

**EDUCATION GUIDANCE**

**GUIDANCE on: The Early Acquisition of Literacy in Primary 1**

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**Rationale**

This document provides guidance for P1 teachers in Argyll and Bute on the early acquisition of literacy in Primary 1. This is an updated version of the Argyll and Bute document, *Learning to Read and the Teaching of Phonics*, published in June 2011. Linked to current developments in Argyll and Bute, these guidelines support the authority’s *Our Children, Their Future* document, *Literacy in the Early Years* and *The Learning and Development Framework 0-5 years* (incorporating the *ELC Literacy Tracker*). Practitioners should read these documents in conjunction with this advice.

**The educational context:**

The first two priorities of the *National Improvement Framework* are as follows:

* Improvement in attainment, particularly in literacy and numeracy
* Closing the attainment gap between the most and least disadvantaged children

In 2017 Argyll and Bute council published its education strategy, *Our Children, Their Future,* which outlined its six key objectives as follows:

* Raise educational attainment and achievement for all
* Use performance information to secure improvement for children and young people
* Ensure children have the best start in life and are ready to succeed
* Equip young people to secure and sustain positive destinations and achieve success in life
* Ensure high quality partnership working and community enagagement
* Strengthen leadership at all levels

“PISA surveys show that increasing reading engagement could mitigate 30 per cent of the attainment gap. Reading also has long-term effects on vocabulary and achievement in other curricular areas.

*Closing the attainment gap in Scottish education, (Edward Sosu & Sue Ellis, 2014)*

“Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong work, and contributes strongly to the development of all four capacities of Curriculum for Excellence”

*Curriculum for Excellence, (The Scottish Government, 2010)*

**How are our pupils performing?**

The SSLN, which monitors national performance over time in all aspects of literacy in P4, P7 and S2, reported that nationally**, reading performance of P4 & P7 pupils declined slightly between 2012 and 2016** although it remained similar at S2.

In writing, the performance of P7 and S2 pupils declined between 2012 and 2016 although P4 pupils remained similar.

Pupils from the least deprived areas outperformed those from the most deprived areas in all aspects.

In Argyll and Bute, the 2016 NIF data revealed that, at the end of P1, performance ranges across clusters were as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Performance by cluster | Lower range | Upper range | National average |
| English reading | 56% | 91% | 81% |
| English writing | 56% | 87% | 78% |
| English Listening & Talking | 59% | 89% | 76% |

In the light of this, it is clear that a consistent approach to early literacy acquisition is needed across the authority. However, as a very diverse authority, ranging from urban to isolated rural environments and with a range of children from SIMD1 to SIMD10, with primary school roles ranging from around 25 to over 400 and where we currently have 25 primary schools with a roll of under 20 pupils, it is clear that a ‘one size fits all’ approach would be counterproductive.

“Children, like all people, learn concepts and practices, including phonological and phonemic knowledge, not as simple linear content; rather, learning occurs unevenly and flexibly and by having many varied opportunities for interaction, for practice, for application and reflection on its purposes and processes. We should not be dogmatic about the fine details of curriculum content any more than we should be dogmatic about the details of teaching methods.”

*Kathy Hall: How children learn to read and How Phonics Helps (from Ellis) p, 14*

Instead, we need to ensure that a common set of shared principles underlie all elements of effective classroom practice within early level.

**Principles at the heart of this guidance**

* The teaching of literacy should be appropriate to developmental stage: no child should be left behind, but equally, no child should be held back.
* The concept of readiness for literacy cannot be reduced to a tick box formula, but is reliant on effective professional judgement.
* Teachers should provide experiences, interactions and environment which best suit the child
* There are key foundation stages to literacy that a child must be given the opportunity to achieve
* These foundations should be ongoing throughout the early phase, rather than being seen as one step that can then be overtaken
* No approach to literacy will be successful unless a school embeds a sustainable, literacy rich environment and a culture of literacy within and across the whole school.
* The principles of active in learning, enjoyment and pace should underpin all approaches.
* Parental engagement is key to success: parents should be aware of the approach the school is taking and how they can best support their child.

**Overview**

There are key developmental stages which a child must experience before he or she is ready to acquire the more formal skills of literacy. As a result of changes to our society and our relationship with technology, we must be aware that not all children have been given the opportunity to develop these skills and we must be wary of pushing them into the formal acquisition of literacy before they are ready.

Elements such as increased screen based lifestyles, the decline of outdoor play and a focus on the commercial aspects of childhood can mean that the following areas may not have had the opportunity to fully develop:

* Self-regulation
* Empathy and social skills
* All aspects of language including listening and talking

Thus it is vital that we offer our young people the opportunity to develop the foundations they need to become successful learners, confident individuals, effective contributors and responsible citizens.

***A bibliography for this document is included as appendix 5***

**Structure**

|  |  |
| --- | --- |
| Transition | Data drawn from ELC Literacy tracker Professional observation of developmental readiness |
| August – December | Ongoing foundations of literacy work  Phonics for reading  Blending  Letter formation |
| Jan onwards | Ongoing foundations of literacy work  Phonics for writing  Revision of phonics for reading where appropriate |

**Transition**

Upon arrival in P1, every child should have a completed *ELC Literacy Tracker*, along with their *Developmental Milestone Overview* and *Numeracy Tracker*. This will have been completed by the appropriate early years worker during the ELC stage. This will give practitioners a picture of the child’s developmental journey thus far in relation to the key foundations of literacy.

The tracker outlines key skills which reflect many of the foundation stages of literacy and which are aligned with the early level Experiences and Outcomes and Benchmarks. Upon entry to P1, teachers should note continuing areas for development and use these to prioritise activities. The tracker could continue to be used with selected groups of pupils to ensure progress in the foundations of literacy in P1.

It is important to remember our underlying principles at this stage:

*The concept of readiness for literacy cannot be reduced to a tick box formula, but is reliant on effective professional judgement.*

Professional judgement based on observation, discussion with the child and awareness of home environment must be at the heart of any decisions made about each child’s level of development.

Appendix 8 contains a sample tracker, colour coded to highlight the correspondence between the tracker and the key foundations of literacy outlined in this document.

**Foundations of literacy**

The importance of the foundations of literacy is at the heart of this document. *Throughout the year*, alongside the teaching of phonics for reading and writing, every teacher should embed opportunities for pupils to further develop the following foundations of literacy:

* Listening
* Talking
* Engaging with music, movement and memory
* Engaging with stories
* Concepts of print
* Awareness of sounds
* Physical readiness for writing

The development of these skills should not be seen as a one-off block which can then be moved on from. Some children will enter P1 with a firm grasp of these skills. This does not mean that reinforcement of these aspects can be missed out or ignored. At this stage it is difficult to isolate literacy skills from aspects of development such as self-regulation, resilience, creativity, problem solving skills and so on and therefore it is valuable for every child to have these foundation skills at the heart of their learning.

**Secure acquisition of literacy is not a linear process and children should continue to engage with the foundations of literacy throughout their P1 year, even alongside more formal teaching. They are the foundations of all learning and should be at the heart of all activities**

A brief overview of the importance of each aspect is included below. Teachers should ensure that they are confident in embedding each of these within the day to day activities of the classroom and curriculum. These are not elements that should be solely confined to a designated ‘literacy’ time – rather they should permeate the whole of the curriculum, embedding literacy across learning.

**Listening**

At the most basic level, children need to be able to single out specific foreground sounds against background noise. Subsequently, the ability to listen in a sustained manner is at the heart of later ability to access the curriculum at all levels. A key factor in successful literacy learning is auditory memory. This, and many other aspects of discriminative listening, is naturally developed through musical activities, especially memorising songs and rhymes.

**Talking**

Talking is an important precursor to writing. While writing is a mechanical skill, the desire to write comes from early verbal construction of stories. Talking does not need to have an artificial context; rather it should be encouraged through embedding opportunities for context related play into the day to day life of the classroom. The best way to encourage talk is to listen to and build on naturally occurring conversations.

**Engaging with music, movement and memory**

Music provides children with an early means of communication; it develops auditory memory, encourages awareness of rhyme and rhythm and helps develop physical coordination – all of which are key elements in literacy acquisition. Therefore music and song should be at the heart of every classroom, no matter what the level of teacher expertise.

**Engaging with stories**

For some children the majority of their exposure to stories will have been visual, through screens or devices. However, programmes and films do not have an explicit narrative so some children may not have developed a sense of a story’s structure. This can lead to problems with reading because children find it difficult to make sense of the overall shape of what they’re reading and they can find it difficult to structure writing themselves. There should be many opportunities to engage with stories throughout the day.

**Concepts of print**

It is important that children have had the chance to discover that writing is different from pictures, that it is divided into letters, words and sentences and that in English it goes from left to right and top to bottom. They also need to know that writing has a purpose. Having a classroom filled with different kinds of print, which is regularly referred to, will help to reinforce its value.

**Awareness of sounds**

Children need to be able to hear the different sounds within a word, often referred to as phonological awareness. All of the stages above feed into this. For many children phonological awareness is both a cause and a consequence of letter knowledge so children should not be held back if they cannot identify every sound within a word. However, there is some evidence to suggest that if a child is struggling to read, an increased focus on phonological awareness may be beneficial. Phonemic awareness, in the form of playing with rhyme and alliteration is also fundamental to the development of literacy skills.

**Physical readiness for writing**

The stages above feed into the cognitive readiness for writing. However, many children – especially boys – do not yet have the fine motor skills required for writing when they enter P1. Too early an insistence on physically writing can have a demotivating effect on children and lead to a long term resistance to writing. Letter formation can be taught early, without the formal insistence on writing things down which should happen when a child has had the chance to develop appropriately. If a child is demonstrating readiness for writing then freely chosen, context-led opportunities to write can be created.

**Learning to read**

Learning to read is about more than phonics and children need to understand this to avoid becoming stuck in a ‘fixed mindset,’ whereby success or failure in this one element determines how they view themselves as readers and, ultimately, as learners. The National Reading Panel identifies phonemic awareness, phonics, vocabulary, fluency and comprehension as the 5 pillars of reading. Moreover, as outlined above, the same approach does not work for all children so teachers must be flexible according to the needs of individuals. However, the following could be taken as broad general guidance on the teaching of phonics.

“It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.”

*Letters and Sounds: Principles and Practices of High Quality Phonics (Primary National Strategy 2007)*

The initial 2 terms of P1 should be spent focussing on phonics for reading, using a balanced approach which may emphasise the key elements of synthetic phonics but also includes the opportunity for elements of analytic phonics and sight word recognition as well as embracing real books (see guidance on reading in context, below) Approaches which develop the foundations of literacy alongside phonics teaching - e.g. songs, rhymes, tongue-twisters, multisensory activities - should be central as they allow all children, no matter what their developmental level, to make progress and engage in the learning.

Research on effective ways of teaching reading is ongoing and any approach should take into account the latest findings on long term pupil impact. However, our current recommendations are as follows:

**A systematic approach to sounds**

Appendix 2 contains 3 examples of an order in which sounds could be taught although this is not exclusive. Upper and lower case letters should be taught, although the focus will be on lower case.

**Brisk pace**

It is recommended that 3 to 4 sounds are taught per week with the first example of appendix 2 demonstrating the minimum number of sounds which children need in order to access reading. Because handwriting is not taught specifically at this stage there will be plenty of opportunity for consolidation with small groups according to developmental stage. In addition the post-Christmas block of writing will enable further revision for those who need it, while further reinforcement should be built in through the remainder of P1 and on through primary school.

No more than 10 to a **maximum** of 20 minutes should be spent on whole class teaching of phonics. For maximum impact, go for several short periods during the day.

“Short, pacy and frequent phonic inputs have more impact than longer, drawn-out sessions.” *(Ofsted 2005)*

**Whole class teaching**

It is recommended that a whole class approach is taken for this, as long as there are plenty of opportunities for consolidation and practice according to need and regrouping happens regularly to enable small group and one-to-one teaching as required. If a child comes into school able to read, careful attention should be paid to the level of their skill and activities adapted for them as required. There is no necessity for a child with sound phonic knowledge to sit through a whole class session and suitable engaging activities should be created for them, perhaps linking in to what’s happening in class in a more developed form. Colouring in or worksheets which reinforce what they already know are not suitable alternatives.

Equally, teachers should use professional judgement to be aware of pupils who are struggling with the acquisition of sounds at this stage. Approaches rooted in songs, rhymes and multisensory activities will help these children to engage with foundations of literacy reinforcement even if they are unable to progress at a fast pace.

It is important to note that whole class teaching does not mean that children are sitting passively, being instructed. The sharing of phonics for reading should engage children, using as many of the foundations of literacy elements as possible.

**Blending from the start**

It is vital that children manipulate the sounds from the moment they start to recognise their corresponding graphemes. Blending should be undertaken in as engaging and active a manner as possible using resources such as magnetic letters, washing lines of letters, shaving foam, letters in the air and so on.

**Spelling**

Children should be encouraged to work from phoneme to grapheme as well as from grapheme to phoneme. Again, this can be done without the need for formal writing at this stage (see note on blending above).

“Reading and spelling are reversible processes and should be taught in tandem so that this reversibility is obvious.”

*Early Reading Instruction: What science really tells us about how to teach reading (Diane McGuiness 2004)*

**Constant revision**

Plenty of opportunities should be given for reinforcement of graphemes already taught. This can be worked into the day to day activities of the classroom in any context.

**Foundations of literacy**

Opportunities to continue developing the foundations of literacy should be integrated into daily activities for all children, no matter what their level of proficiency with reading. Approaches to teaching phonics which engage with these foundations (e.g. using songs, rhymes, dances, stories etc) are extremely valuable.

**Sight Words**

“We must ...consider that, no matter how systematic the programme, there are many words in the English language that are just not decodable.” *(Phonics, the wider picture, Sue Ellis 2006)*

A sight word approach used in isolation should not form the basis of any approach to learning to read although it may be used very effectively to supplement other teaching. Too great a reliance on sight words can lead to ‘whole word guessing – decoding the first letter phonemically then guessing at the rest based on length and shape. It is important therefore that sight words have ‘value’ in the sense that they are the most commonly used words in our language and not words which are meaningless to pupils within their context. Two examples of 100 common words can be found in Appendix 3.

When teaching sight words, it is important that they are incorporated into the natural flow of daily routine in an active, immersive way, rather than being delivered through one approach in isolation (e.g. flashcards)

**Children who struggle**

As described above, if it becomes clear that a child is struggling with the concept and acquisition of reading, it is important that opportunities for them to engage with activities to develop their phonological and phonemic awareness are created throughout the day. Such children should also be paired with children at a wide range of developmental stages, to avoid creating an identity of failure around phonics.

**Appendix 4 includes some lesson ideas for embedding these approaches in the classroom.**

**Point to note about writing:**

While the specific skills of handwriting are not taught until after Christmas, correct letter formation should be included at this point and children given opportunities to create letters in the air, in sand, shaving foam and so on. There should be ample opportunities to write around the classroom so that children who are ready to write can do so.

**Reading in context (real books)**

“There are many little ways to enlarge your child’s world. Love of books is the best of all.” *Jacqueline Kennedy Onassis*

Books should not be seen as something reserved for ‘literacy’ periods during the day. They should be at the heart of all experiences within the classroom. Engaging with real texts is a highly effective way to engage children with their learning and is vital for children who have not had access to many books in their home environment.

“highly effective teachers teach a range of reading cues (grapho-phonic, picture, syntactic and semantic), coaching children to use them in the context of reading actual texts rather than simply modelling, explaining or practicing them as decontextualized skills.”

*Assessment, teacher education & the emergence of professional expertise (Ellis & Smith 2017)*

Alongside the skills needed for decoding text, children need to develop their vocabulary and comprehension as well as develop their fluency. It is vital therefore that the teacher shares books with children, teaching them how to read and the strategies they can use to develop their understanding.

“Decoding is a means to an end, not an end in itself; once we know what a word ‘says,’ we need to be able to talk about what it means to us – how the story relates to our own feelings and experiences or how the text entertains, instructs, persuades or informs us.”

*Play & Planning: A Sound Pathway to Pleasurable and Purposeful Reading, Margaret Perkins & Prue Goodwin, from Ellis p.58*

It is important to read with the children during the day – as many times as possible. The key element should always be pleasure, but you should also explicitly explain strategies you use to understand words, look at context clues and so on, modelling good reading practice. This can be done within the context of any other learning that is taking place in the classroom as you look at non-fiction as well as stories. It is important that children are given the opportunity to experience both fiction and non-fiction books to reinforce their awareness of the different purposes of texts as this will develop reading comprehension.

However, the teacher should be wary of too prescriptive an approach, whereby the pupils never get to experience a book for its own sake because of the questions that accompany it. Reading a story because of the joy of the story is a perfectly acceptable approach and will often be the first approach to any book.

It is good practice to repeatedly return to ‘favourites’ until children can read along – they can then take the lead in reading the book to their peers. You could also have a book of the week so that children build up a ‘bank’ of well-known stories.

**Sending books home**

While individual schools have their own approach to sending books home, it is important that this should not be seen as a test and reading for enjoyment should be emphasised rather than progression through a series of stages. This is particularly important when access to books in the home environment may be limited.

It is important that teachers think about the language they use when talking about sending books home with parents. Asking parents to read the book with their child may not be appropriate – emphasising the idea of ‘sharing’ is recommended.

If and when books are sent home, parents should be clear about the purpose of this and the role they are being asked to play. It is strongly recommended that a workshop is offered to parents, explaining the school’s approach and the importance of their involvement. It is essential that reading does not become a competition whereby the focus is on the level achieved rather than on the skills children are developing.

**Introducing Writing (January onwards)**

While accurate letter formation should be taught alongside sounds for reading, it is important that pupils who are not developmentally ready should not have formal handwriting instruction until later in the session. Many pupils may be ready to write earlier in the session, in which case this can be encouraged by having well-equipped writing areas in class and many informal opportunities for writing in various contexts. However, many pupils, boys in particular, do not yet have the mechanical skills required for successful handwriting as they enter school. The splitting of phonics into two stages therefore allows for the following:

* Pupils are given the opportunity to develop mechanical ability through early foundations of literacy work
* Pupils will be able to engage with the mechanics of writing at a time which is developmentally suitable for them
* The inclusion of lots of writing opportunities that can be accessed prior to the writing block means that children who are ready will develop their writing in real contexts
* The revisiting of sounds allows for revision for those who need it

At no stage should a pupil be held back from writing if they have the mechanical skills to engage successfully with it. Equally, it is vital that all stages of early writing are valued, not just writing which is grammatically ‘correct.’ This includes strings of symbols and recognisable letters with no punctuation. Children should have opportunities to explore mark making using a variety of media such as pens of different thicknesses, glitter pens, felt tips, wax crayons and so on.

In teaching formal writing the following key principles should be observed:

**A systematic order**

It is suggested that the order of teaching handwriting follows the shape of the letters and can be divided into four groups as follows:

The L group: l,t,i,u,y,j

The C group: c,a,d,g,o,qu,s

The R group: r,p,n,m,h,k,b

Other letters: e,f,v,w,x,z

At the end of each section capital letters can be revised although the main focus is on lower case.

**Supporting Resources**

Handwriting jotters should have guide lines so that children develop an understanding of ascenders and descenders. Classrooms should have a display showing the starting points of letters and refer to this regularly.

**Pace**

It is recommended that one group per fortnight is taught. By Easter all reading for phonics sounds and handwriting groups should have been covered. It is important that pace is appropriate for the children’s developmental stage and, as such, teaching of handwriting could begin earlier if every child has the necessary development of motor skills.

**Left Handed children**

Approximately 12% of children are left-handed. However, many children may experiment with both hands for a while. If you have children who are clearly left-handed in your class you should provide a separate handwriting lesson for them, modelling all aspects of handwriting with the left hand. It can also help them to have a block to raise their work above their hand, to use a writing grip and to be seated with space on their left-hand side. Delaying handwriting until January will give children the opportunity to see which hand they naturally prefer.

**Writing: Beyond Handwriting**

**Real contexts**

It is important that children are given real contexts in which to practice their writing, including contexts which reflect the concerns of their local communities. This has a huge impact on motivation.

“When writing opportunities were moved to the places where boys chose to play and were included in the boys’ play, they became keen and motivated writers.” *Supporting boys’ writing in the early years: becoming a writer in leaps & bounds (Julie Cigman, 2014)*

It is about creating opportunities where children want to write, rather than imposing artificially created contexts upon them. Equally, writing should be seen as something which occurs within all aspects of the curriculum, rather than being something that solely happens in a designated ‘literacy’ time and space.

**Modelling**

It is important that teachers model different types of writing, explaining the purpose of what they’re doing and how they decide what to include. This does not have to be a formal precursor to the children producing a similar piece of writing but can be part of the natural flow of the day’s activities.

**Developing detail**

As part of the preparation for writing, a system such as Foundations of Writing could be used, whereby children draw pictures using black pens and are encouraged to include as much detail as possible. Over time, they learn the links between detailed drawings and full information given in their own writing – the more detail they give in their writing the more the reader understands the message they are trying to convey.

**Creating a literacy rich environment**

Children’s capacity to see possibilities in their environment is huge. The classroom environment is therefore fundamental to the early acquisition of literacy. Where the classroom environment provides opportunities for pupils to explore literacy in a variety of contexts, pupils interact independently with their environment. This can also free up time for teachers to spend with pupils who need more focus on the foundations of literacy.

“The man [sic] who does not read has no advantage over the man who cannot read.” *Mark Twain*

“Studies suggest that reading engagement begins to fall around Primary 4/5, declining most strongly in struggling readers.” *Improving adolescent literacy: effective classroom and intervention practices: a practice guide (Kamil et al, 2008).*

“Where a reading culture has been successfully developed across the school, there are consistently high expectations about the frequency and quality of reading.” *3-18 Literacy and English Review (Education Scotland 2015)*

“A literate identity cannot be forced or imposed by teachers but requires open, social spaces where learners can define themselves as readers/writers in relation to their peers and to texts.” *Literacy and Gender: Researching texts, Contexts & Readers (Moss 2011)*

Fundamental to success in literacy is the teacher’s awareness that literacy is about more than the tools for reading and writing, listening and talking. In order to be successful in literacy a child must see reading, writing, listening and talking as valuable to their sense of personal and social identity. The classroom environment creates a culture of literacy which the child – particularly the child with limited access to literacy experiences at home - will internalise and it is therefore vital that teachers put thought into how they organise resources to maximise impact on literacy learning.

The Argyll and Bute *ELC Literacy tracker* can be used as a tool for self-evaluation in relation to the classroom environment. A classroom environment self-evaluation resources can also be found in Education Scotland’s Primary One Literacy Assessment and Action Resource (POLAAR): <https://education.gov.scot/improvement/Pages/sac17polaar.aspx>

The following recommendations should be taken into account:

* Children always have access to writing materials
* Opportunities are provided to practise writing within the context of what has been taught or experienced e.g. a Wanted poster for Nessie after a Scotland topic, a shopping list near the play shop
* Books are organised and attractive
* Books have been selected to appeal **to the children** and what they want to read, taking into account their cultural and community backgrounds
* There is a safe, comfortable space for children to access books
* Books should also be in all areas of the classroom, not just the designated reading area
* There are a range of contexts for children to develop talking and listening skills through role play, through playing with small world characters, through puppet shows etc
* There are numerous examples of writing around the room, both writing for a purpose – signs, notices, days of the week etc and writing that demonstrates creativity and enjoyment
* Children are involved in the creation of the writing around the room
* A sense of belonging to the classroom literacy community is created by involving children in decisions around literacy
* New vocabulary is displayed, e.g. through a ‘word of the week’
* Key sight words are displayed around the room so that they can be incorporated into the daily routines and conversations of the classroom
* Every opportunity is taken within IDL contexts to develop literacy skills e.g. building range of vocabulary
* Opportunities are provided for parents to share their literacy skills with their child e.g. through writing the diary of what a class soft toy did, through sharing book bags, through playing literacy based games

The **key principles** here are:

* Value is placed on all aspects of literacy
* Praise is given for creativity and innovative thinking as well as for accuracy
* Teacher models good practice in all aspects of literacy
* Real, meaningful contexts are given

Creating literacy communities goes beyond individual classrooms: it is something that should permeate the whole school and link with home.

**Parental partnership**

Parents and carers should be involved in all stages of the early acquisition of literacy. A common misunderstanding of the first year of school is that children should be sitting down throughout the day and that they should be pushed to read and write as quickly as possible. While pace is at the heart of successful phonics teaching, our guidance emphasises that time should also be given to the development of the early foundations of literacy and this needs to be shared with parents.

The following aspects should be emphasised:

* Recognition of what parents already do
* The importance of fostering oral language
* The importance of active play in every aspect of well-being and intellectual development
* The importance of pleasure and fun

Schools should think carefully about the nature of literacy homework if it is given and ensure that it has value beyond colouring in or visually matching words / letters. If homework is given there should be a range of literacy activities for parents to undertake with their child.

It is good practice to hold literacy workshops to engage parents and carers throughout the year. Examples include:

* How to share a book with your child
* How to ask questions
* How to support letter formation
* A joint home-school activity around bedtime stories / BookBug / ReadWriteCount bags
* An invitation to visiting author / authors live events

Parents should be encouraged to access the Argyll and Bute Literacy website, ABLE 2, where there are many resources to support them in helping their child at home: <https://blogs.glowscotland.org.uk/glowblogs/able/>

**Learning in the Outdoors**

“Well-constructed and well-planned outdoor learning helps develop the skills of enquiry, critical thinking and reflection necessary for our children and young people to meet the social, economic and environmental challenges of life in the 21st century. Outdoor learning connects children and young people with the natural world, with our built heritage and our culture and society, and encourages lifelong involvement and activity in Scotland’s outdoors.”

*“Curriculum for Excellence through Outdoor Learning,” Learning and Teaching Scotland 2010*

All elements of literacy can be and should be experienced through the outdoors as often as possible. It is important that P1 teachers and schools are aware of the opportunities they give to pupils in this area.

Appendix 5 contains the Early Years Literacy Rich Environment tool for learning in the outdoors. This should be used a source of ideas for ways in which to incorporate learning in the outdoors within the earl acquisition of literacy.

**Using ICT**

Our children are increasingly growing up in a world dominated by ICT and screens. It is important to strike the balance between ensuring that they have the skills to succeed in the modern world and making sure that they are not disadvantaged in their development of the foundations of literacy by an over-reliance on technology.

The activities which develop the skills at the heart of the foundations for literacy, such as listening to real stories and developing fine motor control, are not just about learning the basics of reading and writing. **They are also about developing self-regulation, empathy and social skills, self-confidence and resilience, problem-solving skills, creativity and a love of learning.** It is important therefore thatwe do not replace real books and real writing with digital versions or create an environment where children work individually at screens with no opportunities to talk and listen with others.

There are many useful ICT resources to support the development of literacy. When these are used however, the teacher should be confident that these are only one element within a much broader picture.

**Additional support needs**

By ensuring that the foundations of literacy are securely embedded within pedagogy and that children are able to develop at their own pace, many areas that need to be developed will progress over the course of P1. However, it is important to be aware of children who continue to experience difficulties at these early stages, even after repeated opportunities to develop have been given. In these cases, it is important that early interventions are followed.

Below is a list of things to look out for. It is important to note that professional judgement plays a large part in the identification of early literacy difficulties and that not every child who is unable to concentrate will be diagnosed as ADD, for example.

* Children who struggle to differentiate foreground from background noise may have a hearing problem.
* Children who are unable to concentrate may have Attention Deficit Disorder. However, it is important that they are actively being given opportunities to develop their listening skills before seeking help for this.
* Children who struggle with short term auditory memory may have a specific learning difficulty.
* Children with language delay who don’t develop within the opportunities for talk within the classroom should be referred to speech and language therapy.
* Children who seem to be consistently confused about vocabulary may have an underlying language disorder.
* Children who struggle to use language within social situations may fall somewhere on the autistic spectrum.
* Children who, despite immersive exposure to a language-rich environment, do not begin to enjoy and play with rhyme, may be at risk of dyslexia.
* Children who seem to take a long time to develop fine motor control may need the support of an educational psychologist.

Argyll and Bute follow a **staged intervention approach** as follows:

* Stage 1: initial teacher concern with work differentiated to support that concern
* Stage 2: support from school working with single /multi agencies and GIRFEC plan
* Stage 3: other agencies become involved to actively work towards short and long term targets

Useful resources for practitioners include:

The Dyslexia Toolkit <https://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit>

CALL Scotland <http://www.callscotland.org.uk/home/>

SNAP: for children excelling in literacy and numeracy, including those with dyslexia <http://www.gla.ac.uk/schools/education/ablepupils/resources/>

***Resources to support this guidance and which are currently used successfully within schools in Argyll and Bute are listed in Appendix 4. However, schools are free to use a wide range of resources to suit their own contexts as long as the principles within this document are followed***

***The Argyll and Bute Literacy Experience (ABLE2) website also contains a wide range of materials to support staff, parents and learners in their journeys towards literacy:***

[***https://blogs.glowscotland.org.uk/glowblogs/able/***](https://blogs.glowscotland.org.uk/glowblogs/able/)

**Appendix 1: A note on phonics**

Within this document the following definitions are used:

*Phonics*: A teaching approach focusing on the relationship between sounds (phonemes) and letters which represent them (graphemes)

*Synthetic phonics*: An approach whose defining characteristics are sounding out and blending

*Analytic phonics*: An approach which infers sound-symbol relationships from sets of words which share a letter and a sound

*Systematic phonics*: the teaching of the sound-letter relationship in an explicit, organised and sequenced fashion, not on an ‘as needed’ basis.

There has been much research on the teaching of phonics and on which approach to use. Overall, current evidence suggests that a systematic approach within a broad literacy curriculum has a greater positive impact on reading progress than whole language or whole word approaches used in isolation.

Our approach is therefore founded on a systematic approach to phonics, which includes key synthetic elements, e.g. blending is emphasised from the start and the pace is fast. **However, what is important is that teachers have access to a range of strategies that they teach as appropriate to the needs of the children.**

“it is unwise to advance an exclusive method of teaching the alphabetic principle… such a prescriptive stance denies the complexity of teaching and learning and … the marginalization or exclusion of other methods ignores the psychological and linguistic evidence about phonological and phonemic sensitivity in beginning readers.”

*Kathy Hall: How children learn to read and How Phonics Helps (from Ellis) p, 9*

**Fundamental to everything is an awareness that learning to read should be an engaging process. Even if we have in place successful systems which produce good results, unless we engage children with reading and writing in the early stages of their development, there will be a negative long-term impact on motivation and later measures of progress. So, while a word such as ‘systematic’ is helpful in terms of its definition, it is not meant to imply an approach rooted in formality and inflexibility. Teaching which is *flexible and responsive to the needs of the individual* should be at the heart of any approach and all guidance within this document should be read within this context.**

**Appendix 2: Introducing sounds: Example 1**

**This is the minimum recommended number of sounds to be introduced in the initial stage:**

1. Main sounds for each of the 26 alphabet letters, with ‘qu’ treated as standing for /qw/ from the start.
2. sh ch th
3. ay ee igh oa oo
4. ow oy ar

**Appendix 2: Introducing sounds: Example 2**

s a t i p n

ck e h r m d

g o u l f b

ai j oa ie ee or

z w ng v oo oo

y x ch sh th th

qu ou oi ue er ar

More advice can be found in the Jolly Phonics resources: <http://jollylearning.co.uk/overview-about-jolly-phonics/>

**Appendix 2: Introducing sounds: Example 3**

|  |  |  |
| --- | --- | --- |
| SET 1 | SET 2 | SET 3 |
| m | ay | ea |
| a | ea | oi |
| s | igh | a-e |
| d | ow (snow) | i-e |
| t | oo (zoo) | o-e |
| i | oo (book) | u-e |
| n | ar | aw |
| p | or | are (share) |
| g | air | ur (nurse) |
| o | ir | er (letter) |
| c | ou (out) | ow (cow) |
| k | oy | ai (rain) |
| u |  | oa |
| b |  | ew |
| f |  | ire |
| e |  | ear |
| l |  | ure (sure) |
| h |  |  |
| sh |  |  |
| r |  |  |
| j |  |  |
| v |  |  |
| y |  |  |
| w |  |  |
| th |  |  |
| z |  |  |
| ch |  |  |
| qu |  |  |
| x |  |  |
| ng |  |  |
| nk |  |  |

More information can be found in the ReadWriteInc resources: <http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/>

**Appendix 3: Sight Words**

Taken from Dr Edward B Fry’s Word List (most common words used in English)

|  |  |  |  |
| --- | --- | --- | --- |
| the | or | will | number |
| of | one | up | no |
| and | had | other | way |
| a | by | about | could |
| to | words | out | people |
| in | but | many | my |
| is | not | then | than |
| you | what | them | first |
| that | all | these | water |
| it | were | so | been |
| he | we | some | called |
| was | when | her | who |
| for | your | would | am |
| on | can | make | its |
| are | said | like | now |
| as | there | him | find |
| with | use | into | long |
| his | an | time | down |
| they | each | has | day |
| I | which | look | did |
| at | she | two | get |
| be | do | more | come |
| this | how | write | made |
| have | their | go | may |
| from | if | see | part |

**Appendix 3: Sight Words**

Taken from [www.highfrequencywords.org](http://www.highfrequencywords.org)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| the | that | not | look | put |
| and | with | then | don’t | could |
| a | all | were | come | house |
| to | we | go | will | old |
| said | can | little | into | too |
| in | are | as | back | by |
| he | up | no | from | day |
| I | had | mum | children | made |
| of | my | one | him | time |
| it | her | them | Mr | I’m |
| was | what | do | get | if |
| you | there | me | just | help |
| they | out | down | now | Mrs |
| on | this | dad | came | called |
| she | have | big | oh | here |
| is | went | when | about | off |
| for | be | it’s | got | asked |
| at | like | see | their | saw |
| his | some | looked | people | make |
| but | so | very | your | an |

**Appendix 4: Elements of active in learning literacy lessons**

Teachers may choose to make use of a published scheme, but it is important not to let the scheme dictate what happens exclusively in a classroom.

“young learners may arrive at the same outcome by various routes.”

*Assessment, teacher education & the emergence of professional expertise (Ellis & Smith 2017)*

It is vital that, as far as possible, the delivery of phonics is engaging and makes use of the key elements of the foundations of literacy to enable all children to benefit at the level that is most appropriate to them.

These ideas look at the following stages of a lesson:

* Revision of previous learning
* Core
* Plenary / development

(NB these 3 stages do not have to run immediately one after another, but can be dipped into through the day, depending on time spent, bearing in mind a recommendation of 10 – 20 minutes. There is considerable overlap in the suggested activities below)

* Reading in context
* Other activities through the day (reinforcing reading, writing & foundations of literacy)

**Revision of previous learning stage**

Revision of previous graphemes & CVC combinations / key sight words. Suggested ideas:

* Actions
* Flashcards
* Songs or rhymes – previously learned or created by small groups
* Explanations to shoulder partners

Over the course of a fortnight all of these elements may be included. Some may be used daily.

* Reading of words from board to reinforce grapheme.
* Creation of words using magnetic letters
* Bingo / snap with sight words
* Word hunt in pairs for sight words
* Sounds flashcards are placed around the playground and children run to the sound that a word starts with
* Use toy magnifying glasses to scan for sight words/sounds in texts/environment
* Use IWB Fruit Machine to show sounds or sight words for children to read/match/play bingo
* Changing names – children put the sound of the week as the initial letter of their name e.g. what would your ‘s’ name be Ryan? “Syan”

NB Key sight word revision can be incorporated into other activities during the day – e.g. during role play in the shop corner: “You used ‘and’ to join that sentence when you were speaking to Ryan, well done. Can you find ‘and’ somewhere around the classroom?”

**Core stage**

Introduction of new sound and corresponding grapheme & creation of CVC / more complex words. Suggested ideas:

* Using an action to help them remember the sound
* Using a puppet
* Volunteers find the sound in a written word
* Examples of words containing that sound
* Writing letters in the air
* Using rhymes to remember the sound
* Tapping out sounds as they say them

**Plenary / development stage**

Opportunities are given for the children to reinforce their learning. Ideas include:

* Using shaving foam to make the letters / words
* Using sand, wet and dry
* Using monster slime, glitter, cornflour paste etc
* Magnetic / felt / wooden letters
* Making letters from pipe cleaners / tin foil / playdough
* Elkonin cards
* Lucky dip – children dip into a bag of letters to find the appropriate sound. This can be organised like pass the parcel
* YouTube clips such as Geraldine the Giraffe
* Letters on a washing line – children make words
* Individual whiteboards (if child has sufficient fine motor control)
* Matching pictures with words
* Games using the letter / words
* Hidden pebbles in the sand tray with the letters written on them
* Ping pong balls – have ping pong balls and golf tees in foam. Children pick a ball, say the sound and line it up on the tees to blend it.

**Other fun ideas for pre-writing letter formation**

* Children walk round chalked letters in the direction they’re written
* Large black letters made to look like a road – children drive toy cars around in the correct direction for letter formation
* Sticks and dirt
* Children ‘erase’ chalk letters by tracing them with a wet paintbrush

It can be useful to think about whether children have had the opportunity to *hear, see* and *feel* the letter.

It is important that some activities are matched to developmental stage, but it is also important that all children get the opportunity to work with all other children as they will teach and support each other. Therefore activities may be independent, paired, small groups organised according to a variety of factors or whole class if appropriate.

**Reading in Context**

Important note: Teachers should be wary of too prescriptive an approach, whereby the pupils never get to experience a book for its own sake because of the questions that accompany it. Reading a story because of the joy of the story is a perfectly acceptable approach and will often be the first approach to any book.

When you sit with children and read a book together, the following ideas may be helpful. It is expected that the focus of your discussions and questions will change according to the skills you are currently focussing on:

**Before reading:**

Look at title & front cover for clues

Check against blurb

Discuss author & illustrator & other books by them

Look at type of book: novel with chapters / picture book / non-fiction book and discuss features of text

**During reading** children may be asked to:

* predict what they think may happen next
* consider characters’ feelings and whether they can relate to them or draw upon their own personal experiences
* highlight new ‘wow’ words and what they add to the story
* consider the teacher’s tone of voice and discuss the impact of expression
* consider which characters they would like/not like to be friends with and why
* join in with any actions or repeated lines in the story
* identify words/sounds they are learning that are within the story
* predict the end of the story and consider how they would alter the story ending.
* after the story, use ‘hot seating’ for either a child or adult to pretend to be a character from the story and the children can ask the ‘character’ questions.

Throughout the story, you can use the Blooms Buttons to develop the children’s inferential skills and also keep in mind the Reciprocal Reading strategies of predicting, summarising, questioning and clarifying.

The following table from Education Scotland can be useful when thinking about reading a text:

**Other reinforcing reading ideas**

* The computer runs a programme on the whiteboard saying “Hello Sorcha, Hello Ruaridh . . . . “ through the names of the class as they come in and settle down. This can become longer as the year progresses.
* Children line up for lunch according to initial phoneme in their name
* Children make the shapes of letters with their bodies in PE
* Children grow letters in cress
* Taking note of all environmental print in room, using puppets where appropriate to ‘notice’ and discuss different/sounds text in the room

**Other reinforcing writing ideas**

* Always have writing materials in role play areas
* Number plates for bikes and scooters in the playground
* Weather charts
* Start and finish signs for races
* Instructions for things / procedures in the classroom – each child has responsibility for one thing
* Have post it notes widely available and a ‘Don’t Forget’ board so you can ask children to ‘make notes’ for you through the day as part of classroom routine
* Use known stories as a stimulus for writing and model to children e.g. maps from We’re Going on a Bear Hunt, shopping lists or recipe sheets for a recipe from The Lighthouse Keeper’s lunch

**Foundations of literacy ideas**

* At one point in the day, a child is pulled to one side; the next day 2; the next day 3 and so on. The teacher says “Today’s sentence is . . . My favourite colour is blue.” Children take it in turns to repeat until they can all listen to everyone’s sentence (Listening)
* Children put hand into a bag of objects relating to the topic studied and describe what they’re touching before pulling it out (Talking)
* Children move around the room to music. When the music stops they shake hands with the person nearest them and greet each other, e.g. “Pleased to meet you. How are you today?” Discuss possible greetings. (Talking)
* When the bell goes, clap a certain number of times. Ask children with that many syllables in their name to go first. (Engaging with music, movement and memory)
* Pass an object round the circle. When the music stops the child has to add something to the story of the object (Engaging with stories)
* Go on a ‘word walk’ to the garage, shop, station and talk about the signs you see (concepts of print)
* Bury objects in the sand which contain the same letter – children have to work out which letter they all share (Awareness of sounds)
* Have lots of access to jigsaws, playdough, threading etc (Physical readiness for writing)

**Sample lesson plan for introducing a sound:**

**3-4 minutes: Phonics disco**

A PowerPoint of all sounds learned so far with a catchy tune playing in the background. Children do a move and say the sound to the beat of the disco as the sounds come up on the board.

**5 minutes: New sound**

Children look at the sounds on the board. The sound is associated with movement / song / object as appropriate to class.

**5 minutes: Lucky dip**

Wooden letters are placed in a bag and children lucky dip for a sound. When they pull it out they say the sound and trace the shape. When the taught sound if pulled out, everyone calls out the sound and traces the shape in the air.

**5 minutes: Words with the sound**

Class watch Geraldine the Giraffe video clip as she hunts around the house and finds things with the taught sound. Children play ‘beat the teacher’ to see if they can remember all the things Geraldine found. Teacher demonstrates blending the sounds to write the words on the board.

**Further development during the day:**

Children work round 4 workstations, divided into 4 groups by the teacher. Workstations include:

* Sand trays with letters hidden – children use letters to create words
* Sounds washing line – children work together to hang as many words as they can
* Chalkboards – children trace over the chalked letters with paintbrushes, making them disappear
* Reading together – teacher reads to a group and they find the sound taught that day

Appendix 5: **Early Years Literacy Rich Environment Tool Outdoors**

**Introduction**

The value of the ‘outdoor classroom’ is well documented with the growing awareness that meaningful learning takes place when children are physically active. All aspects of literacy development can be transferred to the outdoors and, for some children, it is a **more** productive learning environment. Children enjoy using natural materials and having the freedom to follow their interests in an alternative space.

Some children seem more able to communicate in outdoor spaces and can explore the use of their voices in ways which would not be encouraged indoors.

Outdoor environments provide the opportunity to increase and develop vocabulary related to seasons, weather, sounds, textures and wildlife.

Providing a wide range of high quality, stimulating resources provide a unique opportunity for children to develop their communication skills.

|  |  |  |
| --- | --- | --- |
| **Early Years Setting** | **Signed** | **Date** |
|  |  |  |

**The Role of the Adult**

* Engaging with the children and being guided by them
* Enabling less confident children to participate in activities
* Introducing new vocabulary related to what the children are doing
* Encouraging children to think, plan and cooperate
* Providing an environment where literacy experiences are in context e.g. mark making has a purpose-providing information or giving instructions
* Ensuring that all relevant languages and cultures are represented in the outdoor environment
* Involving and informing parents about the outdoor learning opportunities

|  |  |
| --- | --- |
| **Key - Fill in the relevant shape** |  |
| In place and working well |  |
| Partially in place |  |
| An area for development |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** |  |  |  |
| Do you have a story telling area outdoors  e.g. a willow bower with seats? |  |  |  |
| Is reading outdoors included in planning? |  |  |  |
| Are books routinely available outdoors? |  |  |  |
| Do the books available outdoors match those indoors? |  |  |  |
| Are the books used outdoors of a similar quality to those indoors? |  |  |  |
| Are children given the opportunity to **choose** a story and use related props e.g. by using story sacks? |  |  |  |
| Do you provide props/puppets and small world materials to support children’s learning outdoors? |  |  |  |
| Are dressing up boxes provided to encourage re-enactment of stories? |  |  |  |
| Do adults lead the children in role play related to favourite stories e.g. ‘We’re Going on a Bear Hunt’? |  |  |  |
| Do children have the opportunity to compile their own books about outdoor learning e.g. feeding birds or water play? |  |  |  |
| Are non-fiction books related to planned experiences provided outdoors? |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Are signs available to provide information e.g. ‘You can dig here’ or ‘creepy crawlies welcome’? |  |  |  |
| Are children involved in making signs e.g. making plant labels by drawing or writing? |  |  |  |
| Are signs provided which are suitable for all learners e.g. for children with English as an additional language or children with different needs? |  |  |  |
| Do signs and labelling reflect real contexts e.g. road signs or treasure hunt instructions (print and picture)? | | | |
| Do the children take part in outings to look at literacy in the environment e.g. street names, shop names or advertising logos? | | | |
|  | | | |
| **Reading- examples and ideas**   * Provide blankets, cushions and books in a quiet area to encourage children to look at books * Provide a ‘message board’ with a daily greeting * Make information/warning signs in a range of types of print and languages * Hide resources related to favourite stories e.g. fairies, dinosaurs etc. and ask children to find them | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing** |  |  |  |
| Is there a range of mark making materials outdoors  e.g. chalk, paintbrushes & water or paint? |  |  |  |
| Are children encouraged to make signs and labels? |  |  |  |
| Are there opportunities to chalk on the ground or on a chalkboard? |  |  |  |
| Is there a designated writing area outdoors? |  |  |  |
| Do you provide opportunities for the children to ‘write’ in context e.g. in the role play area do they have menus, order books, recipes e.g. for mud pies or stone soup? |  |  |  |
| Do children have the opportunity to cooperate in mark making  e.g. giant paintings with giant brushes? |  |  |  |
| Do you provide materials for children to weave patterns or letters into a fence or trellis? |  |  |  |
| Are there opportunities for the children to experiment with different materials for making marks e.g. squeezy bottles full of water |  |  |  |
| Are clipboards provided to allow children to record areas of interest e.g. tally marks when observing birds or insects? |  |  |  |
| Are children given the opportunity to use materials in the environment to make marks e.g. sticks and mud, berries or leaves? |  |  |  |
| Do adults scribe children’s drawings or record their ideas? |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Are children given appropriate challenge in writing e.g. a treasure hunt involving large letters where children make a mark when they have found each one? |  |  |  |
| Is there a designated area in the garden where children’s work can be displayed e.g. a fence, trellis or ‘washing line’ where children can peg it up? |  |  |  |
|  | | | |
| **Writing- examples and ideas**   * Provide clipboards- they don’t blow away! * Create murals where children cooperate and contribute * Provide small message boxes and put messages in them so that children can leave messages for each other | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Listening** |  |  |  |
| Are children given frequent opportunities to listen to stories, rhymes and songs outdoors? |  |  |  |
| Do the children have the opportunity to take part in listening games where they have to follow instructions? e.g. ‘Can you find me a fir cone or a daisy? |  |  |  |
| Do the children regularly take part in circle games e.g. ‘Ring-a Ring-a Roses’ or ‘Farmer’s in his den? |  |  |  |
| Does Circle Time ever take place outdoors? |  |  |  |
| Do the children take part in energetic games which require them to listen e.g. ‘What’s the Time Mr. Wolf?’ |  |  |  |
| Do the children go on walks or outings with a specific focus e.g. environmental sounds, birds, traffic etc? |  |  |  |
| Do you provide resources to encourage listening e.g. sound boxes, wind chimes etc? |  |  |  |
| Are children encouraged to run, stamp, hop or clap to the rhythms of songs, rhymes or poems? |  |  |  |
| Do you provide percussion instruments so that children can follow rhythms of rhymes e.g. ‘Boomwhackers’ or drums? |  |  |  |

|  |
| --- |
| **Listening –examples and ideas**   * ‘Listening’ walk * Opportunities to make sounds using a variety of equipment and materials * ‘Guess who is calling you’ game |

|  |  |  |  |
| --- | --- | --- | --- |
| **Talking** |  |  |  |
| Are there areas in the garden to encourage talking e.g. a talking table, a den or play house? |  |  |  |
| Are children supported to converse with each other e.g. Brolly walks? |  |  |  |
| Is there a wide range of resources to encourage conversation between children e.g. dressing up box, table, cups and saucers, teapot with real ‘tea’ in it? |  |  |  |
| Do adults model conversation e.g. in role play area, ordering some ‘food’ in a ‘cafe’? |  |  |  |
| Are children encouraged to use ‘Story Sticks’ during activities and on outings? |  |  |  |
| Are adults supporting the development of vocabulary e.g. creating an area where children can lie down and observe sky, trees etc. and can describe movements, colours and express feelings |  |  |  |
| Are there opportunities for children to talk about their own experiences and share them with others? |  |  |  |
| Is there time for reflection with the children about their interests and ideas? |  |  |  |
| Are children given the opportunity to discuss what they already know about a subject or theme and what they would like to do next? |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Do children contribute to making plans and decisions for outdoors e.g. making safety rules for the outdoor area? |  |  |  |
|  |  |  |  |
| **Talking- examples and ideas**   * Provide small world resource bags * Create landscapes e.g. for vehicles, long grass for animals etc * Megaphones and talking tubes * Telephones | | | |

**Literacy Rich Environment Summary**

|  |  |
| --- | --- |
| **You could make a plan, below by writing down which areas to target based on the summary** | |
| **Date:**  **Environment considered:**  **Date for review:** | **Areas to Target** |
| **Write down aspects of the literacy environment that are in place and work well** |  |
|  |
|  |
| **Write down aspects of the literacy environment that could be better** |  |
|  |
|  |
| **Select one thing you would like to change and write down the steps that are needed to make progress; who will** | Thing to change |
| Who will be involved |
| Resources / training needed |
| **What we will do to create successful change** | |

**Appendix 6: Resources**

**Publications**

Foundations of Literacy: A balanced approach to language, listening and literacy skills in the Early Years, Sue Palmer & Ros Bayley: Featherstone 2013

Helping Young Children to Listen – 40 games and activities to encourage listening and cooperation skills with children from 3 years, Ros Bayley & Lynn Broadbent: Lawrence Educational 2001 (new ed. 2016)

& other books in the series: Helping young children to speak with confidence, Helping young children to concentrate

Supporting Boys’ Writing in the Early Years, Julie Cigman: Routledge 2014

Write Dance, Ragnhild Oussoren Voors: SAGE 2017

**Downloads**

Argyll and Bute’s Literacy website, ABLE 2 has many resources that can be used to support teachers, parents and pupils:

<https://blogs.glowscotland.org.uk/glowblogs/able/>

Top tips for developing talk poster:

<https://blogs.glowscotland.org.uk/glowblogs/able/files/2017/04/Top-tips-for-developing-talk.pdf>

Letters and Sounds: Principles and Practices of high level phonics:

<https://www.gov.uk/government/publications/letters-and-sounds-principles-and-practice-of-high-quality-phonics-phase-one-teaching-programme>

Bloom’s question fans:

<https://blogs.glowscotland.org.uk/glowblogs/able/test/test-2/reading/>

**Practical Resources**

Magnetic Letters

Mini whiteboards & pens

Puppets

Velcro letters\*

Elkonin boxes\*

Alphabet threading kits\*

Phonic / letter games e.g. Smart Kids,

Glitter pens

Felt tip pens

Crayons

Pens of different thicknesses

A-frame whiteboards

***Things you can make yourself***

\*these items could be made yourself

Sandpaper letters

Washing line letters

Letters in different tactile materials

Role play area signs

Painted letters on pebbles, wood etc

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**Appendix 8 ELC Literacy Tracker**

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| **Experiences and Outcomes** | **Skill** | **Curricukum Organisers** | **Date & Progress** | **Date & Progress** | **Date & Progress** |
| I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes LIT 0-01b/LIT 0-11b | I often choose stories / texts to look at within the nursery environment (book corner, interest table, home corner) | Enjoyment and Choice – within a motivating and challenging environment developing an awareness of the relevance of texts in my life |  |  |  |
| I can explain why I like or dislike a text |
| I can talk about real and imaginary experiences |
| I can offer a relevant comment about a text |
| I can ask appropriate questions about a text |
| I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn  LIT 0-01a / LIT 0-11a / LIT 0-20a | In play and games I can recognise initial sounds and find other words beginning with the same sound |
| I can clap or tap the correct number of syllables in my own name |
| I can use alliteration and make up silly phrases (smelly socks, big bananas) |
| I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways LIT 0-01c | I can sit and listen to age appropriate stories |
| I can name key characters in a story |
| I can talk about what happens in a story / text and retell it using props |
| I can share some of my experiences or feelings |
| To help me understand stories and other texts, I ask questions and link what I am learning with what I already know LIT 0-07a / LIT 0-16a / ENG 0-17a | I can distinguish between a story book, poetry / rhyme book and information book | Understanding, analysing, evaluating  -investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes |  |  |  |
| When listening to a text I can link what I am hearing to what I already know |
| 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 | I can take turns in conversations appropriately and confidently | Tools for listening and Talking – to help me when interacting or presenting within and beyond my place of learning |  |  |  |
| I can listen and make relevant contributions in conversations |

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| **Experiences and Outcomes** | **Skill** | **Curriculum Organisers** | **Date & Progress** | **Date & Progress** | **Date & Progress** |
| I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a | I can listen to new information and use it to make choices and learn new things | Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning |  |  |  |
| As I listen and take part in conversations and discussions, I discover new wordsa dn phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a | I can answer who, what, where and why questions when exploring texts | Creating texts – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary. |  |  |  |
| I can make up my own story and can share these with others in imaginative ways |
| I can explore events and characters through discussion props and role-play. |
| I can participate in conversations and discussions with others (floor books, circle time, talking tubs, play contexts) and learn new words and phrases. |
| I can use new vocabulary appropriately. |
| Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a | I am a good listener and can talk about what I have heard and listened |  |  |  |
| I can talk about experiences / events |
| I can share news and other information |
| I can observe an activity and recount some details about it. |
| I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a | I can explore events and characters through discussion, props and role play. |  |  |  |

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| **Experiences and outcomes** | **Skill** | **Curriculum Organiser** | **Date & Progress** | **Date & Progress** | **Date & Progress** |
| I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 011b | I often choose books to look at in nursery or at home. | **Enjoyment and choice** **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life |  |  |  |
| I can predict what might happen next in a story. |
| I can indicate at group story time if I’ve enjoyed a story. |
| I can tell an adult or peer what I did and didn’t like about a story. |
| I can show an adult or a peer the back and front of a book, where the words and pictures are, where you begin reading from with a line of text. |
| I can show that I know familiar or repetitive parts of a story or rhyme by filling in the missing part when the adult pauses in reading it. |
| I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a | I can recite 3 nursery rhymes. |
| I can say if two objects/picture cards share the same rhyme when an adult shows them to me. |
| I can find my own name label and also those for one or two other children in nursery. |
| When we come across a new word in a story I can have a go at working it out from the pictures or text. |
| 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 / LIT 0-13a / LIT 0-21a | I can recognise some signs and words in and around nursery or the local environment and tell an adult what they mean. | **Tools for reading** - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning |  |  |  |
| I know what sound my name and other favourite things begin with. |
| When I’m shown three picture cards beginning with different letters I can choose the right one to go with a sound that an adult gives me. (DW) |

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| **Experiences and outcomes** | **Skill** | **Curriculum Organiser** | **Date & Progress** | **Date & Progress** | **Date & Progress** |
| I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.  LIT 0-14a | I can show another person the title, page, cover, words and pictures in the book by pointing and correctly naming them. | **Finding and using information** **-** when reading and using fiction and non- fiction texts with increasingly complex ideas, structures and specialist vocabulary |  |  |  |
| I can look at and talk about information from a book, computer or other source. |
| When an adult pauses in reading a story I can say what I think will happen next. |
| I can tell someone else what I’ve learnt and can remember after doing this kind of activity |
| I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a | I can say what might happen next in a story. | **Understanding, analysing and evaluating** investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes |  |  |  |
| I can use props or pictures to help in retelling the main parts of a story |
| I can take on the role of a character in a story. |
| I can say what I think about different texts in small group discussions. |
| To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a | I can ask different questions about a book that I’ve shared with an adult. |
| At story times I can ask questions about a story we’ve listened to. |
| When I have listened to a story I can comment about how it  fits with my own experience (e.g. getting lost, first experience of something). |

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| **Experiences and outcomes** | **Skill** | **Curriculum Organisers** | **Date & Progress** | **Date & Progress** | **Date & Progress** |
| I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a /  LIT 0-11a / LIT 0-20a | I can make marks using paint, chalk pencils, pens, crayons and inks computers. | **Enjoyment and choice** **-** within a motivating and challenging environment developing an awareness of the relevance of texts in my life |  |  |  |
| I can make marks to convey messages or information during play (menu at café, list for shopping). |
| I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. ENG 012a / LIT 0-13a / LIT 0-21a | I can make my name/words with magnetic letters. | **Tools for writing** - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning |  |  |  |
| I can write some letters by myself. |
| I can write my name on my pictures or work. |
| As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b | I can draw a story and share it with others or ask an adult to write my story beside my picture. |
| I can make stories using puppets, in home corner, small world play or when dressing up and share thoughts, ideas and feelings. |
| I like to draw my favourite characters and events from stories I have heard. |
| **Experiences and outcomes** | **Skill** | **Curriculum Organisers** | **Date & Progress** | **Date & Progress** | **Date & Progress** |
| I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a | I often choose to write and draw using paint, chalk, pencils and pens in a variety of play contexts. | **Creating texts** - considering texts to help create short and extended texts for different purposes |  |  |  |
| I can draw a picture of myself or of my family. |
| Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a | I can draw or create my stories and share them orally with my friends and adults in the nursery. | **Organising and using information -**  considering texts to help create short and extended texts for different purposes |  |  |  |
| I can draw or create a story and ask my key worker to write my ideas for me. |