



Guidelines for Literacy and English

The learning opportunities provided will promote the development of skills in using language, particularly those used by everyone in their everyday lives. Learners will be able to apply knowledge about language and communicate effectively face to face, in writing and through an increasing range of media. They will develop confidence and competence in listening and talking, reading and writing and in personal, interpersonal and collaborative working skills. They will encounter a wide range of different types of texts ie 'A text is the medium through which ideas, experiences, opinions and information can be communicated.' They will be given opportunities to appreciate the richness and breadth of Scotland's literary heritage.

Teachers should provide an environment which includes rich literacy experiences as part of the children's daily learning. A Literacy wall or area in the classroom should be clearly defined and the children familiar with the term 'Literacy' from P1 onwards. The relevant 'I can' outcomes from CfE should be on display and the children encouraged to become familiar with them. The development of literacy skills plays an important part in all learning and so literacy will permeate the whole curriculum. Children should be encouraged to become aware of this and see the use of literacy skills in other curricular areas. Teaching programmes will include activities which are enjoyable and engaging, providing appropriate challenge and pace according to the needs of the learners and providing opportunities for pupil choice. They should be meaningful, make good use of technology and have links with other curricular areas where appropriate. Teachers should provide children with opportunities to explain their thinking and debate their ideas.

Learning will be assessed through a range of AIFL strategies, teacher observations, through specific assessment tasks as indicated in the school plans and through National Assessments, where appropriate. Teachers should also try to keep photographic and video evidence of activities. A class 'Literacy Log' may be a useful activity to provide opportunities for reflection and assessment on a weekly basis. Planning will reflect the evidence gathered through assessment and teachers should discuss and share examples of good practice, liaising with other professionals (eg ASN) and SLT. Teachers and learners should have regular discussions so that there is a common understanding of expectations in literacy. This may be recorded in PLPs.

Phonics Guidelines P1 - 3

The JLB Phonics Programme is based on the Argyll & Bute Phonics Programme. The order is changed slightly. This programme is based on synthetic phonics ie focus is on training phonemes at initial, medial and lateral positions in words. Upper case and lower case letters are introduced at the same time. In most cases, there will be whole class teaching - differentiation will be by outcome and follow-up tasks.

Teaching strategies will be based on interactive direct teaching which provides opportunities for questioning, discussion between children and teachers, group interaction, thinking time, opportunities for feedback and independent learning. Tactile resources should be used eg magnetic boards and velvet letters. There should be little dependence on individual follow-up worksheets (although there may be occasions when they are appropriate - ie Jollyphonics sheets) and learning opportunities should be active, engaging and enjoyable. A variety of Jollyphonics resources is available eg Big books and Jiglets. Technology should be used where appropriate.

The pace recommended at JLB is to teach 2 phonics per week, with time for consolidation and continual revisiting. Each block in the programme should last about 3 weeks but this may vary as time required for consolidation varies. Riming words should be developed within the programme as early as possible eg tin, sin, pin can be made from P1 Block 2. Use should be made of these rimes to assist spelling and reading as the programme develops.

Recognition of the alphabet will be taught from the beginning and alphabetical order will be covered more formally in the Reading Dictionary work and Nelson Spelling activities in P2 onwards.

Jolly Phonics Book 1 will be the main core resource in Phonics teaching until the end of Block 7 in P1. Beyond this, phonics should continue to be taught in a similar way but teachers should look for their own suitable resources eg speed sounds partner activities, games, Jolly Grammar Book 1, Book 2 and Phonics Year by Year for good ideas for active phonics.

Most children will complete to the end of Block 13 in P1, the end of Block 24 in P2 and Block 29 in P3. Although Phonics teaching will continue in P3, more time will be spent working through the school Spelling Programme.

Assessments should be continuous and based on teacher observations. This should be recorded regularly on the Phonics checklist (possibly at the end of each block or few blocks) to facilitate planning and pace. These records should be filed in PPRs.

Baseline Assessments will be conducted at the beginning of P2 - usually by the P1 teachers in the afternoons of Term 1 - to identify subsequent needs.

Homework

Phonics homework will be given 2/week, initially using the Jollyphonics homework sheets. A jotter activity where the children identify the new sound and draw 2 pictures in P1 then leading to writing 4 words/pictures and writing sentences in P2. No sounds homework will be given to most children in P3 since the focus will be on spelling homework at this stage. Teachers may like to adapt some ideas from the school spelling handbook and active phonics resources to vary homework activities from time-to-time.

Children should be encouraged to use their increasing knowledge of phonics to attach unfamiliar words in their reading. Some children will benefit from working on the Floppy's Phonics reading scheme for a time. The Floppy's Phonics books may also be used in class to consolidate the teaching of phonics from time-to-time.

Reading Guidelines

Children will experience a variety of learning opportunities largely based on The Oxford Reading Tree and Argyll and Bute Phonics (Jollyphonics) The activities in school reading plans and phonics plans provide a basis for building tools for reading ie. sight vocabulary , comprehension skills and phoneme knowledge.

Children will be given opportunities on a daily basis to develop reading strategies and enjoyment of reading. Regular use should be made of a class library and time will be spent reading story books to the children. They will be encouraged to use their reading knowledge to find and use information and to understand and evaluate their reading. They should be encouraged to borrow books from the class library to take home on a regular basis.

New vocabulary will be prepared in class and children will be asked to practise words and reading regularly at home. The pace of learning will vary according to the abilities of the children and they should not move to the next stage until comfortable with the vocabulary, but as a guide at Stages 1 and 2 children may be reading a new book every day or every 2 days and focusing on a new word every day. At Stage 3 they may read 2 books per week and at Stages 4 and 5 one book per week. By the end of P1 most children will have completed to the end of Stage 4. Vocabulary in the early stages should be prepared for the next stage so that the children are already familiar with the key words when moving on to a new stage. At Stages 6 to 11 the time spent on books may be longer and children may not need to prepare new words at home as in the previous stages, but will continue to spend time at home practising a passage or story prepared in school. There will be new vocabulary(other than key words) in each book and children will be expected to

use their knowledge of reading strategies(ie synthetic phonics, comprehension) to help them read. This will increase as the children progress. Learning opportunities should include a variety of games and activities (eg. suggestions in the ORT teacher books) ORT software (St. 2 onwards) and completed pupil workbooks. There should be little dependence on prepared worksheets. Children should read all the Core stories at each stage but it may not be necessary to read all the more stories. Teachers should move children on after evaluating the children's reading.

Non-Fiction

At the end of each stage the children should be given the opportunity to read a selection of non-fiction books from the 'Fireflies' section. Each child will read a minimum of 2 books from each stage. The children should choose titles that interest them. At this time teachers will be required to manage reading groups in a slightly different way, since the children in groups will not all be reading the same book at the same time.eg. the children may be given more opportunities for 'partner' reading at this time.

Poetry

Children should be given the opportunity to read the ORT poetry books during each stage from stage 5 onwards.

Children will also be given opportunities for dictionary work and Key Comprehension activities as indicated in the plans.

Homework

Children will be given reading homework(ie. Reading/ word practice) 4 nights/week. Reading homework will usually consist of practising a reading passage or words that have already been prepared at school.

Assessment

The children will usually work in groups according to their abilities for most reading activities . Teachers should continually evaluate the children's performance and be prepared to make adjustments where appropriate. This should be discussed with SLT. Regular word assessments, miscue analysis and comprehension evaluations will help provide guidance for teachers on the pace of progress through the stages. Recordings of these should be filed in the children's PPRs. Children should also be given opportunities for peer assessment through partner reading.

Extra support/extension

Some children may need extra support. The ORT Read at Home books are useful for consolidation and extension. Children who require further consolidation before moving on to a new stage may benefit from working on Project X, where available,

for a time. Project X is also a valuable resource to interest (particularly boys) at the appropriate stage. The teacher should consult with SLT and decide where it would be appropriate to do this. Alternatively it may be appropriate to provide further support for less able pupils through learning opportunities based on the Floppy's Phonics books. It should be understood that teaching reading based on Floppy's Phonics requires intensive phonics support in class (and in EI) for the children to gain the most benefit. There are a number of resources suggested on the plans which may help with this. These activities should be recorded on the appropriate planning pages and children will return to the core scheme when the teacher feels it is appropriate, having made the relevant assessments.

Children should be given regular opportunities to recognize the first 100 words (sometimes referred to as 'Tricky' words). Flashcards and Assessment lists of these words can be found in the Language cupboard. For children finding this more difficult, support activities can be found using the 'Easylearn' resources.

Reading 360

In P4 most children will have completed the ORT stages (and be ready to sit Level B test) and move on to working through Ginn Reading 360.

First/Second Levels

Using Ginn Reading 360 - usually P4 onwards

At this stage children will be expected to prepare a passage of text at home which will then be discussed at school with the teacher. Homework should be given to prepare at least 2/week. Reading activities in class should include Ginn support material as indicated in the plans, Key Comprehension and Dictionary work. Dictionary work on the plans may be selected but teachers may find it more appropriate to include dictionary work based on the Nelson Spelling scheme and should note this on the plans. Other material for reading may be used when appropriate eg. Shared Texts, links with topic work etc.

Children who require extension or more consolidation may do so through activities based on the Project X material. This should be recorded on the appropriate plans. Children should return to working with the core Ginn material when the teacher feels it is appropriate.

Children should regularly be given the opportunity to make use of a class library, to choose books for enjoyment or research, and be encouraged to borrow books to take home.

At all levels children should be given opportunities to recognize the use of Literacy across the curriculum and to use 'texts' from 'real life' situations eg. Charts, timetables, catalogues, promotional leaflets, menus, magazines, e-

mails, text messages etc. They should be given opportunities to experience Scots texts by Scottish authors, particularly around St Andrew's Day and Burns' Day. As with other areas of the curriculum, the children should be given opportunities for enjoyment, active learning, working collaboratively, using technology and links made with other areas where appropriate.

Spelling Guidelines

Classwork

The main class resource from P2 upwards is the Nelson Spelling with an emphasis placed on time for good quality teaching of the spelling rules. This resource provides three levels of challenge within each unit - Focus, Extra and Extension. While in most cases the whole class will work on the same unit, children will work on these differentiated activities appropriate to their abilities. Not all children need complete each activity. Where a child, or group of children, is unable to cope with even the differentiated work they should be placed on a lower level of the resource and 2 spelling groups formed in the class. This should be discussed with the SLT. It may be that for some children, particularly those with additional support needs, the use of the Nelson Spelling resource may not be appropriate (could use Jolly Grammar 1, 2).

Levels for Nelson Spelling

Blue P1 (optional - workbooks only if needed)

Textbooks

Red - P2

Yellow - P3

Book 1 - P4

Book 2 - P5

Book 3 - P6

Book 4 - P7

Photocopiable masters are available for further consolidation or extension if required.

Other learning opportunities in class should be varied and 'active'. Suggestions for these are in the School Spelling Handbook for Teachers 2008.

Most children will cover one unit per week although some units may require longer. The children in P1 will be introduced to spelling in a less formal way using, for example, magnetic boards but the emphasis will be on teaching phonics and the children will be given regular opportunities for dictation as part of this. The Nelson Blue Level workbooks are available and may be found to be useful at this stage.

In P2 the Red level teaching programme will be introduced but the emphasis will remain on the teaching of phonics.

From time to time it will be appropriate to teach the spelling of words from the first 100/200 word lists (these can be found in the language cupboard). A graded list of these words will be included at each level and teachers should ensure that these words are included in spelling activities at some stage during the year.

Homework

From P3 onwards, spelling homework will continue for at least 2 nights per week. Teachers should consult the school Spelling Handbook for Teachers 2008, for a variety of suitable homework activities which provide the children with challenge and enjoyment. Teachers should liaise with stage partners to ensure a consistent, though not necessarily identical, approach to spelling homework.

Formative assessment strategies should be used to monitor pupils' work. A weekly or fortnightly spelling test may be appropriate and the Nelson photocopying masters provide assessment activities which may be suitable.

Writing Guidelines Tools for Writing

In the Early Level children will learn to write as they learn to read sounds and how they work together to make words and sentences. They will learn to form letters and make words in a variety of ways as they explore letters and sounds. The core resource at this stage is Jolly Phonics as in the teaching of Phonics. Learning opportunities should be active and engaging - see the suggestions in the Writing Tools planners.

The classroom should provide a stimulating environment for writing with mainly casual opportunities for children to record experiences, feelings, ideas and information in different ways. Other experiences for creating texts should be meaningful and usually linked to other curricular areas. The Foundations of Writing activities provide a framework for developing writing at this stage. The children will be given opportunities to build up an awareness of the concept of print and its importance in the writing process although they will not usually be expected to use it in their own writing at this stage. Generally, at the First Level, the whole class will work together.

In First and Second Levels teachers should provide learning opportunities to cover concepts in the school writing plans. Activities and resources are suggested for the teaching of Writing tools ie Jolly Grammar and Learning Targets but teachers may

prefer to use their own ideas to cover the concepts. These should be recorded on the plans. The children will be expected to use grammar and punctuation learned appropriately in their writing and given regular opportunities to consolidate concepts in extended writing.

During First Level (P2-4), it is anticipated that the children's level of attainment will diverge. As such, it would be expected that more than one teaching group will emerge. At the Second level, there will usually be a core group and one other group.

Creating Texts/ Organising and Using Information

Extended writing should be recorded in the appropriate column on the Creating Texts/Organising and Using Information sheet and evidence filed in the Extended Writing folders. Learning intentions and success criteria in extended writing should reflect concepts recently taught in writing. The whole class will usually work on the same piece of writing but during the First and Second Levels groups may have different targets. When planning extended writing, the relevant outcomes should be kept in mind. During the course of the whole session children should experience a balanced variety of different texts.

Extended writing will usually be linked to other curricular areas. It may be that some topics provide more opportunities for one type of text than another. Teachers should try to ensure that opportunities are balanced over the course of the whole session.

Suggested resources for good ideas are available in the PT room, photocopying cupboard and language cupboard eg Plot. Character, Setting Books 1,2, 3
Shared Texts, South Lanark Writing

ICT

Children should be given the opportunity to use ICT regularly to consolidate writing tools and develop word processing and communicating and presentation skills in their writing. This should be recorded in the plans.

Assessment

Teachers should regularly evaluate their teaching and the children's learning, giving the children opportunities for self and peer assessment, noting this on the plans. Although no longer required to complete National Assessments in Writing, teachers should use the criteria to assess pieces of writing and file a selection of various types at each level in individual folios which will be passed on throughout the school. There should be at least two examples and one Writer's Craft example

filed in PPRs at each 5 - 14 level (at this time). Teachers should attach the appropriate form to these pieces of writing clearly indicating the Level achieved.

Primary 7

P7 teachers will be required to collate a folio of writing to be passed to secondary school containing four pieces of writing appropriately assessed during the Primary 7 year (one should be based on a curricular area other than language). It is suggested that P7s start working towards this as soon as possible. Some children may be asked to participate in the Moderation of Writing process during this time. In this case the writing folios will be further assessed by the Authority.

JLB Staff
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