



Craigdhu Primary School

Literacy Policy

Rationale

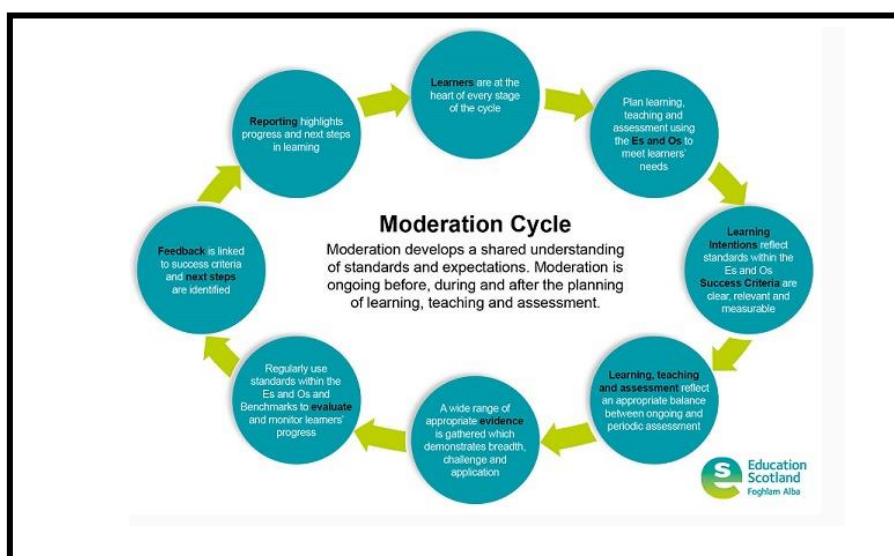
Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

(CfE Literacy and English Principles and Practice, 2009)

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, 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, 2006)

All areas of teaching and learning follow the moderation cycle. The Moderation Cycle is designed for use by practitioners to support their understanding of the moderation process and is also the process we follow for all teaching and learning in literacy.



At Craigdhu Primary we aim to provide a nurturing, positive and stimulating environment where children actively engage in their learning journey. We provide a breadth of learning experiences to encourage all of our young people to develop as independent and cooperative learners. We allow each child to develop to their full potential by offering appropriate support and challenge. Working in partnership with parents and our wider community, we support our young peoples in developing resilience and skills for learning, life and work. In the context of the 21st century, it is important that through our literacy policy we take into account the changing forms of communication and language, including face to face communication, written communication and digital communications.

Curriculum for Excellence (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.'***

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At Craigdhu Primary school our literacy programme is based upon the CfE, Literacy experiences and outcomes for **Listening and Talking, Reading** and **Writing**. The experiences and outcomes are used to plan teaching and assessment and benchmarks are used to aid assessment, tracking and monitoring of progress. Learning and teaching of literacy is integrated across the whole curriculum, with core knowledge and skills developed during literacy sessions.



At Craigdhu we aspire to make learning coherent and relevant in order that learners link the purpose and value of the experiences to their lives. Through learning and teaching of literacy, we build on children's prior knowledge ensuring we meet children's individual needs.

Aims

- To create a literacy rich learning environment which incorporates real life contexts and encourages learners to develop their literacy skills across all curricular areas
- To create a positive attitude to learning in all areas of literacy
- To create competence in talking, listening, reading and writing
- To create critical and creative thinking
- To create personal, interpersonal and team working skills



We will provide opportunities to:

- Listen attentively
- Talk effectively
- Read with understanding
- Write for purpose and understanding

Within the Literacy framework there are three organisers (listening and talking, reading and writing), and within these there are subdivisions:

Listening and Talking

- enjoyment and choice
- tools for listening and talking
- finding and using information
- understanding, analysing and evaluating
- creating text



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Reading (phonics, spelling, guided reading)

- enjoyment and choice
- tools for reader
- finding and using information
- understanding, analysing and evaluating

Writing (daily writing, taught writing, handwriting, grammar)

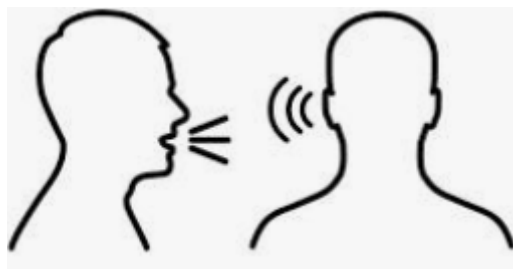
- enjoyment and choice
- tools for writing
- organising and using information
- creating text

In planning teachers consider each organiser and sub-division across the curricular areas. Challenge and progression appropriate to individual abilities will be at the heart of learning and teaching to ensure that each child achieves their potential.

Listening and Talking at Craigdhu

Listening and talking is integrated across all curricular areas. Skills in listening and talking are taught through modelling approaches; such as reciprocal reading, and through exposure to language and literacy through the wider curriculum and everyday learning experiences. Learners are given the opportunities to:

- Develop confidence in listening and talking
- Develop skills for listening and talking, with increasing complexity
- Participate in group and class discussions with increasing independence
- Explain their thinking to others, with increasing challenge of context, subject matter
- Respond to and ask a range of questions (literal, inferential and evaluative)



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Reading at Craigdhu

At Craigdhu we have developed a strategy for teaching guided reading. This incorporates our phonics programme (P1-3), spelling programme (p4-7), banded texts for reading (Big Cats), class novels and reciprocal reading (P5-7). In addition, we have a range of resources to support learners who have barriers to learning; including dyslexia friendly texts, scan translators and overlays for reading. This ensures there is a consistent approach to teaching word attack skills, fluency, vocabulary, comprehension and analysis. Reading for learning is included across all curricular areas and learners are given the opportunity to:

- Choose and explore different types of text to read
- Read for pleasure/enjoyment
- Find, select, organise, summarise and link information from a variety of sources with increasing complexity
- Access and analyse a wide range of texts
- Understand the purpose of different texts
- Apply reading skills across the curriculum



Writing at Craigdhu

At Craigdhu, our learners will have the opportunity to write across the curriculum for a range of purposes. At the earliest stages, learners are given opportunities through play based learning to explore writing with different materials, to create meaning with drawings, symbols, letters and words. Teachers then introduce children to formal writing through the Foundation of Writing Programme. Throughout all stages technical aspects of writing are explicitly taught. Genre specific features of language are also explicitly taught through a variety of pedagogies including Talk 4 Writing.

Children will be given the opportunity to:

- Explore sounds, letters and words with increasing complexity (etymology)



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- Learn spelling rules and exceptions
- Record experiences, ideas and feelings in different ways
- Make notes, develop ideas and acknowledge sources in written work
- Apply the elements which writers use to create texts with increasingly complex ideas, structures and vocabulary
- Learn and apply genre features in their writing
- Create a variety of texts (short and extended) for different purpose and audiences with increasing complexity
- Develop handwriting and presentation skills
- Experience personalisation and choice in their writing
- Daily Writing



Use of Media in Literacy

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

- GLOW
- Interactive smartboards
- Computers/internet/websites
- Listening Centres
- Beebots
- Ipads
- Video/sound clips





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Assessment, Tracking and Moderation

Assessment is an integral part of learning and teaching at Craigdhu Primary. Teachers use a variety of assessment approaches, including ongoing formative assessment, summative assessment and periodic assessment to monitor progress and achievement over time. Teachers gather evidence to inform their professional judgement about progress and achievement within and across CfE levels.



Staff will engage in moderation of assessment, for example, in writing, as a whole staff, with stage partners and with Cluster Group colleagues in order to ensure share understanding of expectation across levels.

Attainment in literacy is tracked and monitored regularly, through dialogues between the class teacher and the senior management team, using a range of formal assessments in literacy to confirm professional judgement (PM Benchmarking, SWST, SNSA). 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.

French and Spanish

French is taught from P1 to P7 and Spanish is taught from P5 to P7. Both languages are taught using an active approach, making cross curricular links and linking to daily class routines. By the end of P7 pupils will have had an experience of reading, writing and speaking in French and Spanish.

