

Literacy Policy

Coláiste Íde

Preamble

A Literacy policy was devised in 2016/2017, the literacy committee consisted of the Irish teachers, the English teacher and the French teacher.

Scope

This policy applies to all the students in Colaiste Íde.

Relationship to the school's mission and ethos

This policy has been developed in line with the ethos of the Trustees of Coláiste Íde as stated in our mission statement.

The main aim of the school is the development of the “whole person”. This means the development of all aspects of life – social, spiritual, intellectual, aesthetic, physical, creative and moral.

Rationale

An effective and active policy which will ensure an organised and stimulating learning environment which ensures that all students receive a holistic education.

Definition of Literacy

Literacy is the ability to read, understand and critically analyse the various types of communication, the spoken language, the various broad casting mediums and also digital media.

Aims

- To improve students' confidence and attitude towards literacy
- Outline the importance of literacy in every aspect of life
- Provide students with the necessary and appropriate literacy skills

Roles and Responsibilities

Role of Students

Each student is fully responsible to implement the policy as instructed and follow all guidelines

Role of Subject Teachers

Cross-curricular links

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|----------------------|---|
| Irish | <ul style="list-style-type: none">• Creative writing• Posters- Art• Reading & poetry• Music/ Hymns |
| English | <ul style="list-style-type: none">• Understanding• Information• Conversation• Critical thinking |
| Maths | <ul style="list-style-type: none">• Terms & definitions• Key Words• Link between key words and diagrams• Measurements• Symbols• Problem solving• Analysing examination results |
| French | <ul style="list-style-type: none">• Spelling competitions• Film productions• Debating• Creative writing• Reading aloud in class• Role play• Aural exercises• Diary entry – emails- CV• Post Cards – notes |
| History | <ul style="list-style-type: none">• Vocabulary• Writing• Essay structure• Organisations skills• Reading |
| Geography | <ul style="list-style-type: none">• Various terminology• Question and essay structure• Planning a project –planning and writing it• Differencing information and analysing it |
| Science | <ul style="list-style-type: none">• Various terminology• Writing up of all experiments correctly• Analysing results• Topics/ Creative writing/ reading• Terms/ Definition's• Key Words• Link between key words and diagrams |
| Home Economics/ SPHE | <ul style="list-style-type: none">• Literacy in Irish, terms for evaluation,• Food Laws |

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|----------------------|----------|--|
| | | <ul style="list-style-type: none"> • Reading articles from various media relating to Home Economics |
| Business/ Studies | Business | <ul style="list-style-type: none"> • Terms / Key words • Understanding comprehension • Measurements • Symbols • Problem solving |
| Art | | <ul style="list-style-type: none"> • Poetry- various poets- images • Characters– describing their features • Films- dialogue- orientation, description of clothes and props |
| CSPE | | <ul style="list-style-type: none"> • Topics • Creative Writing/ reading |
| Music | | <ul style="list-style-type: none"> • Composers • Sound and vocabulary • History of Ireland |

Role of the Learning Support Teachers

The school recognises the role of the learning support teaching, to provide extra support based on teachers guidelines and recommendations from assessments.

Role of all college staff

The board recognises the role of all college staff to prioritise a good standard of Irish literacy in every conversation in the college.

Role of Parents/Guardians

Parents/ guardians will be encouraged to support the policy through regular communication and the parents teacher meetings which take place annually for each year group.

Board of Management

- The Board of Management is the decision - making body of the school. The school acknowledges the role of the Board of Management in the development and operation of the policy.
- All policies are developed with the authority of the Board of Management and must be approved by its members before becoming official school policy.

Board of Directors/Trustees

- The Board of Directors is the decision making body of Cairde Coláiste Íde Teo. The college acknowledges the role of the Board of Directors in the development and operation of the policy.
- All policies are developed with the authority of the Board of Directors and must be approved by its members before becoming official college policy.

Resources

- Standardised test in Irish
- Bean bags
- More large dictionaries
- PDST Resources (some which are free of charge e.g. posters, resources for group work)
- Kindle
- Reading books including humorous books
- Labels to label various aspects of the college

Action Plan

The literacy committee intends to implement the following on an ongoing basis:

| Action | Completed & Date: | To do & date: | Whom is responsible: |
|--|-------------------|---------------|----------------------|
| <ul style="list-style-type: none"> ❖ Literacy committee ❖ Emphasis literacy during Seachtain na Gaeilge- my favourite poem, crosswords, debating and creative writing competitions ❖ To compile short stories in the various mediums e.g. writing, drama, video, radio programme ❖ Review the objectives already agreed e.g. use of dictionary (which should be emphasised each Monday at all class meetings). Class objectives and homework to be written on the white board at the beginning of each class ❖ To distribute an examinations through the medium of Irish at the beginning and end of each academic year. ❖ To emphasis punctuation- capital letters, full stops etc in every subject. ❖ To improve hand writing skills and emphasis regular writing ❖ Emphasise the important of writing out corrections after each examination and homework correction and to complete the progress graf in the student diary ❖ Create a literacy club- bean bags be available in Halla Muire for pleasure reading and a reading club ❖ Organise a literacy week ❖ Agree on objectives based on the literacy survey | | | |

Literacy Checklist

Classroom literacy rich environment

- Reading material
- A wide range of books to be available
- Different types of displays
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A print rich environment in various subject

- In public places in the school
- Reading posters
- Display of up to date books
- A reading corner
- School library
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Teaching and Learning

- Objectives to be shared at a whole staff level
- Whom is responsible for teaching literacy?
- Clarity around expected standards and results
- Understanding of the terminology e.g. reading age

Literacy improvement plan

- Objectives to be set out an agreed
- *Táscaire ratha*
- Resources required
- Time frame for completion of objectives
- Whom is responsible for implementation
- Record keeping and documentation
- Providing feedback to students
- Review of action plan- heach academic year

Areas for improvement (2017/2018)

- Students with a literacy difficulty
- Reading for pleasure
- Written work- creative and relative to the curriculum
- Literacy activities in the school
- Digital literacy skills and information
- Interventions
- School/ home & family/ community links

Continual professional development

- School based in service
- Strategies for each teacher
- ICT in the classroom
- Regular review

Literacy Week 2017/2018

16th October 2017



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|-----------|---|
| Monday | Spelling competition Dictation Literacy display <i>Who am I?</i> |
| Tuesday | Spelling competition Dictation Reading competition |
| Wednesday | Spelling competition Dictation Film production competition |
| Thursday | Spelling competition Dictation Junior board games- Pictionary |
| Friday | Spelling competition – final Dictation Presentation of prizes |