



# Literacy Policy

## Castleton Primary School



It is our aim at Castleton Primary School to prepare all our learners with the range of Literacy skills, abilities and knowledge they need for life, learning and work. 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 foundation for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.



### Listening & Talking

- We follow the Literacy for All Listening & Talking Programme; focusing at every stage on filling the Vocabulary Gap.
- All classes have a vocabulary rich environment to ensure all learners have daily opportunities to expand their vocabulary.
- Throughout the year, where appropriate, all classes will engage with Group Talks, Debates, Short Talks and Presentations.

### Reading

- We use the Before, During and After reading approach alongside all other Literacy for All methodologies throughout the school (see Literacy for All Framework).
- There are daily opportunities for all pupils to engage with shared, guided and independent reading.
- Phonological awareness is explicitly taught throughout P1. Further Phonological Awareness opportunities are offered daily in our P1 classrooms and where appropriate for older learners.
- Common word progression is supported by the Jolly Phonics common word guide. The common words are taught/reinforced daily in P1 & P2, then where appropriate.
- Reading for Enjoyment time is offered daily to all pupils.

### Writing

- We use the Before, During and After reading approach alongside all other Literacy for All methodologies throughout the school (see Literacy for All Framework).
- Explicit writing lessons occur twice a week. These sessions are further supported by daily reading/research/experience based opportunities to support and enhance the piece.
- All writing projects are approached using the 'Reading into Writing' pedagogical approach and where appropriate should offer experiential opportunities.
- Model texts are used to support the teaching of writing and can be used as reading texts where appropriate.
- Our whole school correction code is used during marking and when given written feedback to learners.
- Stage appropriate 'Tools for Writing Targets' are used by learners to track their progress and to support self/peer assessment opportunities.

### Spelling

- The following information is relevant for P3-7. See 'Phonics' for P1-2.
- It is a progressive scheme based on phonics pedagogies which focuses each week on a word family.
- Explicit teaching of the word family is followed by daily opportunities for learners to revise the sound using metacognitive strategies.
- A weekly session of dictation is used to assess learners understanding.

### Phonics

- Explicit teaching of phonics occurs daily in P1 and P2.
- See our Phonics Planner for more details (See DHT or access via Our Establishment).



### Handwriting

- Opportunities are given daily/weekly for all learners to strengthen their fine motor skills.
  - P1-7 engage weekly in a progressive cursive handwriting programme.
- Little Wandle letter formation resources also available for P1 and those who require additional support with handwriting/letter formation.





# Literacy Resources, Interventions & Planning/Assessment Tools

## Castleton Primary School



### Listening & Talking

- Literacy for All Framework & Glow Tile online.
- Listening & Talking Strategy posters.
- Helicopter Storytelling (P1-3).
- Word Aware Strategies.
- Audio Books (Libby App/iPad).
- Novels/Poetry/Wordless Picture Books/Various other texts for learners to listen to and respond to.
- Film Literacy Resources (PT's Office & on Our Establishment).



### Writing

- Literacy for All Framework & Glow Tile online.
- Before/During/After posters.
- PM Writing Scheme (Physical resources in each class with extras in Room 9 & on Our Establishment).
- PM Writing Model Texts (Street Area).
- Various other Model Texts (See CLOLs).

### Reading

#### Resources:

- Literacy for All Framework & Glow Tile online.
- Before/During/After posters.
- Bug Club Books (Room 1, Room 9 & Room 12) & Bug Club Online.
- Group/Whole Class Novels – Organised by text (Room 9).
- Big Cat Readers (Street Area)
- PM Writing Model Texts (Street Area)
- Story Sacks (Street Area).
- Play based literacy resources (Street Area Cupboard outside Room 1).
- Phonological Awareness Playing with Sounds Games (Cupboard opposite GP3).
- Reading Boxes (P5,6,7 Classrooms).
- Film Literacy Resources (PT's Office & on Our Establishment).
- LanguageNut Online

#### Interventions:

- GDSS Resources & Support Materials (Cupboard opposite GP3).
- Rapid Readers (Physical Books & Digital Platform).
- Clicker App.
- Catch Up Literacy Scheme.

### Phonics

- P1 & P2 Phonics Planner.
- Jolly Phonics Scheme (Physical resources in each class with extras in Street Area literacy cupboard & on Our Establishment).
- Various play based phonics resources (P1,2,3 classrooms and Street Area literacy cupboard).

### Handwriting

- Teach Handwriting Scheme – three folders (PT's Office).
- Little Wandle Letter Formation Resources.



### Spelling

- Spelling Made Easy Guidebooks (P3-7 classrooms, PT's Office & On Our Establishment).

### Planning & Assessment Tools across Literacy

The Literacy for All tracker is used in line with CfE Benchmarks to plan, track and assess across all stages. Our Monitoring & Tracking meetings and Termly Planning Meetings are used to discuss and plan for learners who require support and/or challenge within Literacy.

#### Formative Assessment:

Some examples of formative assessment used throughout the school are; on-going observations, Effective questioning, learner feedback, learning conversations and self/peer assessment opportunities.

#### Listening & Talking Summative & Standardised Assessments:

NSNA.

#### Reading Summative & Standardised Assessments:

Ready, Steady, Read Phonological Awareness Assessment, SSRT, PIRA and NSNA.

#### Writing Summative & Standardised Assessments:

Routes Through Writing and NSNA.

