

Cabinteely Community School



Literacy Policy

(Adopted 2012)

This policy is aimed at every member of the school community and is to be read in conjunction with the SEN Policy and DEIS Planning materials.

Cabinteely Community School is a co-educational, multi-denominational, fully inclusive school. In keeping with our Mission Statement each student is enabled to reach his/her educational potential. The spirit and content of this policy has a direct input to that mission statement. Cabinteely Community School is committed to raising the standards of literacy of all students.

At Cabinteely Community School we believe the fundamental principle that literacy is the key to improving learning and raising standards across the curriculum. It enables students to gain access to the subjects studied in school; to read for information and pleasure and to communicate effectively.

Poor levels of literacy impact negatively on what students can do and how they see themselves. All staff at Cabinteely Community School share responsibility for the teaching of literacy across the curriculum. We believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the work of work.

The Legal and Educational Context

This policy is drafted in the context of general and specific provision for all students under:

- The Education Act 1998
- The Education (Welfare) Act 2000
- The Education of Persons with Special Needs Act 2004
- The Equal Status Acts 2000 – 2004
- Pisa Report 2011
- ‘The National Strategy to Improve Literacy and Numeracy among Children and Young Adults’ publication.

Aims:

1. To promote consistency of educational practice
2. To encourage cross-curricular collaboration
3. To promote teaching that
 - takes account of all abilities
 - has clear and specific objectives
 - builds on prior knowledge
 - is interactive
 - is varied in style

- reinforces learning through recap, revision and homework
- integrates literacy strategies and techniques into subject planning

4. To promote learning that is:

- Independent
- Relevant
- Active
- Multi-sensory
- Linked to personal targets / group targets/ class targets

5. To ensure effective and informed planning and assessment procedure

6. To provide regular opportunities for evaluation and review.

Therefore:

1. To adopt a whole-school approach to literacy across the curriculum.
2. To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening. Additional provision will be made for students who speak a different language at school from the one they speak at home.
3. To support the development of literacy skills throughout the curriculum. (See DEIS planning/short term whole school planning/goals)
4. To raise staff awareness of key literacy strategies.
5. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
6. To support the development of literacy through the deployment of a range of resources in the school e.g. Library, IT and various initiatives.
7. To identify specific roles and responsibilities within the school with regard to the development of literacy work.
8. To establish procedures for monitoring literacy across the curriculum.

"Failure in reading is the greatest social problem" - Combat Poverty Report

Objectives:

Through the implementation of this policy we in Cabinteely Community School strive to support our students to:

- Read and write with confidence, fluency and understanding

- Use their skills in speaking and listening to explore, articulate and extend their understanding of texts
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- Understand the sound and spelling system and use this to read and spell accurately
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes
- Know, understand and be able to write in a range of fiction and poetry genres, and be familiar with ways in which those genres are constructed
- Understand the conventions of different non-fiction types and be able to use these conventions confidently as readers and writers
- Plan, draft, revise and edit their own writing from notes to a finished form
- Understand the publishing process and be able to use a variety of means including IT to produce texts for different audiences. Be able to research independently and make notes from a variety of sources, including the internet
- Have an extended technical vocabulary with which to discuss and evaluate their reading and writing
- Read and write with enjoyment and discrimination
- Through reading and writing develop their powers of imagination, critical awareness and thinking
- Use appropriate reading strategies to extract particular information, e.g. highlighting, scanning
- Use talk to develop thinking about complex issues and ideas.
- With the development of new strategies in other subjects, such as the much wordier Project Maths, be able to understand concepts and ideas from other disciplines across the curriculum.

As literacy is an integral part of all teaching, efforts are being made to develop a whole school approach to literacy.

Implementation of whole school initiatives such as DEAR, Literacy Leaders, Literacy Wall and Keywords are in place and will be promoted throughout the following school years. Participation in community schemes such as 'One Community, One Book' has been a feature of previous years and the school welcomes these initiatives.

Baseline Data

- Pre- entry testing of all incoming 1st year students are carried out by the guidance counsellor and the Special Needs Department teachers using standardised tests. Results of these tests provide information on literacy levels.
- In- school testing in September provides additional information.

Special Needs

1st year Special Needs students also undergo diagnostic testing in September.

Appropriate resources and learning support strategies may be put in place in response to the findings of the diagnostic tests carried out on S.E.N. students. e.g.

- One to one
 - Small groups
 - In class support teaching
 - SNA support
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- NEPS assessments give additional information on students which is taken into account in planning for learning.
 - Re-testing is undertaken on an individual basis
 - DATS tests are used for assessment in 4th year
 - Various baseline data is used to set appropriate targets and actions to improve literacy over a defined period of time. These are included in the school Deis plan.

Regular staff in- service training in the area of literacy is planned.

This policy was adopted by the Board of Management on _____ [date].

Signed: _____ Signed: _____

(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____