

**Aims:**

- To improve competence and fluency in reading for all learners
- To promote reading as an essential skill for every career
- To ensure a consistent approach to the teaching and learning of literacy.

**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:** 2.2, 2.3, 2.7, 3.1, 3.2, 3.3

**Principles for Curriculum Design****Challenge and enjoyment**

- Set learners challenging goals
- Make learners think hard about their learning
- Learning is active, engaging and motivating.

**Breadth**

- Use a variety of relevant contexts 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 prior learning
- Ensure that all learners have ownership of their learning
- Take account of different learning styles and encourage creative responses

**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

**Progression Pathways**

All teachers are expected to record pupil progress by highlighting and dating the ACC progression pathways to ensure appropriate challenge and support for pupils as well as a breadth of experience.

**Pupils should visit narrative reading each term, and all other genres (recount, explanation, information, instruction, persuasive) a minimum of once per year. P7 pupils should also experience reading and writing in the discursive genre.**

**Pupils should also have the opportunity to enjoy and experience poetry over the course of the year.**

**Learning Experiences**

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

Learners develop and extend literacy skills when given opportunities to:

- communicate, collaborate and build relationships
- reflect on and be creative in developing literacy skills: **prior knowledge, fluency and metalinguistics, visualisation, inference, main ideas and summarising**, using feedback to help 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 understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they can be creative
- extend and enrich vocabulary through listening, watching and reading, and by talking about texts.

In developing English language skills learners will:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.

Westpark 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.  
**P1 and 2 pupils take part in guided reading sessions 2-3 times per week.**  
**P3-6 take part in guided reading twice per week.**  
**P7 – carry out ongoing reflective reading, making use of both book studies and a wide range of supplementary texts.**

**All classes visit Northfield Library once per term, and have time for free reading and book blether in class.**

**All learners are entitled to be read aloud to on a daily basis.**

**All classes carry out a minimum of one book/author study per year.**

**The Westpark Loves To Read Workshop promotes reading for pleasure throughout the school.**

**Identified children take part in Reading Recovery.**

## 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. The 1+2 initiatives requires practitioners to build upon the diversity of language represented within the communities of Scotland, valuing the languages which pupils bring to school.

There are close links 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, reflective reading opportunities will involve learners:

- engaging 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 and identify bias
- selecting creative ways in which to respond to texts.
- communicating and justifying information or opinions.

Current affairs and our unique local context will provide a useful stimulus regarding motivation and personalisation of reading materials, and practitioners are expected to make relevant links to these where possible. In addition, keeping up to date with current children's literature through the shadowing of the Carnegie and Greenaway, UKLA and Scottish Book Trust annual book awards.

## 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:

- To what extent are they exploring and enjoying fiction and non-fiction texts of increasing depth, complexity and variety and making increasingly sophisticated and creative 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.

Westpark has a range of summative assessment tools, including Reading Age tests. The school also implements standardised assessments in accordance with ACC Policy. These include Literacy components. Results are analysed with staff when data is returned and next steps identified as part of tracking meetings.

Reading ages will be assessed and shared by SFL teacher annually. The SFL teacher will also oversee the implementation of Reading Recovery for identified children.

## Engaging with the Wider Community

- C.R.I.S & city libraries, particularly Northfield Library (termly visits)
- ASG schools - moderation
- Into Film Festival
- Teachers Book Bletcher (termly meetings, plus staff 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.

- Guided Reading and other schemes/class novels used in line with Active Literacy approach
- Active Literacy manuals/CDs
- Comprehension: linked to IDL/ book studies
- Spelling: Jolly Phonics (P1-3) and Active Literacy
- Grammar & Punctuation: linked to IDL/ book studies
- Reading Recovery: Mrs Ailie Jones
- School library/class book sets: Mrs Alice Atkinson
- Reflective Reading task maps – Team Westpark shared Google Drive
- Community of Readers sample folders – in all classes
- <https://researchrichpedagogies.org/research/>