



# Luncarty Primary School

## Literacy and English Language Policy

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

Children develop skills in reading, writing, talking and listening through literacy, enabling them to express themselves creatively and imaginatively and to communicate with others effectively. They will also develop an understanding of how language works through analysing patterns, structures and origins.

This policy summarises our approach to the teaching of Literacy. It is a statement that will ensure systematic and consistent practice throughout the school resulting in pupils developing confidence, independence and being literate learners.

### Developing the Four capacities through literacy

**Developing successful learners:** When children and young people have competence in language and good literacy skills, they can gain access to all areas of learning. Developing their skills in talking and listening, reading and writing enables them to develop and communicate their thoughts and opinions effectively. Language facilitates more complex thinking and learning processes. Through their reading of literature, children and young people can be challenged in their thinking, encouraging openness to new and alternative approaches and ideas. Applying literacy skills successfully through technologies allows children and young people to engage with and express themselves using different media.

**Developing confident individuals:** Literacy and language is an important expression of identity. Effective communication helps children and young people to relate positively to others and interact successfully in different social contexts. Competence and confidence in talking and listening, reading and writing are important to self-respect and are extended through the continued study of their own and other languages. Through the development of their skills children and young people can explore other people's experiences, emotions and relationships in the safe contexts of literature.

**Developing responsible citizens:** As they develop their abilities in their own language, children and young people learn to reflect and develop their ideas and stances. They can practice communicating their thoughts and feelings through talking and listening, reading and writing, and learn to consider the thoughts and feelings of other people. They can participate in discussions, help to resolve conflicts and learn to play a part in influencing decisions and actions.

**Developing effective contributors:** Through expressing their creativity individually or as part of a group, children and young people can contribute to the life of their school and community through, for example, writing and sharing their stories and poems. As they progress, they can use their skills creatively in increasingly sophisticated ways and share this with others. Effective language and literacy skills enable children and young people to contribute to developing creative and enterprising ideas and communities. As they develop an awareness of audience and register, they can learn to communicate successfully in ways which are appropriate for different situations.

## Policy Principles.

Children's ability to use language lies at the centre of the development and expression of emotions, thinking, learning and sense of personal identity and is a key aspect of our culture.

Our Literacy and English curriculum promotes the development of critical and creative thinking as well as competence in listening and talking, reading and writing and the personal, interpersonal and team working skills which are so important in life and the world of work.

Our overall aim is to provide a range of learning opportunities which will contribute to the development of literacy including critical literacy, creativity and knowledge and appreciation of literature and culture in an environment which is rich in language focusing on developing the knowledge and understanding, skills, attributes and capabilities as detailed in the Experiences and Outcomes.

Throughout their learning children should experience a range of activities to nurture their skills and knowledge in literacy and language.

## Aims

Learning in Literacy and English should be developed in an integrated way across the three significant aspects of learning: Listening and Talking, reading and writing.

Our aims are to:

- Develop the high level of knowledge and skills in Reading , Writing ,Talking and Listening which are essential for learning, work and life
- Develop a secure understanding of how language works, and use Reading, Writing ,Talking and Listening effectively to communicate ideas and information for a variety of audiences
- Exercise children's intellectual curiosity by questioning and developing their understanding and use creative and critical thinking to synthesise ideas and arguments.
- Develop children's interest, enjoyment and their understanding of literature through their own and others Reading and Writing by providing stimulating opportunities for them to express themselves.
- Develop children's understanding that reading and writing, Talking and listening is essential to thinking and learning across all curriculum areas.
- Develop children's confidence in themselves as skilled communicators to make relevant contributions and learn how to do this effectively with others
- Ensure children read with fluency, accuracy and understand across a range of fiction and non-fiction texts
- Use different media for learning and communication including ICT as an effective means of communication and an effective learning tool
- Respond to children's diverse learning needs and to overcome potential barriers to learning and assessment for individuals and groups
- Ensure equality of opportunity for all

## Learning and Teaching

Children should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children need to spend time with stories, literature and other texts which enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years and the balance of play-based learning with more systematic development and learning of skills and techniques is important.

Effective learning and teaching in literacy and English involves skilful planning of appropriate approaches including:

- Identifying the focus for intended learning , taking account of the learner's prior learning
- Encouraging learners to take ownership of their learning by contributing to the creation of learning intentions and success criteria to develop their interest in the activity and their understanding of the standards and expectations
- Effective direct and interactive teaching, including modelling e.g. in the writing process , engagement in exemplar texts
- Making meaningful links for learners across different curriculum areas
- Relevant contexts which build upon children's own experience
- Harnessing the motivational benefits of following children's interests through responsive planning
- A balance of spontaneous play and planned activities
- Collaborative working and independent thinking and learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond the school environment
- The development of problem-solving skills and approaches
- The appropriate and effective use of ICT.

The balance between these approaches will vary at different stages and across different areas of the curriculum.

## Planning

At all levels teachers will plan to enable learners to develop their skills with increasing depth over a range of contexts. This will be especially important for children who may require additional support:

Well planned learning provides opportunities for learners to experience breadth, challenge and application across the significant aspects of Literacy and English.

Learners should take an active part in planning, managing and assessing relevant and challenging learning experiences across the curriculum which will support them in developing the understanding and skills which are embedded in the significant aspects of learning

### Key features:

#### Breadth

- Communicate and collaborate across learning, in listening and talking, reading and writing
- Engage with and create a broad range of texts, fiction and non-fiction, printed and multi-media, spoken and written, including Scots texts.
- Extend and use their vocabulary , including Scots
- Explore, discuss and use a wide variety of word patterns and text structures
- Develop critical literacy in a wide range of contexts

#### Challenge

Planning should provide opportunities and experiences for the learner to:

- Engage with a wide range of more complex text which are suitable to the reading age of each learner.
- Read for pleasure, challenging themselves with more advanced texts.
- engage with digital texts
- Use a wider range of language, engaging in critical, analytical and evaluative activities and asking and answering higher order, open-ended questions.
- Produce work which is appropriate to purpose/ audience and maintain high levels of technical accuracy.
- demonstrate Increasing independence and reduced level of support, including peer/ teacher support and support from resources such as writing frames, wordlists etc
- Demonstrate confidence in taking the initiative (including asking for help) and sustaining communication.

## Application

Planned opportunities to apply literacy skills across curricular areas in real and meaningful contexts through

- A wide range of new and unfamiliar situations
- interdisciplinary work
- the life and ethos of the school
- personal achievements in and out of school

## Progression

The experiences and Outcomes embody appropriate levels of proficiency but do not place a ceiling on achievement. The range of experiences allows for different rates of progression and for additional depth or breadth of study through the use of different contexts for learning. Progression within and across levels will take place in a range of ways.

The school framework illustrated progression in each of the significant aspects of learning in Literacy and English (**see appendix 1**).

## Assessment

The three components, listening and talking, reading and writing are the significant aspects of learning within Literacy and English. Therefore, a learner can achieve a level in listening and talking or reading or writing.

Assessment in Literacy and English will focus on the responses of children to the language and to the ideas and information that they find in text and on their development and application of their skills in these three components.

Learners' progress within these three significant aspects of learning in literacy will be evidenced by the teacher and learner through gathering, observing and reflecting on evidence of progression in relevant knowledge, understanding, skills, attributes and capabilities through:

- **Engagement with and creating a broad range of text, including Scottish and Scots texts**
- **Using reading and listening strategies to understand, analyse and evaluate texts**
- **Finding and using information**
- **Developing critical literacy skills, including evaluating sources**
- **Writing with increasing accuracy, making effective use of spelling, grammar and punctuation**
- **Creating texts of increasing complexity using more sophisticated language**
- **Developing and using higher order thinking skills.**

Assessment of progress will focus on judgments about the success of children in developing key literacy and English language skills and applying their skills in their learning.

- The day-to-day activities in which teachers and pupils work together in activities and teachers will see evidence of progress through children's growing skills in communicating their thinking and using language appropriately for different purposes and audiences.
- Specific assessment tasks set by the teacher to provide evidence of progress, particularly at transitions
- Occasional procedures which enable the teacher to take a closer look at progress and needs e.g. diagnostic information
- Specific Testing materials, undertaken when the teacher requires specific diagnostic information or is using moderation materials as a resource.

### **Specific assessment criteria are detailed within the school tracking framework**

Learners progress at different rates in different components and can achieve a level in one component of literacy and English before doing so in others.

#### Self and Peer Assessment

Self and Peer assessment is an integral part of Literacy and English. The skills needed to do this are explicitly taught and frequently reinforced and practiced. Self and peer assessment activities are modeled and discussed to ensure it is most effective.

### **Recording**

In order to track pupil's attainments, and to assist annual reports to parents and subsequent teachers, the following will be recorded and collected over the child's school life in each session: The number of examples may vary for each child.

- Examples of work showing progression linked to assessment criteria in pupil portfolios
- Literacy and English targets linked to key areas for tracking progress. Teachers' will record their assessment information and children can self-assess progress on their copy, kept in their portfolio.
- I.E.P's if applicable
- Pupil tracking information recorded in November, March, May
- Pupil end of year reports.

## Reporting

### Reporting to Colleagues

- Information about children's progress will be discussed at forward planning meetings
- All recorded information throughout each session will be passed on to subsequent teachers.
- Towards the end of the summer term teachers will have collegiate transition discussion time to pass on relevant information about the children.

### Reporting to Parents

- Reports to parents will be given through consultation at parents evening twice per year.
- Opportunities for parents to consult about I.E.P targets and progress will be given as required throughout the session.
- Written reports will be issued in May
- Children will report to their own parents at an open afternoon in the last term.
- Any other meetings can be arranged during the year to discuss progress where this is required.

### Feedback to pupils

Feedback to pupils in class from teachers indicating progress, strengths and next steps will be carried out in an ongoing basis throughout the session. This will be part of the planning, recording and reporting process.



### Roles and Responsibilities

#### Head Teacher and SMT

- Ensuring the consistent implementation of the Literacy and English policy, school programmes, pupil assessment and tracking
- As part of quality assurance, plan collegiate development work and regular review
- Relay information to parents on whole school developments through newsletters, leaflets, and website and in the school annual report.
- Monitor the impact of developments on learning and teaching at all stages.
- Budget planning and updating resources as required.
- Co-ordinate all training required by staff.

#### Teachers

- Ensure the Literacy policy is adhered to
- Plan for literacy across learning, where it is integrated as part of teaching and learning
- Plan for assessment , what skills are to be assessed and how this will be done for example in reading and writing learners may create an extended piece of writing which involves researching and note making. Assessment could focus on the learner's skills in finding and using information, in employing the tools for writing- (punctuation, spelling and grammar as well as understanding of content.
- Continually monitor and evaluate the impact of teaching and learning in writing on the children and feedback information to the HT.
- Ensure all children can access a range of appropriate resources
- Develop own skills as required through staff training to support the delivery of the curriculum

#### Pupils

**Long term success in using literacy and English is closely linked to learners' motivation and capacity to engage with and complete tasks. Pupils success will be shown through their**

- Engagement with learning , using skills already acquired , developing skills and learning skills
- Self and peer assessment and identifying, discussing and following through targets (supported by their class teacher)
- Showing responsibility to become more independent learners

## Resources

Resources for Literacy and English should:

- Provide a broad and balanced literacy and English curriculum, including the Scots language
- Provide reinforcement and practice in core skills
- Consider support and challenge needs.
- Support Literacy and English in the context of other curriculum areas

Other information on Resources **See appendix 2**

## Equal Opportunities

All children have equal opportunities to access their curriculum and the resources required to support this.

In conjunction with the Pupil Support teacher, children with additional support needs have an Individual Education Programme. Long term targets are established for the session and short-term targets are identified and reviewed over the year. The targets within their I.E.P are the focus for core skills. Inclusive approaches are planned for by their teachers so they can also be part of the class teaching and learning focus whenever possible

## Monitoring, Evaluation and Review

This policy will be reviewed as part of the Three-Year Quality Assurance Programme with periodic review of significant aspects or core components on an annual basis.

Teachers' planning for Literacy and English is part of the on-going termly discussions between SMT and class teachers as well as part of in class monitoring.

Sampling of pupil's portfolios, class work and feedback discussion with pupils is planned throughout the session and undertaken by SMT.

Staff should self-evaluate the teaching and learning within their own class and keep records as part of their own professional development

Early Level Secure : Reading:	First Level Secure :Reading	Second Level Secure: Reading
<b>I can read aloud simple and familiar text.</b>	I can apply my knowledge of punctuation and grammar to read texts with increasing fluency and expression.	I can use the features of a text (e.g. punctuation, grammar and structure) to read unfamiliar text fluently, with expression and understanding
<b>I can recognise the title, author, illustrator, front cover and blurb in a book.</b>	I can identify and use the features of a non-fiction text, e.g. contents, index, glossary etc. to find and select information for a specific purpose	I can recognise the structure and features of a text and use this to aid my understanding-e.g. headings, tables, diagrams
<b>I can read/use signs, symbols, and environmental print to find out simple pieces of information and use this to learn new things.</b>	I can apply some strategies to find and use information for a specific purpose, e.g. skimming and scanning, and can support this by making, and using notes	I can make notes from a range of texts using an appropriate format to support research or for another purpose e.g. talk
<b>I can share my understanding of the main ideas, characters and events in a story through discussion and using prediction.</b>	I can find evidence in a piece of text to support my views.	I can show the main ideas of a text by using supporting detail
<b>I can demonstrate my understanding of fiction and non-fiction text by answering and asking simple questions</b>	I can identify key points in a text and demonstrate understanding by answering literal and some inferential questions.	I can show understanding of what I read and listen to through answering and asking higher order questions
<b>I can recall the sequence of events in a story using pictures, role play and using given simple sentences.</b>	I can respond to texts using a variety of skills, e.g. prediction, cloze procedure, questioning, sequencing, recount etc.	I can use a range of strategies-predicting, clarifying, questioning, summarising and using context clues to support understanding
<b>I can choose a text and explain my choice to others.</b>	I can discuss my opinions and preferences in selected or self-chosen texts / books	I can identify and explain different viewpoints and when I am being influenced through what I read and listen to
	I can identify the purpose of texts and comment on the author's use of richer vocabulary, language, structure and layout through reading a wider range of texts	I can choose from a range of genres
	I can use a dictionary and context clues to clarify the meaning of unfamiliar words.	I can competently access a dictionary /thesaurus for specialist vocabulary
<b>I can recognise my initial sounds and high frequency words.</b>	I can read an increasing number of words accurately and I am developing a range of strategies to decode unfamiliar and phonetically complex words	
<b>I can apply my knowledge of phonics to decode words in different contexts.</b>		
<b>I can skim and scan for sounds/ known words/ key ideas</b>		

Early Level Secure Talking and Listening	First Level Secure :Talking and Listening	Second Level Secure Talking and Listening
I can recall, share and use some information in a variety of contexts where there has been an opportunity for listening and talking	I can discuss the purpose and main ideas in a range of contexts through active listening	I can identify ideas and supporting detail and use information for a range of purposes
I can take part in conversations and transfer and apply what I have heard	I can identify the key ideas in a listening context, make notes under given headings and use these for another purpose.	I can make notes under given/agreed headings in a variety of contexts/ situations
I can share my experiences and give simple explanations clearly and audibly	I can share relevant information and experiences and give simple explanations	I can share information, experiences and opinions with others and develop my ideas and understanding
	I can form a viewpoint by beginning to recognise that fact and opinion are different and share my opinion	
	I can speak clearly, with expression and at the correct pace when presenting information.	I can use pace, emphasis, tone, passion, eye contact and volume of voice to match the needs of my audience
	I can communicate clearly using objects, ICT or other visual aids that I select to match the purpose of the task	I can make choices about content and presentation style across learning (personal targets)
I can answer and ask relevant questions	I can ask, and answer, increasingly complex questions, including open and closed questions.	I can clarify points by asking questions or by asking others to say more
I can follow instruction	I can plan, sequence and share my ideas and information with a familiar audience.	I can structure talks by using a beginning, middle and end and without repetition
I can talk in a range of contexts demonstrating choice and preference showing an understanding	I can select, watch and listen to a range of texts and explain what has been liked or disliked	I can make choices about content and presentation style across learning (personal targets)
I can use and experiment with new vocabulary taken from a range of contexts and sources.	I can use appropriate vocabulary linked to the context I am talking about	I can use more sophisticated subject specific language to match the purpose
I can recognise , copy, use and create rhyme	I can show I know when and how to listen to extend my understanding and I can interact / respond with respect	
I can retell a story, rhyme or own experience with detail and in sequence.		
I can hear to blend sounds and words		
I can demonstrate active listening in different situations.		I can evaluate my own and others performance based on success criteria

Early Level Secure Writing	First Level Secure :Writing	Second Level Secure Writing
I can show control over size, shape , correct formation and finger spaces when writing words in sentences ,	I can write legibly using appropriate size, spacing and joins	I can write using a legible linked script
I can use my knowledge of phonics and high frequency words to spell accurately.	I can spell most commonly used words and spell unknown words using my phonic skills and reference materials e.g. word bank / dictionary	I can use punctuation and spelling with increasing confidence and accuracy
I can use a capital letters and full stops in my sentences (with support.)	I can use capital letters, full stops, question marks and exclamation marks accurately and show an awareness of commas, apostrophes and speech marks	
	I can use simple paragraphs supported by a framework for structuring my writing	I can use paragraphs to organise my ideas effectively
I can plan my writing using a simple, given framework to support my ideas	I can use a framework to structure my writing e/g . beginning, middle and end	I can create a plan to structure my writing
I can write meaningful sentences using my knowledge of phonics, high frequency words and context related vocabulary.	I can begin sentences in different ways e.g. suddenly, quickly etc. and use simple connectives to structure sentences in my writing	I can structure and organise my writing without repetition
I can talk about, write and illustrate my personal experiences.	I can share feelings/opinions using appropriate vocabulary.	I can use a range of technical vocabulary and sentence structures by varying sentence starts and by using appropriate connectives to produce a more sophisticated piece of writing.
	I can use my senses to describe characters and settings using interesting words e.g. adjectives, verbs, adverbs	I can clearly describe and develop feelings within my writing
	I can take notes and use them to write sentences.	I can use adjectives, verbs, adverbs, similes, metaphors to convey meaning in my writing
		I can make notes, use them to create new text and acknowledge my sources
I can choose writing activities to develop my writing e.g. , role play, contexts and real writing opportunities.	I can summarise main points	I can use an appropriate style of writing which suits different purposes and audiences to create texts across learning e.g. letters, posters, leaflets
	I can match organisation and style to suit the purpose e.g. letters, poems, diary, instructions etc.	I can self-edit my writing for spelling, punctuation, accuracy and sense
I can self and peer assess using simple success criteria to check and improve my writing.	I can check that my writing makes sense and is accurate, e.g. spelling, punctuation and tenses	I can self and peer assess writing matched against success criteria and identify next steps
	I can improve my own writing can suggest how to improve my peers' work more independently, using success criteria	

## Appendix 2

### Resources

**Text – is the medium through which ideas, experiences, opinions and information can be communicated.**

**Texts not only include those presented in traditional written or printed form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs.**

**Literacy and English reflects the increased use of multimodal text, digital communication, social networking and the other forms of electronic communication encountered by children in their daily lives. It is recognised that the skills which children need to learn to read these texts differ from the skills they need for reading continuous prose**

<b>Examples of text</b>	<b>Scottish Text</b>
<p><b>Novels, short stories, plays, poems reference text the spoken word charts, maps, graphs and timetables advertisements, promotional leaflets comics, newspapers and magazines CV's, letters and emails films, games and TV programmes labels, signs, posters recipes, manuals and instructions reports and reviews text messages, blogs and social networking sites web pages, catalogues and directories</b></p>	<p><b>The languages, dialects and literature of Scotland provide a rich resource for children to learn about Scottish culture, identity and language.</b></p> <ul style="list-style-type: none"><li><b>• Range of Scottish stories, plays and poems in school</b></li><li><b>• Education Scotland online Scottish Kist</b></li><li><b>• Websites for Scottish writing and poetry</b></li><li><b>• Oral Scots language children bring to school including slang</b></li></ul>

