



Grange Post-Primary School
Iarbhunscoil na Gráinsí
windows of opportunity

Grange Post Primary School

Whole-School Literacy Policy

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Rationale

Literacy is everyone's responsibility

In Grange Post Primary School Whole-School Literacy is seen as an essential part of the teaching and learning process. We recognise the importance of literacy in the school environment, to life within wider society and to the personal growth of individuals. We are committed to the development of a whole-school approach to literacy and recognise the need for a multi-stranded approach. We are committed to using a whole-school approach to literacy to improve learning and raise standards.

Aims

1. To ensure subject specific literacy is taught in all subject areas, including subject specific vocabulary and to recognise the reading and writing demands of specific subjects.
2. To develop cross curricular links with literacy which can be supported by all subject teachers. These will include whole-school spelling and marking approaches, whole-school use of homework policy, widening the range of texts available and literacy specific targets.
3. To promote whole-school literacy by maintaining a positive ethos, creating a high public profile e.g. creating a print rich environment using displays, literacy award schemes and paired reading.
4. To develop the specific teaching of literacy within English and related departments (e.g. Learning Support and Resource)
5. To promote continued parental involvement and support of their child's literacy development.
6. To link literacy to the transition programme from primary to secondary school.
7. To devote time to inservice training in the area of literacy.

School Wide Strategies

Keywords

1. Check texts and identify essential words.
2. Make a list, keeping it as short as possible.
3. Pre-teach keywords
4. Revise keywords.

Key concepts

1. Identify key concepts.
2. List key concepts.
3. Discuss and explain each one.

Key spellings

- Carefully choose a small number of key spellings you want all students to know.
- Select a small number of keywords per topic.
- Pre teach these words - meanings, context and usage.
- Have students write a keyword list in the back of copies or give them a typed list.
- Display keywords lists on walls.
- Use them regularly and read them frequently.
- Give students the opportunity to discuss, use and revise them.
- Check comprehension and spelling regularly.
- Revise often.

Spelling

Spelling strategy: Look - Say - Cover - Write - Check, to be used by all subject teachers.

Look

At the correct spelling of the word.

Try to memorise the spelling and shape of the word.

Say

The word out loud as it is being learned.

Cover

The word and try to visualise it.

Write

The word without looking at the correct version.

Check

The correct version against your own.

Identify areas where mistakes occurred.

Repeat the process if necessary.

Recommendations

1. Repetition and reinforcement of keywords.
2. Marking of pupils work and correction of spelling.
3. Display key words and students work in the classroom.
4. Set spellings as homework tasks.
5. Students should be encouraged to correct their own spellings using a dictionary or keyword list.

Correction of Students Work

- The **correction** of a students work should be **clear** and **focused** on how the student can make improvements.
- Corrections are **opportunities for feedback**. They should be **constructive** and **informative**. Make positive and constructive comments.
- If students are poor spellers **correct only keywords** or limit the correction of the word to the first paragraph.

Presentation

- Page should be ruled with red pen along the top line of the page.
- Date must be written at the top right hand side of every exercise.
- The title of the work must be written at the top of the page at the beginning of each exercise.
- Students should be encouraged to keep their copies neat and tidy and the condition of their copies should be regularly checked.

Reading

- Time for reading should be given in all subject areas.
- Teachers should model reading behaviour. (e.g. If students are asked to read, teacher should read also.)
- Reading should be given for homework. (e.g. questions could be asked to discover what students have learned from reading rather than asking them to read aloud.)
- If teachers read aloud to students. Students should be encouraged to follow on written text.

Writing

Written work should be differentiated according to students level of ability. Cloze procedure (fill in the missing word) is a good way of using differentiation in the classroom and can be used by students of all abilities. Another useful tool for differentiating is using writing frames.)

Homework

Students should be given homework in accordance to the homework policy.

When instructing students about homework teachers should:

- Write homework on the blackboard at begining of class.
- Reinforce verbally.
- Consider those students with special needs by ensuring they understand the homework which is to be completed and differentiate tasks according to students ability.
- Ensure all students have homework written correctly into their homework journals.

Literacy Initiatives

Each year a literacy initiative would be introduced with all first year students because literacy is seen as an essential part of the teaching and learning process. We recognise the importance of literacy in the school environment, to life within wider society and to the personal growth of individuals. E.g. DEAR (Drop Everything and Read), Reading 5 books in 5 weeks, Who wants to be a reading Millionaire.

Policy Formulated: March 2010

Date for Review: March 2012