



Literacy Policy: June 2021

Colinton Primary School Vision

“Learning and achieving together, nurturing creative and inquisitive minds”

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.”

Curriculum for Excellence, Principles and Practice Paper: Literacy and English

Aims

At Colinton Primary we believe that Literacy is of paramount importance for all pupils. With literacy skills, pupils are able to engage with the eight curricular areas and therefore they are provided with optimum opportunities to progress. The Literacy skills that a pupil develops in Colinton Primary will form a foundation that will have a real impact on skills for life, learning and work. This will also support pupils to develop themselves across the curriculum as a responsible citizen, an effective contributor, a confident individual and a successful learner. This policy is designed to ensure all children receive optimal instruction using practices and programs that are supported by scientific evidence and ensures that resources are deployed on the basis of need to provide evidence-based and appropriately targeted interventions on an equitable and timely basis.

What is literacy?

A Curriculum for Excellence has considered how language evolves and believes that in the 21st century Literacy can be defined 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.”

The literacy experiences and outcomes and benchmarks that are taught and experienced at Colinton Primary promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning. Children and young people not only need to be able to read for information, they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.



Literacy and English can be broken down into three main, broad areas. They are:

- Listening and Talking
- Reading
- Writing

Within each of these areas there will be opportunities for learning through:

- Enjoyment and Choice (all areas of Literacy)
- Tools (all areas of Literacy)
- Finding and using information (Listening and Talking, Reading) or Organising and using information (Writing)
- Understanding, analysing and evaluating (Listening and Talking, Reading)
- Creating texts (Listening and Talking, Writing)

Pupil Voice of "What makes a good Literacy lesson?"

Children shared that a good Reading Lesson may have some of these ideas:

- We like it when the teacher and our friends give us advice
- Books should be challenging and suited to our level of reading
- We like having different roles and jobs within a lesson
- We like reading a mixture of fiction and non-fiction

Children shared that a good Writing Lesson may have some of these ideas:

- We like when the teacher shares an example of writing first
- We like to talk first before writing
- We like to have opportunities to plan our writing
- We like to have opportunities for free writing

Children shared that a good Listening and Talking Lesson may have some of these ideas:

- We like to be able to talk with a partner and share ideas
- We like to have interesting things to talk about



APPENDICES

- **Appendix 1 – Promoting Literacy Skills**
- **Appendix 2 – Literacy and English Organisers**
- **Appendix 3 – Planning Guidelines including resources**
- **Appendix 4 – Assessment and Interventions**



APPENDIX 1

How do we promote the development of Literacy and English language skills?

At Colinton Primary, all pupils from Nursery to Primary 7 will have opportunities, suitable to their stage and developmental needs, 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 opportunities through the use of 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 a wide range of ways in which they can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading
- 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



APPENDIX 2

Enjoyment and Choice

In Listening and Talking, reading and writing pupils will be given opportunities to develop an awareness of the relevance of texts in their lives, including Scottish and local literature, within a challenging and motivating environment. Pupils at Colinton Primary will be encouraged to read for pleasure and will be encouraged to develop good reading habits that will stay with them as they grow. They will have chances to watch and listen to different media and will be encouraged to explain their preferences.

Tools

Within Listening and Talking pupils will be supported to develop skills that will help them interact or present within Colinton Primary or beyond, for example within their local community.

In Reading, pupils will develop skills to help them use texts that become increasingly complex in terms of unfamiliar ideas, structures or vocabulary.

In Writing, pupils will gain knowledge of technical aspects and become increasingly confident as they use them to communicate effectively in a variety of written forms.

Finding and using information or Organising and using information

When listening to, watching or talking about texts with increasingly complex ideas, structures and specialist vocabulary; pupils will be able to identify and discuss what they have heard or seen and use that information for different purposes. In Reading, pupils will become familiar with fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary. They will be supported to find, select, sort and use information for a specific purpose. They will learn how to make notes, organise information and create new texts.

In Writing, pupils will consider texts to help them create short and extended texts for different purposes.



Understanding, analysing and evaluating

Within Listening and Talking the pupils will be supported to investigate and appreciate texts with increasingly complex ideas, structures and specialist vocabulary for different purposes. They should develop the skills to show their understanding by responding to literal, inferential, evaluative questions as well as making questions of their own.

In Reading, pupils will investigate and appreciate fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary and they will develop the ability to show their understanding across different areas of learning by identifying and considering the purpose and main idea of texts and use supporting detail in their answers.

Creating texts

In Listening and Talking and in Writing, pupils will apply the elements that others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary. Pupils will learn to use language and style that engages and/or influences the reader or audience. They are regularly encouraged to write for real life purposes through the IDL curriculum.



APPENDIX 3

Reading Core Guidance and Resources

Nursery - P2

- Dandelion Phonics reading scheme and Oxford Reading Tree schemes and IDL reading opportunities
- Literacy Rich programme
- Paired Reading
- Puppets
- Smartboard stories
- Bloom's Questioning
- Book Detective roles
- Bookbug

P3-P7:

In P3 we introduce the Reflective Reading and Story Kitchen approach to teaching literacy. This approach is laid out in detail in "Reflective Reading" by Anne Glennie, a copy of which is provided for all teachers.

- Ability groups - Long Reads
- Literacy Rich programme
- Bloom's Questioning
- Short Reads - Whole Class, mixed ability groups
- Class Novels
- Personal reading for enjoyment



What does a 'Reading Week' look like at each stage in Colinton Primary School?

<u>Early Level – Primary 1</u>	<u>First Level - Primary 2</u>	<u>First Level – Primary 3</u>
<p>*Bloom's Taxonomy underpins the teaching of reading – all types of questioning are taught</p> <p>*Literacy Rich programme is used to teach phonics and tricky words</p> <p>*'Dandelion Launchers and Readers' is the core reading scheme</p> <p>*ORT reading scheme is used for more able readers and to supplement the core reading scheme</p> <p>*From Block 2 in the session - Group Reading lessons x 4 per week</p>	<p>*Bloom's Taxonomy underpins the teaching of reading - all types of questioning are taught (see Bloom's and HOTS class pack)</p> <p>*Literacy Rich programme is used to teach phonics and tricky words</p> <p>*While children are still following the Literacy Rich programme, 'Dandelion Launchers and Readers' is the core reading scheme</p> <p>*Oxford Reading Tree reading scheme is used for more able readers and to supplement the core reading scheme</p> <p>*Within 4 x Group Reading lessons per week:</p> <ul style="list-style-type: none"> -Challenge Group are taught skills of reading x 3 per week -Core Group are taught skills of reading x 3 per week -Support Group are taught skills of reading x 4 per week <p>*Children who receive SfL are taught reading daily (mixture of teacher and PSA) and given opportunities for further practice.</p> <p>*The expectation is that when children in the support group are receiving support outwith the class, i.e. Read Write Inc, Literacy will be taught to the challenge and core groups within the class at the same time</p>	<p>*Bloom's Taxonomy underpins the teaching of reading - all types of questioning are taught</p> <p>*Literacy Rich programme is used to teach phonics and tricky words until the children reach the end of the programme</p> <p>*While children are still following the Literacy Rich programme, 'Dandelion Launchers and Readers' is the core reading scheme</p> <p>*Oxford Reading Tree reading scheme is used for more able readers and to supplement the core reading scheme</p> <p>Challenge Group are taught skills of reading x 3 per week</p> <ul style="list-style-type: none"> -Core Group are taught skills of reading x 3 per week -Support Group are taught skills of reading x 4 per week <p>*Children who receive SfL are taught reading daily (mixture of teacher and PSA) and given opportunities for further practice.</p> <p>*Upon completion of the Literacy Rich programme, learners work on the Reflective Reading and Story Kitchen model of literacy.</p>



P3-P7

At Colinton we use the Story Kitchen and Reflective Reading approaches to teaching literacy. All teachers have a copy of the "Reflective Reading" by Anne Glennie, which provides the details of the implementation of this approach. The weekly overview is outlined on P99 and P138.

Expectations: Staff have agreed the following:-

- Daily ERIC session to begin each day, at least 15 minutes per session
- Class novel - Teacher reads to the class at the end of every day (Pie Corbett reading spine.)
- Short read - weekly, mixed ability lesson
- Long Read - 3 x per week in ability groups
 - 1 - with teacher
 - 2 - group reading strategies as outlined on p127
 - 3 - Task Map exercisesNote: Reading interventions as directed by SfL should coincide with Long Read activities.
- Extended writing - weekly with links to reading/class topic to be explored and taught in conjunction with:-
- Story Kitchen Grammar progression.
- Extended writing should feature live marking strategies and Story Kitchen "Whole Class Feedback".
- Handwriting: 1 x per week with follow up practice and reminders of expectations during spelling and extended writing especially but also all other areas of the curriculum. Teachers to use Nelson Handwriting textbooks at the following stages:-
 - P3 Pupil Book A
 - P4 Pupil Book 1
 - P5 Pupil Book 2
 - P6 Pupil Book 3
 - P7 Pupil Book 4
- Spelling: nferNelson resource. Word lists taught 1 x per week with follow up spelling assessment. Recommendation that weekly assessment incorporates words from previous weeks.



<u>Colinton Primary Handwriting Journey</u>	P1	P2	P3	P4	P5	P6	P7
<p>Once the formation of all letters has been taught and the joins have been established, handwriting should be integrated into other curricular areas rather than a stand- alone subject area</p> 	<p>Teach correct pencil grip</p> <p>Introduce correct lower case formation</p> <p>Introduce writing on lined paper</p> <p>Introduce awareness of capital letter formation</p>	<p>Continue to establish correct pencil grip</p> <p>Introduce all capital letters</p> <p>Revise all letters</p> <p>Introduce correct letter size, writing on the line, spacing, position and layout</p>	<p>Introduce linked script to establish joined up writing</p> <p>Revise all letter formation</p> <p>Evidence of linked script in independent work</p>	<p>Revise and reinforce all joins</p> <p>Using guide lines when presenting work on plain paper</p> <p>Evidence of linked script in independent work</p>	<p>Use joined up writing in all work</p> <p>Continue to use guide lines when presenting work on plain paper</p> <p>Evidence of linked script in independent work</p>	<p>Decide on appropriate style of handwritten presentation eg bold letters, block capitals, etc for the purpose of the task</p> <p>Continue to use guide lines when presenting work on plain paper</p> <p>Evidence of linked script in independent work</p>	<p>Develop personal writing style</p> <p>Use of pens</p> <p>Continue to use guide lines when presenting work on plain paper</p> <p>Evidence of linked script in independent work</p>
Suggested Resources	CEC Literacy Rich resources	CEC Literacy Rich Resources	Nelson Handwriting Book A/1	Nelson Handwriting Book 1	Nelson Handwriting Book 2	Nelson Handwriting Book 3	Nelson Handwriting Book 4
<p>Please be aware of writing styles which children may have been taught before arriving at Colinton. Please discuss with Support for Learning Team if you are unsure how to proceed.</p>							



APPENDIX 4

Assessment

Colinton Primary School uses a range of formative and summative assessments to identify how the pupils are progressing and their next steps in learning. Moderation meetings take place at school and cluster level to ensure the children are being provided with appropriate pace and challenge within their learning experiences.

Formative

Please refer to Learning and Teaching Policy

Summative Assessments in Reading and Spelling once per year

- Standardised Test (SNSAs in P1)
 - Standardised Test in P2
 - Standardised Test in P3
 - Standardised Test (SNSAs in P4)
 - Standardised Test in P5
 - Standardised Test in P6
 - Standardised Test (SNSAs in P7)
 - Big Writing assessments three times per year
- *Please also refer to Learning and Teaching Policy