



High Mill Primary Literacy & English Position Statement



Devised June 2022

Rationale

Literacy is described within Curriculum for Excellence as 'the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful' (Principles and practice: Literacy across learning, 2009).

Learners develop skills across three elements: reading, writing, listening & talking. Developing these skills enables learners to embrace a wider range of opportunities: accessing lifelong learning, work and engaging in society and support learning across curricular subject areas.

Learning opportunities are planned taking account of the seven principles of curriculum design to ensure experiences are valuable and inspiring: challenge and enjoyment, breadth, depth, coherence, progression, personalisation and choice, and relevance.

Planning, Monitoring, Tracking & Moderation

Planning and Progression

When planning learning and teaching, teachers should:

- Start with the focus on learning and the outcome(s) to be developed.
- Plan a range of active learning opportunities which really engage children in their learning.
- Identify small steps for learning which will build on previous knowledge and skills and provide depth to experiences.
- Provide an opportunity for children to revisit activities.
- Contextualize learning by ensuring Literacy and English is integral to all areas of the curriculum.
- Respond to children's interests, understanding and use of language.

Monitoring and Tracking

Specific detail is contained within the Monitoring and Tracking Calendar. The following are some examples of practice within High Mill Primary which supports Literacy and English.

Monitoring:

- Dialogue meetings conducted termly to discuss planning.
- Peer visits/Learning Trios
- Class Observations
- Jotter Monitoring and Pupil Groups (learning conversations)

Tracking:

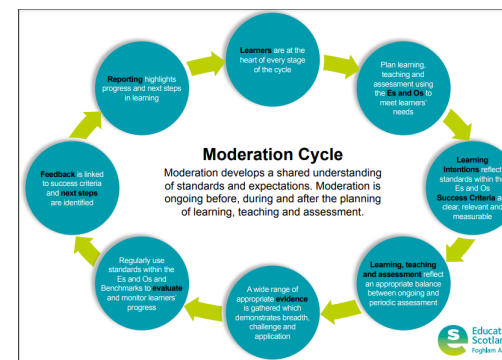
- Attainment meetings conducted termly: pupils on/off track.
- Assessment evidence tracked within forward plan
- Termly evaluations of learning within forward plan
- ASN Meetings: identification and evaluation
- Top and bottom 20% data within forward plan

Moderation

Teachers collaboratively plan High Quality Assessment Tasks for Writing which select relevant Es and Os, Benchmarks and plan Say, Make, Write, Do focus for assessment.

Three pieces of work from the class are selected to bring for moderation. These can be selected for a variety of reasons, e.g. confirming judgement, query, attainment of a level etc.

Professional discussion is held with all teaching staff and accompanying notes are taken to share levels achieved for each piece.



Feedback and Reporting



- 'Pink for think', 'Green for good' and 'Yellow for spelling' marking for writing.
- Rotational organisation for marking writing.
- Marking sheets include core targets and genre targets. Feedback is linked directly to these.
- Peer feedback strongly encouraged at all stages in literacy.
- Learner conversations should take place regularly.
- Two stars and a wish used for written feedback to promote consistency.
- Star Writer, Literacy Award and Reader of the Week achievements to celebrate success.
- PLP targets should be set using feedback from learning.
- Termly Sharing the Learning provides updates and examples of learning.
- Class termly overview issued to parents outlining key focus for learning each term
- Two Parents' Meetings and annual written report issued.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It informs planning and progression of learning. Assessments are both summative and formative across the elements of literacy.

Summative

This is an assessment **of** learning, after learning has taken place. These include standardised assessments and high quality assessment tasks. e.g. NGRT, SWST, Salford Reading Test, PM Benchmarking

Formative

This is an assessment **for** learning, informing next steps in learning. These include questioning, teacher/self/peer feedback, sharing learning intentions in each lesson, learning conversations

Specific guidance on assessment types and dates is included in the following documents: Assessment Framework and Formative Assessment Framework.

Evidence

Evidence of learning is gathered from a variety of sources to inform teacher judgement: e.g. observation, photographs, verbal explanation, written tasks

Additional Support Needs

Getting It Right For Every Child (GIRFEC) supports children and young people to receive relevant help and support. At times in school, learners may require additional support for a variety of reasons. Staged intervention is the term used to describe the framework for support which is underpinned by GIRFEC .

Approaches to supporting literacy in High Mill Primary include:

- differentiation - adjustments made to support learners within the class. These may include changing the task, expected outcome is differentiated, or working with additional support in the class.
- targeted support out with the class, in consultation with the ASN coordinator: such as IDL, Nessy, 5-Minute Box, Catch Up Literacy.
- support with professionals beyond the school. This may include work with Speech and Language, Specialist Support Teacher, Educational Psychologist or other relevant professionals.
- Additional Support Plans: considering a wider range of needs. Targets are set and should be relevant, measurable and evaluated to inform next steps.
- Some learners benefit from specialised equipment (e.g. reading rulers, use of ICT) and recommendations from specialists are implemented.

Approaches to Learning

In High Mill Primary we use a variety of approaches to promote effective learning in Literacy and English:

- Planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect.
- Developing problem-solving capabilities and critical thinking skills.
- Skills focused success criteria with links to skills for learning, life and work.
- Opportunities for collaborative learning, discussion, communication and explanation of thinking.
- Modelling and scaffolding learning.
- Use of relevant contexts and experiences for learners.
- Plan literacy links across learning to meet entitlement to the Broad General Education (BGE) and apply literacy skills in a wide range of contexts.
- Using digital technology in appropriate and effective ways - including ebooks, Read & Write Chrome extension, formative assessment etc.
- Provide opportunities to celebrate achievement - e.g. certificates, Twitter, assembly.

Handwriting

Our Handwriting Position Statement gives further detail on our approach to handwriting. Some key elements at High Mill Primary are:

- Fine motor skills boxes in each room
- Agreed formation rhymes for letters for our school
- Progressive skills programme: Nelson Handwriting
- Teodorescu Percepto-Motor Programme used for additional support



Reading

Our reading strategies are consistent with NLC Active literacy approach.

All staff have undertaken training in Active Literacy at their stage, either in person or remotely.

Early/First level

- Focus on reading fluency and comprehension, ordinarily two texts per week
- Word attack strategies and 'Find it, prove it, talk about it.'
- Texts are book banded into colours: pink to lime.

First /Second level

- Focus is on reading strategies: metalinguistics, visualisation, inference, main ideas, prior knowledge, summarising
- Ordinarily fiction is novel based
- Media study undertaken each session



Reading for Enjoyment

Reading for Enjoyment will continue to be promoted throughout the school in various ways, including:

- use of new library texts in a borrowing system
- timetabling library for classes to benefit from social reading spaces
- designated reading time across the school (Drop Everything And Read)
- Work towards Reading Schools Award
- Reading Ambassador Leadership Team
- Paired Reading
- Celebrations of reading via events - in school, local and national
- Visiting local library
- Encouraging 'book talk' at least weekly in class.

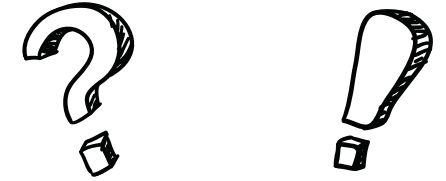
Grammar

Grammar progression across stages ensures appropriate challenge in learning.

Levelled Core Targets displayed in class - encourages application of skills across all writing.

Core Resources:

- Nelson Grammar Textbooks
- Collins Treasure House Textbooks
- Jolly Grammar 1 & 2



LITERACY @ HIGH MILL PRIMARY

Phonics and Spelling



Our spelling aligns with the NLC Active literacy approach for spelling, with these core elements:

- Phonic based instruction - phoneme taught weekly: say/make/break/blend/read and write
- Focus on commonly used words and strategies for spelling
- Strategic teaching of affixes, word roots and homophones etc at appropriate stages
- Assessments are held weekly, as well as over longer learning periods (known as consolidation).
- 4-day spelling programme promotes consolidation, collaboration and active learning.
- Use of approaches and resources, as appropriate to stages, including magnetic boards, Elkonin boxes, diacritical marking, spelling strategies, dictation etc.

Writing

Teaching

- Genres: Narrative, Informative, Instructional, Persuasive, Recount, Explanation
- Block of 4-5 weeks
- Week 1 models the chosen genre, practically identifying key features
- Weeks 2-3/4 children create texts of that genre.
- Week 4/5 is assessment week - evaluating learning and informing next steps in planning.

Assessment

- Marking sheets used in weekly writing.
- Rotational marking groups - teacher, peer and self marking.
- 'Pink for think', 'Green for good' and 'Yellow for spelling' marking colours.
- High Quality Assessment Framework used for planning assessment pieces

Display

- Core Targets displayed in class - reflect stages of learners
- Current genre focus and examples of learning
- Star writer displayed



Listening and Talking



Listening and talking skills are embedded across the curriculum, for example:

- Play based learning experiences, Spelling, Number Talks, Reading, Drama, Science etc.

We also promote these skills in wider activities, including Pupil Voice groups, school events, competitions, target setting, paired reading

Listening and Talking is also explicitly taught, once per week across the classes and is appropriately differentiated.