# **Attainment & Literacy Strategy**

**Early Learning and Childcare** 

September 2025













Attendance

Inclusion

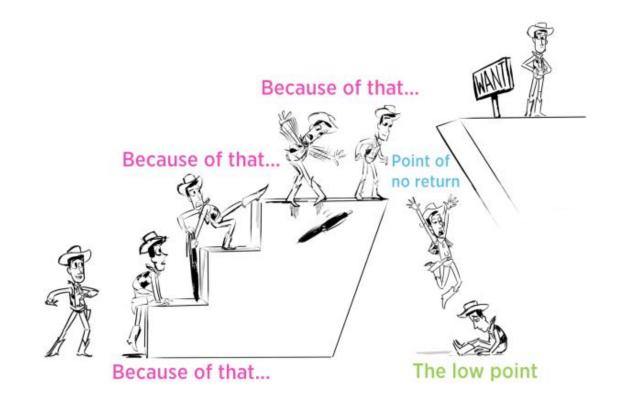
Attainment

# Session outline

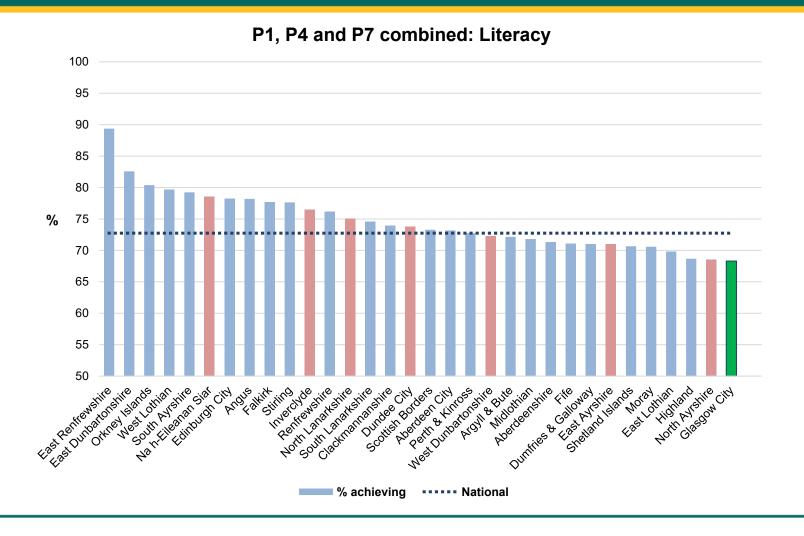
**≻** Facts

> Story

**≻**Action



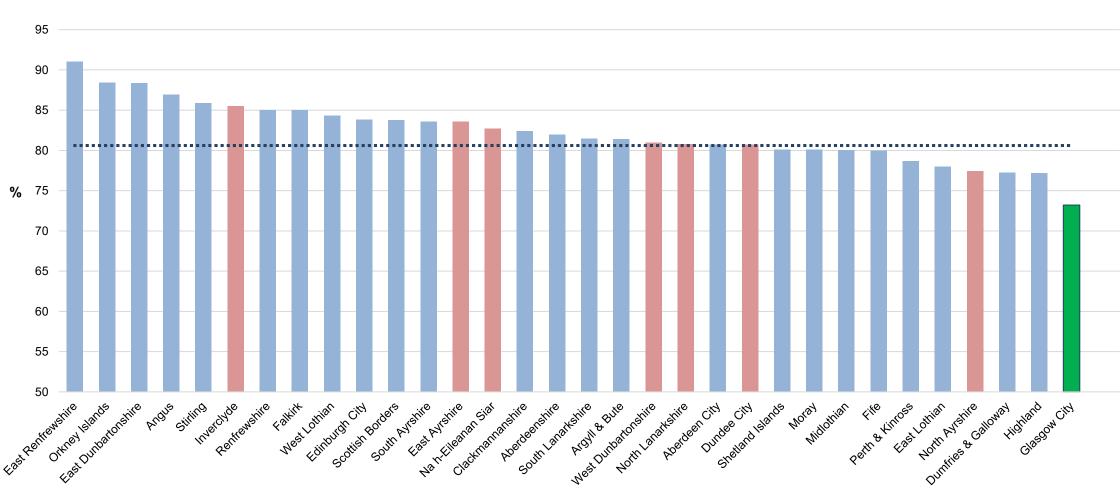




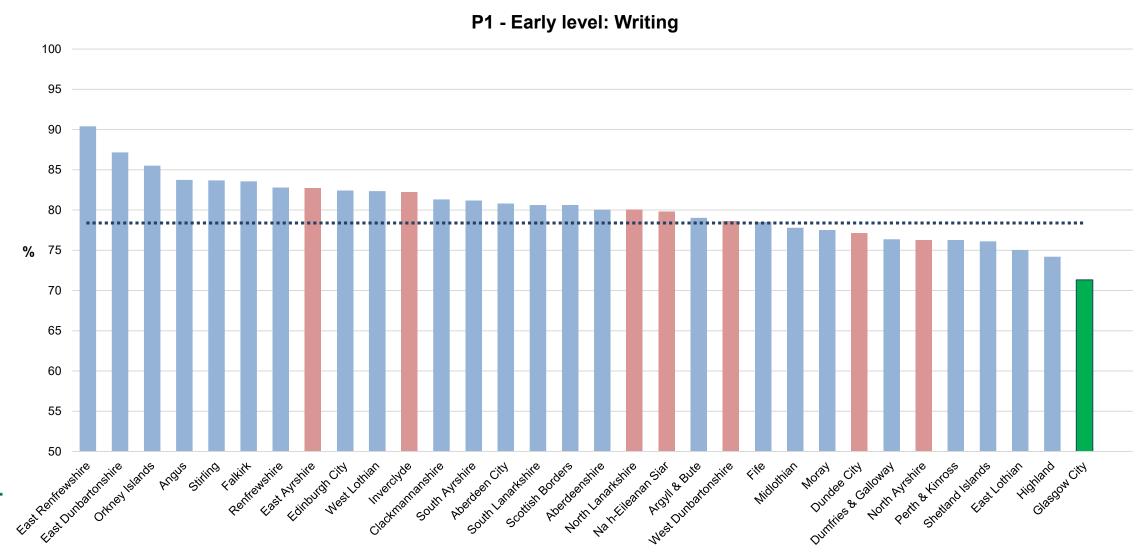


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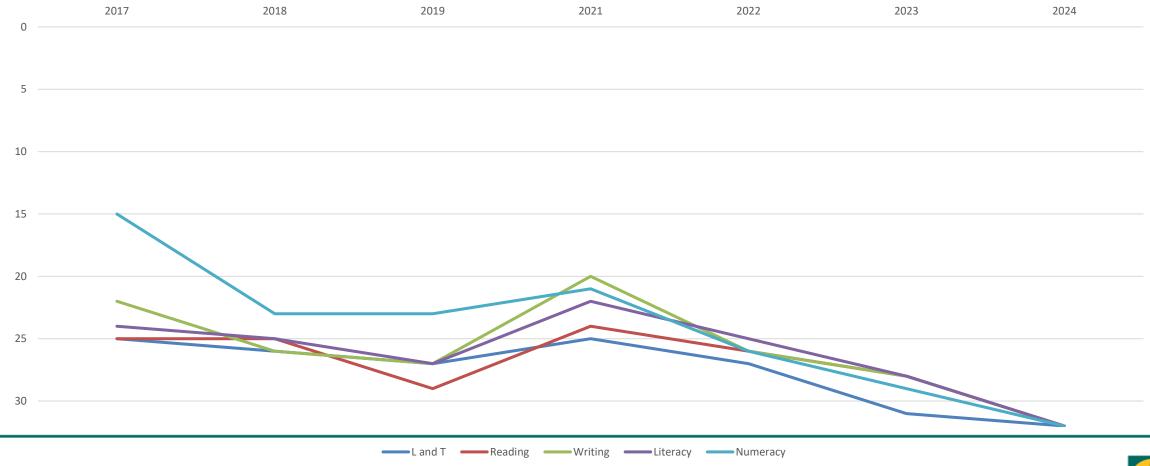








# P1 Local Authority Attainment Rankings

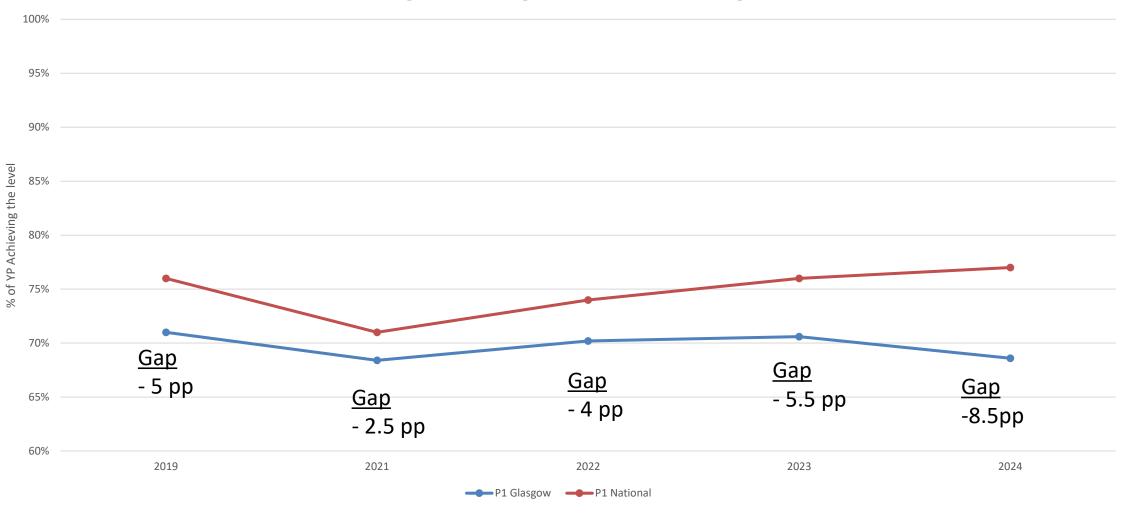




P1 Reading 100% **Glasgow Average v National Average** 95% 90% % of pupil achieving the level %0% 0% 0% 0% <u>Gap</u> <u>Gap</u> <u>Gap</u> <u>Gap</u> <u>Gap</u> 70% - 6 pp - 5 pp - 3 pp - 3 pp -8 pp 65% 60% 2019 2021 2022 2023 2024 → P1 Glasgow → P1 National Cohort

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P1 Literacy Glasgow Average v National Average



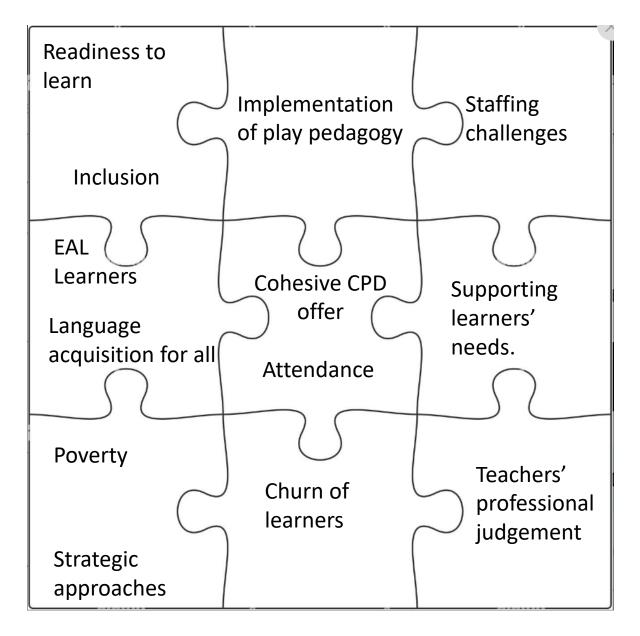
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# P1 Data Overtime

	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	<b>+</b>
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





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# Action





#### **GLASGOW READS IN ELC**



Early Eleracy 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

#### CONVERSATION

Englighing whilelete in assemblishes develop ally fusions whilelete's self-likeguisge spenders. Expendence of histories and harping towards it have shill be interested in and bridged the field and add to be assessmented at from beforey at the debtors restprive and expressive language shough departments and instrument. The quality of instrument side obligates have with adults in a key Sector ship implies whitever's language language collector (when in McTaggan et al. 2005). Children sheetup their skedthet and theutening their through sughting in high quality inth-hotion no ded balant month relative had blandering constant. Delt the balant Challapenders light that four-albitions for Harly Helding, Resiling that Ambridge (2000) thinks this she journey begins with abilities believing and national fourness and named eliberated from any clother. The beliefs to before the important the life of little and and bishnium. Onlighter sån bides to motiva the differences between a single of ands. This skill is known his had had hary alleriminables and it in impurishes side in interesting to either Childrich bud tany melessay is alkebrooks at thely being to held. City and retent when traveld and words. Society to but his Children, Whit, Library and Darlot for Flot, help allotting shills brill correct tibles \$100 (WitCoden And Dete-Meg 2010).



A child's vocabulary in the early years is a key predictor of their reading and writing outcomes at the end of primary school (cite 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. opproaches to develop vocabulary such as 'shoot for the stary' and 'making words sparkler are suggested in AGC and Deyond.

alking and lintening are vital to developing vocabulary. Building wide and meaningful experience of words can help children to now, 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.

#### **DEVELOPING PHONOLOGICAL AWARENESS**

Phonological austresia is the ability to bear and manipulate, or "play with" the spoken assents in words and sentences. Through the investigation and explosition of words, bounds and patterns in spoken language, obdition may begin to dentiny phanelogical autrement. Phonological anarement is an united a or extraording term for a wide tot of skills. Children will grasp different aspects of phonological automosts at different times and may need to review a read as they below to read. Stills which full under the averancing term of phonological automosts include attention and intenting. and key and visual discrimination, word assistents, by Eably detection and blanding, shyme automost and production all teration automatic and production, and phonesis manipulation. Further auginosism of these terms is provided in the wides and plantary which accompany this thems. Providing in the same in property obligate to make connections between latters and branch and accompages then to notice the bound absorber in month fundaments of these bound parts or structures in key to being able to join sound's together to read words at a later stage (Fulne et al., 2008).

#### RHYME TIME

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#### SHARING STORIES

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gradient from the Maximal Sliny Literbay Florat (2006) highlighes instrumented than and Proposit and Matentiles have a protocol amount of the antiproperties and the defining activities have consistently excluded improvement in children's language comprehension table (187.). The instituted the street Write other Sportin is in this state that the transfer which Eleval for Appendix instructed read wheat a high finite Hilliam of reading about all allowed absorbing as aughted which the analysis and the terms being that through the transport of the terms being that through the transport of the terms being and the transport of phil block 2007. Outside this ples in instructed theny betilised wing the time bear, during the first retail the principles of this shall be principles. The black of the Ode Challenger of the Challenge property will fill the shift of the shift of



#### GLASGOW READS IN ELC



There are a variety of opportunities appropriate to Early Learning and Childcare for these eight core components.

#### LITERACY RICH SPACES

We want every child to fall in lose with books and reading, but sometimes they may need a bit of help to get there. By creating corp, relaxing, inviting reading spaces, you are helping children find new reasons to enjoy reading. You might have a big area or a tiry rook, but most importantly, the section of your setting allocated for books and reading will be attractive and enticing wooks and print should be enident 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 thyme and play with sounds, vocabulary and print. Role modeling 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 crucial to their progress. \$13 p.70

It is also important to recognise the many benefits of providing outdoor learning experiences which are embedded in and contribute to all areas of the controllers. Uterany rich 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 on a chair. Liberitie having books and other tests in different places outside enables children to access print 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 view that an outdoor learning environment is significantly different from our indoor learning environment and should be treated as such (slangow ELC Outdoor Position Statement, 2025).

#### PARENTAL ENGAGEMENT

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#### RECOMMENDED READING

















Key contacts for further information on training and development

- Elizabeth Kerr elizabeth kerr2@glangow.gov.uk (ELC Area Service Manager)
- · Elaine Quinn elaine quinnenglasgow goviuk (Principal Teacher LEL)



## 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.

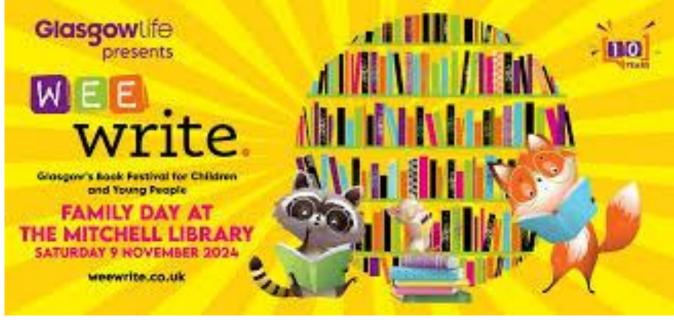
## 4. Children are supported to achieve

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**

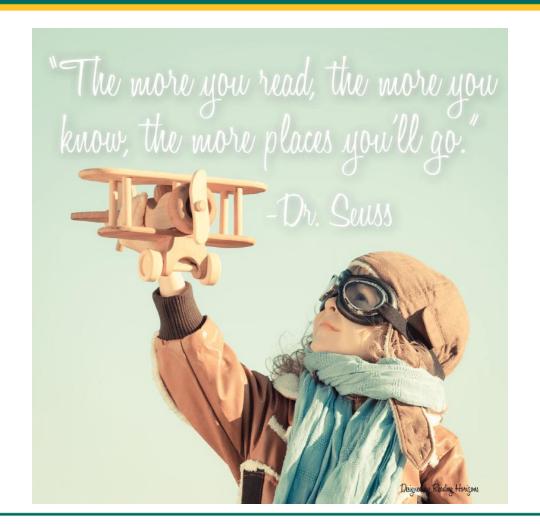
- One setting lead
- · 2 practitioners



# 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

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