Wellshot Primary School

Literacy Policy



Introduction

Literacy has been defined within Curriculum for Excellence as ‘*the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful’* (Principles and practice: Literacy across learning, 2009). This is a broader definition than one that just focuses on the ability to read and write.

The literacy framework has three elements:

*• listening and talking*

*• reading*

*• writing.*

Literacy is important in all areas of learning. Being able to read and write accurately, to listen carefully and to talk clearly about ideas will increase the opportunities for young people in all aspects of life and will allow them to participate fully in learning and later in a work environment.

The experiences and outcomes promote the development of:

*• critical thinking*

*• creative thinking*

*• competence in listening and talking, reading and writing*

*• personal, interpersonal and team-working skills*

*• skills in using language.*

In reading, children will learn how to explore sounds, letters and words, and how to contribute ideas and take turns when talking with others. In their writing, they will learn how to use correct spelling, punctuation and grammar and how to ensure their writing makes sense. As young people become more skilled, they will learn how to find, comprehend and use information, and communicate more effectively. Literacy doesn’t involve understanding only printed texts. In the 21st century young people experience a wide range of information, so they need the skills to work with written or printed texts as well as other forms of text, such as web pages, social networking sites, films, graphs, and the spoken word.

All practitioners who support young people’s learning make important contributions to developing and reinforcing literacy skills through the learning activities they plan, both within and outwith school, and through communicating with young people. They encourage learners to:

*• listen*

*• talk and share their thinking*

*• debate their ideas*

*• read*

*• find, select, sort and summarise information*

*• understand and compare texts*

*• write*

*• develop and use effective vocabulary, such as creating texts*

**Principal and practice**

“*Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture.”* Curriculum for Excellence.

The Literacy framework is structured into three areas.

***Listening and 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.

The experiences and outcomes have been written in an inclusive way which will allow teachers to interpret them for the needs of individual children and young people.

**Interdisciplinary Teaching and Learning**

Learners should be able to use literacy skills in all areas of the curriculum. Skills already learned should be revisited through this type of work and our learners should be made aware of how they are using the skills they have learned in a different context. This will enable our learners to understand the importance of developing literacy skills for lifelong learning.

**Development and Progression of Knowledge and Skills in Literacy**

As children and young people develop concepts and skills within literacy they will need continual reinforcement and revisiting in order to maintain progression. Teachers can plan this development and progression through providing children and young people with more challenging contexts in which to use their skills. The experiences and outcomes do not have ceilings, so that all children and young people can be challenged at an appropriate level. Collaboration with colleagues in relation to pathways of progression will encourage a shared understanding of expectations of standards as well as effective learning and teaching within literacy. At the end of each year, literacy planners should be handed to receiving colleagues as a record of skills and topics covered that year.

**The Active Learning Environment**

A rich and supportive learning environment is vital and should include:

* + Active learning and planned, purposeful play to promote an interest and enthusiasm for literacy.
	+ Reading Strategies will be taught systematically
	+ Phonological Awareness will be assessed and taught
	+ Class Libraries
	+ Use of relevant contexts and experiences, familiar to children and young people.
	+ Access to a variety of texts for varying purposes.
	+ Literacy rich displays that are interactive where possible.
	+ Using technology in appropriate and effective ways.
	+ Building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities.
	+ Both collaborative and independent learning/
	+ Opportunities for reciprocal teaching
	+ Paired Reading
	+ Outdoor Learning
	+ Making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts.
	+ Sharing of learning intentions and targets during and at the end of the lesson.

**Roles and Responsibilities**

**Teaching staff**

* To create real-life a contexts which build upon children and young people’s own experiences and are relevant to age and stage of development.
* To be responsive to the learner’s needs and interests
* To recognise and utilise opportunities where the learners can guide their own learning
* To recognise and utilise opportunities for cross curricular learning and raise awareness of the relevance of literacy within other curricular areas by applying skills gained to a new situation
* To foster a positive attitude to literacy by developing the learners, skills, knowledge and understanding.
* To consistently monitor learner’s through effective planning and assessment written literacy skills and promote good written presentation, ensuring work is laid out correctly and accurately
* To provide opportunities for the learners to work collaboratively.
* To monitor learners and identify those who require additional challenge and those needing additional support with their learning.
* To incorporate ICT when appropriate within class activities
* To plan activities in accordance with what the children already know to ensure learning is extended.

**Support for Learning Workers**

* To work in class to support teaching staff and work with learners as guided by the teacher and or support for learning teacher.
* GDSS Support
* Toes By Toe
* EAL support to develop knowledge and skills
* To work with groups of learners to consolidate and extend concepts through activities identified by the class teacher.
* To supervise and support groups of pupils during practical activities.
* To work with more able pupils and further challenge learning.

**Parents**

* To make the school aware of any difficulties they notice with their child’s learning
* To be involved with their child in literacy homework
* To encourage a positive attitude towards literacy and encourage their child to use their literacy skills in real life situations.
* To encourage their child to produce their literacy work to the best of their abilities at all times.

**Pupils**

* Pupils should give their full effort to literacy work
* Pupils should complete the tasks set.
* Pupils should be able to talk about their learning
* Pupils should be able to set targets for their own learning through assessment is for learning.
* Pupils should take care with the presentation of their work.

**Guidelines for Reading**

|  |
| --- |
| In planning for learning in any curricular area it is important for practitioners to ensure that children and young people encounter a wide range of different types of texts in different media. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts. All children will be tested to have an individual reader to suit their ability. |
| ***Examples of Texts***  |
| Novels, short stories, plays, poems, reference texts, the spoken word, charts, maps, graphs and timetables, advertisements, promotional leaflets, comics, newspapers and magazines. CVs, letters and emails, films, games and TV programmes, labels, signs and posters, recipes, manuals and instructions, reports and reviews, text messages, blogs and social networking sites, web pages catalogues and directories  |

**Phonics**

Staff will teach the programme of sounds and follow the Debbie Heppelwhite Phonics Programme and Jolly Phonics.

**Spelling**

Staff will teach spelling using the Fry Common Words and Spelling Made Easy, following the words strategies ensuring pupils are not overloaded with too many spelling strategies at the one time. The focus is on the why and how of spelling: why are we learning these words, how are we learning to spell these words? Once the strategies are taught learners should be able to identify the strategy they are using to enable them to spell a word. Dictation should be used at some point throughout the week.

**Writing**

In line with Active Literacy there should be a daily writing task based on reading, spelling, grammar, interdisciplinary work or the outdoor environment. Each week there should be a weekly taught lesson with a focus on the specific genre and technical skills. Each term a writing genre will be focused upon. The children will write Cold and Hot pieces to demonstrate improvement. P1 children use the Pie Corbett talking into Writing Programme. There is a writing Theme in term 4.

**Handwriting**

Handwriting should be taught as part of phonics and spelling. Joined script should be introduced from P3 onwards. Good presentation should be encouraged at all time as per the school policy.

**Assessment**

Assessment must inform future learning and teaching. It must be a continual process to that immediate action can be taken if necessary. For assessment of learner’s knowledge teachers will use a range of summative material, e.g. Friday tests, classwork, NGRT, Baseline assessment, Schonell , GDSS, Code Cracker etc. Formative assessments in class should be continual.