



St. Andrew's Primary School & Nursery Class



Literacy Policy

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Administration of Medicines Policy

Rationale

At St. Andrew’s Primary we strive to encourage children in the 4 key areas of literacy by implementing North Lanarkshire Council’s Active Literacy programme. The programme has been developed in conjunction with staff across North Lanarkshire Council in order to embrace the principles and practices outlined in the Curriculum for Excellence. At the heart of the project is the need to build excellence in literacy by providing pupils with more motivating, enjoyable and active experiences in all areas of literacy.

Aims

This policy aims to ensure a consistent and coordinated approach to Literacy throughout all stages of St Aloysius’ Primary School. We strive to build excellence in Literacy through the provision of motivating and enjoyable learning experience in the 4 key areas of Literacy; Spelling, Reading, Writing and Listening & Talking.

Objectives

Main principles of our Literacy Policy:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on pupils’ self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

Roles and Responsibilities

<p>Head Teacher & Senior Management Team</p> <ul style="list-style-type: none"> • To promote the literacy policy • To support staff, pupils and parents in Active Literacy • To monitor and evaluate the Literacy Programme throughout the school 	<p>Class Teachers</p> <ul style="list-style-type: none"> • To follow the literacy policy • To set and explain literacy tasks • To mark daily writing and provide feedback to pupils • To report to parents about pupils literacy skills
<p>Pupils</p> <ul style="list-style-type: none"> • To complete active literacy tasks set by their teachers • To recognise the important part literacy plays in their education 	<p>Parents & Guardians</p> <ul style="list-style-type: none"> • To be aware of the active literacy policy of the council and school • To encourage and support their child(ren) in completion of active literacy tasks • To discuss, encourage and support their child with his / her given literacy related homework tasks



Early Level

Active Phonics

Active Phonics to be taught over 4 days with 2 single sounds introduced per week. The fifth day should be used to assess the learning using phonics games and activities. Class Teacher should be familiar with the 'Word Attack Strategies' taught at this level: say, make/break, blend, read, write process. Every 4th week is a consolidation week and no new sound or common words should be introduced.

Active Spelling

Active spelling should be taught over 5 days for 10 minutes per day. Class Teacher should be familiar with the Word Attack Strategies taught at this level. Teacher to introduce the 3 new words to be taught using magnetic letter.

Active Reading

Active reading should be taught over 4 sessions per week. Class Teacher should be familiar with the Word Attack and Comprehension Strategies taught at this level. Day 1 and Day 3 - new books to be introduced. Day 2 and Day 4 – revisiting taught text from previous day to teach comprehension. Day 5 – New book for fluency only – this is a book which is at the same coloured band as the previous two, and although the teacher hasn't taught it, the child should be able to make a good attempt at reading it.



Early Level

Writing

A maximum of 3 jotters to be used: Daily, Taught, Writing Across Learning. These jotters will contain the main body of evidence for assessment purposes.

Writing Across Learning

There should be evidence of:

- Pupils writing in various contexts across learning and in a variety of genres
- The Early level success criteria being used

Core targets being consistently used

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Taught Writing

There should be a taught, weekly writing lesson.

When monitoring taught writing, teachers and the SMT should look at the degree of independence which pupils are showing. There should also be:

- Evidence of pupils using word mats, vocabulary on the reading and writing wall and around the classroom (literate rich)
- Evidence of pupils beginning to use phonic knowledge (with increased accuracy) to write words themselves
- 5 genres taught at this stage (see Booklet 3 Stage 1). Although narrative writing will be the genre developed from early P1, as pupils are showing increasing independence, they should be taught the other 4 genres linked to across learning contexts.
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Daily Writing

All writing tasks should be dated

- Evidence of daily writing tasks linked to reading (see P1 Writing Booklet) - although tasks are laminated for durability, these should be written into the jotter
- Phonics and Spelling should be evident in this jotter (not daily but regularly – perhaps twice in the week), with the exception of the consolidation week – more evidence
- Evidence of handwriting practice within dictated sentence work
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation

Writing should show increasing independence – pupils in a group should **not** all have the same writing (this would suggest copying)



Early Level

Active Phonics

4 days 3 parts

Class Teacher should be familiar with the Word Attack Strategies taught at this level

Day 1 – Teacher led Whole class lesson

- Class teacher shares the learning intention, What? How? When? Why? and displays focus phoneme
- Teacher reads the phoneme story with the pupils
- Teacher demonstrates and teaches the phoneme using say/make/ break/blend/read/cover/write. Remember letter formation
- Teacher uses phoneme story and lists the words containing the focus phoneme
Teacher, then pupils make 8/10 words using focus phoneme

Day 2 and Day 3 – RT

- Paired work with word list and magnetic board. Make 8/10 words using the 5 fingered approach
- Children construct 2/3 sentences using focus phoneme words
- Read the sentences to a partner/to another pair
- Teacher selects some examples to read to the class
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Day 4 - RT

- Pupils use elkonin boxes to record the words made from list
- Pair or teacher use dictation sentences from Active Literacy Book 2 and 2a to record dictation for phonics in Daily Writing jotter.

Teacher focuses on ASN group and tasks for more able, day 2, 3 & 4

Active Spelling

4/5 days

Class Teacher should be familiar with the Word Attack Strategies taught at this level



Whole Class Lesson – Active Phonics

Day 1 –

- Teacher shares the learning intention - What? How? When? Why?
- Teacher introduces the 3 new words to be taught using magnetic letters
- Teacher reads each word – children repeat
- Teacher asks the children the number of letters and the number of sounds in each word and demonstrates this
- Teacher models **a strategy** for each word

- Selected children are given the opportunity to apply the strategy
- Children trace words in air, floor, hand etc. before returning to their tables to practise writing each word three times, using correct letter formation
- Teacher observes and intervenes/supports where necessary
- On completion of the above task, the children read each word to themselves and to a partner
- The lesson concludes with the children telling their partners what they have learned
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Day 2 and Day 3 – RT

- Children discuss each word on the list, the strategy/tricky part, or the part they can't remember
- Be the teacher - make a set of flash cards for each word. Use these with a partner to read, write and check handwriting - change roles at the start of each day. Sentence dictation strips should also be used

Day 4 and Day 5 - Pupil choice

- Pupils select reading dictation strips, and work with a partner
- All of the above should be recorded in the Daily Writing jotter
- Teacher focuses on ASN group and tasks for more able, day 2, day 3 and day 4



<p>Active Reading</p> <ul style="list-style-type: none">• 4 sessions in week - 2 sessions for fluency with reciprocal teaching• 2 sessions for comprehension with reciprocal teaching <p>Class Teacher should be familiar with the Word Attack and Comprehension Strategies taught at this level</p>	<p>Fluency</p> <ul style="list-style-type: none">• Teacher briefly draws the pupils' attention to the front cover of the book and using the title and picture clues, asks them to predict what the book might be about• Teacher walks through the text pointing out difficult words• Pupils read the whole text independently – teacher monitors accuracy of reading and gives specific feedback• Pupils read the whole text with their partner twice and gives formative assessment comments• Book goes home to be read and shared
<p>Comprehension – Fiction and Non-Fiction</p> <ul style="list-style-type: none">• Pupils revisit the text from the previous day, read the text independently and again with a partner• Teacher gives the pupils a question and they try to locate the clues in the text. They use Find It, Prove It, Talk About It• Teacher models returning to the text – finding clues and notetaking facts• Pupils record the clues in note form• Teacher monitors and joins group discussion (once pupils record answers from the text)• Pupils refer back to the text to locate the clues. They find the clues ('find it'), justify to each other ('prove it') why these clues help to answer the question and talk about them to each other ('talk about it')• The teacher monitors how the pupils go about this task and intervenes when appropriate• Pupils generate their own question using, who, what, where, when, how and why flashcards	



Early Level Writing

Writing

- 4 sessions in week - 2 sessions for fluency with reciprocal teaching
- 2 sessions for comprehension with reciprocal teaching

A maximum of 3 Jotters to be used: Daily, Taught, Writing Across Learning (interdisciplinary). These jotters will contain the main body of evidence for assessment purposes.

Daily Writing

Writing should be dated

- Evidence of quality writing (linked to reading)
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation
- Pupils should use the relevant success criteria for the genre in which they are writing. As far as possible, this will be an opportunity for them to revisit this genre which will have previously been taught. During monitoring, it should be evident from teacher modelling and pupil discussion which genre the pupils are working on (words and phrases, style of language, purpose and audience)
- Taught spelling should feature
- There should be little evidence of decontextualised exercises (handwriting, dictionary etc.)

Interdisciplinary Writing

There should be evidence of:

- A wide variety of contexts across different disciplines
- Genre writing in the taught lesson with other natural opportunities within the interdisciplinary context for pupils to apply their knowledge and skills of the genre
- The *success criteria for the identified genre to be used to remind pupils of the features of this type of writing. *Core targets should also be used
- Pupils becoming more confident in writing for various different purposes and audiences
- Real and natural purposes for writing
- Revisiting the genre models as and when required

It is hoped that eventually these genre features and core targets will become embedded



Early – Taught Writing

Taught

- There are 6 common genres to be taught at Stage 2/3, see Book 2
- There should be a taught, weekly writing lesson. When monitoring, there should be evidence of different contexts being used as a stimulus. These range from outdoor/indoor environment, video footage, DVD clips, the storyline approach

Stage One – Preparing to Write Using Prior Learning, Prior Experiences or a New Context – THE BIG CONVERSATION

- There should be evidence of the prior learning/experiences which have taken place before the pupils actually write. This might be photos, notes on a whiteboard, footage taken with mini camcorders etc. Pupils should be given the opportunity to talk with partners about their experiences prior to writing

Pupils should make a plan prior to writing. This can be flexible planning using a format of their choice (see Active Literacy Stage 2/3 Book 2). Pupils should have the opportunity to discuss their plans with other partners before moving on to Stage Two.

Stage Two – The Individualised Writing Process

- Prior to writing, the teacher should share the genre features of the text type which they are about to create. The genre models in Active Literacy Stage 2/3 Book 2 should be used. The core skills should also be shared
- The writing time should be ‘chunked’ to allow pupils to concentrate on particular aspects of their writing. After each chunk, pupils should be encouraged to read their own writing and to make improvements
- The teacher provides some oral feedback during the writing process to enable pupils to make improvements during the writing time. The purpose is to also provide advice and encouragement

Stage Three – Conferencing, Talking to Evaluate, Improvement, Identify Next Steps

- At the front of every ‘taught’ writing jotter, the date and genre type should be recorded with an area for the pupil to record his/her next steps
- Conferencing should involve pupils commenting on and evaluating their own and each others’ work. The teacher is also a conferencing partner and will give useful advice and feedback at this time
- The teacher should evaluate and comment on at least one group during the writing process and at least one at the end of the lesson
- There should be evidence of peer comments
- Periodically, parents/carers will have the opportunity to read and comment on their child’s writing

Stage Four – Redrafting, Publishing and Celebrating Success

- Redrafting should be an ongoing process through stages two and three. Redrafting should be an active process to improve the quality of the writing and the technical skills
- Publishing should be carried out at a separate time from redrafting. This may be linked with ICT
- The published writing should be an improved version of the first draft and not a typed or more neatly presented version of the first draft
- Schools should decide on the number of published pieces each term
Success should still be celebrated! At least one third of the pupils should be awarded as a Star Writer. Teachers should keep a record of who has been a Star Writer and when! There should be evidence of the Star Writers awards both in the jotters and on the walls



First/Second Level Reading – the Modelling Block

Teachers should make a judgement about whether or not their pupils require a modelling block based on their ability to readily apply the 6 comprehension strategies independently to a text. If the modelling block is required, it would take place **once, at the beginning of the session, ie. over five/six weeks.**

The teacher should select a text which can be read by the average ability level in the class.

Please note, it is not the text level which is of concern at this point. The selected text should exemplify the six comprehension strategies.

- This is a whole class lesson
- The class teacher should prepare in advance a marked copy of the text identifying the six strategies and where they would be taught. The text does not need to be marked in one go. Instead the teacher would select sections to mark which would exemplify specific strategies
- Pupils should have one copy of the text **between** two or three. **There is no requirement for each pupil to have a book**
- Over the four sessions, the teacher will share the learning intentions and will explain that the focus will be how the 6 comprehension strategies, when applied, lead to a deeper understanding of the text
- The teacher’s role is to explicitly exemplify the 6 comprehension strategies. A critical part of the process is the teacher’s ability to use the think aloud strategy throughout
- The text being used should be completed within the modelling block. Teachers will identify definite sections to be taught and to ensure pace, may orally summarise some chapters. Teachers should not overly analyse one chapter per week as this will slow down the pace.
- As the modelling block progresses, the pupils should be encouraged to take a more active role. This will include some writing in the daily jotter.
- This five week modelling block is not passive for the pupils. They should be actively listening, discussing, offering suggestions, justifications and writing throughout.
- ASN pupils are included in the modelling block but should work on texts at their own level at least three times (15 mins) in the week for fluency practise
- Pupils should be given a home reader to match their reading level as the model text does not go home
The comprehension toolkit should be used during this modelling block
- Pupils use the Comprehension toolkit as a prompt to using these 6 strategies and as a recording tool
- Pupils to be involved in active, investigative analysis of the text which incorporates quality thinking and discussion

- **Strategy 1** – using prior knowledge to think and talk about the subject, context, theme/message of the text
- **Strategy 2** – Using Metalinguistic Skills to think about and reflect on the language of the text. This will involve pupils in thinking about new vocabulary and also know vocabulary in a new/different context
- **Strategy 3** – Using Sensory Images (Visualisation) to create pictures and mental images which extend and deepen comprehension. Pupils should use the same visualiser for the duration of the novel where possible
- **Strategy 4** – Using Inference. This is where the teacher models Strategy 4 using one aspect of a text (eg. setting, characters etc.) until the pupils are able to do this independently
- **Strategy 5** – Finding the Main Ideas. This is where the teacher will again use a text to model how she/he would find the main ideas/theme using ‘think aloud’
- **Strategy 6** – Summarising the text. Again, the teacher should explain how a summary is formed using Main Ideas/theme (Strategy 5) and model this for the pupils

The purpose of the comprehension session is not literal, low level questions and answers. It is to develop deeper thinking and quality in depth discussion.



<p>Reading (Fiction)</p> <p>All reading sessions to involve the use of quality texts, integrated novels, quality writing about the text daily writing.</p> <p>Writing should be dated to ensure regularity</p> <ul style="list-style-type: none"> • Evidence of writing linked to Reading <ul style="list-style-type: none"> ◦ Notes linked to Prior Knowledge (Comprehension Strategy 1) ◦ Notes linked to Metalinguistics (Strategy 2) ◦ Mind map/spider diagram etc. to represent Visualiser. (Strategy 3) ◦ Thoughts relating to the effects of Inference in the text (Strategy 4) ◦ Notes relating to the Main Ideas in the text (Strategy 5) ◦ Summary Writing (Strategy 6) • Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation • Taught Spelling should feature at the back of the jotter • There should be no evidence of decontextualised exercises (handwriting, dictionary etc) <p>Occasionally pupils should have opportunities to carry out extended writing linked to reading. Pupils should use the success criteria for the genre in which they are writing.</p>	<p>Reading (Non-Fiction)</p> <p>All reading sessions to involve the use of quality non-fiction texts</p> <p>2 non-fiction texts should be taught back to back 4 reading sessions in the week. These sessions should focus on the application of the six comprehension strategies.</p> <p>Non-fiction is taught over 4 weeks.</p> <p>Week ① is a modelling week</p> <p>Weeks ② ③ and ④ are more independent weeks</p>
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First/Second Level - Reading – Modelling Block	
<p>Week 1 – Using a model text</p> <p>Day 1 – Fluency</p> <ul style="list-style-type: none"> • Teacher introduces same text to the group and models: <ul style="list-style-type: none"> ◦ Strategy 1 – prior knowledge of the topic/theme ◦ Strategy 2 – metalinguistics (word knowledge/vocabulary building) ◦ Strategy 3 – visualisation • The pupils will read aloud identified chapters/sections for fluency practice • The teacher will monitor ('listen in to') the accuracy and fluency, commenting and giving feedback for improvement 	<p>Day 3 – Writing to Incorporate Listening and Talking</p> <ul style="list-style-type: none"> • The teacher gives pupils one big question • The pupils work with a partner using the same steps which the teacher modelled on Day 2 – making their own notes and finding main ideas <p style="text-align: center;">Reading (Non-Fiction)</p>
<p>Day 4 –</p> <ul style="list-style-type: none"> • The teacher models how to use the notes which have been taken to produce a summary (Strategy 6) • The pupils work with a partner using the same process which the teacher has modelled to write a summary. This is Chapter One in their fact file 	<p>Weeks 2, 3 and 4</p> <ul style="list-style-type: none"> • Teachers should make a judgement as to whether a second week of modelling is required. If so, week 2 would follow the same pattern as week 1. If not, weeks 2, 3 and 4 require the pupils to work more independently throughout the 4 days • By the end of weeks 2 and 3, the pupils should have produced another two chapters in their fact file • The focus of week 4 is to allow the pupils to combine their newly acquired knowledge into a small group presentation. This can be: <ul style="list-style-type: none"> ◦ Using powerpoint ◦ Supported by charts, photographs, diagrams, artefacts etc ◦ Using cue cards • The presentation should not be 'learned' but should require pupils to incorporate talking and listening skills to naturally present to others the information they have learned about the topic



<p>First-Second Writing Expectations</p> <p>Writing</p> <p>A maximum of 3 Jotters to be used: Daily, Taught, Writing Across Learning (interdisciplinary). These jotters will contain the main body of evidence for assessment purposes.</p>	<p>Taught</p> <ul style="list-style-type: none"> • There are 6 common genres to be taught at Stage 4/5, see Book 2 • There should be a taught, weekly writing lesson. When monitoring, there should be evidence of different contexts being used as a stimulus. These range from outdoor/indoor environment, video footage, DVD clips, Storyspinner, Gogglebox, appropriate websites, eg. Flickr etc. See Active Literacy Stage 4/5 Book 2
<p>Interdisciplinary Writing</p> <p>There should be evidence of:</p> <ul style="list-style-type: none"> • A wide variety of contexts across different disciplines • Genre writing in the taught lesson with other natural opportunities within the interdisciplinary context for pupils to apply their knowledge and skills of the genre • The *success criteria for the identified genre to be used to remind pupils of the features of this type of writing. *Core targets should also be used • Pupils becoming more confident in writing for various different purposes and audiences • Real and natural purposes for writing <p>Revisiting the genre models as and when required *It is hoped that eventually these genre features and core targets will become embedded.</p>	<p>Daily Writing</p> <p>Writing should be dated to ensure regularity</p> <ul style="list-style-type: none"> • Evidence of quality writing (linked to reading) • Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation • Pupils should use the relevant success criteria for the genre in which they are writing. As far as possible, this will be an opportunity for them to revisit the genre which will have previously been taught. During monitoring, it should be evident from teacher modelling and pupil discussion which genre the pupils are working on (words and phrases, style of language, purpose and audience) • Taught spelling should feature at the back of the jotter • There should be little evidence of decontextualised exercises (handwriting, dictionary etc.)



<p>First-Second Tuaght Writing</p> <p>Stage One – Preparing to Write Using Prior Learning, Prior Experiences or a New Context – THE BIG CONVERSATION</p> <ul style="list-style-type: none"> • There should be evidence of the prior learning/experiences which have taken place before the pupils actually write. This might be photos, notes on a whiteboard, footage taken with mini camcorders etc. The Big Conversation should also take place. This is an important activity which must take place before the writing and allows pupils time for quality discussion <p>Pupils should make a plan prior to writing. This can be flexible planning using a format of their choice. Pupils should have the opportunity to discuss their plans with other partners before moving on to Stage Two.</p>	<p>Stage Two – The Individualised Writing Process</p> <ul style="list-style-type: none"> • Prior to writing, the teacher should share the genre features of the text type which they are about to create. The genre models in Active Literacy Stage 4/5 Book 2 should be used. The core skills should also be shared • The writing time should be ‘chunked’ to allow pupils to concentrate on particular aspects of their writing. After each chunk, pupils should be encouraged to read their own writing and to make improvements • The teacher provides some oral feedback during the writing process to enable pupils to make improvements during the writing time. The purpose is to also provide advice and encouragement
<p>Stage Three – Conferencing, Talking to Improve Evaluate, Identify Next Steps</p> <ul style="list-style-type: none"> • At the front of every ‘taught’ writing jotter, the date and genre type should be recorded with an area for the pupil to record his/her next steps • Conferencing should involve pupils commenting on and evaluating their own and each others’ work. The teacher is also a conferencing partner and will give useful advice and feedback at this time • The teacher should evaluate and comment on at least one group during the writing process and at least one at the end of the lesson (see Active Literacy Stage 4/5 Book 2 • There should be evidence of peer comments • Periodically, parents/carers will have the opportunity to read and comment on their child’s writing 	<p>Stage Four – Redrafting, Publishing and Celebrating Success</p> <ul style="list-style-type: none"> • Redrafting should be an ongoing process through stages two and three. Redrafting should be an active process to improve the quality of the writing and the technical skills • Publishing should be carried out at a separate time from redrafting. This may be linked with ICT • The published writing should be an improved version of the first draft and not a typed or more neatly presented version of the first draft • Schools should decide on the number of published pieces each term <p>Success should still be celebrated! At least one third of the pupils should be awarded as a Star Writer. Teachers should keep a record of who has been a Star Writer and when! There should be evidence of the Star Writers awards both in the jotters and on the walls.</p>



Spelling

A Problem Solving Approach – Diacritical Marking

(10 day programme wk 1 & 2 – 15 mins daily)

- Pupils should have a firm knowledge of Stage 3 Phonics and be able to apply this prior knowledge readily
- Class Teacher to select focus phoneme
- Class Teacher to share the learning intention
- Class Teacher constructs the Phoneme Chart of phoneme representations using feedback from pupils
- Pupils are encouraged to Look, Think, Investigate and Discuss phonemes and their different representations with a partner
- Pupils read Phoneme Chart – top to bottom and left to right randomly
- Class Teacher models the **Elkonin box** using words from phoneme chart
- Pupils use Elkonin boxes independently
- Pupils given opportunity to use Elkonin boxes with a partner – reciprocal teaching
- Partner spelling of selected words
- Class Teacher models **diacritical marking** using A3 phoneme chart and diacritical marking code:
 - Single sounds are marked with a dot under the sound
 - Joined phonemes are marked with a line underneath
 - Split phonemes are marked with a joining loop shape
- With a partner, pupils diacritically mark their own charts – much discussion should be evident
- Class Teacher to assess and give feedback
- The diacritical marking continues over **two days** – where the indepth discussion about the words is as important as getting the correct number of phonemes
- Class Teacher introduces the phoneme story
- Pupils should be able to read and mark the appropriate phoneme story readily
- Evidence of partner dictation using phoneme story in Daily Writing jotter – at least one paragraph

Last day of this approach is a consolidation day when pupils chose one activity as their task. Opportunity for assessment by Class Teacher.

Thinking Strategies Approach

(10 day programme wk 3 and 4 – 15 mins daily)

- This approach is used for any words which cannot be sounded out phonetically – common, tricky, topic, cross-curricular etc.
- This approach builds on strategies taught in Active Literacy Stage 1-3
- If the list of words given in the Active Literacy Stage 4/5 Book 1 are too easy – pupils can select their own 15 focus words – from taught lesson, daily writing or cross curricular work

Days 1-5

- Whole class lesson to start – class teacher to share the learning intention - teacher modelling a few strategies with a few words, using think aloud
- Pupils, using whiteboards, show and share an appropriate strategy for selected words
- Pupils practise selected strategies using reciprocal teaching over a few days
- Pupils discuss:
 - How they learned the words
 - The difficult parts they have learned
 - How to remember the difficult parts (which strategy)
- Evidence of words learned and dictated paragraphs should be found at the back of the Daily Writing jotter – work must be dated

Days 6-10

- Class lesson on selected spelling rules – Class Teacher to share the learning intention and model one or two rules giving examples to illustrate the rule
 - With a partner, pupils think about other words to illustrate the chosen rules
 - Teacher dictates selected words appropriate to strategy/rule
 - Partner marking – discussion – reciprocal teaching
 - New words – new rules – composed by pupils
 - Reciprocal teaching of rules learned during the week
 - Pupils choose a spelling rule to consolidate their learning
- pupils praise their partners success in using a strategy or rule and suggest next steps – this can be shared with the class/group.



Second Level Reading – the Modelling Block

Teachers should make a judgement about whether or not their pupils require a modelling block based on their ability to readily apply the 6 comprehension strategies independently to a text. If the modelling block is required, it would take place **once, at the beginning of the session, ie. over five/six weeks.**

The teacher should select a text which can be read by the average ability level in the class.

Please note, it is not the text level which is of concern at this point.
The selected text should exemplify the six comprehension strategies.

- This is a whole class lesson
 - The class teacher should prepare in advance a marked copy of the text identifying the six strategies and where they would be taught. The text does not need to be marked in one go. Instead the teacher would select sections to mark which would exemplify specific strategies
 - Pupils should have one copy of the text **between** two or three. **There is no requirement for each pupil to have a book**
 - Over the four sessions, the teacher will share the learning intentions and will explain that the focus will be how the 6 comprehension strategies, when applied, lead to a deeper understanding of the text
 - The teacher's role is to explicitly exemplify the 6 comprehension strategies. A critical part of the process is the teacher's ability to use the think aloud strategy throughout
- The text being used should be completed within the modelling block. Teachers will identify definite sections to be taught and to ensure pace, may orally summarise some chapters. Teachers should not overly analyse one chapter per week as this will slow down the pace.
- As the modelling block progresses, the pupils should be encouraged to take a more active role. This will include some writing in the daily jotter.
 - This five week modelling block is not passive for the pupils. They should be actively listening, discussing, offering suggestions, justifications and writing throughout.
 - ASN pupils are included in the modelling block but should work on texts at their own level at least three times (15 mins) in the week for fluency practise
 - Pupils should be given a home reader to match their reading level as the model text does not go home
- The comprehension toolkit should be used during this modelling block



Reading (Fiction) – Ability Groups

All reading sessions to involve the use of quality texts.
Two fiction texts should be taught in succession

Four reading sessions in the week:

Three sessions to focus on the six Comprehension Strategies
One session to focus on Critical Analysis

Class teachers should identify the text being used and mark their own copy to show aspects which will be taught in line with the six Comprehension Strategies.

Senior Managers should ensure that the teachers' copy of the texts are marked in preparation for teaching. This should form part of the dialogue at forward planning meetings.

Session 1

- The teacher shares the learning intention(s) and introduces the text
- The teacher focuses on Strategy 1 (Prior Knowledge)
- Based on the above discussion, pupils make predictions
- Pupils read a section of the text independently and identify difficult words, Strategy 2 (Metalinguistics). Pupils should use the context to help clarify the meaning of these words. There should be a record of this process in the daily writing jotter



Reading (Fiction)

These sessions are fluid and will depend on the content of the text being used.

Session 1/2

- Teacher shares the learning intention and refers to the text
- Teacher focuses on Strategy 3 – visualisation
- A suitable visualiser is selected. Pupils focus on one or two aspects of the text, eg. character or setting. Record this in the daily writing jotter. (This visualiser is crucial to the pupils when writing their summary. Pupils should be able to orally summarise the selected aspect of the text using the visualiser)

Session 2

- Teacher shares the learning intention
- Teacher focuses on Strategy 4 – Inference
- Using an identified section of the text, discuss the effect/impact of inference on the reader. Think aloud should be evident in the discussion
- The pupils should record, in bullet form, how the inference has affected their understanding. This process should be repeated two or three times.

Session 3

- Teacher shares the learning intention
- Teacher focuses on Strategy 5 - Main Ideas, and Strategy 6 - Paraphrasing and Summarising
- Within identified chapters, teachers should remind pupils how to locate the main ideas and **not** the main events
- Record in daily writing jotter
- Following this, the teacher will remind the pupils how to paraphrase the main ideas as an oral summary

Initially, the teacher should explicitly model paraphrasing as this will be a fairly new skill. As pupils become more proficient, teachers would model less

• With a partner, the pupils are given the opportunity to practise paraphrasing using their bulleted points
The pupils now write a short summary keeping in mind the important rules of summary writing, ie. writing in own words, keeping it concise etc. They should have the opportunity to share and discuss it within their group

Reading (Fiction) – Ability Groups

It is recommended that teachers will teach Critical Analysis regularly. A good starting point for critical analysis is the Poetry section contained within the Stage 6/7 Teaching Reading book.

Critical analysis is an active process which broadens and deepens understanding of text. It is akin to the writer’s craft and is closely related to inference

- The teacher should select a quality piece of text and should share the learning intentions – eg. atmosphere, characterisation, tension, imagery etc.
- The pupils have a copy of the text (one between two or three) and with a partner(s), read and highlight words or phrases which relate to the technique(s) being analysed
- The teacher allows the pupils to present back their interpretations with justifications
- The above process is repeated two or three times to allow the pupils to focus on different parts of the text
- The pupils should have the opportunity to write a short paragraph which tells how the author’s technique has impacted on their understanding of the text



Media – Second Level

Using Digital Text

Digital Text could be text accessed online eg. websites or using a technology device such as a kindle
<http://www.macupdate.com/app/mac/33719/kindle> downloadable app)

Following the same format as the novels, using the 6 comprehension strategies to analyse digital text such as 'The Daily What- News for Schools in Scotland

Moving Image Education (MIE)

Reading film as a source of non-traditional text (Screening Shots)

- Four week block, two films back to back (whole class)
- Pupils start by watching film and focusing on the story before analysing the language of film and film technique
- Exploring the similarities and differences between how an author and a film maker tells a story.
Similarities – Storyline/Setting/Character Differences – Colour/Sound/Camera



Taught Writing – Second Level

Taught Writing - All writing should be dated to ensure regularity

- There should be a taught weekly writing lesson. When monitoring, check the regularity!
- Writing should be linked to many contexts (see contexts of writing hand-out). It is not important that Senior Managers are given ‘titles’ for writing in forward plans. It is more important to be aware of the contexts for writing and the genre being taught
- There are six common genres in First Level and seven at Second Level (see Success Criteria). Teachers and senior managers should make a judgement about readiness for the seventh Genre. Discuss/debate/argue requires a certain maturity
- By second level, most pupils should be producing quality extended writing (ie. in the narrative genre this would be chapter writing). Senior Managers should be aware of pace with chapter writing

Stage One – Preparing to Write Using Prior Learning, Prior Experiences or a New Context – THE BIG CONVERSATION

- There should be evidence of the prior learning/experiences which have taken place before the pupils actually write. This might be photos, notes on a whiteboard, footage taken with mini camcorders etc. Pupils should be given the opportunity to talk with partners about their experiences prior to writing
- Pupils should make a plan prior to writing. This can be flexible planning using a format of their choice (see Active Literacy Stage 2/3 Book 2. Pupils should have the opportunity to discuss their plans with other partners before moving on to Stage Two

Stage Two – The Individualised Writing Process

- Prior to writing, the teacher should share the genre features of the text type which they are about to create. The genre models in Active Literacy should be used. The core skills should also be shared
- The writing time should be ‘chunked’ to allow pupils to concentrate on particular aspects of their writing. After each chunk, pupils should be encouraged to read their own writing and to make improvements

The teacher provides some oral feedback during the writing process to enable pupils to make improvements during the writing time. The purpose is to also provide advice and encouragement

Stage Three – Conferencing, Talking to Improve, Evaluate and Identify Next Steps

- At the front of every ‘taught’ writing jotter, the date and genre type should be recorded with an area for the pupil to record his/her next steps
- Conferencing should involve pupils commenting on and evaluating their own and each others’ work. The teacher is also a conferencing partner and will give useful advice and feedback at this time
- The teacher should evaluate and comment on at least one group during the writing process and at least one at the end of the lesson
- There should be evidence of peer comments
- Periodically, parents/carers will have the opportunity to read and comment on their child’s writing

Stage Four – Redrafting, Publishing and Celebrating Success

- Redrafting should be an ongoing process through stages two and three. Redrafting should be an active process to improve the quality of the writing and the technical skills
 - Publishing should be carried out at a separate time from redrafting. This may be linked with ICT
 - The published writing should be an improved version of the first draft and not a typed or more neatly presented version of the first draft
 - Schools should decide on the number of published pieces each term
- Success should still be celebrated! At least one third of pupils should be awarded as a Star Writer. Teachers should keep a record of who has been a Star Writer and when. There should be evidence of the Star Writers awards both in the jotters and on the walls

*It is important during the monitoring process that Senior Managers monitor the comments for improvement which teachers are writing. Since these comments should be formative, they should give the pupils clear next steps about what they should focus on to improve their writing.

It is important also that consequent pieces of writing demonstrate that pupils are working on their next steps and that they are actually proactive in translating these into their writing.



Writing – Second Level

Daily Writing

A maximum of three jotters to be used: Daily, Taught, Writing Across Learning. These jotters will contain the main body of evidence for assessment purposes.

Interdisciplinary Writing

There should be evidence of:

- A wide variety of contexts across different disciplines
- Planning for writing to include no more than three genres per term. These genres to be taught within the weekly writing lesson with other natural opportunities to apply this knowledge across other areas of learning
- The *success criteria for the identified genre to be used to remind pupils of the features of this type of writing – core targets to also be used
- These genre features should eventually become embedded

Revisit the genre models as and when required

Daily Writing

Writing should be dated to ensure regularity

- Evidence of writing linked to Reading
 - Notes linked to Prior Knowledge (Comprehension Strategy 1)
 - Notes linked to Metalinguistics (Strategy 2)
 - Mind map/spider diagram etc. relating to Visual Images (Strategy 3)
 - Thoughts relating to the effects of Inference in the text (Strategy 4)
 - Notes relating to the Main Ideas in the text (Strategy 5)
 - Summary Writing (Strategy 6)
 - Narrative Writing linked to the critical analysis of a text
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation
- Taught Spelling should feature at the back of the jotter

There should be no evidence of decontextualised exercises (handwriting, dictionary etc)

Writing (Media)

Opportunities for writing arising from Media:

Teachers should use media sources to contextualise, motivate and make interdisciplinary links to inspire pupils writing, eg:

- Photographic – Panoramas 360°
- Audio – BBC Radio
- Video – BBC Class Clips
- Film – Screening Shots
- Game play – Myst

Using Media as a tool to assist the development of literacy skills

Teachers to provide pupils with opportunities to email, engage in collective reading/writing processes such as Blogging and Podcasting

Pupils to use media publishing tools eg. Purple Mash and Comic Life



Active Spelling – Strategy Spelling

Four days – 10/15 mins per day

- Pupils should have a firm knowledge of Spelling Programme Stages 1-5 and be able to apply this prior knowledge readily and with increasing independence
- Whole class lesson
- Class teacher to share learning intentions
- Class teacher to select the focus of the taught lesson eg. common words, subject specific words, topic words etc.
- Class teacher to model two strategies for a few words, using think aloud
- Pupils, using whiteboards, show and share a few words, using think aloud
- Pupils, using reciprocal teaching, are given opportunities over the next few days to practise using a variety of strategies
- By the end of the week, pupils should be more able to spell the selected words and identify the strategy used to aid improvement
- Discussion of appropriate strategies is an essential component of this programme
- Readiness of application should be apparent and used as one form of assessment
- Homework should reflect the above process

Active Spelling - Building Vocabulary

Four days – 10/15 mins per day

- Whole class lesson.
- Class teacher to share the learning intentions having identified which aspect will be the focus of the lesson
- Class teacher to model the identified aspect, eg. prefixes etc. using think aloud
- From an identified list of words, and through discussion with a partner, pupils will work out the root, the prefix and the meaning of the new word
 - *From an identified list of prefixes or suffixes the pupils are asked to construct new words and give their meaning*
 - *Pupils could also be given a list of words with prefixes/suffixes, and asked to identify the root and also the meaning*
- Over the next few days pupils are given the opportunity to practise this format with a partner – building their knowledge of vocabulary
- By the end of the week the pupils should be able to construct sentences which include the new words
- All of the above tasks should involve focused discussion
- Homework should reflect the above process