Tough School Literacy Policy

Rationale

“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 the 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 of the Four Capacities of Curriculum for Excellence.”

*Curriculum for Excellence: Literacy and English: Principles and Practice, 2004*

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| Successful Learners are able to:* Use literacy, communication and numeracy skills
* Use technology for learning
* Think creatively and independently
* Learn independently and as part of a group
* Make reasoned evaluations
* Link and apply different kinds of learning in new situations
 | Confident Individuals are able to:* Relate to others and manage themselves
* Pursue a healthy and active lifestyle
* Be self-aware
* Develop and communicate their own beliefs and view of the world
* Live as independently as they can
* Assess risk and make informed decisions
* Achieve success in different areas of activity
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| Responsible Citizens are able to:* Develop knowledge and understanding of the world and Scotland’s place in it
* Understand different beliefs and cultures
* Make informed choices and decisions
* Evaluate environmental, scientific and technological issues
* Develop informed, ethical views of complex issues
 | Effective Contributors are able to:* Communicate in different ways and in different settings
* Work in partnership and in teams
* Take the initiative and lead
* Apply critical thinking in new contexts
* Create and develop
* Solve problems
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*The Four Capacities: The purpose of the Curriculum for Excellence, 2004*

Aims

Deliver a Literacy curriculum provides learners with the:

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| Challenge and EnjoymentCorrect difficulty and motivating for all | 7 Principles of Curriculum Design | BreadthA wide range of experiences |
| ProgressionBuild on existing learning | DepthDrilling down into learning | Personalisation and ChoicePupil-led and suits individual learners |
| CoherenceLinks between areas of learning | RelevanceUsing learning in real life |

Teaching Standards and Expectations

**Spelling**

Planning

LIT0-21a, 1-21a and 2-21a.

Forward plans with clear progression can be found: Sharepoint > Forward Planning Masters > Literacy > Spelling >

P1 – Phonics Planner JP & AL

P2 – Spelling Planner AL2

P3 – Spelling Planner AL3

P4/5 – Spelling Planner AL 4-5

P6/7 – Spelling Planner AL 6-7

PAT, Toe by Toe and Word Wasp are used to support those with specific difficulties.

The online resource, ‘Nessy’ is also used at home to support learners as required.

Teaching and Learning

Broadly speaking, use an Active Literacy approach.

Early Level - 2 Day Rotation

1 – Intro to phoneme or common word

2 – Revision of phoneme or common word

First Level - 4 Day Rotation

1 – Intro to phoneme

2-4 – Activities

Second Level - 4 Day Rotation

1 – Intro to phoneme and reciprocal teaching

2 and 3 – Activities, including diacritical marking

4 – Dictation

Assessment and Feedback

Formative - through spelling quality in written tasks and dictation scores.

Summative - through tracking twice a year using the Schonell Spelling Assessment.

Self, peer and teacher marking and feedback.

Evaluation and Next Steps

Assessments are evaluated in terms of barriers and interventions needed and their impact.

Evaluation of feedback informs next steps in learning.

**Reading**

Planning

LIT 0-11a to ENG 2-19a

Forward plans can be found:

Sharepoint > Forward Planning Masters > Literacy > Reading >

Early/First Level - Reading Follow-Up Tasks P1-4

First/Second Level – Reading Follow-Up Tasks P4-7

Progression planned for through termly focus on 1 or 2 comprehension strategies, as outlined in the above planners.

Teaching and Learning

Broadly speaking, we use an Active Literacy approach. Focus is on carrying out tasks through reading, rather than memory, discussion and developing comprehension skills and strategies.

4 Day Rotation

Sharepoint > Forward Planning Masters > Literacy > Reading >

Early/First Level – Reading in P1-4

First/Second Level – Reading Rotation in P5-7

Book lists can be found in:

Sharepoint > Forward Planning Masters > Literacy > Reading >

P1-4 – Book Lists P1-4

P4-7 – Book Lists P4-7

Assessment and Feedback

Formative - through reading lessons and other curricular areas.

Summative - through tracking twice a year using NGRT. SNSAs are used to track progress once a year in P1, P4 and P7.

Self, peer and teacher marking and feedback.

Evaluation and Next Steps

Assessments are evaluated in terms of barriers and interventions needed and their impact.

Evaluation of feedback informs next steps in learning.

**Handwriting**

Planning

LIT1-24a and LIT 2-24a

Teaching and Learning

Broadly speaking, the Nelson handwriting resource is predominantly used to provide progression.

Theodorescu is used to support those with specific difficulties.

Handwriting should be taught once a week in Early/First Level and once a fortnight in First/Second Level.

Assessment and Feedback

Formative and summative - each lesson through self, peer and teacher feedback.

Evaluation and Next Steps

Evaluation of feedback informs next steps in learning.

**Listening and Talking**

Planning

LIT0-01a to LIT 2-10a

Teaching and Learning

Collaborative listening and talking is taught through all lessons.

Talking to an audience is tackled through home created individual talks once a year for each pupil and through regular, ongoing opportunities to share learning.

Assessment and Feedback

Formative - through lessons and from self, peer or teacher.

Summative - through teacher and peer feedback in formal talks.

Evaluation and Next Steps

Evaluations of feedback inform next steps in learning.

**Writing**

Planning

LIT0-20a to ENG2-31a

Forward plans showing progression can be found:

Sharepoint > Forward Planning Masters > Literacy > Writing

Early – Writing across learning Early level

First – Writing across learning First level

Second – Writing across learning Second level

Plans are created with pupil input. Genres are tackled 3 weeks in a row to introduce, reinforce and extend skills.

Read, Write, Gold is used to support writing as required.

Teaching and Learning

Broadly speaking, use an Active Literacy approach. Writing is generally topic-related. LIs and SC include genre specific skills and general writing skills. These can be found in Active Literacy manuals in both classrooms. Grammar and/or Spelling SC should be included in each lesson for coherent learning across literacy. SC should be decided upon by learners on a regular basis.

Taught writing lessons should occur once a week with opportunities to edit and refine.

Assessment and Feedback

Formative - through taught writing lessons, against success criteria. Every three weeks, each child should have writing feedback from self, peer and teacher.

Summative - through tracking events three times a year using teacher assessment with Scottish Criterion Scale or East Lothian Literacy Signposts. SNSAs are used to track progress once a year in P1, P4 and P7.

Evaluation and Next Steps

Assessments are evaluated in terms of barriers and interventions needed and their impact.

Evaluation of feedback informs next steps in learning.

**Grammar**

Planning

LIT1-22a, 1-23a, 2-22a, 2-23a

Forward plans showing progression can be found:

Sharepoint > Forward Planning Masters > Literacy > Grammar >

First Level – Grammar Planner JG1, JG2 and JG3

Second Level - Grammar Planner JG3, JG4 and JG5

Teaching and Learning

Broadly speaking, use a Jollygrammar approach, with a Grammar target being included in each taught writing lesson. A supplementary resource is available through Folens textbooks in the back classroom.

Grammar lessons should occur once a week in each class.

Assessment and Feedback

Formative and summative - through grammar quality in written and spoken tasks and grammar activities. Feedback from self, peer and teacher.

Evaluation and Next Steps

Evaluation of feedback informs next steps in learning in grammar and taught writing lessons.

**Scots and Doric Language**

Pupils will be encouraged to use their own dialects. Activities to develop understanding of our local dialects will be undertaken to increase awareness of the local environment and a greater understanding of their peers. Burns poems, local stories and Doric poetry will be read and enjoyed and opportunities that arise to perform will be enthusiastically pursued.

Information in the following areas can be found in distinct policies:

Teaching and Learning a Modern Foreign Language

Homework

Reporting