

Aims:

- To communicate effectively both face to face and in writing through a range of media
- To recognise the importance of listening and talking and of collaborative working in the development of thinking and learning
- To read a variety of texts from a range of media for information and enjoyment
- To apply knowledge about language

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 foundation for lifelong learning and work and contributes strongly of all four capacities of CfE.

Audience:

All staff

Quality Indicators:

2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3

Principles for Curriculum Design

Challenge and enjoyment

- Set learners challenging goals
- Make learners think hard about their learning
- Ensure that learning is active and engaging to motivate all learners

Breadth

- Use a variety of contexts through which to develop and demonstrate learning
- Give all pupils the opportunity to be involved in all aspects of school life

Progression

- Ensure that all learners have the opportunity to achieve appropriate success
- Ensure that all learners have the opportunity to share and celebrate their achievements
- Share expectations and standards with learners
- Review and evaluate learners' progress
- Provide timely, accurate verbal and written feedback on their learning

Depth

- Give learners the opportunity to develop and apply greater intellectual rigour
- Give pupils the opportunity to develop secure understanding

Personalisation and choice

- Take account of their prior learning
- Ensure that all learners have ownership of their learning
- Take account of different learning styles

Coherence

- Help learners see the link between different aspects of learning
- Provide opportunities for learners to transfer and apply learning in different contexts

Relevance

- Ensure learners understand the purpose of the activity
- Make links with learners experiences, learning and interests within and beyond the school

Learning Experiences

Throughout their education, pupils should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Pupils need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

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

The balance between these approaches will vary at different stages and across different sectors and areas of the curriculum. Continuing dialogue about learning and teaching approaches within and across sectors will help to ensure continuity and progression.

Hazlehead has adopted the North Lanarkshire Active Literacy approach across the whole school. There are stage related manuals in school to support planning, teaching and assessment processes.

Experiences and Outcomes Overview

The three organisers within the literacy and English framework are the same as those used in the literacy and modern languages frameworks:

- listening and talking
- reading
- writing

Contexts for Learning

In order for pupils to fully understand what they are learning and why, any contexts for learning need to be relevant, engaging and linked to real life scenarios so that pupils can make connections.

Examples of Texts (Reading & Writing)

- novels, short stories, plays, poems, book studies
- reference texts
- the spoken word
- charts, maps, graphs and timetables
- advertisements, promotional leaflets
- comics, newspapers and magazines
- CVs, letters and emails
- films, games and TV programmes
- labels, signs and posters
- recipes, manuals and instructions
- reports and reviews
- text messages, blogs and social networking sites
- web pages, catalogues and directories

The languages, dialects and literature of Scotland provide a rich resource for pupils to learn about Scotland's culture, identity and language. Through engaging with a wide range of texts they will develop an appreciation of Scotland's vibrant literary and linguistic heritage and its indigenous languages and dialects. This principle suffuses the experiences and outcomes and it is expected that practitioners will build upon the diversity of language represented within the communities of Scotland, valuing the languages which pupils bring to school.

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 subject area, pupils 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.

Engaging with the Wider Community

There may be people listed in the school's Parental Skills Database to contact for support with planned activities.

- Reading Bus
- Arts Across Learning
- C.R.I.S & city libraries
- ASG schools and Hazlehead English Faculty
- Aberdeen University debating

Assessment

Assessment in literacy and English will focus on the responses of pupils 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.

Teachers will see evidence of their progress through pupils' 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. The use of specific assessment tasks is also important to provide evidence of progress, particularly at transitions.

Assessment of progress in literacy and English will focus on judgements about the success of pupils in developing key literacy and English language skills and applying their skills in their learning and in their daily lives and in preparing for the world of work. For example:

- How well are they communicating with confidence to suit their purpose and audience and showing increasing awareness of others in interactions?
- How does their confidence in listening and talking help their personal development, social skills and ability to solve problems?
- To what extent are they exploring and enjoying fiction and non-fiction texts of increasing depth, complexity and variety and making increasingly sophisticated personal responses?
- How well do they engage with challenging issues raised in texts?

Long-term success in using literacy and English is closely linked to learners' motivation and capacity to engage with and complete tasks and assignments. For this reason, it is important to observe and discuss their enthusiasm for stories, poetry and prose, their interest in words, their preferences in reading, and their enthusiasm for sharing experiences through talk and writing. Their progress can be seen, for example, in their increasingly creative use of language and their developing appreciation of literature and culture.

Further information can be found by accessing the Benchmarks for Languages and Literacy on the Education Scotland website.

Hazlehead has a range of summative assessment tools, including

- Single Word Spelling Test
- SNSA to P1, P4 & P7 pupils which include Literacy components

Results are analysed with staff when data is returned and next steps identified as part of tracking meetings.

Resources

As Active Literacy is the main approach being implemented in school, related resources are used accordingly and as appropriate to taught reading and spelling strategies.

- Mary Feaks (Literacy Co-ordinator)
- Reading: Rigby Rockets (P1-3) and Kingscourt (P4-7) and other supportive schemes and class novels used in line with Active Literacy approach using a whole school agreed framework (**Appendix 1**)
- Comprehension: various supportive schemes (P1-3) Collins (P4-7)
- Spelling: Jolly Phonics (P1-3) and Nelson/Single Word Spelling Test Lists (P4-7)
- Grammar & Punctuation: Jolly Grammar (P1-3) and Nelson (P4-7)
- Handwriting: Nelson
- Writing: Talk for Writing and other approaches using a whole school agreed framework (**Appendix 2**)