

Attainment & Literacy Strategy

Early Learning and Childcare

September 2025



OUR VISION

A world class learning city founded on nurture principles.



OUR VALUES

COMPASSION, AMBITION, TRUST, EQUITY



OUR PURPOSE

Sustainable development goal 4:
Ensure inclusive and quality education for all and promote lifelong learning.

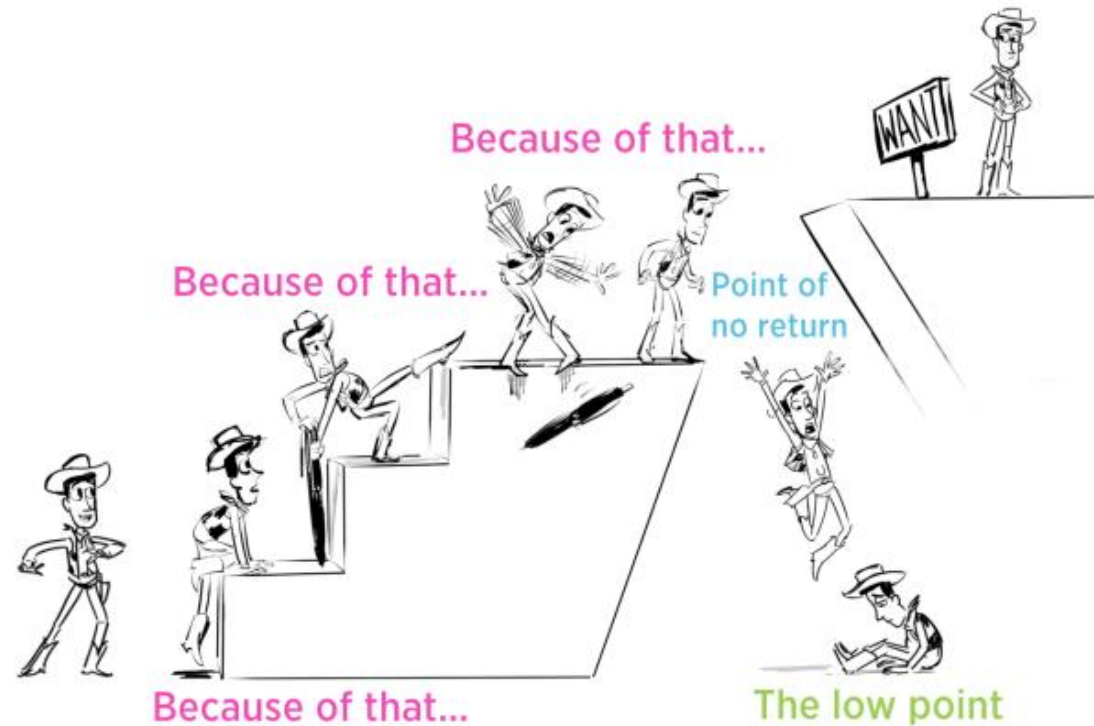
Attendance

Inclusion

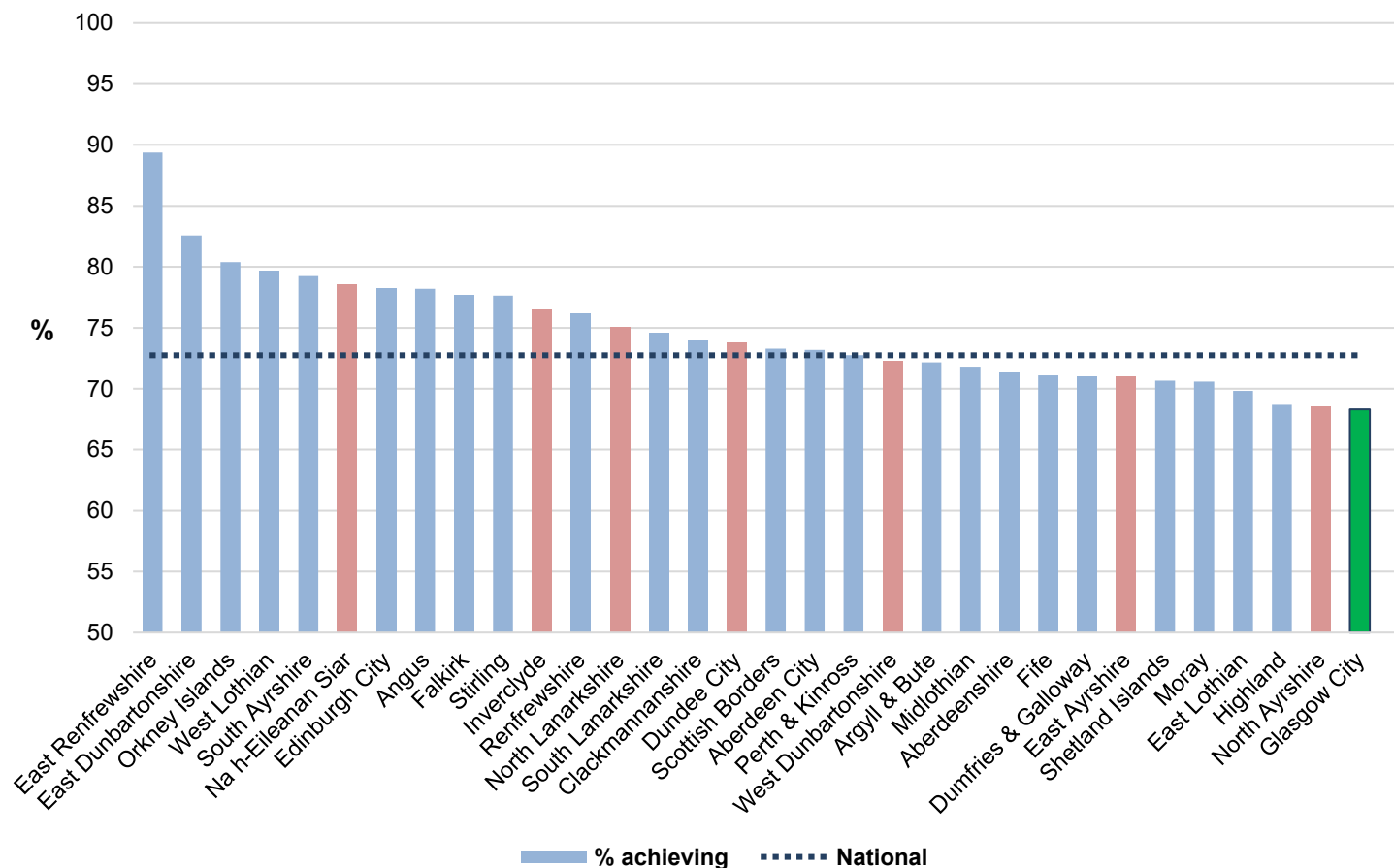
Attainment

Session outline

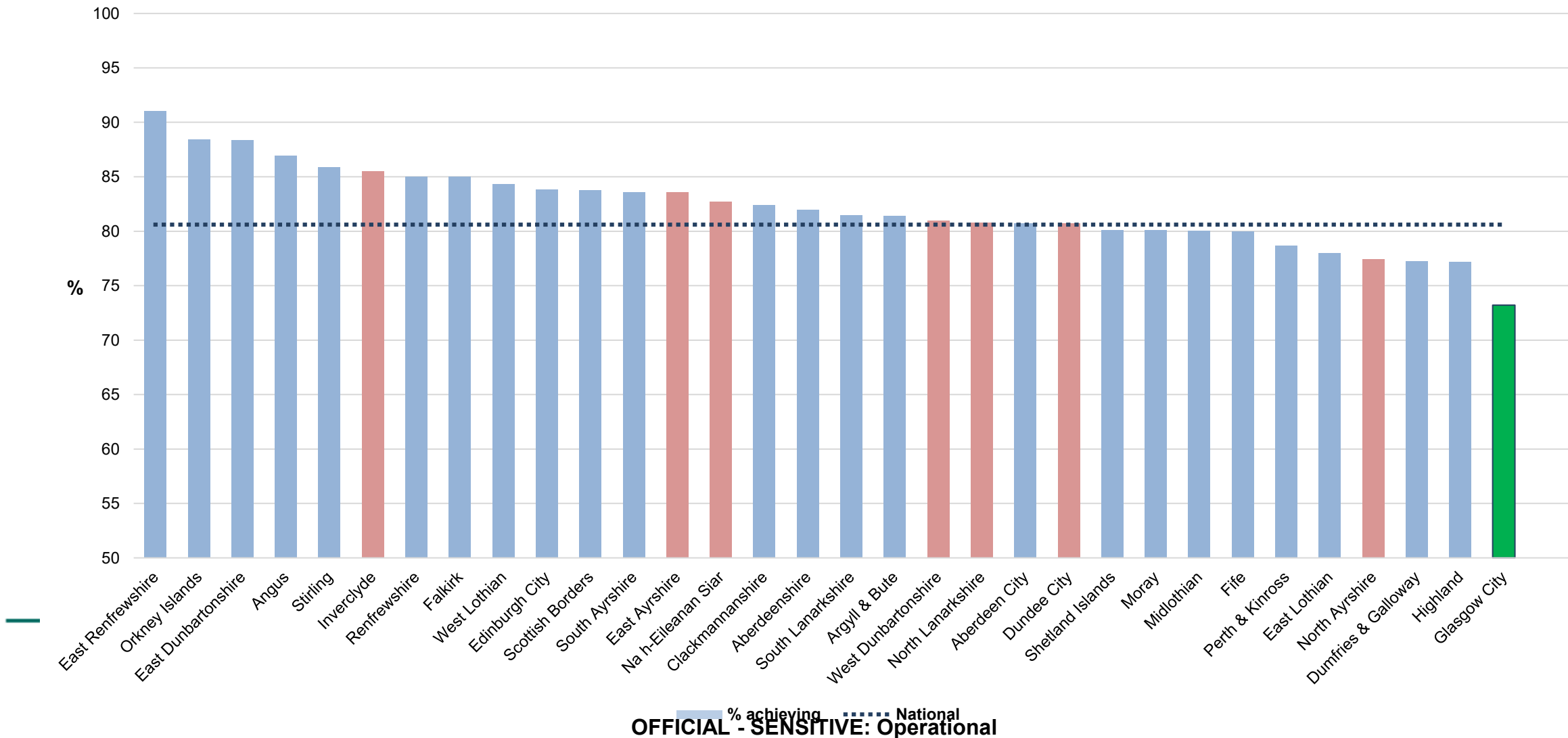
- Facts
- Story
- Action



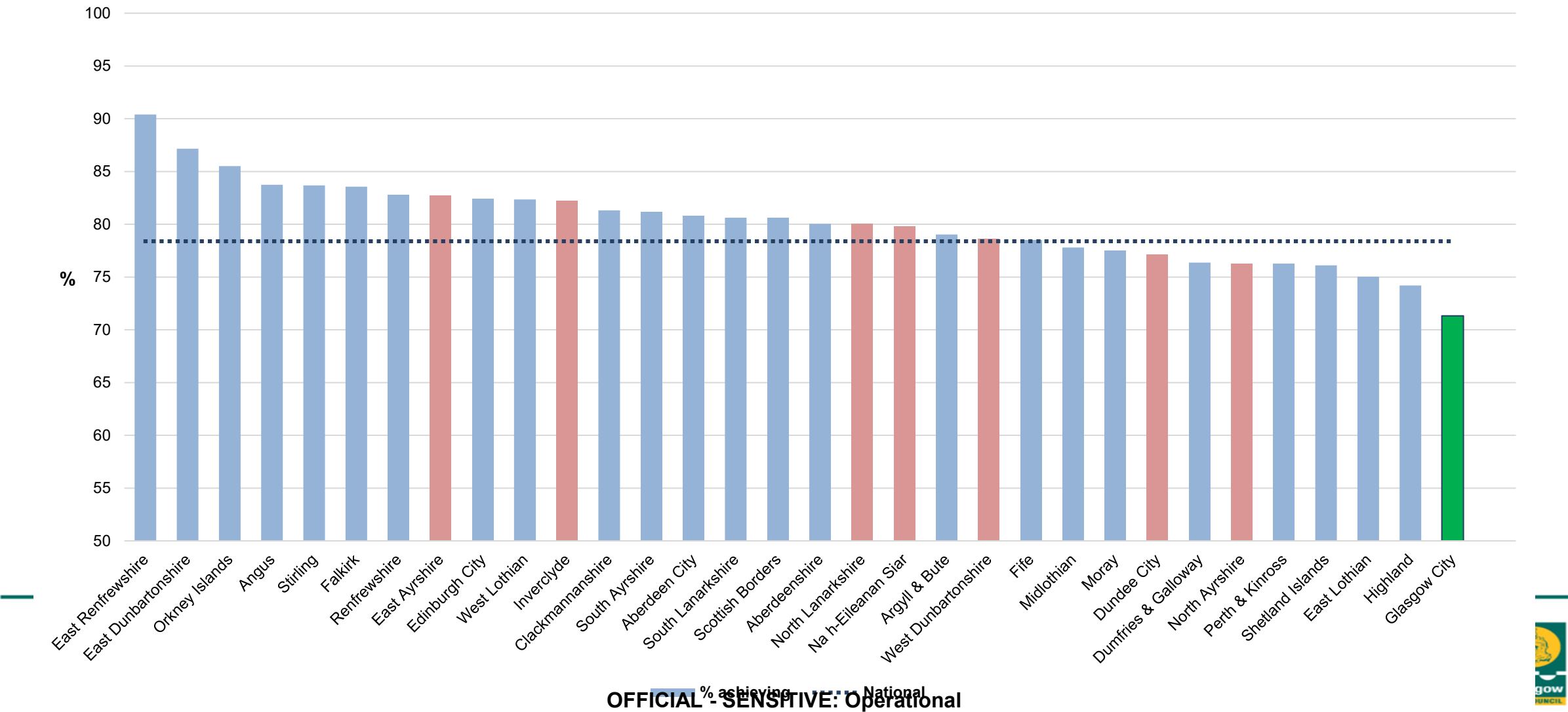
P1, P4 and P7 combined: Literacy



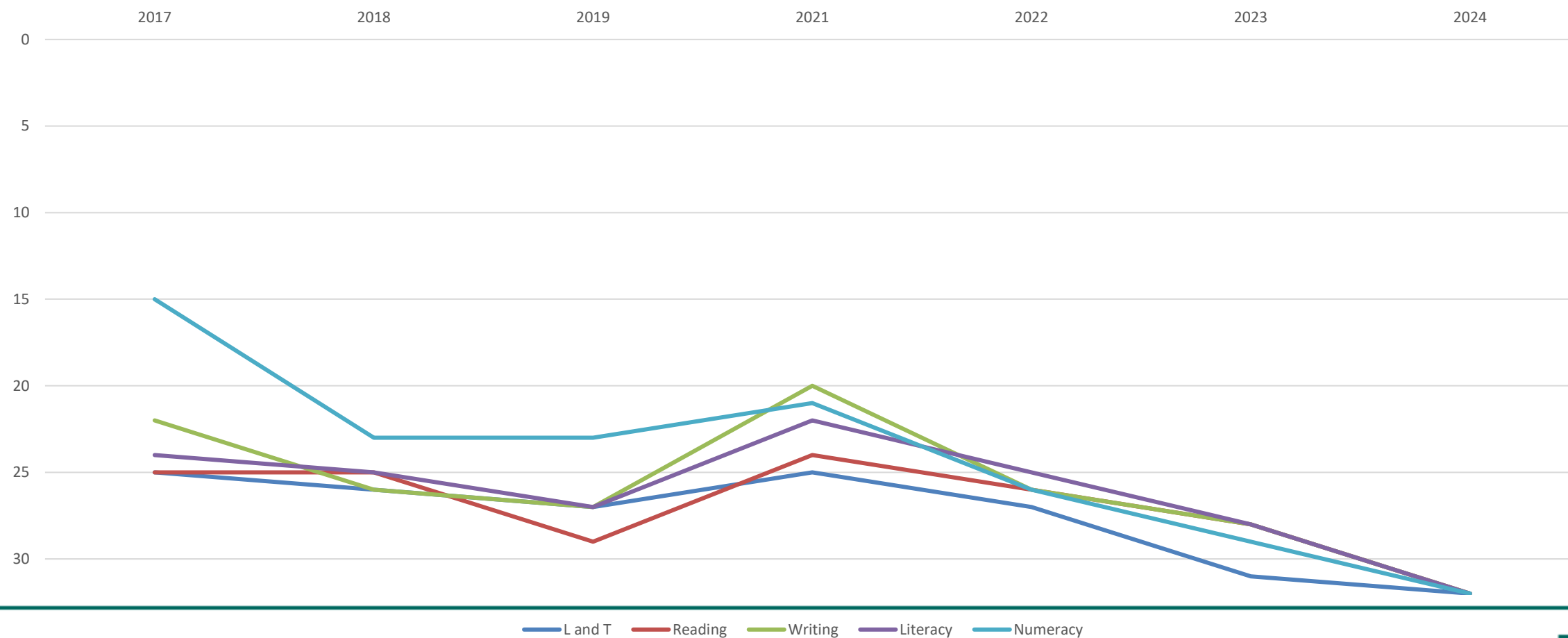
P1 - Early level: Reading



P1 - Early level: Writing

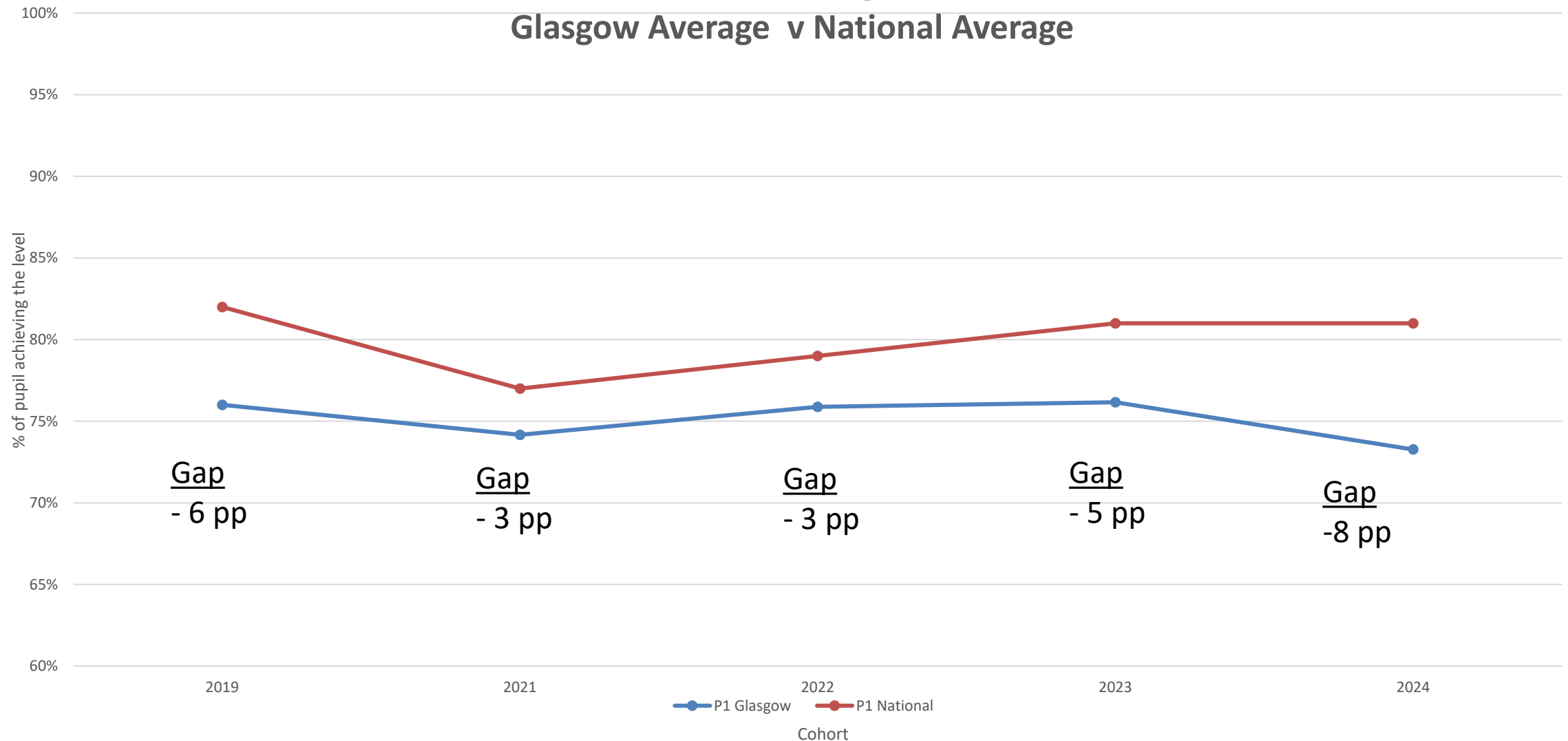


P1 Local Authority Attainment Rankings



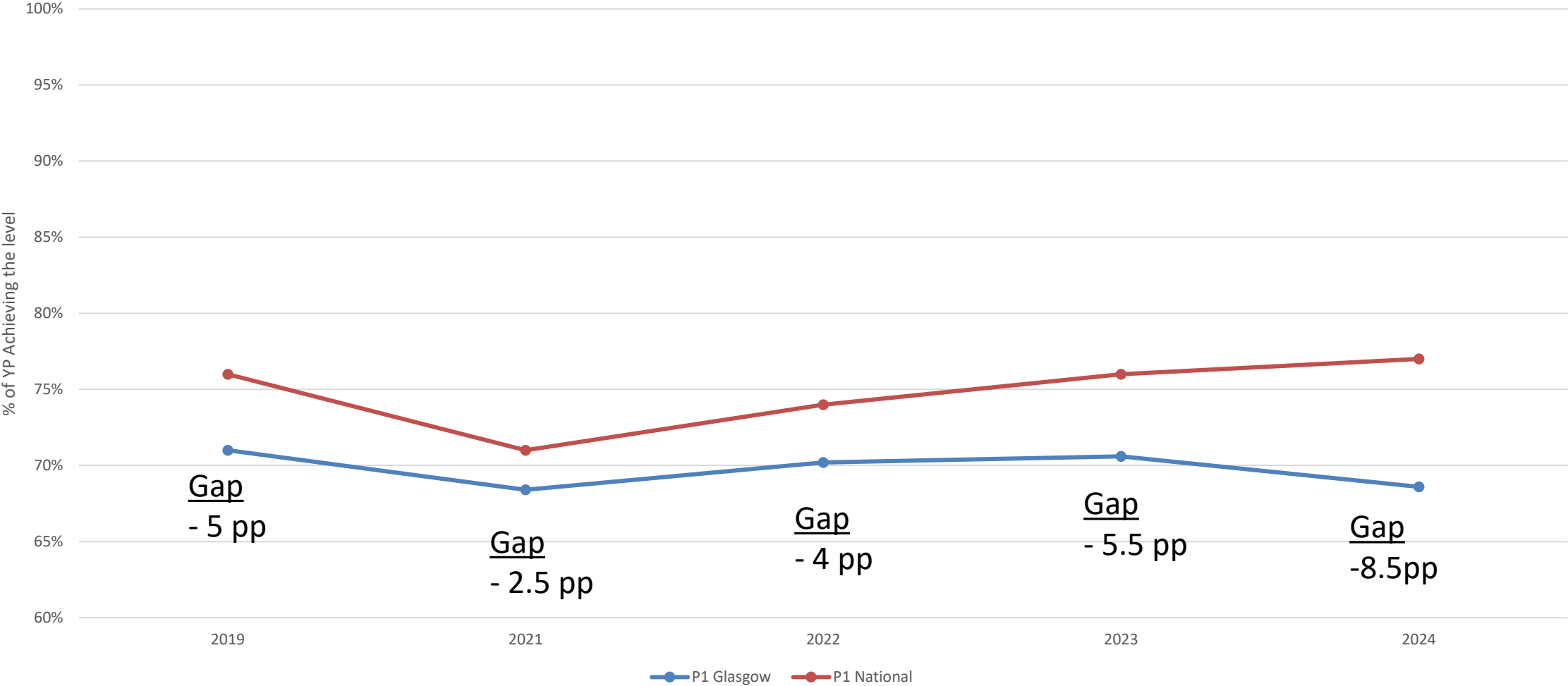
P1 Reading

Glasgow Average v National Average



P1 Literacy

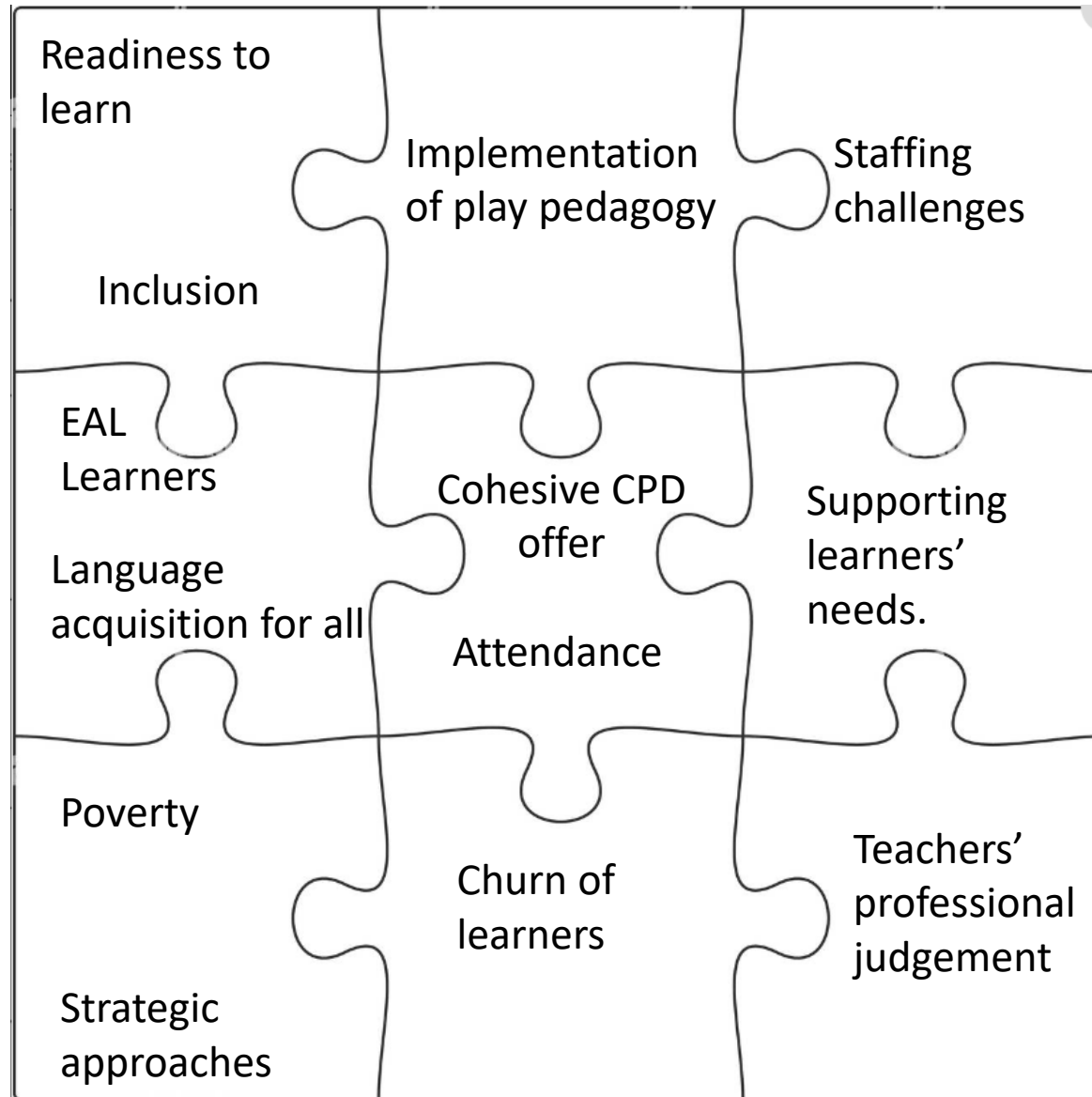
Glasgow Average v National Average



P1 Data Overtime

	2019	2021	2022	2023	2024	Diff 23-24 (pp)	Diff 24-19(pp)
L and T	82%	81.4%	82.8%	82.2%	80.3%	-1.9	-1.7
Reading	76%	74.2%	75.9%	76.2%	73.3%	-2.9	-2.7
Writing	75%	71.8%	73.1%	73.1%	71.4%	-1.7	-3.6
Literacy	71%	68.4%	70.2%	70.6%	68.6%	-2.0	-2.4
Numeracy	81%	79.1%	80.7%	79.7%	77.9%	-1.8	-3.1

Story



Action

Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include: storytelling and group reading opportunities to explore the concepts of print, activities that aim to develop phonological awareness, strategies to develop oral language, opportunities to develop fine motor skills and introductions to different kinds of writing.

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highlighted children's communication being able to follow children's and to highlight relationships. Expanding on Meltzer and Meltzer (2003), it now includes topics on extended language and also on communication. From infancy, children develop natural and reciprocal language through speech and non-verbal interaction. The quality of interactions with children with autism is a key topic which impacts on the child's language development. This section includes a chapter on the role of non-verbal and reciprocal communication, highlighting in high quality interactions where children receive natural and reciprocal communication. This chapter also highlights topics that foundation for early literacy. *Reading to Children* (2002) reports that the majority of children in autism follow the natural learning process and learn to read. This section includes chapters on the role of reading in autism and highlights children who fail to develop the skills necessary to learn to read. This book is known as *Early literacy intervention in autism* (in preparation) in the field of autism. Children's reading behavior is highlighted as they learn to read, they are able to read and learn words. Reading is a key skill in autism, USA, UK and other countries. This book also includes children's reading skills in autism.

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readi

A child's vocabulary in the early years is a key predictor of their reading and writing outcomes at the end of primary school (Stiles in McTaggart et al. 2025). To develop language comprehension children should engage in interactive approaches to connect prior learning and develop their understanding of vocabulary. Approaches to develop vocabulary such as 'shoot for the stars' and 'making words sparkle' are suggested in ABC and Beyond.

Talking and listening are vital to developing vocabulary. Building a wide and meaningful experience of words can help children to know, understand and be able to use a broad vocabulary. As children start to read this will help them to recognise words and use what they know to make sense of texts.

Phonological awareness is the ability to hear and manipulate, or "play with" the spoken sounds in words and sentences. Through the investigation and exploration of words, sounds and patterns in spoken language, children may begin to develop phonological awareness. Phonological awareness is an essential or underlying tool for a wide set of skills. Children will gain different aspects of phonological awareness at different times and may need to revisit some of their skills as they learn to read. Skills which fall into the underlying view of phonological awareness include:

- Auditory and visual discrimination, word awareness, syllable detection and blending, rhyme awareness and production, alliteration awareness and production, and phoneme manipulation. Further exploration of these views is provided in the notes and glossary which accompany this theme. Phonological awareness supports children to make connections between letters and sounds, and to use these connections to verify the accuracy of their reading. Further exploration of this view is provided in the notes and glossary which accompany this theme. Phonological awareness is used across a large range (Chen et al., 2005).

[illegible][illegible][illegible]

Working for published in the English Child Department indicator of a child's health. (Source: Bank Track, 2022).

[illegible]

We want every child to fall in love with books and reading, but sometimes they may need a bit of help to get there. By creating cozy, relaxing, inviting reading spaces, you are helping children find new reasons to enjoy reading. You might have a big area or a tiny nook, but most importantly, the section of your setting allocated for books and reading will be attractive and enticing, books and print should be evident in every area of the setting and relevant to children's interests.

It is important to co-create safe spaces with children to talk, sing, rhyme and play with sounds, vocabulary and print. Role modelling language and building vocabulary to make sense of the world is vital for all young children. The amount and quality of language that children are exposed to is critical to their progress. [EYF p.70](#)

It is also important to recognize the differing benefits of providing outdoor learning experiences which are embedded in and contribute to all areas of the curriculum. Using risky spaces should be developed outdoors, being mindful that traditional seating and tables make a lovely place to write, but this sends a hidden message that we only write at a table and when sitting in a chair. Likewise having benches and other forms in different places outside enables children to access part easily and learn that reading is something that can happen anywhere. Children should be encouraged to share and build on their ideas and interests outdoors to guide their development of experiences. We should take note that an outdoor learning environment is significantly different from our indoor learning environment and should be treated as such (Loughan ELL Outdoor Position Statement, 2020).

[illegible]

The collage features eight book covers:

- ABC AND BEYOND** by Philip Berman and Susan Berman. The cover shows a young child and an adult looking at a book.
- Learning Language and Loving It** by Linda Ward Beech. The cover features a group of children playing with blocks.
- Emerging Literacy** by Linda Ward Beech. The cover shows a child reading a book.
- Putting Storytelling at the Heart of Early Childhood Practice: A Reflective Guide for Early Years Practitioners** by Linda Ward Beech. The cover has a green background with a stylized tree.
- Moving to Literacy** by Linda Ward Beech. The cover shows a child and an adult.
- Reaching the Imagination: Early Childhood Literacy** by Linda Ward Beech. The cover has a dark blue background with a stylized tree.
- Literacy in the Early Years: Professional Support** by Linda Ward Beech. The cover features a circular diagram with three sections.
- Song, Rhythm and Pinger Play** by Linda Ward Beech. The cover shows a child playing a musical instrument.

Key contacts for further information on training and development

- Elizabeth Kerr - elizabeth.kerr2@glasgow.gov.uk (ELC Area Service Manager)
- Elaine Quinn - elaine.quinn@glasgow.gov.uk (Principal Teacher LEL)

See CPG
Highlights for
a listing
of all

The Quality Improvement Framework indicators and Reading Schools ELC

1. Leadership

Staff lead by example, sharing their love of reading and deepening their knowledge of children's literature. They reflect on their practice, engage in professional learning and track the impact of their efforts.

When staff are readers, children become readers too.

2. Children thrive in quality spaces

Reading is visible and valued in every corner of the setting. From cosy book nooks to outdoor libraries, children are surrounded by stories, songs, and rhymes. National events and author visits bring books to life.

A reading-rich environment invites curiosity, comfort, and connection.

3. Children play and learn

Children explore books through play, art and conversation. They recommend stories to peers, lead book projects and respond creatively to what they read. Staff support this with responsive, child-led interactions.

Reading becomes part of how children express, imagine, and grow.

4. Children are supported to achieve

Families are partners in the reading journey. Leadership groups include children and adults alike. Progress is celebrated with joy – through displays, events and shared experiences.

When families read together, children thrive together.





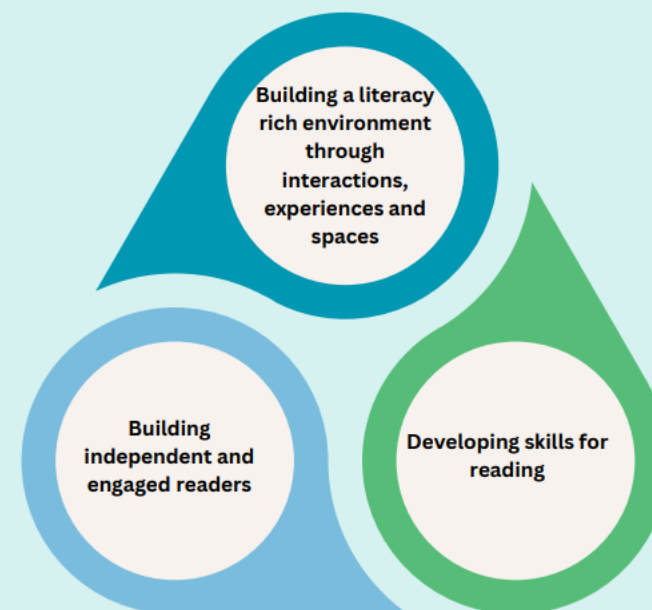
Learning to Read in the Early Years Professional Support Overview

Who is this resource for?

All educators who support children and young people to learn to read, in particular those working in Primary Schools and Early Learning and Childcare settings.

What is the purpose of this resource?

This Professional Support Overview has been created alongside educators across Scotland to provide professional support, specifically in the area of teaching young children how to read. Drawing upon a range of international research and guidance, it supports staff to interpret Scotland's curriculum guidance and make research-informed decisions for learning and teaching. It is the first part of a broader suite of professional learning resources to be published in the coming months.



National Learning to read in the Early Years PL

Programme Session 25/26

3 schools/ ELCs from each Local authority will be invited to participate.
Each school/ ELC setting will nominate a **trio** of staff to participate in the programme.

Primary Schools

- One school lead (with responsibility for literacy/early/first level)
- 2 practitioners (i.e. 1 working in P1-3 and 1 working in ELC or 2 working in P1-3)

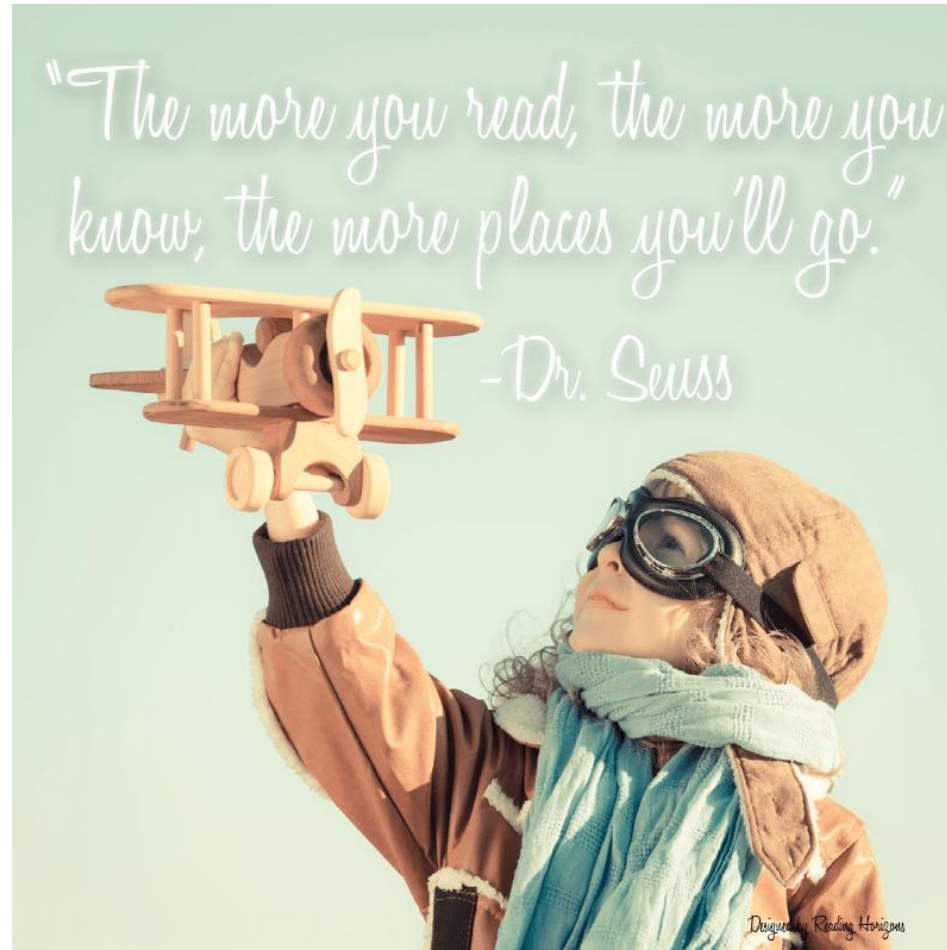
ELC Settings

- One setting lead
- 2 practitioners



Participants will be expected to

- commit to all the programme events and approximately 10 hours or more of self-directed learning
- engage with their school/ ELC trio and other participants in the programme (through tasks and professional dialogue)
- evaluate and support the on-going co-construction of the programme
- work towards leading change by following their action plan with support from course leads and programme participants





"When large numbers of people have a deeply understood sense of what needs to be done, coherence emerges, and powerful things happen."

Michael Fullan

Glasgow Reads ELC

