**Langlands Primary School**

**Literacy Policy**

**Rationale**

Language is at the heart of children’s learning and has an essential role across the curriculum.

The language curriculum should value children’s own experiences and early knowledge of language.

The language curriculum ensures all learners are provided with opportunities to acquire knowledge and understanding in the use of literacy skills and can apply these skills effectively and with confidence across the curriculum.

Well-planned learning, teaching and assessment provides opportunities for learners to experience breadth, challenge and application across the significant aspects of Literacy and English.

**Aims**

1. To develop pupils’ skills and knowledge to help develop lifelong skills.
2. To provide listening, talking, reading and writing opportunities to extend pupils’ understanding of the conventions of language and the importance of cross-curricular links.
3. To support pupils’ personal development through language and literature.
4. To develop in all pupils a range of positive attitudes towards their own and others’ language development, including concern for respect, enjoyment, co-operation and sharing.

**Reading**

When planning reading activities, teachers should plan for and track children’s experiences and achievements using the Higher Order Reading Skills and Skills for Learning, Life and Work.

**Reading for Enjoyment**

Children should engage with the school library from nursery onwards and should have opportunities to select texts which they enjoy. Children should be given the opportunity to make book recommendations to others and produce reviews of texts. Teachers should encourage reading in any form from the wide variety of texts available. Teachers will also read to classes on a regular basis and visitors from Forfar Library will visit to read to all classes at points throughout the year.

**Fiction**

Children should have the opportunity to engage in a range of activities exploring quality texts using a ‘Keys to Literacy’ approach.

In developing structured reading, children will use Storyworlds and Literacy World. Primaries One to Three will use Jolly Phonics. From Primary Four onwards children will begin to use Reading Circles with the reading schemes as well as quality texts, including Scottish Literature. They will engage with both printed texts and multimedia. Novel studies may be used with the whole class.

**Non-Fiction**

Teachers should model processes to teach particular research skills such as identifying key words and skimming and scanning. Children will have the opportunity to use the Information Keys to research information. ICT will play a key role in research and pupils must be taught safe practices when using the internet. Children should also be taught to question the validity of information found, especially on the internet.

**Reading Events**

Children will be given opportunities to participate in reading events throughout the school session which may include: Roald Dahl Day, Book Week Scotland, World Book Day, Author Live events and Which Writer Wins activities.

**Dyslexia**

Teachers will follow Dyslexia procedures (Angus Council) and collect evidence for any child who they suspect may be dyslexic. Concerns will be passed on to the ASN teacher who will carry out further testing, including the use of coloured overlays. There is a range of dyslexia friendly reading books in school suitable for pupils in Primaries Four to Seven.

**Paired Reading**

Groups of pupils from P3-7 will take part in the Paired Reading scheme for a block of 8-10 weeks. Children will be paired with another pupil and they will have three thirty minute reading sessions each week.

**Buddy Reading**

Pupils in P5-7 will take part in Buddy Reading for six weeks each year where they will read and complete activities with a partner of similar reading level. They will share their work with their peers and class teacher.

**Comprehension**

Pupils will share their understanding of texts orally and in written form. Reading boxes and comprehension activities will be used throughout the year.

**Reading Leaflet**

A reading leaflet is sent home annually which contains up-to-date information for parents and carers.

**Writing**

Pupils should write in a variety of contexts throughout the year to suit different purposes and audiences. They will progress from mark making and formulating words and simple sentences to creating more complex texts using a wider variety of language with more sophisticated use of punctuation, grammar and structure. Opportunities to write at length should be embedded across learning.

Use will be made of Talk into Writing to provide stimuli, Big Writing and VCOP (vocabulary, connectives, openers and punctuation) activities.

**Listening and Talking**

Pupils will develop from exploring sounds and patterns in language to discussing, analysing and evaluating a wide range of more challenging spoken texts. They will ask and answer higher order questions and use verbal and non-verbal skills with greater confidence. They should talk and listen for a range of purposes in a variety of contexts.

Pupils, both individually and in groups, should talk about experiences, opinions, feelings and texts of increasing complexity showing an awareness of audience and purpose. This will help to develop an individual’s self-esteem and confidence.

**Assessment**

Language activities will be assessed either formally or informally throughout the year. Assessment will include using formative comments, giving oral feedback, completing rubrics showing next steps and self and peer assessment.

Samples of written evidence will be kept in evidence folders and sent home termly to be shared with family members in Learning Logs.

Listening and talking permeates all areas of the curriculum and forms a substantial part of learning. Whenever a learner presents to an audience verbal and non-verbal communication skills could be assessed as well as the content of the talk.

**Resources**

The school is very well resourced with a range of language materials which are reviewed and updated regularly.