



Fallin Primary School Literacy Policy

Competence and confidence in literacy, including grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. At Fallin Primary we believe that all staff members in every area of the curriculum need to find opportunities to encourage children to explain their thinking, debate their ideas, read and write at a level which will help them to develop their language skills further.

Aims and Objectives

Fallin Primary strives to ensure that all our children develop high levels of literacy skills through their learning across the curriculum. We believe that literacy across learning is the responsibility of all staff. To ensure progress we reflect on how we currently develop literacy skills in classrooms or other settings and what new opportunities we provide.

Opportunities for the children to use a range of texts (spoken, heard, written, visual, mixed media) are provided and areas where these texts might be used and how might they develop pupils skills in literacy are identified.

Importantly, we recognise that learning in Literacy will enable our children to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life.
- Use different media effectively for learning and communication
- Develop a secure understanding of how language works and use language well to communicate ideas and information in English and other languages
- Exercise their intellectual curiosity by questioning and developing their understanding and use creative and critical thinking to synthesis ideas and arguments.

Literacy across learning

At Fallin Primary we understand fully that 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 foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

Developing our children's literacy skills

Fallin Primary is committed to supporting the children in developing their competence across language skills, encouraging them to become more aware of how they are learning and how language works through reading, writing, listening and talking. This awareness will help them to develop skills in their own language and provide an appropriate grounding for learning different languages later.

We recognise that literacy skills will allow our children to engage fully in society and in learning, through different forms of language, and the range of texts, which society values and finds useful. We recognise that competence and confidence in literacy,

including grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum.

Achieving effective teaching and learning in literacy

At Fallin Primary we know that all children and young people need support to help them learn and develop. The needs of the child or young person are always central to the identification, planning and provision of support which should be appropriate, proportionate and timely.

Children will be supported through the Staged Intervention process, speech and language intervention, support for learning, differentiated programmes of work, expressive arts, ICT etc.

Children will be given the opportunities to develop and extend their literacy skills by:

- engaging with others in group and class discussions of appropriate complexity
- learning collaboratively – for example, when problem solving
- explaining their thinking to others
- exploring factors which influence them and persuade them in order to help them think about the reliability of information?

Reading for learning

- finding, selecting, sorting, summarising and linking information from a variety of sources
- considering the purpose and main concerns in texts, and understand the differences between fact and opinion
- discussing similarities and differences between texts

Writing for learning

- gaining confidence/developing skills in expressing themselves/communicating their ideas in written form across a range of genres
- making notes, developing ideas and acknowledging sources in written work
- developing and using effective vocabulary
- creating texts – for example, presentations – which allow learners to Persuade/argue/explore ideas

Children will be given opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language how it can affect them and the wide range of ways in which we can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading

Ensuring continuous improvement in Literacy, through self evaluation and sharing best practice at Fallin Primary, means asking questions:

- Am I meeting the literacy needs of the learners in front of me?
- What kinds of literacy experiences do we offer young people?
- When is an appropriate time to assess this child (taking into consideration their individual learning needs)?
- How well do the children contribute to discussions and openly explain their thinking?
- Are they increasingly able to distil key ideas from texts?
- Can they apply their literacy skills successfully in different areas of their learning and their daily lives?

Ensuring that children are stakeholders in developing their literacy skills:

Approaches to assessment should

- promote learner engagement and ensure appropriate support so that all learners can achieve their goals and maximise their potential
- involve children in planning and in reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning.
- involve methods that are fit for purpose
- evaluate evidence and assess progress in learning
- record and report on learning using evidence
- plan next steps

Fallin staff will have a clear understanding of how their pupils are progressing in relation to others in their establishment, authority and different parts of the country, against the outcomes and experiences at different levels. They will share broader local and national expectations and seek planned opportunities for dialogue within and across establishments to help them share and consistently apply standards.