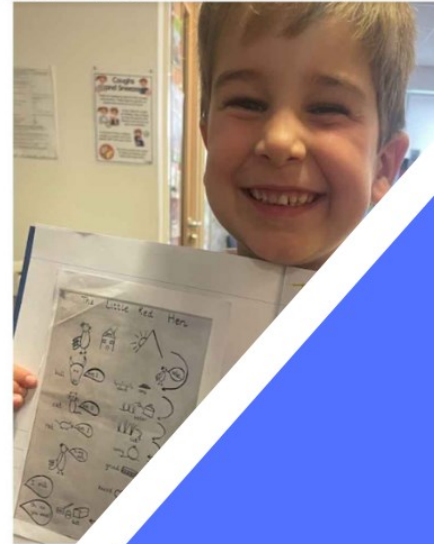
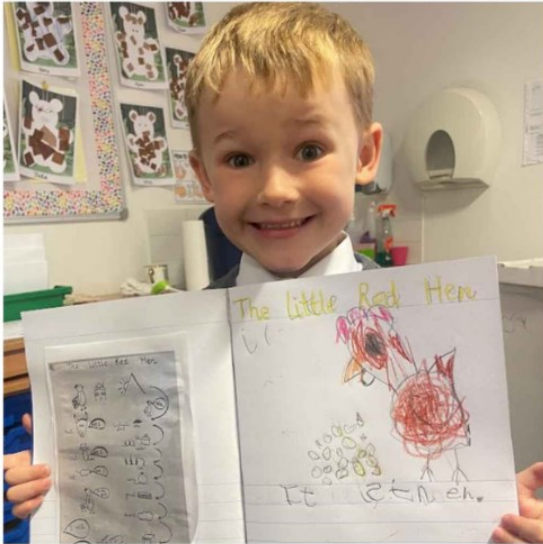




October 2024

# Crawforddyke Primary Literacy Policy



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

(Curriculum for Excellence: Literacy and English, Principles and Practice, Scottish Government, 2009)

At Crawforddyke Primary, we strive for children to become Confident Individuals, Responsible Citizens, Successful Learners and Effective Contributors. Our curriculum seeks to ensure we meet the principles of Curriculum for Excellence: challenge and enjoyment, breadth, progression, depth, personalisation and choice, relevance and coherence. We use a range of assessments to identify progress and achievement and the next steps for each individual learner. Learners receive regular feedback to help them understand what they need to do to improve. We prioritise the mental and emotional wellbeing of our pupils through a nurturing, all-inclusive approach to allow them to access their learning and be the best they can be.



We want our learners to be safe and happy while believing that with practise, perseverance and effort they can achieve, learn and grow. We promote a positive ethos and a shared approach to learning. Our vision supports our school motto 'Be Diligent' and encourages our pupils to keep on developing their growth mindset.

Successful Learners
Effective Contributors
Responsible Citizens
Confident Individuals

## Crawforddyke Primary

### Our Curriculum

‘We want our learners to be safe and happy while believing that with practice, perseverance and effort they can achieve, learn and grow.’

#### Ethos and Life of the School

Crawforddyke School promotes a culture of respect, trust, and inclusivity, focusing on children's rights, wellbeing, and growth mindset. Pupils are encouraged to take on leadership roles and participate in extracurricular activities to help shape the school community. The school fosters a strong sense of identity and belonging, with pupils actively engaging in local events and traditions. A love of reading is emphasised, with pupils sharing their passion and achievements both within the school and the wider community. Partnerships and outreach efforts support literacy and reinforce the school's role as a hub of learning and inspiration.

#### Curriculum

At Crawforddyke, all learners receive a broad general education across eight curricular areas, designed to build on prior knowledge and deepen understanding. The school focuses on raising attainment in literacy and numeracy, providing targeted support and integrating these skills throughout learning. The eight key areas are: Language and Literacy, Numeracy and Mathematics, Health and Wellbeing, Social Studies, Expressive Arts, Religious and Moral Education, ICT and Technology, and Science. Staff prioritise closing the attainment gap by embedding literacy and numeracy in both individual subjects and interdisciplinary learning. A progressive, inclusive approach ensures all pupils gain confidence, skills, and success across their education.

#### Interdisciplinary Learning

Our curriculum emphasises Interdisciplinary Learning (IDL), providing pupils with meaningful opportunities to connect different subject areas through a structured rolling programme. This approach is aligned with local and national contexts and includes events like P7 Transition activities and a whole-school sustainability topic. We've recently audited our IDL programme to ensure it covers all Experiences and Outcomes from Curriculum for Excellence, ensuring consistency and progression. Staff collaborate to plan high-quality, challenging, and enriching IDL experiences, allowing pupils to apply their learning creatively. The “say, write, make, do” approach encourages diverse methods of demonstrating understanding, fostering deeper engagement and critical thinking skills.

#### Opportunities for Personal Achievement

At Crawforddyke, every pupil has a Learning Journey profile that includes a Personal Learning Plan to track progress in literacy, numeracy, and health and wellbeing. Pupils reflect on their personal achievements, linking them to the four capacities of Curriculum for Excellence. Our approach focuses on equity and inclusion, offering targeted support through Nurture and PEF-funded interventions, along with a multi-agency approach to meet additional needs. Personal achievement is celebrated within the school culture, with regular opportunities for pupils to share their successes. Daily recognition and assemblies highlight achievements like Star Writer, Star Reader, and the Four Capacities, ensuring that all efforts are acknowledged.

Kind
Caring
Respectful
Self-Confidence
Courage
Determination





# Writing

**October 2024**

## Introduction

'No one is born a writer: You must become a writer: In fact, you never cease becoming, because you never stop learning how to write. Even now. I am becoming a writer. And so are you.' – *Joe Bunting*

Studies show that creative writing helps develop a child's cognitive growth, organisational abilities, and the power to influence others through persuasion. In short, writing powers the brain.

Children who practise creative writing more often are generally better in other areas of the curriculum too like mathematics, science, and languages. Challenging themselves to come up with creative thoughts and problem solve, builds the confidence and discipline a child needs in order to succeed in all areas of life.

There are many benefits to creative writing that support a child's literacy development:

- The expansion of imagination and creativity
- The ability to express their thoughts and feelings
- Strengthening of self confidence and the ability to assert their 'voice'
- The improvement of communication and persuasion skills

## Talk for Writing

At Crawforddyke Primary School, our writing curriculum is delivered through the Talk for Writing approach. This programme supports pupils in developing their writing skills through a three-stage pedagogy:

1. **Imitation:** Pupils learn and rehearse key model texts to identify transferable ideas, structures, and features of language.
2. **Innovation:** Pupils co-construct new versions of these model texts with their teachers, using the ideas and structures previously learned.
3. **Independent Application:** Pupils create original texts independently, drawing upon the resources and skills gained in the earlier stages.

These stages aim to enhance pupils' writing ability, immersing them in high-quality, curriculum-linked texts while developing their understanding of the structure and elements of written language.

At Crawforddyke Primary, our goals for Talk for Writing are to enable children to:

- Engage in enriching experiences that enhance their knowledge, skills, and understanding.
- Develop a love for reading, becoming critical and enthusiastic readers of stories, poetry, drama, and non-fiction.
- Become lifelong learners as both readers and writers through Talk for Writing.
- Explore global issues through writing, including persuasive writing and spoken language, promoting understanding and empathy.
- Write confidently, fluently, and with comprehension, using independent strategies to self-assess and correct.
- Write across a variety of text types and genres, including both fiction and non-fiction.
- Improve their ability to plan, draft, and revise their work through research and structured planning.
- Express their ideas using various mediums, including ICT and drama, to support their written work.

## Implementation

The Talk for Writing approach at Crawforddyke Primary is delivered over a three/four-week period:

Week 1: Pupils learn and rehearse the model text map, exploring language and structure.

Week 2: Pupils research, plan, and collaboratively write a version of the model text with their teacher.

Week 3/4: Pupils independently plan, write, and edit their final piece of work.

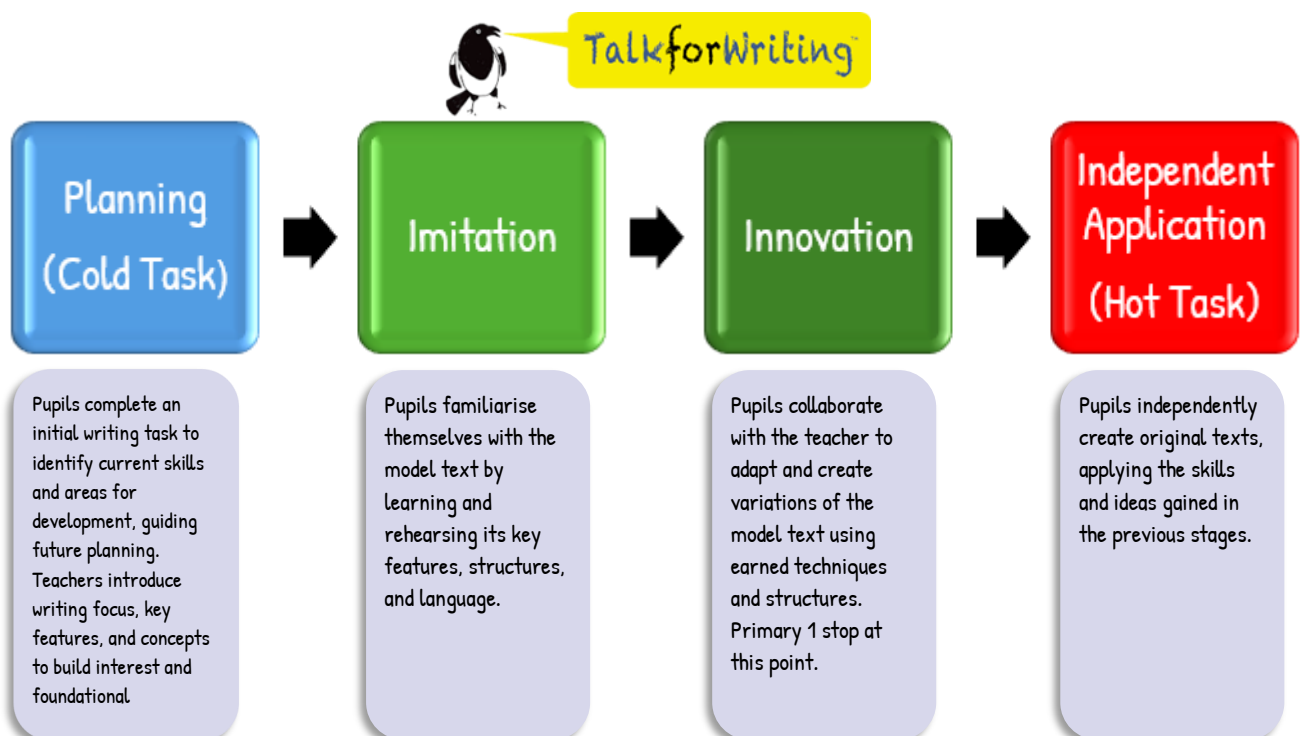
This structured timeline ensures full immersion in the genre, with focused lesson time on exploring authorial techniques, structural features, and grammar choices.

Cold Tasks are designed to identify pupils' strengths and areas for development. Conducted one to two weeks before the start of each writing block, these tasks provide valuable insights that inform future planning, ensuring progression and alignment with the Curriculum for Excellence across all stages.

A comprehensive overview of fiction and non-fiction themes has been thoughtfully developed to support teachers throughout the process. Carefully selected model texts represent a wide range of genres, and wherever possible, fiction and non-fiction writing blocks are interconnected to make learning engaging, relevant, and meaningful for our pupils. Additionally, these model texts are aligned with the Pie Corbett reading and poetry spine, ensuring cohesion—for example, if the model text is a journey tale, the associated reading and poetry selections complement and reinforce this theme.

At the start of each new block, teachers plan a 'Hook' lesson designed to engage and enthuse pupils. This might involve visits to local places of interest, guest visitors, or drama activities.

- At Early Level and First Level, the text map is created collaboratively with pupils, encouraging group discussions and internalisation of the new text through actions and symbols.
- At Second Level, the text map is pre-prepared by teachers to introduce more complex vocabulary and sentence structures, enabling pre-planned evaluation and discussion.



## **Talk Stages**

Crawforddyke Primary ensures three levels of 'talk' throughout the programme:

1. Teacher Talk: Teachers model their thought processes as they compose sentences during the 'imitation' and 'innovation' stages.
2. Guiding Children's Talk: Structured opportunities are provided for pupils to discuss and develop ideas during the shared writing process. Teachers introduce elements of a 'Toolkit of Techniques' (e.g., use of past tense, fronted adverbials, or descriptive language) during this stage.
3. Independent Children's Talk: Pupils practise vocabulary, peer-marking, and sentence structures independently, particularly during the 'invention' stage, promoting self-confidence and autonomy.

## **Impact**

Evidence of the impact of Talk for Writing at Crawforddyke Primary includes:

- Pupils enjoying writing and finding it an enriching and creative process.
- Pupils developing a wide-ranging exposure to texts and an ability to recognise and apply effective writing techniques.
- Pupils demonstrating awareness of different genres and text types and incorporating these features into independent writing.
- Pupils understanding purpose and audience and applying this understanding from Early Level through to Second Level.
- Pupils planning, developing, and preparing their writing through informed choices, discussions, and collaborative decision-making.
- Pupils reflecting on, refining, and improving their writing as well as providing constructive feedback on peers' work.

## **Assessment and Recording**

Writing is assessed at various stages throughout each Talk for Writing block:

- Formative assessment is ongoing, with regular marking and feedback provided after key activities like independent 'boxing-up'. These discussions help pupils reflect on their planning and choices.
- Children are encouraged to self and peer-assess their work using our "Pink for Think/Green for Good" strategy. This approach helps them to reflect on their progress and identify areas for improvement. Pupils use the provided toolkits to evaluate their work against key success criteria, promoting a deeper understanding of their learning objectives. Teachers also apply this strategy consistently across all year groups, from P1 to P7, fostering a shared language of feedback. Aligned with the principles of Curriculum for Excellence, this approach supports the development of independent, reflective learners and reinforces the core values of assessment as an integral part of learning.
- The final independent 'Hot Write' serves as a summative assessment and is used to evaluate pupils' progress against Curriculum for Excellence benchmarks. This information is monitored and reviewed by class teachers and the Senior Leadership Team (SLT) to ensure consistency, coverage, and progression.

## **Monitoring and Review**

The Talk for Writing Lead and the SLT monitor and evaluate standards and progress through termly jotter reviews and discussions. Professional learning opportunities, including Inset Days and Collegiate Activity Time, focus on evaluating and refining the programme.



# **Spelling and Phonics**

**October 2024**

## Introduction

We want all children at Crawforddyke to develop as confident, independent spellers. The school's approach to spelling will be applied in all cross-curricular work. To become successful spellers, pupils need to be taught in a fun, motivating and interactive manner using a wide variety of activities. Opportunities for consolidation need to be afforded on a regular basis and should include the promotion of collaborative learning.

## Rationale and Aims

Spelling is vital to communicating in school and in public life. Being able to communicate is an essential life skill which society demands. The ability to spell well enables pupils to become more effective writers. Although the English language is not a regular language it is systematic and patterned. Learning to spell is a process of working out patterns and applying them to new words. It is a developmental process of learning to apply different strategies appropriately.

At Crawforddyke we aim to teach spelling in a systematic and progressive way. We are committed to enabling each pupil to develop spelling skills within their own capabilities. We aim to develop their confidence in spelling by using a multi-sensory approach which will include auditory, kinaesthetic and visual ways. Pupils will know and use a variety of strategies to learn relevant skills and as a result will be able to progress to writing independently.

## Resources

In Primary 1 we use resources from Jolly Phonics in conjunction with North Lanarkshire's Active Literacy Programme (Spelling into Phonics). In Primary 4-7 all children use the Active Literacy Programme.

## Teaching and Learning Approaches

Staff have been trained in using North Lanarkshire Council's Active Literacy Programme. Active Literacy is an approach which is underpinned by evidence based research and focuses on reading, writing, talking and listening. Through this approach, children are engaged in active and challenging tasks using a variety of exciting materials including magnetic letters and boards. In the early stages of phonics and spelling, children are taught to read, make, blend and write words using the 'five finger approach' Say, Make/Break, Blend, Read, Write. Children also learn and identify strategies which help them read and spell common and tricky words. As they progress through the school, the programme builds on what has been taught before and children are encouraged to continue to develop strategies for help with spelling and are also introduced to spelling rules.



## Principles of Each Programme

### Jolly Phonics

Children are taught using resources from Jolly Phonics which covers 42 sounds and basic word building skills. It is a systematic phonics programme which takes them through stages of blending sounds to form words and then to reading. Learning correct letter formation is also emphasised and practised often. Each sound has its own special action which the pupils are encouraged to use. This helps them to remember it.

### North Lanarkshire Active Literacy Approach-Phonics into Spelling

The Programme takes a holistic, synthetic and integrated approach to learning phonics and spelling. A key factor of the success of the programme, is that account is taken of the evidence that suggests phonics learning and teaching must be seen and used in the wider literacy context.

Stage 1-3 uses a four day strategy comprising of a whole class lesson and paired tasks over three days, followed by phoneme cards and partner dictation on the fourth day (see Appendix 1)

The resources used in Stage 1-3 are:

- Phoneme magnetic letters with accompanying groups of alphabet letters which can be used to make words
- A list of phoneme words to accompany the phoneme cards
- Phoneme word makers
- Phoneme stories to allow phonemes to be taught in a text context and not in isolation
- Purposeful, contextualised play sessions will allow opportunities for further practice of the phonics games and activities.

Stages 4-7 take on a slightly different format. At stages 4 and 5 the two subject areas of phonics and spelling become combined. The combining of phonics and spelling means that over the school year, there will be two types of spelling approaches developed with the children. Children will spend two weeks per month developing each of the following approaches:

- Problem solving phonics into spelling approach during weeks one and two
- Thinking strategies approach to spelling during weeks three and four

(See Appendix 2)

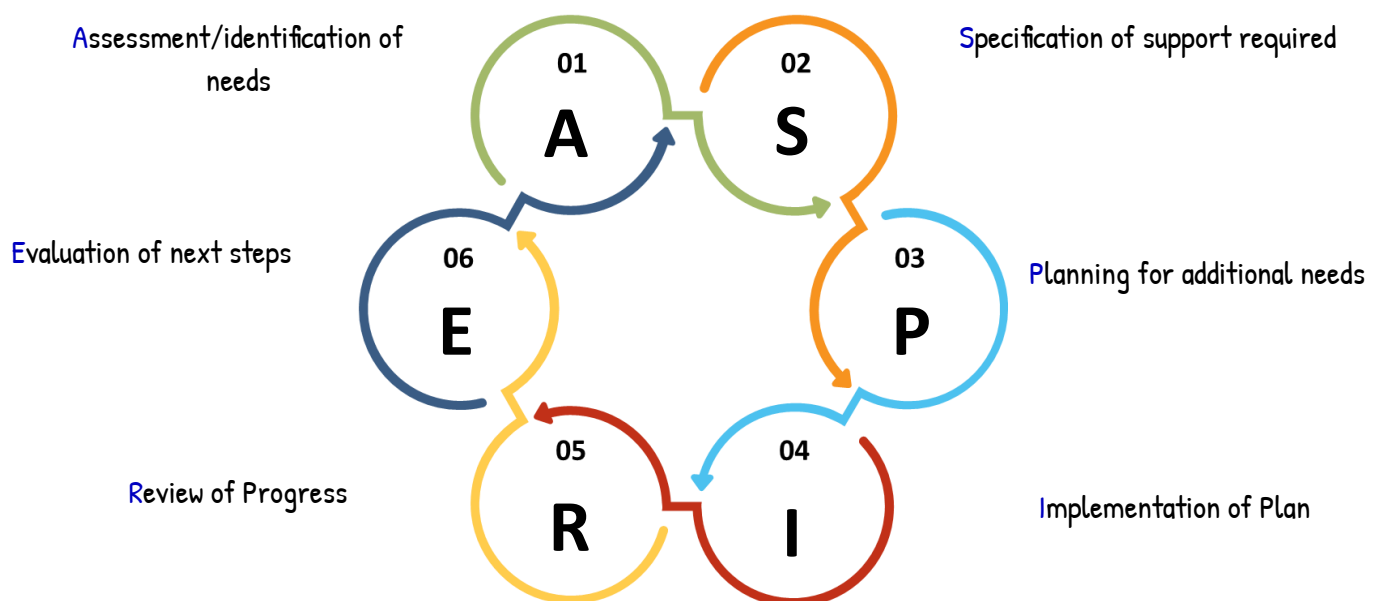
The guidance given for Stages 6 and 7 is that children continue the practices and routines already established at the earlier stages but are able to do so much more independently of the teacher. At these later stages, the teacher's primary role is in encouraging and reminding children that their accuracy in spelling will depend upon their competence in phonemic awareness, their knowledge and use of spelling rules and appropriate spelling strategies. (see Appendix 3)

## Supporting Children with Literacy Difficulties

"Children and young people are considered as having additional support needs when support is required which is additional to, or other wise different from the education provision that is generally provided to their peers in order to help them benefit from school education." (NLC Learning and Leisure Services, Supporting Children with Literacy Difficulties, Early and First Levels)

In addition to our core spelling and phonics programme, we also have a progressive and supportive ASN programme. This is suitable for pupils from Primary 1 onwards. It is a small group intervention aimed at children who are struggling to maintain the pace of learning as outlined in Active Literacy Stages 1-3. Like Active Literacy it is an integrated literacy approach incorporating synthetic phonics, spelling and reading to write. Pupils are taught in small groups, 3 times weekly with each lesson lasting approximately 30 minutes.

Before a child is considered for this intervention, teachers will follow six vital steps to ensure the child is being fully supported and to identify the type of intervention required to meet the needs of the child.



## Other Interventions

If our ASN phonics and spelling programme is not thought suitable, we have many other interventions a child can take part in to ensure they are progressing in this area.

### IDL

The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The program was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy solution. IDL uses sight, sound, touch and voice to improve literacy ability. Links are made between the visual, auditory and tactile pathways. IDL has been simply designed to make it easy for children and teachers to use. Children are able to work independently or with minimum supervision, whilst teachers can track and monitor progress effortlessly. Children can use IDL from school or at home, on a computer or tablet. Very simply it gives children lots of practise in typing and reading high-frequency or rhyming words, and crucially, allows children to see and measure their own progress, which they find very satisfying.

### Early Intervention Primary 1

Once our children in Primary 1 have had a chance to learn all of their initial sounds, they take part in our ELSA (Early Literacy Screening Assessment) . This is a phonological awareness screening test and assesses children's phonological awareness skills and their ability to manipulate the sounds in spoken language. This assessment can strongly predict later reading skills and gives an indication of a child's ability to blend. This also helps teachers identify children who may be having difficulties in this area and who are likely to benefit from early phonics interventions. If a child is identified as needing support in this area, they take part in our Early Intervention Program. This is mainly lead by our support assistants and take place 3 times per week and lasts for 8-10 weeks. Children revisit all initial sounds, looking specifically at alliteration, phoneme isolation, letter knowledge, syllable segmentation, blending, rhyme, vocabulary and articulation.

### NELI

The NELI Programme, provided by OxEd and Assessment, is an integrated programme, for 4-5 year olds, that is proven to improve language and behaviour. The Programme consists of:

- LanguageScreen, an assessment to select children for intervention and monitor individual and whole-class progress,
- CPD certified training with mentor support,
- A 20-week intervention delivered by SSAs or teachers. The printed resource pack includes full session plans and materials to make delivery of the intervention as easy as possible.

The NELI Programme provides schools with a way of identifying early language difficulties and is proven to improve children's language skills and behaviour in school.

NELI helps children aged 4-6 years old with the weakest oral language skills catch up with their peers through targeted small group and individual sessions. It focuses on developing children's vocabulary, listening and storytelling skills. Large scale trials have shown NELI helps children make 3-5 months' additional progress on top of what they would be usually be expected to achieve.

NELI was developed out of decades of research into children's early language development and is the only early years language intervention to be awarded 5/5 for evidence strength by the Education Endowment Foundation.

## Assessment

Assessments are made in line with the school's Assessment and Reporting Policy.

### Summative Assessment

TIMING	STAGE	CURRICULAR AREA	DESCRIPTION
1 per term	P2 – P7	Literacy	MALT – Grammar, Spelling and Punctuation
1 per term	P1 – P7	IDL	PACE Planner for class topic (Say, Write, Make, Do)
December	P1	Literacy	Early Literacy Screening Assessment
March	P1	Literacy	Regular Word Reading Assessment
March	P1-P7	Numeracy	End of Level Gap Analysis
April/May	P1/4/7	Literacy	Scottish National Standardised Assessment (SNSA)
April/May	P1/4/7	Numeracy	Scottish National Standardised Assessment (SNSA)
April/May	P4/7	Writing	Scottish National Standardised Assessment (SNSA)
May	P1-P7	Numeracy	Mathematics Assessment for Learning and Teaching (MALT)
May	P2-P7	Literacy	GL Reading and Comprehension
May	P2-P7	Literacy	Single Word Spelling Test (SWST)

We use SWST (Single Word Spelling Test), RWRA (Regular Word Reading Assessment –P.1 only), ELSA (Early Literacy Screening Assessment–P.1 only), RWRT (Regular Word Reading Test) and NGRT (New Group Reading Test) to identify where our children are with their phonological awareness, reading and spelling. These assessments are carried out at various stages throughout the year and give us clear information about each individual, the progress they are making, as well as their reading and spelling ages.

### Formative Assessment

Teachers make on-going assessments of the individual children's spelling progress based on the evidence contained within their written work and against expectations derived from Curriculum for Excellence Literacy Outcomes.



## Stage 2 and 3 Phonics into Spelling

### Weekly Overview



Day 1, 2 and 3	Day 4
<p><b>Task 1 (10 minutes) -</b></p> <ul style="list-style-type: none"> <li>Teacher introduces new phoneme using phoneme story.</li> <li>Phoneme should be displayed on teacher board.</li> <li>Teacher says/ writes phoneme on their magnetic board, modelling to children.</li> <li>Children join the teacher by tracing phonemes in the air, on their hand and on the floor.</li> <li>Children then write it on their magnetic board (using lined part).</li> <li>Teacher to reinforce letter formations, sizing and positioning.</li> <li>Children say sound to their partner, focus on how their mouth moves.</li> <li>Intro to words– teacher says each word, modelling say/make/break/blend/read/write strategy.</li> <li>Children copy teacher modelling for each word using own magnetic boards.</li> </ul> <p><b>Task 2 (10 minutes) -</b> Reciprocal teaching.</p> <p>In partners children take on the roles of word readers/ word makers. Word readers say the word then continually check for accuracy whilst word maker has follows SAY, MAKE, BREAK, BLEND, READ, WRITE strategy.</p> <p><b>Task 3 (10 minutes)</b></p> <p>Children return to teaching area. Teacher models and discusses how sentences can be made using words containing the taught phoneme.</p> <p>Children then work in pairs to verbally create their own simple sentences. They then write one sentence each focusing on specific targets, eg. capital letters, full stops, joining words or handwriting. They then share with another pair. Teacher selects different children each day to share their sentences with the class.</p>	<p><b>Task 1 - Whole Group teaching</b></p> <p>Teacher demonstrates how the words are sounded out and recorded on the elkonin boxes. Children then record each word in turn on their own elkonin boxes, showing the teacher after each word &amp; receiving immediate feedback.</p> <p><b>Task 2 - Reciprocal Teaching Partner Word Building</b></p> <p>One child takes the phonics list &amp; is the reader. The other child writes each word in their elkonin box. The reader checks that one box has been used for each phoneme. Corrections made when necessary. Roles alternated.</p> <p><b>Task 3 - Reciprocal Teaching Partner Dictation</b></p> <p>Last task should involve both children making up their own sentences. (If this is too difficult then a dictated sentence from the teacher can be used)</p> <p>Children work collaboratively to make sentences. They then take turns to read or write sentences. Weekly sentences should be written in a jotter as evidence of progress.</p>

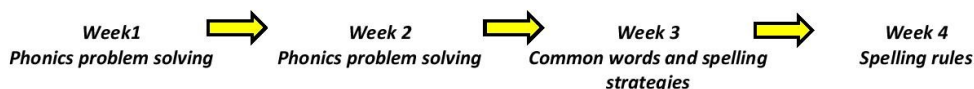


## Appendix 2



### Stage 4 and 5 Phonics into Spelling

#### Weekly Overview



#### Week 1 Phonics

Day 1	<u>Introducing the Focus Phoneme and its Written Representations</u> Create representation chart as a class.
Day 2	<u>Constructing the Phoneme Chart for the Focus Phoneme and its Different Written Representations</u> Partner work
Day 3	<u>Teacher Modelling and Children Using the Elkonin Boxes Independently</u> Discuss position of phoneme in words (with teacher) Elkonin Boxes (with teacher)
Day 4	<u>Children Reciprocally Teaching Their Partner What They Have Learned</u> Reciprocal Teaching (partner work) - Caller & Writer- Elkonin Boxes
Day 5	<u>Dictating and Recording Phoneme Chart Words</u> Reciprocal Teaching (partner work) - Caller & Writer ( 5 words)

#### Week 2 Phonics

Day 6	<u>Using Diacritical Marking</u> Diacritical Marking (with teacher) Children diacritically mark words on their phoneme charts.
Day 7	<u>Diacritical Marking-Problem Solving Investigation</u> Reciprocal Teaching- Diacritical Marking
Day 8	<u>Partner Dictation Using Phoneme Stories</u> Read and mark the Phoneme Story
Day 9	<u>Partner Dictation Using Phoneme Stories</u> Partner Dictation from Phoneme Story (paragraph).
Day 10	<u>Children's Own Choice</u> Children's own choice of activity

#### Week 3

Day 1	A whole class lesson with the teacher sharing and modelling a few focus strategies. Children take individual common word lists and practise on whiteboards using appropriate taught strategy.
Day 2	Revision of strategies from Day 1. The children continue to select and talk about strategies that could be used for each word then, with a partner, practise the rest of the words.
Day 3	<u>Fun with Spelling an Reciprocal Teaching</u> Children can select their own fun task e.g. Active Spelling Strategies. Call, Write, Reciprocally Mark and Discuss
Day 4	<u>Sharing the Strategies</u> Repeat Day 3 using a different fun activity Partner Work
Day 5	<u>Evaluating and Celebrating/Assessment</u> Children record in their jotter the words learned. This should be done by dictated sentences or paragraphs created by their spelling partners not as a spelling list.

#### Week 4

Day 6	<u>Spelling Rules Introduced by the Teacher</u> Children and teachers brainstorm all of the strategies they can remember and discuss why they are helpful. Introduce a few rules and give a few examples. Children can add to teacher's list.
Day 7	<u>Teacher and Children Practise the Spelling Rules</u> In pairs, the children recall and discuss Day 6. Teacher dictation of words. Partner working.
Day 8	<u>Children Choose the Spelling Activity</u> Partner reciprocal teaching. Teacher asks children to select a spelling activity. Partner working
Day 9	<u>Children Choose the Spelling Activity</u> In pairs, caller and writer. 10 words learned over the 4 weeks. Together words are checked for accuracy. Children choose a spelling activity to consolidate
Day 10	<u>Rewarding Success and Sharing Next Steps</u> In pairs children discuss: <ul style="list-style-type: none"> <li>• How they feel their partner has improved</li> <li>• Give praise</li> <li>• Make suggestions</li> <li>• Share with the rest of the class</li> </ul>

All information above has been taken directly from NL Stage 4 and 5 From Phonics into Spelling a Problem Solving Approach. This information is only a summary/condensed version of the actual information. If you require further reading or clarification, please go to pg.213-236

# Appendix 3



## Stage 6 and 7

### Weekly Overview



At this stage spelling should be taught at least once a week, with the remaining three days being used to give the pupils opportunities to practise what has been taught with a partner. Each lesson will follow the format used previously in Stage 4 and 5.

Methodology 4 Day Programme	
Day 1	<ul style="list-style-type: none"> <li>Share learning intention and relate to any prior knowledge</li> <li>Teacher models using the think aloud strategy</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>Pupils given opportunities to replicate lesson with a partner - reciprocal teaching</li> <li>Teacher supports and scaffolds learning where required</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>Plenary-next steps</li> </ul>

If the words provided are too easy for the children, they should select own words from their Daily, Taught and Interdisciplinary jotters. The children should focus on 15-20 words a week and the lesson should last no longer than 15 minutes.

Strategy Spelling Methodology 4 Day Programme	
Day 1	<ul style="list-style-type: none"> <li>Whole class lesson. Teacher shares the learning intention and relates to any prior knowledge.</li> <li>Select 2 or 3 words and demonstrate how to employ most effective strategy using think aloud.</li> <li>The children then given the opportunity to discuss words strategies modelled and decided if the strategies used by teacher are the most appropriate for their learning style – if not a new strategy should be employed (2-3 minutes for this activity) and recorded.</li> <li>Teacher takes feedback and records strategies used by children to exemplify that no one strategy suits all.</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>Children continue to work through their list of words by employing and recording most appropriate strategy themselves.</li> <li>With a partner/trio children discuss the strategies used and justify their selection.</li> <li>Children now take turns to call, write, mark and discuss any mistakes with partner/trio.</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>Children should select no less than half the words learned and with a partner/trio create a paragraph which will be used for dictation with another pair/trio.</li> <li>The dictated paragraph should be recorded in the Daily Writing Jotter.</li> </ul>

The following lesson format should be used with any of the components within the Building Vocabulary section. These components can be introduced and taught in whatever order best suits the needs of the children.

Vocabulary Building Methodology 4 Day Programme	
Day 1	<ul style="list-style-type: none"> <li>Whole class lesson. Teacher shares learning intention and relates to any prior knowledge.</li> <li>Teacher introduces the term affix and explains that it is a general term for prefix or a suffix. An affix is placed at the beginning or end of a root word to change its meaning. An affix cannot stand alone.</li> <li>Give examples of words with both suffixes and prefixes (affixes) e.g. reconsidering               <ul style="list-style-type: none"> <li>root – consider</li> <li>prefix – re</li> <li>suffix – ing</li> </ul> </li> <li>Establish that:               <ul style="list-style-type: none"> <li>Many words are derived from other words and this can provide a clue to both meaning and spelling</li> <li>A prefix rarely changes the spelling of a word</li> <li>A suffix frequently changes the spelling of a word at the join</li> </ul> </li> <li>Children with a partner write 5 words with affixes, discuss the spelling of the words and the strategies used to remember the spelling. Discuss their meaning.</li> </ul>
Day 2 and 3	<ul style="list-style-type: none"> <li>Children, with a partner, write 5 new words containing affixes.</li> <li>Record the root – prefix and suffix.</li> <li>Discuss how the spelling and meaning changes by the addition of the affix, e.g.               <ul style="list-style-type: none"> <li>Obey – disobey – obedient</li> <li>Light – delight – lightning</li> </ul> </li> <li>Record their findings and share with the group or</li> <li>Take turns to work with another pair to call, write, mark and discuss new words.</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>With a partner, take the ten new words and sort them into nouns, verbs, adjectives or adverbs and record in Daily Writing Jotter or</li> <li>Give the children five of the root words from this week, and their meaning, and ask them to generate 3 or 4 other words for each root word, e.g.               <ul style="list-style-type: none"> <li>Root – porto (to carry) – export, potable, porter and record in Daily Writing Jotter.</li> </ul> </li> </ul>

The class teacher should monitor pupils' progress, through the application of the skills across learning. He/she should make judgment as to which aspects of spelling needs to be revisited.

Schools should decide how long to spend on each aspect, e.g.

- 1 week on Strategy Spelling followed by
- 1 week on Building Vocabulary



# Reading

**October 2024**

## Introduction

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales." – Albert Einstein

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

"The journey of a lifetime starts with the turning of a page." – Rachel Anders

## Rationale and Aims

Curriculum for Excellence promotes the development of our young people as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. Central to this is the importance of developing pupils' literacy skills to equip our young people with the capacity to confidently meet the challenges of a changing world. Developing the reading skills of our young people, together with the development of writing, listening and talking will enhance pupil confidence in meeting the challenges presented by the curriculum and beyond.

Literacy skills empower children to unlock their potential as independent, lifelong learners. They have a significant impact on self-esteem, motivation and aspirations for the future. Being literate equips children to be proactive in their own learning and to articulate their thoughts. In this way our young people will develop an understanding of themselves as individuals and as members of society.

At Crawforddyke Primary we aim to:

- create a positive ethos throughout the school so that pupils develop confidence and pleasure whilst engaging in reading activities which are relevant
- encourage personalisation and choice
- teach reading through a structured approach with clear skill progression, continuity and coherence
- ensure that pupils enjoy opportunities for a broad reading curriculum which enables pupils to have a deeper appreciation of texts
- link planning, teaching and formative assessment in reading activities in order to raise levels of attainment/achievement in reading throughout the school
- encourage and foster a love for reading across all stages

## Core Reading Skills

In order to read effectively, pupils will learn the importance of:-

- Reading for Enjoyment and Choice

Pupils are encouraged to catch the 'reading bug' resulting in a life long love of reading. This is done within a motivating and challenging environment, developing an awareness of the relevance of texts in their life.

- Finding and Using Information

Opportunities to access and make sense of a wide range of information in a variety of formats will enable young people to develop a critical awareness that will allow them to navigate the multitude of texts they will encounter in every day life.

- Tools for Reading

Pupils will develop high order decoding skills which will develop confidence in reading unfamiliar texts which will help children to use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond their place of learning.

- Reading for Understanding

In relation to increasingly sophisticated texts, pupils will learn how to demonstrate an understanding of what they have read. Children will do this when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary.

- Analytical Reading

Building upon understanding skills, pupils will explore how writers create particular effects through using a range of different techniques.

- Evaluative Reading

A focus on evaluating texts will encourage pupils to assess why writers have made particular choices in relation to the text they have created and how successfully writers have met their purpose.



## Resources

At Crawforddyke Primary we use a variety of resources to support our children. Resources are carefully chosen to suit the individual needs of a child and to meet their level of ability.

- Oxford Reading Tree

Biff, Chip, Kipper and Floppy the dog have made Oxford Reading Tree the UK's most popular reading scheme used by 80% of primary schools in the UK .

ORT is a rigorous synthetic phonics programme that gives children a secure first step on their reading journey. It includes over 800 books and provides a rich and varied choice of writing styles, genres and artwork styles at every level. This reading program includes Character Stories, Floppy's Phonics, Decode and Develop, Story Sparks, Project X and Treetops.

- Project X

Project X is a dynamic reading resource developed by ORT, designed to spark curiosity and engagement in every child. By capturing their interest from the start, it gives them the best possible foundation for success in primary school and beyond.

Key features of Project X include:

- High-Engagement Content: The resource is built around exciting, motivating materials that inspire a love of reading, helping children stay engaged and eager to learn.
- Diversity and Inclusion: Project X embraces a wide range of perspectives, ensuring that every child feels represented, valued, and supported in their learning journey.

With its carefully crafted approach, Project X not only enhances literacy skills but also fosters confidence, curiosity, and a lifelong love of reading.

- Moon Dogs

Moon Dogs is a series of decodable books for older 'catch up' readers. It offers structured reading practice and introduces letters of the alphabet very gradually. Children are given extensive experience of reading, writing and spelling words at CVC level. Reading and spelling are taught within each level to help build confidence and develop good strategies from the very beginning. This resource has charming and contemporary illustrations, which help to entertain and engage any reader.

- Magic Belt/Totem/Talisman/Titan's Gauntlets

The Magic Belt, Totem, Talisman and Titan's Gauntlet is another phonic reading series for older 'catch-up' pupils, following a step-by-step phonic progression. Children are engaged and motivated by an exciting quest-like journey. Each book helps to develop word-building, blending, segmenting, phoneme manipulation, comprehension, writing and vocabulary work. Books are divided into chapters and have a cream background with a special font designed to make them more reader-friendly.

- Barrington Stoke

Barrington Stoke books are designed specifically for dyslexic and reluctant readers. The stories are brilliant and engaging, from award winning authors. The books contain a whole host of specialist features. They use a unique, dyslexia-friendly font specially created to make reading easier. The accessible layouts and spacing stop the page from becoming overcrowded. Heavier paper is used with a gentle tint and helps reduce visual stresses. The books are expertly edited to ensure unnecessary words don't hinder comprehension, while the text will still challenge the reader. There are lots of illustrations to break up the text and keep the story moving. They contain short, sharp, un-patronising content matched to the age of the reader, not their reading level.

- Novel Studies

We have a multitude of novel studies to suit every age and stage. We believe that novel studies are a hugely important part of any child's literacy development. They create a sense of community and inclusion when children laugh, gasp, and weep in unison while reading the same engrossing age appropriate novel. The experience becomes one of not just reading the book together, but of collectively living the book as the characters, plot and life lessons unfold.

- Literacy Box

The Prim-Ed Literacy Box is a structured, multi-level literacy resource designed to support the development of key reading and comprehension skills. It provides a variety of engaging, levelled texts along with corresponding activities that help children build essential literacy skills in a progressive and systematic way.

## Book Banding

At Crawforddyke we use a book banding system.

What is Book Banding?

Book Banding is a system which is designed to provide children with the enjoyment of choosing books, as in a library, whilst being accessible to their individual reading ability. When a child is learning to read, it is important that they have access to lots of different kinds of books (poetry, fiction and non fiction) and a wide vocabulary. Many reading schemes have their own core vocabulary and introduce different phonemes (sounds within words) and as a result, teachers have found that children sometimes struggle when they are asked to read something different. Book Banding is a national scheme which grades children's reading books according to the difficulty of the text. The system is designed to help schools grade their reading books across schemes and 'real books'. Children have access to the variety they need whilst still being supported at the right reading level for them.

How are the books levelled?

All publishers grade their scheme to their specifications but the Book Band system is far broader in its levelling. It is based on careful research in to the kind of words used in each book, the length of the sentences, punctuation, story style or non-fiction format and text size. It also supports a progression of reading strategies.

Progression of Book Banding Levels

Lilac	Pink	Red	Yellow	L Blue	Green	Orange	Tur-quoise	Purple	Gold	White	Lime	Brown	Grey	D Blue	D Red	Black
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## Higher Order Reading Skills

At Crawforddyke we are well aware that reading is not just about being able to decode or read the words on the page; more importantly, it is about understanding what you are reading. Children are taught phonics or sounds to help them decode the words and the Higher Order Reading method teaches them to understand the meaning of the text. Part of this method of teaching reading is to encourage a child to take time to think when reading. In effect, they have to think about their thinking. Higher Order Reading provides the child with the strategies they need to allow them to develop a fuller understanding of the text. It encourages them to engage with the text and question their thinking. As a result their understanding will be deeper and they will become better, more confident readers. We use 'Curriculum for Excellence Reading Strategies, A Tool for Teaching Reading'. This resource uses a mixture of strategies and Blooms Taxonomy to equip children with the tools to help them how to understand and make meaning from text.

### Higher Order Reading Strategies

#### Before Strategies

Predicting  
Connecting  
Questioning  
Skimming



#### During Strategies

Connecting  
Comparing  
Predicting  
Visualising  
Questioning

#### After Strategies

Inferring  
Synthesising  
Scanning  
Determining Importance  
Summarising  
Paraphrasing

### Bloom's Taxonomy

#### Creating

Generating new ideas, products, or ways of viewing things  
Designing, constructing, planning, producing, inventing.

#### Evaluating

Justifying a decision or course of action  
Checking, hypothesising, critiquing, experimenting, judging

#### Analysing

Breaking information into parts to explore understandings and relationships  
Comparing, organising, deconstructing, interrogating, finding

#### Applying

Using information in another familiar situation  
Implementing, carrying out, using, executing

#### Understanding

Explaining ideas or concepts  
Interpreting, summarising, paraphrasing, classifying, explaining

#### Remembering

Recalling information  
Recognising, listing, describing, retrieving, naming, finding

## Assessment

Assessments are made in line with our Reporting and Assessment Policy.

### Formative Assessment

Teachers continually assess children's reading. Teachers will listen to children reading as often as they can to identify strengths and areas for development, planning future work, targets and next steps accordingly. Group and guided reading tasks also provide assessment opportunities.

TIMING	STAGE	CURRICULAR AREA	DESCRIPTION
1 per term	P2 – P7	Literacy	MALT – Grammar, Spelling and Punctuation
1 per term	P1 – P7	IDL	PACE Planner for class topic (Say, Write, Make, Do)
December	P1	Literacy	Early Literacy Screening Assessment
March	P1	Literacy	Regular Word Reading Assessment
March	P1-P7	Numeracy	End of Level Gap Analysis
April/May	P1/4/7	Literacy	Scottish National Standardised Assessment (SNSA)
April/May	P1/4/7	Numeracy	Scottish National Standardised Assessment (SNSA)
April/May	P4/7	Writing	Scottish National Standardised Assessment (SNSA)
May	P1-P7	Numeracy	Mathematics Assessment for Learning and Teaching (MALT)
May	P2-P7	Literacy	GL Reading and Comprehension
May	P2-P7	Literacy	Single Word Spelling Test (SWST)

### Summative Assessment

Children's attainment and progress is regularly monitored and reviewed throughout the school year. We use Scottish National Standardised Assessment (SNSA), RWRT (Regular Word Reading Test) and NGRT (New Group Reading Test/GL Reading and Comprehension) to identify the progress a child is making. These assessments give us clear information about each individual, their growth and development, as well as their reading age. (Please see diagram above)

Throughout the year we may decide to use PM Benchmarking. The PM Benchmark Reading Assessment Resources 1 and 2, are designed to explicitly assess students' instructional and independent reading levels using accurately levelled fiction and non-fiction texts. These texts are unseen by and meaningful to young children. This resource is considered most useful for:

- identifying knowledge, skills and strategies children use when reading unseen texts
- assessing children's fluency when they read aloud
- assessing children's retelling strategies
- determining children's comprehension understandings within and beyond the text, providing recommendations for ongoing teaching

### Individual Pupil Literacy Consultation Profiling and Planning Tool (LCPPT)

If a child is experiencing difficulties in literacy, the school will use the Literacy Curriculum and Pupil Progress Tool (LCPPT) to assess their needs and put appropriate support in place. This tool is part of South Lanarkshire Education Resource's staged intervention process and helps teachers identify specific literacy challenges, including dyslexia. It allows us to personalise support, set clear learning objectives, and monitor progress over time. The LCPPT is used alongside the Framework of Additional Support Needs and other assessment resources to ensure a structured and effective approach. If we have concerns about a child's literacy development, we will begin this process to help them achieve the best possible outcomes. Parents and carers can access further information through a dedicated leaflet.