned) planning board is completed where the pupils contribute to the planning process. They are encouraged to make suggestions of what they would like to learn in literacy on the topic overview. A home learning planning activity is also sent home so that they can discuss their future learning at home and record their suggestions of what they are interested in and would like to learn during the next half term.

**Culture of improvement**

The learning intentions and success criteria are shared with the pupils prior to and following a learning session. The pupils are able to gauge if they personally have achieved the intended learning outcome. Teachers will provide both verbal and written feedback to pupils in relation to these learning intentions.

The pupils are also encouraged to generate their own personal learning targets throughout the year. They then work on these and when they feel they have achieved them they share their success with an adult and then they decide on their new target. In the Foundation Stage and Key Stage 1 these personal targets are often worked upon in Play and Activity Based Learning. In Key Stage 2 children discuss their targets with the teacher based on oral and written feedback. These targets may be recorded in files / back of classwork books / sticky notes.

Pupils’ progress / achievements in literacy are shared with others, e.g. co-ordinators, principal, parents, at assemblies, on social media, eg. School Website, School Facebook Page, in newspapers.

Classroom Assistants have a clear understanding of the planned learning intentions, methodology and language to be developed and are able to challenge and support children using approaches which mirror those of the class teacher.

**Effective / Early intervention**

Reading Partnership

This reading support programme has been introduced in McKinney Primary School. It is a reading programme that is designed to give the pupils a boost with their reading by working alongside a trained classroom assistant or parent known as a Reading Partner. The class teacher in consultation with the literacy co-ordinator and the SENCO select the potential pupils to be tested

by the Reading Partnership Co-ordinator. The Salford Sentence Reading Test is then used to establish a reading age which is then compared to their chronological age. Generally, pupils who are reading 6 months to 1 year below their chronological age are selected for the programme. Parent consent is sought before a child commences the programme. Each pupil receives 3 x 15 minute lessons per week for a period of 10 weeks. At the end of the programme the Salford Sentence Reading Test is administered and the pupil’s progress is recorded. The pupils who engage in the programme continue to take part in shared and guided reading within their class but on completion they may have to be moved up into a higher reading group depending on progress made.

Special Educational Needs Support

The class teacher in consultation with the SENCO identifies pupils with additional learning needs who will require extra support with their learning, in literacy. SEN support is provided by a SEN support teacher one day a week and in the afternoons by the SENCO and SEN team. The support sessions can be one-to-one tuition with a pupil or a group learning session. An Individual Education Plan (IEP) is drawn up and targets are set for the pupils.

This is a brief summary of SEN support. (\*For more detail please refer to the Special Educational Needs Policy).

**Involvement of pupils in school life – both curricular and extra-curricular**

Literacy Eco-School Links

The pupils vote to select an Eco-Committee made up of two children from each year group from P4 to P7. These children work very closely with the Eco-Schools Co-ordinator to plan for the year ahead, set targets and create an Action Plan. A lot of the actions set involve children to apply their literacy knowledge and skills in a variety of situations, eg:

* Talking and Listening – pupils prepare for and take part in public speaking events e.g. Environmental Youth Speak events. They take part in Eco-schools Assemblies where they share with the whole school information about our activities.
* Reading – reading recipes when cooking with vegetables from our garden. Reading electricity, solar panel and water meters.
* Writing – writing thank you letters to individuals and companies. Writing the Environmental Review and Minutes of meetings. Procedural writing e.g. writing recipes and instructions on how to plant fruit trees. Narrative writing e.g. writing stories about our garden.

Extra-curricular Activities

Drama club (in preparation for school productions)

1. **HIGH QUALITY TEACHING AND LEARNING**

The following ESaGS indicators will be reflected in our provision for Literacy:

* A broad and relevant curriculum is provided for the pupils.
* An emphasis on literacy and numeracy exists across the curriculum.
* Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
* Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
* Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
* Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.
* Teachers reflect on their own work and the outcomes of individual pupils.
* Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

1. Curriculum
2. Approaches to teaching and learning in literacy
3. Assessment (AFL and Data)
4. Self-evaluation

**Curriculum**

McKinney Primary School seeks to provide a broad and relevant curriculum promoting all three interdependent modes of language ie Talking and Listening, Reading and Writing. The literacy programme delivered throughout the school is based on The Language Framework – Primary. The Language Framework outlines in detail what is to be taught in Talking and Listening, Reading and Writing in Primary 1 to Primary 7 for each term.

(For the Statutory Minimum Requirements in each Key Stage please refer to the NI Curriculum 2007).

Spelling

Spelling in P2 – P7 is completed on a daily basis using the Linguistic Phonics approach.

(\*For more detail please refer to the Spelling Policy)

**Approaches to teaching and learning in literacy**

Teachers use a variety of teaching approaches which meet the requirements of **Count, Read: Succeed** ie. “Teachers, drawing on their professional expertise, will use a variety of teaching strategies including whole-class teaching, co-operative small group work and individual work, differentiated where appropriate.”

Due to the different ways pupils learn a variety of teaching approaches are used. We agree with the NI Curriculum Primary document which states that, “Children learn best when learning is interactive, practical and enjoyable.” The three key strategies (modelled, shared and guided) are used for developing language and literacy in talking and listening, reading and writing. Some learning experiences will be whole class and teacher led, others involve practical group work involving problem solving and investigative work and other tasks will be at an individual level. Work and activities will be differentiated to meet the needs of all the pupils.

Classroom Organisation

Pupils are taught mainly in single year groups however there may be composite classes. Classroom assistants, if applicable, are used to support pupils individually or in small groups, as directed by the teacher. The pace and challenge of the work is planned so that all pupils make appropriate progress and learn effectively.

Resources

A variety of literacy resources that are used regularly are kept in each teacher’s classroom, eg. shared reading texts, magnetic letters and word games.

There are two book stores for school reading schemes and class novels – the Foundation and Key Stage 1 book store is in the lower part of the school and the Key Stage 2 book store is next to the P7 classroom.

Play and Activity Based Learning

Pupils in the Foundation Stage and Key Stage 1 engage in language and literacy activities in a practical and interactive way. Activities include acting out stories using puppets, listening lotto games, language development activities in the dramatic play area, writing table tasks and word games, to name but a few.

Key Stage 2 pupils engage in interactive debates and dramatic activities.

Cross Curricular Planning / Links - Connected Learning

Cross curricular planning takes place at the beginning of each new topic. Learning opportunities for language and literacy are recorded on the topic planner for each new topic. The pupils are encouraged to see the relevance of literacy in the world outside the classroom e.g. through the Eco-Schools programme.

In the Foundation Stage a range of play-based activities are planned through which the children develop early language and literacy knowledge and skills appropriate to their age and ability.

In Key Stage 1 and 2, children are likely to acquire and consolidate their language and literacy knowledge and skills within the Area of Language and Literacy. However, they are given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum, e.g.

* Mathematics and Numeracy: - by using mathematical language to express ideas and explain thinking; by reading and interpreting numerical data in factual reports and newspapers and by using ICT;
* The Arts: - by talking, listening, reading and writing about their own work and the work of others in Art and Design and Music; by using role-play, Drama, Dance and ICT to further enhance their work;
* The World Around Us: - by talking and listening, reading and writing about all aspects of the World Around Us and using role-play, drama and ICT;
* Personal Development and Mutual Understanding: - by talking and listening, reading and writing and using ICT in exploring Personal Development and Mutual Understanding issues;
* Physical Education: - by understanding, interpreting and using a range of movement vocabulary as a stimulus for movement and by using ICT in exploring and developing Physical Education issues.

Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities relevant to each topic are recorded on the cross curricular topic planner and these are developed throughout the topic. These include skills and capabilities such as: Managing Information, Thinking, Problem Solving, Decision Making, Being Creative, Working with Others and Self-Management.

Thinking Skills and Personal Capabilities are infused within literacy on a daily basis. Children are given opportunities within literacy to apply these, e.g. asking and responding to open-ended questions; sequencing, ordering, classifying, and making comparisons; selecting the most appropriate method for a task, organising and planning how to go about a task, etc.

Digital technology

In McKinney Primary School digital technology is used to support and enhance the delivery of language and literacy. Opportunities are provided to support their literacy development through the five ‘E’s – Explore, Express, Evaluate, Exchange and Exhibit (\*For more detail please refer to ICT Policy). The school has a computer suite which each year group is timetabled to attend. Literacy-based computer programs are used to consolidate their knowledge and understanding.

Each classroom has an Interactive Whiteboard and the pupils also have access to ipads which have a variety of programmes. They are encouraged to take photos and video clips of their work using the ipad e.g. recording a story being acted out with puppets. In Key Stage 2 children will, at times, be encouraged to interact via online platforms such as Google Classroom and / or email literacy homework to their teacher.

ICT is included in the literacy planners where applicable.

Teachers are trained and updated as appropriate in the use of literacy software.

**Assessment**

Assessment for Learning (AFL)

The Northern Ireland Curriculum Primary states that, “Assessment is an integral part of the learning process. Through ongoing integrated assessment, teachers build a comprehensive picture of the progress and learning needs of each child in order to plan future work and ultimately improve learning.

Assessment for Learning encourages:

* the active involvement of children in their own learning
* the provision of effective feedback to children
* the development of children’s ability for peer and self-assessment
* the use of outcomes of assessment to inform future teaching and learning.”

At McKinney PS we share learning intentions and success criteria with the pupils and make them aware of the skills and knowledge that are being developed. These are revisited at the end of the lesson through the plenary. Feedback is provided to the pupils orally throughout the lesson and also when the work is marked using a variety of methods, including the two stars and a wish technique. The pupils are encouraged to review and evaluate their own and their peers’ work. On-going formative and summative assessment outcomes are used consistently to inform future teaching and learning.

A range of assessment techniques are used as part of the teaching and learning process and these include:

* observation
* individual, group and class discussion
* oral, written and visual presentations
* independent or group tasks
* project work
* homework
* diagnostic and / or standardised tests

Observations and Informal Assessment

In the Foundation Stage observations are carried out as part of literacy lessons and also in Play Based Learning in talking and listening, reading and writing. Running records are an ongoing form of assessment for reading and these help to gauge the level a child should be reading at. Reading and spelling assessments of the Frequently Used Words are carried out in P2 – P4. Weekly Linguistic Phonics assessments are carried out in P2 – P7.

Informal class assessments are carried out at the end of term 1 and 3 in all year groups.

Class teachers may also carry out informal ongoing class assessments as topics are completed.

If there is an issue or concern it is reported to the literacy co-ordinator and / or SENCO and advice and support is given on how to address the issues.

Formal Testing

Baseline Assessment is carried out at the beginning of P1 and Baseline Progress Test is carried out in the final term.

Progress Test in English (PTE) is administered to P3 - P7 pupils in term 3, usually in May. Analysis of this data is carried out at individual, class and whole school level.

Statutory End of Key Stage Assessment

This should be carried out at the end of Key Stage 1 and 2. Although levels are assessed for each attainment target, parents will normally be informed of one overall level for Literacy. Assessment is carried out by the class teacher but may be externally moderated by CCEA. The teacher uses a set of Assessment Tasks along with teacher judgement to arrive at a level for each child.

**Self-evaluation**

Teachers monitor and evaluate their teaching and the pupils’ understanding on an ongoing daily basis. Whether the pupils have achieved the expected learning outcomes will determine future planning of what will be taught. Self-evaluation is a vital and continuous process which is necessary to bring about improvement in teaching and learning. Medium and short term planners are evaluated at the end of the half term and at the end of the week respectively.

1. **EFFECTIVE LEADERSHIP**

The following ESaGS indicators will be reflected in our provision for Literacy:

* An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.
* Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
* School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.
* Teachers are given the opportunity to share in the leadership of the school.
* The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management and working relationships.
* School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself

**The School Development Planning process**

A Literacy evaluation is carried out at the end of the academic year. Standardised test results are analysed and then areas for improvement are identified for the next academic year. Targets are drawn up. This process is carried out by the Principal, Senior Leadership Team, Literacy co-ordinator and SENCO.

**Management and analysis of data**

The EA Literacy Policy Guidelines (2010) states that “Effective performance data management and monitoring and evaluation are essential tools to improve standards of literacy. Maintaining and using data effectively, at class and whole school level, and setting challenging yet achievable targets for literacy provides a focus for whole school planning and for activity at classroom level.”

Baseline Assessment is carried out during the first half-term in Primary 1 and this is followed by a Baseline Progress Test which is carried out during the final term, in May. This allows us to begin to track pupil progress. The teacher can use this data to look more closely at individual pupils to identify areas of strength and areas of development. However we must remember that children are still very young at this age and scores can tend to be influenced by many other factors, e.g. first form of formal testing, ability and confidence in using ICT, administration difficulties, etc.

(These assessments have only recently been implemented and are currently under review).

The Progress Test in English (PTE) is carried out annually by the class teachers in term 3 with P3 – P7. These are sent off to be marked and analysed. The assessment co-ordinator and the literacy co-ordinator then analyse the data when it returns to school. Whole school, class and individual targets are then developed. To effectively improve Literacy standards in McKinney P.S. we do the following:

Whole School Analysis

Data from the PTE is analysed at whole school level and this allows us to identify strengths and areas for improvement within literacy across the school. The Literacy Co-ordinator then meets with the Literacy Team to complete the Literacy Action Plan by setting specific targets to bring about whole school improvement. This information is then brought to the Senior Leadership Team and this feeds into the School Development Plan to bring about whole school improvements.

Class Analysis

PTE data for each class is disseminated to class teachers in June. Teachers are allocated time to identify further areas of weakness from their own class results, suggest reasons for weakness and state actions to be taken. (Link to PRSD as / if required). Teachers carry out individual question analysis by identifying specific questions which are more than 10% below the standardised samples and recommendations are made. This enables us to identify areas of strength and areas of development within literacy, in each year group. Once these are identified, targets are set in each class and strategies put in place to improve teaching and learning in these areas and to share good practice across the school.

Individual Pupil Analysis

Data analysis enables us to track pupils’ progress in literacy, year on year. Comparisons are made between PTE and NRIT / CAT4, and between PTE and PTM (Progress Test in Maths) to identify low achievers, pupils who are under-achieving, over-achieving or on-target. Factors such as attendance, illness, and teacher judgements are taken into account when prioritising these. Following discussions between class teachers (incoming/outgoing) and SENCO, in June, specific pupils requiring extra support are targeted and provision is made for them. Evidence of target setting will also be evident on teachers’ planners where applicable.

Underachievement

Underachievement is identified quickly and systematically during the data analysis process and reviewed both during the year on Individual Pupil targets and at the end of the following year when the new PTE score is compared.

**Professional development of staff**

EA Literacy Policy guidelines (2010) states that, “The talents and expertise of the best teachers will be used more effectively and that dissemination of good practice is the key to improvement.”

In McKinney PS effective practice is shared informally on a day-to-day basis with teaching colleagues and parent reading partners in the Reading Partnership scheme. It is also shared more formally in the context of staff training.

Staff Training

After analysis of the data, areas for development are selected for the whole school. If further training is required, in a certain aspect of literacy to improve the teaching staff’s confidence or teaching skills, training is either provided by the literacy co-ordinator / literacy team or from an external source.

Sharing Good Practice

It has been beneficial to share good practice by linking with other schools e.g. for cluster meetings, observing practice in other settings or to share / exchange resources.

Internal Standardisation

Teachers level individual pieces of literacy work and then meet to view samples at each level. They discuss and agree levels to ensure all teachers have a good understanding of the levels.

PRSD

The Performance Review and Staff Development Scheme aims to recognise the contribution of teachers to achieve the aims of the School Development Plan and help them to identify ways of enhancing their skills and performance. Through this process, teachers, supported by their Reviewer, can identify their own specific professional development needs, which may link to literacy, identify targets to meet these needs and put actions in place to reach their targets.

**Monitoring and Evaluating**

Roles and responsibilities

The Literacy co-ordinator and literacy team fulfil the roles outlined below in line with the EA Literacy Policy Guidelines (2010):

* keep the written policy on the promotion of literacy up to date;
* provide a clear lead in literacy and its co-ordination across the curriculum;
* provide effective liaison between the literacy team, the SENCO and the pastoral care system;
* set clear and measurable targets for improvements in Literacy as part of our school development planning processes;
* purchase and organising resources;
* keeping up to date with recent literacy developments

Literacy Action Plan

The literacy action plans are monitored throughout the year and an evaluation is carried out at the end of the academic year. Targets that have been met are recorded and those that were not completed are continued in the next academic year. A copy of the evaluated Action Plans are kept by the literacy co-ordinator in the co-ordinators file and a copy is given to the principal to be shared with the Board of Governors.

Literacy training for teaching staff

Literacy school-based INSET and School Development Days are organised to develop the teachers’ ability to deliver literacy throughout the school. The training provided on these days links with the targets on the Literacy Action Plan.

Monitoring Planners

The Literacy Co-ordinator monitors planners to ensure there is a broad and balanced approach throughout the areas of attainment.

Book Scoops

The Literacy Co-ordinator carries out Book Scoops each academic year and provides feedback to the teachers.

Data analysis

The Literacy co-ordinator works alongside the assessment and SEN teams to manage and analyse literacy data and to track pupils’ progress and underachievers and those who require extra support.

Observations of Lessons

Class observations are carried out by the co-ordinator linked to a specific area of development e.g. inference, and verbal and / or written feedback is given to each teacher.

Displays of Work

Teachers and pupils will work together to produce displays of work on noticeboards or work surfaces. These can have a particular focus on an aspect of literacy e.g. writing their own story books or non-fiction books. Topic wall displays which are showcasing work from a range of subjects will include aspects of literacy which are linked to the topic.

The Board of Governors

Once the Literacy Action Plan is agreed, at the beginning of the new academic year, the principal shares the School Development Plan with the Board of Governors.

The evaluated Literacy Action Plan is also shared with the Board of Governors. Reports on progress in literacy are shared with the Board of Governors throughout the year, as and when required.

1. **A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY**

The following ESaGS indicators will be reflected in our provision for Literacy:

* Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves
* The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school
* The school uses its involvement in particular programmes (e.g. Extended Schools) effectively in meeting the needs of the community and nearby schools
* Good relationships and clear lines of communication are in place between the school and the education agencies that support it.
* The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal groups

**Links with parents:**

* Communication between parents and school - The school operates an open door policy where the parents are encouraged to come into the school to share their views on all aspects of their child’s education. General school information and also specific information in relation to Literacy e.g. World Book Day and notification of book fairs are sent out to parents via the School App, ‘Teachers to Parents’ texting service and the Thursday memo.
* Reporting to parents on their child’s progress with literacy - Parents are updated regularly on their child’s progress throughout the school year. Two parent / teacher meetings are conducted, one in term one and one in term two. Parents receive a written annual report in term three. From P.3 upwards the Progress Test in English (PTE) score is recorded on the report.
* Home learning activities - Parents support their child with home learning tasks which consolidate literacy work introduced in class. They are informed of their child’s progress with written tasks via the teacher’s marking and comments on the work.
* Literacy based programmes involving parents: Parents have been trained in the Reading Partnership programme. They come in and work alongside the literacy co-ordinator to support pupils with their reading.
* Parents’ information and training sessions: At the start of each academic year parents are provided with a summary of what will be taught in literacy and ways they can support and consolidate their child’s learning at home. Whole school parent information sessions have been carried out e.g. during the introduction of the new Linguistic Phonics spelling programme.

The P1 Curriculum meeting in term 1 provides parents with a detailed insight of Literacy in the Foundation Stage and how they can support their child’s learning at home.

* School website / social media - Information on how parents can support their child’s learning is available on the school website e.g. Working with words at home.

Photos of pupils engaged in activities are displayed on the school website, app, the school’s Facebook site and on McKinney TV in the school foyer.

* Activities where parents have an active input - Parents support the annual World Book Day celebrations by helping their child come prepared in the chosen theme for each year. Parents support school productions by helping their child learn their lines and by making and supplying costumes and props. They can also visit and purchase books from the school book fairs with their child. These are held regularly throughout the year.

Friends of McKinney (Parent / teacher group) provide vital extra funding for literacy resources through their many and varied fund-raising activities.

**Links with other schools:**

* Clusters for staff development - Visits to / from other primary schools to share and compare effective practice and for training. McKinney Primary School has been the host school for providing training for other schools e.g. Reading Partnership Training.
* The nursery teacher meets with the P1 teacher and shares information about the pupils entering the primary school. A written nursery transition report is also passed on to the P1 teacher.
* The pupils’ annual written report and Progress Test in English score is passed onto the post primary schools when requested. The majority of the Secondary Schools will either visit our school to meet their new pupils or invite them to their school for a visit.

**Links with the community:**

* Public Library Service - McKinney Primary School is linked to the Public Library Service. Each classroom has a class library as well as having access to the school library. The Library Van visits the school on a fortnightly basis and all P3 to P7 pupils are offered the opportunity to apply for a library card and avail of this library service provision.

Classes also have the opportunity to visit the local library in Crumlin and Lisburn for information sessions and story-telling sessions.

* Pupils enter local competitions for story, spelling, poetry writing and drama productions.
* The pupils produce poems and stories which are then published in book form which is available for the parents and pupils to purchase.
* Visits to local businesses and from local people in the community e.g. recycling centre, local people sharing skills e.g. spinning wool, helping with reading and following recipes when cooking and talking about life and school long ago in the area.

**Links with bodies in the workforce:**

* Story tellers and authors visit the school and share their literacy skills.

**Links with external education support agencies**:

* the school liaises with a number of support agencies through the EA and beyond.

**MONITORING AND EVALUATION OF POLICY**

**This Literacy Policy is reviewed annually and updated when necessary upon receipt of updates from EA / DENI.**

The policy was last reviewed in June 2021.

It is due for review in June 2023

Signature …………………………………. Date ……………………

Literacy Coordinator

Signature ………………….………………. Date ….…………………

Principal

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The following documents have been used and quoted from in the development of this policy:

Count Read: Succeed – A Strategy to Improve Outcomes in Literacy and Numeracy (Mar 2011)

EA School Development Service PRSD Scheme (2014)

Every School a Good School (ESaGS) – A Policy for School Improvement (April 2009)

Inter-ELB Primary Literacy and Numeracy Resource - The Development of a Literacy and Numeracy Policy - A Guidance Document for Primary Schools

Northern Ireland Curriculum - Personal Development and Mutual Understanding Introduction document

SEELB – Literacy Policy Guidelines (September 2010)

The Development of a Policy for Literacy and Numeracy (SEELB Supplementary Guidance)

The Language Framework - Primary

The Northern Ireland Curriculum Primary (2007)

Appendix 1

**Aims**

**Talking and Listening**

Talk is central to learning. It is used constantly to acquire, explore, develop and express knowledge and understanding. The skills of active listening, negotiation and decision-making are also important aspects of the learning process.

1. To develop the ability 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.

2. To recognise and develop the relationship between talking and listening, reading and writing.

3. To engage the pupils in different types of talk for different purposes. Such purposes include: explaining, describing, instructing, narrating, collaborating, influencing, discussing, creating, planning, arguing, persuading, speculating, questioning, responding, exploring, informing and expressing feelings.

4. To create a classroom atmosphere where pupils’ talk is valued and where enjoyment is seen to be an intrinsic feature of learning.

5. To provide opportunities for pupils to experience a range of roles and contexts for talking and listening, eg. poetry, drama, oral presentations through other curriculum areas.

6. To develop detailed planning and careful management of all oral activities, to ensure that they are purposeful, challenging and enjoyable, eg. group discussion, active listening, seeking information and following instructions and dramatic presentations.

7. To encourage the development of personal qualities and social skills when making contributions within a small group or class, or for a later audience, and the appropriate use of voice and quality of speech. Children should experience opportunities for one-to one, group and whole class talking and listening.

8. To develop strategies and procedures within oral work agreed by every teacher in the main school.

9. To plan strategies to allow time for pupils to reflect on their achievements and performance as talkers and listeners.

10. To promote the value of their own and other dialects and using them where they are appropriate to context and purpose.

11. To use specific talking and listening learning outcomes to inform assessment and attainment in all subjects.

**Aims**



**Reading**

Reading allows pupils access to countless avenues of exploration and sources of knowledge. It equips them with the ability to understand the ideas of others in the past, present and future and can be an enjoyable experience. Perhaps most important of all, reading develops pupils’ potential as learners.

1. To promote reading as a purposeful and enjoyable activity across the curriculum.

2. To recognise and exploit the links between reading, writing, talking and listening to enhance language development eg. Report Writing, (1) Read and locate relevant information (2) Take notes, plan, draft, revise and redraft (3) Present oral presentation to audience.

3. To use a variety of teaching and learning strategies to support and extend pupils’ reading development, eg. shared reading, guided reading, reciprocal teaching in other curriculum areas, reading aloud for fluency and expression.

4. To monitor pupils’ texts regularly to ensure that the reading level is both appropriate and challenging through the use of running records.

5. To provide a range of relevant reading resources from a variety of cultures in all classrooms for information and enjoyment.

6. To teach pupils how to read, comprehend and respond to fiction and non-fiction texts through modelled, shared, guided and independent reading.

1. To encourage pupils to extend their vocabulary in all subject areas.

8. To encourage pupils in all subject areas to access a wide range of resources in both the school and public libraries.

9. To develop the ability to locate and use printed and other sources of information as part of a learning task, eg. project work through use of KWFL grid.

10. To use specific learning intentions to improve the quality of planning, teaching, assessing and differentiating.

11. To encourage parents to become closely involved in positively supporting their child’s reading development eg. the implementation of guided reading approach, reciprocal reading etc.

**Aims**



**Writing**

Writing can serve several purposes. It can:

* be a record for future reference or development;
* provide the teacher with evidence of learning;
* help pupils clarify and develop their thinking;
* communicate opinions and beliefs;
* express thoughts, feelings and imaginings;
* support and result from both oral work and reading;
* be an enjoyable experience.

1. To promote independent writing (Free Choice/Structured) to help young writers get underway with writing.

2. To scaffold children’s understanding of writing through the promotion and use of the writing process (Familiarisation, Problem Solving, Modelled, Shared, Guided and Independent).

3. To provide opportunities across all subject areas for pupils to experience a wide repertoire of writing forms.

4. To provide real audiences for writing, both inside and outside the classroom, so that pupils are motivated to write and also realise the relationship between writers and readers, eg. school magazine, letters etc.

5. To model and provide examples of the type of writing required.

1. To demonstrate a variety of planning strategies so that pupils can select the one which best suits their purpose and way of thinking eg. brainstorming, concept mapping.

7. To promote redrafting of a text as an integral part of the writing process for presentation purposes.

8. To develop collaboration, mutual support and constructive criticism between pupils over their writing so that pupils can understand the relationship which exists between writers and readers.

9. To encourage pupils to proof-read their work for the secretarial aspects of spelling, punctuation and syntax.

10. To use the marking for improvement policy consistently and effectively so that all pupils receive consistent messages from all teachers.

11. To respond positively to a piece of writing initially, followed by guidance about how to improve what is being presented by the writer. The extent of correction should be in direct proportion to the confidence and competence of the writer.

12. To use ICT for composing, editing, revising, proof-reading and presentation purposes.