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**St. Matthew’s PS**

**Language & Literacy**

**Policy & Procedures**

**St. Matthew’s PS Language & Literacy Strategy**

*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. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland’s literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.*

*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.*

*The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.*

*Traditionally, all aspects of the language framework were developed by all practitioners in pre-school establishments and primary schools and by the English department in secondary schools. This will continue to be the case, but the framework recognises that all practitioners in secondary schools and in colleges and youth work settings have important responsibilities for and contributions to make towards the development of literacy.*

Curriculum for Excellence: ‘Literacy and English Principles and Practice’. Page 1

Literacy & English Overview

A Curriculum for excellence Literacy and English clarifies its broad aims, and identifies 3 areas for Literacy. The experiences and Outcomes are organised into the following sections;

* Listening & Talking
* Reading
* Writing

Within these organisers there are subdivisions.

Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.

The tools sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.

The sections on finding and using information include, in reading, critical literacy skills; while the understanding, analysing and evaluating statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the creating texts experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

**Effective Learning & Teaching**

Throughout their education, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people 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

Consideration of

* Glasgow’s ‘Good Lesson’ format to guide their activities, ensuring these are varied and make the most appropriate use of the resources available.
* Turnbull Cluster’s What Makes a Good Writing Lesson format should guide activities.
* NLC Literacy Resources
* Blooms Taxonomy and Blooms Buttons
* Co-operative Reading Strategies
* PLUS Model

**A week in Literacy and English (How we organise the differentiated programme)**

In St. Matthew’s PS we work with a minimum time allocation of 7 ½ hours per week dedicated to Literacy and English to ensure all targets are met. Within this time allocation there will be a balance of the 3 areas of Literacy, Listening & Talking, Reading and Writing. This may not be possible over the course of a week, but over the term and the year. Use of the St. Matthew’s PS planners will help ensure this, though teachers should use professional judgement to make certain this is so.

Teachers will use different groupings to suit different purposes, where children’s needs will be met through the use of ability groups and/or setting. Some Literacy and English sessions should be delivered to the whole class/sets, introducing new concepts (ie; phonemes, grammar, reading modelling block, handwriting, writing genres, shared texts) or reinforcing taught material. Ability group/set lessons will ensure pace and challenge for children in Literacy and English. Over the course of the session there will be children who have an individualised programme which will require teaching to individuals in the event of absence or when one or two children experience difficulty and need additional support in understanding a concept.

The programme offers a balance of directly taught lessons, both differentiated and whole class, and opportunities for children to consolidate taught concepts. It develops the ‘tools’ of Literacy and English, where children will develop their skills in all 3 areas outlined in A Curriculum for Excellence, incorporating a variety of direct teaching, active learning, and use of carefully selected commercially produced materials. Commercialised schemes are not used to drive learning but are used as a tool to support delivery of lessons and activities. It is the intention that teachers will use their knowledge of the curriculum and of their learners to make teaching and learning as engaging and active and possible, The exact content and emphasis will vary with the needs of the children, but will be determined by assessment and evaluation, using the teacher’s professional judgement.

Below are some examples of Literacy and English overviews, which give an idea of Literacy and English teaching sessions over a week. Active resources appropriate to each group would be required, and could either be used by the group independently, or with a member of the support team (where possible). Dependent on staffing/ area of Literacy and English being taught, these would need to be modified to best meet the needs of the groups in your class.

The CfE Benchmarks should provide support for teachers professional judgement on achievement of a level and are included as an appendix to this policy.

The following guidelines should be adhered to in all class/stages within St. Matthew’s to ensure consistency in our approaches.

**Spelling/Phonemes/Common Words**

Primary 1-3

* Single sounds are taught 2 per week, following the order of the NL Active Literacy Programme
* Phonemes are introduced 1 per week
* The program is supported by Jolly Phonics materials, websites, active games and teacher made resources
* Tasks focus on hearing the sound, visual recognition of the sound, letter formation and generating words containing the given phoneme or sound
* Magnetic boards and Elkonin boxes are used at least twice per week to aid the exploration of words and to develop the ‘Say, Make, Break, Read, Write’ process
* Phoneme stories are used to develop skills in identifying words containing a specific phoneme
* Spelling words:-

\*P.1 – 3 per week

\*P.2 – 4 per week

\*P.3 – 5 per week

* Spelling words are introduced through one taught lesson, focusing on the word attack strategies
* Spelling words are reinforced through daily active spelling tasks
* Spelling words are assessed weekly and results are recorded in the Assessment Data folder
* The consolidation weeks are used to revisit tricky words

Primary 4&5

* Phonics/spelling work runs on a 4 week cycle in the order given in the St. Matthew’s Spelling progression Sheet
* One 15 minute spelling lesson/activity a day
* Week 1 & 2 – Investigate approach looking at phonemes with the same sounds but written in different representation
* Exploration of these words through the use of phoneme charts and Elkonin boxes, diacritical marking and dictation phoneme stories
* Based on capability, children will work on either the core or extension materials
* Week 3 – Focus on common words, tricky words and topic related words
* Short 15 minute introductory lesson to reinforce the spelling strategies.
* Introductory lesson followed up with daily active spelling card games and tasks including paired dictation
* Week 4 – Focus on spelling rules (From Literacy Packs)
* One taught lesson to introduce rule, come up with examples of relevant words
* Follow up activities include dictation and reciprocal teaching of spelling rule
* Spelling words are assessed weekly and results recorded in the Assessment Data folder, in Week 4 a dictation should be used to show application

Primary 6 & 7

* Week 1 focus on strategy spelling, employing the strategies and practices introduced in P.4 & 5
* Week 2 – Strategy spelling for topic related vocabulary
* Additional work is done at this stage on building vocabulary through introducing prefixes, suffixes and homophones where appropriate
* Spelling rules (from Literacy Packs) are revised where appropriate
* Spelling words are assessed weekly and results recorded in the Assessment Data folder, in Week 4 a dictation should be used to show application

**Reading**

Reference should be made to the St. Matthew’s PS Reading Pathway

Primary 1 – 3

* All children engage in at least 1 book per week matched to their level
* All children have access to reading for enjoyment books through class library as well as the school lending library
* Children progress through banded books (see Appendix)
* Children engage in a variety of fiction and non-fiction texts
* Read to write tasks should be planned and delivered, cloze procedures, chopped sentences, sequencing, comprehension matched to the reading book being used
* Reading lessons follow the NL Active Literacy Programme;

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| --- | --- |
| The Front Cover | Share the title, number of words, author and illustrator, picture on the front and make predictions |
| The Walk Through | Discussion of characters, sequence of story, spelling words etc  Quick review of the story, pointing out tricky words and appropriate strategies that the children may need to read certain words. |
| Choral Read/Paired Reading | Book is read several ways over the course of the week in groups, pairs or individually |
| Reading to Write Task | Cut up sentence, strip book, Beginning, Middle and End task, teacher made comprehension task, grammar related activities  In P2 & 3 the ‘Find it, Prove it, Talk about it’ strategy is introduced. Children begin to develop the skill of note-taking and looking for inferences in the text. This can be introduced in P1 depending on the capabilities of the children, |

* On completion of the banded texts children progress onto skinny novels, focussing on comprehension tasks and ‘Find it, Prove it, Talk about it’ strategy.
* Identified children will be benchmarked following Teaching and Learning Meetings to assess their level of reading.

Primary 4-7

* Focus on novel studies taken from the novel list showing challenge to support groups, for 4-6 weeks maximum per novel
* Each class begins with a modelling block – Whole class introduction/refresher of novel study approach which allows the teacher to model the comprehension strategies
* Evidence of the use of these strategies should be through tasks of well structured discussion and should be followed up with written tasks in literacy jotters

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| Prior Knowledge | What do I already know about?  What does my partner/group already know?  How has our thinking changed? |
| Visualisation | Using sensory images to gain more information about a character or situation Eg’ ‘Find out as much as you can about the character of Sophie’. Children write down words/phrases related to Sophie that helps them to build a clear picture in their mind. |
| Metalinguistics | Exploring new language within a text by using strategies such as reading on, re-reading, using a dictionary, or partner discussion. |
| Inferencing | Gathering information about something not specifically stated in the text Eg’ ‘What inferences tell us that Sophie care so much for the giant, that she would do anything for him?’ |
| Developing the main idea | Indentifying the main themes developing throughout the book – not the main events. |
| Summarising | Skimming and scanning to find the main events and important information. Creating a diary entry, letter etc |

* All children also have access to a home reader and /or reading for enjoyment book and should be recorded in the homework diaries
* Children also experience non-fiction texts from a variety of sources

SRA

* Should be used on a rotational basis with each group using it for one week in the term. It is recognised that due to the skills development during novel block that it is best used between novels or if class teacher is not with the class.

**Writing**

Should be completed in line with St. Matthew’s PS Writing Progression Planner. Writing should take the length of 1 ½ hour session. Over the course of the week children should experience the genre through shared reading task, appropriate genre, appropriate vocabulary and genre specific language should also be covered. There should be opportunities for research and talk/talk activities in order to support the planning so the children are ready to write on a Thursday at the writing block.

Each block for the planned genre should last 4/5 weeks.

* Week 1 should be modelled by the class teacher
* Week 2 should be scaffolded
* Week 3 should still include scaffolding but less than week 2
* Week 4/5 should provide application for assessment purposes and results recorded in the Assessment Data folder in line with St. Matthew’s Writing Progression Planning

Following the planned genres the stimulus for taught writing lessons comes from the topic work, the outdoor/indoor environment, novel studies and local, worldwide and seasonal events. At appropriate stages the use of technology including i-pads, computers and flipcams are also used regularly.

In accordance with the St. Matthew’s Writing Progression Planner and NL Active Literacy program the writing lesson comprises;

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| --- | --- |
| Stage 1:  The big conversation | Children make own notes from personal research, topic related work, books, photos, personal experiences eg. School trip, walk.  Children use a variety of writing materials to record and organise ideas as they wish. This can include making lists, mind maps, plan their own choice.  Children have the opportunity to share/discuss ideas with each other. |
| Stage 2:  The writing process | The genre features and core targets are shared with the children through appropriately differentiated Learning Intentions and Success Criteria and pasted into the writing jotters.  The teacher then models how to construct the specific genre being taught.  Children are given a set amount of focused time slots to write independently and quietly to write the first ‘chunk’ of their work. After this the children then read their own work and make improvements. |
| Stage 3:  Conferencing | Each piece of work receives either peer or self evaluation and always teacher comments including strengths, next steps and some word improvements using formative assessment strategies. |
| Stage 4 :  Redrafting/Publishing | Children are encouraged to be actively involved in redrafting and self correcting throughout Stage 2 & 3.  Complete pieces of work or parts of work may be redrafted by photocopying it and allowing children to then cross out words etc.  Work can be published by re-writing, word processing, presenting at assembly, recording or filming.  Pupils work should be displayed on a start writer wall weekly within each class with all pupils experiencing this success through each term.  Pupils’ results in line with St. Matthew’s Progression Planner should be recorded for each genre in the Assessment Data folder. |

**Grammar**

Should be formally taught once a week in line with Planning Framework. Assessment through application should be build into writing tasks.

**Handwriting**

Should be formally taught once a week in line with Planning Framework. Assessment through application should be build into writing tasks.

**Talking & Listening**

Should be developed and assessed through all aspects of literacy as described above and through other curricular areas

The development of literacy skills plays an important role in all learning.

The following guidance from Literacy & English Principles and Practice Papers should be adhered to.

**What makes a good writing lesson?**

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**Prior Learning**

* Writing skills lessons- layout, style, appropriate language, format for quotations etc.
* Grammar lessons – Linked to success criteria in writing lesson
* Development of the purpose for writing, through IDL experiences or a real life context.
* A reading skills lesson using a shared text which models the writing genre for the planned writing experience.
* Discussion with pupils on the purpose of the task.
* Talk/Talk homework as appropriate.
* Opportunities to take notes to support the context for writing – Refer to P.L.U.S.

**Introduction**

* Learning intention and success criteria shared/devised with children.
* Modelled text provided and success criteria identified in this exemplar.
* Visual cues and a range of appropriate stimuli provided.
* Opportunities for children to work in groups, partners etc.
* Consideration should be given to the audience and purpose for writing

**Putting Pen to Paper**

* Planning page provided to support the planning process. (10-15minutes max on planning, using bullet points.) – as appropriate
* Establish an appropriate environment conducive to successful writing with all resources to hand and minimum noise interruptions.
* During the writing process, the teacher circulates to provide support where necessary. A focus group may be highlighted each week for teacher support or a different child identified for support each week.
* Provide differentiated support/materials where necessary e.g. scaffolding, writing frames.
* The teacher may also provide support with the management of time by setting expectations in terms of the pace of work.
* The teacher could highlight examples of good writing to provide others with ideas.
* There is an expectation that the children will produce a completed piece of extended writing by the end of the lesson.

**The Plenary**

This will most likely occur in the days after the writing has been completed due to time constraints and to allow time for written feedback to be given.

* Revisit the success criteria with the children -have they been met? – Immediate plenary (Self/Peer Assessment). Opportunities to self-edit.
* Provide oral or written feedback in the form of two stars and a wish - This will most likely occur in the days after the writing has been completed due to time constraints and to allow time for written feedback to be given. This should always be revisited at the beginning of the next writing lesson, especially if the focus is the same skill. There should be opportunities to up level a small section of writing.
* Learners voice- understanding of the feedback- own opinion on the success of the writing produced.
* Children assess own writing using the agreed success criteria
* Seek opportunities for the children to share their writing with a wider audience.