SEAVIEW PRIMARY SCHOOL

Literacy and English Policy

August 2018

'What is it we want for our children?'
In Seaview, we want our children to be treated fairly, to be happy and enjoy learning. We want our pupils to feel valued, confident and included in all aspects of learning and where everyone will achieve success through effort, commitment and resilience.

'What are we going to do to achieve it?'
To achieve this, we will provide our pupils with relevant, meaningful and rich learning opportunities. We will celebrate their achievements and successes, engage with parents and the wider school community and continually enhance our knowledge and skills through career-long learning.

Our shared values are:
- Excellence   - Happiness
- Fairness   - Teamwork

Our shared aims are:

We work together to be the best we can be!

SEAVIEW PRIMARY SCHOOL
LITERACY POLICY

Purpose
This policy has been developed in the context of national and local advice. The intention is to provide teachers with an overview of how Language and Literacy should be taught within the context of Seaview's Effective Teaching, Learning and Assessment Policy. The purpose of the policy is to:

1. support teachers in ensuring appropriate provision for all learners
2. support teachers in translating our school aims in to practice by:
   - providing a practical guide for teachers
   - emphasising the key role of the teacher in the learning and teaching process
   - offering a basis for developing and maintaining a consistent whole school approach to learning and teaching
   - acknowledging and extending the good practice which exists in Seaview
   - emphasising the need to develop literacy in the context of all curricular areas
   - stressing the role which parents and pupils have to play in the learning process

The Policy should be implemented within the context of the associated guidelines.

Underpinning Principles
The following paragraph sets the context for effective teaching and learning in Seaview:

"Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture."

"Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work and contributes strongly to the development of all four capacities of Curriculum for Excellence."

Building the Curriculum 1
Within Curriculum for Excellence, literacy is defined as

> *"the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language and the range of texts, which society values and finds useful"*

Curriculum for Excellence: Literacy and English: Principles and Practice,

Scottish Government, 2009

In other words, being literate in the 21st century means more than just basic decoding and writing. It means being able to communicate effectively, expressing ideas and opinions both orally and through a range of different media; it means being able to understand and make informed decisions using critical literacy skills to interpret and analyse information; it means being able to solve problems, be creative, self-reflective, collaborative and build positive relationships.

In order to achieve these principles we aim to encourage:
- high expectations of attainment and celebrate personal achievement for all.
- the development of confident and responsible individuals.
- children to communicate and contribute effectively and appropriately in different ways and in different settings.

Statement of policy
Our teaching aims to offer a variety of language experiences and activities for pupils through a range of methodologies designed to engage, motivate and inspire pupils to communicate both orally and in writing.

We undertake to introduce pupils from the earliest stage to stories, books and literature that will fire their imaginations and encourage them to listen, talk and write about what they have experienced through their supported reading.

Furthermore, we seek to develop in our pupils a degree of confidence, commensurate with age and stage, to comment, give opinion on and criticise what they have read and in so doing to further their understanding of language use. We strive to provide text rich teaching environments from which pupils will derive pleasure from their own and others' use of language.

References to other national and local policies
This policy takes account of:
- Effective Learning and Teaching Policy - Angus Council
- Literacy Strategy- Angus Council
- Literacy Practice and Principles Paper- Education Scotland
- Literacy and English (3-18) curriculum review- Education Scotland

The policy will be implemented from August 2018 and will be reviewed in session 2021-22

Scott Haxton
August 2018

SEAVIEW PRIMARY SCHOOL

LITERACY AND ENGLISH - POLICY GUIDELINES

OPERATIONAL/PROCEDURAL ADVICE

The statements of experiences and outcomes themselves include both literacy and English statements and emphasise that learning is an *active* process: for example, the outcomes stress *making* notes, rather than the passive activity implied by *taking* notes. Experiences represent important continuing aspects of learning such as exploring and enjoying text, and outcomes describe stages in the development of skills and understanding.

The three organisers within the literacy and English framework are the same as those used in the literacy and Gàidhlig, Gaelic (learners) and modern languages frameworks:

- reading
- writing
- listening and talking

Within these organisers there are subdivisions.

Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The *tools* sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.

The sections on *finding and using information* include, in reading, critical literacy skills; while the *understanding, analysing and evaluating* statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the *creating texts* experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

In Seaview School we have developed guidelines for teachers for each of the three organisers. All members of staff should ensure that these guidelines are implemented.

READING

It is expected that all staff will use the following to develop reading skills:

- Keys to Literacy – Fiction and non fiction
- Critical Literacy – higher order questioning fans
- Oxford Reading Tree resources
- Jolly Phonics
- Jolly Grammar 1 &2
- Read and Respond resources – group sets of novels, whole class sets and interactive resources
- Paired Reading resources (P3 and P6)
- The school library
- The local library

The following resources are also available and should be used as deemed appropriate by the teacher in relation to the needs of the individual/group/class:

- Longman's Book Project – non fiction and fiction
- Pelican Big Books
- Literacy World Non Fiction

Across the whole curriculum teachers will provide activities for pupils to:

- read and follow written instructions (Nursery – snack routine, pictorial instructions etc)

- read independently as well as reading together

- read to explore meaning and to develop understanding

- learn how to use a range of reading strategies including skimming, scanning, sifting and selecting

- read to make notes from a text

- learn how to use a range of contextual clues to establish meaning including indexes, glossaries, illustrations, headings, etc.

- learn how to select from written material, reformulate, question and challenge what they read in books, encyclopaedias, and newspapers or from ICT sources

- attention will be paid to developing higher order reading skills, e.g. awareness of bias, inconsistency and the articulation of alternative interpretations of what has been read

- the school will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the pupils.

WRITING
It is expected that all staff will use the following to develop writing skills:

- Keys to Literacy – Fiction and non fiction
- Critical Literacy – higher order questioning fans
- The interactive spelling policy and related resources
- Jolly Phonics
- Jolly Grammar
- Writers' Craft Folder
- Talk Into Writing

The following resources are also useful:

- Pelican Shared Writing – Fiction and Non Fiction
- Scholastic Writing boxes

Across the curriculum teachers will provide activities for pupils to:

- plan, draft, discuss and reflect on their writing, using ICT, where appropriate

- write for a range of purposes and audiences

- make notes in a variety of formats, e.g. thought shower (brainstorm), bullet points

Staff will

- set writing tasks which have clear success, are objective driven, which are appropriate for the age and ability of the pupils concerned and which challenge pupils.

- model for pupils how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi- colons, colons and brackets.

- ensure that pupils are familiar with the appropriate style and conventions (where pupils are asked to write in a particular genre, e.g. a newspaper report, poetry, information leaflet)

- correct errors in grammar, punctuation and spelling in line with the school's marking policy and demand neat and well-organised work at all times (Appendix

- provide good models of particular kinds of writing

- provide frameworks and differentiation where appropriate as a means of working towards the goal of independence

- provide dictionaries and thesauruses and teach pupils how to use them

- display Key Words and their meanings in the classroom/nursery environment

- teach spelling in an interactive way using the school spelling policy and resources

- teach subject specific vocabulary and spelling

- encourage high standards of presentation using the school's handwriting policy

In Pre - School staff will encourage children to make marks in a variety of play situations – using shaving foam, outside chalks, sand and writing tools,

SPELLING
The school has a separate spelling policy which should be used in conjunction with these guidelines. It is essential that an active approach is taken to the teaching of spelling and detailed guidance on this approach can be found in the Spelling Policy and Guidelines.

LISTENING AND TALKING
It is expected that all staff will use the following to develop speaking and listening skills:
- Keys to Literacy – fiction and non fiction keys
- Critical Literacy – higher order questioning fans
- Moving Image Education resources
- Co-operative Learning approaches

Across the whole curriculum teachers will provide activities for pupils to:

- listen and carry out instructions

- listen to others and respond appropriately

- listen for a specific purpose

- explore and develop ideas with others, through their talk

- use oral work as a precursor to written work

- participate orally in pairs, groups and the whole class

- ask questions as well as answer them

- use role play as a way of exploring a wide range of registers and contexts for spoken language

- use language precisely and coherently and use Standard English in appropriate contexts

- identify the main points to arise from a discussion

- evaluate the effectiveness of spoken contributions in class and in other contexts

LEARNING AND TEACHING
Learning and teaching in Seaview is set within the context of Angus Council's Effective Teaching and Learning Policy.

The policy and guidelines for the teaching of Literacy should be implemented within the context of this Effective Teaching and Learning Policy. What is noted below is merely a reminder – staff should ensure that they are familiar with and use the Effective Teaching and Learning guidelines when teaching literacy.

Sharing Learning Intentions
Targets for writing should be shared with children every time a writing task is undertaken. Writing targets should also be displayed in the classroom. To provide differentiation teachers should ensure that the targets are appropriate for individuals and groups of children.

Teaching Approaches
A variety of teaching approaches should be adopted, depending on the nature of the task and the pupils involved:

- individual/group/whole class discussion or teaching
- social/ability groups
- formal/informal situations
- teacher directed/child selected activities
- team teaching - with Support for Learning or other Staff
- withdrawal of small groups or individuals if this is deemed appropriate

Differentiation/Pace and Challenge
We have pupils of differing abilities in all classes at Seaview. We recognise this and seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies:

- by task and expectation – Learning Intention and Success Criteria
- by level of challenge and degree of independence
- by targets provided
- by level of support
- by resource
- by response

Some lessons are differentiated through group work. Where appropriate IEPs (individual education programmes) are formulated for a pupil by the class teacher in consultation with SfL staff and the appropriate member of the management team. It is important for staff to address the issue of able and more able learners through the use of the school's Able Learners Policy. If a child is identified as being particularly able in, for example, writing then an IEP will be created and parents will be informed.

ASSESSMENT

Pupils are assessed continuously.   Such assessment informs teachers' planning. Assessment may be:
- Informal – observation, questioning, participation in discussion, marking of written work
- Semi formal – spelling tests, grammar check ups, set pieces in a given mode, target setting
- Formal – formal assessment is undertaken through administration of summative assessments

It is important that teachers continually employ formative assessment strategies as well as summative assessment strategies. More information and suggestions regarding formative assessment strategies can be found in the school's Effective Teaching, Learning and Assessment Policy.

APPENDIX 1

SEAVIEW PRIMARY SCHOOL
Correction Policy
A correction policy is beneficial because it:

a) provides the children with consistent feedback on their writing throughout the primary school

b) provides a common approach for the staff and the knowledge that their work was being supported and developed in a similar way in all classes

<u>This system has to remain flexible</u>, however, to allow for different ages and abilities within each class. The most appropriate approach to each child's writing depends on the professional discretion of the teacher as to the amount of errors to be indicated and how strictly the teacher adheres to the marking process. The teacher's knowledge of the individual child, his/her ability and the technical aspects of writing that he/she has been introduced to will determine the most suitable comments to be made.

The following marking code should be used throughout the school by all adults involved with the children:

MARKING CODE

Symbol	Meaning	P1	P2	P3	P4	P5	P6	P7
√	This is a good idea	√	√	√	√	√	√	√
∧	Something omitted	√	√	√	√	√	√	√
	Full stop missing	√	√	√	√	√	√	√
?	This does not make sense	√	√	√	√	√	√	√
SP	Spelling error			√	√	√	√	√
P	Punctuation error				√	√	√	√
E	Faulty expression						√	√
NP	New paragraph			√	√	√	√	√
☺	Self explanatory!	√	√	√				

- Each piece of work should have a date and title or heading. (P1 may use date stamp and not use headings unless the teacher deems that the children are ready for this.)

- Children should check for spelling and punctuation before submitting work.

- All writing should be legible and work neatly presented.

- The marking code should be displayed at an appropriate level in the classroom for all users (staff and children)

APPENDIX 2

FORMATIVE ASSESSMENT STRATEGIES

'Two stars and a wish'	Feedback to pupils which makes reference to two strengths in the work and one area for future development. This enables learners to build on prior learning and breaks the process of improvement into manageable steps.

Traffic lighting	A means of self-evaluating levels of confidence. Green means 'I can do this', amber means 'I'm reasonably confident', and red means 'I need assistance'. It is particularly effective when pupils are involved in establishing, or at least understand clearly, the criteria for success.
Brainstorming	A means of generating ideas by asking individuals or a group to produce quickly as many thoughts on a topic as they can.
Chat time	Opportunity for pupils to discuss answers with one another before contributing to a whole-class session. Similar to think, pair and share.
Comments-only marking	Assessment with no reference to grades or marks achieved. Comments should advise on how to bridge the gap between present performance and desired goal. They should emphasis strengths but highlight one way of making this work or future work even better.
Formative assessment	Black and Wiliam defined this as assessment which focuses on the gap between present performance and desired goal. To be formative, the information gathered must be used to adapt the teaching or the learning to meet the needs of the learner. In the 5-14 national assessment guidance, this type of activity is called 'assessment as part of teaching'. It is called 'assessment for learning' in the current assessment development programme.
Jotting time	This is complementary to wait time. Pupils are given sufficient time to think about their answer and to note their thoughts before speaking.
Journals	Diaries kept by pupils or teachers for recording critical incidents, with a specific emphasis on reflection. Certain types of journal can also be known as learning logs.
Learning logs	Learning logs are diaries or journals kept by learners. The emphasis is on reflection and the self-evaluation of learning, not simply on simply recording dates and lessons.
Mind Map® / Mind Mapping	Concept maps or Mind Maps were developed by Tony Buzan in the 1970s to help students learn by creating a visual representation of links among ideas, including the association of new ideas with existing knowledge and experience. Mind Mapping may involve the use of colour and images, as well as key words/phrases.
'No hands up'	By establishing a rule of 'no hands up' in a question-and-answer session, distractions are reduced and pupils have more time to think (see waiting time). Because of this, everyone is expected to be able to offer an answer.
'No marks' homework	Work done out of class and assessed without awarding grades or marks. Alternatives to grades or marks are self-assessment by assigning red, amber and green traffic lights to indicate level of confidence, or teacher assessment in the form of comments

	advising on ways of bridging the gap between present performance and desired goal.
Pair, share and square	A variation of the think, pair and share strategy for more effective questioning. Pupils have opportunity to think and time to share with a partner, before discussing ideas with another
Peer assessment	Peer assessment can be the bridge between teacher assessment and self-assessment. That is, it can be a stage in the process of helping pupils become confident and skilled in self-assessment, as opposed to relying always on the teacher. In peer assessment, pupils provide feedback on others' work. It works best if the criteria have been shared and fully understood, if the teacher has modelled the process and if she/he monitors the quality of it as pupils undertake it.
Peer feedback	Pupils or colleagues provide advice on others' work, based on peer assessment, making clear the strengths and an area for improvement. In some schools the catch phrase 'two stars and a wish' has established a culture where everyone expects constructive advice.
Peer observation	Teachers seeking to improve their practice ask a colleague to watch them and make notes on points agreed. A non-threatening opportunity for objective assessment. Points raised in subsequent discussion become ideas for improvement.
Peer teaching	A means of checking how well pupils have understood a topic or issue – or, perhaps more significantly, one of ensuring high motivation in undertaking a task or project. For example, in jigsawing, pupils might read materials and research a range of resources, becoming 'experts' on a topic, which they then teach to others.
Post box	A non-threatening strategy to discover potential areas of misunderstanding. A box is set up as a 'post box' into which pupils 'post' questions. The teacher collects the 'post', reads the questions at random and addresses any misunderstandings in session with the whole class.
Self-assessment	Pupils are involved in self-assessment when they look at their own work in a reflective way and identify aspects that are good and others which need to be improved. Black and Wiliam highlighted this as an important part of learning. One way of doing this is by traffic lighting, where pupils are asked to assign red, amber and green colours to their work to indicate their level of confidence. Like peer assessment, self-assessment benefits if teachers explain and demonstrate it and ensure pupils have a clear understanding of learning objectives and criteria of success.
Sharing criteria	Pupils are made aware of the standard of work expected at a particular level. It is important to ensure that criteria are translated into language accessible to the learner. It is helpful also if pupils are able to discuss examples of work which does /

	does not meet the criteria.
Starter quiz	A fun way of establishing prior knowledge at the start of a lesson or series of lessons.
Targeted comments	Targeted comments help keep [feedback](#) manageable. They focus on strengths but contain sufficient advice to enable learners to progress. ['Two stars and a wish'](#) is one approach, which enables learners to build on prior learning and breaks the process of improvement into manageable steps.
Using wrong answers	Appreciating the value of wrong answers as a means of exploring areas of misunderstanding. The slogan 'it's alright to be wrong' is aimed at helping pupils move away from the idea that only a correct answer is acceptable.
Wait time / Waiting time	The concept, highlighted by Black and Wiliam, of allowing time to elapse between asking a question and asking for answers. The point is to enable pupils to think, to link the question to schemata of knowledge they already possess, before having to articulate the answer. Also known as 'thinking time'.