



QUARTER PRIMARY SCHOOL

LITERACY POLICY

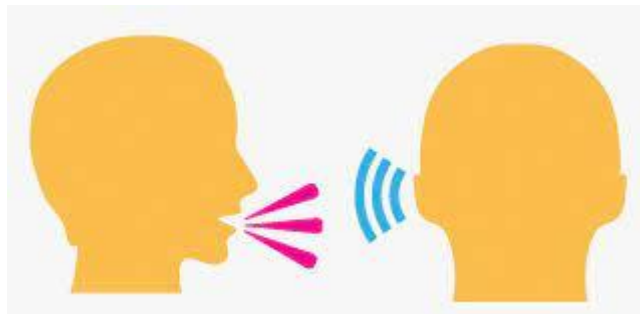
AUGUST 2022



Guided Reading



Talk for Writing





Introduction

The Scottish Government's vision for education is to:

'...create a more successful country with opportunities for all of Scotland to flourish ... [by] ensuring that all our children and young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens... [where] **all** children and young people can realise their potential, regardless of their social background or learning needs, thereby developing the knowledge, skills and attributes they will need to flourish in life, learning and work ... ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.'

(National Improvement Framework, 2016)

Curriculum for Excellence states that:

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

(CfE Literacy and English Principles and Practice, 2009)

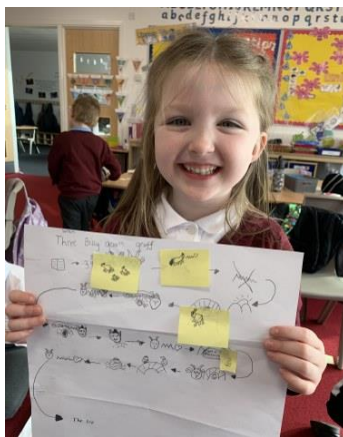
'Competence and confidence in literacy, including competence in grammar, spelling and the spoken work, are essential for progress in all areas of the curriculum. Because of this all teachers have responsibility for promoting language and literacy development.'



(Building the Curriculum 1)

CfE looks at literacy and language in the context of the 21st century, taking into account changing forms of language and communication, including face to face communication, written communication and digital communication. CfE defines literacy 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.’

At Quarter Primary we work together to provide a caring, positive and stimulating environment where children actively engage in their learning journey. We encourage all our young people to develop as independent and cooperative learners by providing a breadth of learning experiences which offer appropriate support and challenge, allowing each child to develop to their full potential. Working in partnership with parents, our local and wider community we support our children in developing resilience and skills for learning, life and work.



Safe Kind Hardworking Fun Inclusive
Session 22-23



Rationale and Aims

The general framework of literacy education within Quarter is based upon the CfE outcomes for listening and talking, reading and writing. Experiences and outcomes are used in planning for teaching and assessment. Literacy benchmarks aid assessment and tracking and monitoring of progress.

Quarter Primary school aims to support all children as they develop across the four capacities through a structured programme of study which capitalises on everyday opportunities to plan responsively and develop literacy skills across the curriculum.

Learning and teaching of literacy permeates the whole curriculum, with core knowledge and skills developed during literacy sessions.

Our pupils will be encouraged to develop responsibility for their learning by ensuring:

- Awareness of what is expected of them through the sharing of learning intentions and success criteria
- Provision of appropriate feedback via self, peer and teacher assessment
- Reflection on where they currently are and on their next steps in learning

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

Our literacy curriculum is designed to develop

- critical and creative thinking
- competence in listening, talking, reading and writing
- positive attitudes towards language development
- personal, inter-personal and team-working skills (important in life and in the world of work)

It provides opportunities to

- acquire knowledge about language
- listen attentively



- talk effectively
- read with understanding
- write for purpose and understanding
- write fluently and legibly with accurate spelling and punctuation

Within the literacy and language framework there are three organisers within which there are subdivisions –

Listening and Talking

- Enjoyment and choice
- Tools for listening and talking
- Finding and using information
- Understanding, analysing and evaluating
- Creating texts



Reading

- Enjoyment and choice
- Tools for reading
- Finding and using information
- Understanding, analysing and evaluating

Writing

- Enjoyment and choice
- Tools for writing
- Organising and using information
- Creating texts



In planning, our staff consider each organiser and sub-divisions across the curricular areas, taking account of individual needs and abilities, ensuring depth, balance and progression.

Across the CfE levels, challenge and progression appropriate to individual abilities will be at the heart of learning and teaching to ensure that each child



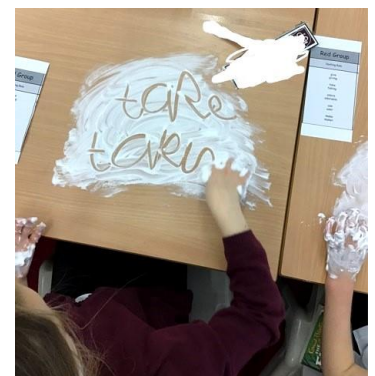
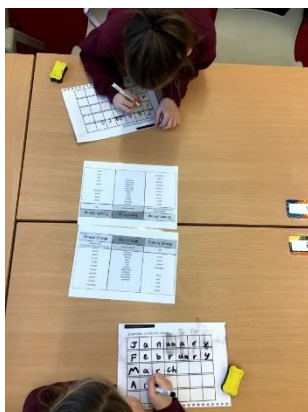
achieves their potential. Through active learning strategies we provide opportunities which support a range of learning styles.

We aspire to make learning coherent and relevant in order that learners link the purpose and value of the experiences to their lives.

Effective learning and teaching in Literacy and English will involve a mix of appropriate approaches. These include:

- the use of relevant, real life and enjoyable contexts
- effective, direct and interactive teaching
- a balance of spontaneous and planned play activities
- responsive planning which motivates children and stimulates their interest
- collaborative working and independent thinking and learning
- making meaningful links across different curriculum areas
- developing the principles of Assessment is for Learning.
- frequent opportunities to communicate in a wide range of contexts for relevant purposes and for real audiences
- the development of problem solving skills and approaches
- the appropriate and effective use of ICT

The balance between these approaches will vary at different stages. We strive to make learning motivating, engaging, active and fun!





Listening and Talking

Listening and talking are crucial to the acquisition of language and its development. They are inextricably bound in all we do across the curriculum. Talking, reading and writing are dependent on an ability to listen.

In Quarter Primary our children will be provided with opportunities to



- Engage with others in group and class discussions
- Learn collaboratively
- Explain their thinking
- Explore factors which influence them and persuade them in order to critically analyse the reliability of information

At the early level, children will learn through planned, purposeful play, representing ideas in their activities through listening and talking. The development of communication skills will be promoted across the curriculum.

At the first level, children will learn to speak others' views and to confidently articulate their own thoughts and opinions. They learn to listen to others, take turns and listen appropriately.

At the second level, children will learn to adapt the way they communicate to suit different situations, purposes and audiences. They will be encouraged to make informed decisions through discussion and debate.

Assessment: Staff will identify the children's

- Contribution to discussions
- Ability to take turns
- Ability to explain their thinking
- Awareness of audience
- Participation in presentations
- Degree of confidence, including use of voice and body language



- Ability to question appropriately



Reading

Access to learning broadens as reading skills develop and improve. Fluent readers are well aware of the power of reading in opening up a wider world of knowledge, understanding, experience and opinions.

In Quarter Primary our children will be provided with opportunities to

- Explore sounds, letters and words
- Find, select, sort, summarise and link information from a variety of sources
- Explore a range of texts, appreciating the feelings of others
- Consider the purpose and main concerns in texts
- Discuss similarities and differences between texts
- Develop a love of books and an appreciation of the written word in other forms

At the early level, children will be immersed in an environment rich in print and possibilities for communication. They will begin to develop a love for and care of books, both fiction and non-fiction. Children are taught the mechanics of reading, acquiring a sight vocabulary and a range of reading strategies such as phonic, context and syntax cues. In the early stages it is essential to devote time to word attack skills. A knowledge of phonic patterns, together with the use of context clues, will assist children in reading material from a variety of sources.

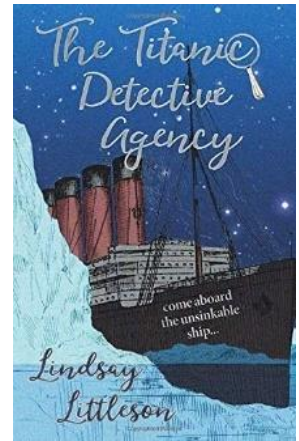
At the first level, children will read independently and with enthusiasm, developing skills in finding, selecting and sorting information.



At the second level, children will read a range of texts to suit different situations with greater emphasis placed on the development of higher order reading skills.

Assessment: Staff will identify children's

- Growing fluency, expression and understanding
- Understanding of key ideas from texts
- Skills in reading to learn as well as learning to read
- Developing skills of analysing and evaluating



Writing

Writing helps children to clarify their thoughts and experiences. Through writing pupils can define, order and understand ideas. Writing is essential for communicating within society, therefore it is important that pupils learn and apply the conventions of writing in its various forms.

In Quarter Primary our children will be provided with opportunities to:

- Explore sounds, letters and words
- Explore materials for writing
- Develop handwriting and presentation skills
- Learn spelling rules and exceptions
- Record experiences, ideas and feelings in different ways
- Make notes, develop ideas and acknowledge sources in written work
- Develop and use effective vocabulary
- Create texts e.g. presentations
- Write using Talk for Writing methodology

At the early level children will be encouraged to see the relevance and importance of writing, for example, making marks on paper to produce a shopping list. They will be provided with interesting resources to explore and develop this skill. Children will progress to recognise and produce the correct formation of letters, words and sentences.



At the first level children will use their skills to explore and record their own experiences and imaginary worlds. Children will learn to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. They will be aware of an increasing range of punctuation marks and of the ordering of a story i.e. beginning, middle and end.

At the second level note taking will develop to allow individuals to independently organise information, encouraging in-depth analysis of texts. Children will use appropriate punctuation, paragraphs and varied sentence structure with an awareness of audience and purpose.



As pupils' writing ability increases, it is important that the most frequently used words are spelled accurately and consistently. A range of spelling strategies, active spelling, are used across all stages. Personal dictionaries, published dictionaries and thesauruses are used. Spelling words are taught following spelling rules, as well as common words and vocabulary sourced from other curricular areas.

Handwriting skills are taught from P1, with good habits in presentation encouraged throughout the school. Linked script is introduced at first level.

Assessment: Staff will identify children's

- Developing independence
- Developing organisation of ideas
- Developing skills in handwriting, spelling, punctuation and grammar
- Developing awareness of audience and purpose





Assessment, Tracking and Monitoring

Staff recognise the importance of assessment in providing a clear picture of children's progress, and in planning for further learning to ensure progression and consolidation. Each child is given regular feedback in a range of ways to identify next steps and set personal targets.

Staff include specific assessment tasks when planning, for example through interdisciplinary topics, to assess how well skills taught in literacy lessons are applied in other curricular areas and contexts.

Staff will engage in moderation of assessment, for example in writing, as a whole staff and with colleagues across our learning community in order to ensure shared understanding of expectations across levels.

Attainment in literacy is tracked and monitored regularly through learning plan dialogues between class teachers and head teacher, using a range of formal assessments in literacy to confirm professional judgement. Progression through book banding levels is tracked to ensure appropriate pace and challenge. An additional support plan may be started for children with specific educational needs, with long-term and termly targets identified and reviewed in order to ensure needs are met.

Use of media in Literacy and Language

We use an ever increasing range of technological resources to support literacy across the curriculum, including

- GLOW
- Interactive smartboards
- Computer/internet and websites
- Listening Centres
- Beebots
- Tablets
- Video/sound clips





French

A number of teaching staff have undertaken 1+2 modern languages (French) training. French is taught from nursery to P7 using an active approach, making cross-curricular links and linking to daily class routines. By the end of P7 pupils will have had experience of reading, writing and speaking French.