New Cumnock Primary School



Literacy and English

Policy and Procedures

February 2019

**Rationale**

New Cumnock Primary is a Rights Respecting School. Article 29 of UNCRC states that *“the education of the child should be directed to: …… the development of the child’s mental and physical abilities to their fullest potential”.*

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

The Literacy and English framework promotes 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. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

Traditionally, all aspects of the language framework were developed by all practitioners in pre-school establishments and primary schools and by the English department in secondary schools. This will continue to be the case, but the framework recognises that all practitioners in secondary schools and in colleges and youth work settings have important responsibilities for and contributions to make towards the development of literacy.

Curriculum for Excellence: ‘Literacy and English Principles and Practice’. Page 1

A Curriculum for excellence Literacy and English clarifies its broad aims, and identifies 3 areas for Literacy. The experiences and Outcomes are organised into the following sections;

* Listening & Talking
* Reading
* Writing

Within these organisers there are subdivisions.

* Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.
* The tools sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.
* The sections on finding and using information include, in reading, critical literacy skills; while the understanding, analysing and evaluating statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.
* Finally, the creating texts experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

**Aims and Objectives**

Throughout their education, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

In New Cumnock Primary we aim to:

* Promote enjoyment, interest and a sense of purpose in all literacy activities
* Make meaningful links across different curricular areas, building on the principles of Assessment is for Learning.
* Develop problem solving skills and approaches to allow pupils to apply their knowledge and skills in a variety of contexts
* Ensure a curriculum with breadth and balance which offers a coherent and progressive experience in language
* Allow children to experience and develop a variety of skills in language which are used to develop the four capacities.

**Roles and Responsibilities**

**Teaching Staff**

* To plan experiences taking account of prior learning.
* To create real life contexts which are relevant to the curricular levels at which children are working.
* To recognise and seize on opportunities where children can have joint ownership and guide their own learning.
* To employ a variety of teaching tools including active, cooperative and outdoor learning.
* To provide opportunities for children to work collaboratively.
* To incorporate high quality ICT encounters and digital literacy where appropriate.
* To recognise and seize on opportunities for learning across the curriculum and raise awareness of the relevance of literacy within other curricular areas by applying skills learnt to new situations.
* To promote a positive attitude to literacy by developing the children’s skills, knowledge and understanding.
* To consistently monitor children’s written literacy skills and promote a high standard of presentation
* To monitor pupils, identify those who require additional challenge and support and address these needs appropriately.
* To develop skills in formative assessment

**Senior Management Team**

* To be responsible for Literacy across the school.
* To ensure that training opportunities are facilitated and resources are available.
* To monitor learning and teaching across the school through class observations, fab feedback and pupil tracking.
* To be responsible for monitoring and evaluating literacy practice across the school to ensure that it is in accordance with policy and procedures

**Pupil Support Assistants**

* To support teaching staff and work with pupils as guided by the teacher.
* To work with groups of pupils to scaffold and extend learning as guided by the teacher.
* To support groups of pupils during practical activities.
* To develop literacy skills through guided resources e.g. 5 minute box

**Parents**

* To be partners in their child(ren)’s learning through literacy homework.
* To encourage a positive attitude towards literacy and encourage children to use their literacy skills in real life contexts (e.g reading labels when shopping, direction signs when on a trip).
* To encourage their child(ren) to produce literacy work to the highest standard of which they are capable.
* To alert the school of any difficulties that they notice with their child(ren)’s learning.
* To maintain positive communications with the appropriate class teacher
* To celebrate child(ren)’s successes

**Pupils**

* Pupils should embrace responsibility for their own learning and work to the best of their ability at all times.
* Use appropriate formative assessment strategies as directed, to assess their own work and the work of others.
* Pupils should aim to complete the tasks set.
* Pupils should be able to set targets for their own learning.
* Pupils should be able to talk in an informed manner about their learning.

**Learning and Teaching**

The school uses North Lanarkshire Active Literacy approaches, supported by Jolly Phonics (P1-3) and Literacy World (P4-7). These core programmes are supplemented by a variety of other resources to allow all aspects of the Literacy curriculum to be covered.

Progression through attainment targets is organised according to pupils abilities. The programmes of study, along with teacher and pupil assessment inform the pace of learning,

See Appendix 1.

**Spelling & Phonics**

Primary 1-3

* Single sounds are taught 2 per week, following the order of the NL Active Literacy Programme
* The program is supported by Jolly Phonics materials, websites, active games and teacher made resources
* Tasks focus on hearing the sound, visual recognition of the sound, letter formation and generating words containing the given phoneme or sound
* Magnetic boards and Elkonin boxes are used at least twice per week to aid the exploration of words and to develop the ‘Say, Make, Break, Read, Write’ process
* Phoneme stories are used to develop skills in identifying words containing a specific phoneme
* Spelling words are reinforced through daily active spelling tasks
* Spelling words are assessed weekly and results are recorded by teaching staff
* The consolidation weeks are used to revisit tricky words

Primary 4-7

* Phonic sounds and tricky words are introduced following the order of the NL Active Literacy Programme
* One taught lesson to introduce rule, come up with examples of relevant words
* Follow up activities include dictation and reciprocal teaching of spelling rule
* Pupils investigate approach looking at phonemes with the same sounds but written in different representation
* Exploration of these words through the use of phoneme charts and Elkonin boxes, diacritical marking and dictation phoneme stories
* Based on capability, children will work on either the core or extension materials
* Focus on common words, tricky words and topic related words
* Introductory lesson followed up with daily active spelling card games and tasks including paired dictation
* Spelling words are assessed weekly and results recorded. Dictation should be used to demonstrate application.

**Reading**

Primary 1 – 3

* All children have access to reading for enjoyment books through class library as well as the school library (timetabled)
* Children progress through banded books (see Appendix)
* Children engage in a variety of fiction and non-fiction texts
* Read to write tasks should be planned and delivered, cloze procedures, chopped sentences, sequencing, comprehension matched to the reading book being used
* Reading lessons follow the NL Active Literacy Programme;

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| --- | --- |
| The Front Cover | Share the title, number of words, author and illustrator, picture on the front and make predictions |
| The Walk Through | Discussion of characters, sequence of story, spelling words etc. Quick review of the story, pointing out tricky words and appropriate strategies that the children may need to read certain words. |
| Choral Read/Paired Reading | Book is read several ways over the course of the week in groups, pairs or individually |
| Reading to Write Task | Cut up sentence, strip book, Beginning, Middle and End task, teacher made comprehension task, grammar related activities  In P2 & 3 the ‘Find it, Prove it, Talk about it’ strategy is introduced. Children begin to develop the skill of note-taking and looking for inferences in the text. This can be introduced in P1 depending on the capabilities of the children, |

Primary 4-7

* Each class begins with a modelling block – Whole class introduction/refresher of novel study approach which allows the teacher to model the comprehension strategies
* Evidence of the use of these strategies should be through tasks of well structured discussion and should be followed up with written tasks in literacy jotters (Active Literacy task maps)
* Class to engage with two novel studies per session
* Pupils progress through Literacy world resources

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| --- | --- |
| Prior Knowledge | What do I already know about?  What does my partner/group already know?  How has our thinking changed? |
| Visualisation | Using sensory images to gain more information about a character or situation e.g. ‘Find out as much as you can about the character of Sophie’. Children write down words/phrases related to Sophie that helps them to build a clear picture in their mind. |
| Metalinguistics | Exploring new language within a text by using strategies such as reading on, re-reading, using a dictionary, or partner discussion. |
| Inferencing | Gathering information about something not specifically stated in the text e.g.’ ‘What inferences tell us that Sophie care so much for the giant, that she would do anything for him?’ |
| Developing the main idea | Identifying the main themes developing throughout the book – not the main events. |
| Summarising | Skimming and scanning to find the main events and important information. Creating a diary entry, letter etc |

* Pupils will also experience non-fiction texts from a variety of sources

SRA

* Should be used on a rotational basis with each stage focusing on skills in one allocated term throughout the session.

**Big Writing**

**P1-7**

* Develop confidence and pleasure in writing through a whole school approach – VCOP Big Writing
* Writing should be taught through interdisciplinary topics with agreed targets and session aims.
* Pupils will be provided with opportunities to develop imagination and creativity through enjoyment and choice
* Pupils writing will be tracked and monitored using the Ros Wilson criterion scale termly.

Learning and teaching is based on the Curriculum for Excellence Guidelines and VCOP criterion scale, taking account East Ayrshire Progression Frameworks.

* Time Allocation – A minimum of 1hr per week (P1-3) and 1.5hrs per week (P4-7) should be allocated to taught writing. The opportunity for writing during the week should be greater than the minimum allocation.
* Frequency and Range of Writing – Pupils should be exposed to a balance of personal, imaginative and functional writing throughout the year.
* Classroom Organisation – All classes should have a writing wall with the four elements of VCOP clearly displayed. Pupils should access this display as an interactive resource to record good examples of vocabulary, openers, connectives and punctuation. Pupils work should be celebrated on a weekly basis e.g. writer of the week
* Technical skills – Grammar, handwriting and spelling are important technical skills which are developed through specifically taught lessons (Active Literacy, Grammar progression). Pupils should demonstrate knowledge and application of these skills during writing sessions.

Assessment

Assessment is an integral part of learning and teaching. A balance of formative and summative assessment will be used to:

* Provide pupils with clear and regular feedback
* Assist learners and teachers to plan next steps

Formative assessment approaches will be carried out weekly. Summative assessment will take place termly in the form of an unsupported piece of writing. Summative assessment pieces will be marked using the Ros Wilson Criterion scale, with individual pupil line graphs updated termly.

Tracking Levels

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| --- | --- | --- |
| Cfe Level | Criterion Scale | Recommended Stage |
| Early | E1-3 | Primary 1 |
| First | F1-F2 | Primary 2 |
|  | F3-4 | Primary 3 |
|  | F5-6 | Primary 4 |
| Second | S1-2 | Primary 5 |
|  | S3-4 | Primary 6 |
|  | S5-6 | Primary 7 |

**Talking & Listening**

Talking and Listening skills should be developed and assessed through all aspects of literacy. East Ayrshire progression frameworks should be referred to for the teaching of specific skills relevant to each level. Assessment should be planned for and delivered holistically.

**Grammar**

Should be formally taught once a week in line with the school Planning Framework. See appendix 2. Assessment through application should be built into writing tasks.

**Handwriting**

Should be formally taught once a week in line with the school Handwriting Policy. Assessment through application should be built into writing tasks.

**The Learning Environment**

A literacy rich and supportive learning environment is imperative and should include:

* Sharing of learning intentions and success criteria at the start, during and at the plenary of a lesson.
* Active, cooperative and outdoor learning opportunities to promote enthusiasm for literacy.
* Contextualised and relevant experiences.
* Exposure to high quality ICT experiences, where appropriate.
* Effective use of AifL techniques, including an understanding of the purpose and relevance of the learning encounters.
* Support and challenge techniques, such as mixed ability pairings, independent challenges.
* Access to a wide range of texts for different purposes.
* Making links across the curriculum to ensure skills are frequently applied in different, relevant contexts.
* Literacy rich displays to scaffold learning and generate interest, enthusiasm and ideas.

Assessment of Literacy

Assessment is a continual process so that teachers can take appropriate, timely next steps on a daily basis to maximise pupils’ learning potential. Teachers will use a range of summative materials e.g. standardised SNSA, Single Word Spelling Tests.

Formative assessments should be on going and should be in line with the school’s marking code as well as additional strategies such as traffic lights, self, peer and teacher comment based assessment, fist of five, thumbs up/down, 2 stars and a wish.

It is vital that teachers use this information together with their professional judgement to plan next steps in learning so that each child is challenged and supported to the level required for each individual.

Appendix 1

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| **Curricular Area: Literacy**  **Key Drivers:** Talking, Listening, Reading and Writing | | |
| **Early Level** | **First Level** | **Second Level** |
| **Talking & Listening**   * Talking Tins * I-pads   **Reading**   * Jolly Phonics * Active Literacy * Magnetic letters and boards * Phonics cubes * CVC bones * Literacy board games * Flash cards * Rhyme World * Nelson Grammar * Big Books   **Writing**   * Clicker 7 * VCOP Big Writing Programme * Nessy Spelling | **Talking & Listening**   * Bloomers Q&A * News Time * Group Discussion * Active Literacy * Easi-speak microphones   **Reading**   * Jolly Phonics/Literacy World * Active Literacy * Class Novels * Active Literacy (Spelling & Reading) * Jolly Grammar & Jolly Dictionaries * Bloomers questioning cards * Teacher created comprehension * Literacy World Skills book * Magnetic letters & whiteboards * Nelson Grammar   **Writing**   * Active Literacy (Spelling) * IDL / Real life Context * Nelson Handwriting * VCOP Big Writing Programme * Clicker 7 * Nessy Spelling | **Talking & Listening**   * Bloomers Q&A * Active Literacy   **Reading**   * Literacy World * Class Novels * Active Literacy (Spelling & Reading) * Bloomers questioning cards * Literacy World Comprehension * Cloze Passages * SRA * Literacy Boxes * Dictionaries / Thesauruses * Nelson Grammar   **Writing**   * Active Literacy * IDL / Real life Context * Nelson Handwriting * VCOP Big Writing resources * Clicker 7 * Nessy Spelling |

**Appendix 2**

**NEW CUMNOCK PRIMARY GRAMMAR/PUNCTUATION SKILLS PROGRESSION SESSION \_\_\_\_\_\_\_\_**

← denotes revision of work previously taught

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| --- | --- | --- | --- | --- | --- | --- |
| **Primary 1** | **Primary 2** | **Primary 3** | **Primary 4** | **Primary 5** | **Primary 6** | **Primary 7** |
| Capital letters – beginning of sentences. names of people.  Full Stops  Connectives  Recognise question marks.  Recognise exclamation marks.  Scrambled sentences – sentences make sense. | Capital letters - beginning of sentences, names of people, days of week, months.  Full stops.  Connectives – and, but  Question mark – be able to use.  Noun – introduce word, simple things.  Exclamation mark. | Capitol letters - as P.2 plus place names etc.  Full stops – most sentences end with one.  Question marks (intro).  Exclamation mark (intro).  Intro to speeches (Speech bubbles).  Verb – link with – past tense.  Comma – lists. | Capital letters  ← start of sentence  - proper nouns  - headings  Nouns  - proper nouns  - common nouns  - singular and plural  Synonyms  Homonyms  Adjectives  - identify  - use  Verbs  - identify  - identify 1st + 3rd person  - identify and use past/present tense  Punctuation  - identify, understand function of +use  ← . full stop  . comma (lists)  . question mark  . exclamation mark  Intro. - Use of paragraphs  Identify + understand function of Speech Marks  connectives (and/but/then)  Apostrophes in simple contractions e.g. don’t  Introduce Pronouns  Alphabetical Order (to 1st + 2nd letter) | Capital letters  ← start of sentence  ← proper nouns  - headings + emphasis  Nouns  ← proper nouns  ← common nouns  ← singular and plural  ← Synonyms  ← Homonyms  Adjectives (extend knowledge)  ← use in own writing  - comparatives + superlatives  Verbs  - identify  - identify 1st + 3rd person  ←past/present tense  Punctuation  - use  ← full stop  ← comma (lists)  ← question mark  ← exclamation mark  - commas in longer sentences  Use of paragraphs  Use speech marks  Use connectives  Apostrophes  ← contractions  - Intro. of ownership  Pronouns  - identify (+its and it’s)  Introduce Adverbs (of manner e.g. loudly)  Understand + use their and there  Alphabetical Order (extend 3rd letter) | Capital letters  ← revision  Nouns  - collective nouns  masculine/feminine  ← Synonyms  ← Homonyms  Antonyms  Adjectives  ← comparatives + superlatives  Verbs  ← use tenses  - irregular past tenses  - the imperative form  Punctuation  - commas in complex sentences  - clauses  - subject, verb, object  - Use Conjunctions  - Use connectives  Use of paragraphs  Use Speech Marks  Indirect/direct speech  Apostrophes  (contraction/ownership -‘s)  Pronouns (extended knowledge)  Adverbs (of manner - loudly, time - always, place everywhere)  Two, to, too  There, their, they’re  Alphabetical Order (extend)  Introduce Prepositions  Abbreviations  Similes  Metaphors  Idioms | Capital letters  ← revision  Nouns  - abstract nouns  - irregular singular/plural  extend masculine/feminine  Adjectives  ← (+extension)  Verbs  ← irregular past tenses  - active/passive  Punctuation  ← commas (extend knowledge)  - brackets  - hyphens  - colon:  - semi-colon;  Use a variety of Conjunctions  - clauses: main/subordinate  Use of Paragraphs  Speech Marks  ← Indirect/direct speech  - different patterns of speech  Apostrophes  (contraction/ownership -‘s/S’)  Adverb (extend knowledge)  ← Pronouns  ← Prepositions  ← Abbreviations  ← Similes  ← Metaphors  ← Idioms  Word roots  Derivations |