



All stages should follow West Lothian Council's curriculum pathway for literacy

The information that follows supplements that and should enable you to take this forward on a day to day basis. All classes in St. Columba's should follow this structure to ensure consistency across the stages.

Reading

- Every child in St. Columba's primary should have 3 books
 - 1 x class novel for shared reading ensure this is suitable and age appropriate
 - 1 x private reader - encourage non-fiction as well as fiction
 - 1 x group reader (novel/ORT/rapid reader etc)
- Every child should have a copy of the reflective reading record at the back of their literacy jotter to ensure they are keeping a record of the books they are reading in and out of school
- Everyone Reading In Class should take place Mon/Wed/Fri- this does not always mean the teacher reading aloud
- Time for tales will take place on a Tue and Thu from 12.10 (20 min session)
- Reading homework should be given weekly- as well as reading their book a comprehension task should be given to check for understanding
- ORT is used as the core resource in the infants
 - Able readers in P1 should be ready to start or have started stg5 at the beginning of P2
 - P2 able readers should be at the end of stage 9
 - Other reading schemes can be used to support and supplement- Links made with SFL teacher should be made before making these decisions

Monday	Whole class reading skills lesson- using a variety of texts- can be linked to class novel but use this opportunity to expose children to variety of texts
Tuesday	Group reader- Children should be working independently on task maps whilst you teach reading to groups- reinforcing skill from shared lesson on Monday
Wednesday	Group reader- Children should be working independently on task maps whilst you teach reading to groups- reinforcing skill from shared lesson on Monday
Friday (or day when writing is not being completed)	Group reader- Children should be working independently on task maps whilst you teach reading to groups- reinforcing skill from shared lesson on Monday

Tools for writing

Tools for writing need to be taught and should be reinforced daily to ensure children can use them during your writing lesson. Tools for writing include:

- Handwriting- Using letterjoin- children should be encouraged to always join their handwriting
- Spelling/Phonics- VH/CC/SWST
- Grammar- Progression pathways
- Each of these elements should be taught weekly and reinforced through reading as well as writing.
- Please refer to the tools for writing section of the progression pathways, where it clearly states what should be taught

Writing

There should be a weekly writing slot which includes a writing plan and then lesson. Across a term children should be taught at least:

2 x functional writing

2 x Imaginative

2 x Persuasive (First level onwards)

2 x personal

2 x writer's craft

A writing slot can last longer than a typical literacy slot to ensure pupils receive appropriate planning and writing time.

Talking and Listening

Talking and listening should be incorporated into each lesson across the curriculum. Across the school session children should be given opportunities to do solo talks/group talks to allow you to assess skills in this area

A typical literacy week should look like this should be a mixture of jotter work/technology and white board/active activities:

Monday	Phonics/Spelling	Grammar	Whole class reading (Short Read)
Tuesday	Active Spelling Activity		Group Reading Session
Wednesday	Group Reading Session		Writing- Planning
Thursday	Writing session		
Friday	Spelling assessment	Handwriting	Group Reading Session

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