

Supporting pupils' literacy development in South Lanarkshire

Parent/carers information



Supporting all pupils to become good readers

Being able to read well is important for children's **wellbeing, motivation and lifelong achievement.**

South Lanarkshire Council is committed to supporting all pupils to become skilled readers, and to overcoming any challenges they face in that journey.

Many factors support good reading development. The experiences your child has both inside **and** outside the classroom can make a difference. The diagram here illustrates different areas where help can be given.



For some pupils, learning to read will be a straightforward process where they make quite rapid progress and enjoy it. For others, it may be more challenging.

Some of the important things schools do to support reading development include:

- Offering **high quality learning experiences**
- Practising **key reading skills** and assessing these skills frequently to make sure pupils are making good progress
- Offering pupils frequent access to a wide range of **interesting and engaging texts**
- Adults reading to pupils often, and making sure **pupils read to themselves and to each other**
- Encouraging pupils to talk about texts to each other and to the teacher
- Helping families to support children's reading at home



What do schools do when pupils are struggling?

Early identification

Difficulties with core reading and spelling skills should be identified as early as possible in primary school. With early intervention, many pupils can overcome problems and learn to read well. Schools can provide extra support and opportunities for extra practice when this is needed. Schools have a range of resources and approaches that can be used for this.

Ongoing monitoring and assessment

If your child needs support, the class teacher will closely monitor their progress over time. When a pupil makes good progress following appropriate intervention, their difficulties are likely to be less severe in the long term. When a pupil has mastered a skill, they may no longer need extra support. If progress continues to be slow, the school will seek and act on specialist knowledge and advice from other professionals working with the school.

Strong partnerships

Family support for reading can make a big difference to progress. School staff can advise on how you and other family members can help your child. If your child is struggling with reading, it is important that there is strong partnership and good communication between you, school staff and other professionals involved. If you or a key family member would benefit from support with literacy, the Head Teacher will be able to advise on how to access this.

Planning and reviewing progress: Literacy Consultation meetings

If your child has ongoing difficulties with reading, the Additional Support Needs (ASN) Coordinator in your child's school will invite you to a **Literacy Consultation Meeting**. This meeting will bring together all the information available about your child's literacy development.

Staff will report on:

- **Skills worked on**
- **Approaches used**
- **Progress made**
- **Next steps**



You will be asked to give **your views** about your child's reading. Your child may attend the meeting, as appropriate, and their views will be reported.

At the meeting everyone will agree on and record the next steps for your child's literacy learning. This **action plan** will be reviewed within an agreed timescale.

Depending on the nature and extent of the difficulties, the school may set up an **Additional Support Plan (ASP)** with literacy targets. If your child has an ASP for literacy, you will be invited to attend regular progress review meetings.

Staff will continue to assess your child's progress in reading and ensure appropriate literacy programmes and approaches are used.

If difficulties persist in the longer term: Dyslexia Consultation Meeting

If your child's difficulties with word reading and spelling are **significant and persist over the longer term, despite appropriate support**, a meeting will be held in school specifically to consider whether it is appropriate to identify your child as dyslexic.

Your child may have **other additional support needs**, which will also be noted in the discussion.

You will be invited to this **Dyslexia Consultation Meeting**, which will normally include school staff and other education professionals who have been involved with your child and who have expertise in literacy. A school leader will chair the meeting. Other professionals who have been involved with your child may also be invited to attend.

Your child may attend for all or part of the meeting, as appropriate, and their views will be taken into account.

Please note that, within South Lanarkshire Council's Staged Intervention Framework, only pupils over the age of 7 will be considered for the identification of dyslexia. This process **does not affect the support your child receives**. Support is based on their individual learning needs.





The meeting will look at the information about your child's progress and **decide if there is enough evidence** to determine if your child is dyslexic. It may be decided that further assessment is needed. **A record of the meeting** will outline the discussion and decisions made and will be signed by all present. This will serve as a **formal record** of whether your child has been identified as dyslexic. You will be given a copy of this document. School staff will ensure this record is kept in the pupil's electronic file.

Following this meeting, the school will continue to **review progress and plan next steps for your child**. Additional review meetings will be held as appropriate.

Identifying difficulties and providing support for literacy in secondary school

Most pupils with significant difficulties with reading and spelling will be identified in primary school. Identification will only happen occasionally in secondary school.

The secondary school **Support for Learning Department** will organise Literacy Consultation Meetings, as described above. Support for Learning staff will liaise with subject departments to ensure that your child's literacy support needs are assessed. They will ensure **supports** and **adjustments** are made to enable your child to access the curriculum and record their work to the best of their ability. They will also provide **additional learning opportunities** as required.

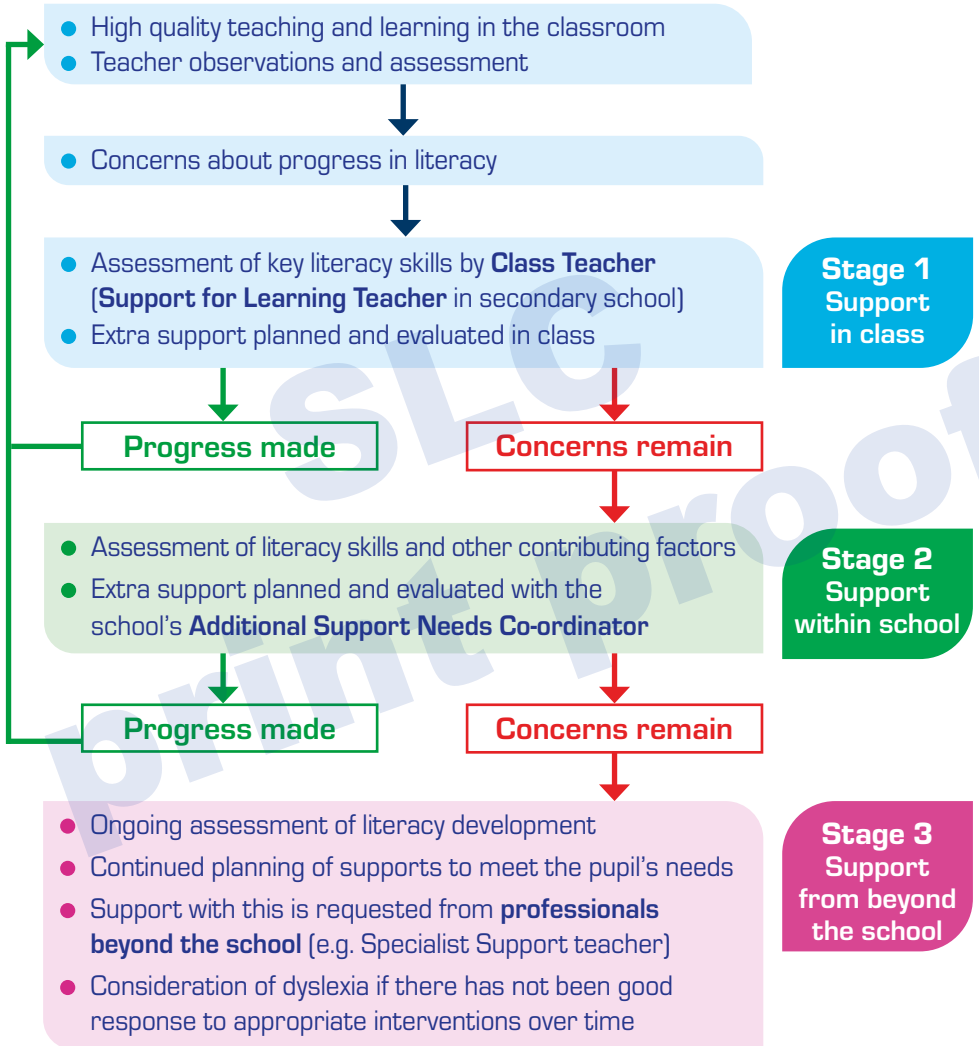
Depending on the nature and extent of the difficulties, the school may set up an **Additional Support Plan (ASP)** with literacy targets. If literacy learning difficulties are persistent and long term, they may hold a Dyslexia Consultation meeting, as described above. Information gathered in primary school as well as more recent assessment information may be used in this process.

In secondary school there will be a particular focus on the **use of IT to support learning for pupils** with significant needs.



South Lanarkshire Literacy Pathway of Support

Evidenced based approaches delivered through a Staged Intervention approach.



Support to develop literacy skills and adaptations to ensure access to the curriculum will continue regardless of what stage in this process the pupil is at.

Further advice

If you are **concerned about your child's literacy development** you should discuss this with the school. Discussions may involve the class teacher and ASN Co-ordinator/member of the Senior Leadership Team, as appropriate.

Where Education has received a formal request for assessment under the ASL Act, the assessment of literacy needs will be based on the ongoing monitoring and assessment process outlined in this leaflet with consideration of a Literacy Consultation Meeting and/or Dyslexia Consultation Meeting, if appropriate. Timescales apply in this circumstance.





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