



Stirling Council

Buchlyvie Primary School

LITERACY AND ENGLISH POLICY



Date agreed: April 2017

Bodies consulted: Staff and Parents

Planned review date: April 2018

Literacy and Language Policy

Rationale

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping young people to be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate, increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

(Building the Curriculum 1)

Curriculum for Excellence ensures that all children and young people develop high levels of literacy and language skills through experiences and outcomes. Within language, some statements of experiences and outcomes are also identified as statements of experiences and outcomes in literacy. These form an important part of the languages education of all children as they include many of the critical skills required by each of us to function effectively and successfully in everyday life.

The Literacy Principles and Practice paper describes being literate 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.

(Literacy: Principles and Practice)

The Literacy and Language paper outlines the importance of language in our everyday life and to make sense of the world around us.

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. 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.

(Literacy and English: Principles and Practice)

Aims

Within Buchlyvie Primary School, we strive to ensure that the highest standards of literacy and language are maintained throughout the school. Through a comprehensive literacy and language programme we foster an active learning environment where children are engaged and enjoy learning. Teachers promote high expectations of effort and success to develop a culture of ambition. We provide a supportive stimulating and secure environment where children are encouraged to express themselves and contributions are valued. Each child's individuality is recognised and nurtured through inclusion and equal opportunities for all. Enthusiasm and confidence is promoted and supported by a challenging curriculum that develops the four capacities of Curriculum for Excellence; Successful Children; Confident Individuals; Responsible Citizens and Effective Contributors. Children are encouraged to take responsibility for their learning, in doing this it enables us to meet our school aims and raise attainment and achievement.

Objectives

To provide a rich language curriculum that fosters all four interdependent strands of language – reading, writing, listening and talking. Children develop and extend their literacy skills when they have 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 they and others can be creative;
- extend and enrich their vocabulary through listening, talking, watching and reading.

In developing their English language skills children:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.

*Novels, short stories, plays, poems; reference texts; the spoken word; charts, maps, graphs and timetables; advertisements, promotional leaflets; comics, newspapers and magazines; CVs, letters and emails; films, games and TV programmes; labels, signs and posters; recipes; manuals and instructions; reports and reviews; text messages, blogs and social networking; web pages, catalogues and directories

**The languages of Scotland will include the languages, which children and young people bring to the classroom and other settings.

Roles and Responsibilities

Within Buchlyvie Primary School there is a sense of collective responsibility, consistency and high expectations from all members of staff, teaching and non-teaching.

Headteacher

It is the responsibility of the headteacher at Buchlyvie Primary School to ensure that high-quality inclusive teaching is supported by effective whole-school policies and programmes of study, clearly targeted at all children's needs and prior learning. This is achieved by:

- managing the implementation of the Literacy and English Policy;
- establishing progression pathways for reading, writing listening and talking that ensures the seven principles of curriculum design: progression, depth, challenge & enjoyment, personalisation & choice, breadth, relevance and cohesion;
- monitoring and tracking the progress of children;
- managing the assessment of learning and teaching;
- ensuring children's needs are met through a clear policy for Staged Intervention;
- collegiate Moderation in Balfour Learning Community* to ensure that the standard and quality of our work is high;
- communicating with parents and external agencies when appropriate; and
- ensuring that finances and resources are available to allow the full implementation of this policy.

*All primary schools within the catchment area of Balfour High School

Principal Teacher

The Principal Teacher is responsible for:

- supporting all staff with delivery of the Literacy and English Policy;
- ensuring the delivery of quality teaching and learning by all staff;
- conducting summative assessments to monitor and track progress, reporting to the headteacher; and
- liaising with the Class Teacher and Support for Learning Teacher to ensure all children's needs are met.

Role of the Teacher

Teaching staff has responsibility for

- planning, organising and assessing lessons to ensure that the significant learning outcomes of Curriculum for Excellence are met;
- sharing the purpose of learning with children at every lesson, including long-term and short-term learning goals;
- sharing the Success Criteria with children at every lesson that clearly lists the requirements of the activity to ensure success;
- liaising with Support for Learning Teacher to ensure all pupil needs are met;
- using the Progression Pathway for Reading, Writing, Listening and Talking that include the Significant Learning Outcomes alongside the experiences and outcomes from 'Curriculum for Excellence'. Progression through the Progression Pathways ensure that all children have appropriate learning and teaching experiences to develop the four capacities;
- evaluating children's progress and achievement is supported by high quality feedback that is shared with children to inform planning of next steps in learning;
- conducting formative and summative assessments to monitor and track progress, reporting to the headteacher;
- ensuring that policy implementation and curricular development enhances learning and teaching and contributes to raising attainment and achievement in language; and
- fulfilling a number of roles in all modes of language:
 - model: as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards literacy;
 - facilitator: providing a supportive and stimulating environment, organising purposeful activities and enabling children to develop literacy skills;
 - initiator: providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing;
 - monitor: observing and recording the development of skills in literacy; and
 - assessor: evaluating and assessing the development of skills in literacy.

Support for Learning Assistants

It is their responsibility to contribute to the schools policy on Literacy and English through support for children in class, working in small groups and with individuals. Several staff members have been trained in a number of literacy resources to support children in class:

- Wave 3 training to support children with reading
- High 5 training to support children with writing
- North Lanarkshire Spelling and Phonics programme

Children

Children have responsibility for:

- being actively involved in their learning in literacy;
- building positive relationships;
- participating fully in class lessons;
- developing positive attitudes to literacy;
- evaluating their progress; and
- planning for their next steps in learning.

Parents and Carers

Parents and Carers have responsibility for fostering home/school partnership. Parents and Carers are encouraged to play an active role in supporting their children's education.

Curriculum For Excellence – Developing Reading

Teaching & Learning

Reading is taught using a direct and interactive approach. Teachers share the purpose of all reading lessons and detail the success criteria to ensure the children understand what they need to do to be successful. There is a strong emphasis on collaborative learning, children working together to develop their skills to become increasingly independent readers. The teacher teaches children how to self and peer assess and identify their next steps for improvement. Planning, by the teacher, ensure that the **children are active, not passive children**.

Reading Resources/Progression Pathways

To ensure breadth, balance and a systematic approach, staff have developed a reading Progression Pathway setting out the development of reading from Early to Second level. The Progression Pathway is organised as a set of challenges that relate to the experiences and outcomes of Curriculum for Excellence.

Reading Resources/Guided Reading

A wide variety of resources are used to support the development of reading, these have been levelled and colour coded in line with the Guided Reading Scheme. These incorporate plays, poetry, non-fiction text, anthologies, real life stories and levelled group novels. At all stages the children experience a variety of different styles, authors and publishers. To encourage sustained reading, children from Primary 3 begin to read 'skinny' novels.

To allow for quality teaching and learning, core reading is timetabled to allow 3 weekly sessions of 90 minutes. The pace is brisk, with P1/2 reading a maximum of 3 books a week and middle/upper children reading at least 6 titles per session. In all aspects of core reading, follow up activities are directly related to the text and require children to justify their answers and opinions. Children are encouraged to work in cooperative pairs or trios but may also complete individual or whole group tasks. Tasks are varied and match the pupil's ability and interest levels.

From Primary 1 and 2 all children are encouraged to read with Fluency and Expression. Primary 3 Children are trained to use Peer Assessment to improve their Fluency and Expression. Notes are kept and children work in pairs to identify their next steps. From Primary 4 children assess their Fluency, Expression, Clarity and Accuracy.

In P1 and 2, core reading is taught in school with the books sent home daily for additional practice.

From Primary 3 core reading books stay in school to allow the teacher to develop key reading skills. Children are encouraged to read at home by selecting a reading for enjoyment book from a selection of genres in the school library. Children keep a record of these and are given regular opportunities to discuss their choices with both the teacher and their peers.

From P3 all children in the year group are included in a class lesson. The teacher scaffolds learning to encourage independence. Importantly, the teacher will identify children who need support during class lessons. Co-operative learning in small groups led by the Teacher or Support for Learning Assistant will provide support for those pupils who need further explanations. This is in addition to any individualised reading programmes that may have been set up in consultation with the Head Teacher, Support for Learning Teacher and Parent.

The most able children are also included within a group to afford *all* children the opportunity to enhance their talking and listening skills; to develop their ability to justify their answers whilst valuing the opinions of others and to learn the skills of collaborative working. In addition, teachers give these children both challenging texts/activities and opportunities to develop and extend their reading when the individual is ready, rather than when the group is ready. This may be in the type or expectation of their follow up activities or it may be through differentiation of the books used. The most able children are encouraged to work with a higher level of independence.

Reading Resources/Shared Reading

From the start of Early Level and continuing through primary school all children have the opportunity to engage with Quality Texts during Shared Reading Sessions. Using Big Books, Digital Text and Electronic Visualisers to project images from books children are encouraged to read whole text for understanding. Predicting what will happen next, summarising and inference form key components of learning and teaching. Through examination of the text, children are taught comprehension, writers' craft, grammar, punctuation, spelling and research skills. Children are taught to use higher order thinking skills progressively throughout their education. Teachers refer to Bloom's Taxonomy to develop understanding, analysing and evaluation of texts.

Remembering – can the child remember or recall the information?

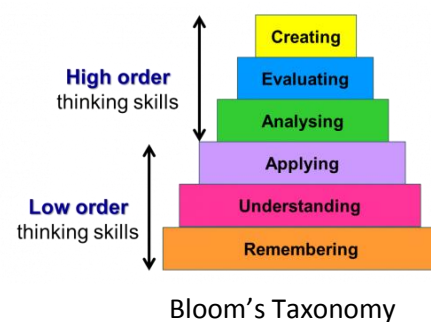
Understanding – can the child explain ideas?

Applying – can the child use the information in new ways?

Analysing – can the child distinguish different parts? (See Challenges, page 7)

Evaluating – can the child justify their or another's point of view?

Creating – can the child create a new product or point of view?



Genre

It is essential that children have opportunities to engage with texts created by a variety of authors to explore the key features of genre. Novels, interesting excerpts from the work of writers, including the modelled writing of teachers and the writing of children is used to illustrate typical characteristics of specific types of text. In addition, children are given opportunities to learn about the *features* of a widening variety of fiction genres such as Funny, Fairy Tale, Myths and Legends, Science Fiction, Fantasy, Horror, Adventure and Realistic. As children become competent and confident at analysing writer's craft, materials should be widened to include multi modal texts such as film, blogs, email and texting.

Critical Reading Skills

To ensure that all children have an opportunity to develop as excellent readers teachers equip children with all the relevant strategies to become independent, critical life long readers. Teachers develop readers in four key areas of the experiences and outcomes from A Curriculum for Excellence for Reading by meeting specific reading challenges:

1. Tools for reading: This means providing access for all children to high-quality phonic work as part of quality-first teaching. A multi-sensory and active learning approach is adopted. Plenty of opportunities are given for children to enhance their phonological awareness and for them to experience and learn through rhyme and analogy. In Primary 1 to 3, Jolly Phonics in conjunction with the North Lanarkshire Spelling and Phonics Programme allows children to develop their independence to meet **Challenge 1**.

Using Guided Reading resources, children in Primary 1 and 2 use Ted Bear's favourite Reading Bag to practise key reading strategies that encourage reading for understanding and meet **Challenges 2 and 3**.

Challenge 1: Can I say it? Decoding new vocabulary

Challenge 2: Can I understand it? Understanding new vocabulary and new expressions

Challenge 3: How will I say that? Using grammatical knowledge

Children who have experienced difficulties in decoding and word building are given additional teaching and consolidation sessions. All children continue word building throughout P2 and P3 and later, where it is deemed to be useful by the class teacher and/or the Learning Support Teacher.

2. Understanding, analysing and evaluating: Through shared reading of core text at Early/First/Second/Third Level and Literacy Circles at Second Level Children are able to Investigate and/or appreciate fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes. Challenges 4 to 10 are strategies for teachers and children to use at each reading session to support understanding, analysing and evaluating:

Challenge 4: What do I know? Bringing prior knowledge to the text

Challenge 5: Do I know someone like that? Bringing background knowledge of character type

Challenge 6: What's that character going to do? Using knowledge of characteristic behaviours

Challenge 7: How does the plot thicken? Importance of new characters, settings and incidents

Challenge 8: Why does the author write about that? Recognising important clues that are later significant to the plot- or not!

Challenge 9: What's the big idea? The message/moral

Many children who can understand what they read at a literal level find it difficult to understand a writer's underlying meaning or intentions. Therefore interactive strategies are used that encourage children to:

- Create meaning as they encounter texts;
- Construct a coherent understanding of whole texts; and
- Use other forms of communication to create a more complex understanding of the text. E.G. writing, drawing and dramatisation.

During each lesson the teacher is involved as a facilitator, modelling and demonstrating strategies that effective readers use to make sense of the text. The 'Challenges' provide opportunities for the children to respond, analyse and evaluate the text. In each session teachers model one or two 'Challenges' that teach children how to seek meaning from text at different levels of comprehension. Children learn how to use a range of strategies they in turn can deploy to extract meaning from a text. Children are taught that meaning can be found at three different levels

Literal

The reader has access to the surface details of a text, and can recall details, which have been directly, related to either their own experience or to the text. Information is taken directly from the text to answer questions.

Inferential

The reader can understand meaning within the text including points that are not directly explained. There is a need to infer, to read between the lines, to find information.

Evaluative

The reader can read beyond the lines and offer a justified opinion on the text read and/or on how meaning has been created.

As children progress, teaching increasingly focuses on the strategies and techniques authors use to write effectively and communicate successfully to the reader. It is important that children understand that text is constructed by authors to encourage readers to elaborate the meaning of a text.

3. Finding and using information: When reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

Challenge 10: What do I need to know? Filling gaps in personal knowledge

In addition to teaching Reading for Information through core reading, children are taught the skills through whole class lessons. These may be 'stand alone' or cross-curricular lessons e.g. as part of a Science or Health lesson. A wide range of Non Fiction texts are used.

These lessons build on the children's prior knowledge of the subject and lead to discussions of additional information that would be interesting to find out. Additional higher order skills are practised such as note taking and methods of clarifying meanings.

A five step approach is used [see below] to teach children the skills necessary to read independently for information.

Step 1: Whole class big book/shared text lesson, led by the teacher and with the teachers recording

Step 2: Guided reading with the children writing questions and independently recording their own information

Step 3: Working on the same text using a KWL grid to produce a piece of writing on a chosen subject

Step 4: Use a KWFL * grid to produce a piece of writing on a chosen subject

Step 5: As step 4 but with children locating their own resources, deciding which ones can be trusted and naming all sources used.

* see Appendix 1

As the children become more competent and confident in being able to find information, they are introduced to additional challenging and stimulating Reading for Information activities. These include using a wider variety of recording formats such as mind maps, charts, tables and diagrams; increased talking and listening opportunities such as group presentations and utilising a wider range of texts such as brochures, adverts and newspapers.

In addition, children are given opportunities to learn about the *features* of a widening variety of Non Fiction genres such as instructions.

4. Enjoyment and choice: Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.

Challenge 11: How do I choose? Choosing and reading a range of genre with an appropriate level of challenge

All children are encouraged to read for enjoyment and are provided with both timetabled and additional opportunities to do this. There is a welcoming whole school library, which contains a variety of genre. Children borrow books on a regular basis to read both at home and during school time, and regularly discuss their books with a peer or within a group. Children are given support in choosing the most appropriate book for their ability, whilst taking into account their interests and maturity.

Teachers in all classes regularly read *to* the children and in addition, at key points in the year, the school operates a buddy system where older children [P6 and 7] are paired to read with a younger pupil [P1, 2 & 3]. Children in all classes share books with their peers.

The nursery and primary one class has home story bags to enhance the home/school partnership and to instil a pleasure for books from any early age. The school actively seeks to promote reading for pleasure through a variety of whole school events. These include book fairs, book clubs, visits to the mobile library, and a celebration of national events such as World Book day, Scottish book day, and National Poetry day. The school actively participates in seeking funding from and involvement with the *Scottish Book Trust*.

Curriculum For Excellence – Developing writing

Teaching & Learning

Writing is taught using a direct and interactive approach. Teachers share the purpose of writing lessons and detail the steps of the writing process for the children to follow to ensure that the children are successful. At the initial stages of learning there is a strong emphasis on collaborative learning, children working with the teacher and peers to develop their skills. The teacher scaffolds learning throughout to engender independent writers. The teacher teaches children how to self and peer assess and identify their next steps for learning. Lessons ensure that the **children are active, not passive children**. Writing is directly linked to reading through a series of corresponding challenges. Teachers build on the children's knowledge of the reading challenges to support writing through a series of writing challenges.

All children in the year group are included in a writing lesson. The teacher scaffolds learning across all levels to encourage independence. The role of the teacher is to identify children who need support during class lessons. Co-operative learning in small groups led by the Teacher or Support for Learning Assistant provides support for those pupils who need further explanations. This is in addition to any individualised reading programmes that may have been set up in consultation with the Head Teacher, Support for Learning Teacher and Parent.

The most able children are also included within a group to afford *all* children the opportunity to enhance their talking and listening skills; to develop their ability to justify their answers whilst valuing the opinions of others and to learn the skills of collaborative working. In addition, teachers give these children both challenging writing activities and opportunities to develop and extend their writing when the individual is ready, rather than when the group is ready. The most able children are encouraged to work with a higher level of independence.

Writing Resources

To allow for quality teaching and learning, writing is timetabled to allow weekly sessions of 90 minutes. To ensure breadth, balance and a systematic approach, the school has two Progression Pathway guides setting out the development of Imaginative Writing and Non Fiction writing genres from Early to Second level. The Progression Pathway is organised as a set of challenges that relate to the experiences and outcomes of Curriculum for Excellence. These are named below:

- Developing Narrative Stories, Plays and Poetry Progression Pathway
- Developing Non - Fiction writing Progression Pathway

Developing Narrative Stories, Plays and Poetry Progression Pathway

Using the class novels, children identify the strategies that good author's use when writing. Understanding the author's craft supports the children in their writing. To support the development of good writing teachers model their writing to children to help children understand how writers think during the writing process. In school the teachers encourage children to read for enjoyment in specific genres to build up their knowledge of genre writing. Children have opportunities to engage with texts created by a variety of authors to explore the key features of that genre. Novels, poetry and play scripts, interesting excerpts from the work of writers, including the modelled writing of teachers and the writing of children is used to illustrate typical characteristics of specific genre writing styles. Children from Primary 1 write from a widening variety of fiction genres such as Funny, Fairy Tale, Myths and Legends, Science Fiction, Fantasy, Horror, Adventure and Realistic. Poetry writing is developed from Primary 1 and writing Play Scripts is included from Primary 5 onwards. To support the challenges, the Scholastic Genre Writing Materials are used by teachers in school as an additional resource for writing.

Developing Non - Fiction writing Progression Pathway

Children's Non-Fiction Writing skills are developed across all areas of the curriculum from Primary 1- Primary 7. Recount, Information Report, procedural/instructions, explanation, persuasion and discussion writing are embedded into the delivery of all the curriculum areas and Interdisciplinary Learning. Appendix 1 gives an explanation of all the Non-Fiction Genre Writing that children experience at school. Children develop their higher order thinking skills as they progress through the levels. Teachers use Writins based on Frameworks by David Wray and Maureen Lewis

Critical Writing Skills

To ensure that all children have an opportunity to develop as excellent writers teachers equip children with all the relevant strategies to become independent authors who engage their reader. Teachers develop writers in four key areas of the experiences and outcomes from A Curriculum for Excellence by meeting specific writing challenges:

1. Tools for writing:

Challenge 1: Can I spell it? Using phonic strategies

Challenge 2: Can I make it more interesting? Using new vocabulary and expressions

Challenge 3: Can I build it? Using grammatical knowledge to check for sense

2. Creating Text:

Challenge 4: What can I write about? Using prior knowledge

Challenge 5: Who can I write about? Writing genre specific character types

Challenge 6: How can I bring the character alive? Constructing believable character traits

Challenge 7: Where will my story go? Constructing contrasting characters & developing conflicts in appropriate settings

Challenge 8: What can I use to create interest / intrigue?

Challenge 9: What's the big idea? The message/moral

During each lesson the teacher is involved as a facilitator, modelling and demonstrating strategies that effective writers use to engage the reader. The 'Challenges' provide opportunities for the children to respond, analyse and evaluate their text. In each session teachers model one or two 'Challenges' that teach children how to write effectively and engage the reader.

3. Organising and using information:

Challenge 10: How will I record/use this new information?

Children use a variety of information sources in their writing. Teachers encourage children to write from a known context. This may include current project work, class stories and novels, personal experience and targeted genre writing. From Primary 5 Children keep a 'Genre Jotter' and a 'Writer's Craft Jotter'.

4. Enjoyment and choice:

Challenge 11: What will I write about? Making decisions

All children are encouraged to create texts of their choice and are provided with both timetabled and additional opportunities to do this. At Early and First Level children will have the opportunity to choose freely at a writing table. At Second Level time will be identified for free writing and choosing the genre for their piece of writing.

The school actively seeks to promote writing through a variety of whole school events. These include writing and publishing work to share with parents and others. Author visits to school to talk about their work. Participation in national events such as 500 words and the *Scottish Book Trust competitions*. Participation in the Author's Event Live by Scottish Book Trust on Glow.

Curriculum For Excellence – Developing Listening and Talking

Teaching & Learning

Listening and talking are core skills for learning and are central to teaching and learning in all subject areas. In order that children make good progress in these teachers will:

1. Establish an appropriate set of ground rules for active listening;
2. Establish an appropriate set of ground rules for talk in class;
3. Guide their pupils use of language and modelling the ways it can be used for thinking collectively:
 - In whole class discussions model asking for reasons and provide them (articulate thoughts and feelings)
 - In group discussions all children treat tentative ideas with respect (questioning)
 - Different points of view are heard (use language confidently/challenge)
 - Elaborate ideas so that everyone understands them (build on contributions)
 - Plenary sessions can be used to reflect on their activities and consolidate learning (summarising);
4. Design group activities to elicit debate and joint reasoning; and
5. Use presentation termly to assess skills in talking.

Listening and Talking Skills

Children will progress from ‘exploring ideas and developing knowledge’ to ‘analysing and evaluation’ and then to ‘debating different viewpoints and reaching conclusions’. In discussion, children will progress from turn taking and articulating ideas, thoughts and feelings to responding, questioning, challenging, summarising and building on the contributions of others. Children will work more independently to research, plan, create and deliver spoken texts of increasing complexity as appropriate to purpose and audience. It is important that listening and talking skills are transferred across all areas of the curriculum; therefore, assessing listening and talking in different contexts within the school is important in assessing progression and to ascertain whether a learner has achieved a level.

Teachers develop children’s listening and talking skills in five key areas of the experiences and outcomes from A Curriculum for Excellence:

1. Enjoyment and choice: – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life. Children will engage with a broad range of texts in different media at all levels from early to fourth, including Scottish and Scots text. They will progress from briefly describing their likes and dislikes to giving and ultimately justifying and evidencing, their personal responses.

2. Tools for Talking and Listening: – to help me when interacting or presenting within and beyond my place of learning . As children progress they will develop their knowledge and understanding of the features of spoken language which will increase their capacity to understand and produce more complex language.

3. Finding and using information: – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary. Children will develop critical literacy skills, including evaluating sources. They will show progression from finding and using information to recognising the difference between fact and opinion to identifying persuasive texts and evaluating sources independently.

4. Understanding, analysing and evaluating – investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes. They will be able to answer a range of questions including literal, inferential and evaluative to help critical thinking. They will develop from the purpose and the main idea of spoken text to exploring the impact of features of spoken language including verbal, non verbal communication skills for example, pace, gesture, expression, emphasis word choice and rhetorical devices.

5. Creating Text: – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary. Children will progress from making notes under given headings and using these to create texts to independently making and organising notes from increasingly complex texts.

Attainment

Attainment in learning is carefully tracked through the reading and writing programmes of study. A Progression Pathway is in place to track pupil progress. Individual records are kept of every child's progress, this is regularly monitored and tracked by the Class Teacher and Headteacher. If a child is not on track to reach the appropriate level then support will be put in place. Parents will be informed and consulted on decisions made by teaching staff.



Well-planned learning, teaching and assessment provides opportunities for children to experience breadth, challenge and application across the significant aspects of Literacy and English. Children should take an active part in planning, managing and assessing relevant and challenging learning experiences across the curriculum.

Children demonstrate **breadth** in Literacy and English when they:

- communicate and collaborate across learning, in listening, talking, reading and writing
- engage with and create a broad range of texts, fiction and non-fiction, printed and multimedia, spoken and written, including Scottish texts
- extend and enrich their use of vocabulary, including Scots
- explore, discuss and use a wide variety of word patterns and text structures
- develop critical literacy in a wide range of contexts

Children are provided with **challenge** in Literacy and English when they can:

- work independently and need reduced level of support, including peer/teacher support and support from resources such as writing frames, wordlists and dictionaries
- manage greater length and competently respond to complexity of text and task
- use higher order questions and critical skills
- show confidence in taking the initiative (including asking for help) and sustaining communication.

Children demonstrate **application** of their numeracy and mathematics when they:

- apply skills and understanding in a wide range of new and unfamiliar situations in all curriculum areas, in interdisciplinary work, in the life and ethos of the school, and in personal achievements in and out of school. These will include planned opportunities to apply literacy skills
- communicate to wider audiences, both across the curriculum and beyond the place of learning.

Assessment

The process of assessing pupils' progress is set in a context of effective learning and teaching that takes account of the five key teacher activities of planning, teaching, recording, evaluating and reporting. Each statement from the 'Experiences & Outcomes' is not assessed in isolation but is considered collectively in the assessment of children's depth of knowledge, understanding and skills. Formal and informal assessment is used:

- to give pupils clear and regular feedback;
- to assist children and teachers identify the next steps in the learning process that will ensure progression; and
- to evaluate the effectiveness of learning and teaching.

From Primary 1, all children are trained to use self and peer evaluation. This is invaluable in encouraging children to think about what they do well and what they could do to improve. This is usually done orally but may on occasion be written. Teachers primarily use formative assessment to guide learning and teaching. This is part of the day-to-day learning in each classroom. Teachers use the Reading and Writing Progression Pathways to assess progression through Early, First, Second and in some instances Third Level. Additionally, teachers assess progress & achievement using the Significant Aspects of Learning at each level. A range of evidence is collected for children to demonstrate their knowledge and understanding, skills, attributes and capabilities. Children keep records of their attainment and achievement in their Learning Journals. This is Staff working together across Learning Community schools moderates all assessments.

In Reading, Teachers use summative assessments; from Primary1 to Primary 3 the PM Benchmarking Kit provides teachers with an assessment of children's reading. From Primary 3 we also use 'Assessment for Excellence' is used annually from Primary 3 to monitor progress and inform learning and teaching. 'Assessment for Excellence' is an online assessment designed by Durham University in conjunction with Curriculum for Excellence to meet the requirements of Building the Curriculum 5 to assess attainment in reading and spelling. The information provided on attainment, by this assessment, is used with the assessments above to assess the progress of a child in achieving a level.

The assessments compliment the professional judgements of teachers regarding the children's progress in reading. Teachers continually monitor a child's progress and plan for development. Individual records are kept and every child's progress is monitored and tracked by the Class Teacher and Head Teacher. If any child is not on track to meet the expected level then appropriate support will be put in place.

In writing, Teachers use the writing Marking Ladders to assess writing. The child's progress is monitored and tracked by the Class Teacher and Head Teacher. If a child is not on track to meet the expected level then appropriate support will be put in place.

In Listening & Talking peer and teacher assessment is used. A review of Listening and Talking will take place next session 2015 -2016.

Support for Pupils

The class teacher is responsible for the learning and teaching of **all** children within their class. Throughout planning and implementation of learning and teaching, provision is made to cater and support the needs of the individual. Continual assessment ensures that educators meet individual needs through adjustments to the teaching programme. In literacy and language, an electronic tracking sheet is used to quickly show where difficulties are experienced, and, any support required by the child is put in place immediately; progress is monitored by the class teacher and if not quickly resolved then this is reported to the headteacher who will consult on appropriate action to be taken. Educators meet each term with the headteacher to evaluate Curriculum Planning and children's progress. Children requiring support or extension are identified and appropriate interventions are planned. Staged Intervention is put in place in consultation with the parent and child. The Learning Support Teacher may undertake more detailed assessments with children who are experiencing difficulties e.g. the dyslexia screener and portfolio.

Home/School link

Parents are valued contributors and as such they are kept fully informed of the strategies used to teach Literacy Skills. Their opinions are sought, and through newsletters, information leaflets and workshops/open afternoons, they are actively encouraged to support their child in literacy.

Parents are invited to attend Consultation evenings and reports are issued annually. Any parent who is concerned about their child's literacy development is encouraged to contact the school. Firstly, Class Teacher followed by the Headteacher to discuss concerns. Parents of children who are experiencing difficulties are invited to attend additional meetings to discuss further strategies to support the teaching of literacy.

Homework

"Homework provides rich opportunities for children and young people to demonstrate, extend and explore learning through a variety of exciting and enjoyable activities. Homework is one piece of the teaching- learning picture and in best practice is connected to what happens in the classroom. Quality homework tasks allow children to practise or process information, introduce them to material that will be discussed in the future, or provide feedback to teachers so they may check for understanding."

(HMIE, Learning Together in Mathematics, 2010)

As well as reinforcing concepts, effective homework:

- Has a clear purpose and demands active learner engagement
- Provides opportunities for parents and young people to talk about learning in literacy and see real life connections and applications; and
- Develops higher order skills such as applying learning , analysing, evaluating and creating

Nursery/Primary/Secondary Transition

Many children have experienced pre reading, early reading games and writing activities at home and/or through the nursery. Staff liaise pre-school staff to allow children build on these experiences in Primary 1. The reading and writing Progression Pathways allow staff to work together to identify the progress the children have made from Primary 1 to Primary 7. As children move from one class to another, staff discuss their progress in literacy and plan for any additional support required. A written record of learning is passed to the next teacher as part of the transferral of information process. P7 children are given opportunities to visit the secondary school and staff visit the children at primary school. Effective communication at transition stages is essential to ensure progression in knowledge and skills which takes account of prior learning and makes effective use of the knowledge of each child as a learner. Joint planning, including Learning Community planning, takes place to enable literacy to meet the central principles and practices of Curriculum for Excellence. Transfer of information takes place in line with Stirling Council guidelines.

Resources

The headteacher and members of the management team ensure that Buchlyvie Primary has appropriate up to date resources to support learning and teaching in mathematics; these include books, pupil materials, ICT resources, interactive white board, practical materials and games. Within the school, the management team ensure that the responsibility for the organisation and planning of resources is clearly understood by all staff, that inventories are drawn up and resources are stored in ways that facilitate accessibility by pupils and staff. Pupils' work is displayed appropriately to promote learning and encourage positive attitudes to mathematics. Staff development needs in mathematics are identified through the Professional Review and Development process, which is integrated within annual collegiate activities.

Management, Leadership and Quality Assurance

School aims are shared with staff, children and parents through the Literacy and English Policy, School Improvement Plan, School Handbook and parental workshops. All planning, evaluations and assessments are tracked and monitored by the headteacher. Curriculum Planning and feedback sessions ensure that learning and teaching meet the principles of Curriculum for Excellence. Tracking and monitoring meetings are carried out each term between the headteacher and class teacher to allow professional dialogue on progress and attainment of children. Senior management is involved in classroom observations which include Literacy. Self-evaluation of the quality of Learning and Teaching in Literacy and English is the responsibility of all staff and the Senior Management Team. Quality indicators described in 'How Good is Our School?' will be used to evaluate the on-going effectiveness of this policy.

Literacy & English Resources 2016

Curriculum for Excellence: Outcomes and Experiences in Literacy & English

Curriculum for Excellence: Principles & Practice in Literacy & English

Curriculum for Excellence: Building the Curriculum 5

<http://www.educationscotland.gov.uk/learningandteaching/curriculumareas/languages/litandenglish/index.asp>

Active Literacy Packs Stage 1-3

North Lanarkshire

Teaching Literacy: Reading & writing Texts for a purpose: Using Texts to Enhance Learning David Wray

The Literate Classroom

Prue Goodwin

The Early Literacy Handbook

Dominic Wyse and Christine Parker

Making Progress In Writing

Eve Bearne

Visual approaches to teaching Writing: Multimodal Literacy 5-11

Eve Bearne & Helen Wolstencroft

Writing across the curriculum: frames to support Learning

David Wray and Maureen Lewis

Writing Frames: Scaffolding Children's writing in a range of genres

David Wray and Maureen Lewis

Teaching Grammar Effectively in Primary School

David Reedy and Eve Bearn

The Value Of Exploratory Talk

Neil Mercer And Lyn Dawes

The Essential Speaking & Listening

Lyn Dawes

Talk Box

Lyn Dawes

Education Scotland

<http://www.educationscotland.gov.uk/learningandteaching/assessment/ssln/resources/groupdiscussionplr/index.asp>

Additional Resources

Appendix 1: KWFL used by children to develop skills in finding information. Children will complete the grid to find relevant information starting with:

K: What do we **Know** already?

W: What do we **Want** to find out?

F: Where will we **Find** this information?

L: What have we **Learned**?

Appendix 2: Non- Fiction Genre. Teachers will ensure that children develop their writing across all non- fiction writing genres. The table identifies:

Column 1: Non - Fiction writing genres.

Column 2 is the *Text Structure* which provides the key success criteria to be included when writing.

Column 3 is the Language Features that details the grammar conventions for a particular non – fiction text.

Column 4 suggests the Everyday Forms when this particular non-fiction genre can be used

Appendix 1: KWFL GRID

| What do we know already? | What do we want to find out? | Where will we find this information? | What have we learned ? |
|---------------------------------|-------------------------------------|---|-------------------------------|
| | | | |

| Text Genre | Text Structure | Language Features | Everyday Forms |
|---|---|--|--|
| Recount Genre Features | <ul style="list-style-type: none"> • Scene setting opening • Recount of events as they occur • Closing statement | <ul style="list-style-type: none"> • past tense • chronological order using temporal connectives • usually 1st person (I we) | 'story-like' telling of a sequence of events in order to inform or entertain the reader. E.g. journals and diaries |
| Information Report Genre Features | <ul style="list-style-type: none"> • Opening general classification • Description of the phenomenon including some or all of its qualities parts and their functions, habits, behaviours uses | <ul style="list-style-type: none"> • present tense • non chronological • often third person • (they these creatures) | Clearly factual material, classifying or describing how things are e.g. reference books, dictionaries, maps and diagrams |
| Procedural/Instructions Genre Features | <ul style="list-style-type: none"> • Statement of what is to be achieved • List of materials/equipment • Series of sequenced steps to achieve the goal • Often includes diagrams or illustrations | <ul style="list-style-type: none"> • Present tense or imperative • Chronological order • Often 2nd or 3rd person (you, users) | Instructions, directions, rules of 'how to do' activities: recipes: manuals |
| Explanation Genre Features | <ul style="list-style-type: none"> • General statement to introduce the topic • Sense of logical steps explaining how or why something occurs • These steps continue until the final state is produced or the explanation is complete | <ul style="list-style-type: none"> • Present tense • Uses temporal connectives (then, next) and /or casual connectives (because so) | Information books (like those used in school) Why or how a natural or social process operates |
| Persuasion Genre Feature | <ul style="list-style-type: none"> • Statement of the issue and preview of the main arguments • Argument's for and supporting evidence • Argument's against and supporting evidence • A recommendation given as a summary and conclusion | <ul style="list-style-type: none"> • Present tense • Usually 3rd person (people or things) • Logical connectives (this means that, nevertheless) | Presentation of different views, often reports which make a final recommendation – as in the writing official review body reports; the other kind of essay for academic purposes |
| Discussion Genre Feature | <ul style="list-style-type: none"> • Statement of the issue and preview of the main argument • Arguments for & supporting evidence • Arguments against & supporting evidence • A recommendation given as a summary and conclusion | <ul style="list-style-type: none"> • Present tense • Usually 3rd person (people or things) • Logical connectives (this means that, nevertheless) | Presentation of different views, often in reports which make a final recommendation – as in the writing of an official review body reports; the 'other' kind of essay for academic purposes. |

~~Our Reading and Writing Strategies~~

| Reading Challenges | | |
|---------------------------|---------------------------------------|--|
| 1 | Can I say that? | Decoding new vocabulary |
| 2 | Can I understand that? | Understanding new vocabulary and expressions |
| 3 | How will I say that? | Using Grammatical knowledge |
| 4 | What do I know? | Bringing prior knowledge to the text |
| 5 | Do I know someone like that? | Bringing background knowledge of character type |
| 6 | What is the character going to do? | Using knowledge of characteristic behaviour |
| 7 | How does the plot thicken? | Importance of new characters, settings and incidents |
| 8 | Why does the author write about that? | Recognising important clues which are later significant to the plot |
| 9 | What's the big idea? | The moral or message |
| 10 | What do I need to know? | Filling gaps in personal knowledge |
| 11 | How do I choose? | Choosing and reading a range of genre with an appropriate level of challenge |

| Writing Challenges | | |
|---------------------------|---|--|
| 1 | Can I spell it? | Using grapho-phonetic strategies |
| 2 | Can I make it more interesting? | Using new vocabulary and expressions |
| 3 | Can I build it? | Using grammatical knowledge o check for sense |
| 4 | What can I write about? | Using prior knowledge |
| 5 | Who can I write about? | Writing genre specific character types |
| 6 | How can I bring the character alive? | Constructing believable character traits |
| 7 | Where will my story go? | Constructing contrasting characters to develop conflicts in appropriate settings |
| 8 | What can I use to create interest/intrigue? | Using writing techniques to add interest |
| 9 | What's the big idea? | The moral or message |
| 10 | How will I record/use this information? | Choosing and writing in an appropriate genre |
| 11 | What will I write about? | Choosing an appropriate genre for my audience |