

Condorrat Primary School Bunsgoil Chondobhrait



Literacy Policy Polasaidh Litearras

(English Stream)

Condorrat Primary School promoting wisdom, well-being, achievement, heritage and aspirations.'

'Bunsgoil Chondobhrait ag àrdachadh gliocas, maith dhaoine, ionnsachadh, dualchas agus miann.'

Rationale.

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. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

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 learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

Building the Curriculum 1

Aims.

- To give our pupils the opportunity to develop literacy skills in relevant contexts as appropriate to their interests and age/stage of development.
- To prepare our learners with the knowledge and skills in literacy, which they will further develop in High School and utilise throughout their life.
- To enable our learners to have the confidence and competence in literacy, which enables them to transfer the skills they have learned into all curricular areas

Literacy and the Curriculum for Excellence Framework.

The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They take account of national and international research and of other skills frameworks. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.

In particular, the experiences and outcomes address the important skills of critical literacy. Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

The framework opens with a set of statements that describe the kinds of activity, which all children and young people should experience throughout their learning to nurture their skills and knowledge in literacy and language. Teachers will use them, alongside the more detailed experiences and outcomes, in planning for learning and teaching.

The three organisers within the literacy framework are the same as those used in the literacy and English, literacy and Gàidhlig, Gaelic (learners) and modern languages frameworks:

- listening and talking
- reading
- writing.

Within these organisers there are a number of sub-divisions.

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 and spelling.

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 statements of experiences and outcomes emphasise that learning is an *active* process: for example, the outcomes stress *making* notes, rather than the passive activity implied by *taking* notes. Experiences represent important continuing aspects of learning such as exploring and enjoying text, and outcomes describe stages in the development of skills and understanding.

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 who use Braille, sign language and other forms of communication. This is exemplified in the words 'engaging with others' and 'interacting' within the listening and talking outcomes.

Roles and Responsibilities.

Teaching Staff.

- To create real life contexts relevant to the learner's 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 utilize 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 learner's skills, knowledge and understanding.
- To consistently monitor learner's 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.
- To ensure that this literacy policy is adhered to.

Management Team.

- The Head teacher, Mrs Price has responsibility for Literacy across the school. It is her responsibility to ensure that resources and training are kept up to date.
- The SMT have the responsibility to monitor and evaluate literacy practice across the school to ensure that it is in accordance with the policy.
- To recognise opportunities for CPD for all staff members in literacy.

Support Staff.

- To work in classes to support teaching staff and work with learners as guided by the teacher and or support for learning teacher.
- 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.

Additional Support Staff.

- To work with groups or individuals to consolidate or extend learning.
- To liaise with class teachers to support those learners requiring additional support.
- To assess learners and identify specific learning needs.

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 and attention to their literacy work.
- Pupils should complete tasks set.
- Pupils should be able to talk about and describe 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.

Primaries One to Three

Primaries one to three in the English stream of the school will follow North Lanarkshire Council's Active Literacy Programme.

Reading.

In reading the focus is on the teaching of strategies as outlined in the Guided Reading Programme. In the English stream of the school there are several resources available including Storyworlds, Julia Donaldson Songbirds & PM Books, all of which have been book banded. The children should have more than one text per week.

The reading strategies to be taught at each level are included in Appendix 1. In the English stream the expectation is that children will

reach Yellow/Blue Level by the end of P1, Turquoise by the end of P2 and White by the end of P3 at which point they should transfer to short novels. These are guidelines only - children may progress at a slower or quicker pace.

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 text 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.

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

Assessment

Assessment of reading will be ongoing using pupil learning logs to share targets with pupils and then to discuss and record progress. These should be utilized during every reading lesson.

Benchmark statements should also be utilised when making professional judgement regarding a learner's progress within a level. Forward plans and learning logs have benchmarks fully integrated within them. Learning logs have benchmark related statements highlighted in bold.

All learners will undertake a benchmark assessment in November/December, followed by another in June to inform planning and give support to teacher judgement regarding progression.

The Scottish National Standardised Assessment in P1 will be utilised to inform and support teacher professional judgement on achievement of a level in reading.

Standardised assessments may be utilized at other stages to help inform & support teacher judgement on pupil progress.

Phonics.

In the English stream of the school staff will teach phonics using the methodologies outlined in the Active Literacy Programme, covering two sounds per week in the specified order.

Assessment.

Progress in phonics should be continually monitored and pace of teaching and learning adapted to best meet the needs of pupils.

Checkpoint assessments should be undertaken in October, December, March and June.

Spelling.

In the English stream of the school staff will teach spelling in line with the Active Literacy Programme, following the words, strategies and activities listed within the programme booklets.

Assessment.

There should be one day of assessment per week for spelling. The preferred format is sentence dictation, but at times a 'list' approach may be more applicable.

A standardised spelling test is undertaken by P1 -P3 every session in May. This is utilised to inform future planning and to measure progress.

P1 pupils will undertake The Scottish National Standardised Assessment which will include a spelling section.

Writing.

In line with Active Literacy there should be a daily writing task based on reading, traditional tales, interdisciplinary storylines or the outdoor environment.

There should also be a weekly-taught lesson with a focus on specific skills. Planning should take a short time and can be done the day before. Plans can take the form of a mind map.

Writing opportunities should also be taken from other curricular areas. Our pupils should be made aware of how they are further developing their skills in writing through this type of work.

Genres are to be taught as outlined in Appendix 3. Large laminated examples are available from primary two onwards to aid with teaching genre features.

Re-Drafting.

In primary one pupils will re-draft as appropriate with a focus on a variety of key targets such as capital letters, full stops and joining words.

In primaries two to three learners will re-draft at least one piece of work in terms one and two, and at least two pieces in terms three and four. The re-drafts should be target focussed and not just an edit of spelling and punctuation. There should be focussed learning and teaching regarding how learners can improve their work.

Pupils should have the opportunity to compare a piece of writing completed at the start of a teaching block to one completed at the end in order to discuss and recognise the progress they have made.

Grammar.

Guidance on expectations for grammar that should be taught at each stage can be found on literacy planning sheets.

There is no single resource in school to teach grammar. Grammar should be explored through reading and writing activities. Pupils should have opportunities to edit text to demonstrate an understanding of grammar. Pupils should demonstrate an understanding of grammar in reading and writing activities, and assessments should be based on teacher observation and on-going evaluations of pupil work.

Assessment.

Over a block of planned learning pupils should progress across targets in their learning logs. Learning logs should be utilized during every lesson to give pupils clear guidance on their intended learning and allow for personalised targets.

In primary one, one assessed piece should be undertaken in the writing assessment jotter.

In primaries two and three there should be one assessed piece in the assessment jotter in terms one and two and two assessed pieces in terms three and four.

Assessment jotters are passed to the next teacher along with learning logs. Teachers should check which genres have already been assessed

across a level and ensure that assessed pieces across a level reflect a broad range of genres.

Handwriting.

Handwriting should be taught as part of phonics and spelling or as stand alone lessons as deemed necessary. Nelson script is used. Joined script should be introduced from the end of P3 onwards. Good presentation should be encouraged at all times as per the school policy. (Appendix 2)

Interdisciplinary Storylines.

Two of these should be completed per session. Teachers should choose titles that they feel will provide the most appropriate learning opportunities to meet the needs of their learners. Titles are allocated as follows:

P1

- **Percy The Park Keeper Nick Butterworth- After The Storm, The Secret Path & One Snowy Night**
- **Julia Donaldson - The Gruffalo, Snail & the Whale**
- **Handa's Surprise Eileen Browne**

P1/2

- **Percy The Park Keeper Nick Butterworth- Treasure Hunt, The Bumpy Ride.**
- **Katie Morag and The Big Boy Cousins/Ceitidh Morag agus Balaich Ruadh A' Ghlinne Mairi Hedderwick**
- **Julia Donaldson The Princess and The Wizard, A Squash and a Squeeze**
- **The Smallest Whale Elizabeth Beresford**

P2E

- **Katie Morag - Delivers The Mail Mairi Hedderwick**
- **Katie Morag & The Tiresome Ted & Ceitidh Morag agus an Da Sheanmhair Mairi Hedderwick**
- **The Lighthouse Keeper's Tea Ronda & David Armitage**
- **Utterly Otterleys Mairi Hedderwick**

P2/3

- **Katie Morag - And The Grand Concert/Ceitidh Morag aig a' Chuirn-Chiuil Mairi Hedderwick**
- **Katie Morag and the New Pier Mairi Hedderwick**
- **Fly Pigeon Fly! John Henderson & Julia Donaldson**
- **The Lighthouse Keeper's Lunch Ronda & David Armitage**
- **The Lighthouse Keeper's Picnic Ronda & David Armitage**

Where titles are not available in Gaelic, text should be covered and the stories told orally using illustrations or an alternative Gaelic text as chosen by the class teacher can be used.

Traditional Tales.

Two of these should be completed per session. Guidance on the timing for this can be found in Appendix 4. Teachers should choose titles that they feel will provide the most appropriate learning opportunities to meet the needs of their learners. Titles are allocated as follows:

P1

- **Goldilocks & The Three Bears**
- **The Magic Porridge Pot**
- **Chicken Little**
- **The Three Little Pigs**

P1/2

- **Pinocchio**
- **The Sly Fox & the Red Hen**
- **Jack & the Beanstalk**
- **The Ugly Duckling**

P2

- **The Little Red Hen**
- **The Enormous Turnip**
- **The Gingerbread Man**
- **Little Red Riding Hood**

P2/3

- **The Elves & the Shoemaker**
- **The Three Billy Goats Gruff**
- **Peter & the Wolf**
- **The Princess & The Frog**

Primaries Four to Seven.

Primaries four to seven in the English stream of the school will follow North Lanarkshire Council's Active Literacy Programme.

Reading.

A variety of resources are available including Novels, Comprehension Boxes, Non-Fiction Boxes, Non-Fiction Texts, Literacy Links and Literacy World. There is also a variety of resources available that include short extracts of text and poetry. It is important that learners also work with a range of media based texts to reflect society. A list of a range of Texts to be explored can be found on page 6.

Appendix 4 outlines how a range of texts should be covered across the year per stage.

Assessment.

Assessment of reading will be ongoing using pupil learning logs to share targets with pupils and then to discuss and record progress. These should be utilized during every reading lesson.

Benchmark statements should also be utilised when making professional judgement regarding a learner's progress within a level. Forward plans and learning logs have benchmarks fully integrated within them. Learning logs have benchmark related statements highlighted in bold.

The Scottish National Standardised Assessment in P4 & P7 will be utilised to inform and support teacher professional judgement on achievement of a level in reading.

Standardised assessments may be utilized at other stages to help inform & support teacher judgement on pupil progress.

Learners should experience a wide range of texts, as per the table on page 6, for a variety of purposes, including interdisciplinary work. Skills must be taught in line with a Curriculum for Excellence outcomes and experiences as indicated in the school's planning formats.

Spelling.

Primaries Four and Five.

Primaries four and five will follow the spelling programme set out in the Active Literacy Programme following a four week structure as follows:

Week 1 - Phoneme

Week 2 - Phoneme

Week 3 Common Words/Tricky Words using strategies

Week 4 - Spelling Rules

Guidance and details can be found in the Active Literacy booklets. A short summary is attached in Appendix 5.

Primaries Six & Seven.

Primaries six and seven will follow the spelling programme set out in the Active Literacy Programme following a four week structure as follows:

Week 1 - Spelling Rules

Week 2 - Common Words/Tricky Words using strategies

Week 3 - Building Vocabulary

Week 4 - Topic Vocabulary

Guidance and details can be found in the Active Literacy booklets. A short summary is attached in Appendix 6

The weekly structure for the teaching of spelling should be 1 teaching day, 2 follow up activity days and one assessment day.

Spelling words for the week should be displayed in the classroom, as should the strategies as they are taught. Once all strategies are taught learners should be able to identify the strategy they are using to enable them to spell a word.

English Stream - Number of Words per Week.

P4 - 6

P5 - 7

P6 - 8

P7 - 10

Assessment.

There should be one day of assessment per week for spelling. The preferred format is sentence dictation, but at times a 'list' approach may be more applicable.

A standardised spelling test is undertaken by P4 - P7 every session in May. This is utilised to inform future planning and to measure progress.

P4 & P7 pupils will undertake The Scottish National Standardised Assessment which will include a spelling section.

Writing.

In line with Active Literacy there should be a daily writing task based on reading, spelling, grammar, interdisciplinary work or the outdoor environment.

There should also be a weekly-taught lesson with a focus on specific skills in relation to a genre and core targets of spelling and grammar. Planning should take a short time and can be done the day before, on the same day as the written piece is undertaken or as a homework task. Format of the planning is at the discretion of the class teacher, who will utilize layouts and methods that best meet the needs of their learners.

Genres are to be taught as outlined in Appendix 3. Large laminated examples are available from primary two onwards to aid with teaching genre features.

Writing opportunities should also be taken from other curricular areas. Our pupils MUST be made aware of how they are further developing their skills in writing through this type of work, in order to link their learning across the curriculum.

Re-Drafting.

In primaries four to seven learners will re-draft at least one piece of work in terms one and two, and at least two pieces in terms three and four. The re-drafts should be target focussed and not just an edit of spelling and punctuation. There should be focussed learning and teaching regarding how learners can improve their work.

Pupils should have the opportunity to compare a piece of writing completed at the start of a teaching block to one completed at the end in order to discuss and recognise the progress they have made.

Grammar.

Guidance on expectations for grammar that should be taught at each stage can be found on literacy planning sheets.

There is no single resource in school to teach grammar. Grammar should be explored through reading and writing activities. Pupils should have opportunities to edit text to demonstrate an understanding of grammar.

Pupils should demonstrate an understanding of grammar in reading and writing activities, and assessments should be based on teacher observation and on-going evaluations of pupil work.

Assessment.

Over a block of planned learning pupils should progress across targets in their learning logs. Learning logs should be utilized during every lesson to give pupils clear guidance on their intended learning and allow for personalised targets.

In primaries four to six there should be one assessed piece in the assessment jotter in terms one and two and two assessed pieces in terms three and four.

Assessment jotters are passed to the next teacher along with learning logs. Teachers should check which genres have already been assessed across a level and ensure that assessed pieces across a level reflect a broad range of genres.

In primary seven there should be one assessed piece in terms one and four and two assessed pieces in terms two and three.

Handwriting.

As per P1-P3, handwriting should be taught as part of daily writing, using Nelson as a guide for formations. Joined script should be in use from P4 onwards. Good presentation should be encouraged at all times as per the school policy. A copy of joins to be used can be found in Appendix 2.

Interdisciplinary Work.

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, in English & Gaelic, for life long learning.

Development and Progression in Literacy.

As children and young people develop concepts and skills within literacy, these 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 and logs for classes should be handed to receiving colleague as a record of skills and topics covered that year.

The 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.
- 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.
- 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.

Assessment.

Assessment must inform future learning. There is no point assessing at the end of a unit of work only to discover that the learners haven't grasped the concept being covered. It must be a continual process so that immediate action can be taken if necessary.

Details of assessments that should be carried out have been indicated throughout the various sections of this policy.

Formative assessment in classes should be continual. This may include -, class work, fist to five, coloured marking trays, thumbs up/down, traffic lights etc.

In writing staff should insure that there is a rotation of self, peer and teacher assessment/feedback in place. Feedback, teacher, peer or self, must inform future learning and relate to agreed targets set at the start of a learning block using learning logs.

Teachers can gather evidence of progress as part of day-to-day learning using learning logs as a guide. The use of specific assessment tasks will be important in assessing progress at key points of learning. These include transitions within a CFE stage, transitions to and from primary and from class to class. Assessment data is then used by teachers, to plan further learning and teaching in literacy.

Additional Support for Learners.

The school has a variety of resources that can be utilized to support pupils who are experiencing difficulties with literacy work. In some cases work with a support assistant or teacher may be needed.

If staff are concerned about the progress of a learner, and/or their ability to access the curriculum they should speak to a member of the SMT, and make a request for assistance in line with the school's Additional Support for Learning Policy.

Reviewed August 2017.