

**Planning**

Literacy should be planned in a long term (backdrop) planner for the year and in teacher's weekly planners for their whole class and literacy groups. Weekly planners should include LIs, Activities & Resources to be used. Weekly planning should follow the structures recommended by the Active Literacy Programme.

The EAC Literacy progression frameworks should be used when planning to ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years. ALP phoneme progressions should be followed as recommended.

Moderation activities should be planned with CfE Level partners throughout the academic year. A formal moderation activity for literacy should be planned, delivered and documented through Terms 2 & 3 in line with the moderation policy/timetable.

**Resources**

The EAC Active Literacy Programme is the main resource for phonics, spelling, reading and writing.

The school has an extensive range of resources available to complement/supplement the teaching of literacy. Each classroom hold the relevant books and resources for that stage. Teachers should use a wide range of innovative resources to inspire and motivate learners in literacy lessons.

Dandelion Phonic Books is the main infant reading scheme. Once a child is able to decode well, Storyworlds should be introduced to further develop reading comprehension skills (Stages 4-9). Literacy World includes skinny novels. These or class novels should be used to teach & model the ALP reading comprehension strategies using resources including task maps and DARTS materials.

Accelerated Reader is an online database of quizzes relating to books in our school library and should be used to ensure the right level of books are read.

ICT should be used to reinforce learning and the opportunity to learn outdoors or through IDL should be planned regularly.

**Literacy****Assessment**

Teacher assessments at class level should be carried out on an on-going basis through observations, questioning, plenaries and day to day learning including: talking & listening skills, recall of phonemes & common words, phonics strategies, decoding & fluency, spelling strategies, dictation, reading comprehension strategies, handwriting, daily writing, story writing, writing for a purpose.

Periodic summative assessments should be undertaken and formally recorded including: Phonological Awareness, STAR Reader, Schonell Spelling, Writing Assessments, EAC Literacy Toolkits (P2, P3, P5, P6) and SNSAs (P1, P4, P7).

High Quality Assessment Opportunities should be planned and used to allow learners to apply their learning in new and unfamiliar contexts and to promote higher order thinking skills. These types of assessments should be used for any moderation activities.

All forms of assessment will inform teacher judgements. This should be recorded in the tracking and monitoring system throughout the year in line with the T&M timetable. Assessment information should also be passed on at transitions.

**Pedagogy**

The ALP is an integrated approach to teaching literacy, including phonics, spelling, reading and writing, and has a specific pedagogy and structure that should be used. A programme of work is specified for Stages 1-3 that sets out the weekly phonemes / spelling words to be presented each week. Specific phonic, spelling and reading (comprehension & word attack) strategies from the ALP should be taught and meta-cognition using these strategies encouraged.

A whole school approach to writing ensures that pupils engage with quality examples of oral or written text across all genres. All teachers should model writing before pupils write independently.

**Key Messages:**

All areas of literacy are interlinked; Clear methodology and strategies increase attainment; Know starting points and destinations; Depth is needed at each level of progression; Literacy strategies need taught and practised; Allow children to make notes, record ideas and write freely; Teach with a wide range of genres; Whole school literacy language is used; Ensure consistency across the school; Displays are focused and relevant.