

Family Learning Team

Early Literacy Resource Pack

'Families Together: Literacy' Course Descriptor

Topic: 8 x Family Learning Literacy Workshops for P1-2.

Aim: To support families to be better able to support their child's literacy learning and development.

Intended Outcomes:

- Parents/carers report a better understanding of school learning approaches and their role in supporting their child's learning and development.
- Parents/carers develop improved skills which support family literacy development.
- Increased parental involvement in children's learning at home and in the community
- Relationships between parents/carers, children and school staff are strengthened, thereby reinforcing family bonds, building on the home school relationship, and reducing social isolation.
- Parents/carers continue to develop their skills by being linked with further learning/family activity within the school or community.

Overview:

The eight-week programme provides a space for parents and carers to get to know each other over coffee and take part in discussions and activities around the 'theme' of the week which might be 'Rhymetime' or 'Telling Stories'. The children then join their parent/carer, spending quality time together taking part in fun activities which reinforce the weekly theme using simple ideas, techniques and games that can be continued together at home. The families are given a weekly 'top tip' to try together at home.

Impact:

The programme has been delivered successfully in some Glasgow schools; as an example it was facilitated by the Glasgow Life Family Learning Officer in St Roch's Primary in Royston and St Stephen's Primary in Sighthill from Oct-Dec 2016. Main points from the programme evaluation were:

- All parents reported the bond with their child had significantly strengthened as a result of the dedicated quality learning time provided by the Learning Club.
- Most parents reported that their confidence had developed sufficiently to allow them to actively adopt literacy learning in the home environment.
- A few parents reported they are more aware of the need to improve their own literacy and were successfully signposted to local ESOL classes by the Family Learning Officer.

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Impact statements from parents/carers include:

I like that I get to spend time with just one of my wee ones without her brothers and sisters being there too.

I've read more with my daughter at home.

We've played more games together like bingo at home.

We learnt Jack and Jill together from the rhyme week. Now we sing the whole thing together.

It's been great to meet other parents. Before I just saw faces at the school gates.

We've helped each other, I know how to play snap now for numbers!

I tell more stories now, when we are walking home we make up stories together.

I go to ESOL Class now myself. It's helping me.

It's been good to find out more about stuff to do with the kids like going to the library'.

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Delivery:

Who will participate?

The programme is designed for P1/2 families although some Pre-Entry or P3 Families could also benefit. A group of around 10 families works well. At St Stephen's and St Roch's all P1 families were invited, 25 families attended at least one session, with a core group of around 12 attending most sessions. Some parents/carers will need to bring their pre-school children, this should be checked beforehand and considered during planning. A targeted approach could also work well with particular families being invited to take part. Their children could design an invitation for their parent/carer in class.

Who will deliver?

The main facilitator will need an average of two hours per week to prepare, and another half a day to deliver. There will be additional time needed to promote the programme to families through distributing flyers and crucially speaking to families individually to encourage them along. Reminder phone calls and texts are also beneficial. The facilitator would benefit from additional support during the session as children will need to be collected from class, parents/carers will need to be greeted, and families supported with activity.

When will it be delivered?

The programme has worked well when delivered from 1.30 – 2.55pm. Parents agreed on this time as 'It's a good time of day, I can get my jobs done first and I get time with my son on his own without my other kids'. The first 30 minutes is parent/carer time then the children are collected from class to take part in themed family learning. The children are returned to class before 3pm to get ready for home. The programme is flexible however, and other options could be adopted.

Where will it be delivered?

The programme has been delivered in school with the benefit of families getting to know school staff and feeling more confident within the school setting, however the programme could be delivered within a community setting such as the local library or community centre. This would provide options for delivery after school or during holidays, and support increased local integration.

Main requirements are:

- An accessible welcoming space for parents/carers to enjoy discussion over coffee.
- An additional open space for some sessions to support active games.
- Wi-Fi for two sessions.
- Some toys for pre school children to play with during parent time.

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Progression:

The programme could be utilised as a method of initial parental engagement and could offer a starting point for continued family learning opportunities, either within or outwith the school. As an example, Glasgow Life offer many free family, child and adult literacy based programmes within our libraries, museums and local communities; more detail can be found here:

<http://www.glasgowlife.org.uk/museums/learning-museums/Pages/default.aspx>

<http://www.glasgowlife.org.uk/libraries/childrenyoung/read4life/Pages/default.aspx>

<http://www.glasgowlife.org.uk/communities/adults/Pages/default.aspx>

<http://www.glasgowlife.org.uk/communities/childrenyoungpeopleandfamilies/Pages/default.aspx>

Curriculum for Excellence Links:

The activities in the pack are aligned to the Curriculum for Excellence. Each session is coded with the most relevant links although these are not exhaustive. Through supporting parents to support their children 'Families Together' helps provide the foundations for children to develop their language skills as set out in the Early Level Outcomes for Literacy and English, particularly around the theme of 'Enjoyment and Choice'. It is also coded to demonstrate cross cutting learning opportunities for Health and Wellbeing and Expressive Arts. As an example, Session One includes activities which demonstrate the experiences and outcomes as follows:

I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. [LIT0-01a/LIT0-11a/LIT0-20a](#)

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. [LIT0-02a/ENG0-03a](#).

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. [ENG 0-12a/LIT0-13a/LIT0-21a](#)

I enjoy daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. [HWB0-25a](#)

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. [HWB 0-19a](#)

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How Good is Our School 4 Links:

The programme has been designed with 'How Good is Our School 4' Quality Indicators being embedded into its planning, implementation and evaluation. It is designed to contribute to Raising Attainment and Achievement (Quality Indicator 3.2) by offering an example of highly effective Family Learning (Quality Indicator 2.5). It can provide both universal or targeted creative family learning as well as opportunities for progression. It provides an early intervention and prevention approach in that facilitators will nurture a learning environment which will build a supportive relationship with the participating families. The programme could also be used to support Transitions (Quality Indicator 2.6) as it could be planned to target nursery families as they move into P1. The programme incorporates a range of evaluation approaches to ensure needs are being met, impacts are recorded, and quality is delivered (Quality Indicator 1.1).

We hope this programme will be one of a range of resources that can be utilised within Glasgow's Improvement Challenge to support achieving equity in educational outcomes for Glasgow's children.