

Aims:

- To communicate effectively in writing through a range of media for a variety of purposes: narrative, recount, instruction, information, explanation, persuasive and discursive.
- To read a variety of genres from a range of media in order to identify their key features.
- 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/parents

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
- 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

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 writing each term, and all other genres (recount, explanation, information, instruction, persuasive) once per year. P7 pupils should also experience reading and writing in the discursive genre. The active literacy manual provides both core writing targets and genre specific targets

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

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 familiarising themselves with all 7 genres in order to develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. **All pupils should read or listen to texts from their target genre on a daily basis.** Pupils should also have daily opportunities to develop and consolidate writing skills – a once weekly taught writing lesson on the target genre, a once weekly opportunity for free writing in a writing journal, and further practise within either a discrete literacy context (blue jotter) or via an inter-disciplinary context (yellow jotter)

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 young people's own experiences
- effective direct and interactive teaching
- a balance of free writing and structured writing activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning and the meaningful use of IDL
- collaborative working and independent thinking and learning
- building on the principles of Assessment is for Learning
- frequent opportunities to publish writing 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.

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.

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
- poetry

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 before and during writing
- 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 familiarise themselves with key features of each genre

Engaging with the Wider Community

- Arts Across Learning
- C.R.I.S & city libraries (pupils should visit and borrow books from local libraries each term)
- Northfield Academy Library
- School library – (see list of texts by genre)
- Shadowing book awards – Carnegie, Greenaway, UKLA, Scottish Book Trust

Assessment

Assessment in writing will focus on the ability of pupils to demonstrate the features of language as listed in the progression pathways and the CAS CfE targets for early-third level.

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.

Teachers will carry out formal writing assessment three times throughout the year – in August/September, January and May. The data gathered from these assessments will be used to inform next steps, create personalised targets for pupils and for pupil tracking and grouping.

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.

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.

Learners should be aware of their writing targets, and of the steps required to achieve these. These may be displayed on the writing jotter, or handed out during the weekly lesson. Jotters should demonstrate progress towards and achievement of these targets, and therefore of feedback. Quality feedback may be written or verbal, and may come from learners, peers or members of staff. What is important is that the feedback is used effectively to ensure progress.

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.

- Literacy Co-ordinators
- Writing: The Big Write and other approaches
- Genre specific folders containing sample texts for modelling, planning documents and targets by level
- Active literacy sample texts (on disc and in manuals)
- Progression pathways (on Drive)
- Benchmarks - <https://education.gov.scot/improvement/Pages/Curriculum-for-Excellence-Benchmarks.aspx>
- OU RfP case studies <https://researchrichpedagogies.org/research/reading-for-pleasure>