**East Ayrshire**

**literacy and English**

**Progression framework**

C Curriculum for Excellence

 Early to Second Level

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**INTRODUCTION**

The East Ayrshire Progression Framework and Planners for Literacy and English set out a clear progression for knowledge and understanding and key learning across the Curriculum for Excellence and the national Literacy and English benchmarks.

The progression framework and planners set out the continuum of learning through CfE Early Level to the end of Second Level (Third/Fourth Levels will follow). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan the curriculum and assess evidence of learning in Listening and Talking, Reading and Writing. This document is not a scheme of work to be followed from start to finish. Due to the nature of Literacy and English, many of the areas will be taught continuously and there will be frequent revisiting of skills and concepts.

The aims of the framework are to:

• support and enhance planning and assessment, based on skills, knowledge and understanding;

• provide staff with a structured framework for learning and teaching which follows children’s developmental progression;

• enable the sharing of standards within schools, education groups and across East Ayrshire;

• enable the development of skills for learning, life and work;

• facilitate the process of monitoring learners’ progress and achievement.

**CONTEXT**

Within Curriculum for Excellence, literacy is defined as:

 *The set of skills which allow 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*

***Literacy and English: principles and practice***paper

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of our emotions, our thinking, our learning and our sense of personal identity. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland’s literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Language and literacy skills have a key role in gaining access to all learning and should be developed across all contexts and by every teacher in each curriculum area. Furthermore, the ***Literacy and English: principles and practice*** paper ***(Education Scotland 2009)*** outlines the importance of literacy:

 *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.*

All staff have a responsibility to support the development of critical and creative thinking as well as competence in listening and talking, reading and writing. In addition to personal, interpersonal and team-working skills, literacy is important in developing learners’ educational, emotional and social skills. These are fundamental skills for learning, life and work.

 *Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, is essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage children and young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.*

**Building the Curriculum 1**

The CfE experiences and outcomes themselves include both literacy and English statements and emphasise that learning is an active process. 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 of the literacy and English include:

**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. **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 learners to develop their ability to communicate effectively.

**EFFECTIVE LEARNING AND TEACHING**

The experiences and outcomes, progressions and benchmarks detailed in this framework and these planners promote and support effective learning and teaching methodologies. East Ayrshire is a challenge authority within the Scottish Attainment Challenge and the Scottish Attainment Challenge Team (SAC) within East Ayrshire is tasked with supporting schools to improve attainment in literacy across schools. As part of this programme, the SAC team is providing training opportunities and support for staff to develop a literacy pedagogy based on the Active Literacy Programme developed by North Lanarkshire Council. This

Programme encompasses strategies which are effective in closing the achievement gap in literacy including:

* A focus on the language and communication skills of our pupils at Early level as they are crucial for the development of literacy skills. Teachers and practitioners will have opportunities to develop skills to identify strengths and gaps in early communication and language skills, and training in how to support pupils.
* A focus on decoding and fluency. Within this element, systematic phonics instruction is important: how to say, make/break blend and write sounds to make words helps learners to decode. Opportunities to use this skill with real texts to develop fluency is of equal importance.
* Teaching multiple comprehension strategies together
* Identifying metacognitive strategies
* Developing vocabulary
* Increasing engagement in reading for enjoyment
* Collaborative learning and reciprocal teaching so skills learned become automatic and therefore transferred across learning.

The SAC Literacy team in East Ayrshire has continued to develop the original Active Literacy Programme to align with research-informed practice. The programme has been adapted significantly and is now the EA Literacy Programme. Core elements of the original programme remain, with the key aspect of metacognition and active engagement of learners remaining central.

Within East Ayrshire schools we are providing this training to promote the development of a rich and supportive learning environment which will support a variety of approaches, including:

* planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect within real or imagined contexts
* learning collaboratively and independently;
* opportunities for discussion, communication and explanation of thinking;
* building on the principles of Assessment is for Learning, ensuring that young people understand the purpose and relevance of what they are learning;
* developing higher order critical thinking skills;
* frequently asking children to explain their thinking;
* use of relevant contexts and experiences, familiar to children and young people both inside and outdoors
* using digital technologies in appropriate and effective ways to enhance the teaching and learning process;
* making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts;
* promoting a love of reading.

Throughout their education, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people need to spend time with stories, literature and other texts which will enrich their learning; develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Learners should take an active part in planning, managing and assessing relevant and challenging learning experiences across the curriculum. Experiences which:

• focus on learner engagement;

• include well planned outcomes which take account of learner’s interests and prior knowledge;

• are enjoyable, relevant and inclusive – enhancing the achievement and attainment of our most vulnerable children and young people;

• are active and fun, allowing young people to become problem solvers in a supportive and stimulating atmosphere;

• designed to allow for personalisation, choice, challenge and chances;

• are collaborative and co-operative, promoting quality social interaction between children and young people;

• make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners,

• are based on up to date educational research.

**THE EAST AYRSHIRE LITERACY PROGRAMME**

* The EA Literacy Programme provides a clear framework and guidance for teachers, whilst offering scope for making professional decisions about what and how they teach. Emphasis is placed on ensuring that Literacy teaching takes place across a broad range of contexts whilst supporting progression in the development of ideas, skills and ways of thinking.
* The EA Literacy Programme offers guidance on active and independent literacy experiences and outcomes in Talking & Listening, Reading and Writing. It encourages teachers to be innovative and to think creatively and imaginatively about the experiences they offer their children by seeking, at the planning stage, opportunities for wider interdisciplinary, cross-curricular work.
* The programme lends itself to teachers being involved in collaborative work, discussion and planning to make connections and to prepare activities which integrate Talking & Listening, Reading and Writing across the curriculum.
* Key Features of the EA Literacy Programme:
	+ It is research based
	+ It provides a clear framework for teaching
	+ There is a structured progression across the stages linked to the EAC Literacy Progression Framework
	+ All areas of literacy are interlinked and can be integrated
	+ Regular assessments are built in
	+ It promotes collaborative working
	+ Children are actively engaged In their learning
	+ Metacognition
* Throughout the EA Literacy Programme there is a thread that runs through all the elements and stages: Metacognition. Metacognitive skills within the EA Literacy Programme encourage children to think about their thinking processes. Teachers model strategies to children which will support them to decode words, spell words and comprehend texts. These strategies allow children to think and talk about their learning and gradually use the strategies independently.
* The development of Higher Order Thinking and Reading skills is a main feature of the reading programme across all stages, with younger learners being asked to Find It, Prove It and Talk About It through reading books and other texts. Older learners are introduced to comprehension strategies which they develop until they can use them independently across a range of texts. The aim of the ALP is to produce reflective readers who are aware of comprehension and word attack strategies and are able to apply them appropriately. This metacognitive component is integrated into every area of the programme.
* Teachers’ Manuals for all stages provided comprehensive instructions and guidance on the original ALP but have been replaced with shorter guidance documents which incorporate key resources in the EA Literacy Programme such as SAC DUG (Delivering Understandable Grammar); SAC COW (Creating Outstanding Writing); SAC DEER (Discovering Enjoyment in Effective Reading) and SAC OCTOPUS (Our Clear Teaching of Phonics Underpins Spelling).

**MONITORING PROGRESS AND ACHIEVEMENT**

Assessment of progress in Literacy and English will focus on judgements about the success of children and young people in:

• developing key Literacy and English language skills;

• applying their skills in their learning, in their daily lives and in preparing for the world of work.

Evidence of progress in literacy should be gathered as part of day-to-day learning as well as across the curriculum and it should complement the evidence gathered in discrete literacy or English lessons. To achieve this, a shared understanding of expectations in literacy across all curriculum areas is essential. This will ensure consistency of approach in sharing standards.

Learners’ progress should be defined in terms of breadth and depth of achievement. Emphasis should be placed not just on how much, but how well they learn. The metacognitive thread running through the EA Literacy Programme will increase learners’ ability to evaluate their own progress.

**BENCHMARKS**

The East Ayrshire Progression Framework and Planners have been developed to plan learning so that pupils’ progress and attainment can be measured against the national Literacy and English benchmarks published in June 2017.

Education Scotland states: ‘Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English. Their purpose is to make clear what learners need to know, and be able to do to progress through the levels, and to support consistency in teachers’ and other practitioners’ professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy should be used to support teachers’ professional judgement of achievement of a level. Benchmarks support teachers and other practitioners to understand standards and identify children’s and young people’s next steps in learning. Evidence of progress and achievement will come from
a variety of sources including:

* observing day-to-day learning within the classroom, playroom or working area;
* observation and feedback from learning activities that takes place in other environments, for example, or on work placements;
* coursework, including tests;
* learning conversations;
* planned periodic holistic assessment; and
* information from standardised assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

* achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
* responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
* demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children and young people's learning when looking across the major organisers in each curriculum area.’

The East Ayrshire Literacy and English Framework and Planners provide a reference, for teachers and practitioners, to all of the benchmarks as they plan their Literacy and English activities.

**GUIDANCE ON HOW TO USE THE LEARNING AND PROGRESSION FRAMEWORK AND PLANNER**

The planners set out the key learning and progression from Curriculum for Excellence Experiences and Outcomes and National Benchmarks.

This document has been produced to assist teachers planning their Literacy and English curriculum and assessment procedures.

The planners have been developed to provide some guidance to teachers regarding stages. The planners offer guidance on progression across a level and between levels. This will aid planning for differentiated learning within classes.

|  |  |
| --- | --- |
| **Level** | **Stage** |
| Early 1 | To the end of Early Childhood Centre for most, but earlier or later for some |
|  2 | To the end of P1, but earlier or later for some |
| First 1 | To the end of P2, but earlier or later for some |
|  2 | To the end of P3, but earlier or later for some |
|  3 | To the end of P4, but earlier or later for some |
| Second 1 | To the end of P5, but earlier or later for some |
|  2 | To the end of P6, but earlier or later for some |
|  3 | To the end of P7, but earlier or later for some |
| Third  | S1 to S3, but earlier for some.  |
| Fourth | S2 to S3, The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice. Young people's programmes will not include all of the fourth level outcomes. |

Each section of the planner lists the Experiences and Outcomes, the Key Learning and Teaching to be delivered and the National Literacy and English Benchmarks for that Level.

The Strategies/Resources column on the planner has been left unpopulated. This allows the teacher to determine the appropriate resources and /or activities available to deliver the learning within their context. Stage partners, schools or Education Groups may wish to plan together to determine appropriate activities and learning experiences. It will allow for the EA Literacy pedagogy to be incorporated into the strategies and resources.

The planners can be used to track the progress of groups or individuals by traffic-lighting the document. Notes on individuals can be added on the bottom or back of each page of the planner.

The planners provide ‘in built’ progression across the levels within each Experience and Outcome through the Key Learning and Teaching.

Schools may wish to use this framework to determine appropriate pace for various groups and cohorts of learners.