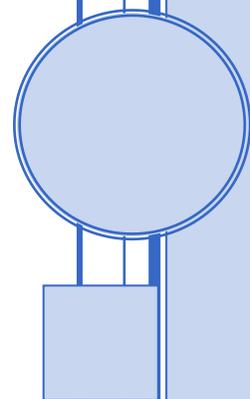# GULLANE PRIMARY SCHOOL

LITERACY AND ENGLISH POLICY

1/1/2019

GULLANE PRIMARY SCHOOL

LITERACY AND ENGLISH POLICY

(This policy takes account of the recommendations set out in a Curriculum for Excellence (CfE). It should be read in conjunction with our Learning and Teaching, Assessment and Support for Learning policies.)

'Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work.'

Building the Curriculum 1

RATIONALE

In Gullane Primary, we strive to ensure that every child should become a competent and confident user of the English language: able to live, work and succeed in a literate world where they have the ability and skills to be all they can be. In the 21st Century this means being able to communicate effectively, expressing ideas and opinions both orally and through various media. Children will develop the skills which will enable them to understand and make informed decisions by interpreting and analysing information using various critical literacy skills. They will have the skills, knowledge and understanding to be creative, self-reflective, solve problems, collaborate and build positive relationships.

The importance of our young people becoming literate should not be underestimated for we recognise that by improving reading, writing, listening and talking we are improving their lifelong learning skills and this will directly impact on the Scottish nation.

Through A Curriculum for Excellence it is the responsibility of all practitioners to ensure that we meet these goals through all areas of learning to effectively and successfully raise the attainment of literacy amongst all learners.

AIMS

Through our approach to the learning and teaching of Literacy and English we aim to support and encourage children to:

- ➢ communicate, collaborate and build relationships
- ➢ reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- ➢ engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- ➢ develop their understanding of what is special, vibrant and valuable about Scotland's literacy and linguistic heritage and that of other cultures

➢ explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
➢ extend and enrich their vocabulary through listening, talking, watching and reading
➢ enjoy exploring and discussing word patterns and text structures.

Literacy is a fundamental life skill which permeates all areas of the curriculum. To ensure all children achieve their full potential, progression can only be achieved through the development of skills from nursery to primary seven, and beyond. Throughout all areas of literacy clearly defined success criteria should be developed. We employ a range of methods to enable the effective learning and teaching of literacy. Areas within literacy can be taught through either interdisciplinary learning (topic) or as a stand-alone area. Outcomes from CfE, along with East Lothian Literacy Frameworks, will be used as a basis for planning, teaching and assessing.

Curriculum for Excellence (CfE) breaks Literacy and English into three organisers:

❑ Listening and talking
❑ Reading
❑ Writing

Within these organisers there are subdivisions:

o *Enjoyment and choice* - experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.
o The *tools* sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.
o 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.
o 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.

IMPLEMENTATION

We recognise that effective learning and teaching in all areas of Literacy and English will involve a skillful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences and value of a good home/school partnership
- 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.

We develop the core areas of literacy as follows:

Listening and Talking

Cooperative learning, keys to literacy, discussion, debating and listening activities through all curricular areas and contexts are used to:
- provide opportunities to participate in discussions through listening and sharing ideas
- develop skills in listening and talking to others, clarifying their ideas and understanding
- develop the skills, knowledge and understanding to create and develop arguments, opinions and viewpoints linked to a wide variety of texts and situations
- develop the skills which will allow them to listen attentively, talk clearly and coherently and respond appropriately in different contexts and situations

Reading

Through our approaches to the teaching of reading we:
- develop early reading skills within the Pre-school and Early Years setting by introducing children to environmental print, a variety of texts, oral storytelling and delivering a synthetic phonics programme
- teach the mechanics of reading and build, consolidate and extend reading fluency and understanding e.g through using the Oxford Reading Tree scheme and other resources
- as the children's reading skills develop, introduce novels and more extended texts, which will build on and develop higher order reading skills including questioning and forming opinions about texts and authors
- encourage children to choose visual, digital media and printed texts through the school library, East Lothian Educational Resource Services, the internet and home and school environment to develop the ability to explain why they have chosen a certain type of text or genre
- promote and encourage a love of reading individually and collectively to develop skills that will allow children to share, interpret, analyse, evaluate and enjoy different types of texts
- provide regular opportunities to encourage all pupils to become confident individuals when reading aloud, demonstrating self-awareness by observing and reflecting on audience feedback

Writing

Through our approaches to the teaching of writing we:
- develop early writing skills by encouraging children to experience writing as an integral part of their learning through mark making, watching adults recording their thoughts and play contexts
- continue to develop increasing control and confidence in handwriting through the provision of regular/daily practice
- have high expectations of the standard of presentation

- continue to develop their skills and understanding of writing through various play contexts so they become secure and can transfer and apply their skills and understanding in different contexts and media
- continue to extend writing skills, knowledge and understanding through relevant contexts including Writer's Craft, interdisciplinary learning and other curricular areas e.g. science, H&WB, RME, so that children can present their written work in a variety of means using various forms of media
- teach grammar and punctuation consistently and progressively across all stages to enable children to understand the structure of language and produce creative written texts which will engage others
- teach spelling consistently and progressively across all stages to enable children to communicate confidently and effectively with a sound knowledge of the conventions of spelling (See guidance on Teaching Spelling)

Through all areas of literacy children will be given opportunities to:

- set and evaluate their own personal targets in ongoing class work and in home/school journals
- work in cooperative, collaborative, active and individual contexts to achieve these targets
- link their learning across the curriculum and transfer their skills to ensure depth and breadth of knowledge
- enrich their experience of language recognising the diversity of Scotland's culture and identity

RESPONSIBILITIES
The **Management Team** (MT) will**:**
- support and advise teachers in implementing this policy
- ensure that this policy is understood and implemented by staff, pupils, parents and others

Teachers will:
- plan in accordance with school policy and guidelines
- record, assess and evaluate individual, group and whole class progress using school, authority and national guidelines
- share and discuss progress with pupils, parents, management and other partner agencies.

Parents' Role
Working in partnership we aim to:
- encourage parents to use their knowledge and skills for enhancement of learning and teaching
- foster home/school links through homework, the school website, parent consultations, written reports and parental involvement in class.

MONITORING AND EVALUATION
The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.