



## Literacy and English Policy

October 2013

## **Rationale**

*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, and contributes strongly to the development of all four capacities of Curriculum for Excellence.*

*The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.*

Literacy and English: principles and practice Pg 1

## **Aim**

Our aim is to build on children's prior knowledge ensuring we meet individual needs, by providing an environment which is rich in language and which sets high expectations for literacy and the use of language.

## **Learning and Teaching**

There are three organisers within the Literacy and English framework:

- Listening and Talking
- Reading
- Writing.

Within these organisers there are subdivisions.

***Enjoyment and choice*** experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The ***tools*** sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.

The sections on *finding and using information* include, in reading, critical literacy skills; while the *understanding, analysing and evaluating* statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the *creating texts* experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

Throughout education, effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- building on the principles of Assessment is for Learning
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- the appropriate and effective use of ICT.

## **Resources**

### **Reading**

Although children will read a variety of texts, our core reading schemes are Story Worlds/ Rigby Star (P1-3) and Literacy World (P4-7). We also supplement these core readers with class and individual novels. Each class has a class library and can visit the local library throughout the session. Teachers also have access to the Intervention Resources which can be used for whole class and group reading activities.

Across P1-7 children take part in Reciprocal Reading. Reciprocal Reading encourages children to think about their own thought process during reading. It helps them learn to be actively involved and monitor their comprehension as they read. It teaches children to ask questions during reading and helps make the text more comprehensible.

#### *P1-3 Implementation*

Primary 1-3 agreed to introduce the skills of reciprocal reading as follows:

- Primary 1 will introduce predicting and summarising. Later in the session they will begin to introduce aspects of questioning e.g. thinking questions.
- Primary 2 will build on the Primary 1 skills and will further develop questioning and introduce some simple scripting.
- Primary 3 will build on the Primary 1 and 2 skills and will introduce clarifying.

#### *P4-7 Implementation*

As discussed above. More formal procedures will need to be introduced in P4 and then revised each year in P5-7.

Within P1 and P2 phonics is taught using “Jolly Phonics” and “Jolly Grammar” resources.

### Listening and Talking

Children will develop skills within Listening and Talking individually and in groups, in a variety of contexts and for a variety of purposes to gain information, understand what they have heard and respond appropriately to speakers and texts. Teachers plan for these types of activities through specific Literacy activities or in an interdisciplinary approach to learning. Listening and Talking skills are also developed as part of everyday school and class routines. Children are also given opportunities to perform to various audiences over each session.

### Writing

Writing is a major part of the curriculum and along with reading, listening and talking, makes a significant contribution to the development of children as thinkers and learners.

Writing involves a set of complex skills that will not develop without structured teaching and practice. In Lennoxton Primary we are using the Ros Wilson approach to writing. This approach is based on child centred, interactive learning with a focus on four core targets of Vocabulary, Connectives, Openers and Punctuation (V.C.O.P.)

The V.C.O.P approach ensures writing is taught in a structured way to ensure progression, continuity and consistency. Children are encouraged to write for a purpose in different genres and therefore teachers use their professional judgment to select appropriate stimuli and topics for writing.

A correction code can be found in Appendix 1

Spelling is currently taught in P3-7 using “Nelson Spelling”, however this is currently under review. Class teachers’ link grammar based lessons to other Literacy based tasks and selectively use the Nelson Grammar Resource to supplement this. Handwriting is also taught P1-7 following the Nelson Handwriting script. As already stated in P1 and P2 spelling and grammar is taught using “Jolly Phonics” and “Jolly Grammar”

#### Links with other areas of the curriculum

In addition to the opportunities to develop Literacy in all aspects of learning, there are strong connections between learning in English and learning in other areas of the curriculum. There are close links, for example, between the Expressive Arts and creative writing, and Social Studies and critical literacy. Interdisciplinary studies are likely to involve both research and a strong element of presentation, and provide valuable opportunities to extend language skills. In Numeracy, information handling outcomes link clearly to the critical literacy outcomes where learners are asked to assess the reliability of information.

Whatever the sector, whatever the subject area, young people will be:

- engaged in talking together to deepen their learning and thinking
- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions.

#### **Planning**

Teachers will plan Literacy based activities which show differentiation, continuity and progression. Teachers’ evaluations inform future planning. We have recently revised our Literacy planners to show skills progression across Early, First and Second Levels.

## **Assessment and reporting**

Assessment in Literacy and English will focus on the responses of children and young people to the language and to the ideas and information that they find in texts and on the development and application of their skills in Listening and Talking, Reading and Writing. Staff encourage children to develop self and peer assessments skills in order to be fully involved in the assessment process.

Teachers will see evidence of their progress through children and young people's growing skills in communicating their thinking and using language appropriately for different purposes and audiences. Much of the evidence will be gathered as part of day-to-day learning. Teachers will carry out summative assessments three times a year in all three organisers to inform professional judgment.

Currently within East Dunbartonshire P4 and P7 children complete a reading assessment in October. This is used to examine learning and teaching and also identify any areas of strength and development for pupils. This information along with day to day assessment information is shared with parents at Parents' evenings. Learning Stories and the formal report also provide information on the development of the Literacy skills.

## **Roles and responsibilities**

Teachers are responsible for the planning and implementation of Literacy and English based activities with the pupils that they teach. Classroom assistants and Support for learning assistants are used to support and challenge individuals as directed by the class teachers.

The HT and DHT are available for advice and consultation.

## **Monitoring**

The HT and DHT will monitor learning and teaching in Literacy and English. This is achieved through monitoring forward plans, monitoring children's work in jotters and on displays, class visits and pupil learning conversations. Teachers also take part in regular moderation activities to increase awareness of a shared standard across literacy.

**Lennoxtown Primary School**

**Correction Policy**  
**Language**

Teachers will use their professional judgement to decide on the words to be corrected depending on individual child and task.

The following correction code has been agreed by all staff and will be used in specific tasks.

**Correction Code**

1. Spelling

- Incorrect words to be underlined
- P1-4  
Write word above  
Introducing SP at P4
- P5-7  
SP (appropriate words are written above)

2. Circle letters and write capital letters above letter that should be  
**CAPITALS**

- |   |               |       |            |     |            |
|---|---------------|-------|------------|-----|------------|
|   | R             | C     |            | N   | Y          |
| • | e.g.          | robin | cartwright | new | york etc., |
| • | or vice versa |       |            |     |            |

3. Correct grammar and punctuation by writing correct word or phrase above mistake

4. New paragraph

- Write N.P.

5. ^ Omission

6. Wavy line

- Meaning not clear or ??