

Burnfoot Community School



Literacy Handbook

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Burnfoot Community School use Highland Progression Pathways to plan, track and assess Literacy (see appendix 1).

If a teacher requires further support with planning, they can refer to Burnfoot Community School learning pathways created during 2021-2022 session (appendix 2)

Talk for writing guide and glossary is also available for quick reference to support teachers (see appendix 3).

Introduction

Burnfoot Community School understands the need for all pupils to develop their spoken language, reading, writing and understanding of grammar as an essential component of all subjects and as a subject in its own right. A good understanding of Literacy skills is a basis to fully accessing all other areas of the curriculum.

Aims

Our aims in teaching Literacy are that all children should:

- have an interest in books and read for enjoyment
- read a varied selection of texts whilst gaining an increased level of fluency and understanding
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- use reading as a means of gathering information to support their learning throughout the entire curriculum
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- write in different contexts and for different purposes and audiences, including themselves
- write with increasing awareness of the conventions of grammar, punctuation and spelling
- have an interest in words, their meanings and be developing a growing vocabulary in spoken and written forms
- form letters correctly, leading to a fluent and legible handwriting style
- develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
- develop their oral abilities at their own level
- express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions

Subject organisation

Literacy is taught daily at Burnfoot Community School and much of this work will spring board from using a rich text, with children enjoying a wide and varied range of literature and genres. Key skills in reading, writing, listening and talking will be developed and consolidated upon, before children are then stretched and challenged through a range of exciting learning opportunities.

Talk for Writing Approach

Early Level

Baseline Assessment – Oral Cold Task

This is the first part of a Talk 4 Writing unit. The children will be asked to tell an adult a story that they know or make up a new story at the start of each term. The adult will record the child's story as an initial assessment. Here the teacher will identify individual communication and language targets for each child. The teacher should identify themes within their class and the general gaps they have and plan to address these within the unit, alongside the Early Level learning pathways.

Planning Stage

The teacher has all the information they need to plan the unit. They have:

- used the cold task to identify gaps in learning
- the text objectives for their year group in the progression document
- the learning outcomes for Early Level

The coverage of texts and links to poetry/rhymes and non-fiction will be mapped out on a long-term plan.

Model Text - WAGOLL

The first thing you should do is create or adapt a model text together with your year group partner. This written model should be engaging and at an appropriate level so that children make progress according to their year group expectations (see progression document). Where possible, the model text should also be linked to the curriculum topic. The adapted text should include all the features required for that genre at the level appropriate to that year group.

During this stage, you should plan your toolkits and possible innovations.

All of this stage should be completed before you begin teaching.

The children should hear the original text being read and have access to this in areas of provision. Other linked texts should be read and available to the

children to enrich the unit. E.g. non-fiction text about Bears linked to the fiction text We're Going on a Bear Hunt.

Imitation Stage

The next part of the process is the imitation stage, which begins with activities designed by teachers to hook the children into their new text. This stage would last 1 to 2 weeks depending on the text. Once engaged, the children would orally rehearse the text, with story actions and a text map to help them internalise the text. You may also choose activities that help the children deepen their understanding, using for example, drama techniques. Children internalising the text is a crucial aspect of Talk 4 Writing and should not be marginalised. To ensure that children learn the text, they should have the opportunity to practise it at different points throughout the day, including in areas of provision. Text maps should also be sent home to give the children the opportunity to practise the text at home with their parents.

During the imitation stage the teacher would also undertake a range of other activities while the children are internalising the text. In Primary 1, toolkits will be created with the children.

Shared writing will take place, with an opportunity for children to apply in their own writing.

Reading as a Reader

The text will be turned into a big book and read (with the children and by the children). This is where the children will see the oral version of the story written down. Vocabulary and comprehension will be discussed to ensure that children have a deep understanding of the model text.

Reading as a Writer

Underlying patterns, main events and simple writing tools will be looked for and discussed. Alternative versions of the stories should be read during this part and ideas magpied.

Innovation Stage

This begins once the children have internalised the text type and are ready to move on. This lasts approximately one week. The children in Early Level will focus on making changes to the original text map (e.g. changing the character or setting). This stage involves substitutions being made and visible changes to the text map, before then orally rehearsing the new class text and beginning shared writing. This must be modelled by the teacher.

During this stage, the children will have the opportunity to create their own text map and have a go at writing.

Opportunities for innovation should be given within provision, with the children being encouraged to innovate the original story map and use characters in the story area as substitutes.

Invention Stage

This stage will last approximately one week. Children will create their own version of the story. Opportunities will be provided for the children to invent their own stories through play throughout all of the stages of T4W. Some of these stories will be recorded in the 'Class Invention Book' and read to the group as a celebration. There will also be opportunities for the teacher to work together with the class to invent a story, using the 5 part story and record it in the 'Class Invention Book'.

Final Assessment – Oral Hot Task

This is the final part of a Talk 4 Writing unit. The children will be asked to tell an adult a story that they know or make up a new story at the end of each term. As the year progresses, the expectation is that Primary 1 will record their story in writing. Here the teacher will assess whether the children have made progress in their individual communication and language targets. This stage should take place a few weeks after the unit of work has been completed to get the true picture of what was embedded and what else needs to be worked on more.

First and Second Level

Baseline Assessment – Cold Task

This is the first part of a Talk 4 Writing unit and begins before the unit starts with a cold task. A cold task is a baseline assessment of what children already know about a particular genre of writing or text objective. We want to support our children to become confident writers so it should not be 'freezing cold'. This means that there should be some stimulation to give the children a basis for writing. Once the children have completed their cold task, these should be deep marked by the teacher. The teacher should use the cold task to identify themes within their class and the general gaps they have and plan to address these within the unit. Here the teacher should also identify the gaps in the children's learning, in addition to any individual targets for each child.

These work alongside the text objectives that are driving each unit.

Planning Stage

The teacher has all the information they need to plan the unit. They have:

- used the cold task to identify gaps in children's learning
- the text objectives for their year group in the progression document
- the genre of writing they should be focused on from the long-term plan

Model Text (WAGOLL)

The first thing they should do is create or adapt a model text together with their year group partner. This written model should be engaging and at an appropriate level so that children make progress according to their year group expectations (see progression pathways document). Where possible, the model text should also be linked to the curriculum topic. The text should include all the features required for that genre at the level appropriate to that year group. During this stage, you should 'test the model text' you have created by boxing it up, analysing it and planning your toolkit.

This will ensure that it includes all the features required for progress and that you have a clear focus for your teaching.

All of this stage should be completed before you begin teaching.

Imitation Stage

The next part of the process is the imitation stage, which begins with activities designed by teachers to hook the children in to their new text. Once engaged, the children would orally rehearse the text, with story actions and a text map to help them internalise the text. You may also choose activities that help the children deepen their understanding, using for example, drama techniques. Children internalising the text is a crucial aspect of Talk 4 Writing and should not be marginalised. To ensure that children learn the text, they should have the opportunity to practise it at different points throughout the day. Text maps should also be sent home to give the children the opportunity to practise the text at home with their parents. This stage can last 1-2 weeks.

During the imitation stage the teacher would also undertake a range of other activities while the children are internalising the text. These activities include spelling and grammar games; short burst writing activities; reading as a reader activities; reading as a writer activities; begin the class version of boxing up of

the text by writing the purpose of each section in the middle column on an anchor chart and creating writer's toolkits.

During this stage children's work must be deep marked once (refer to school's feedback and marking policy see appendix 4).

Innovation Stage

This begins once the children have internalised the text type and are ready to move on. This lasts approximately one week. In the majority of classes this stage begins by finishing the class version of boxing up by adding the class alterations to the original text in the final column on the anchor chart. At the same time as the teacher is boxing up the final column, support staff or a competent child should be recording further suggestions for innovations to children's individual texts for them to magpie.

For younger children or less confident writers, this stage might be substituted for making changes to the original text map. It is important that the children then orally rehearse the new class text.

Once the text has been boxed-up, the teacher should model (over the course of a number of days) how to write different parts of the text using shared writing, as they innovate on the original model text. The teacher should use the writer's toolkit to model key features and verbalise the choices they are making as expert writers to their class. In addition to shared writing, daily sessions of guided writing with specific groups of learners should be planned into the week. These may support, extend or target specific issues for groups of learners. This process would support the children in independent writing a version of the text, using ideas from the original text, the class shared text, the writer's toolkits and their own ideas. These independent texts should be marked against the children's individual targets, text objectives and success criteria that are all in place to improve writing.

During this stage there should be daily verbal/written feedback and next steps from the teacher to ensure maximum progress. Although, peer and self-assessment can still be used in this stage in addition to teacher marking.

Independent Application Stage

This begins once the children have had the opportunity to write one version of the text. Once teachers have assessed the children's own text against their individual targets and text objectives they can adapt their planning for this

week to focus on the areas the children have had difficulties with. In this section the teacher might use some of the children's own texts as examples on the board using the visualiser and further examples of shared writing that focus on the particular aspects of writing the class have found difficult.

However, the teacher should not 'shared write' an example of the genre so that the children's writing in that stage can be assessed as independent.

Editing and up-levelling/re-drafting should be embedded practice for the children during this stage, using all they have learnt throughout the unit. These skills will need to have been taught explicitly. They may be displayed on an anchor chart to remind the children about the differences between the processes as a way of increasing the level of sophistication within a child's text.

Final Assessment – Hot Task

To assess the true understanding of the genre, children should write a hot task a short amount of time after the end of the unit. They should use all the information that they have gathered over the course of the unit, including the model text, the class text, their innovated adaptation, independent application, the writer's toolkits and the advice of their teachers. It should showcase their understanding of the text type they have been learning about and shows how they have met their individual targets. There needs to be an engaging stimulus to ensure that the children produce their best work. After writing their hot task children should self-assess their work against their individual targets that were set at the start of the unit. The teacher should then check to see whether they agree with the child's own assessment. To allow the children to recognise and celebrate themselves as authors, it is expected that they will publish a piece of work once a term. This work may be displayed in the classroom if there is room or made into a class book to be stored in the class library. This could also be a showcase from IDL Writing.

This stage should take place a few weeks after the unit of work has been completed to get the true picture of what was embedded and what else needs to be worked on more. Here, children's mark must be deep marked again.

Discrete teaching

- **Spelling**

Through observations and data analysis it is clear that many of our children do not have the necessary spelling skills, therefore we have added discrete lessons into P3 – P7 timetable, where children are taught how to spell in a whole class session. This builds upon the successful Phonics practice in P1-P2 and mirrors the dedicated lessons to ensure success.

P1-P2 classes will continue to use the adapted version of Jolly Phonics program to support their teaching of spelling strategies. There should be five daily phonics sessions lasting 20-30 minutes. Within this session, children will practice spelling words containing the new phoneme or grapheme and will apply this in sentences at the end of the lesson. High Frequency / Tricky Words will be taught in the phonics lessons using a range of strategies.

Spelling in P3-P7 should be taught over 4 sessions a week, with each session lasting approximately 30 minutes in length.

Spelling work should be completed on whiteboards, with rules and guidance recorded in the dedicated spelling jotters. Individual spellings should also be recorded in these books. Spelling progress across school will be assessed through application in books and a termly formal spelling test, giving a spelling age for individual children.

- **Guided Reading and Book Detectives**

The goal of guided reading is to enable learners to become independent, able readers, who understand and appreciate texts on their own without the teacher's help. Guided reading takes place in a small group, with a teacher or learning assistant, and focuses on developing pupil's ability to become independent readers, thinkers and learners. The teacher is acting as the expert who guides the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading resources. Class teachers and pupils will have access to the printed resources from Oxford Reading Tree scheme. It will allow teachers to use a range of texts and questions to help develop pupil's comprehension skills. It is expected that the pupils across the first and second levels will have an opportunity once a week to practice their comprehension skills. To ensure the

progression of skills during the guided reading sessions, we have also implemented the Book Detectives progression starting from Nursery (see appendix 5).

- **Handwriting**

To ensure a consistent approach, the school uses Kaligo app as recommended by SBC supported by the Nelson Handwriting Scheme. Children are explicitly taught the skill of handwriting three times each week using both iPads and paper to ensure the application of the skills taught. Across the school, handwriting is carefully modelled by the teacher and outcomes are recorded by the children in their handwriting jotters. The use of patterns to support letter formation and appropriate letter-joins is also embedded enabling children to also further develop their fine motor skills. High expectations are also communicated as part the success criteria for the lesson. A high standard of presentation is also encouraged and expected in children's written work across the wider curriculum.

When assessing the quality and effectiveness of children's handwriting teachers should question:

- Is the writing legible?
- Are letters correctly shaped and proportioned?
- Are capital letters taller than lower case letters?
- Are joins made correctly?
- Are spaces between letters, words and lines appropriate?
- Is size of writing appropriate?

Children are observed closely as they write during weekly handwriting sessions – the teacher circulates, monitors and intervenes. Support or further scaffolding is then given when pupils are unable to fully access the handwriting taught within a session independently. Handwriting outcomes are assessed mainly through the use of verbal feedback which happens 'live' within the session. We emphasise re-modelling of the written form by teaching staff where misconceptions or incorrect formation is evident. It is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs.

Handwriting Guidance is also available for staff to refer too (see appendix 6)

- **Word of the Day/ Words of the Week**

To help to expose children to tier 2 words (appendix 7), our pupils are taught carefully selected words to ensure they are able to push themselves in their written work, oral work and understanding of a broader spectrum of texts.

Each classroom should have a vocabulary display.

These words should be carefully thought out tier 2 words, considering what the children might be able to use in their writing. Some things to consider are:

*Importance and utility: Is the word useful in a variety of contexts? e.g. melancholic

*Instructional potential: Do the children already have ways to describe the context? Can the children use this word to make connections to other words and concepts? E.g. celebration-party

*Conceptual understanding: Does the word add precision, clarity and maturity to the meaning of concepts that they already understand? E.g. creeping-stealthily

There should be between 4-5 words of the week each week. Children should have opportunity to use these in verbal and written work and can be incorporated into warm-ups, games, handwriting or brain breaks.

Assessment

For specific details of the assessment cycle and expectations for literacy assessment staff should consult the school assessment policy.

All class teachers will gather a wide range of evidence from a variety of contexts to provide evidence of progress within all four aspects of literacy – reading, writing, talking and listening.

Assessment of learners' ability to apply literacy skills and knowledge across the four contexts of the curriculum should be planned by class teachers which will include individual, group and class presentation skills at assemblies, responding to IDL tasks as part of focus weeks, outdoor learning experiences and any class curriculum trips etc.

Ongoing evaluations of daily and weekly pupil progress will be carried out by class teachers by referring to success criteria set at planning stages; this will inform ongoing changes to planned lesson delivery.

Key elements of the school assessment policy are the following –

- A range of formative assessment strategies are used in all literacy activities with learning intentions and success criteria the focus for pupil and teacher assessment discussions and judgements during every lesson.
 - Assessment in reading and listening and talking is carried out at agreed assessment blocks to assess progress in key skills- use Highland Progression Pathways to highlight achieved objectives and date it accordingly.
 - Writing is assessed by class teachers regularly; class teachers will use writing pieces from the writing process as well as completed writing pieces from each child. Using this evidence a judgement based on the school's Literacy Progression Pathways is made as to the progress of each child – use individual pupil writing objectives (taken from the Highland Progression Pathways) in jotters.
 - All assessment data for a term is recorded by the class teacher on the school tracking sheet at the agreed dates to form the agenda for the tracking progress meetings.
 - Whole School summative reading assessments are carried out in January and June using Salford Reading Assessment to provide an individual baseline and next steps for each child.
 - Reading will also be assessed every 6 weeks to allow regular regrouping and closing gaps using ORT Reading Scale Criterion
 - Phonics in P1-P3 is assessed every 6 weeks to allow regular regrouping and closing gaps
 - Spelling is assessed 3 times a year (August, December, April) using SWST
 - Scottish Standardised National Assessments are used at the P1, 4 and 7 stage to provide additional assessment information to support teacher judgment around achievement of a level.

Literacy Environment Non-Negotiables

- *Phonics mats/poster
- *colour pens for rainbow sentences
- *mats with sentence openers, conjunctions, adjectives, adverbs etc
- *reading corner with a wide choice of literature
- *letter formation poster/mats
- *relevant reading strategies and skills (Book Detectives)
- *relevant spelling rules
- *washing line with story maps, vocabulary, grammar etc

Literacy working wall:

- *genre, audience, purpose, learning objectives
- *WAGOLL (model text) with appropriate annotations and toolkit
- *relevant vocabulary and grammar
- *writing targets/next steps
- *the working wall is used to teach from
- *examples of pupils' work

The working walls need to be relevant and up-to-date; they are not expected to be mounted beautifully as they are constantly changing. Ready-made resources from websites can be used, however, they must have a clear purpose to the current work.

See appendix 8 for examples.

Appendix 1

Highland Literacy Progression [Highland-literacy-progression.docx](#)

Appendix 2

BCS Learning Pathways [BCS Learning Pathways](#)

Appendix 3

Talk for Writing Guide and Glossary [T4W Guide & Glossary.pdf](#)

Appendix 4

BCS Feedback and Marking Policy [marking_policy.doc](#)

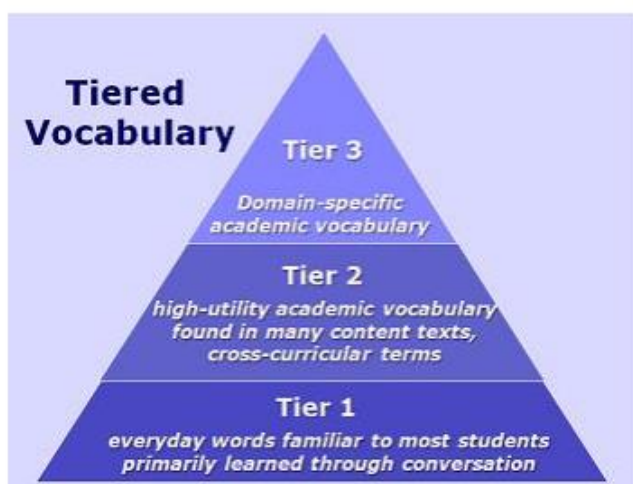
Appendix 5

Book Detectives [Burnfoot Book Detectives](#)

Appendix 6

Handwriting Guide [Handwriting guidance March 22.pdf](#)

Appendix 7

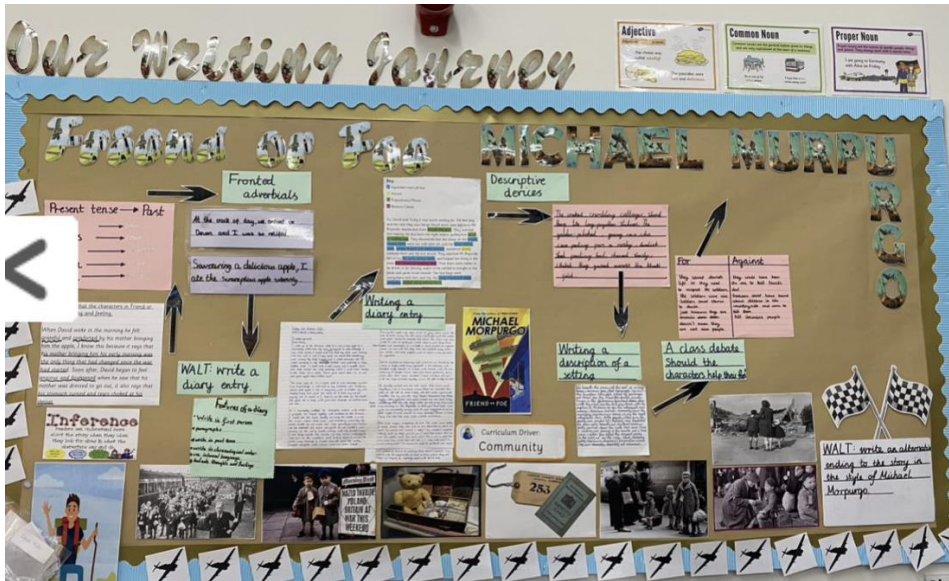


Tier 3 Often a specific topic context	Metamorphosis Peninsula
Tier 2 High frequency words for confident word users	Emerge Flounder
Tier 1 Basic words	Dog Happy

Appendix 8



Early Level Literacy Working Wall examples



Second Level Literacy Working Wall