

# Bellsbank Primary School and Early Childhood Centre



## Literacy Policy



Date : Oct 2023

## 1. Rationale

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 aspect of life and lays the foundations for lifelong learning and work. Our ability to use language lies at the centre of our development and is a key aspect of our culture.

*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

Bellsbank Primary School and Early Childhood Centre is committed to meeting the literacy needs of our learners and planning carefully the kinds of literacy experiences we provide for our young people.

## 2. Aim

It is our aim at Bellsbank Primary and Early Years Centre to provide experiences to nurture our children's skills and knowledge in literacy within an environment that is rich in language and which sets high expectations for literacy and the use of language.

We will achieve this aim by :

- Delivering literacy within a learning environment that supports discovery, questioning, relevance, experimenting and most of all enjoyment.
- Providing rich literacy experiences as part of our day-to-day learning and teaching programmes,
- Planning learning and teaching using the EAC Literacy progression frameworks and EA Literacy Programme.
- Engaging in cross curricular links and real-life situations so giving children opportunities to develop high levels of literacy skills across the curriculum and to make connections.
- Recognising the importance of listening and talking and of effective collaborative working in learning.
- Focusing our assessment on children's ability to use language, work with texts and how well they can use these skills in their learning and lives.
- Planning high quality assessment opportunities collaboratively to allow learners to apply their learning in new and unfamiliar contexts and to promote higher order thinking skills.

- Having a clear picture of the progress of each child across all aspects of literacy
- Working in partnership together and with ECC and Secondary School Staff to ensure smooth transitions.
- Involving other agencies where additional support is required.
- Ensuring staff, partners, parents/carers and pupils are aware of the policy and their role in making it successful.

### 3. Literacy and English

#### Effective Learning and Teaching

- Spoken language has particular importance in the early years. Long before a child has the ability to decode written texts or write with meaning, language is developed orally through listening and talking. In order to build the foundations for reading and writing a child needs to develop phonological awareness and to orally play with sounds and vocabulary. In addition, to be able to communicate effectively, a child must learn the skills of interaction with another through speech. It is vitally important therefore that listening and talking are the key-stones for learning in literacy.
- Listening and talking incorporates a wide range of communication skills including: *listening, interpreting, discussing, expressing, complaining, exploring, choosing, influencing, presenting, answering, arguing, responding, interviewing, examining, identifying, enjoying, reciting, following, miming, conversing, questioning, explaining, engaging, sharing, clarifying, summarising*. This wide range of skills needs developed via a variety of experiences including: welcome times, check-ins, circle time, collaborative group work, whole class discussion, show and tell, presentations, assemblies, concerts etc.
- Very strong connections between learning in language and learning in other areas of the curriculum are essential – each supporting the other. For example there will be close links between expressive arts and creative writing; social studies and understanding and evaluating information; science and functional writing; and given the wide definition of ‘texts’ , links to maths are clear when working with charts, maps, graphs and timetables.
- Children 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.
- Children need to be regularly exposed to as wide a range of genres as possible (e.g narratives, reports, recounts, procedures, instructions, explanations, arguments, discussions, responses). They need to be aware

that texts are written for different purposes (e.g. to entertain, to inform, to persuade) and that authors use different language devices and structures to achieve these purposes.

- Effective learning and teaching in literacy will involve a skilful mix of learning and teaching approaches including:
  - effective direct and interactive teaching
  - active learning and planned purposeful play
  - collaborative working and independent thinking and learning
  - making meaningful links for learners across different curriculum areas so that concepts and skills are developed further by being applied in different, relevant contexts
  - frequent opportunities to communicate in a wide range of enjoyable contexts, for relevant purposes and for real audiences with and beyond places of learning
  - building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
  - the development of metacognitive skills to encourage children to think and talk about their learning and how they use strategies independently.
  - frequently asking children to explain their thinking
  - the appropriate and effective use of ICT
  - promoting and interest and enthusiasm for literacy

### **Key Messages:**

- All areas of literacy are interlinked
- Clear methodology and strategies for teachers and learners (e.g. within EA Literacy Programme) support consistency in learning and teaching and increased attainment.
- Know starting points and destinations within a structured progression framework
- Depth is needed at each level of progression
- Literacy strategies (e.g. spelling, reading ) need taught and practised
- Children need to be actively engaged and supporting each other in their learning
- Teach with a wide range of genres
- Whole school/campus literacy language is used
- Learning 7 teaching displays (including digital displays) are focused and relevant.

## **Definition of 'texts'**

*'a text is the medium through which ideas, experiences, opinions and information can be communicated.'*

Curriculum for Excellence.

Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. For Example:

- novels, short stories, plays, poems
- reference texts
- the spoken word
- charts, maps, graphs and timetables
- advertisements, promotional leaflets
- comics, newspapers and magazines
- CVs, letters and emails
- films, games and TV programmes
- labels, signs and posters
- recipes, manuals and instructions
- reports and reviews
- text messages, blogs and social networking sites
- web pages, catalogues and directories

When planning learning, a wide range of different types of text in different media will be used. As the children progress, texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts will be used.

## **Progression**

Through the Experiences and Outcomes within Curriculum for Excellence and the EAC Literacy Progression Frameworks, we aim to provide learners with the opportunity to develop their knowledge and skills through cumulative growth in terms of their understanding and application. On-going collaboration and moderation with colleagues in relation to the progression frameworks encourages a shared understanding of expectations of standards as well as effective learning and teaching within Literacy and English.

## **Planning Literacy and English**

- Teachers/Early Years Practitioners should plan to establish and consolidate young people's fundamental language and literacy skills using imaginative, interactive approaches, so that young people develop a sound understanding of literacy. Through such approaches, learners will grow in confidence in

listening and talking, reading and writing. Teachers will reinforce these skills continually throughout the education of each child and young person.

- Literacy should be planned in a long term (backdrop) planner for the year which should show links to IDL and elements of literacy being taught in a context. Teacher's weekly planners for their literacy groups should include an overview of LIs, Activities & Resources to be used.
- 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.
- The EA Literacy Programme should be followed from P1 – P7 as recommended and activities should be carried out daily to revisit topics regularly. See Appendix 1 – Key Learning & Teaching of the EA Literacy Programme.
- Literacy & English will be regularly taught, with a minimum 5-6 hours spent on it weekly
- Moderation activities should be planned with CfE Level partners throughout the academic year. Education Group moderation activities will be planned in line with the schedules developed each year.

### **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 EA Literacy Programme has been designed to provide:
  - a clear structure for the development of all literacy skills
  - a progressive programme for the teaching of phonics
  - guidance on the teaching of reading and the development of comprehension skills
  - guidance on the teaching of daily writing and promoting writing across the curriculum
  - guidance on the teaching of spelling and dictation

- suggestions on how to fit all elements of the literacy programme into your week
  - active learning in literacy linked to play
  - opportunities for children to work collaboratively in pairs/trios/groups.
- The weekly EA Literacy Programme includes:
    - storytelling/reading a shared text (e.g. novel) and reading for enjoyment
    - phonics
    - spelling and dictation
    - guided reading
    - writing (daily writing as well as the taught writing lesson)
- 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 (and this is 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 EALP there is a thread that runs through all the elements and stages: Metacognition. Metacognitive skills within the EALP 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 EALP 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' Guidance for all stages provide comprehensive instructions and guidance on how EALP should be followed for literacy lessons each week. Appendix 1 gives an overview of key learning and teaching within the EA Literacy Programme.



## **Teaching Handwriting**

- Handwriting will be taught as an integral part of all literacy lessons. A range of resources are available to support this including Jolly Phonics and Nelson Handwriting using the Infant Sassoon font. The following is expected at each level:
  - Early Level - Children working at early level will be encouraged to develop their emergent writing skills e.g. using and enjoying mark-making materials; holding a pencil effectively; forming letters correctly.
  - First Level - Children working within first level will be encouraged to give letters a clear shape and orientation; control ascenders/descenders and both upper and lower case letters in handwriting; develop accurate and consistent handwriting; begin to develop linked handwriting.
  - Second Level - Children working within second level will be encouraged to use accurate, consistent and neat handwriting and to further develop linked handwriting.

## **Teaching Writing – A Whole School Approach**

- All writing should begin with pupils engaging with quality examples of oral or written text across the genres. This engagement will involve texts being discussed and/or spoken and rehearsed orally before pupils put pen to paper. Pupils will become familiar with a text by imitating its structure and/or substituting elements of the text as their own. This will progress to pupils creating their own texts independently.
- Opportunities to write for a variety of different purposes across the full range of text types will be provided. See Appendix 2 – Purposes of Genre or Text Type.
- Staff should follow the school's 3 year rotational planners for the genre focus at each level each year.
- Regardless of age and stage, teachers should model writing (while thinking aloud) before pupils write independently. Pupils need a good model for writing appropriate to style and genre.
- Teachers should:

- allow opportunities for the pupils to rehearse sentences/text orally before putting pen to paper
  - share good examples of model texts so that pupils know what the text should include
  - provide a relevant and motivating reason or subject to write about
  - spend a number/ sequence of lessons working on one text type to reinforce learning
  - set writing targets based on both generic writing skills and skills/features specific to the genre
  - make the learning visible by identifying success criteria for different genres
  - model (using Talk Aloud) the writing process during a shared writing session to teach and coach new skills
  - teach Tools for Writing skills, vocabulary building, figures of speech, punctuation etc. within a context e.g. from the context of a class story/novel, or through a current topic
- Writing tasks may take a number of sessions to complete and there should not be the expectation that children should write a different 'story' every week. E.g. Session 1- Engage with genre; Session 2- Planning & modelling; Session 3- Pupils' construction of the text; Session 4- Review, edit & publish text.
  - For pupils who are struggling with writing text, they must have additional exposure to hearing text read and practising orally retelling the text before moving on to writing. Ensure that they have a good toolbox of appropriate words and phrases to use.

### **Teaching Writing – Good Classroom Practice**

- There are daily opportunities for writing, or mark-making in the early level.
- Children have the opportunity to develop their ideas through talk before writing. If you can say it, you can write it.
- Pupils are encouraged to retell stories they read and can be encouraged to add e.g. a new character, a different ending.
- Discuss, share and work on our next steps and feedback. Direct teaching to practise or improve elements form part of the feedback/next steps.
- Spelling, punctuation + grammar, including sentence structure is directly taught. Where possible this relates to children's writing or is linked to a text being read.
- Writing tasks are relevant (a real or imagined context), have a clear purpose, are motivating and are written for a real audience whenever possible.
- Writing tasks are embedded in curricular subjects/content. They should be linked to reading and usually follow a whole class reading lesson which focuses on identifying text type/layout features (organisation), literary devices (language).

- Pupils help identify the success criteria for specific writing tasks and genres. At other times, these success criteria are provided. These provide the basis for assessing the quality of the writing and identifying areas to work on.
- We have opportunities to write in Scots and other languages as appropriate.
- Children have opportunities to choose the subject, purpose and format of their writing.
- Classroom displays support the writing process.
- We provide opportunities for the teacher and others to model writing as a process – clarifying that editing is a vital element.
- We use ICT to provide models AND as a tool for producing writing.
- We celebrate, discuss and share our writing success and progress.

### **Teaching Grammar**

Grammar should be taught as PART of a literacy session. The expectation would be that the teacher would choose the focus e.g. the comma, and would introduce this and revisit over the next week or two. During this time, commas would be a focus when reading, writing, and literacy across learning. There would be a series of short lessons where the comma continues to be the main focus. A key element is that the grammar sits within a context familiar and relevant to the children (i.e. not just a using a textbook or worksheet), so there is more likelihood that it will be transferred into other areas of pupils' work. If commas are started in P3, this would be visited again in P4, 5 and beyond.

Appendix 3 contains Grammar Grids which have been developed within East Ayrshire to provide guidance on suitable progression. A comprehensive set of 'flipcharts' called 'SAC DUG (Scottish Attainment Challenge - Delivering Understandable Grammar)' has also been developed. These contain the introduction and teaching points to the main grammar/KAL covered in Early to Second level (and beyond).

### **Structure of Lessons**

In Literacy lessons, the following steps 1-5 repeat and cycle throughout the literacy learning episode depending on how the teacher has organised the class in groups, whether whole class or group teaching is taking place and depending on that particular teacher's class organisation style.

Nevertheless lessons in literacy should contain:

1. Recap on previous knowledge
2. Explicit sharing of Learning Intention and Success Criteria

3. Direct teaching with particular focus  
(*Phonological Awareness/Phonics & Spelling /Group Reading/ Reading Comprehension & Higher Order Thinking/Writing*)
4. Learning experiences and activities  
(*via Task Boards/Task Maps. Including collaborative learning, independent work & reciprocal teaching.*)
5. Plenary with reflection on Learning Intention and Success Criteria

### **Homework**

- Homework activities to develop and consolidate literacy skills will be assigned regularly in line with the school's Homework Policy.

### **Resources**

#### **EA Literacy Programme**

- A number of resources are available to support the EALP in school these include:
  - EALP teaching guidance  
(*includes phonics & spelling programmes, methodologies, strategies, assessment resources, potential timetables etc.*)
  - Magnetic phonemes & boards
  - Elkonin Boxes
  - Task Maps for Book Studies
  - SAC OCTOPUS (*phonics & spelling*)
  - SAC DEER (*reading comprehension*)
  - SAC DUG (*grammar/KAL*)
  - SAC COW (*creative writing*)
  - *Phonics*
    - Phonics word lists
    - Phonics word cards
    - Alphabet overlay for each term
    - Say it, make/break it, blend it , read it, write it Teacher hand
    - Phoneme and joined phoneme formation cards
    - Phoneme stories
  - *Spelling Common words*
    - Common word lists
    - Consolidation week word lists
    - Large and small flashcards
    - Common word homework menu idea
    - Activities and ideas on Glow

- Board game(consolidation week 4)
  - Task fan
- *Reading*
  - Find it, prove it, talk about it ideas on Glow
  - Reading ideas on Glow
- *Reading into Writing*
  - Dictated sentence strips
  - Activities and ideas on Glow
- *Assessment*
  - Term 1, 2 and 3 assessments
  - Common/high frequency word check (all words)
  - Support staff intervention recording tool
  - Dictated sentence strips
- *Parental engagement/Homework ideas*
  - Homework strips (both phonics and common words)
  - Common word homework menu

## **Reading Schemes**

- The primary infant reading scheme is ‘Dandelion Phonic Books’ and will be used from Early Level in P1 and into First Level to introduce reading skills. This is a phonic based programme within the book bands 1 - 4: Magenta to Blue (PM 1-11).
- The other infant reading scheme is ‘Storyworlds’. This is not phonic based and so should not be used until children are able to decode confidently using the ‘Phonic Books’. We recommend that it should generally be used from Stage 4 which is Book Band 3: Yellow (PM 6). Storyworlds books progress readers up to book band 9: Gold (PM 22).
- ‘Storyworlds’ also contains a number of big books associated with the reading books within the different levels. These can be used for direct teaching of reading comprehension, DARTs activities etc.
- The ‘Literacy World’ reading scheme takes the reader on to ‘skinny’ novels, book bands 9-13: Gold – Sapphire (PM 21-30). A range of supplementary resources, including task maps and DARTS materials, have been developed over the years for the books/novels in this scheme. These books can be used at Second Level as class or group novels to teach & model the reading comprehension strategies in EALP.
- Reading groups should be established for the use of the books in the reading schemes to meet learners’ needs and allow teachers to assess and track progress. A reading log should be documented for each child indicating which books have been successfully completed.

## **Class Novels/ Book Studies**

- In addition to (or where appropriate, as an alternative to) the reading schemes, the school has a large range of novels and resources to allow whole class book studies to be completed. These are particularly useful when used in a cross-curricular context and relate to or are planned as class topics (e.g. *Carrie's War* (WW2); *Hetty Feather* (Victorians); *The Gruffalo*, *Katie Morag* etc.). These novels should be used at Second Level to teach & model the reading comprehension strategies in ALP and many of these novels are available as quizzes in the Accelerated Reader scheme.

## **Accelerated Reader**

- Accelerated Reader is an online database of quizzes relating to books in our school library. Each book is given a book level that indicates its difficulty in terms of vocabulary. The children should be assessed at the beginning of each term to determine their reading ability (STAR Reading test) and the system will give them a 'ZPD' (zone of proximal development) range that indicates the level of books they should read in order to raise their reading level.
- In Primaries 3 – 7, quiet reading time should be timetabled each week to allow the children to read their chosen books and complete the comprehension quizzes. Reports are generated by the system and should be filed in the child's folder with their reading logs. Teachers should monitor this log and provide feedback to the children.
- The children build points with success in the quizzes and will earn certificates which should be printed off regularly to celebrate success.
- Accelerated Reader has a proven track record of providing motivation, independence and enjoyment & choice of reading material. It is also a useful tool to indicate progress in reading and comprehension skills.

## **DARTs**

- The Active Literacy Programme makes reference to DARTs (Directed Activities Related to Texts). A wide range of DARTs materials are available electronically on the school shared drive for printing/laminating and also on the SAC Literacy tile on GLOW.

## **Other Literacy Resources**

- The school has an extensive range of additional resources available to complement/supplement the teaching of literacy. Each classroom holds the relevant textbooks, big books and resources for that stage to inspire and motivate learners in Literacy (*including Essential Texts, Nelson Grammar, Nelson Handwriting, Folens English, Jolly Grammar, EasyLearn, PrimEd*). Some big books are stored in the main school storage cupboard (e.g. Storyworlds).
- Whilst text books and worksheets are necessary for consolidation of skills, these should be used with care and planned for within a wider variety of activities.
- ICT (e.g. Sumdog – Reading/Writing) should be used to reinforce learning and the opportunity to learn outdoors or through IDL should be planned regularly.

## **Assessment**


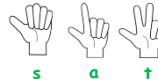
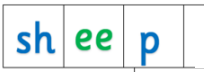
Assessment in Literacy will focus on the learner's abilities to work increasingly skilfully with language and texts and use them in a range of contexts.

- Teacher assessments at class level should be carried out on an on-going basis through observations, questioning and/or marked work including: talking & listening skills, recall of phonemes & common words (using EALP framework), use of 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 Assessment (Readiness to Read), STAR Reader Assessments (Reading Age: P4-P7), Schonell Spelling Assessments (Spelling Age: P3-7), Writing Assessments (EAC Writing Assessment Tool), EAC Literacy Toolkits (P2, P3, P5, P6) and SNSAs (P1, P4, P7).
- High Quality Assessment Opportunities should be planned and used within episodes of learning 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.
- AifL strategies should be used to include peer and self-marking where age and stage appropriate. Teacher comments should refer to the Learning Intention and Success Criteria, as well as the level of effort from the pupil. All written annotations should be in line with school's feedback policy.

- Assessment should also link with other areas of the curriculum, within and outside the classroom, offering children and young people opportunities to develop and demonstrate their understanding of literacy through social studies, technologies and science, and cultural and enterprise activities.
- Universal assessments are undertaken in collaboration with our EAST teacher including: QUEST (P3), WRAT (P5 & P6). Targeted EAST assessments include YARCs & NARAs. Other targeted assessments include PM Benchmarks and 5 min Box assessments.
- 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 recorded in a manner that can be passed on at transitions along with reading records. This will allow the next teacher to better understand the progress of the children, literacy groupings and lessons already covered throughout the current session.




## Appendix 1 – Key Learning and Teaching of the EA Literacy Programme

Stage	Focus	EA Literacy: Key Learning & Teaching / Activities
<p>Stage 1 (P1 approx.)</p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>○ Attention &amp; Listening</li> <li>○ Auditory discrimination</li> <li>○ Visual &amp; Auditory memory</li> <li>○ Word boundaries</li> <li>○ Rhyme- awareness &amp; detection etc.</li> </ul>	<p>Before starting the phonics programme, there is a focus on identifying all pupils' phonological awareness (PA) skills using the Highland Council <b>Phonological Awareness Informal Assessment for school-aged children</b>  <a href="https://highlandliteracy.files.wordpress.com/2016/10/phonological-awareness-informal-assessment.pdf">https://highlandliteracy.files.wordpress.com/2016/10/phonological-awareness-informal-assessment.pdf</a></p> <p>This can be done informally as children play and interact with you and each other, or more formally using the screener. Once the phonics programme is started, the teacher should continue to reinforce <b>phonemic awareness</b> for all pupils and target support to specific pupils. Phonemic awareness skills e.g. phoneme manipulation activities are developed more effectively using letters (whereas Phonological Awareness activities are developed orally).</p>
<p>Stages 1-3 (P1 -3 approximately)</p>	<p><b>Phonics + Spelling</b>  <b>Key skills - with routines for:</b></p> <ul style="list-style-type: none"> <li>• Letter/sound recognition</li> <li>• Blending</li> <li>• Segmenting</li> </ul> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: center; margin-right: 10px;"> <p>c a t</p>  </div> <p>Sound out + blend</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: center; margin-right: 10px;">  <p>s a t</p> </div> <p>Oral segmenting</p> </div> <p>The teacher may use magnetic letters when discussing <b>spelling strategies</b>.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="text-align: center; margin-right: 10px;">  </div> <p>Elkonin boxes</p> </div> <p>Lots of decoding and encoding practice is provided: blending and segmenting practice may be on separate days.</p>	<p>Teaching children routines to <b>decode</b> and <b>encode</b> (to read and spell): skills should be explicitly <b>taught</b> and <b>modelled</b> by the teacher. Guided and independent <b>practice</b> is part of each lesson (I do-we do- you do) so children <b>practise</b> and <b>apply</b> their skills. Lessons should <b>revisit</b> and <b>recap</b> previously taught sounds and words.</p> <p><b>Decoding skills</b> for reading:</p> <ul style="list-style-type: none"> <li>• learn the <b>letter/sound correspondences</b> e.g. "See the sound, say the letter". "Hear the sound, point to the letter." (or grapheme/phoneme correspondences <i>GPCs</i>)</li> <li>• develop the phonemic skills of <b>blending</b> starting with <b>orally blend</b> words broken into phonemes e.g. come and sit on the m-a-t.</li> <li>• '<b>finger track</b>' under each grapheme/letter and <b>sounding out</b> (saying the sounds) <b>all the way through the word</b>.</li> <li>• HF or <b>Common words</b> are taught using phonics to identify the sounds already known, with the teacher identifying the tricky part e.g. in the word -to- we know the /t/ but the /o/ represents the /oo/ sound. NB many common words will be decodable because the children have been taught the sounds.</li> </ul> <p>Children have the opportunity to <b>practise their decoding skills by reading text</b> that contains the taught phonemes and common words. <a href="#">Phoneme practice worksheets</a> are available which include word/sentence/text level practice.</p> <p><b>Encoding skills</b> for spelling and writing: always start with the <b>SPOKEN</b> word. (Spelling should not start with a list of words written down- but children may have a list to choose the words for their partner to spell.) Children are asked to <b>segment</b> the sounds they hear in the word e.g. &lt;sat&gt; - /s/ /a/ /t/ - tally 3 sounds on their fingers. Next:</p> <ul style="list-style-type: none"> <li>• Say, Break/Make, Blend, Read, Write strategy being used with magnetic boards and letters. (Very simple dictated sentences may be used for assessing Phonics &amp; Spelling by end of P1).</li> <li>• <b>Reciprocal Teaching</b> - pupils work in pairs to take turns to S,B,M,B,/R,W phoneme or common words - using magnetic letters.</li> <li>• Children writing words with <b>target phoneme/grapheme</b> and <b>common</b> words (maybe sentences in P1) but certainly in P2/3.</li> <li>• There are suggested words for the phonics part of the programme and HF/Common words available to print (<b>GLOW</b>). NB - for HF or common words - our phonics knowledge is the 'go to' strategy - we highlight the tricky part e.g. in the word &lt;my&gt; - we know the /m/ sound, but in this word the /y/ represents the /ie/ sound.</li> <li>• Use Elkonin boxes to develop segmenting skills.</li> <li>• Activities to develop fine motor skills and handwriting</li> </ul> <p>There should be evidence of children <b>practising their encoding skills by writing on a daily basis</b>. Whiteboards can be used, but there is also evidence in jotters. Children need lots of regular decoding and encoding practice - daily.</p>

<p>Stages 2-3</p>	<p><b>For spelling and phonics assessment, consolidation/challenge.</b> We do not recommend spelling tests.</p> <p><b>Dictated sentences</b> -done with partners, or teacher may lead. More able pupils may create own dictation sentences for assessing phoneme &amp; common (spelling) words.</p>	<ul style="list-style-type: none"> <li>• <b>Decoding and encoding</b> routines carry on as in Stage one - with the 'joined phonemes' * or digraphs/trigraphs of more complex code. There are flipcharts available with the 'teacher board'. <a href="#">SAC OCTOPUS</a> (Stage 2 /Stage 3 older version)</li> <li>• <b>Reciprocal Teaching</b> - pupils work in pairs to S,B,M,B,/R,W words using magnetic letters.</li> <li>• At P2 /P3 stage children may be using <b>dictated sentences</b> as a reciprocal teaching activity. <a href="#">Phoneme stories</a> are available for children to listen to (and follow) to identify the focus phoneme/grapheme.</li> <li>• Elkonin Boxes - for phoneme words (and for phonically regular common words)</li> <li>• Activities to <b>consolidate and reinforce</b> phoneme and spelling words. Assessment is an ongoing process with teacher and pupils assessing all written work for spelling accuracy. Dictated words/sentences are used for more formal assessment of phonics and common word knowledge.</li> <li>• Activities to develop fine motor skills and handwriting. <a href="#">Phoneme Practice Worksheets - stage 2 stage 3</a></li> <li>• <b>Consolidation (or challenge) activities</b> every 4<sup>th</sup> week. + <a href="#">Stage 1 consolidation w/sheets</a></li> </ul> <p>If at all possible, the teacher teaches the <b>whole class group</b> the same skill or has the same focus e.g. segmenting words into Elkonin boxes. Differentiate the words the children are learning. Support children to 'keep up' and provide extra support IN ADDITION to the teaching input. Children who need support should not miss the teaching input. Consolidation weeks are VERY important and <b>should not be skipped</b>. This is the teacher's chance to assess progress and provide challenge and support.</p>
<p>Stages 1-3</p>	<p><b>Reading</b> (usually small groups) At these stages, reading scheme books are about developing <b>decoding</b> skills and <b>fluency</b>. To begin with, <a href="#">decodable readers are recommended</a>.</p>	<ul style="list-style-type: none"> <li>• Using a reading book that contains the focus phonemes being taught (decodable reader) the teacher highlights tricky words, <b>modelling</b> decoding/word attack strategies, linking to prior knowledge, predicting etc.</li> <li>• Children reading through text, at same time, with teacher listening in and providing individual feedback.</li> <li>• Children should have the opportunity to read their book at least three times to develop <b>confidence</b> and <b>fluency</b></li> <li>• The teacher works on comprehension of the text using the '<b>Find it, Prove it, Talk About it</b>' strategies (if the text allows - but comprehension work is generally carried out via the 'whole class text' ) This is mainly oral work.</li> <li>• Second reading of text with a partner. Take turns e.g. read alternate pages then swap.</li> <li>• Read at home/ or provide opportunity for third reading in school -e.g. with teacher, CA or reading buddy</li> </ul>
<p>Stages 1-3</p>	<p><b>Whole Class Text</b> - developing <b>comprehension strategies + higher order thinking</b> '<i>Find it, Prove it, Talk About it</i>', <i>prediction, retelling</i>.</p>	<p>Teacher shares a text with class focusing on developing comprehension and vocabulary building. This can be with a fiction/non-fiction text. A shared context is best for children to engage with learning so if the text fits with a topic, so much the better e.g. the book '<i>The Lighthouse Keeper's Lunch</i>'. Or '<i>We Travel so Far</i>'.</p> <p>Comprehension at this stage will have a greater emphasis on <b>talking about</b> text. Appropriate written tasks will require modelling, training and support e.g. sequencing words/ sentences; answering questions; create a storyboard; a character mind-map; drawing what you have read about (visualisation, retelling) <a href="#">SAC DEER</a> provides teachers with the tools to model the comprehension strategies for fiction and non-fiction at Early and First (and beyond) levels. There are lots of comprehension resources available that are linked to <a href="#">storybooks</a>, and <a href="#">short/skinny novels</a>. Also <a href="#">short films</a>.</p>
<p>* the term 'joined phonemes' has been used in the North Lanarkshire AL programme and we have used this in EA. It is not the linguistically correct term. However, it simplifies the terminology for digraph/trigraph/quadgraph and split digraphs.</p>		

<p>Stages 4-5 &amp; Stages 6-7</p>	<p><b>Phonics into Spelling: A Problem-Solving Approach</b></p> <p>Collaborative learning and independent work</p>	<ul style="list-style-type: none"> <li>• <b>Children generate words</b> for e.g. the /ae/ phoneme -looking at different spelling representations. ai, ay, a__e, ea. If whole class is working on same phoneme representation, there should be careful thought given to differentiating the words pupils work with. <a href="#">Word lists are available</a>, but it should be noted that <b>spelling should start with the SPOKEN word</b>, and not lists of words to copy. The SAC Literacy Team has updated this aspect of the original AL Programme.</li> <li>• The <b>teacher models</b> all aspects of the phonics and spelling strategies. <ul style="list-style-type: none"> <li>○ Elkonin boxes</li> <li>○ Diacritical Marking</li> <li>○ Morphological awareness</li> </ul> </li> <li>• <b>Assessment</b> via dictated sentences/or paragraphs.</li> </ul>
<p>Stages 4-5 &amp; Stages 6-7</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• <b>Common words/HFW</b></li> <li>• <b>Affixes &amp; Morphology</b></li> <li>• <b>Common Misspellings</b></li> <li>• <b>Word building</b></li> </ul> <p>Collaborative learning and independent work. The literacy team is working on updating this aspect of the AL programme.</p>	<ul style="list-style-type: none"> <li>• Children may still be learning Stage 1-3 Common words. These should continue to be a focus if not known.</li> <li>• Spelling is about using strategies- with knowledge of phonemes being your 'go to' strategy.</li> <li>• Teacher can choose appropriate words - although word lists are available in teacher manuals. However, remember that <b>spelling should start with the SPOKEN word</b>, and not lists of words to copy.</li> <li>• <b>Teacher models strategies</b></li> <li>• <b>Assessment</b> should focus on pupils' ability to spell words within their daily writing -spelling tests are not recommended - rather use dictation sentences/paragraphs. To challenge more able pupils, they can create their own dictation sentences.</li> </ul> <p>Spelling is not about learning lots of word lists but about being able to read and write the words required by pupils in their writing. They will be able to use a range of strategies to spell words they need.</p>
<p>All stages - particularly P3/4 onwards.</p>	<p><b>Fluency</b></p>	<ul style="list-style-type: none"> <li>• The SAC Literacy Team is developing some professional learning on this 'often over-looked' aspect of reading.</li> <li>• There is some guidance in <a href="#">this resource</a>. (reverse side)</li> <li>• Also, <a href="#">here re fluency from EEF</a></li> </ul>
<p>Stages 4-7</p>	<p><b>Teaching Reading Comprehension /higher order thinking</b></p> <p>Collaborative learning and independent work</p>	<ul style="list-style-type: none"> <li>• We recommend the '<a href="#">Gradual Release of Responsibility</a>' model for <b>teaching</b> comprehension strategies.</li> <li>• <b>Teacher modelling</b> a comprehension strategy. <a href="#">SAC DEER</a> gives teachers a model for each strategy.</li> <li>• And scaffolds the learning by supporting pupils to engage with an example</li> <li>• We recommend that <b>reading comprehension is a whole class focus on a shared text</b> rather than lots of reading groups. (<a href="#">See rationale here</a>). However, pupils who need support for their decoding and/or fluency skills, should still have appropriate texts to read, in addition to being included in a whole class text study.</li> <li>• <b>Vocabulary</b> is a key aspect of comprehension - is there a whole school approach to developing vocabulary?</li> <li>• <b>Background knowledge</b> is key to comprehension. How does your curriculum support knowledge acquisition? Do the texts that you choose fit with a context /topic?</li> <li>• D.A.R.T.s activities can be used to introduce/teach/reinforce comprehension strategies.</li> </ul>

<p>Early level Writing &amp; handwriting</p>	<p><b>Mark-making</b> materials available across all areas.</p> <p><b>Letter formation:</b> taught as each phoneme is introduced.</p> <p><b>Drawing, Description Bubbles and Talk for Writing</b> approach provide scaffolds for early writing attempts.</p>	<p>Mark- making materials are available across all areas of the learning environment for children to incorporate into play and other activities. Examples of resources for mark-making could include: clipboards; cards; post-its; paintbrushes with water (outdoors!); diaries, notebooks, calendars etc.</p> <p>Handwriting and letter formation (in P1) - introduce when teaching the sounds and letters. Provide lots of practice. The sky/grass/earth  can help children to place their letters on the line, and help place ascenders and descenders. Once all letters taught, continue to reinforce e.g. practising all the letters with 'c' curve to start, or all the ascenders, lots of patterns.</p> <p>Handwriting requires lots of practice if it is to be learned to automaticity, thus freeing cognitive load to focus on the content of writing.</p> <p>We recommend that children's early attempts at writing information or a story start with description bubbles. <b>SAC COW</b> at early level provides teachers with a model of how to introduce this approach. Children start by describing something familiar and gradually move to describing a story character, or less familiar object e.g. a dinosaur. They learn to use the pattern Noun, Pronoun, Pronoun, Noun to start each sentence.</p> <p>The Talk for Writing approach tends to focus on narrative stories. The first stage is for children is to learn to orally tell a story, for example, The Gingerbread Man. Actions are used to IMITATE and retell the story, especially the key connectives. Each story has a story map or board as a visual reminder. (Innovation and Invention are the next stages).</p>
<p>First / Second Level Writing &amp; Handwriting</p>	<p><b>Writing</b> is integrated with other aspects of Literacy and other curricular areas.</p> <p>There is a whole school plan for ensuring that all genres are taught.</p> <p>Writing takes place over more than one session, with daily chunks/ sessions - not just a 'writing day'. <b>Knowledge</b> is required for children to have the content needed for writing - research and note-making sessions. Other sessions are devoted to deconstructing texts to identify genre features.</p>	<p><b>Planning for learning, teaching and assessment of Writing</b> is integrated with other aspects of Literacy and with other curricular areas. Writing is not a standalone session. As a whole school, there is a writing framework which ensures all genres are taught and revisited from First level onwards. E.g. there will be a block of learning and teaching of Report Writing over a few weeks. There is a clear progression of writing skills. Writing lessons have a dialogic approach and include:</p> <ul style="list-style-type: none"> <li>• the <b>explicit teaching</b> of the literacy of the text types/ genres: linking reading and writing. The focus text type has been explored via reading first.</li> <li>• learners having the opportunity to <b>co-construct success criteria</b> for different text types following the deconstruction of a text they have read, heard or watched.</li> <li>• <b>metacognition:</b> pupils will have the language to think and talk about their writing for <b>self and peer assessment</b>.</li> <li>• opportunities for children to <b>talk</b> as part of the preparation for writing; also to <b>make notes</b> and carry out research</li> <li>• specific <b>vocabulary</b> being taught explicitly.</li> <li>• teachers <b>modelling</b> each stage of the writing process, gradually moving to <b>shared writing</b>, then <b>independent writing</b>. (Stages include thinking, planning, writing, reviewing, editing, publishing)</li> <li>• <b>differentiation</b> - some children can be working with the teacher doing shared writing as others write independently</li> <li>• <b>assessment</b> includes on-going observation of children's writing in different contexts, with periodic assessment using the Benchmarks (within the <b>EA Writing Assessment Tools</b>). Different text types are assessed.</li> </ul> <p><b>SAC COW</b> provides a framework to support high-quality learning and teaching of writing at all stages. <b>Teacher Guide. SAC COW also includes writing frames to scaffold learning for pupils and enable teachers to focus on all essential aspects of the genre.</b></p> <ul style="list-style-type: none"> <li>• <b>Feedback</b> is provided during the writing process, and after. A visualiser can allow the teacher and children to identify good work and where work can be improved.</li> </ul> <p><b>SAC COW's tool-shed</b> has links to all the writing tools e.g. writing frames, success criteria, tools for writing, assessment.</p>

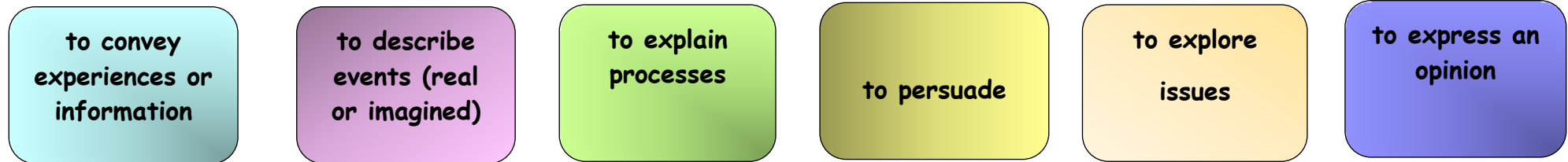
	<p><b>Letter formation</b> and letter joins are practised regularly (and consistently)</p>	<p><b>Handwriting</b> - school policy on when to introduce capitals and joins.</p>
<p>KAL/ Grammar</p>	<p><b>Grammar</b> teaching is integrated, where possible, into the context of the reading or writing focus. Many aspects of grammar and KAL will need to be revisited many times for pupils to use terms and concepts with independence.</p>	<p>Many of SAC Dug's tasks ask pupils to look for and use their grammar learning in their own texts and environment. Grammar lessons work well as 'word warm up'/'Literacy starter' activities that are a regular feature of the literacy curriculum - little and often.</p> <p>Choosing from the SAC Dug menu:</p> <ul style="list-style-type: none"> <li>• teachers can plan for grammar that supports their planned writing tasks or fits with features of a text being used. A series of lessons that builds in lots of opportunities to practise new learning across the curriculum.</li> <li>• teachers can set pupils challenges to use their latest learning in their <b>talking</b> as well as <b>writing</b>.</li> <li>• teachers <a href="#">can record where pupils need more practice or have excelled</a>.</li> </ul> <p>It is important to remember that SENTENCES are the building blocks of writing. We need to explicitly teach, and model how we construct different types of sentence; how we use connectives and conjunctions and allow children the opportunity to practise this regularly across the week in short 'warm up' type activities.</p> <p><a href="#">SAC DUG - Teacher notes</a> provide guidance and <a href="#">SAC DUG - Delivering Understandable Grammar</a> provides starter lessons for all aspects of Grammar and KAL at all BGE levels.</p>



## Appendix 2 – Purposes of Genre or Text Types

**Purposes for extended writing tasks are defined thus:**

Writing may well have more than one purpose. As a result, there may be overlap between some of the purposes below.



Different Genres of Writing or Text Types			
<b>Narrative</b> <ul style="list-style-type: none"> <li>Adventure fairytale</li> <li>Myth</li> <li>legend</li> <li>play</li> <li>sci-fi</li> </ul>	<b>Recount</b> <ul style="list-style-type: none"> <li>imagined/real events</li> <li>science investigation</li> <li>newspaper article</li> <li>personal recount e.g. diary</li> </ul>	<b>Report</b> <ul style="list-style-type: none"> <li>non -chronological report</li> <li>information leaflet</li> <li>biography</li> </ul>	<b>Procedure</b> <ul style="list-style-type: none"> <li>recipe</li> <li>game instructions</li> <li>science investigation</li> <li>directions + maps</li> </ul>
<b>Persuasion</b> (similar to Exposition) <ul style="list-style-type: none"> <li>adverts</li> <li>letter to persuade</li> <li>poster</li> <li>promote a particular point of view</li> <li>leaflet to persuade you to recycle</li> </ul>	<b>Explanation</b> <ul style="list-style-type: none"> <li>to tell or explore how things work or came to be e.g how a glacier was formed</li> <li>makes clear how or why things are as they are</li> </ul>	<b>Discussion</b> <ul style="list-style-type: none"> <li>balanced argument</li> <li>speech</li> <li>debate</li> <li>book review (give opinion)</li> </ul>	
<b>Response</b> <ul style="list-style-type: none"> <li>book review – personal response</li> <li>summarise, analyse and respond to literary texts or films</li> </ul>	<b>Poetry</b> <ul style="list-style-type: none"> <li>narrative</li> <li>concrete</li> <li>acrostic</li> <li>haiku/cinquain</li> <li>limerick</li> </ul>	<b>Electronic text</b> <ul style="list-style-type: none"> <li>email</li> <li>blogs</li> <li>multimedia text</li> </ul>	<b>Letters</b> <ul style="list-style-type: none"> <li>Personal (informal)</li> <li>Business (formal)</li> </ul>
<b>Play Script</b>	<b>Questionnaire</b>	<b>Note-making</b>	<b>Leaflets</b>
<b>Invitations</b>	<b>Minutes of a meeting</b>	<b>Lists</b>	

Coverage of different text types or genres (- staff should follow the school's 3-year rotational planner for teaching genres of writing)

## Appendix 3 – Grammar Grids

Grammar / KAL ☆: Introduction through texts ⊙: Teach/Extend ⇐ : Revisit/ Consolidate

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 : <i>and, but, because, so</i> (introduce the term <b>connective</b> )
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 : <i>and</i> ⊙	⊙ Joining words : <i>and, but, because</i>	⊙ 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	

Grammar / KAL ← = revision of work taught previously

1 <sup>st</sup> level – (P4)	2 <sup>nd</sup> Level - (P5)	2 <sup>nd</sup> Level - (P6)	2 <sup>nd</sup> (- 3 <sup>rd</sup> ) 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 1 <sup>st</sup> + 3 <sup>rd</sup> person - identify and use - past / present tense	Verbs (extend knowledge) - identify 1 <sup>st</sup> , 2 <sup>nd</sup> + 3 <sup>rd</sup> person ← - past / present tense	Verbs ← - use tenses - irregular past tenses - the imperative form - use 1 <sup>st</sup> , 2 <sup>nd</sup> + 3 <sup>rd</sup> person	Verbs use auxiliary verbs; use tenses consistently. (Introduce <i>infinitive</i> ) ← 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. • <u>commas</u> used in sentences to separate a clause • Use <u>conjunctions / connectives</u> to link ideas and join sentences • use of <u>speech marks</u> and commas to punctuate direct speech. • Identify Indirect / direct speech • Apostrophes: ← contractions +ownership e.g. <i>John's bike</i>	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 ( <i>Sophie's bag, the boys' toilets</i> ) and to contract words ( <i>couldn't</i> )
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 <i>its</i> and <i>it's</i>	Extend knowledge and recognition of pronouns. (e.g. <i>whose, whom</i> )
	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 1 <sup>st</sup> + 2 <sup>nd</sup> letter)	Alphabetical Order (extend to 3 <sup>rd</sup> 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 <u>metaphors</u> . Introduce idioms e.g. <i>It's raining cats and dogs.</i>	Identify and begin to use figurative language (imagery)e.g. similes, alliteration, onomatopoeia + metaphors in own writing. Introduce <u>personification</u> . Extend knowledge of idioms.
Identify compound words	Extend knowledge of compound words	Introduce: Word Roots Affixes (prefixes /suffixes)	Word Roots Affixes (prefixes /suffixes)

G.E. 2018