



# Literacy Policy

| Reviewed      | Review Date   |
|---------------|---------------|
| December 2022 | December 2023 |

## Rationale

In St. MacNissi's Primary School we aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts.

*"Many young children do not have the opportunity to develop at home the more complex forms of language which school education demands on them. All children should be helped to acquire as wide a range as possible of the uses of language"* **"The Bullock Report"**

## Principles

- In St. MacNissi's Primary School we believe that literacy is a fundamental right of every child to meet their future with confidence.
- We believe it is the responsibility of all teachers to develop literacy across all areas of the curriculum.
- We believe that Talking and Listening, Reading and Writing are inextricably linked.

## Aims of our Literacy Policy

- To raise standards in literacy;
- To enable pupils to express and communicate meaning in a spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose;
- To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning;
- To enable children to communicate using written language effectively, making and shaping text appropriately, according to context, purpose, reader or audience;
- To develop pupils' thinking and problem solving skills;
- To develop pupils as creative users of language.

## The Role of the Literacy Co-Ordinator

The literacy co-ordinator will co-ordinate the Area of Learning 'Language & Literacy' within the school, aiming to secure high quality teaching and learning, effective use of resources, and the highest standards of achievement for all pupils.

## Key Tasks

### **Strategic Vision**

1. Have a strategic vision for Literacy development within the school.
2. Have a good knowledge of issues related to literacy – e.g. Be familiar with the requirements of the NI Curriculum, how guided reading, speaking and listening, spellings and handwriting are taught across the school, read a variety of children's books.
3. Keep up to date with developments e.g. Teaching methods, resources, assessment issues and record-keeping procedures, Dept. circulars.
4. In consultation with the principal and staff devise the school's literacy policy based on the statutory requirements of the Revised Curriculum (NI).
5. Ensure that there are schemes of work for literacy in place. The scheme should outline progression from Foundation Stage to Key Stage 2. These should be updated on a regular basis.
6. Develop the use of ICT to support and enhance teaching and learning.
7. Promote opportunities for children to use their literacy skills for a range of purposes and audiences other than the teacher e.g. Involvement in competitions, writing for the school magazine.
8. Devise an annual action plan for Literacy with a focus on learning and teaching and the improvement of the children's standards and achievements.

### **Monitoring & Evaluation**

1. In consultation with the principal, monitor the implementation of the policy.
2. Monitor Long Term Planning, Medium Planning and Short Term Planning across the school- to develop literacy in relation to: resources, continuous professional development of staff, aims of the school, including its policies and practices and challenging targets for improvement.
3. Observe Literacy Lessons with SMT to identify areas for development.
4. In consultation with the Principal and staff, evaluate the effectiveness of the policy and scheme throughout the school.
5. Establish and maintain effective working relationships with professional colleagues and other subject leaders to develop cross curricular links and creative approaches to learning.
6. Lead on Internal Standardisation for statutory assessment of the cross-curricular skill - Communication and provide opportunities in staff meetings to moderate children's work, ensuring all staff are confident with levelling work.

7. Ensuring that each year group has a class file with levelled samples of work in communication for each child.
8. Support staff, in collaboration with the Principal, in monitoring children's progress- Analysing all available data to inform learning and teaching-End of Key Stage test results, PTM & PTE data, Reading & Spelling Tests, CAT test results and verbal reasoning test results- How are pupils assessed and how is future planning affected by the information from marking the tests?
9. Lead target setting for End of Key Stage Assessment in Literacy and assist teachers in completing End of Key Stage Assessment.
10. Work with SMT to produce whole school/class targets and advise teachers on setting individual pupil targets.
11. Track pupil progress made towards achieving targets and use this information to plan future developments in consultation with the assessment coordinator and the Principal.
12. Ensure that pupils' assessment records are kept up to date, in line with the school's Assessment Policy.
13. Liaise with the school's SENCO to identify early those children requiring help; providing advice, support and resources for class teachers in achieving consistency in the quality of teaching & Learning, differentiation and catering for children with SEN.
14. Keep records of meetings connected with the subject.
15. Keep the Area of Learning under review.
16. Present an annual report on the implementation of the action plan and the development of Literacy.
17. Report on the development of Literacy to the Board of Governors.

## **Resource Manager**

1. Be responsible for organising, maintaining and cataloguing resources and equipment to provide the school with an up to date inventory.
2. In collaboration with the ICT co-ordinator be able to recommend ICT software to support Literacy development.
3. Liaise with other subject coordinators as required in supporting the cross-curricular dimension of Literacy.
4. Evaluate resources for Literacy in school.
5. Keep abreast of suitable new resources to support classroom strategies.

## **Teaching and Learning**

1. Plan and monitor coverage, continuity and progression in literacy throughout the school.
2. Ensure teachers are clear about learning objectives, understand the sequence of teaching and learning in all subjects and communicate this to the children.
3. Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement in line with school policy.
4. Evaluate the teaching and learning of literacy in the school through monitoring activities including: lesson observations, work and planning scrutiny, pupil discussions, analysis of results and assessment data, attending planning meetings, leading staff training and informal discussions.
5. Encourage displays of children's work and celebrate children's achievements.

## **Professional Development**

1. Monitor, identify and facilitate the professional development needs of teaching staff and general/classroom assistants e.g. meetings, workshops and/or working with individual teachers.
2. Ensure trainee, newly qualified and staff new to the school receive appropriate support for teaching and learning.
3. Disseminate information from INSET and provide updates to staff.
4. Inspire colleagues with new ideas- being a role model for good practice, providing guidance and support to staff through meetings, workshops, sharing of good practice and working with groups or individual teachers.
5. Advise beginning teachers, lead discussion groups and represent the subject to others e.g. ETI (NI).

## **Other responsibilities**

1. Consult with outside agencies to support where necessary e.g. MASTS, Psychologist, CCEA, NEELB.
2. Manage intervention programmes e.g. LTSS, MASTS, ASD.
3. Establish effective relationships with parents and inform parents of the school's approaches to teaching literacy and advise on how they may support their child's literacy development- e.g. circulars, newsletters, open mornings, curriculum evenings.
4. Undertake any other duty as specified by the Principal not mentioned in the above.

## Role of the Teacher

- **model:** as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards literacy;
- **facilitator:** providing supportive and stimulating environment, organising purposeful activities and enabling children to develop literacy skills;
- **initiator:** providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing;
- **monitor:** observing and recording the development of skills in literacy;
- **assessor:** assessing the development of literacy skills
- **guide:** recording children's own language in written form and enabling children to formulate ideas and develop understanding of drafting and editing;
- **listener:** encouraging and supporting pupils' contributions and building confidence in individual and group activities;
- **reader:** fostering positive attitudes towards reading by allowing time for reading aloud, silent reading and 'book talk', thereby showing reading to be a valued activity.

# Talking and Listening

## Rational

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 the language and this equips them to demonstrate and refine their learning.

## Aims

Our overall aim is for the 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.

## THE STATUTORY REQUIREMENTS FOR TALKING AND LISTENING

### Foundation Stage

- Attention and Listening Skills
- Phonological Awareness
- Social Use of Language
- Language and Thinking
- An Extended Vocabulary

(Pg. 19 The Northern Ireland Curriculum)

### Key Stage 1

‘Children should be given the opportunity to listen and respond appropriately and effectively to a range of stimuli, including multi media. They should be helped to speak clearly with clear pronunciation and intonation, appropriate to the needs of their listeners. They need to learn to use language in imaginative ways. They should be helped to structure their talk, using it to develop and clarify their thinking.’

(Pg. 50 The Northern Ireland Curriculum)

## Key Stage 2

‘Children should be helped to develop the ability to listen and respond in a range of contexts, thinking about what has been said and the language used, and to speak coherently and confidently for a variety of purposes and audiences. They should also be given opportunities to develop their ability to communicate and capture the interest of listeners’.

(The Northern Ireland Curriculum)

## Classroom Environment

In St. MacNissi’s Primary School we will endeavour to provide a classroom environment in which the children feel relaxed, accepted and affirmed. Through planning, the children will understand that talk is work and that all children’s contributions are valued. Boys and girls will be given equal opportunities to talk.

## Teaching approaches and organisation of learning

In St. Mac Nissi’s Primary School we will;

1. Plan for talk in all areas of the curriculum
2. Provide experiences and activities to promote a wide range of types of talk
3. Value talking and listening for social, communicative and cognitive purposes
4. Use a variety of classroom organisation and management e.g. use of pairs, small and large groups and friendship groups
5. Vary roles e.g. manager, reporter
6. Recognise the teacher’s role in modelling oral language
7. Make a good use of resources and display e.g. posters, book displays, television, computer software, talk boards, listening centres and interactive whiteboards
8. Reinforce the link between reading and writing
9. Use questioning which will extend pupils’ thinking
10. Recognise the importance of drama both within literacy and across the curriculum

We will provide opportunities for:

- Creative imaginative role play and dramatic play
- Story telling e.g. circle time
- Acting out e.g. class assemblies
- Exploring themes in literature
- Understanding characters (Hot-seating, interviews and exploring texts)
- Spontaneous and prepared improvisation (freeze frames and, developing conversations)
- Scripted texts (Key stage two show, Foundation and Nursery Christmas shows)
- Presenting (Show and tell, ICT cross-curricular links)
- Negotiation (Debates, discussions and book reviews)

# Reading

## Rational

‘Children should be encouraged to develop a love of books and the disposition to read.’ NI Curriculum

Our aims are that our children will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners. We believe that reading is a problem-solving activity.

## Aims

1. To provide the pupils with a stimulating environment of print.
2. To provide a wide range of texts, some of which reflect their own interests and language.
3. To promote reading as a source of pleasure and means of learning.
4. To encourage choice throughout the age ranges.
5. To offer pupils the opportunities to share books with each other and the teacher.
6. To provide opportunities for pupils to regularly hear stories and poems read aloud.
7. To encourage activities which may be stimulated by pupils reading e.g. drama, art or writing.

## Classroom Environment

At St. Mac Nissi's Primary School we aim to make the classroom and corridors places where all children both boys and girls feel inspired to read.

We will create and maintain stimulating classroom environments where the children will:

- Experience and explore reading with confidence and enjoyment.
- Relate reading to their own experiences and environment.
- Have a daily opportunity to read silently or share books with the realisation that reading time is valued and should occupy everyone's attention.
- Acquire an increasingly large sight vocabulary.
- Develop the ability to read aloud to others.
- Be able to discuss books they have read, relating to plots, characters and themes.
- Be able to bring books from home and share them with others.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.
- Provide work for book displays in class and in the corridors.
- Have a wide variety of text available to the children. (Extending AR library)
- Have access to an attractive library in each classroom.
- Participate in frequent book fairs.

## **Teacher's role in the development of reading.**

- Inspire children to read by demonstrating their own enthusiasm for reading.
- Develop good shared expectations between themselves and the children.
- Enhance pupil's confidence by giving praise and encouragement.
- Differentiate appropriately and match reading activities to pupil's abilities and interests.
- Ensure children have free access to books.
- Display books in class libraries and AR library.
- Make available a wide range of texts apart from the structured reading schemes e.g. poetry, plays, posters, leaflets, magazines, historical, big books, humorous, fiction and non-fiction.
- Keep records of children's achievements in reading. (AR records from STAR testing)
- Value books and show an interest in them by setting a personal example.
- Hear children read and share books with the children on a regular basis.

## **Teaching approaches and organisation of learning**

In St MacNissi's Primary School we will:

- Ensure pupils are exposed to a wide range of reading materials, including print and digital media.
- Move Year 1 children from non-ability groups to emergent reading groups towards guided reading groups.
- Books are banded in the Foundation Stage to provide a breadth of reading.
- KS1 children will read from a variety of resources including ORT.
- KS2 will read Literacy World and progress to novels.
- Read regularly to children in all classes P1-7.
- Ensure that children in Key Stage 2 have opportunities to read aloud to an audience i.e. an adult or class members. This reading must have a purpose.
- Develop phonological awareness and synthetic phonic approaches.
- Use key strategies of Modelled, Shared and Guided moving towards Independent Reading.
- Uninterrupted, sustained, silent reading (USSR)
- Organise visits to library, visits from author or poet.
- In Key Stage 2 we will provide group and class novels.
- The reading groups will be determined by ability and will be kept to a manageable size e.g. 8 children per group. Maximum 5 groups in a class.
- Use of Reciprocal Reading in upper KS1 / 2 to enhance skills.
- Use running records as evidence of reading a level and to conform and ensure children are reading at an instructional level.
- Use classroom assistants, under the direction of the teacher, to ensure weaker readers are taught reading every day. Classroom assistants will also be used to supervise reading activities while the teacher is carrying out guided reading sessions.
- Provide reading related activities which are varied and stimulating.

- Record the names of all books the children have read.
- Change reading books on a regular basis.
- Children on levelled books will receive a new book at least once a week.

## **Reading for Information**

Reading for the purpose of study requires specific skills. It is linked to the skill of Managing Information (from TS & PC framework). Pupils in St Mac Nissi's Primary School will be given the opportunity to access, select, record and communicate information through use of the following activities;

- Extracting information from books using the contents pages or index.
- Classifying information by alphabetical order.
- Using dictionaries.
- Using a search engine on the internet.
- Using reference material such as encyclopaedias, atlases, directories, timetables, brochures etc.
- Formulating questions which require a search for information.
- Skimming a text to get an impression of what it is about.
- Scanning a text to search for specific information.
- Making notes, selecting what is relevant and appropriate.
- Distinguishing between fact and opinion in evaluating information.

# Writing

## Rationale

'Children should learn to communicate meaning through enjoyable writing activities, whereby they express themselves in writing both imaginatively and factually and including digital resource' NI Curriculum.

We at St. MacNissi's Primary School believe that 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.

## Aims

Our aim is that our children will develop the ability to write effectively in various forms according to purpose and audience. They should be encouraged to develop as independent writers, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting.

1. To give pupils the opportunity to experience many forms of writing appropriate to context, purpose and audience.
2. To offer pupils as many opportunities as possible to build up a rich store of language which will help inform their writing.
3. To offer pupils the opportunity to talk and listen to each other and the teacher about their writing.
4. To give pupils the opportunities to explore the difference between written and spoken language in the course of their work.
5. To provide opportunities for pupils to experiment with language.
6. To encourage pupils to discuss and constructively criticise each other's work.
7. To offer pupils the opportunity to see the teacher writing.
8. To provide adequate resources to allow pupils to carry out their writing activities.
9. To encourage children to recognise and master the conventions of writing e.g. spelling and punctuation.
10. To enable the children to express themselves as they write for pleasure as well as necessity.
11. To enable the children to complete a writing task with confidence and fluency.
12. To enable the children to write with an understanding of the needs of their audience.
13. To enable the children to write for a range of purposes which they are able to identify and match to an appropriate writing form.

14. To enable the children to collaboratively and independently talk about, plan, draft and redraft their work using accurate spelling and punctuation to the best of their ability.
15. To enable the children to present, display and publish their writing using traditional and digital means.
16. To enable the children to readily share and appreciate their writing and the writing of others.

## **Classroom Environment**

We understand the need to provide a stimulating environment where children are encouraged and inspired to write. We do this through the use of writing areas, wall lists, word banks, try pads, dictionaries, thesauri and interactive whiteboards etc. The children's work will be displayed in the classroom and corridors. Some of the children's work will be made into Big Books to be re-read in the library corner.

## **The Role of the Teacher**

**To encourage our children BEFORE they write we need to:**

1. Provide them with a text rich environment.
2. Provide opportunities for language acquisition and development.
3. Encourage and promote oral story telling in a variety of contexts
4. Read to children – using whole texts, extracts and poems
5. Encourage children to read and write poetry for themselves.
6. Model writing regularly.
7. Be confident writers in our classrooms.
8. Foster belief in children as storytellers and writers.
9. Motivate our children to write by providing appropriate stimuli.
10. Identify a range of real audiences for the writing.
11. Familiarise them with the text type or genre they are going to write in.

**To encourage our children WHILE they write we need to:**

1. Give children the building blocks to write with.....words and phrases.
2. Plan and encourage paired/group and individual writing activities.
3. Model and share with them to help them generate and develop ideas.

4. Help them to organise their thoughts and ideas using planning methods.
5. Develop their understanding of writing forms and structures including descriptive writing and poetry.
6. To teach them about audience and to understand what the audience needs.
- 7. Teach them to recognise genres consistently through the 6 steps.**
8. Revise the genre with the children even if it isn't the focus genre for the term.
9. Use 'skeletons' or 'scaffolds' to clarify the key features of different types of writing.
10. Teach them how to be independent, original and diverse in their writing.
11. Provide a broad and balanced range of opportunities for the children to develop, enhance practise and apply their knowledge, understanding and skills in writing across the curriculum.
12. Allow opportunities for children to share their writing orally with their peers and others
13. Provide adequate and constructive feedback during the process.
14. Give time to the writing process.
15. WRITE WITH THEM.

**To encourage our children AFTER they write we need to:**

1. Mark children's work positively against agreed criteria.
2. Provide adequate and constructive feedback of the final draft.
3. Display children's work in the classroom and beyond.
4. Share the children's writing in the classroom and with a variety of real audiences.
5. Publish children's writing when appropriate.
6. Promote writing positively throughout the school.

## Teaching Approaches and Organisation of Learning

- In the classroom various forms of writing will be displayed and discussed so that children become familiar with structure and language features of these forms e.g. narrative.
- The key teaching strategies of modelled, shared, guided and independent will be used from Foundation Stage through to Year 7.
- There is recognition of the writing process and the approaches to be employed i.e. six steps – familiarisation, analysing features, modelled, shared, guided and independent.
- We in St. MacNissi's need to **'teach'** writing
- Children will write for themselves, their peers, the school and at times the wider community.
- The purpose of writing will be made clear to the children before they begin so that they understand what they are trying to achieve.
- Children will be given the opportunity to enter competitions.
- In Key Stage 2 children will be encouraged to revise and redraft pieces of work and at times engage in collaborative writing in small groups. Pupils suggest the success criteria and assess each other's work as part of 'Assessment for Learning'.
- Children will engage in writing in small groups.
- Teachers will make positive and specific comments on children's work, using names, dates and references to earlier successes etc. Areas for development are to be highlighted using the system of two stars and a wish to assist pupils in improving their work.
- Promote the use of happy faces, stamps and commercial stickers for positive reinforcement.

## Spelling

In Foundation Stage, pupils will be introduced to letter sounds and common patterns in words through the 'Jolly Phonics Programme'. They will be encouraged to hear and record sounds independently and all efforts will be praised. They will use a variety of resources to help retain knowledge of letters e.g. magnetic letters, cutting and sticking activities.

- Children will be encouraged to take risks and experiment with writing.
- In Key Stage 1 pupils will use the 'Jolly Grammar Programme' in Primary Three and 'Complete Spelling Programme' in Primary Four. They will learn common patterns of words and will be taught to draw on this knowledge in their writing. They will be encouraged to spell correctly and to remember the spelling of a range of key words. At appropriate times the children will apply their knowledge to simple dictionary work.
- During Key Stage 2 pupils will use the 'Complete Spelling Programme'. They will be helped to extend knowledge acquired in Key Stage 1. They will be taught to spell words that they need to use in their writing and emphasis will be placed on independent use of dictionaries and thesaurus.

## Grammar and Punctuation

See appendix for the breakdown of what each class covers in grammar and punctuation.

## Handwriting

Pupils will be taught the conventional ways of forming letter shapes in upper and lower case. They will be encouraged to develop a comfortable and legible style in accordance with school policy. The motor skills of children's writing may progress at different rates and this will be taken into account.

## Parental Involvement

- As a school we would recommend that parents sign homework diaries (KS1 and KS2) and reading records from P1 up. We encourage all parents to attend the P1 induction afternoon and parent teacher meetings. At these meetings we will make parents aware of any literacy developments or new teaching approaches. We will also make suggestions as to how parents can support their child in learning to read. Appropriate homework activities relating to literacy which encourage parental involvement will be given as feel that parental involvement is of great benefit to the child's progress. We will also facilitate workshops for both reading and writing.

## Assessment

- We make provision for formal and informal discussion meetings e.g. during whole school and key stage meetings
- P2 – P7 spelling tests are carried out weekly -

P2 use Jolly Phonics Programme

KS1 use Jolly Phonics Spelling Programme

KS2 use Complete Spelling Programme

- All assessment formal or informal are reviewed and used to inform planning.
- Literacy targets will be set each year in the School Development Plan and sent to the Department of Education.
- PTE tests are completed (P1 – P7) in May. These results are compiled and statistics are used to set targets and to inform future planning.
- STAR test as part of the Accelerated Reading Scheme.
- All children will be levelled at the end of each school year.
- Tracking children whether individual and/or groups of children will be highlighted and systems put in place to help the child/children to progress. Overall progress of year groups and end of Key Stage will be monitored and evaluated.

## **Equal Opportunities**

- In St. MacNissi's Primary School we are aware of the research which suggests that boys generally underachieve in literacy. In order to raise standards, we will endeavour to provide a differentiated learning environment to account for gender, children with special educational needs, both high and low achievers. We will give equal access to materials, teacher time and attention. It is our intention to include a choice and range of teaching materials, reading texts and topics with subject that appeals to both boys and girls.
- The special requirements of children will be addressed in line with the Special Educational Needs (S.E.N.) Code of Practice (C.O.P.). Such requirements will be fully considered through involvement of parents, pupils, SENCO, Literacy Co-ordinator, and, where appropriate, Outside Agencies in line with the school's own Special Needs Policy and Practice.

## **ICT**

- ICT is now an integral part of the planning and delivery of the Literacy Programme. ICT supports teaching and learning experiences in all three aspects of literacy. Long and short term planning sheets give details of how individual teachers use ICT within their own classroom situation in respect of Talking and listening, Reading, Writing, collaborate work, editing and cross curricular work.
- Each class has an interactive white board and computers in each classroom. We have an ICT suite in the KS 2 resource area as well as having a numbers of computers in the KS1 resource area.

## **Other Activities to support Literacy**

- We encourage children to take part in local Speech and Drama Festivals and Literacy related competitions.
- We organise book fairs on a yearly basis and also visits to the local library.
- We invite storytellers and authors into school
- We encourage 15 minutes silent reading a day in class.

## **Special Educational Needs**

- Our aim is to identify problems early and to assist us in this we test children from P1 to P7 using the PTM/PTE tests. For those children deemed to have additional education needs in Literacy, support is provided for them in line with S.E.N. Code of Practice and the school's own policy (S.E.N. Policy).
- Children throughout the year will three IEPS and three reviews. The IEPS are included in teacher planning and are discussed and signed by the parents. This helps us to ensure that parents are on board and we have a close working relationship with them.

## **Resources**

- We use a wide range of resources for more detail see inventory of resources at back of policy.

## **Monitoring and Evaluation of Progress and Developments in Literacy**

- All staff accepts their incumbent responsibility for the continuous monitoring and evaluation of progress and developments in Literacy in St. Mac Nissi's Primary School. The Literacy Coordinator's role is to oversee the entire process and assess if we are fulfilling our aims and meeting our targets in respect of literacy.
- **Appropriate progress in the M & E of Literacy is achieved by:-**
  1. Examining as a staff, in whole or in part, samples of work
  2. Informal and/or formal staff discussions
  3. Principal and coordinator specifically observing displays of pupil's work
  4. Review of teachers long and short term planning notes by the principal and/or the coordinator
  5. Observation / PRSD - the teaching of Literacy by principal, vice principal or coordinator
  6. Review and redrafting of Literacy Action Plan
  7. Staff discussion of progression within classes and between key stages
  8. Attendance by Literacy coordinator or delegated staff member at in-service training and dissemination of information
  9. Dissemination of information on recent research, relevant educational thinking and good practice, to other members of staff
  10. Self-evaluation
- The information collated as a result of the above monitoring procedures will be used as a basis for future planning and assessment in Literacy.

## **Grammar and Punctuation**

**In Primary 1 Pupils should;**

- Be aware of features in written language, for example, spacing and direction
- Recognise some simple punctuation e.g.: Capital I, full stop and spacing
- Use capital letter when writing their own name
- Compose and punctuate simple sentences containing a verb
- In recount writing use the past tense e.g.: I went to the farm
- Record spoken words using speech bubbles.

**In primary 2 pupils should;**

- Write simple sentences or captions
- Check writing for sense
- Perform simple proofreading and editing
- Punctuate simple sentences
- Use full stops and capital letters to demarcate sentences
- Extend to add question marks
- Know that "I" is always capital
- Use the past tense in recount
- Identify a sentence.

**In primary 3 pupils should;**

- Read own writing for sense and punctuation e.g. edit work
- Use capital letters for names, headings, titles
- Use a variety of formats for example arrows, lines and boxes, to organise their writing
- Use a more varied sentence structure in a widening range of writing forms (e.g. words to start sentences, conjunctions etc.)
- Be aware for the need for grammatical agreement in writing (and speech)
- Investigate and recognise a range of other ways of presenting texts (e.g. tables, charts, posters)
- Confidently use sentences in their writing
- Be able to order words alphabetically (1<sup>st</sup> letter)
- Learn the words typically used to open questions (Who, When, What, Where, Why and How)
- Begin to use the question mark and the exclamation mark
- Ask and answer a variety of types of questions to stimulate their writing.
- Be able to identify speech in writing
- begin to use the parts of speech( nouns, adjectives, verbs and adverbs)

**In primary 4 pupils should:**

- Use words and phrases to signal time sequence (e.g.: first, then, after, next, lastly)
- Be aware of paragraphs in a range of writing frameworks/genres
- Understand the function of and be able to use; nouns, verbs and adjectives
- Know sentences need a verb
- Use verb tenses with increasing accuracy
- Experiment with deleting and substituting adjectives in sentences to see how they add meaning
- Use adjectives with effect in own writing
- Use basic conventions of speech punctuation in writing(i.e. speech marks only)
- Begin to notice the use of commas in sentences; in lists
- Use the exclamation mark and question mark efficiently
- Begin to join sentences in more complex ways than “and”
- Be able to order words alphabetically (up to 3<sup>rd</sup> letter)

**In primary 5 pupils should;**

- Proof read own writing to check for grammatical sense and accuracy
- Edit work to improve construction and write alternatives
- Understand and use pronouns and possessive pronouns ( in 1<sup>st</sup>, 2<sup>nd</sup>& 3<sup>rd</sup> person forms)
- Revise and extend work on use of effective adjectives and figurative language in stories and poems
- Examine comparative and superlative adjectives and select most appropriate for their own purpose
- Identify and use adjectival phrases in writing
- Understand use tenses with accuracy
- Identify and use more powerful and effective verbs in own writing
- Develop the use of dictionaries and thesauruses to improve writing
- Know how to identify and use adverbs
- Understand the function of adverbs in sentences
- Use adverbs to impact on the meaning of their own writing
- Understand that punctuation marks are grammatical boundaries within sentences and demonstrate this when writing
- Practise using commas, full stops and connectives to mark grammatical boundaries within sentences, link this to editing and redrafting own work
- Use the apostrophe accurately for contraction
- Develop sentence construction

**In primary 6 pupils should:**

- Know the six main types of writing
- Use the relevant structures of these types, efficiently showing an awareness of audience and purpose
- Discuss, proof read and edit their own writing for clarity and correctness
- Adapt writing for different readers and purpose by changing sentence construction, vocabulary and tone
- Construct sentences in different ways through, combining two sentences or reordering them.
- Investigate word order by examining how far the order of words in sentences can be changed
- Use colloquialism where appropriate
- Identify and use prepositions effectively in writing

- Extend the use of adjectival phrases and adverbial clauses in their writing
- Use punctuation and organisational devices, including the colon, efficiently
- Transfer direct into reported speech and vice versa
- Identify and use imperative form e.g.: in instructions and recounts

**In primary 7 pupils should;**

- Confidently choose and use the six main writing types to compose work across all circular areas
- Demonstrate a secure knowledge of grammatical features of formal and informal language and the conventions of different types of text.

Revise from Year 6

- Different word classes and terminology e.g.: conjunctions, proportions
- Expressing sentence in a different order
- Construct increasingly complex sentences
- Adapt texts for particular readers and purposes
- Revise the language conventions and grammatical features of;
  1. Narrative
  2. Recounts
  3. Instructions/ Instructional texts
  4. Reports
  5. Explanations
  6. Discursive texts
- Secure knowledge of more sophisticated punctuation marks e.g.: semi colon, dashes, brackets, quotation marks
- Revise work on contracting sentences in note taking/ making, editing and summarising
- Use conditional tense to construct sentences which express possibility and hypotheses
- Write debates and explore cause and effect
- Independently produce a piece of writing from editing to published form
- Evaluate their own and others writing

**Handwriting Primary 1**

**Pupils should be enabled to;**

- Use a comfortable and efficient pencil grip with some control

- Develop manipulative skills in order to be able to handle materials eg: finger exercises, action rhymes, threading, puzzles, drawing, scissors, tracing, play dough etc....
- Begin to form letters correctly
- Write letters using the appropriate sequence of movements.
- Practise letter formation with flicks using resources from Jolly Phonics and Nelson Handwriting

### **Handwriting Primary 2**

#### **Pupils should be enabled to;**

- Develop handwriting skills
- Use a comfortable and efficient pencil grip
- Use correct formation of lower case (with flicks) and upper case letters
- Practise handwriting
- Use correct letter orientation
- Use correct proportion
- Write neatly on lines

### **Handwriting Primary 3**

#### **Pupils should be enabled to:**

- Use correct formation of lower case and upper case letters
- Practise handwriting and begin to join
- Use correct letter orientation
- Use correct proportion in relation to capital letters and lower case letters
- Write neatly on lines with correct spacing(with ascending and descending letters)

### **Handwriting Primary 4**

#### **Pupils should be enabled to;**

- Practise correct formation of basic joins
- Ensure consistency in size and proportions of letters and spacing
- Build up hand writing speed, fluency and legibility
- Use correct formation of lower case and upper case letters
- Use correct letter orientation
- Use correct proportion in relation to capital letters and lower case letters
- Write neatly on lines with correct spacing(with ascending and descending letters)

### **Handwriting Primary 5**

#### **Pupils should be enabled to;**

- Build speed and fluency e.g.: in note making
- Know when to use informal, rough drafting
- Continue to practise joins, letter formation, spacing and letter orientation
- Begin to develop a neat, legible style

### **Handwriting Primary 6**

#### **Pupils should be enabled to;**

- Build speed and fluency e.g.: in note making
- Know when to use informal, rough drafting
- Consolidate their own neat, legible style of writing
- Use pens neatly and with increasing speed and fluency

### **Handwriting Primary 7**

#### **Pupils should be enabled to;**

- Build speed and fluency e.g.: in note making
- Know when to use informal, rough drafting
- Consolidate their own neat, legible style of writing
- Use pens neatly and with increasing speed and fluency



**Mrs Irene Culleton**

**Chairperson of the Board of Governors**



**Mrs J Baxter**

**Acting Principal**

