**Literacy Policy**
Chanel College

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

*NCCA, 2011*

In Chanel College, making sure that our students acquire literacy skills is paramount to us. We will continue to strive in working collaboratively to provide students with the support and encouragement they need to improve these skills.

It is our goal to bring literacy outside of the classroom domain and develop a cross curricular approach to improving literacy by creating a whole school literacy rich environment. This can be achieved using an inclusive approach involving; Management, Teachers, Students, Parents and the local Community.

**Strategies**

Reading:

- Continue to create a reading friendly environment by encouraging students to become members of the school library.
- Involve all 1st Year students in the DEAR (Drop Everything And Read) initiative which will be carried out for the whole school year.
- Encourage students to do book reviews which will then be placed on the red wall as recommendations to others.
- Foster an enjoyment for reading in and outside of school.
- Bring literacy outside of the classroom by engaging students with problem solving tasks in a fun way.
- Incorporate 'Building Bridges of Understanding' strategies across all subjects.
- Teach students to annotate text to aid understanding and allow for critical thinking.
- Incorporate ICT (Information Communications Technology) into our lessons to encourage an appreciation of digital literacy in today's society and teach students the skills to use it safely, effectively and efficiently.

Writing:

- Encourage students to use the BUG (Box, Underline, Glance) and SEE (State, Explain, Example) approach to reading and answering questions.
- Use teacher modeling to show students how to prepare answers for more challenging questions.
- In Transition Year continue to liaise with St Pauls Primary school in writing books for junior infant students.
- Prepare exercises which allow students to write purposefully.

<u>Speaking and Listening:</u>
- Incorporate higher order questions into class sessions which allow for open discussion and debate.
- Appreciate that there are a mix of introverted and extroverted students in classes and therefore allow appropriate time for them to answer questions.
- Give students the opportunity to present their work in spoken form using ICT. (e.g. PowerPoint presentations)
- Allow for paired and group work where possible to allow for deeper analysis and synthesis of topics being discussed.

**Roles and Responsibilities**

All staff:
- Should ensure that they are familiar with the specific literacy demands of their subjects.
- Should have a literacy section in their subject plans and incorporate these skills into their lessons.
- Should give written constructive feedback to students after a test or exam.
- Encourage students to improve their grammar, spelling and punctuation.
- Should contact the Learning Support Department if they have a concern regarding student's literacy skills.

**Learning Support**
- Communicate with all staff regarding students who have literacy difficulties and give advice on strategies to support these individual students.
- Provide additional support to these students in small groups or one to one.
- Apply for reasonable accommodations for students with literacy difficulties in State Examinations.
- Monitor students with literacy difficulties with annual standardised assessment of literacy skills.