

# Belfast Model School for Girls

*Achievement for All*



## Literacy Policy

Agreed by Board of Governors: Jan 2007

To be reviewed: Jan 2010

### Rationale

**Literacy is fundamental to personal and social development, to lifelong learning and to an improved quality of life.**

With this in mind, the Belfast Model School for Girls considers the promotion and development of literacy as central to the development of lifelong learning. Literacy is more than developing competences in reading and writing; it is a vehicle for learning and accessing the whole curriculum. It is used to develop knowledge and understanding and to promote personal growth and social interaction. Thus, the development and delivery of programmes to promote Literacy is deemed to be the responsibility of all teachers across the curriculum.

### Purposes

The school's Literacy programme seeks to ensure:

- The reading age of all pupils improves as they progress through the school.
- All pupils produce quality written work
- All pupils study in an environment conducive to raising literacy standards.
- Good communication exists in support of the pupil
- Appropriate staff development exists to ensure that pupils receive high quality support in the area of literacy

### Guidelines

- All Year 8 pupils, under the supervision of the English and Special Needs Departments, undergo baseline testing to determine their reading ages at the beginning of Year 8.
- All Year 8 pupils complete a standardised writing assignment at the beginning and end of Year 8 to determine progress made in their level of attainment.
- On the basis of information gathered, some pupils are assigned to small tutorial groups where they receive support to develop basic literacy skills and work towards targets detailed on individual education plans.
- Parents are informed of their daughter's progress in literacy by written report and interview at Parents' Consultations and encouraged to promote the programme with her.
- Peripatetic support is available through Park Outreach for pupils who fulfil the necessary criteria.
- At Key Stage 3 pupils assigned to SEN classes receive a tailored programme of Literacy support which may include paired reading, classroom assistant support or attendance at reading groups.
- Year 8 structures continue to operate and pupils are monitored and evaluated throughout Years 9 and 10.
- At Key Stage 4 SEN pupils follow the NI curriculum for GCSE English. They are assigned to a small class group which is taught by an experienced special needs teacher who uses a wide range of strategies to meet the individual needs of the pupils. Some individual pupils continue to receive support from ESU and/or Park Outreach.
- All pupils have access to the school's library and ICT facilities.
- All Year 8 and 9 pupils participate in the ERIC scheme during registration period.
- Form teachers of Years 8 and 9 are trained in the ERIC scheme and the process evaluated.

- All departments are encouraged to display subject specific key words in the classroom and ensure that pupil workbooks include a glossary of terms.
- All departments are encouraged to promote active research by pupils in the library and through the use of ICT. All subjects are encouraged to compile subject specific libraries.
- The Literacy Coordinator organises the production of subject specific spelling logs
- All departments update their Literacy policies in line with Investors in People.
- Relevant personnel communicate regularly to develop, monitor and evaluate the Literacy programme.

***These guidelines are translated into action through other policies and procedures for example:***

*School Development plan/Strategic goals*

*Special Needs Policy*

*Assessment Policy*

*English Department Handbook*

*Subject Department Literacy Policies*