Contents

Section 1

Rationale

Improving the Literacy skills of all children and young people is a national, local authority and school priority, the aims of which are raising attainment, reducing inequity and improving life chances.

'The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work.'

(Curriculum for Excellence)

Literacy is our ability to use language in a range of situations to engage in society and in learning. Literacy skills empower individuals to become independent lifelong learners, impacting significantly on self-esteem, motivation and aspirations.

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 is fundamental to all areas of learning, as it provides the tools for children to explore all areas of the curriculum. Being literate increases opportunities for children and develops transferable skills for learning, for work and for life.

Improving the quality of children's learning experiences is central to improving literacy standards and raising attainment therefore, creating the right opportunities for our children to develop these skills is the responsibility of all staff at Lochnorris Primary School.

Section 2

Planning, Learning & Teaching

Planning

Our writing programme should ensure breadth, depth, coherence and relevance to society. We must plan active learning experiences which provide opportunities for literacy skills to be developed, reinforced and consolidated. We seek to ensure that our planning delivers the requirements of CfE, is suited to the individual needs of all pupils and plans for skills progression in children's learning. Thus, effective planning should incorporate assessment of pupil progress from the outset.

Approaches to Learning & Teaching in Literacy

In Lochnorris Primary School we recognise that effective teaching in Literacy will incorporate a skilful mix of appropriate approaches, as outlined in CfE. These will include:

• the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences

• effective direct and interactive teaching

• a balance of spontaneous play and planned activities

• harnessing the motivational benefits of following children and young people's interests through responsive planning

• collaborative working and independent thinking and learning

• making meaningful links for learners across different curriculum areas

• building on the principles of Assessment is for Learning

• frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning

• the development of problem-solving skills and approaches

• the appropriate and effective use of ICT

• Higher Order thinking skills

- Learners must be taught Higher Order Thinking and questioning skills, for example, through Bloom's Taxonomy approaches, and provided with opportunities to apply them across various contexts. This will enhance children and young people's thinking and comprehension.

Reading

Scottish Attainment Challenge Discovering Enjoyment in Effective Reading (SAC DEER)

SAC DEER supports the teaching of different reading strategies and models the pedagogy required to improve attainment in reading. Reading skills begin to be acquired from a very early age. Children need to develop phonological awareness and then an awareness of how letters are linked to sounds before they can begin to decode words in a text. Some reading skills and knowledge can be taught explicitly through direct instruction and activities, whereas others develop slowly over time and can be encouraged with many repeated experiences of sharing stories/ books and being read to. We have a number of resources available to support children as they learn to read and engage with texts:

• Bug Club reading scheme is a supported reading programme to provide structured and differentiated homework across the school. It is used for guided reading at Early and First levels and for independent reading at First and Second levels

• At all levels, book studies are used in a cross curricular manner

• Children are encouraged to apply the reading strategies taught to their tasks across the curriculum, developing breadth and depth to these learning experiences.

Active reading approaches are used throughout the school. A variety of levelled texts, in different genres, are used during reading sessions, and a range of reading approaches should be used across the level. These approaches will develop comprehension skills, including interpreting, analysing and evaluating the text. They will also build on higher order thinking skills including questioning, and forming opinions about texts and authors.

Comprehension Strategies Taught in Lochnorris Primary School

Prior Knowledge

Metalinguistics

Visualisation

Inference

Main Idea

Summarising and paraphrasing

Comprehension Strategies

Prior Knowledge

What do I already know about this?

- What do I already know about this topic?
- What genre or type of text is this?
- What clues are there in the title/blurb/ headings/ pictures?
- What predictions do I have?
- What might I learn from this text?
- Who and what is this text for?

Metalinguistics

What can I do to work out words/ phrases I don't know?

Use WORD ATTACK strategies:
- Break the word into phonemes or sounds
- Chunk the word into syllables
- Read on / read back
- Read around the word
- Look for smaller words within words
- Does it sound like any words I already know?

Visualisation

How can I make notes/display information/ create images in a way to help me remember and understand what I have read?

You could use:

- A flow chart
- A mind map or spider diagram
- A timeline or step plan
- A picture
- A diagram
- A story plan or story board
- Bulleted notes

Inference

How can I work out stated or implied messages in the text?

What clues are there in the text to help me work out things about characters / settings and plot?
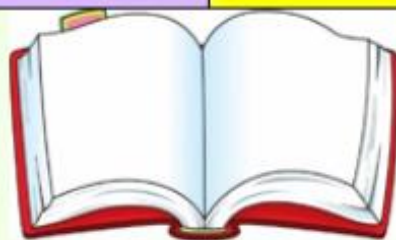
Consider the author's use of:
- Word choice
- Imagery
- Sentence structure
- Bias and persuasive techniques

Summarising and Paraphrasing

How can I show my understanding of the text?

Consider:

- Combining information from inferences, visualisation and key messages.
- Make a list of the key ideas.
- Only include important details.
- Use my own words.

Main Ideas

What can I do to work out the author's message?

What is the theme of the text?

Consider :

- Author's use of inference – read between the lines.
- What does the author want me to know or feel after reading the text?

Can I justify my opinion?

Alignment of Comprehension Reading Strategies			
	Active Literacy	**Giglets**	**DARTs**
Before Reading	Prior knowledge Prediction Skimming Making connections	Prediction Making connections Skimming	KWL
During Reading	Metalinguistics*	Monitoring comprehension	Find the mistake Scanning activities
	Visualising*	Visualising	In the mind's eye
	Inferences*	Making inferences	Question types
	Prediction	Prediction	Cloze/fill the blanks
	Making connections	Making connections	
	Scanning for key words to answer questions	Scanning for key words to answer questions	True/false/can't tell – scanning for key words
		Fact and opinion	Fact and opinion
	Author's use of language*	Author's use of language*	Author's choice of vocabulary
After Reading	Main points		Finding the main points
	Summarising	Summarising	Summarising
	Evaluating the text*		Cloze/fill the blanks
	Compare/contrast two or more texts of same genre	Links to other similar texts and choosing texts by genre	Comparison charts
Using and Creating	Visualisation Links to writing Links to IDL	Visualisation Links to writing Links to IDL	Sequencing Sentence/text reconstruction In the mind's eye – drawing Making notes + researching Presenting text in new form

Teaching Approaches

Teachers use a range of teaching approaches, selecting the most appropriate at any given time. These include:

Modelled Reading

Modelled Reading is a recognised strategy which allows the teacher to explicitly demonstrate the process of reading by 'thinking aloud' about the strategies that are being used to comprehend meaning, read with fluency and expression and decode unfamiliar words. Children participate by listening and observing the expert at work, rather than by contributing suggestions and pursuing points through discussion. The teacher shares specific learning intentions with the children, then demonstrates the use of the identified strategies and verbalises her/his thinking as she/he reads, e.g. making connections, confirming or changing predictions, visualising, inferring, clarifying meaning, responding to punctuation or using specific strategies to work out a difficult word. These will form the basis of success criteria during shared, guided, and independent sessions.

Shared Reading

Shared Reading is an interactive reading experience: sharing the reading of a big book or enlarged text while being guided and supported by a teacher or another experienced reader. During shared reading children participate in reading focusing on specific learning intentions and practise skills in context. Using a variety of texts, fiction and non-fiction, children are given the opportunity to apply a range of strategies with teacher support.

Guided Reading

This is an approach which enables the teacher to support a small group of children in talking, reading and thinking their way purposefully through an unfamiliar text. During guided reading children should consolidate the learning from previous modelled and shared sessions to process new texts at increasingly challenging levels of difficulty and with increasing independence.

Novel Studies

As children progress through First and Second levels there are increasing opportunities to study more extended and complex texts through a class novel. This may be linked to other areas of the curriculum or be part of an interdisciplinary context. Children should be introduced to less well-known authors and literacy rich texts which offer opportunities for depth of learning.

Supporting Children's Writing

Different text types can be explored and 'deconstructed' to identify language and organisational features. This supports a Reading into Writing approach which the ALP promotes. It is vital that pupils read and write a range of text types beyond just narrative. Modelling is a powerful strategy used by teachers to reinforce and focus their children's understanding of reading and writing. Teachers model the strategies and behaviour of an effective reader and writer by voicing their thoughts aloud as they read and write.

Spelling

Active Literacy Programme

Phonological and Phonemic Awareness, Phonics, Spelling and Morphological Awareness

Phonological awareness is how we break down spoken language into smaller parts. It is a broad skill that includes identifying and manipulating units of oral language – parts such as rhyme, alliteration. Syllables, words and onset and rime. The final part of this process is the breakdown of words into individual sounds known as phonemes. This is referred to as phonemic awareness.

Phonemic awareness is a subset of phonological awareness. It is the ability to hear and manipulate the sounds in spoken words and understand that spoken words and syllables are made up of sequences of phonemes (the smallest unit of sound). Phonemic awareness is auditory and does not involve words in print, however, it enables a learner to forge the links between sound and print as they develop as a reader.

Phonics must be taught through a structured phonics programme using a synthetic approach, at a pace appropriate to the ability of the children. This will develop children's understanding of the relationship between letters and sounds in the English language. In order to support all children, early identification of the need for further challenge or barriers to the acquisition of phonics is essential. Effective differentiation must be incorporated into teaching and learning in order to meet learners' needs and ensure the pace and progression of their learning is appropriate. In addition to a structured synthetic phonics programme, additional approaches can be used to supplement in order to meet the needs of all learners. This may include, for example, analytical phonics, rhyme and analogy, morphological awareness. Phonics is taught using a multisensory approach to support children in the development of reading and writing skills.

The pedagogy for the teaching of **spelling** must incorporate a variety of approaches to ensure motivation and enjoyment and be appropriately differentiated to support and challenge all children. Common words form the basis of the spelling programme. Children are introduced to the words appropriate at their stage and are encouraged to read and write these words correctly through focused lessons and in their daily writing activities.

Morphological awareness is thinking about the smallest unit of learning in language, which are called morphemes. These units include root words that can stand alone as words, prefixes, suffixes and bound roots (root which must have a prefix or suffix added to become a word). Morphological awareness is an important component in spelling, reading fluency and

comprehension. Children who have a good level of awareness of morphemes – both stems and affixes – also have a sound word attack strategy that can help them with spelling and in developing their vocabulary

Grammar / KAL ☆ : **Introduction through texts** ◎ : **Teach/Extend** ⇐ : **Revisit/Consolidate** **Class:** _____ 20 ___ / 20___

Early Level (P1)		First Level (P2)		First Level (P3)	
☆ Capital Letters ◎		⇐ Capital Letters ◎		⇐ Capitals + Full Stops + Sentences	
☆ Full Stops ◎		⇐ Full Stops ◎		⇐ Alphabet + Vowels /consonants	
☆ Spacing ◎		⇐ Spacing		◎ a / an	
☆ Sentence ◎		⇐ Sentence ◎		⇐ Question + Exclamation marks (identify + use)	
☆ Alphabet ◎		⇐ Alphabet		◎ Joining words : *and, but, because, so* (introduce the term *connective*)	
word and letter (be able to identify/distinguish) ◎		⇐ word and letter		◎ plurals	
consonant and vowel (be able to identify) ◎		⇐ consonant and vowel		◎ Nouns (introduce terms common / proper)	
Joining words : *and* ◎		◎ Joining words : *and, but, because*		◎ Verbs – link with nouns - tenses	
☆ Recognise question mark		◎ question mark (be able to use)		☆ Recognise adjectives (introduce the term)	
Rhyming words – spot when words rhyme ◎		☆ Recognise exclamation mark		☆ Recognise commas (introduce the term)	
Rhyming words – give a word which rhymes ◎		☆ Recognise nouns (introduce the term) ◎		◎ using a dictionary (need to understand alphabetical order)	
		☆ Recognise plurals		☆ Recognise speech marks (use speech bubbles) ◎	
		☆ Recognise verbs (and tenses)			
		⇐ Words that rhyme			

1st level – (P4)	2nd Level - (P5)	2nd Level - (P6)	2nd (– 3rd) Level - (P7)
Capital letters ← start of sentence • proper nouns • headings	**Capital letters** ← - start of sentence ← - proper nouns - headings + emphasis	**Capital letters** ← - revision	**Capital letters** ← - revision.
Nouns - proper nouns - common nouns - singular + plural	**Nouns** ← - proper nouns ← - common nouns ← - singular + plural	**Nouns** - collective nouns - masculine /feminine	**Nouns:** abstract nouns irregular singular / plural + extend masculine /feminine
Synonyms Antonyms **Homonyms**	← **Synonyms Antonyms** ← **Homonyms Homophones** e.g. there/their/they're	← Synonyms ← Homonyms ← Antonyms ← Homophones	extend knowledge of synonyms, antonyms, homonym, homophones
Adjectives - identify - use	**Adjectives (extend knowledge)** ← - use in own writing - comparatives + superlatives	**Adjectives** ← comparatives + superlatives	extend knowledge of adjectives and recognise the effect they have on the reader
Verbs - identify - identify 1st + 3rd person - identify and use - past / present tense	**Verbs** (extend knowledge) - identify 1st , 2nd + 3rd person ← - past / present tense	**Verbs** ← - use tenses - irregular past tenses - the imperative form - use 1st , 2nd + 3rd person	**Verbs** use auxiliary verbs; use tenses consistently. (Introduce *infinitive*) ← irregular past tenses ← active / passive and imperative
Punctuation: - identify, understand function of + use ← • full stop • comma (lists) • question mark • exclamation mark • Identify + understand function of Speech Marks • Identify Apostrophes in simple contractions e.g. don't	**Punctuation:** - use:, ← • full stop ← • comma (lists) commas in longer sentences ← • question mark ← • exclamation mark Use speech marks for direct speech Use Conjunctions to join sentences. **Apostrophes:** ← • contractions • Intro. of ownership	**Punctuation:** • Use all taught punctuation. • commas used in sentences to separate a clause • Use conjunctions / connectives to link ideas and join sentences • use of speech marks and commas to punctuate direct speech. • Identify Indirect / direct speech • Apostrophes: ← contractions +ownership e.g. John's bike	**Punctuation:** • commas (extend knowledge) • brackets (parentheses) • hyphens Identify/begin to use colon: + semi-colon; ellipsis. • Speech marks and commas used in direct speech • Use indirect and direct speech • Apostrophes for possession (*Sophie's bag, the boys' toilets*) and to contract words (*couldn't*)
Introduce use of paragraphs	Use paragraphs to separate ideas and related facts.	Organise writing using paragraphs. Begin to use appropriate topic sentences for paragraphs	Paragraphs include details to support main ideas. Use topic sentences to identify main ideas in paragraphs.
Introduce Pronouns	Identify pronouns and what they refer to in sentences.	Identify personal pronouns. Can match pronouns to subject. Use *its* and *it's*	Extend knowledge and recognition of pronouns. (e.g. *whose, whom*)
	Introduce Adverbs (of manner e.g. loudly)	Identify adverbs in sentences ← of manner - loudly • time –always • place -everywhere	Extend knowledge and use of adverbs e.g. to start a sentence.
Alphabetical Order (to 1st + 2nd letter)	**Alphabetical Order** (extend to 3rd letter)	**Alphabetical Order** (extend)	
		Introduce prepositions	Identify prepositions in sentences
Introduce similes Introduce alliteration Introduce onomatopoeia	← Extend knowledge and use of similes, alliteration and onomatopoeia	← Extend knowledge and use of similes, alliteration and onomatopoeia Introduce metaphors. Introduce idioms e.g. *It's raining cats and dogs.*	Identify and begin to use figurative language (imagery)e.g. similes, alliteration, onomatopoeia + metaphors in own writing. Introduce personification. Extend knowledge of idioms.
Identify compound words	Extend knowledge of compound words	Introduce: Word Roots Affixes (prefixes /suffixes)	Word Roots Affixes (prefixes /suffixes)

Writing

Scottish Attainment Challenge, Creating Outstanding Writing (SAC COW)

In Lochnorris Primary School we use the SAC COW toolkit guidance to teach writing. In collaboration with Scottish Attainment Challenge teachers, we continue to embed writing assessment tools which enable teachers and pupils to assess their strengths and areas for development in the writing of different text types based on CFE Benchmarks. SAC COW promotes:

• explicitly teaching the literacy of the text types/ genres

• linking reading and writing: ensure the focus text type has been explored via reading first.

• learners have the opportunity to co-construct success criteria for different text types following the deconstruction of a text they have read, heard or watched.

• metacognition: pupils will have the language to think and talk about their writing for self and peer assessment.

• opportunities for children to talk as part of the preparation for writing

• the need for specific vocabulary to be taught explicitly.

• what a good writing lesson looks like, so we have shared expectations and standards

• teachers modelling each stage of the writing process, gradually moving to shared writing, then independent writing. (Stages include thinking, planning, reviewing, editing, publishing)

• differentiation – some learners can still be working in small groups with the teacher doing shared writing as others move onto independent writing.

• a writing framework which allows scope for schools to ensure all genres or text types are taught from First level onwards.

• how the assessment tools link with the Benchmarks, EA Progression Frameworks and the EA Tracking tool and how we use all these tools to plan progression in learning for all our learners.

SAC COW tool shed can be accessed through the SAC tile on Glow

https://glowscotland.sharepoint.com/sites/EastAyrshire/eaglowcentralsitemain2019/easacglow centralmain2019/easacactivelitresourcesmain2019/SitePages/Home.aspx?RootFolder=%2Fsite s%2FEastAyrshire%2Feaglowcentralsitemain2019%2Feasacglowcentralmain2019%2Feasacact ivelitresourcesmain2019%2FShared%20Documents%2FWriting%20%2D%20A%20Whole %20School%20Approach&FolderCTID=0x012000F4813F699D5E7F47B3409AB9642011CD &View={10424826-1B6B-48A4-B829-DC821AAE44BA}

Writing Styles and Text Types

Writing Style	Text Type	Purpose	General Structure	Key Language/grammar features
Descriptive	Description often embedded in other texts	to describe the characteristics or features of a thing or a phenomenon, to entertain, or inform	• Introduction to the subject of the description • Characteristic features of the subject e.g. physical appearance, qualities, behaviour, significant attributes*	• Particular nouns • Variety of adjectives- shape, size, colour, number, texture* • Action verbs: escaped, stampeded • Figurative language: similes, metaphors, personification • Uses imagery to paint a picture (see, touch, taste, hear, smell)
Narrative	Narrative	to entertain, to inform or amuse	• Orientation – set the scene • Hook - or interesting opening • Plot: Series of events (can include turning points, complication, twists) • Resolution • Cliff hanger/ coda - optional	• An engaging title • Time connectives • Figurative language: similes, metaphors, alliteration, personification • Action words • Dialogue – optional • Consistent narrative voice
Expository	Report	to classify, *convey information* and /or describe	• General statement or classification • Description • Key facts grouped under sub-headings • May include: Bold type, graphics, illustrations, captions, charts, tables, maps, sidebar, contents, index, glossary • Conclusion – summary of key points	• Factual language- no personal pronouns, third person • Topic-specific vocabulary • Usually present tense (unless historical report) • Acknowledges sources
	Explanation	to explain how or why something occurs *(to explain processes)*	• Identification of phenomenon • Explanation in sequence – subheadings to group main ideas together • May include charts, tables, labels, captions, maps, glossary, illustrations, diagrams, sidebars, flowchart • Final paragraph sums up	• Technical words • Present tense • Time connectives: *firstly* • Connectives to establish cause + effect: because, as a result of, consequently • Impersonal ($2^{nd}/3^{rd}$ person)
	Procedure	to instruct how to do something*(convey information)*	• Aim or purpose • Materials listed • Clear steps -numbered or bullet points • Short, clear sentences • Pictures and/or diagrams	• Imperative (bossy) verbs (usually at the start of each step) • Time connectives (First, next) • Second person • Present tense

		Recount	*to describe* or retell a series of *events*	• Orientation -clear scene-setting (who, what, when, where, why?) • Chronologically sequenced series of events-may use subheadings • Final paragraph may include a summary or evaluative comment	• Details to add interest, descriptive language (adjectives) • Past tense • Often first person: 'I', 'we' • Time connectives • Topic specific vocabulary
Pe rsu asi ve		Persuasive Text	to **persuade** and influence the reader by arguing one side of an issue	• Macro sentence stating point of view • Main points set out in paragraphs • Can include opinion, evidence, justification, reasoning • May use opinions that sound like facts	• Emotive and persuasive language e.g. exaggeration, slogans, dare reader to disagree • Logical + *Cause/effective* connectives: *therefore, however,* • Present tense
		Response	to respond to a visual, written, performed piece of work + present a personal **opinion**	• Context of piece of work • Description of piece of work • Judgement • Use of quotes – for written piece • Making connections	• Implied first person • Words that express judgements e.g. dull, clever • Descriptive language • Cause and effect connectives: *therefore, however*
		Discussion or Balanced Argument	to *explore issues* from more than one perspective	• Statement outlining the issue • Arguments for and against with reasons/evidence • A conclusion which may include author's viewpoint	• Formal, impersonal style • First or third person • Present tense, mostly • Logical + *Cause/effective* connectives: *therefore, however, on the one hand* • Rhetorical questions. • Emotive language

Coverage of different writing styles and text types – Agreed by staff for Lochnorrris

Writing Styles	Text Type (some examples) Text types and purposes can overlap	Early Level P1	First Level P2	First Level P3	First Level P4	Second Level P5	Second Level P6	Second/ Third Level P7
Description	• Character description • Setting description • Personal writing • Poetry	introduce	✓	incorporated into e.g. explanatory text	incorporated into e.g. narrative text			
Narrative	• Story (imaginative) • Poetry • Autobiography • Playscript *	introduce e.g. using story-retelling approach	✓	✓	✓ e.g. poetry focus	✓ e.g. focus on dialogue/ writing in Scots	✓ e.g. a focus on myths & legends	✓ e.g. focus on creating an atmosphere
Report	• Chronological report • Non-chronological report • Fact file (mainly early/first level) • Biography • leaflet		introduce	✓	✓ introduce note-making		✓	✓
Explanation	• Explanation • Leaflet • Brochure • Signs and labels		introduce	✓ introduce note-making		✓		✓
Procedure	• Instructions • Recipes • Guide • Science investigation		introduce	✓	✓		✓	
Recount	• Newspaper report • Personal – diary, blog, • Recount of a visit • Science investigation	introduce	✓	✓		✓	✓	
Response	• Review of book, film, performance • Article/Blog (opinion piece) • Reading journal • Letter of complaint • Critical essay				introduce	✓	✓	✓
Persuasion	• CV /application • Leaflet • Debate • Advert • Brochure • Poster			introduce	✓	✓		✓
Discussion	• Argument (multiple viewpoints) • Debate					introduce	✓	✓

	• Presentation							

* other common fiction genres: traditional tale, fable, science-fiction, mystery, adventure, fairytale, fan fiction, myth, legend, picture book, comic strip

Note-making is an important type of writing and it forms part of the planning stages for many text types. It is a skill that requires to be taught.

Writing Styles	Text Type (some examples) Text types and purposes can overlap	Early Level 3	First Level 1	First Level 2	First Level 3	Second Level 1	Second Level 2	Second Level 3/ Third Level
Description	• Character description • Setting description • Personal writing • Poetry	Description bubbles – beginning with 4 Mostly spoken leading to written	Description bubbles – approx. 4 and building from that when appropriate	Use of bubbles more independently and adding more detail Use of figurative language	Use of organised sections which will feed into paragraphs at a later stage Further develop use of figurative language and effective language techniques	Increasing depth and complexity of contexts covered Increased use of figurative language and effective description	Increasing depth and complexity of contexts covered Increased independent use of figurative language and effective description in depth	Increasing depth and complexity of contexts covered Increased independent use of figurative language and effective description in depth
Narrative	• Story (imaginative) • Poetry • Autobiography • Playscript*	Shares stories verbally moving towards short sentences by the end of P1 Autobiography – all about me (mostly spoken, pictorial and moving towards written by end of p1)	Beginning to write brief stories with support – reflection of stories heard Poetry – rhyme, rhythm & description Scots Poetry Autobiography – Reinforce from Early level with	Beginning to write stories with increasingly more detail Poetry – exposure to different forms e.g. rhyme ABCB etc, intro to limerick Scots Poetry Autobiography –with	Story – with beginning, middle and end Poetry – extending exposure to the range of poetic forms Scots Poetry Autobiography –with increasing independence (further	Story – more independent with use of stimulus (lots of modelling) Poetry – with support, beginning to use conventions of different types of poetry within their own writing Scots Poetry	Story – be able to write imaginative stories across a range of genre and within a variety of contexts Poetry – with developing independence, use conventions of different types of	Story – be able to write imaginative stories across a range of genre and within a variety of contexts with increasing independence Poetry – with developing independence, use conventions

			Poetry – rhyme & rhythm Scots Poetry Playscript – mostly spoken	increasing independence (use of writing frame) Playscript – scripted conversations (Mostly spoken, moving towards beginning to write	increasing independence (use of writing frame) Playscript – scripted conversations	information provided) Playscript – scripted conversations with the introduction of brief stage directions re setting	Autobiography –with increasing independence (further information provided) Playscript – scripted conversations with brief stage directions	poetry within their own writing Scots Poetry Autobiography – more reflective Playscript – more detailed stage direction and actor instruction	of different types of poetry within their own writing Scots Poetry Autobiography – self reflection Playscript – more detailed stage direction and actor instruction
Report	• Chronological report • Non-chronological report • Fact file (mainly early/first level)	•Biography • leaflet	Mark making leading to use of visual prompts to write facts	Using simplified writing frame	Using writing frame	Simple but structured cross curricular report.	Structured cross curricular report	Structured cross curricular report with increasing independence and complexity	Structured cross curricular report with increasing independence and complexity
Explanation	• Explanation • Leaflet • Brochure • Signs and labels		Signs & Labels Spoken Explanation	Signs & Labels Poster Spoken Explanation	Leaflet Spoken Explanation moving towards written	Beginning written explanation Reinforcing Leaflet	Brochure Written Explanation	Multi-page brochure Increasingly complex written explanation	Multi-page brochure Increasingly complex written explanation
Procedure	• Instructions • Recipes • Guide/Handbook		Verbally Sequencing/ ordering instructions	Incorporated across the curriculum e.g. how to	Known context, more detail and	Increasing use of own words Include relevant	More complex concepts With	With increasing independence More	Independent transference of skills across the curriculum

	• Science investigation		By term 4 - Written	brush your teeth Personal, Well known contexts	enhanced structure	details appropriate to the purpose of the writing	increasing independence Tasks with multiple steps Less familiar context	complex concepts With increasing independence Tasks with multiple steps Less familiar context	More complex concepts With increasing independence Tasks with multiple steps Less familiar context
Response	• Review of book, film, performance • Reading journal • Critical essay	•Article/Blog (opinion piece) • Letter of complaint	Spoken response to picture book, or other familiar stimulus provided within class.	Developing response to stories etc moving towards writing simple reactions to stimuli.	Increasing written responses to wider range of text types including short film.	Use of different media as text More detail within written responses	Increased complexity of development of response	Beginning to demonstrate awareness of the techniques used by a writer to invoke a response Beginning to develop analytical complexity of own response	Increased awareness of the techniques used by a writer to invoke a response Further development of analytical complexity of own response
Persuasion	• CV /application • Debate • Brochure	• Leaflet • Advert • Poster	Mostly spoken Lots of visual aspects	Beginning to form ideas of how persuasion is used in every-day life e.g. how would you persuade a parent to buy a new toy or make	Using more structured written form with frame	More sophisticated use of persuasive language and discrete techniques e.g. bribery, flattery etc	Building up persuasive techniques and use of wider range within writing	Further development of skills in range of contexts Increased independence in writing of a well-structured	Further development of skills in range of less familiar contexts Increased independence in writing of a well-structured

				pizza for dinner				piece across genres	piece across genres
Discussion	• Argument (multiple viewpoints) • Debate • Presentation		Covered through L&T	Covered through L&T	Covered through L&T	Covered through L&T	Discursive Presentation	Multiple viewpoints argument	Debate

Listening & Talking

It is vital for children's literacy development that they hear and experience language from the earliest opportunity. Listening and talking skills are taught explicitly in Early level through listening and talking games and further developed and consolidated throughout First and Second level in accordance with the progression framework. In Lochnorris Primary School Listening and talking is embedded across the curriculum, building confidence and enjoyment through a wide range of opportunities.

Cooperative learning, discussion, debating and listening activities across learning are used to:

• Participate in discussion through listening and sharing ideas

• Develop skills in listening and talking to others, clarifying their ideas and understanding

• Develop the skills, knowledge and understanding to create and develop arguments, opinions and viewpoints linked to a wide variety of texts and situations

• Develop the skills which will allow them to listen attentively, talk clearly and coherently and respond appropriately in different contexts and situations

• Provide regular opportunities for all children to both tell and hear a wide range of stories, encouraging the development of active speaking and listening

• Extend children's vocabulary through the systematic teaching and use of specific words linked to books or topics

On-going assessment of listening and talking takes place as part of the learning, teaching and assessment cycle at all stages of the primary school.

Section 3

Assessment - Measuring Impact

And with high quality learning and teaching, we would expect to see improvement in our Teacher Judgements. A consistency of approach within and across stages of a school is also important. 'Everything comes back to the learning of students- what they are learning and how well they are learning it. This means that everything comes back to the quality of teaching they are receiving...The focus of professional learning needs to be on teaching quality

(Robertson, B. (2020) The Teaching Delusion.)

It is vital to have a clear picture of the progress each child and young person is making across all aspects of literacy. Within the overall approach to assessing literacy, evidence of progress in developing and applying skills in day-to-day learning across the curriculum will complement evidence gathered from language lessons. Specific assessment tasks will also have an important part to play. Approaches to assessment should identify the extent to which children and young people can apply their literacy skills across their learning.

Progression within and across levels takes place in a range of ways, including:

• continuing development and consolidation of a range of skills

• increasing independence in applying skills, and the ability to use them across a widening range of contexts in learning and life

• gradually decreasing levels of support used by the learner (for example from teachers, classroom assistants, parents or peers), and reduced reliance upon techniques such as wordlists or writing frames

• the ability to mediate discussions without teacher intervention

• in reading, the increasing length and complexity of text (for example the text's ideas, structure and vocabulary)

• in talking and writing, the increasing length, complexity and accuracy of response

• increasing awareness of how to apply language rules effectively

We assess children's progress in Literacy in many different ways. Teachers assess class work with reference to shared success criteria and provide feedback to pupils both written and verbally. Children may co-construct success criteria, demonstrating clear understanding of the lesson aims. Children self-assess and peer assess work, demonstrating their understanding of success criteria set. Observation of children during literacy tasks is regularly carried out to gather assessment evidence. In addition to this:

• Holistic assessment through observation and play

• GL assessment suite is used at the end of each session or sooner if required

• Phonics and spelling assessments are carried out at the end of a teaching block or when deemed appropriate by the class teacher and this information is used to inform next steps.

• Periodic reading assessments will be carried out and will confirm teacher judgement of when a child is ready to progress to the next level.

• At the end of a block of teaching a specific genre of Writing, teachers will use East Ayrshire SAC Assessment Grids to assess children's progress in development and their application of skills and next steps in learning.

Children in P1, P4 and P7 will participate in Scottish National Standardised Assessment (SNSA). This is carried out by each child individually.

Section 4

Meeting Learners' Needs

'The central message is simple: every learner matters and matters equally.'

(Education Scotland Inclusive Practice Professional Learning Resource January 2020)

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning. The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out parents' rights within the system.

(Supporting Children's Learning Code of Practice)

At Lochnorris Primary School, staff strive to ensure that the highest standards of language and literacy are developed and maintained at all times. Staff aim to provide an active learning environment where children are engaged and enjoy learning. We endeavour to build on children's prior knowledge, ensuring we meet individual needs, by providing an environment which is rich in language and which sets high expectations. Opportunities are available for appropriate staff development which promotes best practice of effective planning, learning, teaching & assessment, ensuring suitably challenging activities are planned in all Literacy areas. We actively encourage parents/carers to support the work of the school to strengthen continuity, coherence and progression.

All pupils are provided with opportunities to:

• Engage in active, cooperative and individual contexts

• Link their learning across the curriculum and transfer their skills to ensure depth and breadth of knowledge

• Apply their knowledge of literacy in unfamiliar contexts

• Enrich their experience of Scots language, recognising the diversity of Scotland's culture and identity

Lochnorris Primary School is beginning the journey on the Inclusive Practice (old Dyslexia Friendly Schools) accreditation scheme.

Key features of Inclusive Practice schools are:

• Effective leadership and management

• Multi-sensory teaching approaches

• Effective early identification

• Effective transition support

• Learner engagement

• Parental engagement

• Accessible Learning and teaching resources for dyslexia learners

Key aims of Inclusive Practice schools are to enhance the impact of learning and teaching on the child in the classroom and to ensure that teaching is multisensory and benefited all children, not just those with dyslexia. The approach has developed over the years and is inclusive and holistic, reflecting current research on effective positive learning for children.
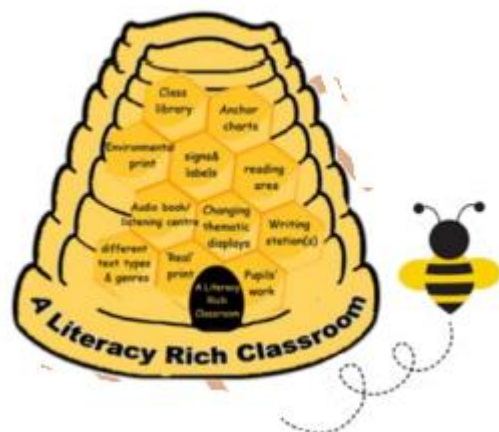
Section 5

Creating a Literacy Rich Classroom

Research consistently demonstrates that the classroom environment is a key aspect of promoting literacy. Unfortunately not all the children we teach come from an environment where a wide range of verbal or written vocabulary is experienced. We must take every opportunity to engage our learners with a variety of high quality opportunities to integrate all aspects of literacy into daily routines. Depending on the age and stage of the class a literacy rich environment is a setting which encourages all aspects of speaking, listening, reading and writing in many authentic ways. It might include some or all of the following:

- Class library

- Inviting, comfortable reading area

- Audio book/listening centre

- Variety of text types and genres

- Environmental print

- Changing thematic displays

- Writing station(s)

- Pupils' work

- Anchor charts (teacher and/or pupil constructed)

- Different forms of print (signs/labels/word displays/task board/notice board)

- 'Real' print (invitations/catalogue/directory/postcards/menus/ calendars/timetables)

- And, of course, lots of opportunities for talk and for hearing interesting and key vocabulary and good sentence structures being modelled by the teacher/adults.

Though this is obviously not an exhaustive list

The deliberate selection and use of materials is central to developing a literacy-rich classroom where literacy connects to all elements of classroom life. Rotating texts in the class library maintains interest and introduces pupils to various different genres and ideas. Even the most fascinating books become part of the furniture if stuck in overwhelming stacks of static shelves. The idiom 'never judge a book by its cover' does not take account of emerging readers: displaying the covers actively encourages children to engage with texts.


Including different types of non-fiction text in specific displays such as science, art or history reinforces the principle that texts are an integral part of learning in every area of the curriculum. Opportunities for using meaningful language in context by providing an authentic reason for reading and writing is also essential. Reading not only to find answers but writing thank you cards, instructions, rules for games etc. provides real life scenarios where all aspects of literacy combine to build skills and confidence.

In the early years, children develop an awareness of print, letter naming, and phonemic awareness through exposure to written language (e.g. storybook reading, environmental print and daily routines). The literacy impact of role play is enhanced by providing writing materials with toys, using puppets or toys as part of telling a story, or giving opportunities to 'tell the story of a character' through dress-up activities by displaying theme pictures labelled with the corresponding text to match the resources such as pirate, princess, teacher, doctor... By integrating phone books, menus, and other written materials into student play, children are able to see the connections between written word and spoken language, as well as to understand how written language is used in real world situations.

A classroom which has labels with words and pictures everywhere helps children constantly connect written language with the things they represent. Braille and textured materials may be used in labels, signs, and other displays for visually impaired children. A literacy rich environment also provides opportunities to engage with and see adults interact with print, allowing children to build their skills in understanding the conventions, purposes, and functions of print. Therefore, it is vital that teachers demonstrate their own participation in language and literacy through modelling its use continually throughout the day. Teachers tend to do this instinctively, such as by demonstrating writing on the board to record what children say in class discussions.

Literacy-rich environments provide opportunities for students to interact with print and literacy tools in a meaningful way. By creating a supportive environment that is literacy-rich, students have more opportunities to practice literacy skills including: phonemic awareness, phonics, fluency, vocabulary, comprehension, listening and speaking in authentic ways. The way a classroom is set up, the materials that are accessible and the way interaction with materials is modelled all influence how children engage with literacy within it.
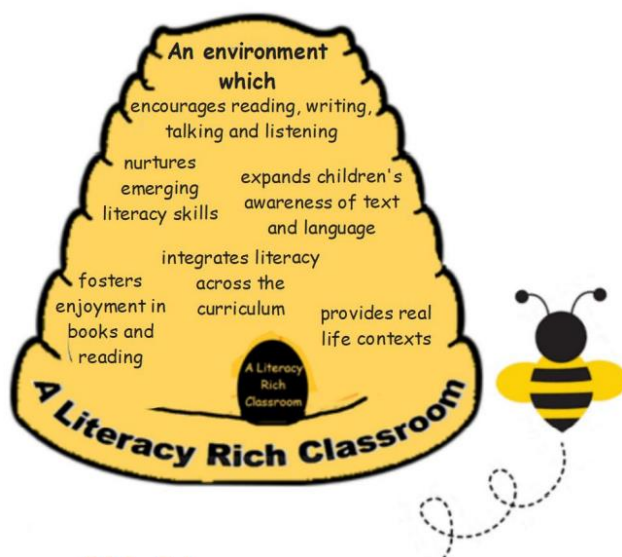
A cosy, comfortable reading corner can encourage engagement from even the most reluctant readers.

Environmental print display. Most children will know these well in advance of being able to 'read' them.

Section 6

Parental Engagement & Family Learning

Parental engagement is recognised in the **National Improvement Framework** as one of seven key drivers in achieving excellence and equity in Scottish education. Parents, carers and families are by far the most important influences in a child's life. Their support can play a vital role at all stages of education.

(Education Scotland)

At Lochnorris Primary School we recognise that the engagement of parents and families can help raise attainment for all and help to ensure every child has an equal chance of success. Through successful family engagement we aim to help parents to be involved with their children's education and learning, welcomed as an active participant and encouraged to express their views on education.

We promote parental engagement in a variety of ways, including:

• Sharing learning through termly class overviews

• Learning Journals

• Parent Council – parent voice

• Seeking views of parents in a variety of ways

• Workshops

• Transition activities

• Book Bug

• Inclusive Approaches

• Family Literacy events

• Support of Home Link Worker

• Supporting ICT requirements for children and families

• Guidance on immersive reader

• Sharing learning via school social media

Useful Links

Giglets

http://teacher.gigletsedu.com/home

EAC Giglets Information

https://glowscotland.sharepoint.com/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/easacactivelitresourcesmain2019/Shared%20Documents/Giglets/EAC_Modelling_with_Giglets_22062020.pdf

EAC Glow Inclusive Practice

https://glowscotland.sharepoint.com/sites/EastAyrshire/eadyslexiafriendlysitemain2017/Shared%20Documents/National%20Documents%20&%20Guidance/Education%20Scotland%20Inclusive%20Practice%20Professional%20Learning%20Resource%20January%202020.pdf

Highland Literacy Phonological Awareness Assessment

https://highlandliteracy.files.wordpress.com/2016/01/phonological-awareness-informal-assessment.pdf

SAC Assessment Tools

https://glowscotland.sharepoint.com/sites/EastAyrshire/eaglowcentralsitemain2019/easacglowcentralmain2019/easacliassessmentmodmain2019/SitePages/Home.aspx