

LITERACY POLICY DOCUMENT (OVERVIEW)

Rationale

All teachers at St Patrick's Academy are teachers of literacy. In this school we believe that the effective use of language for learning is the responsibility of all teachers across the curriculum. The school recognises the importance of providing a stimulating environment where resources are designed to enhance students' learning skills. Every teacher should promote and nurture the talking, listening, reading, writing and thinking skills of all the students in their care.

Purposes

To ensure that the Literacy Policy for St Patrick's Academy is a living, working document, the purposes must be clear and shared. The following are its aims and purposes:

- To raise literacy standards for all.
- To evolve, promote and share an agreed view of literacy and its development in the school.
- To raise awareness of the central importance of language in all its forms and to encourage the enjoyment of learning across the curriculum, both formally and informally.
- To highlight the need to set targets and to produce effective, workable, whole-school action plans.
- To utilise I.C.T. in developing awareness of the changing nature of literacy and to extend the range of literacy skills for all.

Guidelines

Improving the standard of literacy in the school is guided by the following:

- The assessment of Talking and Listening skills should be integral to all lessons. Teachers should develop and nurture students' ability as confident users of language in formal and informal situations. Reluctant speakers should be sensitively identified and steps taken to boost their skills.
- All teachers should foster their students' ability to access a wide range of texts with a view to reading with fluency and understanding. Use of the school library should be encouraged and departments should ensure availability of class libraries to promote relevant reading material.
- Students should be assisted in developing their writing skills for a range of purposes and audiences. Regular and positive marking of exercises, encouragement to redraft when applicable, self-assessment tasks for students and displays of good examples of work all foster better writing habits. ICT can also play a significant role in the cultivation of writing skills.
- All teachers should adopt a consistent approach when addressing the improvement of students' spelling skills. Key words should be displayed in each departmental room for students to see and study. All students should log new words and make regular and independent use of a dictionary.