# St. Clare's Abbey Primary School Newry

# Literacy Policy

We are a school committed to promoting the rights of our children as per the UNICEF Rights Respecting School programme.  Our work in this aspect of school life promoted the following articles-

Article 28.  Every child has the right to an education.

Article 29.  Education must develop every child's personality, talents and abilities to the full.

Article 30.  Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Reviewed 9th Nov 2023 in consultation with teaching staff.
Pupil input gained in October of 2023 *
Ratified by Board of Governors: Term 1 2016
Updated version approved by Board of Governors: Term 2 2024

Literacy in St. Clare's Abbey is designed to foster a love in each child for reading, speaking and writing. Our children are aware of the work which teachers do to make it exciting, innovative and active. We asked the children in KS1 and KS2 how they felt about literacy in St. Clare's Abbey.

**May 2022 P3-P7 forms questionnaire indicated that:**
**READING**
92% indicated that they enjoy reading.
This questionnaire indicated that children are reading widely, choosing books led by teachers as well as accessing books independently through the AR scheme.

64% of children indicate that they read every day at home (sometimes more than once a day) with 60% of children saying that they read for at least 20 mins per day at home.

77% of children say that they read for at least 20mins per day in school during silent reading session facilitated by teachers. 91% of children like or love this period of time in school.

87% of children are read to by their class teacher on a regular basis.

50% of children named reading as one of their hobbies.

**WRITING**
87% of children in our P3-P7 classes like or love writing.
39% of children cited writing as one of their hobbies.
75% of our children have access to ipad/computer to complete written work at some point within their classroom.
80% of our children feel that their handwriting is neat or beautifully neat.

**Some quotes from our KS1 pupils (gathered by our P7 literacy mentors) with regard to their feelings about literacy in our school 2023/24 school year**

Creative writing is my favourite because I can use my imagination to create new characters.

I like to have opportunities to write creative poems.

I really like using Bug Club and Accelerated Reader.

I like reading graphic novels and comics.

I love when my teacher reads to us, we are reading 'James and the Giant Peach'.

I use Lexia, the challenges are really fun, I love the interesting facts.

My hand gets sore, so I love using Clicker Docs when I am doing a writing task.

I love reading because you learn new words, the book is interesting, and we talk about the story.

I love reading because it is interesting to learn about new things.

I like creative writing. I can use my imagination to make up a good story.

I like writing stories. It is fun and you can pretend to be different characters.

**Some quotes from our KS2 pupils with regard to their feelings about literacy in our school.**

I love how we cover lots of genres, it means literacy is always interesting.

I like writing, I have a creative mind, so it is my favourite thing to do. I like to get some of my ideas from books I have read.

I really enjoy reading, I am close to becoming a 'Word Millionaire'.

I really enjoy drama, I can't wait to use the green screen.

Cursive writing really helps with my spelling, I'm also much more careful when I am using cursive.

I use Lexia, the challenges are fun, I love the interesting facts.

I love performing, so I love having the chance to do speaking and listening activities.

I really love using Accelerated Reader, the new rocket animation is great. I love that you can choose your own books and I like answering the questions to earn points.

I like using One Note and Teams to type my work.

I enjoyed writing advertisements, it was fun. I enjoy being creative and it helps me with my drama.

I enjoyed writing and recording radio ads, I could pretend to be someone else and there were no right or wrong answers.

Reading helps you to express yourself. You can see someone who is similar to you in the book, and you can feel like you are in their world.

We loved the fantasy genre. Our favourite part was creating our own fantasy creature and then writing stories about it.

I enjoyed learning about advertisements. We recorded a radio advertisement with musical instruments. We got to create our own music to record.

I like doing poems and writing news reports. I like writing poems because they can tell your feelings and I like writing news reports because you can write about interesting stories.



## Context

This policy has been written within the context of the most currently available legislation and guidance available. Staff members are fully tuned into and are guided by the following:

- The Northern Ireland Curriculum (Primary)

- NI Literacy framework (reworked by SELB & WELB CASS team)

- DENI: Every School A Good School- A Policy For School Improvement. This has greatly impacted on the strategic plan we have for the development of Literacy within St Clare's Abbey as referenced in the School Development Plan and Staff development plans for 2023/26.

- ETI: Chief Inspector's Report 2016-2018
  https://www.etini.gov.uk/news/chief-inspectors-report-2016-2018

- An Evaluation of the Implementation of the Delivering Social Change: Improving Literacy and Numeracy Signature Programme 2015
  https://www.etini.gov.uk/publications/evaluation-implementation-delivering-social-change-improving-literacy-and-numeracy

- An Evaluation of the Implementation of the Delivering Social Change: Improving Literacy and Numeracy Signature Programme 2016
  https://www.etini.gov.uk/publications/evaluation-implementation-delivering-social-change-improving-literacy-and-numeracy-0

- An Evaluation report on the Understanding Difficulties in Literacy Development: Continuing Professional Development (CPD) Programme 2012-2015
https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/%5Bcurrent-domain%3Amachine-name%5D/survey-inspection-understanding-difficulties-in-literacy-development-cpd-programme-2012-2015.pdf


- ETI & DENI: A joint report by ETI and DES on how best to promote and improve Literacy and Numeracy in our schools. Dec 2010
https://www.etini.gov.uk/publications/joint-report-by-eti-and-des-how-best-promote-and-improve-literacy-and-numeracy-our


- Count, Read: Succeed - A Strategy to Improve Outcomes in Literacy and Numeracy
https://www.education-ni.gov.uk/sites/default/files/publications/de/count-read-succeed-a-strategy-to-improve-outcomes-in-literacy-and-numeracy.pdf

- Dissemination of Good Practice Recordings from ESAGS TV

- Improving Literacy in Key Stage 1 & 2– Guidance Report- Education Endowment Foundation.
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=literacy

  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=literacy

## Rationale

Literacy is an integral part of everything we do at St. Clare's Abbey. We see it as the cornerstone of our work to develop the children both educationally and as effective members of society ready for the workplace. We recognise Talking and Listening, Reading and Writing as individual components but yet strive to ensure good and effective cross curricular and I.C.T. links. All staff are fully committed to ensuring effective teaching and learning through good classroom practice and a child centred curriculum. We endeavour at all times to create literate and articulate students in this time of great societal change.

## Aims/Purposes for this Policy

The purpose of this policy is to ensure that we meet the aims outlined in the Northern Ireland Curriculum. Staff members have explored these in great detail and have detailed long, medium and short term plans (see samples of medium and short term plans in appendices 1-3) in place to ensure that teaching and learning in all primaries helps our children to develop knowledge, understanding and skills in:

- Attention And Listening
- Phonological Awareness
- Social Use Of Language
- Language and thinking
- Acquiring An Extended Vocabulary
- Reading
- Writing

In order that they will be able to:

- **Read and write at a level commensurate with or above their cognitive ability.**
- **Articulate and listen in keeping with their cognitive ability and personal skills.**
- **Be active participants in their learning; engaging in lessons, being keen to contribute.**

Above and beyond these we aim that our Language and Literacy policy will help our pupils to achieve our second and third school aims which are the development of:

- Social skills and moral attributes required to contribute positively to our community.

- A true love for learning that will help each of us achieve our full potential.

## Teaching and Learning

We are dedicated to providing a child centred curriculum where each child is catered for depending on their particular need. In light of this, we ensure effective differentiation and extension so that all children are catered for and targeted for further improvement. This takes into account our gifted and talented children, the underachieving children as shown by a discrepancy between their standardised scores in literacy and their CAT scores, children acquiring English as a second language and our children on the SEN register.

Raising the profile of Literacy in our school is paramount and in keeping with our school's desire to love learning as exemplified by our motto 'Amor Dei Aliorum Literarumque'.  A constant celebration of Language and Literacy is a whole school priority and is done through:

- Ensuring Language and Literacy skills are developed at every available opportunity.
- Daily independent 'reading for pleasure' sessions.
- Daily sessions whereby children are read to by the teacher.
- Assembly – recognition of literacy success.
- Celebration of pupils' work and achievements through literacy displays and website.
- Literacy competitions/use of Newsdesk in KS2 for literacy.
- Effective classroom management which designates an area for literacy and gives literacy a raised profile in the eyes of the children.
- Class libraries/school libraries/ visits to Newry library
- Participation in Feiseanna and drama productions throughout the year.
- Book Fair held annually
- Parent workshops
- Seasonal literacy competitions
- Designated area on school website celebrating literacy achievement.

**Staff Collaboration**.

Effective teaching and learning in all areas makes the most of the skills held by teachers and teaching assistants alike.  Teachers and assistants evaluate how the session went with the group they were working with on that day. These evaluations will inform future teaching. Classroom assistants are highly skilled and extremely well informed (following on from training and dissemination offered in and out of house e.g. Reading Partnership, Literacy support training, Running Record training, Book Banding Training, Words First Training, Lexia/Nessy training, Clicker Docs training) enabling them to play a key role in guided sessions.

**Assessment**

*Formative Assessment:*

Assessment for Learning strategies are a key component of the Teaching and Learning done in Literacy.  The learning intentions and success criteria are clearly defined and shared with the children.

The marking strategies ensure that a key part of the pupils' literacy experience involves editing and reformatting their work for improvement. Refer to Assessment Policy. We use Seesaw to inform parents of areas for improvement in their child's

literacy. Pieces of children's work are shared via seesaw half termly, annotated by teacher with suggestions for improvement and followed up by parents at home. This 3-way communication is key to the development of children's literacy skills.

*Summative Assessment:*
Great use is made of data to inform classroom and whole school practice in literacy. *(See appendices 4 and 5)* It is also used to ensure that literacy resource is deployed in the most effective way to target underachievement.

*Diagnostic Assessment:*
We use PTE individual pupil reports, Running Records and high frequency word (reading and spelling) testing, Lexia placement test, Nessy reading and spelling (pupils with Specific literacy difficulties) Alpha to Omega placement tests as deemed appropriate, Words First assessment as deemed appropriate, Accelerated Reader P4-P7 data (scaled score and reading age), Dyslexia Portfolio (as required and administered by Specialist teachers) to inform future planning.


Class teachers' Monitoring and Evaluating**:**

❖ Ongoing monitoring of pupils' Literacy skills is a key part of the teaching and learning in each class. (Refer to Marking/Feedback policy and Planner evaluations) ASOS implication MM
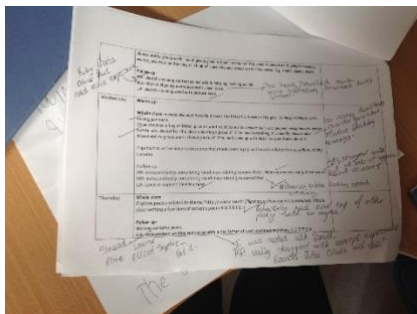


❖ Teachers engage in book monitoring using ISEF document as a self-assessment tool. (Not happening due to ASOS)
❖ Teachers gather work samples for pupil portfolio in Literacy and use this to gauge pupil progress.  The literacy piece of work should be wholly independent so as to give future teachers a means of analysing or gauging pupils' writing skills. We have a range of pupils for whom a portfolio is kept year on year.  These are a spread of ability across our 4 colour ability bands (Green, Blue, Red, Yellow). These are stored on Teams and added to twice yearly (Nov & April) with a piece of literacy work annotated by pupil and teacher.  Our literacy co-ordinator can then access these portfolios to establish consistency and progression across year bands.  We also hold 'best pieces' at the end of each year so teachers can see what they are working towards throughout the year.

Individual teachers use the assessment tools outlined above to:

1. Identify pupils who are to be included in each colour band group
2. Identify those pupils who are under achieving. Strategies for increasing their attainment will be implemented and evaluated on a termly basis.
3. Identify areas which are presented as an area in need of development (as deemed by PTE, tracking grid analysis, CAT, baseline writing pieces, Star reading test, Running records and teacher judgement).
4. Identify pupils for whom extension and differentiation programmes are to be developed.

**Planning**

We have detailed whole school schemes of work for literacy based on the Northern Ireland Literacy Framework.  These are available in TEAMS –LITERACY -PLANS Each year band plans according to long-term, medium-term and short-term criteria.  The long-term plans are determined by the Northern Ireland Literacy Strategy and the Literacy Framework.  The medium-term plans are a culmination of short-term planning showing progression and the short-term plans are fortnightly.  (These fortnightly plans are evaluated reflectively and inform each future plan to ensure value added teaching and revision if necessary).  Creative writing weeks are incorporated into planning schedules in an effort to enhance and develop the writing skills of our children.  Please see planners for more detail regarding this. We also have detailed literacy arrangements for each year band in order to facilitate movement of teachers across year bands or introduction of new/substitute teachers.  These arrangements detail all areas of literacy and the practice within that year band.  These arrangements were written by teachers in conjunction with the literacy co-ordinator.  *Please see arrangements for each year band in Appendix 6.*  Planning links are made with parents via tips as to how they can help their child reach their potential, these take the form of videos on SEESAW or our website which aid parents in helping their child at home Appendix 7.   Our website is used effectively to help parents and we are currently building up our bank of parenting tips.  Some of these include recordings of aspects of literacy guided reading lessons, book lists (rec reading list), phonics recordings, suggested apps and digital links.

The approach to writing and spelling in our school is holistic.  We use a range of strategies and 'schemes' to ensure children have a developing:
- Phonemic awareness (sound to letter correspondence)
- Morphological knowledge (awareness of grammar, common word endings, prefixes, suffixes, ed/ing endings, spelling rules e.g. doubling rule)
-  A sound bank of high frequency words.

These schemes make use of:
- Linguistic phonics,
- Alpha to Omega,
- Words First
- Whole word teaching through High frequency word lists.

This is coupled with a myriad of strategies for aiding children with spelling, focusing specifically on a multisensory approach.  Children are taught through:
- onset and rime,
- awareness of blends
- exploration of analogy (if I know log, I can use that to help me to get to frog to go from the known to the unknown)
- identifying small words within larger words,
- contextualisation through dictation work,
- understanding the 'tricky' part of the word and
- developing multisensory approaches to learning that part (using all the senses simultaneously, hearing it, saying it using letter names, seeing it, writing it).

## Inclusive classroom Practice and Intervention Strategies

Within St Clare's we strive to be a 'Dyslexia Friendly' school. We recognise the potential within our pupils on the dyslexic spectrum and believe that it is our responsibility to find the best way to help them learn and access the curriculum if our more 'typical' approaches are not working for them.

Therefore we refer all staff, teaching and non-teaching, to the detailed breakdown of strategies outlined in the school's **'Policy For Meeting the Needs of Pupils with Dyslexia'**. The list is not exhaustive and is based on best practice we have gleaned from our own staff and recommendations provided by external training providers and the DENI publication 'A Resource File- *for schools to support children with Special Educational Needs.'*

Not wishing to duplicate the work referenced in the 'Dyslexia' policy, yet eager to highlight that these strategies must be an integral part of our curricular practice, we urge teachers to ensure that the needs of their dyslexic learners are met by:
- **Ensuring that we set high expectations for these pupils in keeping with their cognitive ability.**
  It is not acceptable to have these pupils working at a lower level task simply because the speed of their written work would suggest that that would be a more manageable task. If the pupil's level of understanding suggests that a more challenging task would be appropriate the teacher in consultation with the child must decide how amendments can be made to the task to facilitate inclusion. Some examples taken from the policy include: 1- The use of 'writing buddies' which allow the dyslexic child to have input at planning, idea and detail stages whilst the buddy acts as co-thinker and scribe. 2- Finding alternative, more appropriate ways of recording answers e.g. highlighting the answer within the text for comprehension work. This will ensure that that only the more inferential

questions require a written answer, hence reducing the burden of copious writing which pupils with dyslexia often find very difficult.

- **Ensuring that our lessons cater for the visual, auditory and kinaesthetic learners in our classes.**
We have discovered that there is no definitive approach that works with all pupils with dyslexia, yet if we have a little bit of each of the above we feel that we will be successful. Planners for each year group show how we have tried to cater for different learning styles within lessons and staff will readily share successes they have had.

- **Identifying these pupils at the start of the year through consultation with the previous teacher and Mrs Toner SENCO, to ensure that successful strategies already identified are continued and developed seamlessly.**

- **Ensuring that the pastoral needs of these pupils are met.**

  We can do this by really consulting with them about what they find hard, what works for them, what they are good at and by acknowledging the huge amount of effort that they have to put into their work in comparison to many of their peers and by acknowledging their inherent ability, often these pupils really need to hear that we appreciate all this.

It cannot be stressed highly enough that this curricular policy must be cross referenced with the **'Policy For Meeting the Needs of Pupils with Dyslexia'** if staff are to develop the full insight into St. Clare's Abbey's expectations of them in terms of making appropriate provision for this significant and vulnerable group of pupils within our school. Yet SMT feel that it is crucial to have that policy referenced in each of our curricular policies to alert staff to the high priority given to 'Dyslexia Provision' within our school. It is an aspect of our provision that needs to be integrated into every aspect of school life.

**General Classroom Practice:**
We are committed to ensuring that the language and literacy programme is appropriately pitched for each child.  In keeping with the advice from ESaGS documents, differentiation and extension are key components in our lessons and on-going efforts are made to ensure that this is prioritised.

To ensure that reading books are appropriately pitched in each class, teachers and assistants use Running record levels. These are used to ensure children are reading at the appropriate level and are using all available reading cues MSV school/staff dev plan 2023, those underused are targeted during Guided reading sessions. This applies must specifically to all P1-3 children and P4-7 SEN children.  We know the value of exposure to lots of books and have adjusted our teaching of reading to ensure children, especially when reading at the lower bands, are being given at least 2 books per week to read at home.  We also give children access to a myriad of

digital books through the Bug Club platform.  However, as we have explained to parents, we know that children make better progress in reading when given access to physical books as opposed to their digital counterparts.  In line with this research from the University of Valencia which states. "for developing readers, leisure digital reading doesn't not seem to pay off in terms of reding comprehension, at least not as much as traditional print reading does" we endeavour to expose our children through guided reading, library books and accelerated reader books to a wide and varied range of physical books.  Our aim is to create readers who can engage fully with the books they read while developing a love for reading.
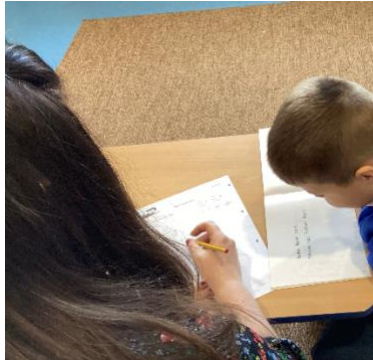


**Opportunities to extend and support.**

Several strategies are used to both extend and give aid to children in need. These are planned for in a strategic way by the Data team following analysis of summative data from the previous year.

Peer Paired Reading P.4/P.7 pupils



Parent Paired Reading

Accelerated Reader


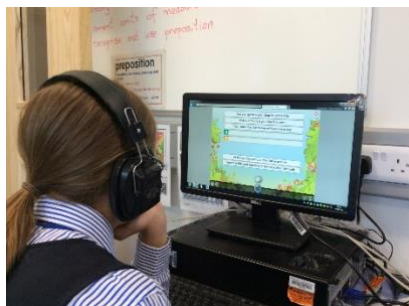
EA Literacy Support

Nessy Reading and Spelling



Reading Partnership

Lexia



Sensory motor group & Sensory room



Afterschool Literacy support will be made available through Neighbourhood Renewal homework club (where funding is available).

Speech and language therapy

**How we meet the Literacy Needs of our pupils attending the Nurture classroom:**

Children attending 'The Bloom Room', access the curriculum as they would in their base class, although it may look different. The Nurture group teacher works very closely with the class teacher to ensure the child is following the curriculum as they would in their base class. However, the SEBW needs of the child are more carefully considered leading to timetabling and modes of delivery being adapted to allow adequate time for the various nurture strategies at work in this class.

However, because children have a much greater opportunity to work in small groups and given the favourable adult to child ratio we have found that whilst less time is spent on conventional Literacy lessons comparative gains are made. Our curricular tracking undertaken by the nurture teacher termly, confirms this.

We attribute this to the fact that within the The Bloom Room the many pastoral approaches e.g. daily Baking, Snack Time, Story Time, Nurture in 5, Theraplay and Nature activities are seen by the staff as a great vehicle for also developing holistically pupils' core Literacy skills. 'Language development is a vital means of communication' is one of the 6 principles of Nurture and a huge emphasis is placed on this within The Bloom Room.

The pupils prior to entering Nurture Class, struggle to access the Literacy Curriculum within their base class, because their SEBW needs limit their capacity to learn. It is our experience that once the pupils begin to develop in terms of their SEBW their traditional learning begins to develop positively also.

## Resources

**Guided reading resources**:
P1 – P4
The 'Book banding' organisation system is used with a range of schemes including Rigby Star, Collins Big Cat, PM, Bug Club and Heinemann Storyworlds. There is a good balance of fiction / non fiction books representing a wide range of genre. These are centrally stored as a shared resource in our Literacy Area.

*Guided reading in the Foundation Stage.*



P4 – P7. Guided reading is well resourced for these year groups and comprises of:
• Sets of fiction and non-fiction for pupils reading at an age-appropriate level. Some of these resources are online through our purchased Bug Club platform. N.B. There are multiple copies of each title to facilitate guided group work.

• Sets of novels and higher level non – fiction texts for more able readers.
• Sets of texts for pupils reading at a level below class average.
• Individual Reading Recovery levelled readers including PM and Alpha Kids readers for pupils with significant SEN in Literacy.

*Guided Reading at Key Stage 2*



**Shared Resources:**
P1 – P3
A range of 'Big books' from a variety of publishers are used in these classes to reflect a range of genre.

*Modelled/Shared Reading in the Foundation Stage.*



P4 – P7 We made the decision not to use a commercial; 'Big Book Scheme' for the teaching of literacy in class although the 'Collins' scheme is available digitally and is used by many year groups depending on the genre and interest.  Instead, we have opted to source a variety of stimuli complemented by our abundant ICT resources.

**Individualised resources** e.g. word or alphabet fans/mats, writing frames, alphabet arcs, illustrated high frequency words.

**I.C.T** Talking tins, ipads (e.g story creator etc.), Bug club, spelling assistant app/A+ spelling app, Clickerdocs, www.bbcdancemat.com, Splingo.

## Effective Leadership

*Identifying areas for development in Language and Literacy.*

At least one component of Language and Literacy features on each yearly strand of the School Development Plan.  These components are determined following:
- Whole school review
- Co-ordinator monitoring and evaluating
- Analysis of current attainment/practice in literacy (using data and other M &E strategies)
- Educational change and trends

Opportunities are made available for both teachers and classroom assistants to facilitate staff training in line with the school development plans for literacy.

*Monitoring and evaluating the effectiveness of our language and literacy policy*.

Lots of different approaches are used. These include;

SLT's Monitoring &Evaluating:

- PRSD scheme identifies one objective per year for each staff member related to literacy development. ASOS

- Pupil feedback

- Teachers' evaluations of planners. Implications of ASOS

- Monitoring of Assessment outcomes (see section below for further detail)

*Use of data for Monitoring & Evaluating*

The data team comprising of the Principal, Vice Principal, Newcomer co-ordinator, Language and Literacy co-ordinators, Numeracy co-ordinators and SENCO use assessment outcomes from:
- CAT
- GL tests
- Wellcomm
- BPVS

To help:

1. Set year on year targets for the whole school in particular for underachieving pupils and pupils with AEN.
2. Evaluate how effectively these targets have been met.
3. Evaluate longitudinally the impact of Literacy development work and its impact on pupil attainment.
4. Identify areas for development within new SDP.

## Links with the Community.

We realise that the task of helping our pupils become literate has a greater chance of success if we bring other influential groups on board.

1. Parental links:

    1. We use the website/Seesaw to publicise our Literacy recordings and reading lists for the parents of pupils in each primary.
       www.stclaresabbeyps.com
    2. Beginning of year meeting with parents in each year band, outlining expectations for the year for Literacy and how to help your child at home.
    3. We host Literacy parenting classes with a different focus each year. These will include phonics, writing, paired reading & writing.
    4. Homework: we send home explicit guidance re methodology used at emergent reading/ writing stages and linguistic phonics etc. so that home and school are 'speaking the same language' Appendix 8.  Our

main home/school communication link is through SEESAW where teachers can reach out to aid parents in helping their child to reach their potential.



5. Parent teacher meetings are used as an opportunity to share approaches to developing literacy skills.
6. We are developing our home school links using ICT. Currently 'Lexia'and 'Nessy' (support programmes for underachieving and SEN pupils) are being used as support tools in Primary 2-7. These programmes are available for children to access at home and will be monitored by Mrs Toner SEN Coordinator and SEN assistants.
7. We have a wonderful parent volunteer group who attend school twice weekly to work with children in P2-P4 in paired reading settings.

2. Links with other schools:

- At our meetings with pre-school establishments exchanges re: early language teaching and attainment levels is shared. It involves pre-schools in the planning process for early P.1. and attempts to reduce the variance across the different pre-schools. Prior to this our exchanges in these meetings focussed predominantly on the pastoral.
- As part of our transitional preparation to KS3 we reflect the approaches to homework used by post primary schools.
- In addition to handing on pastoral information we give academic data for all children, detailed versions for our children with AEN

3. Links with Community:

- Links with Neighbourhood renewal are robust. The school principal is a member of the education subgroup committee for the Newry Neighbourhood Renewal group. She has helped formulate the educational bid which seeks to allocate funds to educational initiatives in the hope of reducing underachievement among pupils from very deprived wards within Newry. The afterschool Literacy

support programme offered to Primary 4, Peer Paired Reading and Reading Partnership programmes.

- St Clare's Abbey and Drumalane Community Centre are working closely to encourage families with no internet connection to use their wifi provision during homework club to access 'Mathletics, 'Bug Club' 'Lexia,' 'Accelerated Reader'.
- We also make use of the Library for 'story time' etc and promote its summer time reading challenge in an effort to encourage pupils to use the public library.
- Literacy related competitions held at the end of each term.

- World book day

- Feiseanna.

4.   Links with literary bodies in the workforce

- Authors
- Poets
- Reporters/journalists

**Arrangements for Monitoring.**

This policy will be monitored and reviewed each September.  The Literacy Action Plan will be reviewed as per the School Development Planning review process (the 2023-26 Action Plan is provided as Appendix 10).