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**Alexander Peden Primary School & Nursery Class**

**Active Literacy Policy**

**August 2021**

**Rationale**

Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world. In North Lanarkshire, the Active Literacy programme was developed to raise literacy attainment and to improve the life chances of the children in our schools.  It is based on recognised international research and was developed in consultation with teaching staff at all levels.  It incorporates the four key components of reading, writing, phonics and spelling with talking and listening opportunities throughout.  To achieve maximum impact, it is recommended that teachers adopt all four components, since by design, this is an integrated approach. Here at Alexander Peden Primary School this is the programme we follow.

**Aim**

At Alexander Peden Primary School we:

* Plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in **literacy**, numeracy, health and wellbeing and skills for learning, life and work.
* Employ a range of teaching strategies and resources to meet the needs and abilities of learners.
* Consistently select creative and imaginative strategies for teaching and learning, appropriate to the interests and needs of all learners, as individuals, groups or classes.
* Ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge.
* Identify effective barriers to learning and respond appropriately, seeking advice in relation to all learners’ needs as required.
* Show commitment to raising learners’ expectations of themselves and others and their level of care for themselves, for others and for the natural world.

**(Standards for Registration, December 2012)**

**Curriculum**

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| **Day 1** | Fluency and spelling |
| **Day 2** | Comprehension and spelling |
| **Day 3** | Fluency and spelling |
| **Day 4** | Comprehension and spelling |
| **Day 5** | Taught writing and spelling assessment |

Using the North Lanarkshire Active Literacy materials as guidance, we deliver high quality learning and teaching experiences, personalised to meet the needs of all pupils. Through rigorous tracking, monitoring, assessment and moderation processes we strive to make sound professional judgements regarding the achievement of a level for all pupils. We confidently use a range of data including Curriculum for Excellence Benchmarks when planning for assessment. We aim to provide high quality feedback to pupils and parents about progress and next steps in learning.

Teaching and learning for literacy is split over 5 days. Following Active Literacy guidance, in most classes two of these days should solely focus on fluency and the other two should focus on comprehension. The fifth day is taught writing. Spelling is incorporated, taught and reinforced throughout the first four days, with weekly dictation being completed on day 5 for assessment purposes. In addition, teachers may carry out weekly spelling tests. Planned learning should be appropriately differentiated to meet the needs of all pupils. We encourage the use of rotations and task boards to support differentiated teaching.

Please note that the order given above is merely a guideline, and teachers can select the day they wish to teach taught writing.

In order to get it right for our children, handwriting and grammar must be taught explicitly. This may take the form of discrete weekly lessons or may be incorporated into literacy rotations. Our handwriting policy should be used to guide learning and teaching.

Please note that this outline is a recommendation and although we encourage teachers to use this framework, we recognise the need to plan responsively to ensure we are getting it right for every child. Should a teacher need to make adaptations to the suggested framework, they should discuss this with their identified member of the SLT.

**Jotter Presentation and Jotter Use**

Teachers must select jotters of an appropriate line width to meet the needs of their pupils. Teachers are encouraged to consider the curriculum level and handwriting skills of their pupils when selecting appropriate jotters. Each pupil should have 2 literacy jotters – one for daily writing (which may include literacy related tasks from across the curriculum) and one for taught writing. These 2 jotters should be different colours if possible. Taught Writing jotters should have a contents page showing the date, title and genre of each piece of writing.

The following layout expectations are for children who are working at an appropriate level for their age and stage. Please adapt as necessary to meet the needs of individuals.

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| --- | --- | --- |
| **Stage** | **Term** | **Expectation** |
| Primary 1 | Term 1  Term 2 onwards | Date stamp or date written by teacher.  Date in numerals e.g. 31.8.20 |
| Primary 2 | All year | Date in numerals |
| Primaries 3 -7 | All year | Date in words and underlined.  e.g. Wednesday 31st August 2020 |

**Core Targets**

These should be displayed clearly inside the front cover of **all** literacy jotters using laminated core target cards. Core target cards should be attached so that they fold out as a flap from the cover of jotters, providing a prompt and supporting self-correction. Core targets should be referred to regularly.

**Learning Intentions**

The following expectations are for children who are working at an appropriate level for their age and stage. Please adapt as necessary to meet the needs of individuals.

In Primary 1 and 2 (most pupils working on Early Level or at the beginning of First Level) learning intentions may be written by the teacher or printed onto labels and stuck into jotters.

In Primaries 3 – 7 (most pupils working on First or Second Level), learning intentions should be written by pupils.

An example of a Primary 3 - 7 literacy jotter layout may look like this:

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| Wednesday 31st August 2021  Horrid Henry  *(miss a line)*  L.I. Create a character profile.  *(miss a line before starting written task)* |

**Literacy Walls**

The following are items that should be displayed on every class literacy wall:

* Core targets
* Comprehension strategies
* Spelling strategies/5 finger spelling/Word Attack Strategies as appropriate for stage
* Writing genre targets (only for genre being taught at that time)
* Star writers
* Alphabet showing upper and lower case letters
* Group task boards for rotations
* Weekly spelling words (and phoneme as appropriate)

*Other items may be included appropriate to age and stage of class*

*(e.g. Common Word Wall in infant classes).*