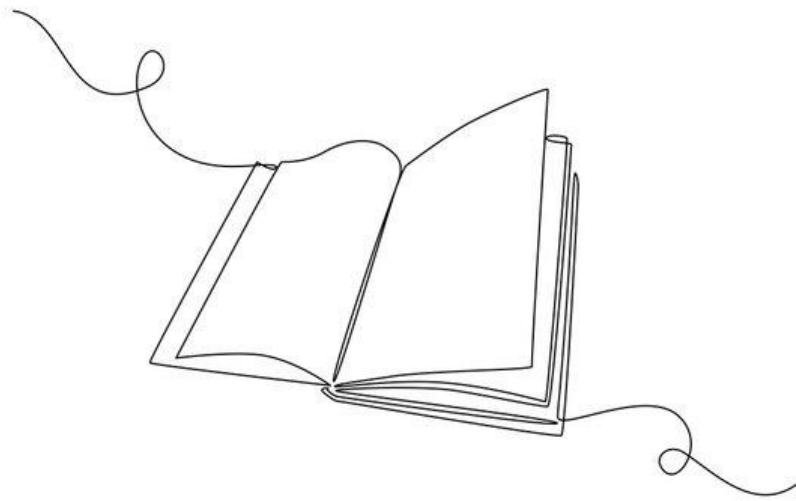


**Effective  
Learning, Teaching and Assessment  
in  
Literacy**



**through  
The Workshop for Literacy Approach**

**Principles in Practice**

## Developing Literacy Skills: The Importance for All

Literacy is fundamental to all aspects of life and the ability to read, write, speak and listen is essential if we are to effectively communicate with others, make sense of, and contribute to, the world around us. Being literate promotes self-esteem and enables learners to more readily access the wider curriculum, laying the foundations for lifelong learning and work. Research continually shows us that children and young people who are able to read, write and communicate well are more likely to thrive in life in regard to their education, health and employment. Therefore, our aim is to ensure our learners develop strong literacy skills in order to be confident individuals, respectful citizens, effective contributors and successful learners.

## Developing Literacy Skills: The Responsibility of All

Throughout their education, children and young people should engage in rich literacy experiences as part of their day-to-day learning. The importance of developing key literacy skills across all aspects of the curriculum should be recognised as *the responsibility of all* practitioners and, as such, a shared understanding of these responsibilities together with professional confidence and knowledge of the Experiences and Outcomes and National Benchmarks for Literacy and English supports effective approaches to learning and teaching which enable every child and young person to make progress in their literacy development.

## Developing Literacy Skills: Our Approach in Fife

*"Imagine a workshop - a place where people come together to use new tools and to learn new skills. Imagine a rich kaleidoscope of words and pictures, a bright, inviting place where a wealth of 'hands-on,' multi-sensory language activities, call out to be sampled, engaged with and enjoyed...activities are carefully planned to acknowledge learning preferences and harness the creative skills and talents which learners bring...activities are integrated with current class topics so that learning always has a purpose...experiences are carefully scaffolded to ensure success...all kinds of language are widely experienced...there is scope to use artistic flair to embellish content. This is the Workshop for Literacy."*  
Drysdale, J. (2009)

Workshop for Literacy (WfL) is Fife's approach to supporting the development of skills that are fundamental for listening, talking, reading and writing. This research-driven approach is underpinned by key principles influenced by work originally undertaken by Jennifer Drysdale, a Fife practitioner. These principles inform our practice and promote the use of effective strategies for the teaching of literacy, which benefit learners across all stages and sectors.

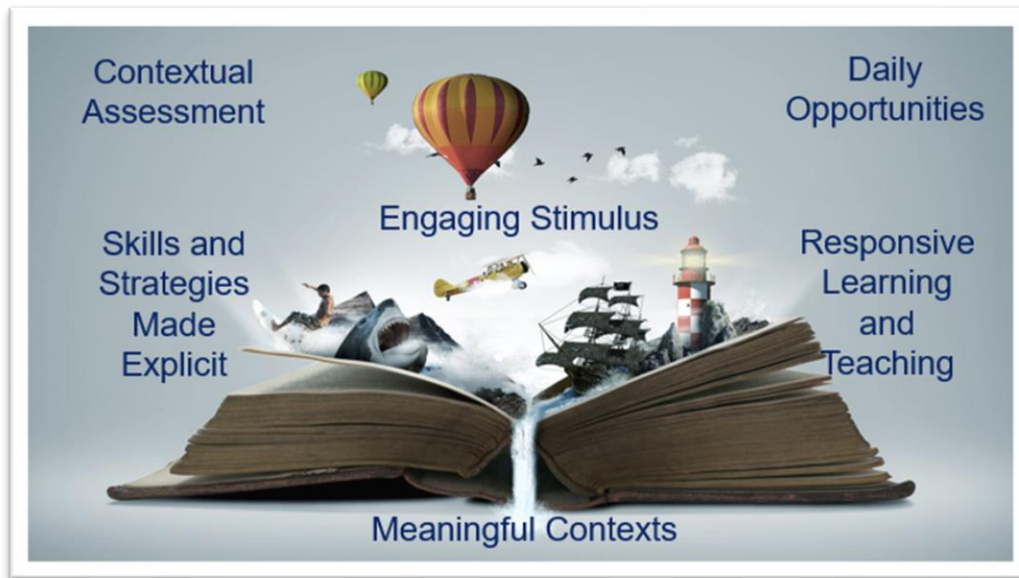
The WfL approach supports a holistic view of our children and young people, acknowledging that literacy development is influenced by a broad range of experiences, factors and circumstances. An understanding of these influences is crucial when determining how best to support learners within the classroom. Therefore, at its core is contextual assessment and continuous observation which allows practitioners, across all areas of the curriculum and through the life of the school and beyond, to recognise strengths and areas for further learning.

Observations, knowledge of individual learners and other assessment information are all used to guide professional judgement, ensuring that planning is responsive to learners and stimulating, purposeful activities are set in meaningful contexts and experiences. Through this approach, practitioners harness daily opportunities across different areas of the curriculum to develop relevant literacy skills and provide an appropriate level of support and challenge within an inclusive environment to enable every learner to experience enjoyment and success.

**In Fife schools where the WfL approach is fully embraced, there is strong evidence that this impacts positively on levels of attainment for reading, writing, listening and talking.**

*"Children who have experienced the workshop approach have become confident individuals who enjoy reading and writing."*  
Drysdale, J. (2009)

# The Core Principles of Workshop for Literacy



## Contextual Observation and Assessment

Effective assessment practices are always the starting point, helping practitioners to better understand where individuals are in their development. Key information about a learner's strengths and areas for development is routinely gathered through observations of what learners do, feedback through what they say and assessment of performance or products.

## Responsive Learning and Teaching

Workshop for Literacy is not a programme of work; it is an approach to teaching and is not prescriptive, rather it enables practitioners to flexibly act on their observations and assessment to determine the most appropriate next steps for learners to support their literacy development.

## Meaningful Contexts

Contexts for learning that are meaningful and engaging support learners to make connections between their knowledge, skills, and abilities to all aspects of life, and the world more broadly.

## Engaging Stimulus

Stimuli such as stories, images or objects are used to effectively stimulate interest, generate curiosity, and spark imagination. Learners are exposed to various genre and types of text, selected for their rich language, content and suitability for the literacy skills being developed.

## Skills and Strategies Made Explicit

Through modelling, sharing, and guiding, practitioners clearly demonstrate and highlight the use of specific skills and strategies, helping learners to develop their understanding and independent application when reading, writing and communicating in different curricular areas.

## Daily Opportunities

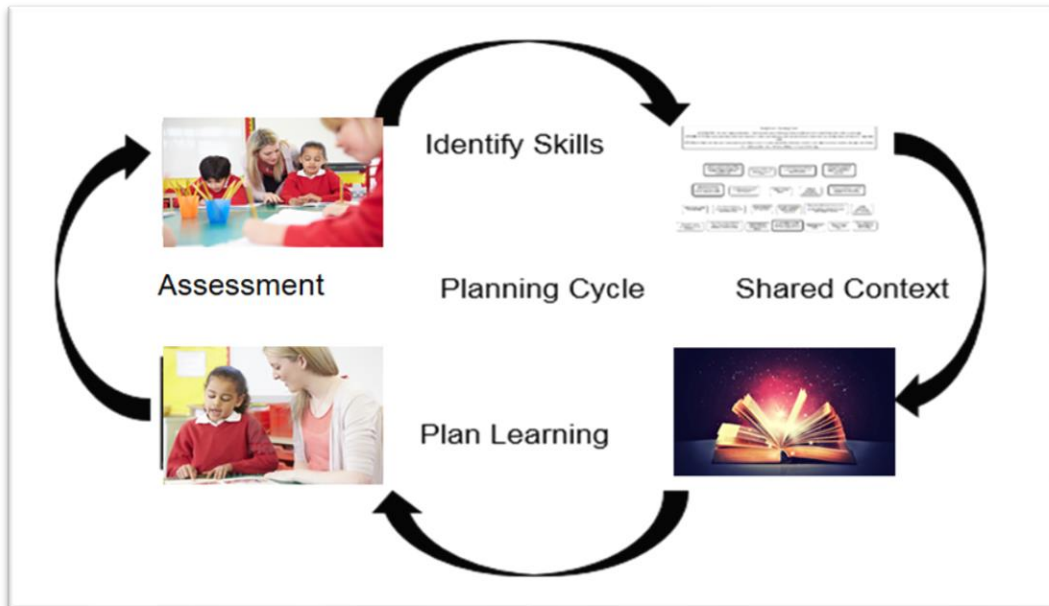
Through an appropriate balance of teacher-directed, teacher-initiated, and child-initiated activities, learners experience purposeful daily opportunities which contribute to the development of core literacy skills and foster a lifelong love of reading, language and literature.

*"The workshop has proved successful over several years and in different situations. Focus on learners and how they learn has meant that from the earliest stage, appropriate activities have been introduced and the experience of failure avoided. As a result, children have anticipated success and become confident learners."*

Drysdale, J. (2009)

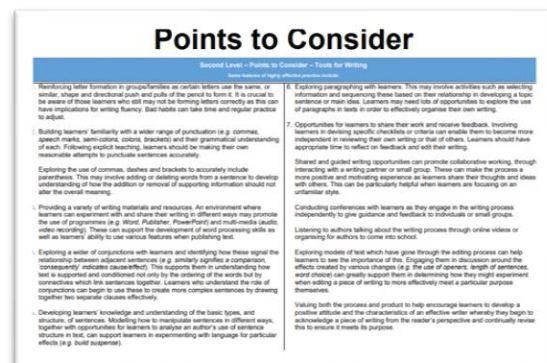
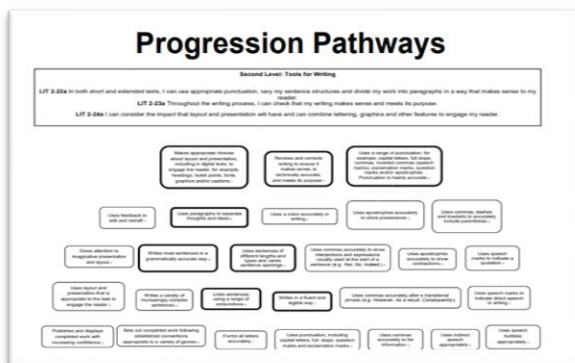
# The Workshop for Literacy Planning Cycle

The process outlined below supports effective planning, teaching and assessment of experiences and opportunities for learning, where the learners are continually at the centre.



## The Progression Pathways and Points to Consider

Observation and assessment of learners in the different literacy curriculum organisers can be further supported by the Progression Pathways. These provide a clear and concise framework to help practitioners identify learners' strengths as well as to inform their next steps. Whilst the tiles at the bottom of the pathways represent foundational skills which learners build upon this does not necessarily mean this will be the starting point for all. Rather, practitioners should use them judiciously to ensure that opportunities are always appropriately matched to the needs of the learner(s). The Benchmark statements have been integrated and emboldened throughout to develop a shared understanding of the expected standards for each CfE level.



Points to Consider sections complement each organiser detailing features of highly effective practice which can be drawn on to inform learning and teaching opportunities. While these are not an exhaustive list of strategies and approaches, they do provide practitioners with a variety of evidence-based ideas that can be considered at a whole class, group, or individual level.

*"Identification of skill development and learning and continuous contextual assessment are vital means of profiling each learner's needs and are used to inform decisions on what should be selected from an extensive toolkit of approaches."*  
Drysedale, J. (2009)

# The Records of Understanding

EARLY LEVEL Semantic Pathway Listening and Talking	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>ENJOYMENT AND CHOICE</b> - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	LIT 0-01a, LIT 0-11a, LIT 0-25a I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01b I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01c I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.											
Hears and says patterns in words												
Hears and says rhyming words and generates rhyme form a given word												
Hears and says the different single sounds made by letters												
Hears and says letter blends/sounds made by a combination of letters												
Participates actively in songs, rhymes and stories												
Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator												
Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes												
Engages in stories and texts in different ways for example retelling/re-enacting stories and/or using puppets/props												
<b>TOOLS FOR LISTENING AND TALKING</b> - to help me when interacting or presenting within and beyond my place of learning	LIT 0-02a AND 0-02c As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.											
Makes an attempt to take turns when listening and talking in a variety of contexts												
Makes an attempt to use appropriate body language when listening to others, e.g. eye contact												
Listens and responds to others appropriately												
Asks questions and responds relevantly to questions from others												
Follows and gives simple instructions												
Shares ideas with a wider audience, for example group or class												
<b>FINDING AND USING INFORMATION</b> - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	LIT 0-04a I listen or watch for useful or interesting information and I use this to make choices or learn new things.											
Understands and responds to spoken texts												
Identifies new or interesting information from spoken texts												

To support practitioners with the recording and reporting of learners' progress in relation to national standards, the Records of Understanding have been developed to include the relevant Benchmarks for each CfE level. While there is no prescriptive, 'one size fits all' approach, schools may find the suggested colour-coding system a useful way to monitor learners' progress towards, and inform professional judgement about achievement of, a level.

	No evidence
	Limited evidence
	Some evidence
	Clear and consistent evidence

To effectively inform their professional judgement about learning and progress, practitioners will use assessment information gathered from a range of sources of evidence including day-to-day observations, learning conversations, products (e.g., jotter work, presentations, notes, projects or tests) planned periodic assessment and performance during learning activities.

When making a declaration that learners have achieved a level, practitioners will use their professional judgement. This will be well informed by information that has been continuously gathered and recorded over time. In order to achieve a CfE level, while it is not necessary for learners to demonstrate mastery of every individual aspect in the Benchmarks it is important that there are no major gaps in their learning i.e., no evidence. Practitioners should also consider the language of the Benchmarks (e.g., *most*, *mainly accurate*, *makes an attempt to*) so that judgements are fair, realistic, and appropriate for the age and stage of the learner.

To further support practitioners to feel confident in their professional judgements, effective moderation practices should be developed within and across school settings. Engaging in professional dialogue with colleagues as well as professional learning and participation in wider networks will enhance assessment decisions and develop a shared understanding.

*"Unless observations are recorded systematically over time and regularly evaluated, their full significance may not be recognised. Contextual assessment, the driving force behind effective learning and teaching, provides information which is essential for appropriate planning. It is the important backdrop to all that takes place in the Workshop for Literacy."*  
 Drysdale, J. (2009)



# Listening and Talking

When supporting listening and talking, practitioners will draw on their knowledge and understanding of the key language skills learners should be developing as appropriate to their age and stage. In addition to the Progression Pathways, resources such as the What's Typical Talk posters may be considered as these outline the typical phases of speech and language development and exemplify expected progress in primary and secondary stages.

As listening and talking skills are central to all aspects of learning and wellbeing across the curriculum and in life, a well-established positive culture will encourage and support dialogue between all members of the classroom and wider school community in a variety of contexts. Practitioners will model and clearly reinforce expectations through their own effective communication skills ensuring that interactions with learners are authentic and nurturing.

Through daily routines, activities, and experiences, practitioners will harness opportunities to teach listening and talking skills explicitly and implicitly. Many learners will have acquired positive communication skills through their early literacy experiences or home environment. However, some learners will require more modelling and support. As the quality of input is likely to be of greater benefit than the quantity, practitioners will consider targeted approaches carefully to meet the needs of individual learners in ways to ensure that, where there may be difficulties or concerns, skill development continues to progress accordingly. A range of techniques will be used, as appropriate, to scaffold learners' use of language such as modelling, commenting, imagining, recapping, explaining, narrating, recasting, or extending.

In helping learners to acquire a wider oral vocabulary, practitioners will use their understanding of how words can be categorised into tiers. Considering learners who may be using more simplistic, tier one level language practitioners will encourage learning of tier two alternatives that are more likely to appear frequently in a wider variety of written or oral text. Tier three level words (those that are more subject-specific) will be explored in ways that help learners to understand content. Maximising opportunities to develop vocabulary explicitly and implicitly develops learners' 'word consciousness' which supports them to make connections and become more confident and precise when using language to express their feelings or ideas.

As conversations are an ideal context for the development of children's language and thinking, practitioners will expand the quantity and quality of classroom talk by asking a range of questions, such as those that require learners to justify their thinking or expand on their initial responses. Throughout their experiences, learners will be encouraged to ask their own questions and supported appropriately in different ways to articulate their ideas and thinking.

While a range of explicit and implicit approaches and strategies will be used, developing learners' confidence and skills as effective communicators will be achieved most effectively through:

- Opportunities for learners to recognise and practise active listening skills e.g. co-creating expectations of positive listening behaviours, establishing routines for engaging with stories, films, or other media, using cueing systems to gain attention, visual supports.
- Opportunities for learners to recognise and practise group discussion skills and behaviours e.g. collaborative activities, team games, social situations, problem-solving contexts, debating issues.
- Opportunities for learners to recognise and practise individual talk skills and behaviours e.g. analysing effective speakers, drama, games, informal and formal oral presentation.

*"In a stimulating environment, most children will develop good oral language skills. Although children should not all be expected to develop these skills in the same way or at the same rate, it is vitally important that, where there is significant difficulty or delay, additional opportunities to stimulate learning should be introduced and subsequent learning closely monitored."*

Drysdale, J. (2009)



## Tools for Reading (Phonology)

When supporting reading, practitioners will draw on their knowledge and understanding of the phonological awareness skills learners should be developing. In addition to the Progression Pathways, resources such as First Steps in Literacy may be considered as these exemplify the expected progression of these essential pre-reading skills and abilities.

Phonological awareness is the foundation upon which later phonic knowledge is built and, in the earliest stages, learners should be supported to identify rhyme and alliteration, segment units of sound in speech - words, syllables and phonemes – and manipulate these sounds. Through observation and assessment in everyday activities, experiences and play practitioners will determine learners' proficiency. Many learners will have acquired these skills through rich early literacy experiences. However, some learners will require more time and opportunities to enable them to progress in their reading development more effectively. This includes older learners who may not have fully developed these fundamental abilities.

When learners have well developed phonological awareness, phonics instruction will then help them to learn the 'Alphabetic Principle' – the idea that there is a predictable relationship between the sounds we hear and the letters, or letter patterns, we use to represent these. Practitioners will follow a structured and systematic approach to phonics instruction, teaching sound-letter relationships in a logical sequence. This can be effectively supported by the Appendix section of the Progression Pathways which provides a clear order to follow, helping practitioners determine the most appropriate learning and teaching opportunities.

As writing was invented to represent speech, manipulatives like cubes, cards or other objects may be used initially to make this concept more concrete for young learners or those who require further support. Once an understanding that symbols are used to represent speech sounds has been established, these can be replaced by letters. Learners will engage in multi-sensory activities to apply what they are learning to the reading and writing of words. Practitioners may find the digital Phonic Play Mats a useful way to resource this, in addition to the provision of magnetic letters or other materials to support a speech to print approach.

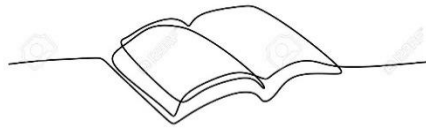
Initially, through their phonics instruction children will learn that all 26 letters of the alphabet make at least one predictable or common sound. As they progress, practitioners will support them to develop an understanding of different letter patterns, types of syllable and smallest units (morphemes) that make up words. This may be well supported by sound walls or strips to help learners draw on their developing knowledge and understanding to read and write.

As the English language is complex, practitioners will explicitly teach decoding strategies that help learners view reading as a 'problem solving' process when they encounter unfamiliar words. To help learners gain access to a shared text, practitioners will draw on a range of strategies such as reading aloud, choral or echo reading, tiered or teacher-devised material or assistive technology. This bypasses the need for independent reading and enables all learners to engage. In this way, a truly inclusive environment will be created.

The learning and teaching of high frequency words should be a clear priority in the reading curriculum as they make up a significant percentage of words learners will be required to read and write. Practitioners will use effective approaches that support the Orthographic Mapping process, so that this learning is more effectively committed to the long-term memory by forming connections between the semantic (meaning), phonological (auditory) and orthographic (visual) pathways. This helps learners develop a greater number of 'sight words' which they can instantly and automatically recognise without any conscious effort.

*"Phonological awareness is the foundation upon which phonic knowledge is built. In the workshop, strong emphasis is placed on listening as important points can be observed whilst children are involved in everyday games and activities."*

Drysdale, J. (2009)



## Tools for Reading

Visual discrimination skills are required for processing the fine detail in text and, in the earliest stages, learners should be encouraged to recognise and discriminate between different shapes, colours, patterns, pictures and symbols. Through observation and assessment in everyday activities, experiences and play, practitioners will determine learners' proficiency. Many learners will have acquired these visual discrimination skills through rich early literacy experiences and environments. However, some learners will require more time and opportunities to enable them to progress in their reading development more effectively. This includes older learners who may not yet have fully developed these fundamental abilities.

When learners have well developed visual discrimination skills, phonics instruction will then help them to make the necessary connections between the sounds we hear and the letters, or letter patterns, we use to represent these. Being able to identify the subtle similarities and differences between letters and words will support learners as they begin to decode text.

As the English language is very complex, practitioners will explicitly teach decoding and comprehension strategies that help learners read with increasing fluency, understanding and expression. When supporting reading, practitioners will draw on their knowledge and understanding of the Science of Reading to effectively group learners for focused instruction. Practitioners' use of assessment will help to identify those who demonstrate similar strengths or developmental needs in both their word reading and language comprehension skills. Guided reading groups then provide an opportunity for explicit teaching and practice of the most relevant skills and strategies, involving much more than just 'hearing' children read aloud.

As learners continue to develop their skills to effectively decode text, a strong reading culture in classrooms and across the school setting promotes a life-long love of language, literature, and other media. Practitioners will act as role models and harness daily opportunities to read aloud to learners, promoting the many benefits for language as well as cognitive, social, and emotional development. Creative spaces invite learners to independently explore texts for enjoyment and opportunities for them to engage with a wide variety of texts for their own purposes are encouraged by access to reading material that will develop knowledge or spark imagination. Practitioners will also create opportunities to involve learners and offer choice in selecting reading material to effectively increase motivation and engagement for reading.

Across different areas of the curriculum, practitioners will be discerning with their use of classic and contemporary texts for teaching and ensure there is an appropriate balance between fiction and non-fiction e.g. graphic novels, poems, newspaper articles, adverts, song lyrics, instructions, biographies/autobiographies, recipes, posters. Texts that positively highlight diversity and are representative of our modern, evolving society in Scotland today are vitally important for exploring important issues, developing empathy, respect and informing beliefs.

To further support and strengthen the link between home and school learning, learners from the early years to Primary 3 are gifted book bags and learning materials as part of the Scottish Government's annual Bookbug and Read, Write, Count programmes. These can help families include fun and supportive reading and writing activities in their everyday lives. Schools will determine other effective ways to engage their wider school community in the development of their reading curriculum e.g. whole school events, author visits, links with a local library, school trips, involvement in reading initiatives or programmes, competitions.

*"A variety of methods is used to scaffold the reading experience, ensuring success and gradually developing confidence."*

Drysdale, J. (2009)





## Skills for Understanding, Analysing and Evaluating

When supporting language comprehension, practitioners will draw on their knowledge and understanding of the key skills learners should be developing to support effective reading. In addition to the Progression Pathways, resources such as Scarborough's Reading Rope may be considered as this illustrates aspects that may pose barriers to language comprehension.

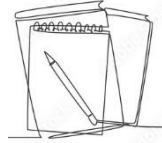
As comprehension of a text can be greatly influenced by a learners' background knowledge, vocabulary and knowledge of language and text structures, practitioners will explicitly teach a range of strategies that can support learners to understand texts they have engaged with. Developing this understanding will be achieved most effectively through:

- Opportunities for learners to expand their background knowledge through activities that precede, or complement, reading experiences. This will help them acquire relevant information, ideas, or vocabulary.
- Opportunities for learners to make connections between their personal experiences, knowledge of the world and their understanding of the author and purpose of the text type e.g. typical text structures or language features.
- Opportunities for learners to make predictions before and as they read to develop their skills of deduction and inference, drawing on evidence to inform their thinking and logic.
- Opportunities for learners to visualise text in different ways. This may involve the use of drawings, drama activities or activating different senses using prompts e.g. pictures, sound effects, objects, scents.
- Opportunities to engage learners in discussion using different types of questions that incorporate a range of higher order thinking skills, from literal to inferential to evaluative. Facilitating more classroom talk and discussion about texts invites more active learning as learners are continually required to use the text when explaining or reasoning.
- Opportunities to develop learners' knowledge of text structures or language features through a rich text. Exploring elements used by real writers in context can greatly support the practise and transferral of skills, unlikely to be achieved as effectively through decontextualised or standalone exercises.
- Opportunities for learners to develop their understanding of how to effectively summarise and draw together the main ideas of a text.
- Opportunities for learners to develop strategies to help them determine the meanings of unfamiliar words. Vocabulary instruction may be explicit (e.g. selecting specific words to focus on, teaching strategies such as using context clues) or may be implicit (e.g. giving a definition, highlighting words or parts of words to support connections 'in the moment').

Effective readers have conscious control of their strategy use and are able to make decisions about which to use and in what situations. As appropriate to their age, stage and needs, practitioners will engage learners in instruction that teaches them the comprehension strategies, outlined above, that support confident reading as well as help them to develop the necessary metacognitive awareness of how and when to use these strategies for best effect. In this way, learners engage more assuredly with unfamiliar text and view reading as a 'problem solving' process, supported by the toolkit of strategies they have learned to refer to.

*"It is essential to enable every child to encounter a variety of gripping, stimulating and complex literature and to help them to comprehend and appreciate such texts. If reading with comprehension is to be accomplished, then operation of different skills must be integrated."*

Drysdale, J. (2009)



## Creating Written Texts

When supporting writing, practitioners will draw on their knowledge and understanding of the text generation, transcription and executive function skills learners should be developing to support them to create text. In addition to the Progression Pathways, practitioners may find the Text Type Assessments, as part of the Fife Writing Assessment Resource Pack, a useful way to inform and support their decisions about learning, teaching and assessment of writing.

As writing skills are central to many aspects of learning across the curriculum and in life, a well-established positive culture will encourage and support the creation of text for different purposes across a variety of contexts. Through daily routines, activities, and experiences, practitioners will harness opportunities for learners to communicate their ideas or other information in the written form whether this is following their own learner-initiated or teacher-directed purposes. To support them over longer periods, when writing more extensively, practitioners will develop the necessary opportunities for learners to explore the elements writers use to create different text types for imaginative, informative, and persuasive purposes.

As the quality of preparation for, and support throughout, extended writing activity is crucial for success, practitioners will carefully consider their writing process to ensure that experiences and opportunities for learning are appropriately matched to the needs of learners. While a range of approaches and strategies will be used as learners move through the key stages of the writing process (planning, drafting, revising, editing, and publishing) developing greater confidence and skill in creating written texts will be achieved most effectively through:

- Opportunities for learners to develop their knowledge and understanding of the text type. Practitioners will determine the most appropriate ways to explore this e.g. textual analysis of a model text, independent or guided reading, home learning activities.
- Opportunities for learners to co-create meaningful success criteria that supports them to better understand their purpose, intended effect, and choices they could make.
- Opportunities for learners to plan (if necessary) in different ways e.g. models, flow charts, post-its, diagrams, drawings. Practitioners will identify those that may be more suited to the text type or particular learners' needs, where appropriate.
- Opportunities for learners to gather ideas and organise information prior to writing. Practitioners will encourage and support learners to 'magpie' particularly powerful or useful ideas, phrases, or words which they could later include in their own text in a variety of ways e.g. gallery walls, journals, sentence stems.
- Opportunities for learners to see the writing process in action. Through modelled, shared or guided writing approaches, practitioners will facilitate learning as text is jointly created.
- Opportunities for learners to explore and experiment with the relevant vocabulary for the text type. Depending on their age and stage of development, practitioners will encourage learners' attempts with more sophisticated or precise word choice.

Effective writing is a process and, as appropriate to their age, stage and needs, practitioners will break this down into manageable chunks. In this way, learners engage more confidently when creating extended text and view writing as an enjoyable and worthwhile endeavour.

*"The production of a piece of writing is cognitively demanding for anyone, involving as it does, sequential organisation, syntactic skill, semantic knowledge as well as spelling and correct letter formation. Differentiation of outcomes is achieved by acceptance of a wide range of forms including oral, graphic, and written presentations with ICT support where appropriate."*

Drysdale, J. (2009)



## Tools for Writing

When supporting learners to create both short and extended text, practitioners will draw on their knowledge and understanding of the skills learners should be developing to enhance their written communication. In addition to the Progression Pathways, resources such as 'First Steps in Literacy' may be considered as these exemplify expected progress in aspects such as spelling, grammar, presentation, sentence structure and the use of punctuation.

As learners develop their ability to communicate their ideas or other information in the written form, practitioners will harness opportunities to model and reinforce age and stage appropriate expectations. Practitioners may find the Self-Assessment Criteria Grids and Self and Peer Assessment Placemats, as part of the Fife Writing Assessment Resource Pack, a useful way to support ongoing feedback and learner conversations about writing. While a range of explicit and implicit approaches and strategies will be used, developing learners' confidence and abilities in the Tools for Writing organiser will be achieved most effectively through:

- Opportunities for learners to review and edit, particularly extended pieces of text. Practitioners will determine the most appropriate ways to organise learning that supports this improvement e.g. direct teaching, independent games or activities, editing stations.
- Opportunities for learners to develop useful approaches and strategies to become more confident and effective spellers. Practitioners will draw on their knowledge and understanding of the stages of spelling development to ensure that learning and teaching is matched appropriately. Practitioners may find the Spelling Assessment Guidance, as part of the Fife Writing Assessment Resource Pack, a useful way to support with this.
- Opportunities for learners to practise their handwriting or typing skills. Practitioners will agree a whole school approach to ensure that learners develop a clear, legible style.
- Opportunities to develop learners' knowledge and understanding of grammar and language features in context. This can greatly support the practise and transferral of skills, unlikely to be achieved as effectively through standalone exercises.
- Opportunities for learners to explore and experiment with sentence structures and how text can be organised. Depending on their age and stage of development, practitioners will encourage learners' attempts with more complex types of sentences or paragraphs.
- Opportunities for learners to develop knowledge and understanding of how ideas and information can be linked using different types of connectives and when these are most appropriate to use.
- Opportunities for learners to use digital technology, scaffolds or other resources that will support them to overcome challenges and enhance the quality of their writing.

The Tools for Writing help to enhance learners' text and more effectively communicate their ideas or information to a reader. As appropriate to their age, stage and needs, practitioners will determine where focused learning and teaching is required on these aspects during the editing stages of the writing process, or to support writing activities across the curriculum more generally. In this way, learners' experiences of cognitive overload are reduced and they engage more confidently when initially allowed to focus on their message and quality of ideas.

*"A workshop by its very nature creates opportunities for practical endeavour and fosters emergent skills. . . everything is 'hands-on' and learners are constantly urged to try something new. There is an emphasis on active learning... creative activities can have a dynamic effect on learning... ICT can be hugely beneficial. It can help both to support or bypass the difficulties they encounter and to develop skill in areas of specific weakness. For most children it is extremely motivating, allowing them to work independently at an appropriate pace and to produce a dignified end-product."*

Drysdale, J. (2009)

## Further Support Available from Fife Professional Learning

### Professional Learning Sessions



A range of professional learning courses and standalone sessions are regularly available to support your knowledge, understanding and practice around the Workshop for Literacy Approach. These can be registered for via Oracle.

### Professional Reading



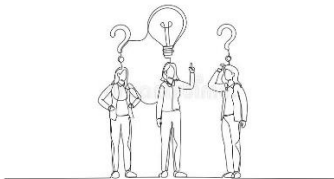
A range of recommended professional reading and resources are available to support your knowledge, understanding and practice around the Workshop for Literacy Approach. These can be accessed on our Glow site.

### Pedagogy Premieres



A range of self-led professional learning and guidance videos are available to support your knowledge, understanding and practice around the Workshop for Literacy Approach. These can be accessed on our Glow site.

### Reflective Questions



A range of reflective questions are available to support your own or school's ongoing self-evaluation around the Workshop for Literacy Approach. These can be accessed on our Glow site.

### Contact the Team

If you would like to discuss your own or school's professional learning needs further, please contact:

Professional Learning Team

[professional.learning@fife.gov.uk](mailto:professional.learning@fife.gov.uk) or

Greg McCafferty, Education Support Officer, Literacy

[greg.mccafferty-ik@fife.gov.uk](mailto:greg.mccafferty-ik@fife.gov.uk)

