



KILLYLEA PRIMARY SCHOOL

Language & Literacy Policy

CONTENTS

<u>Context</u>	3
<u>Introduction</u>	4
<u>Statutory Requirements</u>	5
<u>Child Centred Provision</u>	6
<u>Inclusion & Equal Opportunities</u>	6
<u>High Quality Teaching and Learning</u>	9
<u>Talking and Listening</u>	12
<u>Phonological awareness within the school</u>	17
<u>Reading</u>	21
<u>Writing</u>	32
<u>Use of ICT</u>	40
<u>Effective Leadership</u>	42
<u>A School Connected to Its community</u>	45
<u>Conclusion</u>	46

CONTEXT

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).

This has been enunciated in the overall aim of the N Ireland Curriculum (DE 2008), which says, 'The N Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.'

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.**

INTRODUCTION:

Literacy is an essential component of teaching and learning. All pupils need literacy to access the curriculum and to take a full part in society. Teachers in Killylea Primary School recognise the right of all pupils to achieve their full potential and acquire high standards of literacy. We aim to ensure that every child achieves success and that all are enabled to develop their skills in accordance with their level of ability.

Killylea Primary School also fully supports the idea that all schools can improve standards and endorses the policy for school improvement (Every School A Good School – April 2009) and 'Count, Read, Succeed' Document.

This policy document will outline the strategies and approaches we will support and develop in order to ensure that each child becomes equipped with the necessary language knowledge, understanding and skills which will allow individual progress.

The continuity and progression in our language planning will be underpinned by the learning intentions outlined in the Primary Language Framework.

At Killylea Primary School, we intend that, by the end of Key Stage 2, a child will be able to:

- speak confidently to a range of audiences with an awareness of purpose.
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and self-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 and be able to write in a variety of styles and forms appropriate to the situation.
- develop the powers of imagination, inventiveness and critical awareness.
- use suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the N Ireland Curriculum for English (CCEA, 2007) and include the following:-

In the Foundation Stage children should be given opportunities to:

- talk and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 3 and 4), children should be given opportunities to learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 5-7), children should learn to change the way they talk and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

CHILD CENTRED PROVISION:

The following indicators from the Every School A Good School will be reflected in the school's approaches:

- *Decisions on planning, resources, curriculum and pastoral care, reflect, at all times, the needs and aspirations of every pupil 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.*

Inclusion:

We, in Killylea Primary School, aim to provide provision for all children so that they reach their full potential in Language and Literacy according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and those with special educational needs in order to take steps to improve attainment. Gifted children will be identified and suitable learning challenges provided.

At Killylea Primary School we organise inclusion in the following ways:-

❖ Identification And Intervention Programmes

Pupils who are gifted, underachieving or have Special Educational Needs are identified at the earliest opportunity through the use of classroom observation, and through the testing of pupils. The scores from Standardised Tests - GL Assessment Progress in English, InCAS and the NRIT test are compared and assessed to identify pupils in need of support or challenge to personal achievements in literacy. These pupils may also be brought to the school's attention by parents themselves or by other agencies such as the Health and Social Services departments.

A small number of children throughout this school have difficulties in relation to language and literacy skills. These include speech problems, specific language difficulties, poor language experience and auditory problems. These pupils once identified, are referred for suitable outside agency support- e.g. Speech Therapy, Peripatetic Hearing Service Support and pupil need is recorded in an Individual Education Plan. All teachers in this school have responsibility for identifying and providing for pupils deemed to be gifted, underachieving, or with special educational needs within their classes. Diagnostic tests (e.g, PM bench marking/Running Records)

will be used appropriately to aid understanding of specific areas of difficulty, and to inform remediation.

❖ Interventions approaches

Interventions approaches can include extra individual support during tasks from the class teacher or the classroom assistant. The use of ICT programs to promote and assist learning using visual support also proves beneficial. Monitoring and evaluation takes place at regular intervals and this controlled intervention process is highly successful.

Withdrawal groups are also used for pupils within this school with a specific educational need regarding literacy (e.g. reluctant readers/ writers). These pupils receive extra support sessions each week with a part time SEN teacher.

Pupils are withdrawn, in small groups, to work on a specific aspect of their learning in order to improve literacy attainment. English as a Second Language pupils are also withdrawn from some classes within the school to facilitate a focus on language development.

The Reading Partnership Programme has aims to raise standards in literacy by providing children (normally within primary 3) with additional help and opportunity to read. This reading Programme is 10 weeks in duration with the trained reading partner working with children individually. Each child is given three 15-minute sessions per week for 10 weeks. Pupils are tested at the beginning of the session and at the end to monitor learning and progression. This programme is for pupils who are deemed to be underachieving (i.e. the middle group. It is not a remediation programme for Special Needs pupils).

❖ Involvement of Parents

The SENCO provides advice and support for all staff and co-ordinates with class teachers, Peripatetic support staff (as and when appropriate), and with other relevant professionals, particularly when drawing up Individual Education Plans and monitoring pupil progress. Parents will be regularly advised as to their own child's difficulties, the programme of support provided and the progress being made, as detailed in the Code of Practice for Special Educational Needs (1998). Parental interviews, during the Autumn Term, facilitate a two way flow of information about pupil progress. Parents of pupils on Individual Education Plans are also invited for interview once a term to review progress and to be made aware of any developments regarding their child's improvement. Parents, where necessary, will be given information via the class teacher, as to the strategies being applied to the teaching of their child and how they can support their child's learning and development.

❖ The Role of the Classroom Assistant

All classroom assistants will be aware of all targets set and expected and required outcomes of the task. They will also know the strategies which are being used for each literacy task and the level of support which individual need may need.

❖ Resources

In all classes a range of resources are used to ensure inclusion in Literacy tasks. These can include written forms, picture prompts, listening programmes, use of class computers and laptops, and the use of interactive whiteboards, which are located in each classroom.

Equal opportunities

All pupils are provided with equal access to the Language and Literacy Curriculum and all staff will aim to treat every child as an individual, and will respect their individuality, regardless of gender, academic or physical ability or socio-economic background. The staff will be aware of stereotyping in their selection of resources and will be aware of gender needs in the context of the current focus on the underachievement of boys and will seek to monitor the situation within the school. The school has recently updated the reading resources with many of the texts targeted at appealing to boys.

HIGH QUALITY TEACHING AND LEARNING:

The following indicators from ESaGS will be reflected in the school's approaches:

- *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 are 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.*

Subject organisation

The English Curriculum is delivered using the requirements in the N. Ireland Curriculum for Language and Literacy.

It is planned, managed and delivered to the children in the following ways:-

Organisation and class management

The trend at present is that classes in Killylea Primary School are composite. Therefore, planning and class management is primarily and initially based around two or three separate year groups. Within the year group itself, the children are further grouped and planned for in terms of ability levels, where necessary. Work and tasks within language and literacy are then differentiated according to these varying levels of ability.

The *literacy Programme* provides the setting in which explicit teaching can take place and within which the following four fundamental teaching contexts can sit comfortably together:

Modelled, Shared and Guided Reading

Modelled, Shared and Guided Writing

Related teaching/ leaning activities

Reflecting, Reporting and Recording

Teachers provide a balance between Modelled, Shared, Guided and Independent work. During whole class sessions teachers provide opportunities to share text work, sentence and word

level work. The whole class time provides an overall context in which subsequent teaching is embedded.

Independent and group activities focus on the transfer of learning from one context to another. This is a means of directing and engaging the children's attention to the learning objective in a clearly defined context within which they can work productively. During independent and group sessions children work within their developmental level. The teacher will work with 2 to 3 groups doing guided reading or writing.

Children are given the opportunities to reflect and report upon their work.

❖ Use of Classroom Assistants

In all classes pupils have a wide range of abilities and in this school we endeavour to provide suitable learning opportunities for all by matching the challenge of the task to the ability of the pupil. The teaching staff has high expectations that all pupils can achieve their full potential.

Where appropriate and beneficial to the child, classroom assistants will be deployed within tasks to give any additional support to an individual or group as requested by the class teacher ensuring that the needs of the pupils are met. Clear instructions and guidelines will be given and the classroom assistant will be aware of the learning intentions for that particular activity whether it is working in a small group situation or one to one.

❖ Planning, Assessing and Monitoring

All planning must take account of the essence of the Revised Curriculum to ensure a focus on the Learning Intentions in order to ensure that the appropriate Learning Experiences are rich and relevant. In order to achieve this we, at Killylea have ensured that planning occurs at various levels.

... **Short term Planning**

This is carried out on a weekly basis in an agreed format and ensures a focus of attention to the effective delivery of the Language and Literacy Programme throughout the school. These plans define what we teach i.e. the main teaching objectives and approaches are specified along with resources and support materials to be used. These plans, therefore, ensure an appropriate balance and distribution of activities to ensure a breadth of genre. It also allows for effective monitoring and evaluation of classroom practise.

... **Long term Planning**

Our long term planning makes effective use of the S.E.L.B. Language Framework for Primary Schools, which details aims and objectives for the literacy skills of Talking and Listening, Reading and Writing.

Long term planning enables class teachers to see the Language and Literacy Programme in its entirety across the Key Stages. It is a flexible overview, which can be adjusted and altered in order to fully meet the different needs and range of abilities of all pupils. This overview sets out the attainment and progression of each year group at Word Level, Sentence Level and Text Level as outlined in the Primary Language Framework. It helps to focus planning into half treble units.

Assessment:

...Short term assessment

Short term assessments are made by the teachers in this school as part of every lesson to help them to adjust their daily planning. Teachers match these short-term assessments closely to their teaching objectives and written or verbal feedback is given to help guide children's progress. All children are encouraged to make judgements about how they can improve their work through individual assessments for learning e.g. "Two Stars and a Wish".

...Medium term assessment

Teachers also use medium –term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

....summative assessments

Teachers make summative assessments towards the end of the school year, and they use these to assess progress against school targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year. These long-term or summative assessments are based on end of year tests and teacher assessments.

Pupils in this school complete formal assessments at the end of school year from Primary Three to Primary 7.

Monitoring:

Assessment is an integral part of the teaching and learning process. Careful thought will be given to the purpose of assessment; we will adopt a wide range of methods to reflect the whole curriculum and learning opportunities. The children's progress and achievement is measured using a range of diagnostic, formative and summative assessment procedures, which both monitor progress and inform future planning. The teacher's experience informs opinion and this complements the use of data generated in standardised and other tests within the assessment process.

Theses include:

- Standardised tests (GL Assessment)
- CATS (non-verbal) Tests (P4 & P6 pupils)
- CCEA Baseline Assessment on entry to P1
- Screening and diagnostic tests e.g. INCAS
- Statutory end of Key Stage Assessment (AU's)
- Class tests
- Teacher Observations

Individual records of progress (e.g. reading progress, running records, weekly/ monthly spelling tests etc) are kept by each class teacher and information forwarded to the subsequent teacher. Attainment in standardised tests and end of Key Stage Assessments are kept by the principal. Results are entered into 'Assessment Manager' (SIMS) and analysed/ shared with the teachers to assist future planning, pupil support and development. Progress is reported verbally and in written form annually. Children are encouraged to assess and evaluate their own performance through out the school. Their work is marked positively and constructively in relation to their own previous performance. (see Marking Policy for further details).

TALKING AND LISTENING

The strands of talking, listening, group discussion and interaction and drama pervade the whole curriculum. Oral language should be recognised as the **primary mode of language** and hence should receive a central emphasis and focus in all areas of the curriculum and in the life of the school. Pupils are encouraged to listen attentively and to speak clearly, confidently, fluently and appropriately for a variety of different audiences and purposes.

Talking and listening are fundamental skills upon which the educational development of our children depends. Through the development of oral and aural skills, they learn about language and this equips them to demonstrate and refine their learning.

Our overall aim is for our children to become efficient language users. This will be achieved by devoting time, energy and resources to the development of oral communication. Through purposeful interaction with teachers, children will be provided with experiences that develop their skills and their thinking.

Opportunities for Talking and Listening within our school address the importance of the following areas.

- ❖ Learning to talk. The acquisition of language as an integral part of the learning process begins long before children come to school and, as such, in this school an emphasis will be placed on continuing this learning. Children bring with them to school a wide range of attitudes towards, understanding of, and experiences with language. This diversity in experiences, skills and understanding is acknowledged by the staff and they will actively seek to work with pupils and their families in the development of each individual as an able and enthusiastic language user.

It is an essential pre-requisite to successful learning and thinking through talk that all learners are taught how to effectively express themselves through oral communication.

They should develop the understanding of the importance of being able to convey their meaning clearly and speak appropriately in the context of occasion and purpose.

Complimentary to this will be the ability to listen attentively and with understanding. Opportunities to develop these skills could include:-

- ... Drama activities and role play
- ... Circle time
- ... Class or group discussions
- ... Class debates
- ... Shared group activities

- ❖ Use of talking for better learning and thinking.

Through teacher modelling and scaffolding, all children will be given a variety of opportunities to develop their ability to extend their learning and use of language. They will be encouraged to:-

- ... Make their intentions and purposes clear
- ... Show their willingness to participate in the learning process
- ... Transfer learning and understanding from one task to another and be able to vocalise how this transition can be done effectively
- ... Contribute to group learning and be reciprocal of others views and opinions

- Talking linked to writing

It is important that all children, regardless of ability, see the link between talking and writing. The spoken word should compliment the written form and vice versa. Through a range of guided and modelled activities the children will be encouraged to:-

- ... Write simple sentences to describe an event, emotion, etc. (This will progress in content and difficulty throughout the Key Stages)
- ... Be able to express opinions in written form as well as orally
- ... Use the opportunities given to develop the ability to orally describe a task or activity, and as a result be able to transfer this knowledge to record it in a written format

A range of activities will include:-

- ... Instructions
- ... Recipes
- ... Experiment recording
- ... Recounts and recalls of personal experiences
- ... Feelings poems
- ... Letters
- ... Summaries

➤ Confidence, self esteem and emotional development

In all aspects of learning, every child will be given the encouragement needed to ensure the increase in confidence and self esteem in their approach to language development. Their views within activities will be valued and every measure will be taken to ensure that their self esteem and confidence continues to grow as they progress through the key stages. All aspects of their learning will also take into account their emotional development and how appropriate expressions of emotions can be seen as a positive component of the whole learning experience.

SPECIFIC OPPORTUNITIES FOR TALKING AND LISTENING
FOUNDATION STAGE & KEY STAGE 1

- Respond to a range of literature
 - ... Listen to stories, rhymes, poems, songs, folk tales, stories from other countries, novels, media texts and children's own work.
 - ... Use drama, including role play, to explore a story, poem, or a song. e.g. dramatizing a scene from a story.
 - ... Reciting poems and rhymes.
 - ... Expressing child's feelings, opinions and thoughts on their own experiences, books read, topic work and the media. e.g. what it would feel like to be a particular character in a story.

- Real and imaginary experiences
 - ... Listening to, retelling and telling stories based on children's personal experiences.
 - ... Develop stories using their imagination, pictures and other literature, i.e. poems, plays, dramas, stories, myths and legends. This can be developed through:-
 - Picture prompted discussion to promote the idea of not only talking, but listening to the opinions of others.
 - Children holding a conversation about their personal experiences, with the teacher and within a group.
 - Retelling a favourite part of a story.
 - Talk about characters they like in a story.
 - When telling a story stress the importance of placing events in order and encourage this practise.
 - Speaking clearly and logically to others when presenting an account or responding to a particular task.
 - Retelling the stages in experiments or tasks logically and sequentially.

- Group and class discussion for a variety of curricular purposes
 - ... Opportunities will be given to the children to talk and listen during structured play.
 - ... Other curricular areas can be used to promote talking and listening e.g. problem solving activities associated with science experiments and investigation.
 - ... The children will take part in conversation and discussions with the teacher or in a group, listening to what is said, asking relevant questions, drawing conclusions and taking turns at speaking and also listening.
 - ... The children will share and discuss experiences, ideas and feelings with the teacher and other children. e.g. talk about an outing they have had and describe how they felt about it.
 - ... The children should be able to make contributions to class and group discussions realizing the importance of putting events in sequence and being able to predict outcomes.

- ❖ Drama/role play activities
 - ... Opportunities for role play will arise in different curricular areas e.g. RE, The World Around Us, Poetry and Stories/Fairytales.

- ❖ Reading aloud from a variety of sources
 - ... Books / magazines / newspapers / wall charts / labels / road safety calendar / timetables / children's own work
 - (Emphasis will be on meaning and expression)

- ❖ Listening for a variety of purposes and making appropriate responses.
 - ... The children will listen to guidance and instructions for a particular purpose given by the teacher and make appropriate responses. e.g New games in PE / simple instructions in the classroom situation.
 - ... One child may pass in information or instructions to another child or an adult. e.g explain the rules of a game to another child.
 - ... Listen to and respond to visual or audio visual materials.

- ❖ Using appropriate quality of speech and voice.
 - ❖ The children will be encouraged to speak clearly and audibly with the emphasis on:-
 - ❖ clear pronunciation of words
 - ❖ tone of voice
 - ❖ clear diction
 - ❖ expression

 - ... Children will be reminded of the audience when speaking.
e.g. reading in a small group situation
reading in assembly

PHONOLOGICAL AWARENESS WITHIN THE SCHOOL

At Killylea, we have implemented and are developing a Linguistic Phonics approach to teaching and learning within all year groups, for the development of phonological awareness

The development of phonological awareness is an essential pre- requisite of both reading and writing. The starting point is oral language. Developing young children's awareness of words, syllables, rhymes and phonemes significantly increases their later success in learning to read and write.

Phonological awareness is concerned with developing the children's knowledge and understanding of the sounds of spoken language and how these individual sounds combine to form the spoken word. It also includes the development of

Initial emphasis is on developing the understanding of patterns and components of spelling and subsequently word recognition and extension of vocabulary. Attention and listening skills to provide the foundation for all phonological awareness. This involves training in listening, recalling and sequencing. Children need to develop both auditory and visual discrimination to enable them to link sounds and letters at a later stage.

Teachers should explicitly demonstrate skills in a range of situations. It is important to ensure that children have the concepts in place to understand the language used, for example, 'first' in the middle, last, same, different

Children in the Foundation Stage need ample opportunities throughout the day to develop and practise specific skills with in a supportive environment.

- ❖ Attention and Listening: Attention and listening skills are crucial for learning
 - Attention is the ability to take notice of and learn from what they see and hear going on around them
 - Listening to and hearing sounds and being able to understand and interpret them
- ❖ Developing a Sense of Steady Beat
- ❖ Developing Auditory Processing Skills
 - Auditory Memory
 - Auditory discrimination
- ❖ Developing Visual Processing Skills
 - Visual Memory
 - Visual discrimination
- ❖ Developing the Elements of Phonological Awareness
 - Rhyme
 - Syllabification
- ❖ Hearing Sounds in Words
 - Focus on segmenting individual sounds in single syllable words, initial, medial and final e.g. c/a/t stretching words to emphasise medial vowel
 - Blend sounds together to make words

SPECIFIC OPPORTUNITIES FOR TALKING AND LISTENING - KEY STAGE 2

- ❖ Respond to a range of literature.
 - Listening and responding to: - a variety of texts – fiction and non-fiction, children's own stories – all this to be drawn from their own backgrounds and from other cultures.
 - Through drama and role play the children will explore a poem, story or everyday problem.
 - The children will act out a scene from a story or newspaper report, taking the role of different people to express feelings and attitudes.

- After listening to the teacher, to other children or to an educational broadcast, the children will express their understanding in a variety of ways. (art work/drama/debate)
- They will express their understanding by group prediction activities, sharing a response to a book, discussing the behaviour and qualities of a character.

- ❖ Real and imaginary experiences.
 - The children will tell or retell stories based on memories, personal experiences or literature. e.g. talk about a holiday or a trip they have had or a place of interest they have visited, an amusing incident which occurred at home, in school or with friends.
 - Children will be encouraged to express their thoughts and feelings in a variety of ways about their experiences, describing how they felt at a particular moment, and what their feelings were in regard to a particular person whom they met at that time.
 - They will talk to the teacher and with one another about their interests and hobbies.

- ❖ Group and class discussions for a variety of curricular purposes.
 - In group and class discussions children should be given the opportunity to share ideas, to express their opinions, to listen to others expressing their opinions and come to an understanding as to what the best solution is. The ability to put forward a particular point of view, to justify this point of view, with evidence from a text to support such opinions.
 - The children will discuss the way people behave in a particular situation and give reasons for this. In problem solving activities children need to have the ability to think logically, express themselves clearly and justify their actions and also have the ability to make any necessary alterations so that they can come to a suitable solution.
 - Listening to a TV or radio broadcast, or listen to a talk by a visitor to the class for a specific purpose with the children focusing on a particular aspect.

- ❖ Drama activities/role play
 - The children will act out scenes from stories as part of a particular topic.
 - They will take a role in an environmental problem.
 - The children will discuss topics of interest – hobbies / popular news stories.
 - They will act out a situation from the children's own experiences.

- ❖ Reading aloud from a variety of sources
 - These will include :- own writing / reading a selection of stories and jokes / books / plays / bible stories / magazines / holiday brochures / timetables / newspapers
 - The children are to be given experiences in performing in assemblies / Christmas concerts/final assemblies / school Pantomime etc. They should remember to speak clearly in order for their audience to appreciate the efforts.

- ❖ Listening for a variety of purposes and making appropriate responses.

- Encourage the children to listen attentively, listen with a particular purpose in mind, listen to a variety of adults and other children.
 - Having listened attentively the children have then to make appropriate responses. They are to express their understanding in a variety of ways – art work, graphical form, written explanations.
- ❖ Using appropriate quality of speech and voice.
- The children are to be encouraged to use the appropriate speech and voice, taking into account the audience being addressed, developing confidence as speakers and encouraging their peers to listen with tolerance and interest.
 - Children will be given the confidence to put forward their own point of view with the teacher establishing a classroom environment in which all children feel at ease to express their opinions.
 - Children will be made aware of the importance of speaking out clearly and audibly.
 - They will be made aware of certain circumstances which require the need and use of more formal language – e.g. welcoming visitors to school or the class in a polite and courteous manner, or thanking them afterwards for their visit.
 - Awareness will be made of the appropriate manner when entering a room around the school where adults are present.
- ❖ Prepare, ask and respond to questions in order to establish and collect information / views / feelings:-
- The children are to discuss and plan a series of questions suitable for a particular situation – e.g. questions planned prior to a visitor coming to class / a minister / a nurse / a doctor etc.
 - The questions are to be geared to avoid a yes/no response and to glean as much information from the interviewee as possible.
 - Time will be spent interpreting the responses made to the questions.
- ❖ Use technology to help develop oral language – telephone / computer recording technology / video through the use of Flip Camera.
- Technology to be used to communicate messages and ideas.
 - Recordings to be made of the children's own stories, questionnaires and poems.
 - Discussions to be based on these recordings.
- ❖ Recognise and develop a train of thought through: -
- Problem solving activities
 - Retelling stories and events in an orderly sequence
 - Carrying out an activity in a logical manner
 - Solving technology problems – discovering that if a model or design fails to work there is a need to modify it and retest it

- Encouraging the children to ask themselves different types of questions during investigations in order to make appropriate and relevant conclusive statements.

- ❖ Understand a range of colloquial expressions.
 - Terms will be discussed when they arise incidentally in the classroom through discussion and oral work.
 - The study of stories from different regions and countries – e.g. The Railway Children / Charlotte’s Web
 - Make a list of local words and expressions.

READING

Approaches to reading

Reading is central to language and literacy and is a vital skill for discovering and understanding. We believe that reading is a fundamental skill and it is this conviction which underpins the considerable importance we place on the teaching of reading in our school. Thus, successful reading depends on the ability to use many sources of information in a strategic manner. Pupils in this school, therefore, will be encouraged to implement the Linguistic Phonics approach.

❖ Shared Reading (Big Books)

Shared reading with Big Books in this school is used as a reading strategy as it enables teachers to read text aloud so that each pupil, regardless of ability, becomes engaged in the reading process and enjoys the text. A text may be re-read by a teacher and children many times over several weeks or during a year. During each re-reading of the text the pupils take more responsibility for reading the text themselves.

❖ Modelled Reading

Teachers verbalise the strategies used to read to enable pupils to “model” these themselves e.g.

“What word would make sense in that sentence?”

❖ Guided Reading

Guided reading is the bridge between shared reading and independent reading. Reading strategies are taught through the teacher reading aloud and modelling strategies during shared reading, so that pupils can practise them individually. In guided reading groups of pupils use these strategies with teacher support to read a text themselves. The ultimate goal in guided reading is to teach pupils

to use reading strategies independently so they can read texts successfully and be able to discuss them critically.

In guided reading teachers within this schoolwork with a small group of pupils to support each reader’s development of effective strategies for processing new texts at increasingly challenging levels of difficulty. The teacher focuses on the strategies the children are using, and could use, in order to discover the author’s meaning. The support and guidance given by the teacher varies according to the confidence and competence each child displays when reading a particular text. Pupils focus primarily on constructing meaning while using problem solving strategies to figure out words they don’t know, deal with tricky sentence structure, and understand concepts or ideas they have not previously met in print. The ultimate goal in guided reading is to help children learn how to use independent reading strategies successfully.

❖ Independent Reading

The purpose of independent reading is to build fluency and motivation for reading. Pupils in this school are encouraged to read texts at their independent level so that the skill of reading is developed. They may re-read familiar books previously used in a guided reading session or a shared reading session. The goal is for the children to read independently for a sustained period of time.

At Killylea Primary School we recognise the following reading objectives.

Foundation Stage:

Through **modelled**, **shared** and **guided** reading sessions pupils should be enabled to:

- Read with some independence
- Read a range of texts including digital texts
- Sequence stories in reasonable detail using appropriate language
- Use word structure to develop reading
- Develop auditory discrimination and memory
- Develop visual discrimination and memory
- Share a range of books with adults /other pupils
- Know how to handle and care for books
- Understand and use some language associated with books, for example, cover, spine, author, illustrator
- Select and use books for specific purposes
- Develop concepts of print
- Listen to a range of stories, poems and non-fiction texts read to them by adults/other pupils

(Ref: The Northern Ireland Curriculum- Primary, 2007 pg.20).

By the end of Key Stage 1, most children should be able to:-

- Read aloud with increasing fluency and expression, from a range of familiar material
- Use a variety of strategies to help identify unfamiliar words

- Read silently with understanding, from a range of fact and fiction texts
- Show evidence of comprehension beyond the literal: prediction, inferring, deducting
- Show an awareness how different texts are structured and use this knowledge to present their own ideas: through drama, poetry, charts, diagrams, pictures
- Use and select from appropriate sources, information to suit their needs: dictionary skills, contents, indexes, computer data.

These skills and attitudes will then be built on and by the end of Key Stage 2, most children will be able to:-

- Show preferences and explain why they choose particular types of books
- Respond sensitively and appropriately to different types of fiction, poetry and drama
- Detect bias when comparing points of view
- Use study skills effectively when locating and selecting information
- Use appropriate reading skills: careful reading, skimming, scanning, to suit the purpose
- Read widely across the curriculum and use knowledge of different structures of texts to form their own writing
- Read aloud with confidence, inflecting, pausing, varying pace and volume when appropriate, to convey meaning

❖ The Classroom Environment

We, in Killylea Primary School, aim to provide a classroom environment which fosters a love of books, and reading, where pupils become absorbed in print and feel inspired to read. Each classroom, thus, is a language rich environment filled with lots of environmental print, labels, posters, information, and displays of pupils' work etc. Books are given their rightful place throughout the school as each classroom has a class library where books are displayed in a variety of ways to attract and stimulate pupil interest. Topic books are displayed and are easily accessible to pupils to motivate interest. The school library is accessible for Foundation/ Key Stage One pupils and Key Stage Two pupils. Pupils, from Primary One to Primary Seven, may borrow books and this is recorded using the ALICE library system.

At Killylea Primary school we endeavour to ensure there are a wide variety of suitable texts for all pupils – including fiction, non-fiction books, and these texts will be supplemented with an additional 50 texts on each S.E.L.B. mobile library visit to the school. Teachers may also request books from the library service for specific topic work to enhance learning within the classroom and are encouraged to supplement/change books in classroom libraries as and when the S.E.L.B. library service visit the school each term.

❖ Provision for reading:

An environment is developed at Killylea where children experience print all around them. For example, captions, labels, classroom headings, etc. Children have access to a wide range of reading materials. Reading throughout the Key stages gives the children regular opportunities to read as individuals, in pairs or in small groups and also to participate in shared reading. They will also have opportunities to see modelled reading.

In line with the Revised Curriculum, reading opportunities will allow the children at Killylea to be enabled to:-

- Read a range of texts for the purposes of enjoyment, information and ideas
- Use a range of strategies to read with increasing independence
- Find, select and use information from a range of sources
- Understand and explore ideas, events and features in texts
- Use evidence from texts to explain opinions

(Ref: p6. The Northern Ireland Revised Curriculum)

An emphasis must be placed on the importance of comprehension skills and strategies, which must be developed and encouraged from the beginning. The pleasure and enjoyment of reading should be fostered in the language lessons, across the curriculum and beyond the classroom. Involvement of the parents can be critical in this context.

❖ Reading Resources

- Throughout the Foundation and Key Stage 1 classes, the children are given the experience of two reading schemes – Story world and Rigby Star. Both these schemes supplement and compliment each other as the books have been book banded. Both these schemes give all children the opportunity to experience reading texts of: -
 - Fiction
 - Non-fiction
 - Play scripts
 - Phonics texts
 - Rhyming texts

In Foundation stage will move from non ability groups (picture books) to emergent groups and towards guided reading groups.

At Key Stage 2, children are also given the experience of reading and investigating novels.

Pupils who have been identified as underachieving in reading will read from either levelled books or an alternative reading scheme (e.g. Dandelion books) in conjunction with SEN Support

❖ Reading Experiences – Modelled/Shared/Guided/Independent

We aim to ensure that pupils are exposed to a wide range of reading material across the genres including print and digital.

Foundation & Key Stage 1

- Teacher models reading to the whole class each day
- Reading of stories at a given time each day
- Read nursery rhymes, rhymes and poems
- Read fairy tales and familiar stories
- Read Fairy tales in play form
- Non-fiction texts linked to class topics/ seasons
- Use audio stories
- Use suitable story-based television programmes/ Internet story sites

During these sessions the children are encouraged to:-

- join in with the repetitive aspects of the story
- recall what happened in the story
- sequence the events of the story (beginning, middle, end) developing more detailed responses during the transition into Key Stage 1
- act out familiar stories
- read wall displays and labels
- read simple information books
- read instructions in work books, on work cards and worksheets
- read calendars
- paint, draw, dramatize and discuss poems, stories and rhymes
- sometimes stop and discuss certain words in the text (teacher may ask “What would you do?” / “What do you think?” / What will happen next?”
- Make predictions
- the children refer to the story for their answers
- the children may begin to draw family trees (ks1)
- sometimes they recall what they have done in a particular activity, especially based on a cross-curricular approach to their learning
- In their Bible stories they will read and respond to various stories
- Read from a prepared text or unseen text within a group to the teacher or to each other
- Use suitable ICT programs to support and extend their learning

❖ Reading Strategies

- Early reading experiences include the need for recognition of certain words on sight (High Frequency Words)
- Word and picture flashcards
- Word flashcards

- Word games
- ICT – Internet games
- Interactive Whiteboard resources
- Reading books
- Workbooks and reading activities
- Encourage the reading of other stories
- Make word banks

Use phonic knowledge as a strategy to develop reading.

For example:-

- Look at initial sounds
- Leave unfamiliar words out and then try to deduce the word
- Final sounds
- Central sounds
- Patterns of words
- Reading classroom labels
- Reading signs outside, inside school and being able to understand these

Library/study skills

- When a suitable time arises, begin silent reading for five minutes using picture books and comics
- This should be extended to 15 minutes and be a teacher led activity
- Make sure there is a wide range of texts for the children to choose from
- Children should be stimulated to read by changing the displays of books in the classroom on a regular basis and be based around class topics
- Children should be given adequate time to browse the library corner
- Children are encouraged and taught to return the book to the part of the library they took it from as one way of caring for our classroom resources
- Children should be given the opportunity to learn how to find a book about a specific topic, both in their class library and also in the central library
- Being able to collect information from magazines/information books and be able to write a sentence or number of sentences accordingly

❖ Creative and Expressive Reading

- Making up of children's own stories
- Make letters/ cards/ zig-zag books
- Children compose their own text based on a picture, using their own language
- Teacher writes children's own language under a picture, progressing on to the child composing their own sentence

- Writing a simple story
- Planning stories in groups
- Possibly writing a story with a partner or a group
- Writing poems for a particular subject area or subject of choice
- Making class books – stories and poems
- Starting to understand the structure of sentences – patterns of letters – phonics – talking about spelling
- Reading stories/poems written by class member/group
- Use and make dictionaries/word banks/information leaflets
- Use the contents page and indexes
- Use of dictionaries to support and assist written work

READING AT KEY STAGE 2

❖ Reading experiences

- Silent reading from a range of texts for enjoyment and learning books/leaflets/newspapers/ information books/magazines. This is actively known as ERIC (Everyone Reads In Class) including teacher or USSR (Uninterrupted Sustained Silent Reading)
- Giving talks on material read/reasons why they enjoyed or disliked a particular text
- Gathering information on a given topic and presenting this to other members of the class.

❖ Reading across the curriculum

Children have the opportunity to browse a range of material which spans all areas and topics within the curriculum (See Reading Environment)

❖ Reading aloud

Reading aloud with fluency and appropriate expression using class reading schemes, library material, children's own writing etc.

❖ Reading in groups

Discuss texts in groups exploring the layout of these, the formation of sentences, meaning of words and phrases. An appreciation of how the insertion of words can change mood, feeling, atmosphere and meaning of the given passage.

❖ Reading a wide variety of material

Discuss some of the texts that they have read. For example, guidebooks, textbooks, novels, dictionaries, information books.

Study how the same event can be presented in different ways. For example, two different reports of a football match.

❖ Reading for pleasure and enjoyment

Encourage reading for pleasure from a wide selection of books making the children aware that books are not only available in school but from other sources – book fair, town library.

❖ Reading Strategies

Discuss texts exploring the ways in which word meanings can be manipulated in order to create an effect.

Explore the structure of words, phrases and sentences and use this to assist with spelling.

Use a range of strategies to identify unfamiliar words in texts – e.g. context clues, phonics.

❖ Study/Library Skills

Study skills

Develop the ability to choose the desired reading skill to suit the reading activity – i.e. skimming, scanning and reading intently.

Library skills

Further develop the ability to use skills to locate information efficiently – e.g. encyclopaedias, libraries, indexes.

When choosing a book reading the blurb etc to help find out initial information on the books of interests.

❖ Comprehension skills

- Discuss and interpret texts read using the evidence to back up their response. Use the text to infer and deduce.
- Study characters, places, objects and events in a story.
- Display their work in models and diagrams.
- Reading and understanding through all areas of the curriculum.
- Using information to alter initial thoughts and responses.
- Imagine that they are one of the characters in the story read – understanding of the characters' feelings and emotions – e.g. role play.
- Predicting what might happen next if the circumstances had been different and how the outcome might have changed.
- Understanding that the text has to be geared to suit a particular audience.

❖ Expressive and Creative Reading

- Reading for pleasure and enjoyment.
- Reading aloud their own written work to other members of the class.
- Dramatising parts from stories read and their own stories.
- Modelling their own writing on forms and structures they have encountered in their own reading.

OUR AIMS IN TEACHING READING

What are the skills involved?

In the early stages:

- Word attack skills:
 - ... Look and say (visual memory)
 - ... Phonics (graph phonic)
 - ... Using context (semantic)
 - ... Using knowledge of structure or oral language (syntactic)
- Comprehension skills:
 - ... Look for meaning beyond the literal, from the earliest stages...beginning to predict, infer and deduce.
- Study skills
 - ... Familiarity with alphabetical order
 - ... Knowledge of layout of a book:-
 - E.g. word/page/paragraph/chapter/contents page/index
 - ... Use posters, labels, graphs, charts, diagrams to gain information
- ❖ Advance reading skills
- Word Attack skills
 - ... Confidently use a variety of strategies to identify an unknown word i.e. dealing with graph phonic and syntactic cues at a sub-conscious level – with attention focused on the meaning.
- Reading with comprehension
 - ... Developing comprehension skills – group discussion, predicting what will happen next, sequencing, summarizing, and speed reading.

- Reading to discover information

... 3 key considerations:-

- **Where** can information be found?
- **How** can relevant facts be extracted?
- Assimilating/summarizing **what** has been discovered.

... Skills needed for this:-

- Alphabetical/order/sequence/dictionary skills/using indices/contents/glossaries/bibliographies/library layout & classification/skimming/scanning/reading graphs/taking notes.

- ❖ Link with parents

At Killylea we ensure that a strong link is maintained between staff, the school as a whole unit, and parents. Reading homework is set each night and clear guidelines are sent home to parents in order to ensure that the relevant outcomes are achieved. Information is also sent home to parents regarding the Reading Schemes themselves, how to approach reading (Foundation Stage) and how to ensure the correct reading environment is prepared and available to the child in a home situation.

- ❖ The Role Of Homework

The purpose of homework is to support the teaching and learning in the classroom. Homework is set Monday to Thursday. There is normally a reading element, a writing element and spellings.

Parents are asked to be involved and are encouraged to monitor homework closely and to sign completed work. They are asked to be positive and supportive, to praise what the children can do, to expect mistakes and to help the children learn from them.

Members of staff ensure that the homework is set appropriately and is marked. Parents are encouraged to inform the class teacher if there is a problem with either the level or the timing of homework. A further purpose of homework is to allow parents to see the nature and level of schoolwork.

It is emphasized that children need as much practice in reading as possible if they are to improve their literacy skills. Alongside the set reading, which the children are given for homework each night, we actively encourage our parents to read to, and with, their children, to encourage their children to read for pleasure and to seek out a wide range of reading material, not only books, but magazines, electronic and other reading materials, which relate to hobbies and interests.

❖ School Library

At Killylea we are very fortunate to have an extensive and very well maintained central library. This library is regularly added to by the visiting library van. The library is supplementary to class library areas and each class is allocated a session each week to attend the library. This provides the children with the opportunity to browse, borrow and exchange books and to review and discuss what they have read, with the rest of the group. The central library also stocks a wide of non-fiction books, which are all relevant to the various topics covered by each class.

❖ Reading Partnership

At Killylea we recognise the need for certain strategies to be put into place to ensure that the children achieve as much enjoyment out of reading as possible and that they develop their confidence when reading. We have implemented the Reading Partnership Scheme in order to achieve this. The school secretary and a parent have received full training in the Scheme and how it operates. From this, suitable children are identified to complete the course. This scheme has already proven highly successful in achieving progress, in their reading ability, their enjoyment and the increase to their confidence in reading as a whole.

❖ Book Fair

The Scholastic Book Fair is held annually in Killylea. The books arrive in school and remain there for one week, during which children and parents can browse the books suitable for the child's age and appealing to their interests.

❖ World Book Day

World book day is also recognised and celebrated in school each year and is enjoyed by all the children. Each child chooses their favourite character, from a book and dresses up as that character for the day. The children and staff are also encouraged to bring into school their favourite book for 'Show and Tell'. A competition is also run where the children bring into school a picture of them reading in an unusual place with the entries uploaded onto the school web site for voting.

WRITING

Writing is an essential tool in the learning process. Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills we can equip our children to use writing across the range of curricular activities in which they are involved.

Our aim is that our children will develop the ability to write effectively in various forms according to purpose and audience.

Children should learn to write in the same manner that they learn to talk, without being aware that they are doing so, in the course of doing other things. Teaching writing should be an incidental matter also – teachers showing children what writing can do and helping them to do it themselves. (Frank Smith)

From the earliest stages teachers should be aware that writing is not just learning to print, spell, space and punctuate; it is a complex and increasingly sophisticated means of expressing feelings, emotions and points of view.

❖ Teaching Approaches to writing

Modelled Writing

- The teacher demonstrates writing a text
- The teacher verbalises thoughts and actions involved to give an insight into a writer's mind
- The teacher is responsible for generating and recording ideas
- Pupils are observers.

Shared Writing

- The teacher and pupils collaboratively compose a text
- Pupils ideas and suggestions are considered and included
- The teacher takes the responsibility for recording.

Interactive Writing

- Teachers and pupils jointly compose a shared, large print text
- The teacher records the words students know and engages pupils in the problem solving of challenging words
- Teaching focuses on recording- spelling and handwriting.

Guided Writing

- Short teaching sessions to focus on an aspect of writing
- Pupils construct their own texts
- Teacher guides, responds and extends pupil thinking.

In this school it is considered that guided writing provides a supported step towards independent writing. Teachers work with a group of children at a similar ability level in writing, targeting teaching on particular objectives at an appropriate level. The pupils make decisions and compose and revise their own texts. Guided writing therefore, supports, improves (through revising, editing and evaluating) and facilitates differentiation.

THE TEACHING OF WRITING IN KILLYLEA PRIMARY SCHOOL

❖ Whole School Objectives

- Develop independence in writing for themselves and different audiences and for purposes arising from a variety of experiences and opportunities
- Experience different forms of writing
- Develop a legible handwriting style, but also use writing programs to produce writing electronically(ICT)
- Discuss and reflect upon their writing, sharing the process with the teacher, using appropriate terms (e.g. sentence, verb, noun, adjective), different forms (e.g. story, poem), while attending to:-
 - Purpose/language/content/layout
- Use appropriate structures in writing e.g. full stop, sentence, capital letter, spacing, question mark, punctuation, sequence, connectives and tense
- Learn to spell correctly, a range of familiar words and know the most common spelling patterns
- Learn alphabetical names and order and apply this knowledge to search and locate words, using resources, including dictionaries, thesauri and information books
- Know that conventions of spoken and written language differ
- Experiment with words, rhymes and rhythm: later with verse and structure and dialect

➤ For Key Stage 2 only

- Consider the features of the layout to suit purpose. e.g. headlines, sub-headlines, columns
- Use connectives and pronouns appropriately to reduce repetition and ambiguity
- Learn the conventions of writing and use, with increasing confidence: full stop, comma, capital letter, question mark, exclamation mark, apostrophe, paragraphing, direct speech, punctuation and tenses (using standard English when appropriate)

Foundation and Key Stage 1

❖ Opportunities for writing and Purposes of Writing

- Writing for parents:- cards at Christmas/Mother's day/Father's day, Easter, Birthdays, Get well cards, etc.

- Invitations
- Writing for the teacher: - news for teacher, write about picture they have drawn or painted, etc.
- Writing for other pupils: - during structured play children have the opportunity to write letters or notes to each other. Messages/making books with pictures/cards, etc. A writing table is a daily feature of the foundation stage classroom.
- Stories – cross-curricular stories. E.g. creative writing from pictures and predicting the outcome from a road safety aspect.
- Labels – for topic table, maps or pictures
- Letters – letters to each other. Thank you letters to a visitor that has been in our class, a letter to a child who is in hospital, letter asking for information
- Description of people or places (Topic linked) – Our school, The Post Office, People in Bible Times, The Zoo, Our trip to the Pantomime
- Recipes – topical (Pancake Making), Experimental (Melting chocolate)
- Simple records of observation – weather record, changes in seasons, growing seeds
- Invitations – imaginary party at school/invitation to the school Christmas Party
- Greeting Cards – birthday/Christmas/Easter/mother’s day/father’s day etc.
- Poetry – children compose their own poetry on a variety of subjects using given words, sounds, about likes and dislikes, seasons etc. These should be based around their connected learning experiences.
- Diaries – class diary – choose a different child each day to write an interesting piece of information for the class
- Lists –ingredients for a recipe, shopping list, clothes for a holiday, spells at Halloween, list of rhyming words
- Children might also like to recall or recount a visit to the dentist, doctor etc. Or about an outing – zoo, beach etc. They may want to write about a painting they have done or about an experience they have had at school
- Write a story, a nonsense nursery rhyme, and a poem they have heard.
- Simple book review
- T.V programmes – follow up writing experiences and activities
- Pictures – writing about their own pictures or a picture they have been using as part of an activity. E.g. road safety pictures
- ICT programs – writer/clicker
- Writing their own stories or labels for pictures using these ICT programs
- Writing will be based on all aspects of the curriculum and connect the children’s learning whenever and wherever possible.
- Word matching – word building - riddles – Halloween Jingles – rhymes – lists of rhyming words – crossword puzzles – word puzzles – jumbled sentences – strategies used in Linguistic Phonics tasks
- Children make books which are laminated and put into class library
- One child can read to another child or a group a story he or she has written
- Work is displayed on walls to create story walls
- Display work outside the classroom or corridor notice board and in assembly hall

❖ Technical Aspects (Grammar, Punctuation) – Modelled, Shared, Guided

- By writing poems, stories, lists and sentences and naming these the children see that these are forms of writing
- Introduce the noun (naming word), verb (doing word), and adjective (describing word)
- Introduce capital letters – beginning of sentences – each child's name has a capital letter
- Introduce full stops
- Introduce question marks
- Introduce connectives other than and, then. i.e. because/but/after/when/so – using children's writing as examples, to add variety.
- Discuss children's own work to show proper sentence construction. Review child's own work to check for full stops, capital letters, etc.

❖ Handwriting

This year we intend to have a focus on literacy focus on and writing and draw up an appropriate Handwriting Policy.

- Tracing patterns and shapes
- Using their fingers to form letter shapes in different mediums such as paint and foam.
- Tracing over letters
- Writing underneath letters
- Copy underneath sentences
- Copy from board
- Direction of letter shape (orientation)
- Size of writing – making children realise that writing should become smaller with evenly spaced words
- Tall letters, small letters (ascenders and decenders)
- Position of beginning writing and of writing on the page
- Spacing of words
- Use of capital letters in writing
- Use of widely spaced lines, progressing to narrower spaced lines
- Show the beginnings of a connected style of handwriting

❖ Spelling

- Progression from having words written down by the teacher to beginning to write own words and sentences by using phonological knowledge, topic lists around the room as clues, personal dictionaries, child's dictionaries and reading books.
- Order of the letters of the alphabet and the order of letters in a given word
- Children build up a bank of High frequency words
- ICT programmes to support learning

❖ Examples of possible activity- based opportunities

- A specific writing table situated in the classroom resourced with different sizes and types of paper of different types of pens, pencils and colours available during structured play and story writing
- Children’s encyclopaedias, word books, dictionaries are available for reference
- Helping to create a planning web at the start of a new topic.
- Topic books both fiction and non fiction on display for children to consult and provide ideas for writing.
- Discussion takes place before, during and after writing
- Discussion about what is going to be written, help given when writing and discussion of the outcome and how work can be improved (self evaluation and editing)
- Teacher takes part in the written activities as a means of modelling effective writing strategies. This could be used as an opportunity to point out good sentence structure and grammatical mistakes
- Teacher shares short illustrated stories written by the teacher,
- Different forms of writing – word games, word puzzles, spelling – based puzzles, riddles, jokes etc.
- Experimenting with words – e.g. changing initial letter, changing endings, word building, and I-spy....etc - make lists of words connected to a particular idea – happy words, rain words, animal words, etc.

❖ Planning and editing

Children are given opportunities to discuss their ideas, to reflect on the structure of their own writing – type of writing suited to a particular purpose or a particular audience – appropriate language and layout taken into account when planning a piece of writing.

Children are encouraged to experiment with the writing process by using the computers in the school. When the child is ready he or she should be given the opportunity to decide upon the form and style in order to suit the task and the target audience.

Opportunities should be given for constructing a framework of their initial thoughts and ideas. Once their thoughts have been developed their piece of writing can be studied, reshaped if necessary, added to and improved upon.

Children should be taught to write well constructed sentences. Through their own writing the children begin to realize the importance of spacing words, the need to correct sentence structure and use of suitable punctuation.

By the end of Key Stage 1 children should be able to read over their own writing to ensure that careless mistakes are not made in punctuation, use of tenses and on the ways in which ideas have been sequenced.

KEY STAGE 2

❖ Opportunities for writing and purposes of writing

- Writing in a variety of ways :- compose stories of own experiences (writing in the first person and also the third person)
- Composing different endings to stories
- Writing for all the subjects – connected learning/cross-curricular approach
- Imaginative writing – e.g. writing as if they are a Victorian
- Descriptive writing e.g. best friend, objects, weather, places.
- Recording of results e.g. maths investigations
- Letter writing – letters of thanks, requests, criticisms and complaints, invitations
- Diary writing – personal diaries of characters in novels, topics, stories etc.
- Writing in note form (from talks in school, visits etc.)
- writing for the main idea – summary writing, news bulletins, completing surveys, formulating questions, recording results, interpreting data, displaying information
- factual accounts – e.g. news events, visits, school events
- Writing poems – different styles e.g. acrostic, limericks etc.
- Poems to display feelings and emotions.
- Writing opinions about feelings of poems
- Writing plays and using dialogue – assemblies, oral English tasks
- Taking part of a story and forming it into a play
- Book reviews – library books, class novels – writing about thoughts and feelings – giving own opinion about stories read.
- Debates – generating arguments for and against a particular situation and topic – persuading someone to change their opinion
- Notices – sale, slogans, advertisements
- Labelling of diagrams – e.g. parts of the body
- Writing for an audience – composing stories about particular interests
- Writing an account of an event from 2 different points of view, e.g. a road traffic incident
- Writing an account of an unusual experience to share with the rest of the class – an experience that others would not have shared
- Rules and opinions
- Rules and instructions on how to play a game, to follow a recipe
- Autobiographical and biographical writing

❖ Technical Aspects (Grammar and Punctuation)

- Writing in complete sentences, using capital letters, full stops, direct speech and question marks
- Understanding of the different parts of speech – know terms such as noun, verb, adjective. Use a variety of conjunctions. Encourage the use of the above terms in the approach and discussion of the children’s own written work
- Adding variety to sentence construction e.g. starting sentences in a different way, developing a more mature style of writing
- Use of different forms of punctuation e.g. exclamation marks, commas, apostrophe
- Purposes of punctuation – why do we need punctuation?
- Understanding of syntax – appropriate use of tenses
- The constraints of writing. Slang is permissible in some forms of writing but only if it enhances the effects of the writing activity and the target audience. It is not acceptable in more formal tasks

❖ Opportunities of activity based writing

- Children are given experience of using a wide variety of writing tools – pens, pencils, paint, markers, computers – and also a variety of paper – for various purposes within writing
- The children are encouraged to use dictionaries, word banks, thesauri and encyclopaedias
- Pupils are given opportunities to write in a variety of ways and experiment with rhymes, rhythms, poems and different forms of dialect
- Wherever possible, pupils will be able to see the teacher writing(modelling)
- Children are given praise whenever possible
- Encourage a sense of pride in the children’s work by displaying their writing in its various forms – notice boards, classroom walls, school class booklets and competitions

❖ Planning and Editing

- Pupils are encouraged to plan their written work.
- Planning a piece of written work – organising their ideas, ordering their ideas, preparing an outline.
- Structure of written work – heading, sentences, paragraphs, review, edit, redraft.
- Children are given experience in different forms of writing – being able to decide upon the forms of writing that suits a particular purpose e.g. knowing when it is appropriate to make notes, lists, compose stories, diary events, reports, plays, conversations, survey questions and situations which require more formal pieces of writing. Helping the children to use and identify technical terms associated with grammar and the punctuation required in different forms of writing.
- Children are made aware of the importance of paragraphs and layout to help facilitate comprehension and understanding of the passages.

- On occasions children should be given the opportunity for redrafting

❖ Handwriting

Pupils will be taught the conventional ways of forming letter shapes in lower and Upper case in the foundation classroom. Children are given opportunities to develop and practice their handwriting style. Through practice the children will become fluent and confident with the printed style and will then be introduced to joined writing. This usually takes place in Year 4.

Children are made aware of the importance of good and neat presentation of their work and take pride in this. Children become familiar with different types of print and fonts through the use of the computer.

❖ Spelling

Building upon the knowledge gained in Foundation Stage and Key Stage 1 – the children are taught a strategy in learning how to spell.

Look – Think – Say – Cover – Write – Check

Phonics is used in attempting new words.

As the children become more competent they are able to identify rules that are used in spelling. Make them aware that there can be exceptions to the rule and give them the chance to investigate this.

Specific spellings groups are given for home investigation and learning as part of the Linguistic Phonics approach being developed in school. This is a strategy to help improve spelling and the number and degree of difficulty of spelling depends on the age group and the ability of the children in the group.

Children are encouraged to locate the correct spelling of words that they need to use in their writing through dictionaries and thesauri.

Thinking Skills and Personal Capabilities Cross curricular opportunities for literacy development

At Killylea we seek to take advantage of opportunities to develop Thinking Skills and Personal Capabilities and to make cross-curricular links – to connect the children’s learning. Through our planning we ensure that we provide the children with a variety of opportunities to practise and apply the skills, knowledge and understanding acquired through language lessons to other areas of the curriculum.

Through our planning the following aspects are considered:-

- An awareness of different styles of learning that is necessary to ensure pupil development and the need to encourage pupils to use their visual, auditory and kinaesthetic channels for better learning.
- use of a range of active learning strategies in the classroom, including drama strategies, as a means of appealing to the children’s sense of imagination and language progression.
- use of the structure of Philosophy for Children to develop reasoning skills, if possible and appropriate investigations of the areas of Language and Literacy.
- ensure effective questioning by the teacher and pupils in all activities and tasks as a way of providing the children with the best opportunity to experience success in all areas of their learning.

The use of ICT

In this school we aim to use ICT as a tool to support teaching and learning in Literacy. ICT will be planned for and used appropriately to promote, enhance and support the teaching and learning in literacy across the curriculum while simultaneously developing pupil competence in ICT skills. ICT offers ways of impacting on learning which is not possible with conventional methods, for example, interactive activities at word, sentence and text level which consolidate learning. The use of ICT within the learning process involves computers, the Interactive White Board and also the possibilities offered by the wide range of audio-visual materials, graphics, microphones, talking tins, radio and television broadcasts available.

ICT is used at whole class, group and independent level. The screen projection of text on to classroom interactive whiteboard enables it to be read and shared. The projection of word processing skills also permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to support teaching and learning. Small groups or pairs work at a computer and input information using the keyboard. Software is also used to support independent reading (text to speech) and writing skills e.g. Literacy Evolve and Story world’s software. I.C.T. provides the means of presenting pupil outcomes (e.g. via multimedia presentations-i.e. words, images and sound combined to convey meaning or items for the school website). Using digital cameras and software such as publishing packages enables pupils to create classroom newspapers etc.

Pupils have opportunities to gain confidence in the use of ICT, for example, in using word processors for drafting, using spread-sheets, databases and power points and using CD-ROM and the Internet to research and communicate.

The range of resources available in this school includes:

- Desktops and laptops with access to C2K network
- 4 x ipads
- Interactive whiteboards in all four classrooms (Foundation- Primary 7)
- CD-ROMs
- Internet access
- C.D. players with variety of spoken texts
- T.V., Video, D.V.D. player with a variety of material
- Microphones and sound equipment
- Audio – Visual material e.g. video conferencing facilities

ICT resources are seen as tools to help enhance learning and literacy skills, not just within the subject area English, but also as an integral feature of all subject areas.

(For further details se ICT Policy and other curricular planners.)

EFFECTIVE LEADERSHIP:

The following indicators from ESaGS will be reflected in the school's approaches:

- *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.*

Role of the Literacy Co-Ordinator

All teachers in Killylea Primary School accept a shared responsibility for promoting literacy throughout the school. However, the literacy co-ordinator has responsibility for overseeing this work in liaison with all staff.

The Literacy Co-ordinator's primary duties include:

- monitoring and evaluating Literacy:-
 - pupil progress
 - management and analysis of relevant data
 - provision of Literacy (including Intervention and Support programmes)
 - the quality of the Learning Environment;
- the development and maintenance of a school Literacy Policy in consultation with all staff
- keeping up to date with recent Literacy developments
- attending In-Service courses and disseminate the information to all staff
- the provision of leadership and direction in promoting Literacy
- the encouragement of high standards of teaching and learning with particular responsibility for language and thinking across the curriculum
- the support and motivation for colleagues in ensuring that the needs and aspirations of pupils are met, language teaching is managed and organised to meet school aims, and that standards of achievement are raised.
- the setting of priorities and targets, in liaison with staff, to improve provision

- the identification of needs in areas of language and literacy in relation to the needs of the school
- contribution to evaluation and monitoring procedures
- ensuring channels of communication are open and active with all relevant outside agencies, including DENI, the Board, CCMS, RTU, CCEA, etc.
- purchasing and organising resources

The Role of the Class Teacher

The teacher's role is to:

- build up a caring, trusting and supportive relationship where different points of view are listed to and self-esteem is developed
- be flexible in approaches and to be sensitive to differences in children's learning styles and rates of learning
- be aware of their own language use and position as a role model
- avoid negative responses to children's contributions
- use effective questioning to promote all aspects of learning in language and literacy
- be aware of the need for careful planning progressively across the curriculum, differentiating where appropriate
- recognise that skills need to be taught throughout the school
- keep records and monitor progress
- review and evaluate classroom practice and pupil progress regularly
- direct classroom assistants to work with individuals or small groups
- administer Running Records at least twice each year within Foundation/ Key Stage One and as and when necessary within Key Stage Two.

The Board of Governors

Regular reports are made to the governors on the progress of English provision and on the standards being achieved by the school.

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY:

The following indicators from ESaGS will be reflected in the school's approaches:

- *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 (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools.*
- *Good relationships and clear channels 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.*

At Killylea Primary School we have a close link between school and the Killylea Rural Community Association. The school premises are used regularly for events and weekly classes, and the school grounds used for social family and community events.

Parental involvement:

In Killylea Primary School, we believe that parents have a fundamental role to play in helping children learn and, as such, consider the education of our pupils to be a collaborative venture involving teachers, parents, pupils and the wider community. Regular and positive communications are made between teachers and parents, on both a formal and informal basis. It is the aim of this school to connect the support of home and school in order to enhance the literacy development of our pupils. The school view parents as one of our greatest natural resources and should be nurtured as such. Parents are encouraged to be involved with their children's progress as much as possible. This process begins with an induction day before the children enter P1. At this time the school's approach to teaching is explained and the parent's role within this outlined.

- ❖ *We endeavour to do all we can to inform parents about what and how their children are learning by:*
 - sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
 - sending home class information sheets to explain to parents how they can support their child with homework and explanations of topics to be covered
 - sending home a monthly news sheet to inform parents of future events and information.

- encouraging the parents to consult the school website providing information and photographs
- parental meetings to discuss pupil progress (Term1) / Individual Education Plans
- Baseline assessment meetings with primary one parents (First half term)
- ❖ *In Killylea Primary School, we believe that parents have a responsibility to support their children and the school in implementing policies. Therefore, we would like parents to:*
- feel made welcome and assured staff are available for consultation to discuss their concerns about their children's progress
- ensure that their child is equipped for school for taking part in activities
- to inform us if there are matters outside school likely to affect a child's performance or behaviour at school
- promote a positive attitude towards schooling and learning in general
- reading and talking to their children at home
- supporting homework and ensuring it is completed appropriately

Opportunities to promote parental and community involvement include:

- Parent pre-school introduction meeting in June
- Pre-school visits from the 'Tiny Tots' playgroup Killylea
- organising information/workshop sessions (e.g. Paired Reading Programme, linguistic phonics evening, Revised curriculum evening)
- School performances e.g. Christmas performances, assemblies, school choir participating in local churches harvest and carol services
- Visitors to the school e.g. visiting theatre groups, writers, school nurse, fire service, PSNI and Ulster Scots .
- School Book Fair
- School Community Fun Days
- School Trips
- Activities linked to the school Eco- Club eg. Cash for Clobber, Vegetable sales, construction of village cycle path
- Through a variety of topic work, the children are given the opportunity to work along side members of the local community. e.g – interviewing local residents and past pupils/ art and craft sessions with 'The Young at heart' community group.

Killylea Primary School also keeps active links with our three main local post primary schools as a means of establishing and maintaining positive lines of communication for both the schools themselves and also the children. The children have also the opportunity to attend the open days/ nights and have a tour of their future new post primary schools.

CONCLUSION:

This policy has been developed to work in conjunction with, and to compliment other school polices, including:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs' Policy
- ICT Policy
- Equal Opportunities' Policy
- Health and Safety Policy
- Homework Policy

REVIEW OF POLICY:

A commitment should be made to the review and monitoring of the policy document on an annual basis.