



St Gerald's DLS College  
Policy on Literacy

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## 1.0: Introduction

*“Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media and digital media.”*

Literacy and Numeracy Strategy 2011-2020

## 2.0: Mission Statement

- . St. Gerald’s College is committed to raising the standard of literacy of all students.
- . Developing literacy skills will impact positively on students’ self-esteem, allowing them to learn independently and to cope better with the demands of life in school and as an adult.
- . **Literacy is the responsibility of ALL of the Education Partners in the whole school community.**

## 3.0: Vision

This vision pertains to all of our students. We, as a school community, will endeavour to ensure our students can:

- actively and fluently read a variety of texts (fiction / non-fiction / digital media / visual texts);
- ask questions about what they read;
- participate fully in society by demonstrating an ability to read and write fluently;
- communicate confidently;
- use their literacy skills to access, understand, analyse and evaluate subject content;
- use their literacy skills to express themselves creatively;
- articulate their thoughts and emotions fluently and confidently;
- write effectively in a variety of genres;
- listen, interpret, understand, make judgments and respond to what they hear.

## 4.0: Aims of a literacy initiative

1. To promote consistency of educational practice
2. To encourage cross-curricular collaboration
3. To promote **teaching** that:



- i) takes account of all abilities – differentiation;
  - ii) has clear and specific objectives;
  - iii) builds on prior knowledge;
  - iv) is interactive;
  - v) varied in style;
  - vi) reinforces learning through recap, revision and homework;
  - vii) integrates literacy strategies and techniques into subject planning.
4. To promote **learning** that is:
- i) independent;
  - ii) relevant;
  - iii) active;
  - iv) multi-sensory;
  - v) linked to personal / group targets.
  - vi) It should also ensure effective and informed planning and assessment procedures, as well as provide regular opportunities for evaluation and review.

### **5.0: Targets of our literacy initiative**

In line with the national strategy for literacy and numeracy, some of our targets include:

- To raise public awareness of the importance of oral and written language in all its forms, (including print, writing and digital media).
- To improve our attitudes to literacy.
- To foster an enjoyment of reading among children and young people.
- To set and monitor literacy targets.
- To evaluate teaching and learning in literacy.

### **6.0: Whole school approach: what we intend to do**

As literacy is an integral part of all teaching, efforts are being made to develop a whole school approach to improving literacy. We, as a school community, intend to have a literacy committee that contains a broad range of teachers / management. The committee will be responsible for the rolling out of the following strategies:



### **6.1: DEAR initiative:**

This comprises of a 20 minute reading period, once a week, where students and teachers must drop everything and read. The DEAR time will be alternated each week so as not to infringe on the same class each time. The success of the initiative will be evaluated using the first years who will be surveyed at the outset of the year and then again at the end.

### **6.2: Oral presentation:**

Oral presentations should be encouraged in every subject as part of an end of term / year assessment. Our particular focus group for the 2013 / 2014 academic year is first years. However, this can be applied by teachers to various year groups. Guidelines for effective presentations should be given in advance by teachers. A five-minute presentation at the end of the year in some subject area will be expected.

### **6.3: Hands up! Wait! Listen!**

An effective technique in the promotion of discussion and debate in the classroom will be taught through the Hands up! Wait! Listen! technique. It is to be implemented and encouraged by all teachers.

### **7.0: Baseline data**

- In-school testing of first years will provide information regarding their attitudes and current reading habits at the outset of the project.
- Re-testing – surveys are to be re-administered to first years in May this year.

### **8.0: Methodologies**

A variety of methodologies may be adopted in order to differentiate teaching and learning and improve literacy levels e.g.

- Whole class teaching
- Keywords
- Paired reading
- Role play
- Information Technology and presentations



- Brainstorming
- Discussion / Debate

### **9.0: Special projects**

Various projects and initiatives may be undertaken in the school to enhance literacy proficiency further. For example:

- Participation in the World Book Day / MS Readathon
- Donate a book to school day
- Attendance at Shakespearian workshops
- Attendance at a live production of a studied play.
- **S.E.N. Students:**
- Resource hours are given if students have certain disabilities.
- Mainstream class teachers use differentiation in their classes to help students who are experiencing literacy difficulties. Some students may also attend learning support classes and work in conjunction with the mainstream class teacher.

### **10.0: Non -National Students**

The enrolment of increasing numbers of foreign national students has necessitated the implementation of certain measures:

- EAL students are given literacy help under the general allocation of learning support-no extra hours are granted.
- Differentiation is used in the mainstream classroom.

### **11.0:Students from the Travelling Community**

Students from the travelling community are given help in learning support under the general learning support allocation.

### **12: Monitoring and Evaluation**

The Literacy policy will be regularly reviewed through:

- Teacher feedback
- Retesting / surveys





- School Improvement Plan

### **13.0: Review**

This policy is operative from 2014. It will be reviewed by the Board of Management for subsequent years.

### **14.0: Ratification**

This policy was ratified by the Board of Management on \_\_\_\_\_

Signed: *Brendan Forde*

*Brendan Forde*

**Chairperson of BoM**

Signed: *Daniel Hyland*

*Daniel Hyland*

**Secretary of BoM**

**Date of next review:** \_\_\_\_\_