

**LIMAVADY HIGH  
SCHOOL**

**LITERACY POLICY  
(Updated 2009/10)**

## **LITERACY POLICY**

Within Limavady High School literacy is regarded as a unitary process with four complementary aspects: Talking; Listening; Reading; Writing. This reflects the holistic nature of the four modes of language as set out in the N.I. Curriculum Programmes of study for English. The overall aim of raising standards across the curriculum as per the Whole School Development Plan is central to this policy.

### **Principles**

**The following principles underlie the school's literacy policy.**

- All pupils are capable of learning and deserve our best efforts to help them to develop to their maximum potential as stated in the school's mission statement.
- Students have different learning styles and abilities, which require a varied approach to teaching.
- Literacy has an important part to play in all departments within Limavady High School as young people use it to think, explore, to recognise and communicate their ideas in all subject areas.
- Every member of staff has responsibility for developing literacy through their subject area. For pupils to progress in any subject they need to be provided with the language of that subject.
- Limavady High School believes that to be literate is central to the development of learning.
- In today's technological world we are surrounded by the spoken and written word, in our homes, at work, in our leisure pursuits and in the media. In L.H.S. we believe that basic literacy skills are a prerequisite for access to ICT and the modern technology devices, which it incorporates.
- Limavady High School believes that literacy is an entitlement for all and close links between the literacy coordinator, Learning Manager, S.E.N.C.O. and all HODs ensures that all pupils are able to access their entitlement.

### **Provision**

**In pursuit of these principles, the school has established the following:**

- Whole staff literacy focus on a term/half-term basis, beginning November 2009.

- The importance of literacy across the whole school by devising departmental literacy statements, taking account of the cross-curricular nature of literacy. These statements should take the following into account:
  - Strategies for literacy development. For example, writing frames, use of word banks, strategies for improving research skills, fieldwork and education visits, team teaching etc.
  - Resources to support literacy development in class. For example, use of classroom assistants, ICT, use of video/DVD, visual aids, music etc.
  - Emphasis on display of key words in all classrooms.
  - Differentiation through resources, task and outcome to cater for the range of abilities within a given class.
  - Differentiated homework, assessments and examinations.
  - Learning Outcomes as defined in Pathways document, particularly those, which are common to all subjects and including Thinking Skills and Personal Capabilities.
  - Current thinking and research on the theory of Multiple Intelligences as defined in the School Development Plan.
  - Assessment of Communication across the Curriculum.

**Providing additional means of support through:**

- Paired Reading Programme.
- The Reading Partnership Programme, beginning term 2 09/10 school year for a selected number of year 8 pupils, based on CATs results.
- LSU - short term literacy targets, staffed by support teacher.
- 12 Classroom Assistants - in-class support to enable pupils to meet the literacy demands of all subjects at their own level.
- Literacy focus directed by literacy co-coordinator with guidance/support where appropriate.
- Share Learning Programme.
- A fully resourced school library.
- Development of Literacy Resource Room.

**Promoting and developing literacy initiatives:**

- Personal reading Profiles Autumn term 2000.
- National Poetry Day (2<sup>nd</sup> Thursday in October).
- World Book Day (April).
- School Book Club.

- School Book Fair.
- Competitions both local and national.
- Readathon.
- Spellathon through PSHE.
- Book Races.
- Emphasis on prominent labeling throughout school environment.
- Belfast Telegraph Reading Week - November.
- Various extra-curricular initiatives, e.g. debating society. Year 8 Reading Club involving senior pupils.
- Working literacy notice board.

### **Practices**

Within L.H.S. there is a commitment to early identification of literacy problems via: -

- Baseline information from Key Stage 2.
- Testing using Cognitive Abilities Tests.
- Testing of Reading and Spelling Ages in Year 8 & 9.
- Internal School Assessment.
- Teacher referral.
- Parental concerns/requests.
- Early intervention by SENCO & Learning Support Unit.
- Target setting at Key Stage 3 & 4.
- Predicted grades at Key Stage 3 & 4.
- Reports from outside agencies such as:
  - Education Psychology Service
  - Reading Centre
  - Language Units
  - When pupils with particular literacy needs have been identified full use is made of available support as listed under 'Provisions'.

### **Monitoring and Evaluation**

Literacy progress across all pupils will be monitored and evaluated regularly through various means of pupil assessment in relation to target grades and predicted grades.

- Key Stage 2 baseline data.
- CATS results - Years 8 & 10.
- Reading & Spelling Ages - Year 8 & 9.

- Internal assessment at department level, in conjunction with Assessment Manager.
- Key Stage 3 results - English, Maths, Science & ICT.
- GCSE, AS, A-Level & AVCE results.
- Internal Examination audit.
- Information from LSU, Annual Reviews of Statemented pupils, reading scores etc.

### **Limavady High School Literacy Roles**

- Literacy Co-ordinator  
Mrs S Devine
- SENCO  
Mrs J Cartwright
- Learning Support Teacher  
Miss M Mc Collum
- Learning Manager  
Miss M McCullough
- CASS  
Margherita Martin
- English Adviser
- Teacher in charge of Library  
Miss A McConaghy

### **Policies which support the literacy policy**

- Learning Support policy.
- Learning, Teaching and assessment policy.
- Marking and presentation policy.
- Spelling policy.
- Library policy.

To keep abreast of curriculum changes and developments this Literacy Policy will be reviewed annually, in consultation with:

- Learning Manager.
- SENCO.
- All HODs.
- Whole staff (SID Days).