



*"To enhance each talent.  
To meet each need".*

## **LANGUAGE & LITERACY POLICY**

## **RATIONALE**

The Principal and Staff of St Colman's P S believe that effective use of language for learning is the concern of all teachers in every area of the curriculum and we recognise that each area of learning has a contribution to make through the special opportunities and demands it presents. Every teacher will promote and support the development of children's talking, listening, reading, writing and thinking skills in all areas of the curriculum.

Pupils will be immersed in a stimulating environment of print, surrounded by print and other reading materials presented in an inviting and attractive way. Children will have opportunities, across all areas of the curriculum, to present their ideas, experiences and understanding in ways, which require a growing awareness of audience and purpose.

Progression will be seen in pupils' increasing independence in talking, listening, reading writing and thinking, their understanding and response to what they hear, read and write.

## **LITERACY ACROSS THE CURRICULUM**

A central concern of all our teachers is to develop pupils' ability to think, explore, organise and communicate. The effective use of language is crucial to successful learning in all subjects.

Each area of the curriculum offers different opportunities and challenges for extending children's language and literacy experiences. Children will learn to be literate from encounters with a rich diversity of texts, created for real purposes, providing opportunities to explore them, discuss them and make connections between them. Children will develop sophisticated understanding of texts, if they are presented with opportunities to engage with a range of different types of text across the curriculum. Children will be encouraged to use their literacy skills actively and independently across all areas of the curriculum.

## **BROAD AIMS**

The broad aims of the staff of St Colman's Primary School are:-

- to equip children with the necessary language, skills, knowledge and understanding for life;
- to develop their response to external experiences;
- to build up each child's confidence and personal fulfilment through regular experience of success in oral and written language;
- to enable children to discuss, evaluate and make sense of our language in all its forms.

## **The Key Objectives for TALKING and LISTENING**

are to enable children:-

- to express and communicate meaning in spoken form;
- to listen to and interpret what others say;
- to match style and response to audience, context and purpose.

## **The Key Objectives for READING**

are to enable children:-

- to read with increasing confidence and fluency;
- to understand what they read;
- to engage with various types of texts for enjoyment, learning and vocational purposes.

## The Key Objectives for WRITING

are to enable children:-

to make and shape text so as to communicate meaning in written form suitable for:-

- context
- purpose
- reader or audience

## ORGANISATION, MANAGEMENT AND METHODOLOGY

- Organisation will vary to suit the purpose context and children involved. The needs of all pupils will be identified and met through effective curricular programme and support arrangements.
- The following range of organizational strategies will be employed:
  - whole class teaching
  - small group teaching
  - paired work
  - individual work
  - independent work
- Attention will be given to the classroom layout, wall displays, flexible seating arrangements. We aim to provide an attractive and stimulating reading and writing environment with access to a diverse variety of resources.
- Although our teachers will have high expectations, we also appreciate that children learn in different ways and at different rates. Therefore teachers will make use of a range of oral and practical

activities with a range of teaching methods which meet the needs of individual pupils, groups of pupils and the class as a whole.

The following methods will be used to develop literacy skills:

- modelled reading and writing
- shared reading and writing
- guided reading and writing
- independent reading and writing

Opportunities will be provided to develop talking, listening, reading writing and thinking skills through the use of a variety of stimuli and experiences across the curriculum.

## **RESOURCES**

We aim to provide a variety of materials appropriate to pupils ages interests and abilities. Activities will be differentiated to meet the needs of each pupil.

Examples at our disposal;

- wide range of books, fiction, non-fiction, poetry books, magazines and newspapers,
- a variety of published literacy texts,
- a variety of appropriate games and activities,
- Special Educational Needs Resource base,
- A range of ICT resources. Pupils will have ample opportunities to gain confidence in the use of word processors, spreadsheets, databases and using C D -Rom and the internet to research and discuss their work.

(Ref. ICT Policy)

## **ASSESSMENT AND RECORD KEEPING**

The main purpose of assessment will be to facilitate progress in pupils' literacy skills. They provide confidence between teachers across phases and enhance progression for pupils.

The school will provide regular information to parents about each pupil's achievement and progress.

## **SPECIAL EDUCATIONAL NEEDS**

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary.

Some children will receive support in the classroom and others will be withdrawn for more individual help.

- The Reading Partnership Programme has been introduced for P 3 & P 4 children, with partners trained.

Talking, listening, reading, writing, spelling and presentation are likely to be the focus of the support given to children with S.E.N.

(further information refer to S.E.N. Policy)

## **HOMEWORK THAT SUPPORTS LITERACY**

We view homework as a valuable element:

- it reinforces and consolidates basic skills learned in the classroom,
- it encourages independence,
- it involves parents.

Homework should be short, meaningful and as enjoyable as possible.

Homework will be regularly and consistently marked in ways which highlight the strengths and areas for improvement of the pupils.

(refer to marking policy)

## PLANNING, MONITORING AND EVALUATION

- Regular curriculum planning meetings will help teachers to ensure progression and continuity. These will take place, in year groups, Key Stage meetings and whole staff meetings.

We hope to provide clear and realistic outcomes for teaching and learning within a broad and balanced programme which is set within the framework of the Northern Ireland Curriculum

- The qualities of pupils' learning is carefully monitored throughout the school.
- The outcome of the monitoring process are used to inform future planning and evaluation.

## PARENTAL INVOLVEMENT

- We believe that education of our pupils is a collaborative enterprise involving teacher, parents and the pupils.

Parents will be provided with regular opportunities to discuss the progress of their children and to become familiar with and involved in the work of the school. During a normal academic year teachers will communicate with parents directly or indirectly using:

- formal reports
- articles in our school's Newsletter
- formal meetings
- informal discussions
- school events

- Reading Partnership Programme
- Parents are encouraged to discuss any problems or concerns with the class teacher, head of Key Stage, Vice Principal or the Principal.

This Policy has been reviewed, amended and updated with the Staff on:

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Principal\_\_\_\_\_

Chairperson of the Board of

Governors\_\_\_\_\_